

**STRESS LEVEL MANAGEMENT CAPACITY OF COLLEGE PRINCIPALS IN KERALA- EVALUATION THROUGH TEACHERS' PERCEPTION****Jayaraj A. S, Dr. C. Subathra, Dr.T.M. Padmanabhan**

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In this article researcher made an attempt to study the stress level management capacity of college principals through the eyes of their respective teachers. Primary data were collected through surveys administered exclusively to college teachers, and Friedman test, Mann Whitney U test, Kruskal Wallis H test were employed to analyze the collected data. The result of the study indicates that there is a significant difference in the operational activities of the principal, such as "can handle activities other than departments," "ability to raise funds from government and other activities," "conducting meetings on time," "emotional intelligence," and "overall operational ability," with respect to the types of organisations in which they are working. No difference was found on other variables.

**Key Words:** *Stress Management – College Principal***Introduction.**

Job satisfaction is an important criteria for every work. A good leader can effectively manage the stress level in an organisation through systematic activities, thus ultimately leads to job satisfaction among employees. Similarly, people working in an educational institution are also suffering work pressures. Therefore it is essential to find out how the principal is handling the stress level of subordinates or is he good enough in solving problem.

**Review of Literature**

(Saputra, 2020) had studied on the title “Leadership Behaviour and Upward Feedback: Findings from a Longitudinal Intervention”. A community health care organization's sample of 48 managers and 308 employees participated in a study to examine the impact of taking part in an upward feedback programme on leadership behaviour, as evidenced by both one's own evaluations and those of one's subordinates. Three measurement points throughout a year made up the research design. The intervention consisted of a management skills session and upward feedback for managers. The outcomes demonstrated a detrimental impact of the training on staff-rated leadership behaviour. Additionally, managers who took part in both a feedback session and a management skills programme decreased their self-ratings.

(Kristiawan, 2020) made an attempt to dig the Perceptions of Important Personal and Leadership and Leadership Characteristics for Newly act eristics for Newly Hired Principals to Be Successful School Leaders: Views of School Superintendents. According to research, there is a significant correlation between a principal's leadership qualities, student engagement, teacher effectiveness, and family involvement in meeting the demands of school accountability (Cahapay, 2021). Superintendents around the nation are noting that it is increasingly harder to find competent administrators (Nadu & Nadu, 2021). In order to achieve the accountability and performance requirements, superintendents who are largely in charge of selecting principals must be able to recognise and evaluate principal applicants' appropriateness and effectiveness as administrators (Tahar & Abdillah, 2021). The goal of this study was to determine how important personal and leadership traits that recently hired principals demonstrate promote their efficiency as school leaders.

This study clearly demonstrated how superintendents assess the characteristics that a capable principal ought to have. The author used a descriptive qualitative study design approach to examine superintendents' perceptions of the personal and professional characteristics of the recently hired principals that they have hired and/or supervised. The study specifically involved 10 conveniently selected, NYSED-identified school districts from the Hudson Valley region of New York State, where semi-structured interviews with the superintendents were conducted. The results of this study were used to assist close any gaps between the training that school administrators get and the competences that are needed for newly recruited principals.

(Bhana & Suknunan, 2019) tried to pull out some insights on Organizational Change and Conflict in Higher Education Management: Leadership and Management Conflict-related topics have been briefly mentioned in previous descriptions of the change process in the context of higher education management organisational challenges (Tatlah, 2012). Although the process has been well defined, more research is necessary to determine how it relates to conflict management. This paper examines the theories of positive organisational conflict developed from a variety of sources (Chaudhuri et al., 2015) and an integrated model that describes the change process (Halkias & Neubert, 2020) to examine the role of successful and unsuccessful conflict management during a time of organisational change. The integrated model of organisational conflict during change is put to the test using case study data from two actual scenarios involving attempts to manage a change process and create an entrepreneurial unit within a typical higher education organisation. The results imply that the proposed model is appropriate and might be helpful in a situation involving higher education. In order to take organisational change research beyond conflict management and into innovative practise in higher education management, the paper finishes by recommending an account of conflict leadership.

(Vidyakala & Ram, 2020) tried to investigate grading norms in institutions where tuition payments are permitted using a hybrid human capital/signalling approach. The paper examines and contrasts the efficient grading system with the one established by a school that seeks to maximise profits. In cases where tuition fees are constrained, the paper also looks at grading standards. A profit-maximizing institution will establish lower grading criteria when fees are regulated than when they are not. Families' financial difficulties also lead to schools lowering their standards. These results highlight the significance of regulation of grading standards given that competition is impractical under the model as it is currently provided.

(Kumar, 2013) in his research work "The Overview to Leadership Behavioural Models" found that American businesses are still growing abroad. Businesses must concentrate on the effects of leadership style and leader self-concept in order to grow. The leadership style of igniting a common vision and leader self-concept are strongly positively correlated, according to the model and previous research. This study suggests that a diversity of leadership styles can foster positive self-concepts in leaders.

(Tatlah, 2012) in her work "Influence of Personality Traits on Leadership Styles: a secondary level study" revealed that Teacher must act as a leader since his/her role is extremely

beneficial in educational change. Although the subject of personality traits' effects on leadership styles has received significant attention in management, no research has focused on how teachers' personalities may affect their leadership behaviours. This study looks into how these two factors are related. Design, method, and strategy Quantitative research is done by means of survey to a convenient sample of 228 teachers of public elementary and high schools in Lahore. Findings - The dominating attributes are linked to both leadership philosophies, demonstrating the efficacy of both task- and people-oriented leadership.

(Nega, 2021)“Research limits and implications: This study's findings are applicable to other fields. Practical ramifications.” The study highlights the significance of features and how they affect behaviour. The qualities required for effective leadership styles should be the subject of future studies. Originality/value - This paper's main contribution is that it makes a correlation between personality traits and leadership styles and highlights the traits that go hand in hand with successful leadership.

### **Objective of the study**

The objective for this present study is as follows:

1. To analyse the stress level management capacity of principals in Kerala.
2. To evaluate the perceptive of teachers in respective colleges regarding principals efficiency.

### **Scope**

Area of the study is confined on Arts Colleges in Kerala. the sample respondents involves teachers in respective colleges. The data were collected through the administration of survey method.

### **Methodology**

**Sample Selection:** A random sample of 10 Arts colleges was selected from various districts of Kerala. Within each college, faculty members were randomly selected to participate in the survey.

**Data Collection:** Surveys were administered to faculty members to gather their perceptions and experiences related to stress level management. The surveys included Likert-scale questions and open-ended questions.

**Data Analysis:** The collected data was analyzed using statistical tools such as Friedman test , Mann Whitney U test , Kruskal Wallis H test.

**Data Analysis**

Friedman test for senior teachers' perspectives on the stress level management capabilities of the principal

In order to find out which among the stress level management capability of the principal is highest among the perception of senior teacher’s, the Friedman test were used. The following null hypothesis was developed to check whether there is any uniqueness in the stress level management capability of the principal and the test results are shown in table 1

**Null hypothesis**

**H<sub>0</sub>: Senior teachers have same opinion on the stress level management capabilities of the principal**

**Table 1**

*Friedman test for senior teachers' perspectives on the stress level management capabilities of the principal*

Stress level management Capabilities	Median	Mean Rank	Test Statistics	
Principle is unbiased while solving problems	1.00	2.83	N Chi-Square df Asymp. Sig.	390 1014.927 9 .000**
Equally treating all employees at all circumstances	4.00	5.18		
Take initiative steps for recreation centres	2.00	2.87		
Good in balancing the work distribution among workers	4.00	6.42		
Motivating club activities	4.00	6.77		
Positive approach towards informal communications	4.00	5.25		
Take initiative steps for implementing counselling cell for students	4.00	6.16		

Take initiative steps for implementing counselling cell for faculties	4.00	6.89		
Scientifically reducing the work load among faculties	4.00	6.99		
Ability to coordinate and supervise all activity to reduce miscommunication and misrepresentations	4.00	5.64		

Source: Primary data

According to table 1, it is evident that, principal’s activities on ‘scientifically reducing the work load among faculties’ is significantly higher when communicated with Superior agencies followed by the ‘initiative steps for implementing counselling cell for faculties’. Similarly principal have high stress level management skill when ‘Good in balancing the work distribution among workers’, ‘Motivating club activities’ and ‘Take initiative steps for implementing counselling cell for students’. While principal’s stress level management practices is worsen in case of ‘Principle is unbiased while solving problems’ and ‘Take initiative steps for recreation centres.’

Since the p value is less than 0.01 at 1 percent significance level, the null hypothesis is rejected and accepted the alternative hypothesis that there is significant difference in the stress level management capabilities of the principal.

It is important to check whether there is any significant difference in the principal’s activities towards the stress level management capabilities among the senior teachers based on their gender. Hence the following null hypothesis was developed.

**Null hypothesis**

**Ho: Senior teachers’ perceptions on the stress level management capabilities of the principal on various activities are the same with respect to the gender.**

**Mann Whitney U test for the senior teachers' perception on the principal's stress level management capabilities**

The Mann Whitney U test was used to check whether there is any significant difference among the senior teacher’s perception on the stress level management capabilities of the principals with respect to their gender.

**Table 2**

*Mann Whitney U test for the for senior teachers' perspectives on the principal's stress level management capabilities*

Stress level management practices	Z value	P value
Principle is unbiased while solving problems	-1.666	.096
Equally treating all employees at all circumstances	-.862	.389
Take initiative steps for recreation centres	-.605	.545
Good in balancing the work distribution among workers	-.605	.545
Motivating club activities	-.549	.583
Positive approach towards informal communications	-.067	.946
Take initiative steps for implementing counselling cell for students	-.458	.647
Take initiative steps for implementing counselling cell for faculties	-.588	.556
Scientifically reducing the work load among faculties	-.249	.803
Ability to coordinate and supervise all activity to reduce miscommunication and misrepresentations	-.018	.986
Stress level management Capabilities	-.213	.831

Source: Primary data

Since the p value is greater than 0.05 at 5 percent significant level, the null hypothesis is accepted on ‘Principle is unbiased while solving problems’, ‘Equally treating all employees at all circumstances’, ‘Take initiative steps for recreation centres’, ‘Good in balancing the work distribution among workers’, ‘Motivating club activities’, ‘Positive approach towards informal communications’, ‘Take initiative steps for implementing counselling cell for students’, ‘Take initiative steps for implementing counselling cell for faculties’, ‘Scientifically reducing the work load among faculties’, ‘Ability to coordinate and supervise all activity to reduce miscommunication and misrepresentations’ and ‘Stress level management Capabilities’. That means stress level management practices are the same with respect to the opinion on the gender of the senior faculties on the activities of the principal’s such as ‘Principle is unbiased while solving problems’, ‘Equally treating all employees at all circumstances’, ‘Take initiative steps for recreation centres’, ‘Good in balancing the work distribution among workers’, ‘Motivating club activities’, ‘Positive approach towards informal communications’, ‘Take initiative steps for implementing counselling cell for students’, ‘Take initiative steps for implementing counselling cell for faculties’, ‘Scientifically reducing the work load among faculties’, ‘Ability to coordinate and supervise



all activity to reduce miscommunication and misrepresentations’ and ‘Stress level management Capabilities’.

**Kruskal Wallis H test for the senior teachers' perception on the stress level management capabilities of the principal**

In order to check whether there is any significant difference among the senior teacher’s perception on the stress level management practices of the principal with respect to the types of college in which they are working, the following null hypothesis was developed.

**Null hypothesis**

**H<sub>0</sub>: Senior teachers’ perceptions on the stress level management capability of the principal on various activities are the same with respect to the type of college in which they are working.**

Table 3 was prepared to show the Kruskal Wallis H test results as follows;

**Table 3**

*Kruskal Wallis H test for the for senior teachers' perspectives on the principal's stress level management capabilities*

<b>Stress level management capabilities</b>	<b>Chi-square</b>	<b>P- value</b>
Principle is unbiased while solving problems	19.323	<0.001**
Equally treating all employees at all circumstances	3.607	.307
Take initiative steps for recreation centres	9.446	.024*
Good in balancing the work distribution among workers	22.261	.000**
Motivating club activities	2.270	.518
Positive approach towards informal communications	16.526	.001**
Take initiative steps for implementing counselling cell for students	27.933	<0.001**
Take initiative steps for implementing counselling cell for faculties	5.839	.120
Scientifically reducing the work load among faculties	3.128	.372



Ability to coordinate and supervise all activity to reduce miscommunication and misrepresentations	5.543	.136
Stress level management Capabilities	5.508	.138

Source: Primary data

The Kruskal Wallis H test was used to check whether there is any significant difference among the senior teacher’s perception on principal’s stress level management capabilities on various activities with respect to the type of organisation in which they are working.

Since the p value is less than 0.01 at 1 percent significance level, the null hypothesis is rejected on the instructional capability such as ‘Principle is unbiased while solving problems’, ‘Good in balancing the work distribution among workers’, ‘Positive approach towards informal communications’ and Take initiative steps for implementing counselling cell for students’. That means there is significant difference in the instructional capabilities such as ‘Principle is unbiased while solving problems’, ‘Good in balancing the work distribution among workers’, ‘Positive approach towards informal communications’ and Take initiative steps for implementing counselling cell for students’ with respect to the type of organisation in which they are working.

Since the p value is greater than 0.05 at 5 percent significance level, the null hypothesis is accepted on the variables on ‘Take initiative steps for recreation centres’. That means the instructional capability on the variables on ‘Take initiative steps for recreation centres’ are the same irrespective of the type of organisation in which they are working.

**Findings:**

- Based on the mean rank, it is evident that male teachers have more perception than female teachers with respect to "commanding power for the smooth functions of this organisation." Other variables had no effect.
- The result of the study indicates that there is a significant difference in the operational activities of the principal, such as "can handle activities other than departments," "ability to raise funds from government and other activities," "conducting meetings on time," "emotional intelligence," and "overall operational ability," with respect to the types of organisations in which they are working. No difference was found on other variables.

**Conclusion**

Every organisation requires a leader for the smooth functioning of its activities and operations. A clear superior-subordinate relationship improves organisational functioning by eliminating dilemmas and constraints. Similarly, in an educational institution, the principal acts as a leader. A leader should have the qualities to lead the subordinates in a healthy environment, which is called leadership behaviour. The principal's responsibilities include leadership, teacher evaluation, and student discipline. Being an effective principal is difficult and time-consuming. A good principal is balanced in all of her roles and works hard to do what she believes is best for all of her constituents. Every principal faces significant time constraints. Prioritization, scheduling, and organisation are all skills that a principal must master. Most principals are also in charge of evaluating their teachers' performance in accordance with district and state guidelines. Effective teachers are found in an effective college, and a teacher evaluation process is in place to ensure that the teachers are effective.

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