



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

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### Abstract

The present study was conducted to study the relationship of teacher effectiveness, teacher stress and teacher commitment with different dimensions of creative management. 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, Teacher Commitment Questionnaire (Amit Kauts and Aachal Kalia, 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 teacher stress and creative management. It means managerial creativity will contribute to the reduced stress among teachers in the teacher education institutions. It is also found that there is no significant relationship in the teacher effectiveness and creative management. This means that 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 vice versa. Another finding is that there is no significant relationship in the teacher commitment and creative management. This means that the different dimensions of creative management i.e. expertise, creative thinking, intrinsic task motivation and managerial creativity has no direct influence on commitment of teachers.

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



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### 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

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stress several days a week. 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. Higher education has a pivotal role to play in creativity enhancement of young generations, our students which is confirmed by Gustina and Sweet (2014) who argue that “the current calls for more creative output throughout the economy acknowledge education as the most promising locus for developing creativity”, because citing Craft (as cited in Gustina and Sweet, 2014) “education has a dynamic relationship with this shifting world of employment and the wider economy” and the view of “what is considered significant in terms of educational achievement is changing. For it is no longer sufficient to have merely excellence in depth and grasp of knowledge. Creativity is critical to surviving and thriving.”

### **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 Myhill (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, Roekaff and Stagier (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 schools 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 Manjustha (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, Shailedra 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. Benevene and 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 engages 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 teacher 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 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.

### **Statement of the Problem**

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

### **Objectives of the study**

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

### **Hypotheses of the study**

1. There is no significant relationship in the teacher effectiveness and different dimensions of managerial leadership.
2. There is no significant relationship in the teacher stress and different dimensions of managerial leadership.
3. 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 Punjab 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. Teacher Commitment Questionnaire (AmitKauts and AachalKalia, 2012).
3. Teacher Effectiveness Scale (Mutha, 1982).
4. 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 OF TEACHER EFFECTIVENESS, TEACHER STRESS AND TEACHER COMMITMENT WITH DIFFERENT DIMENSIONS OF CREATIVE MANAGEMENT (EXP, CRT, ITM & MCR)**

In order to study the relationship of teacher stress, teacher effectiveness and teacher commitment with different dimensions of creative management (EXP, CRT, ITM & MCR) data was analyzed by applying Pearson’s Product Moment correlation. The results have been shown below under following headings.

**1. RELATIONSHIP OF TEACHER STRESS WITH DIFFERENT DIMENSIONS OF CREATIVE MANAGEMENT (EXP, CRT, ITM & MCR)**

In order to study the relationship of teacher stress with different dimensions of creative management (EXP, CRT, ITM & MCR) data was analyzed by applying Pearson’s Product Moment correlation. The results have been shown in Table- 1.

**Table- 1 Coefficient Of Correlation And Level Of Significance Showing The Relationship Of Different Dimensions Of Creative Management With Teacher Stress**

Variables	Creative Management	EXP	CRT	ITM	MCR
Teacher Stress	Pearson Correlation	-.152**	-	-	-
	Sig. (2-tailed)	.004	.002	.004	.000
	N	373	373	373	373

\*\*Significant at the 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 teacher stress with different dimensions of creative management i.e. expertise, creative thinking, intrinsic task motivation and managerial creativity came out to be -0.152, -0.160, -0.149 and -0.190 respectively, where values for each dimension of creative management 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 creative management". The negative values of coefficient of correlation signifies 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. Bass (1985) was also of the same opinion that 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. This idea supports the results of the study as the dimensions expertise as well as intrinsic task motivation would be responsible to initiate the teachers to accomplish their tasks and thereby becoming a reason for reduced stress. Hence, better practice of any dimension of creative management may result in the reduced stress among teacher community thereby leading to the more encouragement and efforts by them to discharge their duties by ensuring 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. It may be recommended that these rules and laws should be reviewed with the involvement of experts having good creative management skill so as to explore some viable ways and means for better implementation which may not result as a stressor and thereby hinder the higher productivity on the part of the teacher community.

## **2. RELATIONSHIP OF TEACHER EFFECTIVENESS WITH DIFFERENT DIMENSIONS OF CREATIVE MANAGEMENT (EXP, CRT, ITM & MCR)**

In order to study the relationship of teacher effectiveness with different dimensions of creative management (EXP, CRT, ITM & MCR) data was analyzed by applying Pearson's Product Moment correlation. The results have been shown in Table- 2.

**Table-2 Coefficient Of Correlation And Level Of Significance Showing The Relationship Of Different Dimensions Of Creative Management With Teacher Effectiveness**

Variables	Creative Management	EXP	CRT	ITM	MCR
	Pearson Correlation	.057	.055	.040	.043
Teacher Effectiveness	Sig. (2-tailed)	.276	.292	.444	.411
	N	373	373	373	373

\*Significant at the 0.05 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 dimensions of creative management i.e. expertise, creative thinking, intrinsic task motivation and managerial creativity came out to be 0.057, 0.055, 0.040 and 0.043 respectively, where values for each dimension of creative management are found to be less than the table value (0.087) even at the 0.05 level. Therefore, the data does not provide the sufficient evidence to reject the hypothesis that “There is no significant relationship in the teacher effectiveness and creative management”. This means that 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 vice versa. In the result of a study Emer (1987) emphasizes that teacher effectiveness is not characterized only through mastery of subject but also through mastery over the classroom management, and these are the personal dimensions of the teachers to ensure teacher effectiveness and neither the management nor the higher leadership can do anything in this respect.

### 3. RELATIONSHIP OF TEACHER COMMITMENT WITH DIFFERENT DIMENSIONS OF CREATIVE MANAGEMENT (EXP, CRT, ITM & MCR)

In order to study the relationship of teacher commitment with different dimensions of creative management (EXP, CRT, ITM & MCR) data was analyzed by applying Pearson’s Product Moment correlation. The results have been shown in Table- 3.

**Table- 3 Coefficient Of Correlation And Level Of Significance Showing The Relationship Of Different Dimensions Of Creative Management With Teacher Commitment**

Variables	Creative Management	EXP	CRT	ITM	MCR
	Pearson Correlation	.065	.082	.061	.059
Teacher Commitment	Sig. (2-tailed)	.216	.118	.247	.260
	N	373	373	373	373

\*\* . Correlation is significant at the 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 commitment with different dimensions of creative management i.e. expertise, creative thinking, intrinsic task motivation and managerial creativity came out to be 0.065, 0.082, 0.061 and 0.059 respectively, where values for each dimension of creative management are found to be less than the table value (0.087) even at the 0.05 level. Therefore, the data does not provide the sufficient evidence to reject the hypothesis that "There is no significant relationship in the teacher commitment and creative management". This means that the different dimensions of creative management i.e. expertise, creative thinking, intrinsic task motivation and managerial creativity has no direct influence on commitment of teachers. Contrary to the finding, Sutarso et al. (1996) advocated positive relationship between teacher commitment and creative management and reported that teacher commitment was positively related to openness in Principal behaviour and teacher engagement, intimacy and low level of teacher frustration. But these dimensions here seems to be the personal dimensions of a leaders and they have not specified such relationship with the basic dimensions like expertise, creative thinking, intrinsic task motivation and managerial creativity.

### **Discussion on findings**

It has observed that there is significant relationship in the teacher stress and creative management. The negative values of coefficient of correlation signifies 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. Bass (1985) was also of the same opinion that 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. This idea supports the results of the study as the dimensions expertise as well as intrinsic task motivation would be responsible to initiate the teachers to accomplish their tasks and thereby becoming a reason for reduced stress. Hence, better practice of any dimension of creative management may result in the reduced stress among teacher community thereby leading to the more encouragement and efforts by them to discharge their duties by ensuring the better execution of the educational activities in the institutions. 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. It may be recommended that these rules and laws should be reviewed with the involvement of experts having good creative management skill so as to explore some viable ways and means for better implementation which may not result as a stressor and thereby hinder the higher productivity on the part of the teacher community. Another finding is that there is no significant relationship in the teacher effectiveness and creative management. This means that 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 vice versa. In the result of a study Emer (1987) emphasizes that teacher effectiveness is not characterized only through mastery of subject but also through mastery over the classroom management, and these are the personal dimensions of the teachers to ensure teacher effectiveness and neither the management nor the higher leadership can do anything in this respect. Pishghadam (2012) found that teachers who better cultivate creativity in their learners are more successful in their teaching career. There is no significant relationship in the teacher commitment and creative management. This means that the different dimensions of creative management i.e. expertise, creative thinking, intrinsic task motivation and managerial creativity has no direct influence on commitment of teachers. Contrary to the finding, Sutarso et al. (1996) advocated positive relationship between teacher commitment and creative management and reported that teacher commitment was positively related to openness in Principal behaviour and teacher engagement, intimacy and low level of teacher frustration. But these dimensions here seems to be the personal dimensions of a leaders and they have not specified such relationship with the basic dimensions like expertise, creative thinking, intrinsic task motivation and managerial creativity. Hou et al. (2011) indicated that there is positive relationship between teacher commitment and creative management.

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