

**MANAGERIAL CREATIVITY OF GOVERNMENT SCHOOL HEADS:ATSORENG AND GYALSHING DISTRICT, SIKKIM.**

**Mr. Kashi Raj Rai\***

\*Student, Department of Education, Sikkim University

**Prof. Yodida Bhutia\*\***

\*\*Professor, Department of Education, Sikkim University

**Bobila Bhutia\*\*\***

\*\*\*Doctoral Student, Department of Education, Sikkim University

**Abstract**

This study investigates the level of managerial creativity and the differences with respect to gender, locale, years of experience and level of school among school heads of government schools from Soreng and Gyalshing District, Sikkim. This study employed descriptive survey design under quantitative approach. Using standardized Managerial Creativity Scale, data were collected from 50 school heads across elementary, secondary and senior secondary schools. The data was analyzed using appropriate descriptive and inferential statistics. The findings of the study reveal that majority of school heads have average to high managerial creativity. Significant differences were observed based on years of experience and level of school. Specifically, school heads with 11-20 years of experience and those serving in secondary schools were found to have higher managerial creativity. However, no significant differences were found in managerial creativity with regard to gender and locale. The study highlights the importance of fostering managerial creativity through targeted professional development. This will enhance the school functioning and quality education.

**Key Words:** Managerial Creativity, School Heads, Government Schools, Sikkim

**Introduction**

During the last six-seven decades, management as a discipline has attracted the attention of academicians and practitioners to a large extent. Today, our society is comprised of large and complex institutions where many people work together to achieve common goals. As a result, the relationship between managers and the managed has changed, moving away from traditional master-servant relationship to one that is more collaborative. With growing expectations from their jobs, people have been striving to develop effective and efficient functioning of organizations.

These collective efforts have led to the emergence of management as a separate discipline (Dash & Dash, 2008). The importance of management in the school education system has grown significantly. To ensure the effective and smooth functioning of schools and to achieve the goals of education, proper management is crucial. At the school level, school heads (Headmasters, Headmistresses or Principals) are considered managers who are given responsibility of handling all kinds of resources. They have to be creative and innovative in managing school affairs. In today's rapidly changing educational environment, school heads are expected to justify their leadership through effective and innovative management practices.

This brings us to the concept of creativity in the field of management. Creativity refers to the ability to solve problems in an exceptionally competent and original ways. Rashid (2012) describes managerial creativity as the process of employing exploratory rather than a mechanical approach to problem solving. Such individuals are open, curious and well informed to find solutions or designs that are novel and useful for the process of planning, organizing and implementing.

To understand the scope of managerial creativity within schools, it is essential to understand the two broad components of school management, inner management and outer management. Inner management involves the task of admission, management of classroom, library, laboratory, infrastructure and other physical material resources, financial resources, assessment, evaluation process as well as maintaining healthy relations with staff and students. Outer management, on the other hand includes interactions with local community, department and other stakeholders involved in the school's functioning.

Thus, school heads must look into both the components in order to ensure the smooth functioning of the school. When managerial creativity is lacking, school leadership can be undersome, impacting overall school performance. Further, experience alone is no longer enough nor is creativity in isolation. Rather, the integration of creative thinking with sound managerial skills is crucial to solve various challenges in school. As Wadhvani (2014) notes, it is this fusion of creativity and competence that can lead to innovative solutions and a sustainable path toward school improvement and educational excellence.

### **Literature review**

Several studies have explored aspects of school leadership, managerial skills and creativity in management. These studies provide a foundation for this study. At the primary level, Marak (2016) examined the managerial creativity of school heads in Meghalaya and found that training inputs significantly impacted creativity levels, though experience did not show notable effects. Gender differences were minimal, with female heads showing slightly advanced creativity. Nanda (1992), focusing on primary schools in Cuttack City, found no significant differences in leadership behavior based on gender, age and experience. Meanwhile, Zhang et al. (2008) studied creative leadership strategies in primary schools in China and emphasized the importance of promoting a culture of innovation, forming creative teams and recognizing external threats like policy changes and socioeconomic factors. Kapoor (2001) developed and validated an in-service training curriculum for Delhi's primary school headmasters, finding that many headmasters lacked proper communication skills with parents and community stakeholders. The study emphasized the need for training in interpersonal relations, stress management, and group dynamics. Similarly, Fleck (2003) reported that principal's method of interacting with more or less effective teachers significantly influenced school performance, though no major differences were found across school levels.

At the secondary level, Rashid (2012) explored managerial creativity and work motivation among tribal teachers in Jammu & Kashmir. While gender differences were not significant, a positive correlation was found between occupational self-efficacy and both managerial creativity and work motivation, particularly among female teachers. Srivastava (1999) highlighted the importance of managerial competencies for effective educational leadership, noting that personal variables like age or experience had little influence, but institutional training greatly enhanced performance. Osakwe and Regina (2013), studying secondary school principals in Nigeria, found that gender, experience, and urban locale influenced efficient school record management, with urban, experienced and female principals being more effective.

Kinyua (2011), in Kenya, found that head teachers performed managerial functions effectively, but were constrained by low motivation and lack of resources. Janeth (2014) assessed headmaster's conceptual, human, communication and leadership skills in Tanzania concluding that all were essential for encouraging academic staff and improving student outcomes. Egboka et al. (2013) emphasized that both principals and teachers viewed managerial skills as needing enhancement and suggested that strategies for such enhancement were not uniformly agreed upon.

At the senior secondary level, Thote (2015) studied principals in central India and identified instructional, personnel and financial management skills as vital for effective administration. Sharma (2003), examining HRD practices in Rajasthan, noted the lack of systemic in-service training and its adverse effects on teacher motivation and school performance. Mukherjee (2013) found that supervisory and communication skills were the most critical for effective school leadership, directly influencing school performance. Kalra (1996) emphasized the importance of various competencies, including institutional planning and financial supervision, in secondary school principals. In addition, Rajamani (2018) found that headmasters in Tamil Nadu aligned with human resource principles outlined in Thirukkural, which helped enhance managerial skills. Collectively, these studies emphasize the multifaceted nature of school leadership, the impact of training and professional development and the role of personal and contextual variables in shaping managerial creativity. However, most research has been conducted outside of Sikkim or focused broadly on managerial competencies rather than creative problem-solving approaches. This reveals a research gap concerning innovative managerial practices and the role of creativity in educational leadership within the Sikkimese context, which this study aims to address.

### **Rationale of the study**

Every nation in the world today is pushing themselves into the racing track to prove as developed and superpower country in the global competition. But it is obvious that education is the key factor of every developed nation. And of course, it is rightly been said by Nelson Mandela that “Education is the most powerful weapon which you can use to change the world” But when we talk about the term ‘education’, it is closely associated with certain quality aspects. To provide quality education is somewhat challenging tasks, though it determines quality minds or citizens thereby resulting better development of nation as a whole.

CEO WORLD Magazine (2020), published its report gathered from most trustful sources of world, that the education system of United Kingdom followed by USA, Australia, Netherlands, Sweden, France, Denmark, Canada tops the world ranking in terms of quality and opportunity index. Whereas in Indian context, still have more distances to travel though hard efforts are being put. But many times, it has been observed that only the higher education are in spotlight giving less exposure to the micro level education system. In fact, school level education has great contribution for quality concern. For this, school heads are sole responsible and accountable manager in the school level organization. With the on-going complexity and growing lists of responsibilities, today school heads are expected to be more vibrant, intellectual and tactical to deal with besides school improvement and student achievement.

Now getting away from national and global scenario, present study is confined to the school heads of government schools of Sikkim in managerial aspect. Over the years, the state in center’s directives is making efforts to provide good education to school children in the state. At this point, it has also been realized that the school management is lacking at some point that arises several questions in mind, such as, does managerial skills of school head really matter in school functioning? Does managerial creativity of school heads affect the school functioning? Are school heads of government schools of Sikkim creative enough to manage the school? If so, how creatively are they managing their institution? Is management system of government schools of Sikkim proper and appropriate? Is any professional support requiring to enhance the managerial skills of school heads? Are variables such as age, gender, experience, policies, recruitment system of school head etc. responsible for managerial creativity? And how far all above are impacting on student’s learning in terms of quality education in Sikkim?

So, the present study is an attempt to find the utmost possible answers of these questions since the school heads are often assessed and criticized sometimes by students, parents, society and department as well in terms of management. In such situation, heads have to come up with more creative managerial ability which have been observed less focused. Adding more, it has been found hardly any studies or related works carried out in this area in local level though few studies have been conducted in other state and abroad. This necessitates the need for this study.

### **Objectives of the study**

- To study the level of managerial creativity of school heads of government schools of West Sikkim.
- To find out the difference in managerial creativity of school heads with respect to:
  - a) Gender
  - b) Locale
  - c) Years of experience
  - d) Level of Schools

### **Hypotheses**

**Ho1:** There is no significant difference in managerial creativity between male and female school heads.

**Ho2:** There is no significant difference in managerial creativity between the school heads of urban and rural.

**H<sub>03</sub>:** There is no significant difference in managerial creativity of school heads with respect to experience.

**H<sub>04</sub>:** There is no significant difference in the managerial creativity of school heads with respect to the level of school.

### Delimitation

This study is delimited to school heads of government schools from Soreng and Gyalshing district of Sikkim.

### Research method

Under quantitative approach, this study has employed descriptive survey to assess managerial creativity among school heads from Soreng and Gyalshing District, Sikkim. Through simple random sampling technique, 50 school heads were selected as sample for this study. Using a standardized tool, Managerial Creativity Scale (MCS) developed by Sangeeta Jain, Rajnish Jain and Upinder Dhar, data were collected. The data collected were then analyzed using appropriate descriptive and inferential statistics.

### RESULT

#### Level of managerial creativity of school heads of government schools from Soreng and Gyalshing District, Sikkim.

**Table 1 Frequency and Percentage of School Heads with different level of Managerial Creativity**

Range of Raw Score	Range of z-Score	Frequency	Percentage	Category	Managerial Creativity Status
112 and More	+2.01 and above	3	6%	A	Extremely High Managerial Creativity
106 –111	+1.26 to +2.00	3	8%	B	Very High Managerial Creativity
100 –105	+0.51 to +1.25	19	38%	C	High Managerial Creativity
91 –99	-0.50 to +0.50	20	38%	D	Average Managerial Creativity
85 –90	-0.51 to -1.25	5	10%	E	Low Managerial Creativity

Table 1 presents the distribution of school heads based on their levels of managerial creativity. The data reveal that 6% of school heads demonstrate extremely high managerial creativity, while 8% show a very high-level managerial creativity. About 38% exhibit a high level of managerial creativity. Another 38% fall under the average category. The remaining 10% of school heads are identified as having a low level of managerial creativity.

The result indicates that the majority of school heads from government schools from Soreng and Gyalshing Districts in Sikkim demonstrate a high level of managerial creativity. They tend to perceive problems not as obstacles but as opportunities to develop and apply innovative solutions.

Before taking action, they first visualize and communicate what their experiences, allowing them to refine their ideas and align them with the needs of the institution. This approach makes their work unique and distinct from that of other individuals. Additionally, before implementing any policies or practices, these school heads carefully study and analyze them to ensure informed and effective execution.

#### Differences in Managerial Creativity of school heads based on gender.

To understand the difference in managerial creativity with reference to gender, the following null hypothesis has been formulated.

**H<sub>01</sub>:** There is no significant difference in managerial creativity between male and female school heads.

To test this hypothesis, an independent sample two tailed t-test has been conducted. The result of the test has been given below.

**Table 2 Result of t-test examining the differences in managerial creativity between female and male school heads**

Variable	Female (16)		Male (34)		t (48)	p	Remark
	M	SD	M	SD			
Managerial Creativity	96.69	6.28	100.5	6.8	1.89	0.06	Not Significant

The result of an independent sample t test revealed the value of  $t_{(48)} = 1.89$  and  $p = 0.06$  which is not significant. Thus, the null hypothesis is failed to be rejected. This implies that there is no significant difference in managerial creativity between female and male school heads. In other words, male and female school heads do not differ in managerial creativity. The findings suggest that school heads, regardless of gender are equally capable of approaching school management with creativity and innovation. They are able to recognize challenges as opportunities for growth and develop new ideas, strategies to address them. They address various challenges with careful planning and originality.

#### **Differences in Managerial Creativity of school heads based on locale**

To understand the difference in managerial creativity with reference to locale, the following null hypothesis has been formulated.

**H<sub>0</sub>2:** There is no significant difference in managerial creativity between the school heads of urban and rural.

To test this hypothesis, an independent sample two tailed t-test has been conducted. The result of the test has been given below.

**Table 3 Result of t-test examining the differences in managerial creativity between urban and rural school heads**

Variable	Urban (10)		Rural (40)		t (48)	p	Remark
	M	SD	M	SD			
Managerial Creativity	102.8	9.49	98.4	5.79	1.87	0.6	Not Significant

The result of an independent sample t test revealed the value of  $t_{(48)} = 1.87$  and  $p = 0.6$  which is not significant. Thus, null hypothesis is failed to be rejected. This implies that there is no significant difference in managerial creativity between urban and rural school heads. In other words, urban and rural school heads do not differ in managerial creativity. The findings suggest that school heads from both urban and rural government schools are equally creative in managing the schools. Despite differences in infrastructure and access to resources, their ability to solve problems and make decisions with new innovative ideas is similar. This shows that managerial creativity is not affected by the geographic location.

#### **Differences in Managerial Creativity of school heads based on years of experience**

To understand the difference in managerial creativity with reference to years of experience, the following null hypothesis has been formulated.

**H<sub>0</sub>3:** There is no significant difference in the mean scores of managerial creativity of school heads with respect to experience.

To test this hypothesis, a one-way ANNOVA has been conducted. The result of the test has been given below.

**Table 4 Result of one-way ANNOVA examining the difference in managerial creativity of school heads with regard to their years of experience**

Variable	<10 years		11-20 years		>20 years		F (47)	P
Managerial Creativity	M	SD	M	SD	M	SD	4.02	0.02
	96.2	5.53	102.1	6.73	100.6	7.19		

The result of one-way ANNOVA showed that there is a significant difference in managerial creativity among the school heads with <10 years of experience, 11-20 years of experience and >20 years of experience. Particularly, school heads with 11-20 years of experience were found to have higher managerial creativity than the school heads with <10 years of experience and >20 years of experience. The findings suggest that school heads with 11-20 years of experience are likely to think of various innovative ways to solve school -related challenges, instead of limiting themselves to one or few ideas. They also communicate their ideas and experiences effectively, thereby making their managerial creativity distinct from others.

#### **Differences in Managerial Creativity of school heads based on level of school.**

To understand the difference in managerial creativity with reference to level of school, the following null hypothesis has been formulated.

**H<sub>04</sub>:** There is no significant difference in the managerial creativity of school heads with respect to the level of school.

To test this hypothesis, a one-way ANNOVA has been conducted. The result of the test has been given below.

**Table 5 Result of one-way ANNOVA examining the difference in managerial creativity of school heads with regard to different level of school**

Variable	Elementary		Secondary		Sr. Secondary		F (47)	P
Managerial Creativity	M	SD	M	SD	M	SD	3.39	0.04
	97.2	5.42	102.2	4.73	102	9.79		

The result of one-way ANNOVA showed that there is a significant difference in managerial creativity among the school heads of elementary, secondary and senior secondary school. Particularly, school heads from secondary schools were found to have higher managerial creativity than that of elementary and senior secondary schools. This indicates that the level of managerial creativity among school heads in government schools of Soreng and Gyalshing district differs according to the level of school. School heads from secondary schools seem to perform better in terms of thinking creatively and managing task effectively. They solve problems by exploring new and innovative ideas. They are likely to explore different alternatives when faced with challenges and communicate their ideas effectively.

#### **Discussion**

From the study, it was found that majority of school heads of government schools from Soreng and Gyalshing district of Sikkim have high managerial creativity and only few percent exhibit low managerial creativity. Marak (2016) pointed out that low level of managerial creativity indicates that these heads are either not conscious of their roles and functions as school managers or not competent with their duties and responsibilities as school leaders. It could also be attributed to working conditions and environment that is unappealing or no relevant in-service professional development and support for serving heads as school managers are present or are insufficient. Hence it may be suggested to be sensitized, made aware and motivate about the force of creativity while getting things done, developing staff, improving self and achieving success as a leader of the school.

Further, there was no significant differences in managerial creativity with respect to gender and locale. This means that gender and locale does not affect the managerial creativity. The study aligns with the findings of Rashid (2012) who studied the managerial creativity of secondary male and female tribal teachers of Jammu and Kashmir. However, the study contradicts the findings of Marak (2016) where the female primary school heads is slightly advanced than male heads. Managerial creativity differed significantly based on the years of experience. The data was tested in three categories; <10 years of experience, 11-20 years and > 21 years. It was found the school heads with less working experience have low managerial creativity supported by the findings of Sharma (2003) who has suggested the development of teachers should rightly start from joining through pre-induction and induction programmes.

They should be provided with compulsory in-service training program once in 2 years in scholastic areas like TQM, developing creativity, emotional intelligence, organizing and conducting guidance activities. Similarly, managerial creativity differed significantly based on the level of schools. The data also tested in three categories based on the level of school as elementary, secondary and senior secondary. Elementary school heads are found in the lowest level followed by Sr. Secondary and Secondary. The study revealed that the heads handling secondary schools are more creative in management as compared to other two. As the study indicated, elementary heads exhibited low managerial creativity. This could be attributed to several reasons and it is evident that most of these schools are located in far remote isolated places in Sikkim which may add as one factor. This aligns with the findings by Osakwe (2013) where it is seen that urban principals are more efficient in the management of school records due to exposure to modern technological facilities and resources for keeping and storing records.

So, it can be suggested to provide orientation and short course professional development trainings, exposure with regard to professional accountability, guidance, support, supervision, resource, incentives and more. This can be supported by the findings of Kapoor (2001), Marak (2016), Srivastava (1999), that the training inputs have great impact on management.

### **Conclusion**

The present study on managerial creativity among school heads of government schools at Soreng and Gyalshing district, Sikkim reveals that creativity in school management is influenced more by factors such as years of experience and level of school rather than gender and locale. School heads with 11-20 years of experience and those serving in secondary schools were found to exhibit higher level of managerial creativity. They are more open to exploring multiple alternatives, communicating their experiences clearly and solving problems in innovative ways. Their creative mindset allows them to challenge the status quo, avoiding stagnation and ensuring effective school functioning.

In contrast, those with less than 10 years or more than 20 years and school heads at the elementary and senior secondary level may benefit from focused support. This highlights the importance of ongoing professional development for all the school heads to ensure they are capable of moving beyond routine practices. In an evolving education scenario, status quo situation, if allowed to persist can limit the growth. Therefore, fostering managerial creativity is essential for effective and smooth school management.

### **REFERENCES**

- CEOWORLD magazine. (2020). Ranked: World's Best Countries for Education System, <https://ceoworld.biz>Stats>
- Dash, M. & Dash, N. (2008). School Management, Atlantic Publishers & Distributors (P) LTD, New Delhi.
- Janeth, M. K. (2014). The Influence of Headmaster's managerial skills on effective school management. A case of public secondary schools in Mbeya. University of Tanzania.
- Kalra, A. (1966). A study into the competencies of principals for efficient management of senior secondary schools [Ph.D. in Education]. Indian Educational Abstracts New Delhi: N.C.E.R.T.
- Kapoor, B.K. (2001). Development and Validation of In-service Training Curriculum for Primary School Head Masters of Delhi [Ph.D. Thesis]. Kota Open University.
- Kinyua, J.M., (2011). Factors that influence head teachers' managerial effectiveness. A study of Secondary Colleges in Nakuru Municipality Kenya.
- Kumar, M. (2019). Community Participation in School Education, International Journal of Science and Research (IJSR), 2319-7064. <https://www.ijsr.net>archive-pdf>
- Marak, R. C. (2016). A study of managerial creativity of heads of primary school in selected districts of Garo Hills, Department of Education, School of Education, North Eastern Hill University, Tura, Meghalaya, <https://shodhganga.inflibnet.ac.in>
- Mukherjee, S. (2013). A Study of The Managerial Skills of School Principals and Performance of Schools. Journal of Indian Research, 1(2).

- Nanda, A.R. (1992). A study of the Leadership Behavior of Primary School Headmasters of Cuttack City. [Unpublished M.Phil. Dissertation in Education]. Utkal University <https://shodhganga.inflibnet.ac.in>
- Osakwe, R.N. (2013). Secondary School Principals and their efficient management of School Records in Delta State, Nigeria. IOSR Journal of Research & Method in Education, 1(3), 08-12.
- Rashid, F. (2012). Managerial creativity and work motivation of secondary school tribal teachers in relation to their occupational self- efficacy, IOSR Journal of Humanities and Social Science (JHSS), 3(6), 53-60. [www.iosrjournals.org](http://www.iosrjournals.org)
- Rajamani, A. R. (2018). Human Resource management in Thirakkuran. An Empirical study of the Role Perception of the Secondary and Higher Secondary School Headmasters in Tiruvannamalai District.
- Sharma, S. (2003). Study of Management of Human Resources Development of Teachers in Secondary and Higher Secondary Schools of Rajasthan [Ph.D. Thesis]. V.M. Open University, Kota in Abstracts of Research Studies conducted by Teacher Institutions in India, The M.S. University of Baroda, Vadodara: CASE.
- Shaikh, A. S. (2012). A comparative study of managerial creativity of principals of arts and science colleges of Aurangabad city. Electronic International Interdisciplinary Research Journal. <https://eiirjl.weebly.com/jan-feb>
- Srivastava, S. (1999). Managerial competencies of effective Educational Managers, Maharaja Sayajirao University of Baroda, <https://shodhganga.inflibnet.ac.in>
- Thote, P. (2015). A study to assess the management competency of Senior Secondary School Principals in Central India. Tactful Management Research Journal, 3(6), 1-7.
- Wadhwani, R. D. (2014). To the Future of the Past in Management and Organization Studies. Oxford University Press.