

Managerial Creativity in Relation with Leadership Effectiveness



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Abstract

The aim of this study was to find the relationship between Managerial Creativity and Leadership Effectiveness of Secondary School Headmasters. The sample of the study comprised of 300 Secondary School Headmasters which were collected by using random sampling technique. Managerial Creativity scale of Jain, Jain and Dhar (1997) and Leadership Effectiveness scale of Taj (2010) were used. The results of the study revealed a positive and significant relationship between Managerial Creativity and various dimensions of Leadership Effectiveness like, (*Intellectual Operations, Behavioural & Emotional Stability, Adequacy of Communication & composite score.*)

Keywords: Headmasters, Managerial Creativity & Leadership Effectiveness

Introduction

Effective Headmasters are seen as personnel who set the track and influence the group to follow the similar path. A leader is a person who sees something that needs to be done and knows how to do it. Effective leader sees and catch's opportunities at once. Leader is encourager who is ready to take decisions for better tomorrow. Managerial skills are regarded as essential tools for heads of the schools. Without these skills one cannot effectively communicate in the organization and desired results cannot be achieved (Deborah, 2002). Effective leadership has direct connection with leader's style and school leaders should be experienced and trained in leadership so as to utilize these skills appropriately (Sosik & Dinger, 2007). Efficient leadership is important instrument for successful performance by the pupils. Headmaster is the key educational leader and the chief executive officer of a complex and diverse community comprising of renowned, committed and dedicated teaching staff, students, their parents, governing bodies, education departments and university. Leaders do not belittle people or make them feel that they have nothing to contribute.

Review of Literature

Managerial creativity at work place is a main parameter for any institutions. Managerial creativity refers to novel multidimensional and fluent ideas related to different functions of management. It involves creative behaviors of managers which produce interesting or useful novelty. Headmasters with high managerial creativity are usually successful as professionals. Marak, (2016) found that trained head teachers exhibit higher managerial creativity than untrained head teachers. The primary roles identified for principals include recruitment of staff in schools, encouraging team work among staff, empowering staff and encouraging them in developing their career (Emily, 2015). Significant relationship was found between principal's managerial skills and administrative effectiveness (Babatunde, 2014). Most of the high school headmasters have similar management abilities (Kamete, 2014). Significant and strong relationship has been found between performance of school and principals managerial effectiveness (Mukherjee, 2013).

Leadership effectiveness is a topic that continues to stimulate huge attention in common and scholarly literature. Contemporary trends and effects of globalization, democratization, commoditization and other challenges in education have made the hunt of effective leadership and governance even more relevant in the academia. Developing an undertaking of what constitutes effective leadership, however, has been a complex undertaking. Voilet, (2016) found that administrative competences and school administrative skills of principals are effective instruments.

Momoh & Osagiobare, (2015) conducted a study and found that although all quality assurance standards were not implemented in secondary schools, yet the level of principal's administrative effectiveness seems to be high and performance has a significant relation with experience. Adeyemi & Bolarinwa, (2013) revealed that school principals are using democratic style of leadership. It was also revealed that autocratic leadership has significant relation with students' academic performance. Transformational, administrative and behavioural management qualities are important tools needed by principals for achieving school effectiveness (Richter, et al., 2012).

This study is concerned managerial creativity in relation with leadership effectiveness. Further, studies have been conducted on managerial creativity and leadership effectiveness, but these studies have been conducted on college principals, bank officials, commercial and business organizational managers, university officials, rural & urban teachers, government and private primary school heads in foreign and Indian conditions. But very few studies have been conducted on managerial creativity in relation with leadership effectiveness in India and no such study has been conducted on the selected variables particularly our State. Hence, the investigators thought that there is need to study leadership effectiveness in relation with job satisfaction.

Objectives of the Study

1. To find the relationship between Managerial Creativity and various dimensions of Leadership Effectiveness.
2. To find the relationship between Managerial Creativity and Composite Score of Leadership Effectiveness.

Hypotheses

1. There is significant relationship between Managerial Creativity and Various dimensions of Leadership Effectiveness.
2. There is significant relationship between Managerial Creativity and Composite Score of Leadership Effectiveness.

Operational Definitions of Variables

Managerial Creativity

Managerial creativity refers to the novel multidimensional fluent ideas related to different functions of management. It involves creative behavior of a manager which produces trust, productivity and loyalty among the teachers/workers to make the organization more successful. Managerial creativity in the present investigation refers to the dominant set of scores obtained by the sample subjects on the Managerial Creativity Scale developed by Jain, Jain, and Dhar (1997).

Leadership Effectiveness

Effective leaders inspire followers to achieve personal or collective mastery of the capacities needed to accomplish "collective aspirations (Leithwood, et al., 1999). Leadership effectiveness in this present investigation refers to the dominant set of scores obtained by the sample subjects on the

Leadership Effectiveness Scale developed by Taj (2010).

Design of the Study

Sample

The sample for the present study consisted of 300 Secondary School Headmasters working in various high schools of Kashmir Valley. They were drawn by adopting random sampling technique. The procedure for drawing the sample was adopted by procuring the list of all the high schools of Kashmir Valley from the Directorate of School Education Kashmir Province. It included 820 high schools run by the Government of Jammu and Kashmir. Thereafter, 300 Secondary School Headmasters were selected randomly.

Selection and Description of Tools

The investigators, after screening a number of available tests, finally selected the following standardized tools to collect the data:

1. Managerial Creativity Scale (MCS) developed by Jain, Jain & Dhar (1997) was administered on the sample subjects for the measurement of Managerial Creativity.
2. Leadership Effectiveness Scale developed by Taj (2010) was used to measure the Leadership Effectiveness.

Statistical Treatment of Data

The collected information was subjected to statistical treatment by calculating Co-efficient of Correlation. The purpose was to find if there exists any relationship between Managerial Creativity and Leadership Effectiveness of Secondary School Headmasters.

Analysis

Table: 1 Showing Coefficient of Correlation between Managerial Creativity and Leadership Effectiveness of Secondary School Headmasters (Dimensions as well as Composite Score)

| Managerial Creativity | Leadership Effectiveness | | | | | | Composite Score |
|-----------------------|--------------------------|-------|-------|------|-------|------|-----------------|
| | IPR | IO | BES | EMS | AOC | OAC | |
| | .045 | .161* | .156* | .039 | .158* | .027 | .185* |

*Statistically significant at 0.05level

Acronyms

| | |
|-----|-----------------------------------|
| IR | Interpersonal Relations |
| IO | Intellectual Operations |
| BES | Behavioural & Emotional Stability |
| EMS | Ethical & Moral Strength |
| AOC | Adequacy of Communication |
| OAC | Operations as a Citizen |

Interpretation and Discussion

The results shown in the table 1 reveals the degree of relationship between *Managerial Creativity* & various dimensions *Leadership Effectiveness*. The coefficient of correlation between Managerial Creativity & various dimensions of Leadership Effectiveness like, (*Intellectual Operations* is .161), (*Behavioural & Emotional Stability* is .156) & (*Adequacy of Communication* is .158) is positive and significant at 0.05 level. The results reveal that Secondary School Headmasters who are high on Managerial Creativity are also high on intellectual

operations, behavioural and emotional stability & adequacy of communication dimensions of Leadership Effectiveness. The results also reveal that Managerial Creativity and Intellectual Operations, Behavioural & Emotional Stability and Adequacy of Communication dimensions of leadership have a relationship with each other. The results further reveals that there is no significant relationship between Managerial Creativity and *Interpersonal relations, Ethical and Moral Strength, & Operation as Citizen* dimension of Leadership Effectiveness.

The coefficient of correlation between Managerial Creativity & *composite score* of Leadership Effectiveness has been found to be .185, which is positive & significant at 0.05 level. Thereby, indicating that Managerial Creativity & composite score of Leadership Effectiveness go together. The results also reveal that Secondary School Headmasters who are high on Managerial Creativity are also high on Leadership Effectiveness. It can be inferred from the results that Secondary School Headmasters who have high Managerial Creativity have also high level of Leadership Effectiveness. The results indicate that Secondary School Headmasters with better managerial skills possess better intellectual skills, have better behavioural and emotional stability and possess high level of adequacy of communication.

The above discussed results are in line with (Babatunde, 2014; Chauhan, 2014; Mukherjee, 2013; Emhan, 2012; Fard, Rajabzadeh and Hasiri, 2010; Kumar, 2009; Elahi and Sadati, 2008; Sudha, 1997). Babatunde (2014) in his study revealed a significant relationship between principals' managerial skills and administrative effectiveness. Chauhan (2014) conducted a study and found positive and significant correlation between achievement dominance dimension of organizational climate and managerial effectiveness. The relationship between autonomy and responsibility with managerial effectiveness was also found. Mukherjee (2013) in his study revealed a significantly strong relationship between performance of school and principal's managerial effectiveness. Emhan (2012) in his findings revealed a positive relationship between managerial support and managerial commitment. Fard, Rajabzadeh and Hasiri (2010) in their study revealed a positive relationship between managerial competency and organizational trust in public organizations. Kumar (2009) conducted a study and found significant correlation between managerial skills and organizational climate maintained by the principals of colleges of education as perceived by teacher educators. Elahi and Sadati (2008) in their study concluded that there is a significant relationship between managerial competences of managers and their effectiveness. Sudha (1997) in her study revealed that effective leaders are administratively successful and managerially flexible.

In light of the above results, the hypothesis no. 1 which reads as, "There is significant relationship between Managerial Creativity and Leadership

Effectiveness of Secondary School Headmasters (Dimensions)" is partially accepted.

In view of the above finding, the hypothesis no. 2 which reads as, "There is significant relationship between Managerial Creativity and Leadership Effectiveness of Secondary School Headmasters (Composite Score)" stand accepted.

Conclusions

1. Positive and significant relationship has been found between Managerial Creativity and Intellectual Operations, Behavioural and Emotional Stability, Adequacy of Communication dimensions of leadership effectiveness.
2. There is no significant relationship between Managerial Creativity and Interpersonal Relations, Ethical and Moral Strength, and Operations as Citizen Dimensions of Leadership Effectiveness.
3. Positive and significant relationship has been found between Managerial Creativity and Composite Score of Leadership Effectiveness.

Inferential Suggestions

1. Orientation courses should be arranged for head of the institutions so that they will be oriented about managerial and leadership skills. In order to be successful heads of the institutions.
2. Present study will guide the Headmasters to understand the benefits managerial abilities. This definitely will help them to motivate their subordinates to work with passion.
3. Managerial creativity is essential for successful administrators. Efficient and competent Headmasters are required in every educational institution so as to increase the effectiveness of the institution.
4. Present investigation has revealed managerial creativity as important characteristic for leadership effectiveness. The heads of the institutions must be willing for bringing required changes so that the institutions may become hub for educational activities.
5. The heads of the educational institutions should try to make their own examples for the development of institutions. Present study revealed that head of the institution must accept constructive approach regarding the new trends.

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