

# Teacher Stress in Relation to Creative Management, Institutional Performance and Gender of College Principals in Teacher Education Institutions

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## ABSTRACT

The present study was conducted to study the teacher stress in relation to creative management and institutional performance in teacher education institutions. 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. Institutional Performance Scale & Creative Management Scale prepared by the investigator 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 in good performing institutions, teacher educators experience significantly less stress related to students and physical conditions, time pressure and lack of reward and recognition except conflicts 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 except time pressure than those in the institutions with male principals. Female principals of institutions with poor performance has significantly higher 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. There is a negative relationship between creative management and teacher stress.

**Keywords:** Teacher stress, creative management, institutional performance

Teachers are the most valued assets of any country. They impart knowledge and skills to the students, who after completion of their studies, join the different sectors of country and start contributing towards the development of country's economy. Recent global changes have resulted in creation of new challenges in shape of global competition, technological advancements, quality assurance, standardization and cost minimization, which have hardly hit the each and every sector throughout world; the educational sector has no exemption. The academicians working in different educational institutions are under immense pressure to meet the expectations of their customers, no matter either these customers are students, parents, or employers. In this process of meeting the expectations of

customers, the teachers are exposed to certain unwanted internal or external environmental factors, which hamper their routine abilities and results in development of feeling of exhaustion and strain. Once teachers develop such like symptoms then their performance and satisfaction level is decreased and thus the overall productivity of educational institution is suffered. Teaching profession was earlier viewed as a low stressful occupation because of regular job, light workloads, flexibility, fixed job responsibilities and other attractions such as foreign trips for conferences and study leaves for higher study and research. However, some recent studies reported that university faculty is among the most stressed occupational group. Research evidences have shown that there is high stress prevailing

among teachers of higher educational institutions. Contemporary management practices, globalization and privatization, increasing use of new technology and knowledge base economy are emerging issues that force universities and higher educational institutes to become internationally competitive. The situation of attaining, maintaining and retaining the competitive advantages leads many challenges to faculty members. These challenges have increased work stress among teaching staff of higher education and forced them to work beyond their schedules. According to Ravichandran and Rajendran (2007), Stress has become a major dilemma amongst teachers due to quick changes in education system during 1980-1990. The teaching faculties of higher education in India are facing stress due to in-class environment and stress due to heavy demand of other academic and non-academic activities. Now days assessment system in educational institutions is so stressful that it relies heavily on teachers. There is lot of pressure from administration and constant expectations of immediate results. Increased awareness of sources of stress assist the individual in building personal resilience and the capacity to respond more appropriately. Nema Geeta *et al.* (2012) studied various work related stressors that causes stress to teachers in educational institutes in Indore. The results showed that the teachers were unsatisfied with their job due to changing job environments, insecurity of job, poor salary, biasness in promotions, work overload, role conflict, powerlessness, motiveless, harassment etc. Therefore the prevention and management of workplace stress requires organizational level interventions and leadership skills in the principals of educational institutions. Educational institutions require its principal to act as a educational leader in order to cope with the challenges of the dynamic, changing environment in which the school functions.

### 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 a 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.

### **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.

### **Institutional performance**

Rastogi and Kashyap (2003) studied about job stress and work adjustment among working women with a sample consisting 150 nurses, clerks, and teachers. They found that nurses were more stressed than clerks and teachers. It's because of nurses worked in harsh working environment. The low stress perceived group is teachers and that's because of their best working environment

comparative to other two groups. Zembylas (2004) exposed that emoluments, working hours and the holidays related to the teaching profession played the key role in the selection of teaching profession for Cyprus - Cypriot teacher. Ololube (2005) in his study evaluated the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria.

The results revealed that the teachers are dissatisfied because of the climate prevailing in the profession like learning policies, management, salary and other emoluments, financial and non-financial benefits. The job satisfaction of Cambodian primary school teachers was strongly linked with pay level and their welfare conditions. However, it is also intertwined with non-financial benefits, such as professional advancement, principal position and participation in management (Lee 2006). Khan *et al.* (2012) found that teachers' stress is a reaction of teachers to the unwanted environment factors furthermore the performance of teachers is both tasks and non task related. The teachers' stress negatively affects the performance of teacher by lowering the productivity of individual teacher and of educational institution. The teachers' resources act as moderator by minimizing negative effects of stress. Sabherwal *et al.* (2015) revealed that the determinants of stress among the administrators are numerous and varied, with compilation of results, time pressures, lack of infrastructure, student's indiscipline and poor pay prospects as very high ranked stressors. The findings also revealed that the administrators experienced, on an average a low to moderate level of stress and this did not negatively affect their performance.

### **Teacher stress in relation to gender**

Pei and Guoli (2007) found that no difference in regard to stress among teachers according to gender. Villardefrancos (2008) researched occupational stress in a large sample of secondary school teachers in Europe. They reported that female teachers experienced greater stress compared to their male counterparts. Johannsen (2011) studied teachers from elementary, middle and secondary levels in Georgia and found that there was no significant difference in stress levels based on years of experience and gender. However there was difference based on grade level taught. Elementary

school teachers have significantly higher stress than their middle or high school counterparts. Kauts and Saroj (2011) offered another international perspective with their large study of 600 secondary teachers in India. They found that male secondary teachers experienced significantly higher levels of stress. Wright and Ballestro's (2011) reported that principals believe that elementary school teachers and male teachers handle stress more effectively. Abirami (2012) found that female teachers perceived maximum level of job stress than the male teachers who had been working for more than 8 hours. Mbibi and Oluchi (2013) found that principal's gender qualification and experience do not significantly influence stress perception by the principals but principals gender, qualification and experience significantly influence stress management strategies by the principals. Marshall (2015) indicated that there was no significantly significant difference in the levels of stress reported by male and female secondary school teachers. Findings revealed that gender was not a significant factor in teacher job stress.

### Statement of the Problem

Teacher Stress in Relation to Creative Management, Institutional Performance and Gender of College Principals in Teacher Education Institutions.

### Objectives of the study

1. To develop a tool for assessing institutional performance.
2. To develop a tool for assessing creative management.
3. To study teacher stress in relation to institutional performance and gender of principals.
4. To study the relationship between teacher stress and creative management.

### Hypotheses of the study

1. There is no significant difference in the institutions with high and in the institutions with poor performance on the scores of various dimensions of teacher stress.
2. There is no significant difference between college with male and female principals on various dimensions of teacher stress.

3. There is no significant interaction between institutional performance and gender of principals on the scores of various dimensions of teacher stress.
4. There is no significant relation between creative management and teacher stress.

### 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. Institutional Performance Scale prepared by the investigator.
2. Creative Management Scale prepared by the investigator.
3. 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 teacher stress and creative management, Teacher Stress Questionnaire (Otto (1983) and Adapted by Max Smith and Sid) 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.

### Statistical techniques

Following statistical techniques were employed to analyze the data and reach to the results:

1. Mean, Standard deviation has been computed to understand the nature of the data.
2. Two way analysis of variance (ANOVA) was employed to study the main effects and interactional effect of the categorical variables on the dependent variables.
3. Pearson's Product Moment correlation was computed to study the relationship between teacher stress and creative management.

### Analysis and interpretation of the data

#### *2x2 Analysis of Variance on the Scores of Various Dimensions of Teacher Stress in Relation to Institutional Performance and Gender of the College Principals*

The means and S.Ds of various dimensions of teacher stress scores in the sub-groups of 2x2 Analysis of Variance have been computed and are presented in the Table 1.

In order to analyze the variance in various dimensions of teacher stress scores in relation to institutional performance and gender of the college principals, the obtained scores are subjected to ANOVA and the results have been presented below in the Table 2.

### MAIN EFFECTS

#### (A) Institutional Performance

It may be observed from the Table 2 that F-ratios for the difference between means of institutions with good performance and institutions with poor performance on the scores of various dimensions of teacher stress, in case

of dimensions II, III and IV i.e. "Students & Physical Conditions", "Time Pressure" and "Lack of Reward & Recognition" were found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (1) namely, "there is no significant difference in the institutions with high and in the institutions with poor performance on the scores of various dimensions of teacher stress", in case of dimensions II, III and IV. Whereas, mean difference in dimension-I, i.e. Conflict, has not been found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject hypothesis with respect to the dimension I-Conflict. This means teacher stress in dimensions II, III and IV among teacher educators significantly differs in institutions with good performance and institutions with poor performance.

Further, the analysis of the means from the Table- 1 suggest that means of 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. Pratt (1978) also reported the evidence of higher levels of stress in educational institutions of disadvantaged areas. Similarly, the results of the study conducted by Eskridge and Coker (1985) revealed that stress can produce positive as well as negative results in teachers. There is more stress among teachers and it can make them unproductive and incompetent. Thus it can be concluded that the factors responsible for increasing stress must be checked and proper environment should be provided in the educational institutions.

#### (B) Gender of Principal

It may be observed from the Table 2 that F- ratios for the difference between means of male and female college principals on the scores of various dimensions of teacher stress, in case of dimension I, II and IV i.e. "Conflict", "Students & Physical Conditions" and "Lack of Reward & Recognition" were found to be significant at the 0.01 level of confidence whereas the other dimension viz. III was not found to be significant even at the 0.05 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (2) namely, "there is no significant difference between college with male and female

**Table 1:** Means, Standard Deviations of Various Dimensions of Teacher Stress in the Sub Groups for 2x2 Design of ANOVA in Relation to Institutional Performance and Gender of the College Principals

Dimensions of Teacher Stress		Institution with good performance	Institution with poor performance	Total
I-Conflict	Colleges with Male principals	$M_1=134.50$ $\sigma = 40.622$ N= 58	$M_2 = 146.01$ $\sigma = 42.872$ N = 82	M = 141.24 $\sigma = 42.192$ N = 140
	Colleges with Female principals	$M_3=186.17$ $\sigma = 190.513$ N= 104	$M_4=159.81$ $\sigma = 35.390$ N= 132	M=171.43 $\sigma = 129.531$ N= 236
	Total	M=167.67 $\sigma = 156.274$ N= 162	M=154.52 $\sigma = 38.916$ N= 214	
II-Students & Physical Conditions	Colleges with Male principals	$M_5=162.90$ $\sigma = 53.828$ N= 58	$M_6 = 189.45$ $\sigma = 60.315$ N = 82	M = 178.45 $\sigma = 58.995$ N = 140
	Colleges with Female principals	$M_7=183.88$ $\sigma = 57.945$ N= 104	$M_8=202.39$ $\sigma = 51.854$ N= 132	M=194.24 $\sigma = 55.275$ N= 236
	Total	M=176.37 $\sigma = 57.234$ N= 162	M=197.43 $\sigma = 55.470$ N= 214	
III-Time Pressure	Colleges with Male principals	$M_9=95.05$ $\sigma = 26.958$ N= 58	$M_{10} = 109.52$ $\sigma = 26.790$ N = 82	M = 103.53 $\sigma = 27.703$ N = 140
	Colleges with Female principals	$M_{11}=100.22$ $\sigma = 31.290$ N= 104	$M_{12}=107.89$ $\sigma = 27.901$ N= 132	M=104.51 $\sigma = 29.625$ N= 236
	Total	$M_{11}=97.635$ $\sigma = 29.079$ N= 162	$M_{12}=108.705$ $\sigma = 27.346$ N= 214	
IV- Lack of Reward & Recognition	Colleges with Male principals	$M_{13}=133.03$ $\sigma = 41.628$ N= 58	$M_{14} = 138.04$ $\sigma = 32.803$ N = 82	M = 135.99 $\sigma = 36.656$ N = 140
	Colleges with Female principals	$M_{15}=135.03$ $\sigma = 39.364$ N= 104	$M_{16}=160.55$ $\sigma = 40.780$ N= 132	M=149.30 $\sigma = 42.040$ N= 236
	Total	M=134.33 $\sigma = 40.071$ N= 162	M=151.92 $\sigma = 39.399$ N= 214	

**Table 2:** Summary of ANOVA for 2x2 design on the scores of various dimensions of teacher stress in relation to institutional performance and gender of the college principals

Dimensions of Teacher Stress	Source of variation	SS	Df	MSS	F	Sig.
<b>I</b>	Institutional performance (A)	4732.315	1	4732.315	0.425	0.515
	Gender of Principals (B)	91918.868	1	91918.868	8.249**	0.004
	Interaction (AXB)	30771.697	1	30771.697	2.761	0.097
	Error	4145408.417	372	11143.571		
<b>II</b>	Institutional performance (A)	43552.777	1	43552.777	13.992**	0.00
	Gender of Principals (B)	24691.320	1	24691.320	7.933**	0.005
	Interaction (AXB)	1388.180	1	1388.180	0.446	0.505
	Error	1157883.815	372	3112.591		
<b>III</b>	Institutional performance (A)	10517.817	1	10517.817	12.939**	0.000
	Gender of Principals (B)	268.604	1	268.604	0.330	0.566
	Interaction (AXB)	991.652	1	991.652	1.220	0.270
	Error	302383.725	372	812.859		
<b>IV</b>	Institutional performance (A)	19907.446	1	19907.446	13.145**	0.000
	Gender of Principals (B)	12822.356	1	12822.356	8.466**	0.004
	Interaction (AXB)	9071.224	1	9071.224	5.990*	0.015
	Error	563387.100	372	1514.481		

\* Significant at the 0.05 level of confidence

\*\* Significant at the 0.01 level of confidence

principals on various dimensions of teacher stress” in case of dimension I, II and IV”. Whereas in dimension-III i.e. Time Pressure, the difference has not been found to be significant even at the 0.05 level of confidence. Thus, the data did not provide sufficient evidence to reject the hypothesis (3) namely, “there is no significant difference between college with male and female principals on various dimensions of teacher stress”. This means that in colleges with male and female principals, teacher educators experience significantly different stress with respect to dimensions I, II and IV of teacher stress.

Further the analysis of the means of dimension I, II and IV from the Table 1 suggest that 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. These results have been supported by Sindhe (1997) who revealed that female educators had more perceived stress than their male counterparts. Thus, female educators should be oriented with the knowledge of varied stress coping strategies in order to enhance their productivity in the educational field..

### INTERACTION (AxB)

It may be observed from the Table 2 that F- ratio for the interaction between the institutional performance and gender of principals on the scores of “Lack of Reward & Recognition” dimension of teacher stress, was found to be significant at the 0.05 level of confidence. Thus, the data provide sufficient evidence to reject the Hypothesis (3) namely, “there is no significant interaction between institutional performance and gender of principals on the scores of various dimensions of teacher stress”, in case of dimension IV-”Lack of Reward & Recognition”.

To further analyze the significance of difference in various cells due to which F ratio is found to be significant, t-ratio have been computed and are presented in the Table 3.

It may be observed from the Table 3 that means of the lack of reward & recognition dimension of teacher stress shows the t- ratios as significant in subgroups M13-M16, M14-M16, M15-M16. The Table 3 suggests that means of 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.

**Table 3:** *t* - ratios for the difference in the means in various cells of 2x2 design on the scores of dimension iv- “lack of reward & recognition” of teacher stress in relation to institutional performance and gender of college principals

	D	SE	t- Ratio
M <sub>13</sub> -M <sub>14</sub>	5.01	6.56	0.76
M <sub>14</sub> -M <sub>15</sub>	3.01	5.29	0.57
M <sub>14</sub> -M <sub>16</sub>	22.51	5.07	4.44*
M <sub>13</sub> -M <sub>16</sub>	27.46	6.52	4.21*
M <sub>15</sub> -M <sub>16</sub>	25.52	5.24	4.87*
M <sub>13</sub> -M <sub>15</sub>	2.00	6.69	0.30

\* Significant at the 0.05 level of confidence

This implies that institutions having good performance and with male principles may have the provision of reward & recognition for the better performance and that is why have less teacher stress. These results have been supported by Sindhe (1997) who revealed that female educators had more perceived stress than their male counterparts. Thus, female educators should be oriented with the knowledge of varied stress coping strategies in order to enhance their productivity. They must utilize the ways and means used by their male counterparts in order to get success in the education field.

**Table 4:** Relationship between Teacher Stress and Creative Management

Pearson Correlation (r)	Sig. (2-tailed)	N
-.211**	.000	373

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

It has also been observed from Table 4.6.1 that value of coefficient of correlation ‘r’ with df 371 came out to be -0.211, which is higher than the table value (0.114) at the 0.01 level of confidence, showing statistically significant negative relationship between creative management and teacher stress. Therefore, the data provides the sufficient evidence to reject the hypothesis (4) that “There is no significant 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. In a similar study Flett and Biggs (1992) reported about vocational rehabilitation placement officers in New Zealand that job stress and life satisfaction are highly negatively correlated and role conflict is experiences greatly indicating lack of clarity of command and control.

**Discussion on findings**

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. Khan *et al.* (2012) found that teachers’ stress is a reaction of teachers to the unwanted environment factors furthermore the performance of teachers is both tasks and non task related. The teachers’ stress negatively affects the performance of teacher by lowering the productivity of individual teacher and of educational institution. The teachers’ resources act as moderator by minimizing negative effects of stress. Sabherwal *et al.* (2015) revealed that the determinants of stress among the administrators are numerous and varied, with compilation of results, time pressures, lack of infrastructure, student’s indiscipline and poor pay prospects as very high ranked stressors. The findings also revealed that the administrators experienced, on an average a low to moderate level of stress and this did not negatively affect their performance.

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. Villardefrancos (2008) researched occupational stress in a large sample of secondary school teachers in Europe. They reported that female teachers experienced greater stress compared to their male counterparts. 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 principles may have

the provision of reward & recognition for the better performance and that is why have less teacher stress. Abirami (2012) found that female teachers perceived maximum level of job stress than the male teachers who had been working for more than 8 hours. 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. 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.

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