

A COMPARATIVE STUDY OF MANAGERIAL CREATIVITY OF PRINCIPALS OF ARTS AND SCIENCE COLLEGES OF AURANGABAD CITY

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Abstract

The purpose of the paper was to find out the deference between the managerial creativity between the principals of arts and science college of Aurangabad city. The study was descriptive in nature, sample of 118 principals was selected. For analysis and interpretation of data t-test was used. The result of study was there was no significant difference between the managerial creativity of principals of Arts and Science college of Aurangabad city. There was no significant different between the managerial creativity of male and female principals of Arts and Science college of Aurangabad city. There was no significant different between the managerial creativity of more experienced and less experienced principals of Arts and Science college of Aurangabad city.

Keywords : *Managerial, Creativity*

INTRODUCTION:

Education is never ending. It starts with the birth of an individual and then it goes on till the last day of the individual. Education builds the man so it builds the nation. Education in the broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. It is the social institutions set up by the society with a large number of objectives which are of a very important nature. It has to play a crucial role in the building up of the society which builds it. The function of developing the future citizens is entrusted to the colleges. The effective

working of the college depends on the principal. The strength of the college lies in the competency of the manager. Almost every single study of college effectiveness has shown both primary and secondary leadership to be key factors. They have to set of comprehensive skills. The college will be successful due to the principals who possess managerial creativity. The duties and responsibilities of the college manager comprise of many situations, need many skills, innovation and creativity. They have to face several challenges in dealing with parents, students, teachers and higher rank officers. The college managers are the people who determine the direction towards improvement of their respective colleges. In other words, they decide the character of the college. The American Senate in 1972 has summarized that:” in many ways the college principal is the most important and influential in any colleges.... It is his leadership that sets the tone of the college, the climate of learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become..... If a college is vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of the ability one can always point to the principal’s leadership as the key to success”.

MANAGERIAL CREATIVITY:

Managerial creativity describes the process of employing playfully exploratory rather than a mechanical approach in problem solving by a person who is open, curious and imaginative to find solutions or designs that are novel and useful for the process of planning, organizing, implementing and controlling to determine and achieve the organizational objectives in a dynamic environment. In nutshell, managerial creativity refers to novel multidimensional and fluent ideas related to different functions of management. It involves creative behavior of managers which produce interesting or useful novelty.

Managerial creativity at work place is a major challenge for institutions. Kao (1991) suggests that creativity is the result of interplay among the persons, the task and the organizational context and each of these can be managed. It involves virtually every organizational context and each of these can be managed. It involves virtually every organizational design and human resource tool which has been identified for mainstream

organizations including structure, work design, recruiting, reward system design and corporate culture development. Simon (1988) describes creative managers as people who by their own propensities or through learning can receive great satisfaction from creative outcomes even when their role in producing these outcomes has been an indirect one, specifically a managerial one.

“The manager always searches for change, responds to it, and exploits it as an opportunity”. Because of that, it is important for a person who is appointed as the college manager to have managerial creativity so that he can carry the college to the level aimed at. The college manager at this time needs to view the college as an organization which sells service to their customers and through his creativity gain profits through success in producing excellent students. It is time for the principal to utilize their creativity to improve the success of the college. He represents the college both inside and outside. He is a link between the college and the world around. He holds an important place in the life of the community, where he can exercise a healthy influence. By his contact with the parents and the general public he can help to forget that link between the college and the large community.

The rapid increase in college size and the changed conditions under which colleges operate today have greatly increased the responsibilities of college principal. Generally it is true that principals and teachers are the driving forces who create a college climate at site level. Though teachers demonstrate the important and influential role at management, it is undeniable that principals as the head of the management have to observe some more added decisive management function. His proper guidance and managerial creativity would retrospectively make teacher confident, skilled, active and effective. Principals are the catalyst that inspires teachers to be diligent and vision oriented in fulfilling and obtaining the goals of colleges and nation as well. The roles and managerial creativity of the principals are the viewpoints of college excellence because “essentially, colleges that improve have leaders that make a significant and measurable contribution to the development of the college and effectiveness of their staff”.

It indicates an understanding that the principal has to create conducive environment to take the teachers under his arm of management precisely to make them more effective and resourceful. This has to take into account that collegiality, empowerment, collaboration among

teachers, building trusting relationship and teachers professional development as part of the ingredients that essentially could make the teachers to move differently and mobilize towards the principals management roles. The management of an organization is not a precise science but more than a creative and political process that is aimed at promoting cooperation among staff and assisting them to work together toward common goals.

The principal with managerial creativity more evenly distributed and orientated on teachers, stakeholders and student. The principals' roles are more of supportive, comprehensive and facilitative that provides the necessary environment for teachers' collaboration and interaction, teachers' empowerment and their participation in decision-making and teachers professionalism.

The principal managerial creativity can bring rapid improvement of the college. In this sense teachers development is great strength for principals that enhance its impact on college improvement. The principal influence on teachers perception of progress with implementing co-operational initiatives to college improvement by putting attention to working with teachers, coordinating the college instructional programmed, solving problems, collaboratively, helping teachers to secure resources and creating opportunities for in service and professional development. Hence the principal involves with and through teachers and community. As teachers are the important part of achieving college goal, the principal has to provide the necessary support to make his teachers resourceful with modern knowledge by creating opportunity of their professional development activities. Professional development promotes creativity and innovation that enable them to perform the best.

SELECTION OF THE PROBLEM:

“Highly successful colleges are driven by highly creative principal”. The colleges are charged with the enormous responsibility of preparing young for life. The college principals are very significant players in seeing that colleges are successful. Seeing the importance of the principal and his creativity to the college the researcher has selected this problem.

The researcher believes that there is a need to explore current college principal perceptions of what constitutes “managerial creativity which is, itself undoubtedly, a contestable

concept not least of all because of the contextual specificity of the concept. At the same time the student will encourage the principal to identify and articulate prevailing issues in their colleges the researcher belief that unless the principal uses new ideas they will continue to lead college without firm foundation. Managerial creativity is thus characterized by achievements of the institutions for which managers are responsible and not by their personal accomplishments. There after the researcher decided to investigate into the managerial creativity of the head of institutions of high colleges of Aurangabad.

SIGNIFICANT NEED OF THE PROBLEM:

“The roots of a creative society are in education. The sheer volume of fact to be digested by the students of today leaves little time for a deeper interrogation of their moral worth. The result has been a generation of technicians rather than visionaries, each one taking a career rather than an idea seriously. The answer must be reform in our educational methods so that students are encouraged to ask about “know- why” as well as “know- how”. Once the arts are restored to a more central role in educational institutions, there could be a tremendous unleashing of creative energy in other disciplines too”.

It is already known that a creative teacher can develop creativity in students through his behavior as well as his own methods of teaching. It is why, suggested by various research workers to nurture creativity in colleges, to find creative teachers (Williams, 1965) and trained for creative teaching to emphasize purposeful activity, intrinsic motivation, planning, open mindedness, vigor, honesty, group action, child centeredness etc. how can a teacher become so creative no doubt there are reports that the college manager with their creativity creates creative environment for both the teachers and students to grow. The creative principal knows the importance of creativity in the teachers and allows them to use their novel ideas. Creative principal with their managerial creativity enhance teacher performance which ultimately lead student’s high performance due to this, the college is well-known.

Principals need Managerial creativity or a wider array of skills than a Swiss army Knife. They need to be able to manage people and budgets, evaluate and coach teachers, develop curriculum be knowledgeable in child psychology and child development, lead a team, have

strong public speaking and writing skills, help resolve conflicts, communicate with parents, discipline and encourage students, have integrity and be up to date on college law and regulations.

If principals don't have effective managerial creativity, he just can't run college successfully. College need good teachers, but need somebody to hold them together, to create an environment to maximize their teaching opportunities.

Today's principals face different expectations than the principals of decades ago did. Principals in the past have been very autocratic, and many of them still are, if we go back in time, anybody in a position of leadership was valued in terms of being a forceful person, a decision maker, a whip cracker. In the today's world an effective and creative leader's one who works with the people and have Managerial skills.

Effective and creative principals had to have a healthy ego because, "unless he have a wholesome sense of self, it's very difficult, he become defensive, unwilling to take suggestions from other people" with a healthy ego principal is able to work with the staff to capitalize on their strength in order to build the best program. They have to see themselves as a team leader. They have to be able to create an atmosphere in the college where people feel comfortable.

Principals having managerial creativity know how to mobilize the college to improve student achievement, they get involved in instructional programs; work with teachers on making curriculum changes.

Principals must understand human nature those who attempts to lead without in depth knowledge of human functioning are like the foot-ball coach who asks players who are interested to show up, tosses a football on to the field, and tells them to play ball. In successful organizations, teams don't just casually come together. They must be built carefully, with training, practice, and thought.

The notion that teachers are dedicated and will work hard to make things go right, but even the highest paid, most talented athletes are just jocks in uniforms until they learn each other's strengths and weaknesses and have worked out specific plays that will give them an edge on the competition.

Talented instructional teams also need training and coaching in how to work together effectively. They must understand how each member learns, reacts to stress, and communicates. They must understand how to capitalize on the diversity of the group, rather than letting it divide them.

OBJECTIVES:

1. To study the degree of Managerial creativity between the principals of arts and science colleges of Aurangabad city.
2. To study the degree of Managerial creativity between the male and female principals of arts and science colleges of Aurangabad city.
3. To study the degree of Managerial creativity between the more experienced and less experienced principals of arts and science colleges of Aurangabad city.

HYPOTHESES:

1. There is no significant difference between the Managerial creativity of principals of arts and science colleges of Aurangabad city.
2. There is no significant difference between the Managerial creativity of male and female principals of arts and science colleges of Aurangabad city.
3. There is no significant difference between the Managerial creativity of more experienced and less experienced principals of arts and science colleges of Aurangabad city.

REVIEW OF RELATED RESEARCH:

1. The research conducted by Nasreen,(1986) A study of principals leadership behaviour in relation to teachers self concept, job satisfaction and some other institutional characteristics at secondary school level, Ph.d. Edu.,GOR. U. the study shows that High desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in them. The initiating structure styles of principal leadership behaviour appear to be significantly related to conformity and normalcy factor of teacher's self-concept. The principals leadership behaviour was positively related to teachers job satisfaction. The initiating structure and consideration style of principal leadership behaviour was found to be significantly related with teachers' job satisfaction. This study matches with present study that is staff is satisfied than there is effective work done and ultimately it add to the principal's managerial creativity.
2. Next research is by Bhagia, N, M., Junga and D,H, Srikant, (1986) Role performance of heads of colleges, NIEPA. The finding of the study reveals that, According to lecturer assessment of the performance of various roles by the college heads, the roles connected academic and curriculum management were the ones which got the last ranks on the frequency of there performance. The greater frequency of the administrative roles as compared to the roles of supervisors of the institutional programmed, promoter of co-curricular activities and academician and teacher showed that there was a trained in the direction of the principal being more of an administrator. For the roles of office manager, promoter of co-curricular activities and staff evaluator and motivator, there was relatively little difference ranking of perception of teachers about the frequency with which the role was performed and the ranking of the related time taken by the heads. On the other hand , for the roles planners and innovators , supervisor of the instructional programmer and academician and teachers the principal reported spending a fairly large or a considerable chunk of their time while the lecturer felt that the role was not been performed to that extent.

3. Kazi Enamul Hoque,(Dec.2007). PRINCIPALS Managerial Ability Under School based Management and its relationship with School Improvement: A study in city secondary schools of Bangladesh.

The researcher intends to identify, The relationship between headmaster's managerial ability under SBM and school improvement. The relationship between headmaster's managerial ability under SBM and teachers professional development activities. The findings of this study provide important information for the policy makers, educational managers and especially for the principals and teachers concerned with the improvement of well-being of secondary schools under the school-based management system. Although prior research investigated the influence of different antecedents on school improvement, it's still scanty to work on moderator variable in educational field especially taking teachers' professional development activities as moderators. In this inquiry an attempt is made to overcome this sterility. This study adopts a Concurrent approach of data collection and analysis.

METHOD:

Survey method is used for the study.

POPULATION:

All the principals of Arts and Science colleges of Aurangabad city is the population.

SAMPLE:

The researcher has selected stratified random sampling for present research. The researcher has selected a sample of 118 principals.

TOOL USED IN THE STUDY:

A standardized tool "Managerial Creativity Scale" developed by Sangeeta Jain, Rajnish Jain And Upinder Dhar was used. The scale comprises of 25 items or statements which are to be responded by the head of the institutions on five point rating scale.

TABLE NO. 01

Norms for Interpretation of Managerial Creativity Scores

Range	Mean
Normal Range	86-103
High Range	104 and above
Low Range	85 and below

TABLE-02-ANALYSIS AND INTERPRETATION OF DATA.

GROUP	N	Mean	S.D.
Total Group	118	99.12	7.80
Arts college	59	99.40	8.38
Science college	59	100.25	6.37
Male	74	99.163	7.943
Female	44	100.75	7.545
Less Experience	16	101.687	8.7304
More Experience	102	99.451	12.82

TABLE-3

Sr.No	Principals from two group	Critical Ratio/ t-value	Significant or Insignificant
1	Arts& Science college	0.493	Insignificant
2	Male & Female	1.083	Insignificant
3	Less & More Experience	1.239	Insignificant

MAJOR FINDINGS:

The Table No 3 depicts the correlation between,

1. The Managerial creativity of principals of arts and science colleges of Aurangabad city is insignificant as the t-value is 0.493 which is less than the table value at both 0.05 and 0.01 level.
2. The Managerial creativity of male and female principals of arts and science colleges of Aurangabad city is insignificant as the t-value is 1.083 which is less than the table value at both 0.05 and 0.01 level.
3. The Managerial creativity of more experienced and less experienced principals of arts and science colleges of Aurangabad city is insignificant as the t-value is 1.239 which is less than the table value at both 0.05 and 0.01 level.

TESTING OF HYPOTHESES:

1. Hypotheses no1. is null Hypotheses which is retained as 0.493 difference is insignificant at 0.05 level, it means there is no significant difference between the Managerial creativity of principals of arts and science colleges of Aurangabad city.
2. Hypotheses no2. is null Hypotheses which is retained as 1.083 difference is insignificant at 0.05 level, it means there is no significant Difference between the Managerial creativity of male and female principals of arts and science colleges of Aurangabad city.
3. Hypotheses no3. is null Hypotheses which is retained as 1.239 difference is insignificant at 0.05 level, it means there is no significant Difference between the Managerial creativity of more experienced and less experienced principals of arts and science colleges of Aurangabad city.

EDUCATION IMPLICATION:

1. To Establish Professional development programmes for both experienced and new principals.
2. Aim of the Programme should be on enhancement of the managerial creativity of the heads of institutions.
3. Relevant literature should be made available for the principals of the institution.
4. A principal is the first teacher so he should take the lectures and implement ideas in his/her class first.
5. Enable the head to undertake small project to resolve the existing problem of the school.
6. The undertaken problem should be published in the Magazine, Educational journals.
7. Head club should be formed so that they can share all kinds of aspects related with institutions.

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