Creative Management as panacea for Teacher Education: Need of the hour

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ABSTRACT

Teaching has been one of the oldest professions in the world and is most respected. The climate the institutions determine the overall outcomes of the institution. The present scenario finds that the teaching is one of the most stressful occupations. Thus, to keep the motivation of the employees in right earnest and getting their work to the expected efficiency, the principals had a major role to play. In this situation, the principals in the schools have challenges to control from various directions i.e. internal, external and from within organization. Herein, the creative management can help the principals to bring the institutions to desire level of expectations. This paper will dwell on the changing landscape of teaching sector through ages in India and suggest the ways of creative management.

Keywords: Teaching, institutions, occupations, expectations.

Teaching has been one of the oldest professions in the world. It has been the most respected in India since ancient times. During Vedic period, the Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour. The monitorial system, in which the teacher is sometimes assisted in his work by some of the older and abler pupils, was a method of inducting pupils to the position of teachers, was the contribution of the ancient education system. This system continued through Upanishad times, buddhist times, and medieval times. However, before the advent of British raj, the same system was continuing in India. This remained in continuance to prepare teachers by advanced knowledgeable teacher to less knowledgeable teachers. However, the first normal school was started in 1826 under the management and with the finances of the British government in Madras which prepared teachers for the district schools. After independence, the teacher preparation got a momentum and on the recommendation of Saddler commission, the bachelor of education was started in 1932 and master of education degree was started in 1936 by Andhra University. After independence, the new government took very seriously about teacher education and established institute of

education as a proof to this. The resolves which Indian Constitution postulated to provide quality education to all and in an effort to fulfill the educational needs of the country specifically for the diverse societies and cultures of the country the government chalked out different educational categories: Elementary education, Secondary education, Higher education, Adult education, Technical and Vocational education. Since independence, there has been a substantial increase in enrolment at all levels of education, fivefold from 19.2 million to 110.9 million in 1998 -99 at the primary stage; 3.1million to 40.4 million in the upper primary stage. The gross enrolment ratios of children in the age group 6-11 increased from 42.6 percent in 1950-51 to 92.14 percent in 1998-99. Likewise, the gross enrolment of 11-14 years age group increased from 12.7 percent in 1950-51 to 57.58 percent in 1998-99. The increasing enrollment had put the focus on teacher education institutions as there is already a dearth of quality teachers at different levels of education. The gap between the demand and supply of teachers has remained an issue for all the policy makers. The different commissions and committees constituted by the government in subsequent years' i.e. University Education Commission, 1948; Secondary Education Commission, 1952; Indian Education Commission, 1964; National Commission on Teachers in the 1980s; NPEs, 1986 & 1992; and their review committees, all had given an importance to teacher education at par with other disciplines. Despite serious handicaps of means and resources, the country has built up during the last 50 years, a very large system of teacher education system is in place. The efforts of the government to make teacher education accessible to both pre-service and in-service teachers can be explained in terms of a) expansion of pre-service teacher education; b) opening of supplementary channels for clearing the backlog of untrained teachers; c) stabilization and expansion of in-service teacher education. Even the efforts put in there are other developments that had marred the teacher preparation sector. Foremost among these is the incidence of a backlog of 'untrained' teachers which has become a problem that has persisted from pre-Independence times. It has, in fact, increased during the post-Independence period. It was due to inadequate teacher education facilities during the pre-Independence period and the compulsion to employ a large number of teachers, with or without training, in order to make schools accessible across wider regions of the country. One measure adopted during the early years of Independence was the practice of 'deputing' untrained school teachers to training colleges and institutes. These teachers were deputed irrespective of the length of their service as teachers. It was more a concern about clearing the backlog that promoted such a practice than the perceived relevance of a course designed for new entrants. To provide fillip to teacher education NCTE was established as secretariat in 1973 under NCERT, however, it was made a statutory body in 1993 by the act of parliament to take care teacher education and regulate its functions in terms of eligibility of teacher, infrastructural requirement of teacher education facilities, curriculum and other academic issues.

This change has resulted into the expansion of teacher education to almost all parts of the country. Also, the role, functions, competence and preparation of teachers have undergone a dramatic change. The changes has been encompasses with new developments in the field. The changing times as well as the requirements of the society have necessitated changes in the ways of teacher preparation. A new thinking is developing of creative management of institutions to evolve better teachers for tomorrow. Comparing its profile with other parallel bodies around the world no new initiatives has been taken by the persons involved in the decision making to improve the curricula or ways to transact the curricula in the teacher education institutions. The age old curriculum is being run in the universities and colleges. Moreover there is growing practice of projecting the teacher education programmes as not requiring regular training in the teacher education institutions. The resultant continuous privatisation of education and increasingly allowing the mushroom growth without heeding to requirement of teachers in a particular state has led to the deterioration of the standards and sanctity of the programmes.

Creative Management

Creativity has been defined in many different ways, ranging from 'spark of genius', 'super energy', 'divergent thinking' to the problem solving process to novel and

valuable output by a large number of scholars. For instance, from valuable ability to bring out something new into existence (Barron, 1969), an escape from mental stuckness (Rickards, 1988), production of novel and useful ideas in any domain (Amabile *et al*. 1996), modifiable and deliberate process verified through uniqueness and utility of the product created (Ford & Harris, 1992) as a process of change of development or evolution in the institution, as a socially recognized achievement in which there are novel products to which one can point as evidence such as invention, theories building, published writing, printing, scripture & films, lawns, institutions, medical & surgical treatments & so on. Thus, creativity can be defined as problem identification and idea generation whilst innovation can be defined as idea selection, development and commercialization. Creative management can provide solution to the problems that are lingering with the system for a long time. Creative management describe the process of employing planned exploratory rather than mechanical approach in solving by a person who is open, curious and imaginative to find solutions or designs that are important and useful for the purpose of planning organizing and implementing to determine and achieve organizational objectives in a dynamic environment.

Problem solving is an important aspect of managerial life and creative problem solving one of the commonist vehicles for introducing the principles of creativity to managerial audiences. Whereas managers often challenges the concept that creative performance is influenced through training, there is generally a far greater readiness to consider the possibility that a "creative problem solving technique" can help in tackling complex problems. Competency expansion directly addresses problem solving, in that it gives the individual a problem to resolve that is beyond the individual's present capability, and thus indices the problem solving state, or in other words, the creative management. Proctor (1997) explained that creativity helps to improve solution to persistent institutional problem which has a broader role to play in an institution, since it helps to encourage to profitable innovation, rekindles employee motivation & improves person skills & team performance.

Czikszentmihalyi (1990) and Kao (1996) have explained the role interplay of social and institutional variables in modifying or enhancing individual and institutional creativity. Together these perspectives describes that an individual who has some creative attributes along with specific skills may become predisposed to perform creatively. Managing creativity at work place is a major challenge for business institution. Managerial creativity describes the process of employing planned exploratory rather than mechanical approach in solving by a person who is open, curious and imaginative to find solution or design that are important and useful for the process of planning, organizing and implementing to determine and achieve institutional objectives in dynamic environment.

Simon (1988) described 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. Managerial creativity is thus characterised by achievements of the institutions for which managers are responsible and not by their personal accomplishment.

Principal is the pivot around whom the working of the institution revolves. The principal occupies an important position in the school building. As the leader of a group of professionals, certified teacher, and the coordinator of a cadre of classified personnel, the principal establishes important relationships with the staff. The success and chances of productive life of teachers, students as well as organizers or other associates are directly depend on the management of an organization and creativity of a principal.

Kauts *et al*. (2001) found that in schools with high managerial creativity, teachers are found more effective than the schools with low in managerial creativity principals. There in more job stress in schools with higher managerial creativity than schools with low managerial creativity in Punjab. In low managerial creative schools, job stress is positively correlated with "classroom management" and "interpersonal relation".

Creative management increases the competitive advantages of any organisation. Thus, the role of creative management increases the opportunities to

teacher education to think innovatively to invigorate themselves for the new century learners.

Creative Management in Schools

Leadership constantly presents challenges to the abilities of the leaders. Things change, change brings challenge, and no matter how good leader a person is, he can't stop that from happening. His handling of those challenges will define him as a leader and have a great deal to do with how effective he can be. Some challenges come in the form of people or problems that present obstacles to reaching a goal. Every leader must face challenges and learn to deal with them in some way or the other.

Creative principals can become creative thinkers and ideas generators, able to successfully negotiate partnerships between schools. They can draw on their practical experience of creativity, and can act as a catalyst, able to respond to a schools specific dynamic, rather than applying a pre-determined process. Whether from arts, culture, education, science, or other sectors their key skills will challenge and support new practice in the field of creative learning.

Principals are responsible for the overall operation of their schools. States and school districts have also set expectations for principals through their principal evaluation criteria and procedures. Principals became more responsible for teaching and learning in their schools. In particular, their duty to monitor instruction increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, principals discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques.

Also, principals continue to be responsible for the management of their schools even though their primary responsibility has shifted. One major management responsibility is to development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. The different responsibilities he faces in his role as principal can be clubbed into external, internal and challenges arising out of leadership itself. The external challenges may include lack of funding and other resources, opposition from forces, and interpersonal problems within the organization. Also, the social, economic, and political forces outside the school setting can affect the institutions functioning. The internal challenges may include fear, lack of confidence, insecurity, impatience, intolerance which can act as barriers to leadership. The challenges of leadership from within organization arises in the event of not following group's vision and mission, upholding a standard, group's representative to the rest of the world and its protector as well. Also, motivating people and oneself is the one main goal of the leader in the larger interest of the organization. To solve these challenges creativity in leadership is a noticeable aspect. Its practice in day to day routine helps in fostering a leadership style that will help the leader to solve problems, take advantage of opportunities, and resolve conflict with an air of calm and a minimum of fuss. The principals with high managerial creativity yield better organizational climate than their counter parts with low managerial creativity (Kauts and Sharma, 2001). Also, Kauts and Sharma **(2001)** found that high managerial creative principals yield better organizational climate.

Ways of creative Leadership

A creative leader can infuse the creativity among the members of his team. Amabile, Hadley and Kramer (2002) suggested different ways of establishing creative leadership are

Establish clear goals and then let your people find their own way to them: By making the people to think creatively is significantly driven by the degree of their interest in and excitement about the work. Managers can use this lever to its fullest advantage, and give them work that allows them to build on their strengths and stretch into new areas. It will help in creating clear set of goals to understand the end point they will be working for.

Monitor their work—at a distance: Monitoring the work of the members of the team helps them to track the work. Though it should not be like probing for every detail very frequently. The micromanaging in this way squashes employees' self-confidence and intrinsic motivation, tolling the death knell for their creativity and innovativeness.

Facilitate your team's work: Facilitating the work of members of the team is the best way to boost positive emotion in team members and enhance their creativity. This will help in idea generation for the tasks at hand.

Create fruitful idea-generation and idea-evaluation processes: Creating and evaluating ideas is a crucial piece of the innovation process. This will help in a) Separate idea generation from idea evaluation, b) effective leaders can make their leadership effective by a) clarify roles and objectives; b) recognize and reward good work, and support people, c) Aim for quantity, d) Seek connections, e) Apply affirmative judgment, and f) Check your objectives.

Conclusion

Thus, creative management can help the leaders in many ways to improve the functioning of the educational institutions. It will help the institutions to develop a better climate of working, which will enable the functioning in abetter way.

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