Leadership Effectiveness and Stress Level of Academic Administrators of Selected Schools of Delhi NCR

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Abstract:

This research aims to identify the leadership effectiveness and stress level of academic leaders of selected educational institutes and the relation between both. This study aims to present a theoretical framework of the two concepts of the research - Leadership Effectiveness and the Stress Level of the Academic Leaders, Principals, or Heads of educational institutions.

This research uses Karl Pearson coefficient of correlation and Spearman Rank correlation for the analysis. Findings shows that as the leadership effectiveness of an academic administrator increases, his stress level also increases. So, Academic leaders with high leadership effectiveness has high stress level. This study will eventually increase the awareness of academic leaders about their leadership effectiveness and stress level, coping techniques for stress, and also the quality of education. The Academic institutes should implement different stress management activities for the better productivity of all the academic leaders to increase their leadership effectiveness.

Keywords: Academic Leaders, Stress Level, Leadership Effectiveness, Educational Leadership.

Scope of the Study:

Leadership has been related to stress for decades and many authors have tried to show the inter-relationship between both. Robert P. Vecchio and Geir Thompson in "Situational Leadership Theory: A Test of Three Versions" 1987, worked on educational institutes and situational leadership models but only a few authors have related stress with academic leadership i.e. leaders in Educational Institutes. Various research has focused on leadership style and stress with different organizations. Limited studies relate educational institutes to stress. It is a perception that educational institutes are prone to stress but in the present scenario, the teachers are equally burdened as corporates, with the syllabus, new technology, teaching aids, and different aspects of teaching. This research will be a contribution to previous studies related to leadership style and stress among the leaders of educational institutes.

Introduction:

It becomes essential to research leadership with specific goals in mind, focusing our approach on particular standards. **Johnson (2008)** suggests that effective leaders create an organizational environment by properly caring for and

supporting human assets that foster high performance that leads to the success of the organization. The theories of task-and relationship-oriented leadership behavior served as the foundation for a large number of initial investigations on the relationship between leadership effectiveness and stress level of academic administrators. . The foundation of all leadership books and corporate training programs is the idea that people should only learn how to emulate successful leaders' behaviors **(Quinn, 2006).** Conversely, several studies have verified that organizational characteristics, employee characteristics, and leader characteristics all have an impact on the leadership style **(Tannenbaum & Schmidt, 1973; Yukl, 1999; Maheshwari 2005).**

According to **Prentice (1961),** leadership is achieving a goal under the guidance of an effective leader who comprehends motivation and engages workers in a way that balances the needs of the group and the individual. According to **Yukl (2006),** there have been significant scientific research endeavors in the field of leadership studies since the early 1900s. Numerous organizations, regardless of their size or nature, face competition from one another to carve out a special place for themselves in a setting that is increasingly demanding and complicated than it was a generation ago. The importance of leadership as a practice and a research topic has led to the evolution of various theories and contributions to the subject. Some writers have attempted, nevertheless, to combine various theories of leadership into a single, all-encompassing framework **(Chemers, 1997; Yammarino, Dansereau, & Kennedy, 2001). Hersey, Blanchard, 1969, and Johnson (2008)** provide an integrated perspective on leadership, defining it as the interaction between the leader, followers, and other contextual factors.

This study is based on Situational Leadership Theory proposed by Paul Hersey and Ken Blanchard **(Hersey & Blanchard, 1985; 1974).**

Hersey and Blanchard's Situational Leadership Theory

An influential leadership theory known as Situational Leadership Theory (SLT) was invented by Paul Hersey and Ken Blanchard (Hersey & Blanchard, 1985; 1974). The two primary factors influencing a leader's ability to grow are their style of leadership and the maturity of their subordinates. The degree of task behavior and relationship behavior that a manager exhibits towards their subordinates is how Hersey and Blanchard categorized leadership style. They divided all leadership philosophies into four behavior types, which they designated S1 through S4. According to Yeakel (2019), the titles of three of these styles vary based on the model version.

- **Leadership Style S1- Telling/ Directing**: Leader has the role of supervision and decision making.

- **Leadership Style S2- Selling/ Coaching**: Leader decides but stand with followers for guidance in their progress.

- **Leadership Style S3- Participating/ Supporting**: Decision is made by the leader in a participative way with the collaboration of followers.

- **Leadership Style S4- Delegating**: Decisions and strategies are made by the followers. Leader has minimal role.

Of the above leadership styles none is identified as the most favorable in all circumstances. Efficient leaders are required to be pliable and should change based on the conditions. The 'maturity' of the followers can be assumed with the help of two factors- ability and willingness. An ability which is called job maturity means the awareness and ability of the employee to complete a task. Willingness (behavioral maturity) means the belief in and obligation to the followers.

There are four levels of follower maturity:

- **Level M1:** Followers have low competence and low commitment.

- **Level M2:** Followers have low competence, but high commitment.

- **Level M3:** Followers have high competence, but low commitment and confidence.

- **Level M4:** Followers have high competence and high commitment and confidence.

Moreover, task-specific maturity levels exist. When given a task requiring abilities they haven't acquired, a subordinate who is generally capable, self-assured, and inspired in their work would still have a maturity level of M1. Few alterations are made to these in Blanchard's Situational Leadership II; instead of labelling them as maturity levels to avoid the stigma associated with immaturity, all are now called development levels. Additionally, M1 and M2, which are now

D1 and D2 in this updated version, have some differentiation added to them. Figure 1 displays Hersey-Blanchard's model of situational leadership styles.
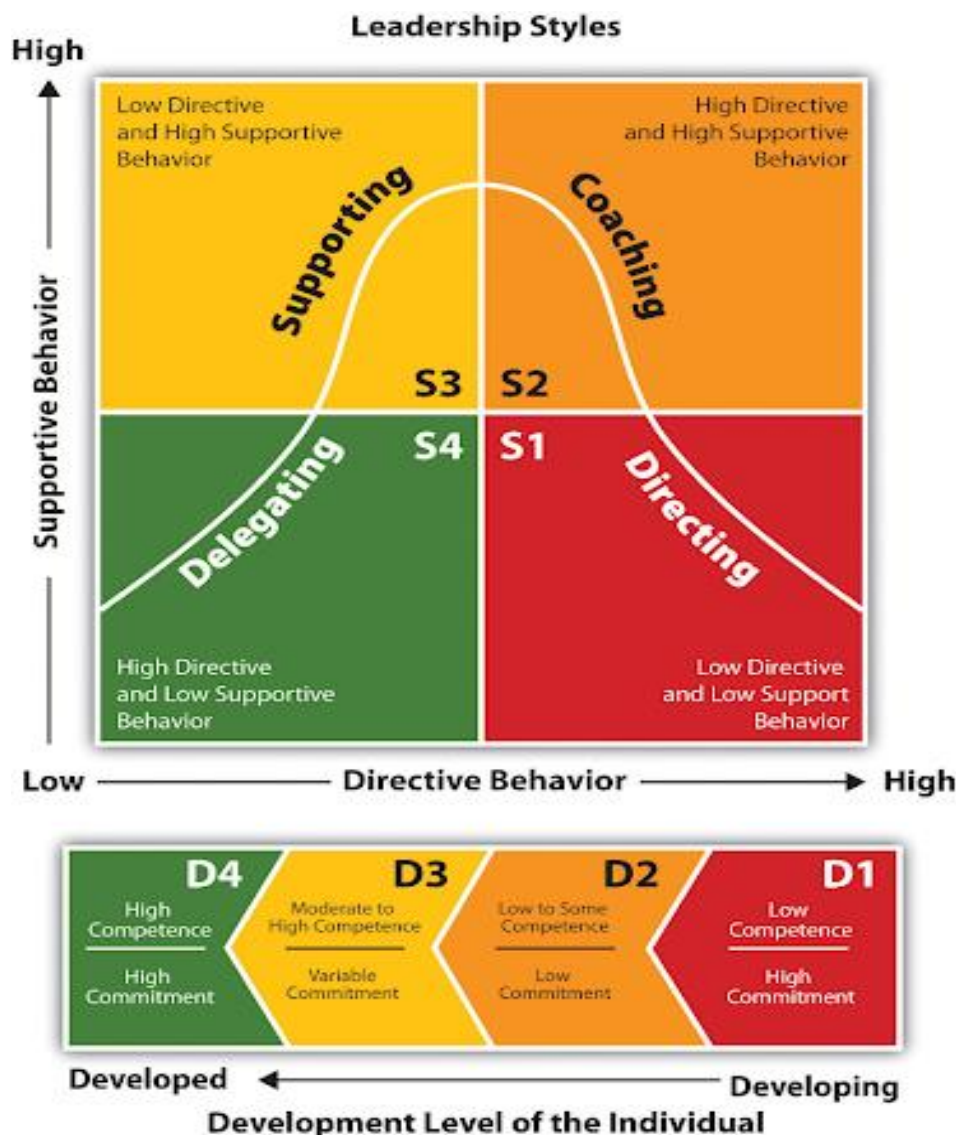

Figure 1 Hersey Blanchard Situational Leadership Model

Source: The Center for Leadership Studies incorporation, https://situational.com/situational-leadership/

According to **Ken Blanchard**, "'Development level' is constructed by four blends of competence and commitment."

- **D1**: Low skill but strong dedication

- **D2**: Inadequate commitment and low to moderate competence

- **D3**: High proficiency but low dedication

- **D4**: Extremely competent and dedicated

On the foundation of the development level, the subordinates absorb the learning and directions provided by the leader.

Review of Literature:

Leadership has become an important issue for heads of the institutes. Better leadership abilities among managers at all levels of an organization will undoubtedly lead to success. However, it must be acknowledged that the success of any organization is greatly dependent on the leadership qualities of its top-level managers. The word "leader" itself was

first used in the early 1300s and even earlier biblical times **(Stogdill, 1957).** The topic was not studied scientifically until the 20th century **(Bass B. M., 1985).**

Shartle (1979) observed that "no adequate theory or description of leadership was present". Within this time not enough description of leadership was ready. Rather, it indicates the complex nature of leadership that results in the need to create an endless array of terms to describe it **(Bennis, 1985).**

(Fleishman & Peters, 1962), in general, the research has indicated an unpredictable relationship in most of the criteria of leadership effectiveness **(Larson et al., 1976; Bass, 1990a; Yukl, 1999).**

Although employees encounter work-related stress, managers often have exceptionally demanding jobs due to the higher standards and accountabilities associated with their leadership roles **(Hambrick, Finkelstein, & Mooney, 2005).**

Hence, preparing leaders to handle work-related stress is an essential, if often unseen, component of leadership development. Due to globalization, rapid technological advancements, declining resources, and rising costs, today's executives operate in complex work environments **(Chase, 2000; Jaffe, 1995; Kinicki, McKee, & Wade, 1996; Murphy, 2002).** According to **Michael Campbell, Jessica Innis Baltes, Andre Martin, and Kyle Meddings** in "The Stress of Leadership" A CCL Research White paper— Keeping a watch out for the causes of hidden stress is an essential first step in managing and lessening its negative consequences. Leaders who know where the stress at work originates will be able to effectively and efficiently manage it.

Workplace stress is defined by the **Health and Safety Executive (HSE) (1995)** as "pressure and extreme demands placed on someone on the far side of his ability to cope."

Stress, according to the **Health and Safety Commission (HSC),** is "the response people have to excessive pressures or other types of demands imposed on them." Stress arises when expectations placed on individuals don't align with available resources, motivations, and aspirations. In addition, stress can be brought on by a repetitive or monotonous profession that doesn't make use of a person's full abilities or expertise.

Furthermore, according to the preliminary findings of a survey on workplace stress conducted in **1997 by the University of Urban Centre** on behalf of the **HSE (Health and safety Executive),** 270,000 people miss work every day due to illnesses associated with stress. The largest community aid provider in Canada, the Canadian Back Institute Health Group, estimates that stress and stress-related illnesses cost the British economy and taxpayers £12 billion annually. Employees who take sick leave due to stress receive 3.6 percent of the nation's average regular salary budget, according to the UK Department of Health. Although twenty percent of employers still do not consider stress to be a health issue, stress is now officially the leading cause of sick leave. The courts are giving stress a much larger priority, which is clearly concerning. "The legal claims of the millennium" is the description given to stress-related injuries.

Research Gap

Many types of research were found on transformational and transactional leadership which are used in educational institutes also but situational leadership is least analysed in the same environment. There was evidence of analysing leadership varieties of leaders from totally different firms as well as IT organizations, however terribly less about academic institutes, providing a chance to analyse leadership effectiveness of academic leaders from educational institutes. On the basis of literature reviewed it doesn't seem like much research has been done on determining the precise connection between leadership effectiveness and stress. Thus, the reviewed literature offers a chance to investigate the correlations between both the variables.

Objective of the Study:

The Objective of this study is to know the association between Leadership Effectiveness and Stress Level of the Academic Administrator

Research Methodology:

This study essentially involves a qualitative approach and conjointly uses an applied statistical analysis and interpretation. The population sample includes Chairmen/ Chairpersons, Directors, Principals, Headmasters/ Headmistress,

Academic Coordinators, Academic Heads/ Department In-Charge, and Department Heads from all the departments of selected Schools of Delhi NCR. This research is based on Primary Data collected with the help of a structured questionnaire.

The Questionnaire consists of three parts:

Part I: It gather information about the respondents- Name, Age, Gender, Educational Qualification, Name of Organization, Designation, and Work Experience.

Part II: The second part of the questionnaire measures and determines the leadership effectiveness and leader behavior using the situational leadership model developed by Paul Hersey and Kenneth H. Blanchard.

Part III: This part measures the level of stress of the leader "Am I Burned Out" developed by "A. Pines and E. Aronson", "Why Managers Burn Out," Sales & Marketing Management, February 1989, p. 38.

Dependent and Independent variables of the study:

INDEPENDENT VARIABLE	DEPENDENT VARIABLE
Leadership effectiveness	Stress level

Control Variables:

Numerous other factors, such as Leadership style, other demographic variables, the nature of the work, managers, workplace conditions, and a lot more, may affect an administrator's stress level; however, for the purposes of this study, we will assume that these factors have no effect on the administrator's stress level. Consequently, control variables are all these other variables.

Type of Data and Statistical tools used in the study:

- Karl Pearson coefficient of correlation: To identify the relation between two discrete scale / quantitative data. (if the data is normally distributed)

- Spearman Rank correlation: To identify the relation between two discrete scale / quantitative data. (If there is a non-normal distribution)

Degree of Correlation through Karl Pearson Correlation/ Spearman's Rank Correlation

Table Degree of Correlation

Degree	Positive	Negative
Perfect	+1	-1
High	+0.75 to +1	-0.75 to -1
Moderate	+0.25 to +0.75	-0.25 to -0.75
Low	+0 to +0.25	-0 to -0.25
Absence	Zero (0)	Zero (0)

Leadership Effectiveness

The leadership effectiveness of respondents is measured. If his/her score lies between +24 and -24.

Table Leadership Effectiveness

S.No	Score Between +24 And -24	Effectiveness of Leader
1	+24 to +12	Highly Effective
2	+11 to 0	Effective
3	-1 to -12	Ineffective
4	-11 to -24	Highly ineffective

Testing of Hypothesis:

Null Hypothesis H01:

H01: There is no correlation among leadership effectiveness and the stress level of an academic administrator.
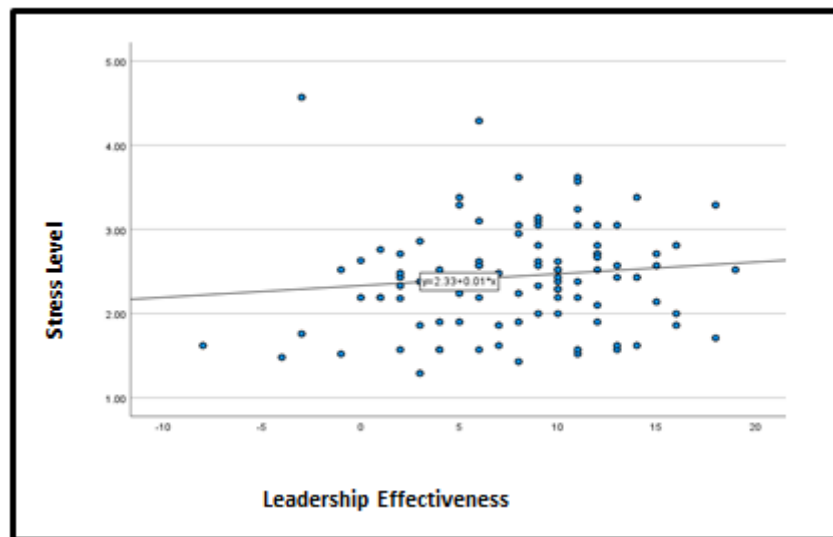

Figure 2 Relation between Leadership effectiveness and Stress level

Description:

The strength of the correlation is 0.116 through the Karl Pearson coefficient of correlation with a significance value of 0.033.

The strength of the correlation is 0.171 through Spearman's Rank Correlation with a significance value of 0.002.

The significance level is 0.033 through Pearson correlation and 0.002 through Spearman's correlation. So, it shows a significant positive low effect of leadership effectiveness on the stress level of an academic administrator.

Result of Hypothesis:

A Pearson's r data revealed low positive correlation (r (342) = 0.116, p = 0.033)

A Spearman's r data also revealed low positive correlation (r (342) = 0.171, p = 0.002)

As the leadership effectiveness of an academic leader increases, his stress level also increases slowly. So, the null hypothesis is rejected.

Findings:

As the leadership effectiveness of an academic administrator increases, his stress level also increases. So, Academic leaders with high leadership effectiveness has high stress level.

Conclusion and Suggestions:

As we can see the interference of advance technology in day to day life and implementation of online work procedures, responsibilities of academic leaders eventually increase and so the stress level will increase. The Academic institutes should implement different stress management activities for the better productivity of all the academic leaders to increase their leadership effectiveness.

Situational Symptoms of stress include:

- Experiencing sadness or hopelessness;

- Prolonged crying;

- Modifications in appetite;

- Having trouble falling asleep;

- A rise in anxiety;

- Head and stomach discomfort;

- Lethargy or low energy;

- Absence from work; and

- Trouble concentrating and making decisions.

Few other symptoms include:

o Absenteeism

o Ineffective staff relationships

o Anxiety

o Phobias

o Post-traumatic stress disorder (PTSD)

o Separation anxiety

o Social anxiety disorder

o Depression

o Major depression

o The bipolar illness

o Alcohol abuse

Group Process for Stress Management

There are several group activities for stress management. These are as follows:

1. Have a treasure hunt:

2. Play with stress balls:

3. Group guided meditation:

4. Laugh:

5. Share Gratitude:

Individual approach to manage stress

1. Increase your understanding of stress

2. Approach problem-solving methodically

3. Acknowledge your emotions.

4. Acquire useful behavioral abilities

5. Create and uphold a solid support system

6. Adopt a less stressful lifestyle.

7. Give your attention to uplifting spiritual growth

8. Develop and carry out effective lifestyle modifications

9. Releasing emotions to manage Stress

10. Deep versus fast breathing

11. Muscular relaxation

12. Establish a connection with the earth

13. Change your thoughts

14. Guided imagery

15. Admit Your Anxiety

16. Exercise

17. Physical Activity:

18. Better Time Management

Limitations of the study

The main variables selected for this study were leadership effectiveness, and stress level of academic administrators. So, this study has its limitations to Delhi NCR region and the variables mentioned. This study can help in providing general information about Leadership Effectiveness, and Stress Level with the result of the mentioned region and variables only. There can be other demographic variables (Income, Job profile, working conditions etc.) which can affect leadership effectiveness and stress level. Studies can be done on other leadership styles by relating them with various demographic variables.

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