CHAPTER I

INTRODUCTION
INTRODUCTION

“Education is the creation of a sound mind in a sound body... It develops man’s faculty, especially his mind, so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty in which perfect happiness essentially consists”

.....Aristotle

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. Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education.

School is the nucleus around which the society revolves. 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 schools. The effective working of the school depends on the headmaster. The strength of the school lies in the competency of the manager. Almost every single study of school effectiveness has shown both primary and secondary leadership to be key factors. They have to set of comprehensive skills. The school will be
successful due to the headmasters who possess managerial creativity. The duties and responsibilities of the school 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 school managers are the people who determine the direction towards improvement of their respective schools. In other words, they decide the character of the school. The American Senate in 1972 has summarised that: "in many ways the school principal is the most important and influential in any schools…. It is his leadership that sets the tone of the school, 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 school 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”.

The headmaster is the major component of school, on his ability and skill, personality and professional competence largely depends on the tone and efficiency of the school. "schools are good or bad, in a healthy or unhealthy mental moral and physical condition, flourishing or perishing as the principal is capable, energetic and of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principals have charge of them”. Everything in the school, the plant, the staff, the Curriculum, methods and techniques of teaching, co-curricular activities, human relationships bear the impression of the personality of the headmaster. The school is as great as the headmaster.
Dr. Jaswant Singh aptly remarks, “The headmaster or the principal of a school is the hub of the educational process. On his ability and skill, as a sound and effective educational leader, depends the success of a school system” A headmaster is the leader and the centre of the whole organization of the school, P.C. Wren beautifully explains the role of the headmaster in following words:

“What the mainspring is to the watch, the fly-wheel to the machine or the engine to the stream ship, the headmaster is to the school. The character of the school reflects and proclaims the professional character of the headmaster. He is the seal and the school in the wax”. He is organizer, Leader, governor, manager, coordinator, superintendent, example, teacher, guide, philosopher and friend”.

The headmaster is the keystone in the arch of school administration. He is the hub of the educational effort. The principal is a group leader who knows how to involve people how to arrange conditions and initiate processes that will bring out the best in each participant. “No school can succeed”, if the teachers in it, work only as individuals and not as a group”. The headmaster is the Manager to direct and stimulate group effort.

In the school management, the headmaster occupies a unique position. He is in the strategic centre of a web of instructional relationships- teacher-pupil, teacher- parents, teacher-teacher. It is he who arranges their coordinated efforts.
He is the dispatching station at the centre of educational endeavour. He plans what is to be done in the school and how. He organizes interdependent elements into a functional or logical whole. He directs to get the solution of the common problems of the institution. He co-ordinates all the elements into a infield programme to achieve a common objective and a single effect. He evaluates to get at the reason of failure or success. He keeps the public as well as the authorities informed through records research and inspection as to what is going on. He is responsible for supervision of special services. He is the constant factor in a school's leadership picture. His is the big role in the school play.

School headmaster is character, an excellent organizer, a skilled administrator, a model teacher, Manager of organization. Society needs all these qualities in a headmaster plus something more. It wants that the headmaster should be a good leader to be able to inspire those who work under his direction. In a democracy, he cannot drive them. In the old authoritarian schools, where the headmaster was a dictator, give order was perhaps an easier role. What he need was the creativity and ability to inspire awe or fear among the staff and the students, and all went well. But now the emphasis is more on freedom of participation and reciprocal cooperation and less on dictatorship. "Leadership in a democracy is known by the personalities it enriches, not by those it dominates or captivates. Hence the task of the headmaster has become rather taxing and challenging. He has to become the Manager. To make a success of assignment, he must come into close contact with teachers, pupils and parents. He cannot afford to live in an ivory tower (office) and command respect. He cannot afford to
be a mere detective, critic or fault finder. His leadership should be constructive. His job is to see that parts of the machinery work spontaneously and in harmony and unison not under an artificial compulsion.

The headmaster is a community leader. He has to bring about a continuous long-range improvement programme. He has to exercise more initiative to meet the new needs that at any time in the past. He has to keep a step or two ahead of their constituents. He has to be vigilant because if he gets too far ahead, the public won’t follow him. If he falls behind, they will fire him. He would do well to study his community thoroughly, learn its resources of wealth, know the intricacies of political maneuverings and do his best so that the public is familiar with its schools.
1.2 CREATIVITY:

There are many characteristic which principal has to posses to run the school effectively one of it is creativity. The ability which enable the human beings to make new inventions and helps them in finding solutions to challenging problems. This wonderful and amazing ability has been labeled as ‘Creativity’.

Creativity is a mental and social process involving the discovery of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. Creativity is fueled by the process of either conscious or unconscious insight. An alternative conception of creativeness (based on its etymology) is that it is simply the act of making something new.

Different psychologists has defined creativity,

Anderson has defined creativity as "... nothing more than going beyond the current boundaries, whether those are boundaries of technology, knowledge, current practices, social norms, or beliefs. Creativity is nothing more than seeing and acting on new relationships, thereby bringing them to life."

The working definition of creativity used by Stein (1964) is that “a process is creative when it results in a novel work that is accepted as tenable or useful or satisfying by a group at some time in time".
Creativity has been defined in many different ways, ranging from ‘spark of genius’, ‘super energy’, ‘divergent thinking’ to the problem solving process for novel and valuable output by a large number of scholars. For instance, a valuable ability to bring out something new into existence (Barron, 1969), an act of liberation, the defeat of habit by originality (Koestlar, 1964), breaking out traditional models of thinking (Zaleznick, 1988), an escape from mental stuckness (Rickards, 1988), production of novel and useful ideas in any domain (Amabile et al., 1996), imagination inseparably coupled with intent and effort (Osborn, 1953), modifiable, deliberate process verified through uniqueness and utility of the production created (Ford, 1992).

Creativity is a multifaceted phenomenon. Numerous meanings are attached to it. Theories and researches have approached creativity in many different ways: creativity as ability or capacity of a person; problem solving process; output or product; and the situation or work environment (Guilford, 1950; Kneller, 1965; Barron, 1969; Torrence, 1979). Creativity has been defined and described as a set of traits that are characteristic of creative person or abilities or capacity of person to produce novel and valuable ideas. Wallas (1949) explained creativity as insightful problem solving behaviour. Some researches have focused even on the outcome of the process of creativity-novel and useful (valuable) product (Mackinnon, 1962; Amabile, 1987).

Czikszentmihalyi (1990), Amabile (1990) and Kao (1991) have explained the role and interplay of social and organizational variables in modifying or enhancing individual and organizational creativity. Creativity in a workplace
has been defined and interpreted in many different ways. Gundy et al; (1994) have taken four perspectives of creativity and grouped them into following categories:

The attribute theory holds that specific characteristics and traits predispose an individual to be perceived as “Creative”.

The conceptual skill theory focuses on cognition-an act of awakening new thoughts, reassembling old learning and examining assumptions to new theories, new paradigms and new awareness.

The behavioural theory centers on the actions and activities that bring something new into being.

The process theory holds that creativity is a highly complex, multifaceted phenomenon that relies on individual talents, skills and actions as well as organizational conditions.

Together these perspectives describe that an individual who has some creative attributes along with specific skills may become predisposed to perform creatively. Amabile (1970 is of the view that intrinsic motivation principle of creativity applies not only to scientific creativity, but to business creativity as well. She proposes that all humans with normal capacities are to produce at least moderately creative work in some domain many a times and that the social environment (the work environment) can influence both, the level and frequency of creative behaviour. Her componential theory of individual creativity includes three major components, each of which is necessary for creativity in any given domain: expertise, creative thinking
skill and intrinsic task motivation. It suggests that creativity is most likely to occur when people’s skills overlap with their strongest intrinsic interests and their deepest passions.

**CREATIVE PERSON**

One major approach to the study of creativity is the explanation of cognitive variable. Simpson’s (1922) definition clearly emphasized the cognitive structure in creative ability as the initiative which one manifests by this power of thought into an altogether ‘different pattern of thought, concerning the problems of identification. He emphasized the mental qualities for searching, combining and synthesizing. In his approaches he also used curiosity, imagination, discovery, innovation and invention prominently to indicate creative potentials.

Wallas (1926) recognized that a great number of abilities are involved its creative thinking, like bringing problem to the fore of mind, originating or inventing an idea or concept, realization of picture along new or unconventional lines etc. In other words, different mechanisms, laws, effects are used in creative thinking. Guilford’s (1950) approach in defining creativity had been as staunch exponent of cognitive functioning. His sole emphasis on ability gradient has stressed the divergent, productive ability of the individual. In his, model of structure of intellect, he emphasized creativity as an individual's ability of generation of information from given information where the emphasis is upon variety of output from the same source (innovation, originality, unusual synthesis or perspective). the basis of his fact of analytic studies, he plotted out man indicators of creativity.
Wilson and others (1954), on the same lines worked out similar factors fluency, flexibility, originality, elaboration and redefinition. Guilford (1957) further analyzes additional factors that were put forth in his scheme of classification of human abilities. He could extract four fluency factors, namely associational expressional, word and ideational, two flexibility factors, namely spontaneous and adaptive. These studies provides (a basis for practical and empirical explanations about creativity All the empirical approaches to creativity have fairly regarded this viewpoint.

Getzels and Jackson’s (1962) creativity refers fairly to specific type of cognitive ability reflected in performance on a series of paper and pencil tests. Their tests of creativity included tests involving ability to deal inventively with verbal and numerical symbols and object-space relations. Creativity, thus, depended on the number, novelty and variety of responses on the test tasks.

The empirical approaches and factor analytical studies opened grounds for thinkers and workers to align to those lines of practical value to think about creativity. Thus Lowenfeld (1952) explained eight key characteristics of a creative person; sensitivity, fluency, flexibility, originality, re-definition, ability to abstract, ability to synthesize, and coherence of organization. It was for Barchillon (1961) to divide creative thinking into two types of abilities—. cognito and intelligo. In his considerations, the mental capacities of creative functions have been emphasized well.

Another approach to the study of creativity is explication of personality qualities and characteristics which are unique in a creative person. Hargreaves (1927) recognized that in imagination some co native
factor is, also at work, apart from the cognitive. Of course, it is well thought of that these qualities remain predominantly enduring within the creative individuals. It was the pioneer work of Torrance (1962) who on the basis of various studies done in this area, sorted out 84 important characteristics of creative people. Crutchfield (1962) and Wilson (1954) have thought of creative person as a conformity contrasting. Crutchfield explained that the independent thinkers were able to function effectively when they were emotionally, and socially free.

McNeil (1960) argued that if the process of creativity requires unconventional thinking, it must be concluded that true creativity and conformity are antithetical in nature and should not be combined into single measure. In some cases, as for example, MacKinnon’s (1960a) study of values the aesthetic and theoretical profiles prominently exhibited relationships to creative thinkers. Such scientific studies of creativity and personality characteristics make it clear that various characteristics may be responsible in creative individuals which help them sustain creative activity throughout as a distinctive feature not found in ordinary man. It seems sufficient to say here that the empirical views have indicated that human intellectual, cognitive, attitudinal, actionable, infantile experience, emotional and behavioural factors play the main roles in creativity determinations. Among the intellectual factors are anxiety, aspiration, frustration, imagination, memory, ability to toy with concepts, logical thinking and reasoning. On the cognitive side perceptual factors play the vital role. The creative person must be highly sensitive, has high aesthetic sense, independence of judgement, initiative and preference for perceptual novelty and complexity.
The attitudinal ideology emphasized particularly the self image of the individual. It is somewhat subjective approach and differs a little from the objective one. Yet it may provide cross-sectional view about the creative potentials, and is worth studying about attitudes, values, ideals, personal-self and professional-self of the creative people. They think themselves to be members of creative society and different from the common society. They describe themselves as self-confident, unconventional, curious, enthusiastic, original, fluent, aesthetic, independent, imaginative, autonomous, assertive, moody, self-centered, pessimistic and dissatisfied. They are emotionally toned. Here it seems sufficient to say that personality of a creative person is different than that of non-creative in many ways. Thus the considerations defining creativity weighing the person his cognito and conato emphasize his intellectual, temperamental and psychosomatic efficiency and effectiveness to perform a stream of specific actions, unique in ways and useful for others.

Crutchfield (1962) thought of a creative person as an independent functioning unit. For him the independent thinkers were able to function effectively under stress, relatively unsusceptible to generalized anxiety, relatively free of feelings of inferiority and inadequacy, open and free in emotional process, ascendant in relation with others, persuasive able to mobilize resources easily a effectively, active and vigorous, natural and free from pretence expressive, and able to seek and enjoy aesthetic and sensuous impressions. In fact his considerations compel us to think that creative person himself has a unique personality. If such person having so many unique potentials is a creative person, he is ofcourse different from common man in structure of his personality.
The creative persons have the capacity to take independent decisions. He has to look up to others to take a decision and no prejudice or narrow-mindedness influences his decision. He is free from the curse of social, political, economic, linguistic and regional intolerance or bigotry. He is always in favour of expressing his ideas rather than suppressing them. He respects the creativity and originality of others and instead of frowning upon the new ideas put forward by them, he warmly receives them and extends his whole-hearted co-operation to the persons concerned so as to prove the utility of the ideas or suggestions advanced.

In creative person the element of complexity is more dominant than the element of simplicity. As compared with simple objects, figures or statements; complex objects, figures or statements nearer to his heart. He is instinctively attracted towards incomplete things. He is an explorer of new truths as he does not hesitate to take risks in the pursuit of new truths and realities. He is tolerant towards even queer ideas which appear to be impracticable. Despite powerful and gives them concrete and practical shape. Uncertainty of circumstances is not enough to demoralize him, that is, he does not give up his pursuits under any sort of compulsion. In the personality of a creative individual, there is a queer combination of some such qualities as are opposite to each other. He possesses masculine as well as feminine qualities. He appears to be most civilized or uncivilized constructive or destructive, emotionally disturb or emotionally stable on different occasion. Sometimes he is lost in day dreams and some times he resorts to robust reasoning.
A creative person possesses farsightedness in abundance. Being habitual of creative thinking, he makes deep inroad into the womb of future and makes a guest about the accident likely to happen on some occasion in future. He has the ability and insight to predict the possible consequences of an event.

The conditions in every family, town and country are rapidly changing these days. New fact are coming to light everyday as a consequence of new experiments or researches which are being conducted these days in every field of human endeavour to knowledge. A creative individual does not insist on sticking to traditional way of thinking and outdated ideas. He adopts himself to the changed circumstances, but at the same time, he also strives to change his circumstance in accordance with the demands of his principles and ideals.

The creative person has a reputation for having strange and silly ideas. Inspite of being laughed at by others, he gives demonstration of his unique courage and continues his research for the confirmation and verification of his ideas. His works are not traditional in character and have element of novelty in sufficient quantity. Besides, his works and talks become colourful because of his wit and humour.

The creative person has got the capacity to be surprised at the sight of an unfamiliar object or on hearing some novel idea. In reality, a reaction of this type is a creative expression. As the child grows up, his capacity to be surprised decreases. But the creative person always possesses this ability in abundance. This ability leads to birth of curiosity in a person.
The creative person has got the ability to do some work with full concentration. While doing some work, our mind many times takes the liberty to make excursions elsewhere. Sometimes, the human mind takes part in more than one activity simultaneously. An activity is certainly most interesting if we get completely absorbed in it. A creative person possesses adequate ability to concentrate on his activities.

The creative person accepts the complexities born out of varied struggles and never makes an attempt to avoid them. Generally, it is thought that a complexity as always harmful and it should be avoided as far as possible as this view does not hold good in every situation. Complexities lead to curiosity and are also helpful in character building. The creative person is always aware of the presence of conflict, he experiences them and accepts them mentally and emotionally.

According to Erich Fromm, a creative person is always willing to be born everyday. The birth simply mean entering a new stage after leaving the preceding one. The present stage is always certain, whereas the new stage is always draped in uncertainty. The creative person is not unduly attached with the present state of affairs. He is always in a state of preparedness to grapple with uncertainties and to drive deep into the ocean of unknown in order to get hold of pearls of new knowledge. To perform this act of bravery, courage and confidence are needed in abundance. Therefore, a person with these qualities can hope to develop creative attitude.
According to J.P. Guilford, a creative person possesses the ability to suggest more than one solution to a problem. The solutions suggested by him are original and flexible.

**CREATIVE THINKING:**

John Dewey (1910) who offered the first attempt to describe such a creative thinking process as awareness that a problem or a difficulty exists; analysis of the problem; leading to understanding of its nature; suggestion of possible solutions; and testing the alternative solutions by a process of judgment and accepting or rejecting solutions.

Rossman (1931) who told that a typical inventor goes through in the total process of arriving at a new invention and concluded that there are seven steps in it: a need or difficulty is observed, the problem is formulated, available information is surveyed, solutions are formulated, solutions are critically examined, new ideas are formulated, and the new ideas are tested. His description of the process of invention seems to be empirically based and is not much different than the explanation given to describe scientific method in the methodology of empirical researches. All these divisions may not be applicable to creativity.

For example, incubation and illumination appear to be more important in creative thinking, and that they do not occur in the same order, but remain somewhat overlapped or superimposed. Vinacke (1960) concluded on the bases of reports by creative writers and scientists that 'it
is necessary to conceive of creative thinking in terms of dynamic, inter-
playing activities, rather than as more or less discrete stages'. It is also 
thought that some ideas come even without premeditation.

These considerations to describe the thinking processes, of- course, 
indicate that perception of environment is sufficient to start with the 
process and it is the mental activity that by using internal screening and 
scrutiny of the idea with the experiences, translates internal experiences 
into abstract and non-verbal symbols that are meaningful and 
communicable pertaining to the issue. MacKinnon (1960) suggested that 
creativity is a process which has a time dimension, and which involves 
originality, adaptiveness, and realization. It may be brief as in the jam 
session of jazz band, or it may involve a considerable span of years as was 
required for Einstein’s creation of the theory of relativity. He thought that 
there are distinguishable stages or phases of creativity (1) a period of 
preparation during which one acquires ‘he skills and techniques and the 
elements of experience which make it possible for one to pose a problem 
to oneself ; (2) a period of concentrated effort to solve the problem which 
may be suddenly solved without much delay or difficulty, but which perhaps 
more often involves so much frustration and tension and discomfort that 
out of sheer self-protection one is led to ; (3) a period of withdrawal from 
the problem, a psychological going out of the field, a period of renunciation 
of the problem or recession from it ; (4) a period of insight accompanied by 
the exhilaration, glow, and elation of the “aha” experience ; and (5) a 
period of verification, evaluation, and elaboration of the insight which one 
has experienced.
The process of creativity is not easily come by or nor are all of its phases easily to endure. We should, perhaps, then, be prepared to discover that those who have high creative potential as well as those who have demonstrated true creativity will show a disposition to undertake problems where the degree of difficulty and frustration is great, and the drive toward completion or accomplishment is persistently strong.

**DIVERGENT THINKING:**

Divergent thinking abilities are the abilities of productive thinking domain. Divergent thinking process produces varieties of ideas, all of which are logically possible in view of given information. It represents the intellectual operation wherein the individual is free to generate independently his own data with in a data-pool situation, or to take a new direction or perspective on a given topic from the given information, the individual processes various alternatives that can explain the event diversely or can suggest diverse solutions to meet the demands of solving the problems. It is includes scanning stored information searching for many possible solutions thinking in different directions, ability to go off in new and untested directions, it deferred judgment etc. Guilford told that divergent thinking abilities are closely related to creativity. The matter is generated from the memory storage, but there are chances to solve a problem by new connections or revised forms, and this is where novelty is a necessary condition for creativity. It corresponds to adventurous thinking. A variety of solutions or idea is possible under the freedom offered by the problem and the relaxed judgement of the thinker. Arts are notorious for such latitudes
and they thus offer opportunities and challenges to the divergent thinker. Before divergent thinking ability was recognized as a term, creativity was already thought of having many abilities, like fluency, flexibility, originality and elaboration. These abilities continue to be factor abilities of creative thinking.

CONVERGENT THINKING:

Convergent thinking abilities are also thought of as the productive thinking abilities. In this ability the conclusion is determined by the given information, or at least there is a recognized best or conventional conclusion already known. It is thus a ‘closed system thinking’, as the retrieval of information from memory storage occurs under severe restrictions. Starting with the given information, there is only one right or conventionally acceptable answer. Mathematics and logic use such methods at best. Convergent thinking thus represents the analysis and integration of given or thinking thus represents the analysis and integration of given or remembered data. Therefore, it leads to one expected end-result or answers because of the tightly structure frame work through which the individual must response convergent thinking may be involved in solving a problem in summarizing a body of material or establishment of logical sequence in ideas. It includes redefinition transformation, recognized conventional solutions, improvisation activities such as to transform, refine, improvise, ability to pick best of choice of several alternatives.
1.3 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 behaviour 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 school manager to have managerial creativity so that he can carry the school to the level aimed at. The school manager at this time needs to view the school as an organisation which sells service to their customers and through his creativity gain profits through success in producing excellent students. It is time for the headmaster to utilize their creativity to improve the success of the school. He represents the school both inside and outside. He is a link between the school 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 school and the large community.

The rapid increase in school size and the changed conditions under which schools operate today have greatly increased the responsibilities of school headmaster. Generally it is true that headmasters and teachers are the driving forces who create a school climate at site level. Though teachers demonstrate the important and influential role at management, it is undeniable that headmasters 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. Headmasters are the catalyst that inspires teachers to be diligent and vision oriented in fulfilling and obtaining the goals of schools and nation as well. The roles and managerial creativity of the headmasters are the viewpoints of schooling excellence because “essentially, schools that improve have leaders that make a significant and measurable contribution to the development of the school and effectiveness of their staff”.
It indicates an understanding that the headmaster 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 headmasters 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 headmaster with managerial creativity more evenly distributed and orientated on teachers, stakeholders and student. The headmasters’ 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 headmaster managerial creativity can bring rapid improvement of the school. In this sense teachers development is great strength for headmasters that enhance its impact on school improvement. The headmaster influence on teachers perception of progress with implementing co-operational initiatives to school improvement by putting attention to working with teachers, coordinating the school instructional programme, solving problems, collaboratively, helping teachers to secure resources and creating opportunities for in service and professional
development. Hence the headmaster involves with and through teachers and community. As teachers are the important part of achieving school goal, the headmaster 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.

The notion of leading a school is like a journey, moving from point A to point B. The journey may not be linear or circular but could rather be represented as a mosaic where aspects of the organization’s strategic direction are slowly filled in until the picture is complete. During the school’s learning journey, the headmaster is responsible for setting the course and ensuring that the school is going towards the planned and desired strategic endpoint. It is therefore important for the headmaster top have novel ideas to where the school should be heading, the direction (vision), the end point (goals) and the nature of the journey (Process). These three elements are essentials for leading a school successfully. Vision should be clearly defined for better understanding.

The goal in developing a vision is to develop it to the point where it can be written down and easily communicated to others. The mission which defines specifically what the school is doing to achieve, the vision that has to be articulated. It can be referred to as the process. The goals and aspirations is a more generalized statement pointing to the future and forecasting the end of the journey. The headmasters need to be aware of this very important process. They need to understand the process and use
novel ways to achieve the goals to lead school; well in order to attain higher success rates.

Today’s headmasters are not only expected to accomplish their duties and responsibilities, but are expected to use novel ideas and innovation for the upliftment of the teacher, the students, the school and ultimately the society. Headmaster must have creativity for dealing with the human resource, physical resource and finance. It also includes the creativity to develop collaboration and nurturing of teachers and other staff to bring out their best. An important aspect of nurturing is new teacher induction programs. The new teacher can be very fragile and should be treated with care, they should be given proper guidance and the headmaster should see that they adjust themselves in the school environment and discharge their duties properly.

Headmaster is expected to show his creativity in not just new teacher development but also for whole staff development and how it is beneficial and how it should best be implemented. A headmaster who possesses managerial creativity can very well understand the problem and tries to resolve, viz the teacher depends upon the cooperation of students in order to conduct challenging and worthwhile class sessions. Whenever this cooperative spirit is endangered by one or more disruptive students, the teacher is forced to the polite but firm disciplinary measures.

Fortunately, many disciplinary situations are handled within the confines of the classroom or by student, teacher conferences after class. Some misbehavior however is of such a nature that the teacher is forced to
call upon the headmaster for help. The principal should support the teacher and assist him in maintaining order in the classroom. The headmaster is in the position to back the teacher in his handling of the case. Only when the teacher is clearly in error should the headmaster insist upon justice for the student. Even then the teacher should be counseled in private by the headmaster to aid him in seeing how the disciplinary situation could have been handled better. Under no circumstances should the teacher be corrected in front of the student or his parents.

Passion for work suggests that headmaster perceive themselves frequently exhibiting the trait. It can be summarized that creative headmasters are committed to work hard with novel ideas since they are frequently committed to things they believe in and are persistent in completing a task. The effective headmaster frequently refuses to put an idea aside until it is satisfactorily resolved. The importance of work, which suggest responsibility is not just the organizational goal but also consists of the manager’s direction for the organization. Responsibility is the expressions of what the headmaster wants for the organization. Creative headmasters are strong champions of the mission of the organization and pursue their responsibility to the organization with energy and passion.

The headmaster who is creative will always see how can he achieve the best result, using his novel ideas like identifying the abilities of his staff, observing the creativity and interest of the each members of staff and accordingly distribute the work. The experience staff members are given more responsible work and should be given authority for tentative decision, beginning teachers are made assistance of them so that complete workload not fall on them and new teachers will get trained under them.
The headmasters supervise that staff work so that they all work in cooperation. Creative headmaster will rotate the responsibility every year amongst the different teachers so that each teacher will get the knowledge about all the activities held in the school.

As a manager, the headmasters encourage and aid teacher to work creatively, creativity of headmaster encourages the creativity of the staff and also creates a good climate not only for the teachers but also for learners. Its teacher work best under such a climate, achieve maximum growth and satisfaction. Seeing the best performance of the teacher they should rewarded with incentives and in status, they should be given high position, word of appreciation develops a sense of belongingness toward the responsibility and increase in their status make them feel comfortable and work with more zeal and interest and bring laurel to the school.

The headmaster adopt the innovative method of deputing staff frequently for in-service courses, this helps them to become aware of the latest developments in their field. Appreciate the ability of his staff for diagnosing pupil’s problems, increased professional awareness of the staff due to the frequency of their participation in the in-service course and their ability for diagnosis are two other important features conducive for successful adoption of innovation, those who attend and in-service courses will be ask to present a short paper in the staff council about his newly acquired knowledge. This is considered as recognition for the member of the staff for his new learning in the same ways, when a staff diagnosis a new problem of the system, he is allow to describe it in the staff council.
Due recognition is given in the system to its member for their deserving roles in increasing the efficiency of the system.

Performance appraisal not entirely new concept in educational institutions. The creative headmaster instead of using the old method of evaluating the teacher by his own must use new method like teachers must be judged and evaluated by students, as students are the best evaluator, peers and supervisor all the time, be it formally or informally. However it is necessary to evolve a formal, scientific and systematic performance appraisal system. This for obtaining feedback from all the possible sources is known as “360-degree feedback”. This form of performance appraisal benefit the manager to eliminate biases and prejudices and such type of innovative method of performance appraisal them much wider range of performance related feedback as compared to traditional evaluation by one’s superior.

A problem solving philosophy is needed by the headmaster of the school, creativity in problem solving emphasize a spirit of optimism. Beliefs exist that solution to dilemmas can be found. Life then is not futile but rationality, in degrees, does exist. Satisfaction in finding solutions to problems provide for increased motivation, to further resolved dilemmas. Problem arises continually in school and in society. Thus a creative headmaster needs to be a good problem solver. Each school day brings on new challenges and problems. These must be a better world. Frustration and hopelessness must be kept at a very minimum. Rather, the school headmaster should perceive the unique and new as chances for growth and development. Opportunities need to be taken advantage of otherwise,
they are gone, never to return or at a less opportune time. Uniqueness not means to demonstrate their superior powers, authority and competence, but by exploring emerging ideas, experimenting with new ways of behaving and working for on going improvement in themselves, in their staff members, in their students and in their institutions. Analytical, problem solving, decision-making and judgement drawing skills make their work distinctive.

Creative headmaster using its managerial creativity perceives all the things and source of new ideas. Develop problem; problem relating to administrative and financial aspects, problems relating to teachers, problem relating to student and others. Viz creative headmaster will not spend much time on the clerical work he will find the solution for it as school clerks be better trained for the special work required in a school. Senior clerks should pass efficiency test in computers and in keeping accounts of finances and school supplies.

The creative headmaster perceives themselves exhibiting the flexibility, particularly in finding answer to a problem to determine the best solution. Flexibility in problem solving generates a range of ideas suggesting variety rather than quantity. Thus, the creative headmaster frequently has categories of solution from which she could select the best one. Playing with ideas, and falling around with a range of notions, generates unique solutions. To solve the problems at school the creative headmaster adapt flexible approaches which allows the best solution to emerge and then critically analyzing the solution suggests intellectual work.
Headmaster perceive themselves as exhibiting the trait, accompanied by high level of self-confidence, especially when considering the most likely reaction to a novel solution to a problem. The creative headmasters express their opinions strongly and push themselves and others toward the realization of the manager’s view. Creative headmasters always reveal his novel ideas and make his performance distinguishable from those of peers.

The manager put great effort into planning and organizing the daily activities of the school. For the success of the planning and achievement of the set goal the headmaster should nevertheless do more than just acceptance of new ideas. Plan-Monitor-Review most important in management activity which goes in every aspect of managerial life, before manager plan he/she should ensure plan working. Find ways of monitoring the progress, even setting deadlines for each activity like completion of syllabus, along with different co-curricular activity, monitoring the daily activity of the teacher, and at the end of the month taking review of completion of all activity as planned, if found incomplete then seeing the reason of it and completing it.

The planning thus represents no more than the best guess manager can make in the current situation; the review is when you interpret the results to reduce the emerging, successful strategy. The review is not merely to fine-tune your plan; it is to evaluate the experiment and to incorporate the new radical changes. This type of management will be more successful and it proves that manager is creative in his work. The creative headmasters are the ones who challenge the existing
complacency and who are prepared to lead his institution ahead and making his staffs and students creative and successful.

A headmaster is first and foremost a teacher. Teaching is an integral part of a headmasters work routine and is as important as administration. Yet the world looks upon the headmaster differently, much differently than upon a teacher. The headmaster is a much – refined modification of the teacher and as such his duties and responsibilities go far beyond arena of teaching. He has to set example in front of teacher by implementing innovative teaching in classroom.

Headmasters are not born with excellence; they have to achieve it through their novel ideas. Headmaster have to fulfill function of school like planning, organizing, implementing, and evaluating and for the success of this four function the headmaster need creative thinking he has to create strong bonding between team, if there is a poor intrapersonal interaction and emotional bonding, the headmaster will have concrete hurdles in the smooth functioning of the school. Therefore, there is a need to prepare a team of teaching and non teaching staff for betterment of the school. In today’s most difficult and competitive situation, the headmaster should use the ideas to build a good and efficient team. Ability to delegate effectively, helping the employees at work and encouraging them to take decisions, supporting and guiding them is much required and this can be done only when he has a outlook of breaking out traditional models of thinking that only power of decision is with him.
Headmasters with divergent thinking increase the effectiveness of the school, like trust his subordinate which is the essence of managerial post. So, the headmaster should be appreciative of others achievements, understand their difficulties, motivate them and render academic and professional guidance whenever asked. Long term effectiveness requires genuine courtesy and respect for others.

The key to any interpersonal relationship is listening carefully and responding positively. For that, the principal needs to be a friend, a guide and a philosopher. He needs to have a divergent thinking. Logically, therefore, the headmaster must become the pivot, of the school system, giving directions, issuing instructions and redefining areas of work. His approach would thus help in team building and enhancing the sense of belonging. Of course, there will be argument, counter-arguments and conflicts too. But the headmaster should take these in stride and continue doggedly towards higher goals. From the perspective of a successful headmaster having hope means that one will not give in to defeatist attitude or depression in the face of difficulties or challenges. The spark of genius, super energy, divergent thinking and the determination to perform is utmost important.

Indeed, the headmaster who is active, intelligent and creative maneuvers efficiently and intelligently through life in pursuit of his goal. Many headmasters do not make any real effort and therefore, their ideas remain small and sketchy. Their views of the schools remain narrow and misleading. Only a few headmasters continue until the moment of retirement, their tireless efforts in exploring opportunities and possibilities of
excellence of school, thus enlarging and refining the map of school development.

Headmasters with the high hopes and novel ideas set themselves higher goals and have the grit to attain them. They believe in both the will and way to accomplish the goals. Making wise decisions and using novel ideas in management of school will bring about far-reaching positive changes in school development. If headmasters are creative than he would be task achiever as “Achievers do not do different things but they do things differently”.

Mark twain once told a story about a person who was in search of the greatest General of the world. After making search for a pretty long time, he came to know that the greatest General had already reached his last. Pointing towards the grave of cobbler, a minister told him. "If this man had become a General of world." Many cobblers and other workers have got the potentialities to become great men but they are unable to become what they are capable of becoming. On account of this, they have to bear a personal loss but in addition to it, the whole society, the whole nation and in fact the whole mankind has also to bear an irreparable loss.

Nobody can deny the fact that different civilizations and culture have touched unprecedented height only because of the tireless efforts of a handful of creative person. It was believed in the past that only painters, poets, musicians etc are creative persons, whereas psychological researches of present times have shown that creativity can demonstrate its pleasant influence in any sphere of human life. A woman furnishing and
decorating her house at a low cost, a mother making her children ideal human beings by adopting novel ways of upbringing, a shopkeeper inventing some novel device to attract maximum number of customers, and a manager possessing a passion for novelty and encouraging independent thinking of his colleagues and also using his own creative ideas to lead the school.

A creative headmaster possesses abilities included in creativity syndrome in abundance and makes use of them in various situations. A creative headmasters possesses qualities like originality, sensitivity to problems, curiosity, ideational fluency and power of imagination in abundance, he is pleased to find these qualities in other individuals too and tries his best to nourish these qualities. He has a strong desire to go deep into the sea of unknown and illumine himself by the golden rays of the sun of knowledge. He is accustomed to independent thinking and his rich imagination constantly overflows the banks of his mind. Moreover, he always yearns to nourish the creativity of teacher as well as students so that it may blossom forth and spread its fragrance.

A creative headmaster apart from his daily execution he implement new ideas to make best use of the leisure time of students open clubs and association in the school so that students get benefitted with it. They are allowed to join any club according to their interest like study club, hobby club, cultural club. It is kept after school for one hour daily and teachers guide the students.
A creative headmaster fill the gap between teacher and parents by keeping monthly meeting of parent teacher in his presence and discuss on the students progress.

To fill the gap between teacher and student creative headmaster forms student council and assign various responsibility to them like maintaining the discipline of the school, checking uniform, nail, hair and many more.

Headmaster with his divergent thinking can explore many new ways to make teacher and students enthusiastic like displaying educational inspirational and motivational thoughts on the wall which not only encourages students but also imbibe a self motivation in the teachers. Make use of variety of effective ways of imparting knowledge like picture of great scientist hang in the laboratory and library which add additional advantage for teacher teaching.

Notorious students always do some type of mischief during break time which lead to harmful situation. A creative headmaster have farsightedness and before any accident take place he appoint monitors from each class and peon to have a watch on students and if any problem arises then report to class teacher.

To explore the ideas of the teachers and students headmaster should arrange a platform to nurture the creativity among students in the form of monthly school newspaper, Annual magazine, wall magazine and quiz competition. This will also contribute to the publicity of the school.
Moreover creative headmaster give information about school on website, write out and make inspirational speeches. Let the staff and the public know who you are and what you stand for, what the institution's purpose and mission are, what your expectations are and what others can do together to make the mission happen.

Headmaster make himself visible to the staff, students, to the parents, to all constituencies, walk around, be in the classrooms observe work in progress. Every one needs to see the leader and know who he or she is and what his or her expectations are.

Publicize successes and celebrate progress of individuals, groups or a class which imbibe in others to win.

Today students are entering into a highly competitive world and they should have the benefit of really learned and creative teachers general knowledge is very important for teacher as well as for students so to this daily in assembly ten minutes G.K. News reading and short story with moral spoken by headmaster, teacher as well as students can be helpful. Creative headmaster always find means to use his novel idea which is benefitted one more to add like displaying the name of trees on the trees present in the campus.

Creative headmaster are self-discipline, a virtuous life and self control, as also the social knack to know, not just when but how to speak up productively against the critics and the skeptics. The headmaster tackle all the work effectively due to his managerial creativity.
Managers will always having high thinking and implementing new ideas to increase the quality. Creativity manager will motivate his subordinate as Motivation is the key to quality enhancement for both teachers and students there is a story of a mother eagle, which gentle coaxed her offspring toward the edge of the nest. Her heart quivered with conflicting emotions as she felt their resistance to her persistent nudging. “Why does the thrill of soaring have to begin with the fear of failing?”

As in the tradition of the species, her nest was located high on the shelf of a sheer rock face. Despite her fears, the eagle knew it was time for them to fly. Her parental mission was all but complete. There remained one final task – the push. The eagle drew courage from an innate wisdom. Until her children discovered their wings, there was no purpose for their lives. Until they learned how to soar, they would fail. To understand the privilege it was to have been born an eagle. The push was the greatest gift she had to offer. And the decisive moment dawned and each eaglet was gently pushed from the cozy and comfortable nest into the unknown horizon. It was her supreme act of love. And so one by one she pushed them, and they flew. Even the eagles need a push!

The difference between achievers and non-achievers is that the first group is motivated and the second group is not. Most subordinates are creative and qualified. Most of them can perform much better than what they are performing. But they desist and resist change as it would dislodge their comfort zone and they prefer to remain where they are and as they are. They have to be shown that the same things can be done in a better
way. Here the headmaster should utilize creativity in realizing the importance of the motivation. Manager not only motivated his subordinate but also have self motivation which helps him to move forward with purpose and enthusiasm. The motivated and inspired manager comes to work with the purpose and passion, with the daily desire to grow and contribute. Ambiguities and defeat, can only hope to run school successfully.

Headmaster who has a dream for the institution he is serving knows what he is willing to give up in order to go up. If move in any direction other than dream, miss out an opportunities necessary for the institution success. “Without a dream, struggle to see the inherent potentials in himself because he don’t look beyond his own current circumstances.”

But with a dream, he begins to see himself in a new light, as having great potential and being capable of stretching, growing and taking the school to high peak. Every opportunity he meet, every resource he discover, every talent he develop, becomes a part of his own potential and creativity to grow towards that dream. The greater the dream, the greater the potential and novelty. E. Paul Hovey said, “A blind man’s world is bounded by the limits of his touch; an ignorant man’s world by the limits of his knowledge; a great man’s world by the limits of his vision”. If headmaster dream is great about the school, then so is his potential for school success.

A creative headmasters dream so that he puts everything into right perspective. Even the tasks that are not exciting or immediately rewarding take on added value when he know that they will ultimately contribute to the
fulfillment of dream. Each activity becomes an important piece in that bigger picture.

There is a story of a reporter who talked to three construction worker pouring concrete at a building site. “What are you doing?” He asked the worker. “I’m earning a pay check,” he grumbled. The reporter asked the same question to a second labourer, who looked over his shoulder and said, “What’s it look like I’m doing? I’m pouring concrete.” Then he noticed a third man who was smiling a whistling as he worked. “What are you doing?” he asked the third worker. He stopped what he was doing and said excitedly, “I’m building a Cathedral.” He wiped his hands clean on a rag and then pointed, “look, over there is where sanctuary will be. And that over there is the main altar…..” Each man was doing the same job. But only the third was fulfilling a dream and it added value to all his efforts. Same is with the headmaster.

1.4 Selection of the problem:

“Highly successful schools are driven by highly creative headmaster”. The schools are charged with the enormous responsibility of preparing young for life. The school headmasters are very significant players in seeing that schools are successful. Seeing the importance of the headmaster and his creativity to the school the researcher has selected this problem.
The researcher believes that there is a need to explore current school headmaster 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 headmaster to identify and articulate prevailing issues in their schools the researcher belief that unless the headmaster uses new ideas they will continue to lead school 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 schools of Aurangabad.

1.5 Significant need of the problem:

“The roots of a creative society are in basic 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 children through his behaviour as well as his own methods of teaching. It is
why, suggested by various research workers to nurture creativity in schools, 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? No doubt there are reports that the school manager with their creativity creates creative environment for both the teachers and children’s to grow. The creative headmaster knows the importance of creativity in the teachers and allows them to use their novel ideas. Creative headmaster with their managerial creativity enhance teacher performance which ultimately lead children’s high performance due to this, the school is well-known.

Headmasters 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 school law and regulations.

If headmasters don’t have effective managerial creativity, he just can’t run school successfully. School need good teachers, but need somebody to hold them together, to create an environment to maximize their teaching opportunities.

Today’s headmasters face different expectations than the headmasters of decades ago did. Headmasters 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 headmasters had to have a healthy ego because, “unless he have a wholesome sense of self, its very difficult, he become defensive, unwilling to take suggestions from other people” with a healthy ego headmaster 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 school where people feel comfortable.

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

Headmasters 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 others 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.

1.6 Statement of the Problem:

An Investigation into the Managerial Creativity of the Head of Institutions of High Schools of Aurangabad District.

1.7 Operational definition of the terms:

Investigation:

To carry out a systematic inquiry into a research work so as to establish a truth.

Managerial Creativity:

Managerial creativity refers ideas related to different functions of management. It involves creative behaviour of managers which produce interesting or useful novelty.
**Head of the institution:**

Head is the person who has to ensure the performance of tasks entrusted to various subordinates and then to teachers and management is the co-ordination of human and physical re-sources towards objective accomplishment.

**High School:**

It is the level of education followed after elementary education.

**Aurangabad District:**

Aurangabad lies to east side at longitude $75^0$ and latitude $20^0$ in India. It is a district located in Maharashtra state.

### 1.8 LIMITATIONS OF THE STUDY:

1. This study is confined only to Aurangabad district.
2. This study is confined to high school of Aurangabad district.
3. This study comprises of English, Marathi, and Urdu medium schools.
4. Only head of institution of Aurangabad district is taken under the study.
1.9 Objectives:

1. To study the degree of Managerial creativity of Head of the High Schools of Aurangabad District.

2. To study the degree of Managerial creativity of Head of different medium Of High Schools of Aurangabad District.

3. To compare the Managerial creativity of Head of English & Marathi Medium High Schools of Aurangabad District.

4. To compare the Managerial creativity of Head of Urdu & English Medium High Schools of Aurangabad District.

5. To compare the Managerial creativity of Head of Urdu & Marathi Medium High Schools of Aurangabad District.

6. To compare the Managerial creativity of Head of Rural & Urban Medium High Schools of Aurangabad District.

7. To compare the Managerial creativity of Male & Female Head of High Schools of Aurangabad District.

8. To compare the Managerial creativity of More Experience & Less Experience Head of High Schools of Aurangabad District.
1.10 Hypotheses:

1. The degree of Managerial creativity of Head of High Schools of Aurangabad District is high.
2. The degree of Managerial creativity of head of English Medium High Schools of Aurangabad District is high.
3. The degree of Managerial creativity of head of Marathi Medium High Schools Aurangabad District is high.
4. The degree of Managerial creativity of head of Urdu Medium High Schools Aurangabad District is high.
5. There is no significant difference between the Managerial creativity of head of English & Marathi Medium High Schools of Aurangabad District.
6. There is no significant difference between the Managerial creativity of head of Urdu & English Medium High Schools of Aurangabad District.
7. There is no significant difference between the Managerial creativity of head of Urdu & Marathi Medium High Schools of Aurangabad District.

8. There is no significant difference between the Managerial creativity of head of Rural & Urban area High Schools of Aurangabad District.

9. There is no significant difference between the Managerial creativity of Male & Female Head of High Schools of Aurangabad District.

10. There is no significant difference between the Managerial creativity of More experience & Less experience Head of High Schools of Aurangabad District.