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RELATION BETWEEN STRESS LEVEL AND TRANSACTIONAL LEADERSHIP STYLE OF A LEADER

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Abstract: The study identifies the relation of stress level incorporated with the transactional leadership style of the leader. This is an exploratory study to examine the stress level of leader using transactional leadership style. A survey was conducted on 30 head of departments from educational sector of Gurugram Region. Leadership Questionnaire developed by Donald Clark and Stress Questionnaire by A. Pines and E. Aronson has been used. Researcher has used Regression analysis as a tool to find the relationship between level of stress and leadership style. A limited sample size might be the limiting factor in analyzing the relation between stress and leadership style. In its wider scope the sample of leaders from other organizations could also be included. The study has revealed that there is a very marginal negative correlation between the leadership style and the stress level of the leader which is non-significant. The Graph plotted shows the scattered data and the trend line is very less curved in opposite direction. The value of R also shows that there is no significant relation between both the variables.

Keywords- Stress, Charismatic, Multidisciplinary, Transactional

I. INTRODUCTION

Leadership is a task through which one person motivates others to fulfil the mission and provide the path to the company that creates an environment of unity.

Transactional leadership style is more concerned with maintaining the normal flow of operations. It concentrate more on short term profits and targets. Transactional leadership can be defined as "to help the boat to swim in the water." The term "transactional" refers to the fact that this type of leader essentially motivates subordinates by exchanging rewards for performance. A transactional leader do not take a company to the leadership position by strategic actions but these are associated with smooth work of the company.

Majority of leadership models and practices were based on transactional processes that focused on exchanges between the leader and followers, such as promotions for performing excellent work or punishment for being late. Transformational leaders changes the basic system and culture to create something new. (Tichy, Ulrich, 1984). It is completely different from transactional leaders who just walk according to the company's mission, structure and resources. Few researchers have examined the ways in which the field of leadership is evolving and the consequences of its evolutionary path for the models, methods and other qualitative researches, cross cultural patterns in leadership etc. Stress is one of the important factor that is directly related to the leadership style the leader chooses. Many researches have been conducted to explain the leadership qualities, effectiveness, characters, traits but it is essential to understand the other aspects of leadership also. Here researcher will try to identify the relation between stress levels associated with transactional leaders.

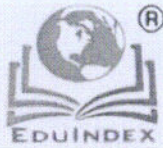
II. LITERATURE REVIEW

Jago, 1982 states that "Good leaders are not born but made. By willpower and desire anyone can be a leader. They are made by a continuous work of self-analysis, education, coaching and quality experience.

U.S. Army, 1983 studied leadership in depth. One of their definitions is "A process by which a person influences others to accomplish a mission."

Nerthouse, 2007 described leadership as a process where an individual influences a group of individuals to achieve a common goal.

Shelley E. Taylor, University of California, Los Angeles, CA, August 24, 2012 added that as leaders ascend to more powerful positions in their groups, they face ever-increasing demands. As a result, there is a common perception that leaders have higher stress levels than non-leaders. However, if leaders also experience a heightened sense of control—a psychological factor known to have powerful stress-buffering effects—leadership should be related with reduced stress levels. Using unique samples of real leaders, including military officers and government officials, we found that, compared with non-leaders, leaders had lower levels of the stress hormone cortisol and lower reports of anxiety. Leaders holding more powerful positions exhibited lower cortisol levels and less anxiety than leaders holding less powerful positions, a relationship explained significantly by their greater sense of



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INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGY

IN INCLUSIVE SCHOOLS

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ABSTRACT: This paper presents and evaluates the development of Information and communication technology in inclusive curriculum (the focus is on the incorporation of ICT competences for inclusive education). Students were able to monitor the development and implementation of technology tools for special needs pupils. Within an educational technology curriculum, a competence framework was developed for fostering the use of ICT in the teaching of and learning by special needs pupils. This was achieved various learning objectives of autonomy, inquiry, creativity and innovation. In a more specifically on the use of ICT for special needs pupils, the aim is to assess and reflect the principles of equality, diversity and inclusive education. The research was designed to estimate the candidate students' learning and to consider the alignment of learning objectives and activities with learning outcomes in the new curriculum. The research questions constructed within the paper are: (1) How the new curriculum assists mutual development of ICT in inclusive schools? (2) How were various tools of technology are used in the assessment of students?

Key words: educational technology, curriculum, pre-service teacher education, inclusive education, special educational needs, e-learning environment for special educational needs, competences



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Alternative Energy for Sustainable Development

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Abstract

Energy drives development of mankind, economic growth, and increases social equity. Development is not possible without energy and sustainable energy is pre-requisite for sustainable development. In the context of sustainable energy, alternative energy sources play an important role. So far, the energy needs of the world have been catered to by majority conventional sources of energy such as coal, gas, petroleum etc. These resources pose two concerns, first, these are available in limited quantity and are depleting at a high rate. Second, these are not environment friendly. Coal/liquid fuel based electricity generation, and petrol/diesel run vehicles are one of the major sources of pollution.

In this context, the role of alternative sources of energy or renewable energy sources as sustainable energy source that comes from natural environment becomes important. Various countries in the world have realized the importance of keeping the balance between the development and environment and are taking steps to do in this regard. The United Nations Climate Change Conference (COP 21 or CMP 11) held in Paris, France in Dec, 2015 witnessed consensus among 196 participating entities to pursue efforts to limit the temperature increase to 1.5 °C. India, in its Intended Nationally Determined Contribution (INDC) has pledged to improve the emissions intensity of its GDP by 33-35% by 2030 below 2005 levels. It has also pledged to increase the share of non-fossil fuels-based electricity to 40% by 2030. It has agreed to enhance its forest cover which will absorb 2.5 to 3 billion tonnes CO₂ by 2030.

For implementation to achieve this goal, India has taken various initiatives including making a target to install 175 Giga Watts of renewable energy by 2022 (100 GW-Solar, 60 GW-Wind, 5 GW-Small Hydro, 10 GW-Biomass). Till Feb. 2019, we have over 75 Giga Watts of Renewable



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DIGITAL INNOVATION AND SUSTAINABLE DEVELOPMENT: IMPLICATIONS
FOR AN ENGLISH CLASSROOM

Aroochi Thakur*

ABSTRACT

The onset of Global Digital Revolution has revolutionised the way in which all fields of knowledge function. It is not only supremely interesting, as far as the question of technological innovations go, but also the implication that these technologies offer a host of possibilities in varied industries and contexts. Since digitalisation has taken over the entire world, it seems like being digitally literate is the only way to go. Key research studies have also attempted to create a positive correlation between digital innovation and sustainable development. The objective area for discourse is to create solutions in the classroom wherein learners can use digital innovation to foster sustainable development. Just like any other domain of knowledge, the digital revolution has wholly under the purview of Information and Communication Technology, has become the talk of the day much more than the need of the hour in classrooms. And, the teacher as someone, irrespective of the context, type of school, regional planning of the school, are opening their eyes to use of digital resources (or ICT resources) as they are necessarily required for making them vital to the teaching-learning process.

In this paper, the author attempts to create an idea of the extent to which digital innovation has been infused in a classroom, as well as the typical English classroom and its impact on sustainable development.

Key words: Digital Innovation, Sustainable Development, Information and Communication Technology and resources (ICT resources), Typical English classroom.



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A STUDY OF TECHNOLOGY READINESS
AMONG SCHOOL TEACHERS OF KURUKSHETRA DISTRICT

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ABSTRACT:-

In the present paper it has attempted to study the technology readiness of school teachers of kurukshetra district. The investigation was carried out on 100 school teachers of kurukshetra district of Haryana. The data was collected from 50 government school teachers (25 male teachers and 25 female teachers) and 50 private school teachers (25 male teachers and 25 female teachers). The self-constructed questionnaire was used to conduct the investigation. Descriptive Statistics was used to analyses the data. The findings of the study shows that the technical readiness is don't differ significantly among male and female teachers. But technical readiness is differ significantly among government and private schools teachers of kurukshetra district.

Keywords: Technology Readiness, School Teachers, Classroom Learning, Technology integration, digitalization.

INTRODUCTION:-

Education is a process of human development and achievement of better quality of life. Education is urged to integrate technology with curriculum. But its effectiveness can be judged by the readiness of teachers to use it in a proper way. Technology is considered the wave of future. So teachers must use various technological resources in their classroom while teaching. But are all the teachers ready and capable to use technology in their teaching? Integrating


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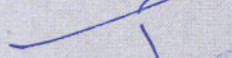
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Rohini Jain

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Effect of innovative Digital instructional strategies on class performance of pupil teachers

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Abstract- The most important tool of effective teaching learning process is teaching techniques. The use of innovation and digital equipment in the teaching processes has made learning process very simple, easy and student friendly. Digital innovation has revolutionized the instructional strategies for a sustainable development. Student teachers of today will become qualified teachers tomorrow and the demand for present time is that they should be trained with not only traditional learning methods but also trained them with new digital instructional techniques. Explain the differences between traditional learning methods and innovative techniques and bring awareness of new technique is the aim of our study.

The purpose of this exercise is to investigate the outcomes of Digital instructional strategies on the performance of the teacher's students. This experiment was conducted on a teaching subject Life Skill Education of fourth semester of teacher education program. A sample of 50 students was selected randomly out of 100 students of Semester IV in a teacher training college. Two groups of 25 students each were made. Pre-test was given to both the groups and the results were recorded. One group was taken as a control group which was taught the subject by the teacher who used conventional method of teaching while the other i.e. the experimental group was taught by the teacher who used innovative digital teaching techniques. After two week time of teaching, a post-test was conducted.

Key words: instructional strategies, teaching learning process, experimental group, pre-test, post test.

"The art of teaching is the art of assisting discovery."—Mark Van Doren

Introduction: Today's Society is Information Centered Society and the Information and Communication Revolution combined all the people of the world together. This change on the world stage has meant the educationists need to reorganize the entire education process and place the innovation in education. Before the advent of the digital age the teachers were dependent on books and libraries only for reading and teaching. But in current time Technical development has


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THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION: 'GROUND REALITIES & CHALLENGES'

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ABSTRACT

The progress of education as an index of the general, social and economic progress of the country as a whole. Elementary education plays an important role in laying the proper foundation of a child's intellectual, physical, moral, emotional, social, cultural, and spiritual development. After independence, the Government of India realized the significance of elementary education and accordingly incorporated Article-45 in the constitution. It signifies that education is for all and not for a selected few and accepts that education is the birth right of every child. Since the progress in the field was not in accordance with the provision of this Article, it was considered necessary to amend it to give more impetus. A landmark law which makes education a fundamental right for children has come into effect in India inserted in the constitution by the 86th amendment- Right to Education Act-2009. RTE was passed by the parliament in August 2009 & implemented on 1st April 2010. The present paper

explores history of RTE ACT, need of the act RTE has become the fundamental right in India but still, we are not able to achieve Universalization of Elementary Education (UEE). The main focus will be on ground realities and challenges on the implementation of RIGHT TO EDUCATION ACT.

INTRODUCTION

Post-independence, Article 45 of the newly framed Constitution stated that the State shall endeavor to provide within a period of 10 years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years.

In a historic judgement, the supreme court of India said "the citizen of the country has the fundamental right to education. Every child citizen of this country has a right to free education until he/she complete the age of 14 years.

The government of India appointed a committee to consider the implication of proposal by Supreme Court of India to make elementary education, a fundamental right under the chairmanship of Mahiram Sakia. In the millennium year (2000) leaders of 189 nation states including India, signed the United Nations sponsored Millennium Declaration, which set out the Millennium Development Goals (MDGs) to inter alia ensure that all children around the world are in primary school by the year 2015.

In adherence with this declaration, the central government announced its Sarva Shiksha Abhiyaan (Education For All) program and tabled the 86th Constitutional Amendment Act, 2002 which was passed with unanimous acclamations by Parliament.