A study between male and female teachers on emotional intelligence, teachers' motivation to work, school organizational on teacher effectiveness

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Introduction and Review of Literature

Organizational culture and change

There are a number of methodologies specifically dedicated to organisational culture change such as Peter Senge's *Fifth Discipline* and Arthur F Carmazzi's *Directive Communication.* These are also a variety of psychological approaches that have been developed into a system for specific outcomes such as the *Fifth Discipline's* "learning organisation" or *Directive Communication's* "corporate culture evolution." Ideas and strategies, on the other hand, seem to vary according to particular influences that affect culture.

Burman and Evans (2008) argue that it is 'leadership' that affects culture rather than 'management', and describe the difference. When one wants to change an aspect of the culture of an organisation one has to keep in consideration that this is a long term project. Corporate culture is something that is very hard to change and employees need time to get used to the new way of organizing. For companies with a very strong and specific culture it will be even harder to change.

Cummings & Worley (2005) give the following six guidelines for cultural change, these changes are in line with the eight distinct stages mentioned by Kotter (1995):

1. **Formulate a clear strategic vision (stage 1,2 & 3 of Kotter, 1995).**

In order to make a cultural change effective a clear vision of the firm's new strategy, shared values and behaviours is needed. This vision provides the intention and direction for the culture change (Cummings & Worley, 2005).

2. **Display Top-management commitment (stage 4 of Kotter, 1995)**

It is very important to keep in mind that culture change must be managed from the top of the organisation, as willingness to change of the senior management is an important indicator (Cummings & Worley, 2005). The top of the organisation should be very much in favour of the change in order to actually implement the change in the rest of the organisation. De Caluwé & Vermaak (2004) provide a framework with five different ways of thinking about change.

3. Model culture change at the highest level (stage 5 of Kotter, 1995)

In order to show that the management team is in favour of the change, the change has to be notable at first at this level. The behaviour of the management needs to symbolize the kinds of values and behaviours that should be realized in the rest of the company. It is important that the management shows the strengths of the current culture as well, it must be made clear that the current organisational does not **need radical changes, but just a few adjustments. (See for more: (Deal & Kennedy, 1982; Sathe, 1983; Schall; 1983; Weick, 1985; DiTomaso, 1987)**

4. Modify the organisation to support organisational change

The fourth step is to modify the organisation to support organisational change.

5. Select and socialize newcomers and terminate deviants (stage 7 & 8 of Kotter, 1995)

A way to implement a culture is to connect it to organisational membership, people can be selected and terminate in terms of their fit with the new culture (Cummings & Worley, 2005).

6. Develop ethical and legal sensitivity

Changes in culture can lead to tensions between organisational and individual interests, which can result in ethical and legal problems for practitioners. This is particularly relevant for changes in employee integrity, control, equitable treatment and job security (Cummings & Worley, 2005).

Change of culture in the organisations is very important and inevitable. Culture innovations is bound to be because it entails introducing something new and substantially different from what prevails in existing cultures. Cultural innovation is bound to be more difficult than cultural maintenance. People often resist changes hence it is the duty of the management to convince people that likely gain will outweigh the losses. Besides institutionalization, deification is another process that tends to occur in strongly developed organisational cultures. The organisation itself may come to be regarded as precious in itself, as a source of pride, and in some sense unique. Organisational members begin to feel a strong bond with it that transcends material returns given by the organisation, and they begin to identify with in. The organisation turns into a sort of clan.

Critical Views

Writers from Critical management studies have tended to express skepticism about the functionalist and unitarist views of culture put forward by mainstream management thinkers. Whilst not necessarily denying that organisations are cultural phenomena, they would stress the ways in which cultural assumptions can stifle dissent and reproduce management propaganda and ideology. After all, it would be naive to believe that a single culture exists in all organisations, or that cultural engineering will reflect the interests of all stakeholders within an organisation. In any case, Parker has suggested that many of the assumptions of those putting forward theories of organisational culture are not new. They reflect a long-standing tension between cultural and structural (or informal and formal) versions of what organisations are. Further, it is perfectly reasonable to suggest that complex organisations might have many cultures, and that such sub-cultures might overlap and contradict each other. The neat typologies of cultural forms found in textbooks rarely acknowledge such complexities, or the various economic contradictions that exist in capitalist organisations.

One of the strongest and widely recognised criticisms of theories that attempt to categorise or ‘pigeonhole’ organisational culture is that put forward by Linda Smircich. She uses the metaphor of a plant root to represent culture, describing that it drives organisations rather than vice versa. Organisations are the product of organisational culture, we are unaware of how it shapes behaviour and interaction (also recognised through Scheins (2002) underlying assumptions) and so how can we categorise it and define what it is?

Motivating students between the ages of twelve and fifteen for physics is generally considered a problem by teachers. Especially so when it concerns girls (Woolnough, 1994; Weinburgh, 1995). Several attempts at improvement seem to have met with limited success. Usually those reforms focused on the subject physics itself without regard to the school situation as a whole (Shymansky & Kyle, 1992; Shachar & Sharan, 1995).

The teaching of physics and chemistry as one combined subject has developed at the Open Schoolgemeenschap Bijlmer (OSB) within the context of a school that, as a whole, from its beginnings, aimed to motivate and interest students. Therefore it seemed worthwhile to investigate to what extent this method of teaching would appeal to students' motivations. This question is even more interesting because teaching takes places in very mixed groups of students. This indicates the central theme of this research project: the motivation and interest of students in the age group from twelve to fifteen for lessons combining physics and chemistry with special reference to the OSB.

An empirical research has been done to what degree teaching physics and chemistry in the lower forms of the OSB succeeds in motivating students of all school abilities and of both sexes. This quantitative research followed more than three hundred students in eleven classes over a period of three years. Topics of investigation were appreci¬ation of lessons and degree of difficulty as perceived by these students. The researcher could compare the results of this investigation of third year students with national research of earlier date. In the analysis multilevel models were used (Bryk&Raudenbush, 1992; Goldstein, 1995; Hox 1995).

School culture and organisation originated from a concurrence of social developments and personal initiatives aimed at making education more motivating and interesting for students as well as for teachers. The students are at the centre of the small scale school organisation in an attempt to minimalize alienation. In the first three years no selection takes place. Students are evaluated according to the progress in their own development and not by comparison to classmates. The educational infrastructure of the school is discussed: it consists of many organisational measures that enhance this approach. The aim is to create an informal climate between staff members as well as within class rooms: open discussion has an important place.

R.J. Genreberger explored the importance of school culture/climate, motivating inputs to enhance students performance and teacher effectiveness. The prime importance attached to personal initiative and individual responsibility in staff as well as in students, and the support given to this by school culture and organisation, the term "emancipatory school" is introduced.

The way of teaching of physics and chemistry at the OSB has been developed to motivate and interest students of diverse interests and skills. Teachers try as much as possible to start from what the students consider meaningful and to expand their interests. One of the aims of this approach is stimulate students to think about their own observations (in the fields of physics and chemistry). Attention to cognitive, as well as social and emotional development, is combined with a great variety in working methods. Practical work, discussion and a good presentation of the report are explicitly part of the working method. Knowledge is acquired by "learning from experience". In principle this enables students to connect new knowledge with earlier experiences. The aim is not to ultimately test their knowledge and skills but to find a way of development that fits the individual as well as possible. Not "comparative" but "personal" achievement is set as a goal. Therefore OSB teaching of physics and chemistry can be

labelled "interest-oriented teaching" i.e. teaching that chooses contents and methods in such a way that it motivates students of varying interests and abilities and stimulates them to expand these interests.

On the whole, the concept of the emancipatory school and the way in which physics and chemistry are taught in the OSB lower forms, are in line with basic assumptions and analyses by philosopher Habermas (Young, 1992). Common point of departure is that people want to develop, on the basis of their personal interests as well as for social reasons. An "emancipatory" school has a culture and an organisation in which there is a symmetry in interest and participation of all school members. Habermas names the appropriate social action "communicative action". Therefore the term "communicative school" can be used when the emancipatory school is perceived from the point of view of cooperation.

Motivation literature shows that characteristic elements of an emancipatory school and of communicative action match circumstances that enhance student motivation and interest. The central attention in the OSB physics and chemistry curriculum to the students' cognitive, as well as social and emotional development, also appears to be related to analyses by Habermas and his theory of communicative action (Habermas, 1988). By means of this theory school culture and the actual contents of the subject as taught can be placed within a bigger frame of reference. Literature in the field of teaching also strongly indicates that paying more or less equal attention to the three areas mentioned, improves the motivation and interest of all students. Clearly OSB staff have put many concepts into practice so as to render the teaching of physics and chemistry more motivating and interesting to their students. It may be expected that this holds true for students who vary greatly in skills and areas of interest, boys and girls. Relevant literature confirmed these conclusions. The results of an investigation, relying on open questions and interviews into what interested and motivated students particularly in the lessons, confirmed many of the former expectations.

Cornell (1955) used the term organisational climate in terms of interaction among persons in the organisation. This phenomenon of interaction can be thought of as occurring in a system of interdependent forces, each of which can be analysed and set in the perspective of other forces. Landsdale (1964) has elaborated this point of view and described organisational climate as the global assessment of the interaction between the task achievement dimension and the needs-satisfaction dimension with in the organisation, or in other words, the extent of the task-needs integration. In general usage the term has a psycho-social flavour which reflects more concern with the needs satisfaction dimension than with the task achievement dimension, but the meaning that gives relatively equal attention to both is preferred."

Organisational climate has been perceived by Argyris (1958) as a living system of an organisation. Whereas, Forehand and Gilmer (1964) have elucidated it as a set of characteristics that: (a) describes an organisation and that distinguishes one organisation from another, (b) are relatively enduring over a period of time, and (c) influence the behaviour of people in that organisation.

Kahn and Katz (1966) talked of organisational climate as reflecting "both norms and values of the formal system and reinterpretation in the informal system. The organisational climate also reflects the history of both internal and external struggles, types of people, work process, physical layout, models of communication and exercise of authority within the system."

Payne and Pugh (1976) argued that the traditional concerns of studying organisational behaviour from the point of view of the individual are gradually getting transformed into more general interests in the

study of organisation as the environmental settings that influences both the individual and group behaviour.

Sharma (1973) found eight dimensions to determine the school climate. He further divided the eight dimensions of organisational climate into two categories:

1. Group characteristics and
2. Leadership characteristics

Methodology

This is an attempt to present the statement of the problem, its rationale, objectives, sample, tools and techniques used.

Statement of the Problem

The present research is an attempt to study the role of teacher's background variables, the organizational climate, the teachers' motivation and, the emotional intelligence on teacher effectiveness in different types of schools in Delhi.

Rationale of the problem

It is generally agreed that the "effectiveness" of an educational programme, to a large extent, is shaped by the quality of teachers available to implement it. A school may have materials resources, equipment, building, library and other facilities alongwith a curricula appropriately adopted to suit the community need, but if the teachers are indifferent to their responsibilities, the educational outcome is likely to be ineffective and wasted. The problem of identification of effective teachers is therefore, of prime importance for realising desirable educational goals. An effective teacher may be understood as one who helps in the development of basic skills, ensure understanding, having proper work habits, having desirable attitudes, value judgment and adequate personal judgment of the students (Ryan, 1969).

The following variables were investigated in the present study:

Independent Variables

Personal factors:

(1)Emotional Intelligence
(2)Teacher Motivation to work
(3)Background variables

Contextual factors:

(1)School Organization Climate
(2)Nature and Types of School

Dependent variables

Teacher effectiveness

Objectives

The review of research literature indicates that teacher effectiveness is a function of complex interaction of several variables and that there is hardly any study investigating the role of emotional intelligence of teacher, teacher motivation to work and school organisational climate in teacher effectiveness.

The main objectives of the study are as follow:

1. To investigate the differences if any, between male and female teachers on emotional intelligence, teachers' motivation to work, school organizational on teacher effectiveness.

Sample

It is an inherent belief and assumption prevailing in the mind of Indian citizen that the climate or environment of Government schools is inferior to that of public schools, inspite of the fact that there is little difference in the courses taught in both schools. It is believed the in Government schools, there is lack of discipline, and extra-curricular activities besides lack of dedication on the part of the teachers to develop and shape the cognitive and creative abilities of the children. This could be one of the reasons for the low academic performance, by and large, of students of Government schools. On other hand, it is considered that the public schools are not better managed having more discipline and extra curricular activities but they also provide children with more facilities and opportunities for learning. Children of public schools exposed to a wider array of stimula through different training methods and techniques which faster not only cognitive development but also indicate higher value of life in them.

In the present study, two stages sampling were undertaken. In stage I, Government and public senior secondary schools were selected on the basis of the performance criterion into excellent performance schools, good performance schools and average performance schools. Many investigators (Jena and Dhillon 1996, Sharma 1981, Mohan Khare 1982; Lao 1980 and Chadha 1984 and 1989) have used annual examination result of the students as the achievement criterion and they found that aggregate marks is a more reliable index of general academic performance than scores obtained on any particular achievement test.

In the present study criterion of excellent performance schools, good performance schools and average performance schools is based on their performance of the last three years in the 10^{th} and 12^{th} classes Central Board of Secondary Education examination (for the last three years). Class Xth and XIIth results have been used as an index of academic performance as the board results are a fair evaluation and rule out any personal biases. In this study, the pass percentage of class Xth and XIIth of the schools for the last three years were taken into account starting from 2004 to 2006.

The criterion of excellent performance schools, good performance schools and average performance schools.

(i) Excellent performance schools: 98-100 pass percentage and 20% pass distinction (A) for three consecutive years.
(ii) Good performance schools: 80-90 pass percentage and 5-10 percent distinction (grade 'A') for three consecutive years.
(iii) Average performance schools: 60-70 pass percentage and 2-5 percent distinction (grade 'A') for three consecutive years.

The Government and public schools which were recognised by Delhi Administration and fulfilled the criterion were selected for the study. Total number of schools selected for the study were 13. All these thirteen schools were selected on the basis performance shown in CBSE Board Examination. Out of 13 schools 6 schools were Government schools in which two were categorised excellent performance schools, two were good performance schools, and other two were average performance schools. Similarly, 7 public senior secondary school were selected for the sample of which three were categorised as excellent performance public schools, 2 were categorised as good performance public schools and other 2 schools were categorised as average performance public schools.

In the second stage of sampling from the selected schools 360 teachers, both male and female were sampled. The detailed procedures for the selection of these 360 teachers is presented below in the

Schematic diagram. For the selection of the teachers from these schools incidental sampling technique was followed, that is teachers who were present on the days the investigators visited the schools and were willing to cooperate, comprised the sample of the study.

Statistical Treatment of Data

1. Descriptive statistics (mean and standard deviation skewness and kurtosis)
2. Inferential analysis (t-test)
3. Graphical representation of data
4. Correlational analysis
5. Multiple regression analysis

Descriptive statistics

To determine the central tendencies and dispersion of the distribution of the scores obtained by the subjects on all the variables included in this study the computation of the mean and standard deviation were undertaken alongwith mean and standard deviation skewness and kurtosis were also computed for the scores obtained by the subjects on all the variables included in this study.

2. Inferential statistics

This analysis included the 't-test' or computation of significant differences between mean value of different types school climates teacher motivation to work, emotional intelligence and teacher effectiveness of excellent performance, good performance and average performance schools (government and public schools) in Delhi.

3. Graphic Representation

The graphic representation provides vivid pictures a glance of a set of quantitative data. In this study bar-diagrams were drawn to graphically demonstrate the difference in mean values in different types of schools on the variables undertaken in the present study.

4. Correlational Analysis

To understand the relationship between types of the different variables included in the present study coefficients of correlation were computed.

5. Step-wise Multiple Regression Analysis

A correlation coefficient gives a quantitative determination of the degree of relationship between two variables. But multiple regression 'r' no information as to the character of the association and one cannot assume a caused sequence unless there is evidence beyond the correlation coefficient itself. A correlation is simply a measure of mutual association between two variables. One technique of finding the cause and effect relationship is regression analysis, variables x_1, x_2 ... x_n are used to predict y. Step-wise multiple regression analysis is a method for studying the effects and magnitude of more than one independent variables on one dependent variables, using principles of correlation and regression.

Results and Interpretation

Table 1.1
Descriptive Statistics of Total Sample

	N	Mean	S.D	Skewness	Std. Error	Kurtosis	Std. Error
Teacher motivation Scale	360	117.3025	20.66830	.000	.127	3.315	.254
Teacher Motivation	360	102.550	22.4387	.025	.127	-.266	.254

Test		4	9				
Work Satisfaction	360	27.5967	5.91292	-.376	.127	-.483	.254
Work pressure	360	31.1499	9.46965	.156	.127	-.219	.254
Personal Pressure	360	28.6921	8.01709	-.274	.127	-.749	.254
Personal Satisfaction	360	19.2125	3.78934	.429	.127	2.176	.254
Emotional self Awareness	360	23.1771	5.52775	-.317	.127	.145	.254
Emotional Experience	360	19.5504	4.89809	.693	.127	2.689	.254
Emotional Awareness of Others	360	25.9700	5.59094	-.420	.127	-.171	.254
Resilience	366	26.3634	6.20090	-.494	.128	.184	.254
Compassion	360	24.5504	6.38278	-.440	.127	-.194	.254
Personal Power	360	24.1362	7.08558	-.181	.127	-.931	.254
Integrity	360	19.1635	4.35206	-.023	.127	.018	.254
Relationship Quotient	360	16.7657	3.60852	-.648	.127	.419	.254
Optimal Performance	360	16.6104	3.42335	-.147	.127	.738	.254
Teacher effectiveness	360	275.9482	50.40741	-.972	.127	1.228	.254
School organisational Climate	360	181.7439	47.02685	-.346	.127	-1.021	.254

As per the norm and scoring procedures, Table 1.1 shows that scores are normally distributed, only in one variable i.e. teacher effectiveness data seem to negatively skewed. On the whole, table depicts that teachers are more motivated, emotional intelligence of teacher respondents is at proficient level, school organisational climate is also conducive and encouraging, and is at optimum level.

Table 1.2
Descriptive Statistics for male teachers

	N	Mean	S.D.	Skewness	Std. Error	Kurtosis	Std. Error
Teacher motivation Scale	120	122.3415	20.81646	1.485	.218	6.644	.433
Teacher Motivation Test	120	108.0325	20.54501	-.088	.218	-.755	.433
Work Satisfaction	120	27.3171	6.44945	-.412	.218	-.670	.433
Work pressure	120	32.3659	10.77890	.014	.218	-.702	.433
Personal Pressure	120	30.7398	8.44834	-.338	.218	-1.025	.433
Personal Satisfaction	120	19.8699	4.27528	.909	.218	2.547	.433
Emotional self Awareness	120	24.7886	5.74064	-1.181	.218	2.399	.433
Emotional Experience	120	20.6260	4.82208	-.716	.218	2.723	.433
Emotional Awareness of Others	120	27.5691	5.40352	-.682	.218	.419	.433
Resilience	120	28.1382	5.68911	-.544	.218	.127	.433
Compassion	120	26.4878	5.86790	-.707	.218	-.427	.433
Personal Power	120	26.9268	6.04243	-.798	.218	.060	.433
Integrity	120	20.0976	3.97413	-.405	.218	1.238	.433
Relationship Quotient	120	17.0813	3.00980	-1.031	.218	1.275	.433
Optimal Performance	120	16.9350	2.86797	-.875	.218	1.579	.433
Teacher effectiveness	120	287.6504	42.88929	-.511	.218	-.703	.433
School organisational Climate	120	191.9837	47.51841	-.814	.218	-.910	.433
Valid N (listwise)	120						

As per the norms and scoring procedure, table 1.2 reveals that scores are normally distributed except for two variable, first is personal satisfaction, male teachers seem to be positively skewed and for optimal performance data of male teacher is negatively skewed. Teacher effectiveness stands at 40th percentile, average teacher effectiveness with 42.88 standard deviation which means teacher effectiveness for male teachers may vary from the most effective to least effective.

Table 1.3
Descriptive Statistics for female teachers

	N	Mean	S.D	Skewness	Std. Error	Kurtosis	Std. Error
Teacher motivation Scale	240	114.7623	20.16233	-.844	.156	.620	.310
Teacher Motivation Test	240	99.7869	22.88142	.134	.156	-.040	.310
Work Satisfaction	240	27.7377	5.63178	-.327	.156	-.416	.310
Work pressure	240	30.5369	8.69527	.177	.156	.131	.310
Personal Pressure	240	27.6598	7.60138	-.356	.156	-.630	.310
Personal Satisfaction	240	18.8811	3.48161	-.150	.156	.858	.310
Emotional self Awareness	240	22.3648	5.24406	.109	.156	-.416	.310
Emotional Experience	240	19.0082	4.85594	1.426	.156	3.917	.310
Emotional Awareness of Others	240	25.1639	5.52042	-.330	.156	-.253	.310
Resilience	240	25.4650	6.26629	-.451	.156	.207	.311
Compassion	240	23.5738	6.42003	-.317	.156	.010	.310
Personal Power	240	22.7295	7.16649	.125	.156	-.881	.310
Integrity	240	18.6926	4.46474	.174	.156	-.172	.310
Relationship Quotient	240	16.6066	3.87151	-.502	.156	.104	.310
Optimal Performance	240	16.4467	3.66628	.080	.156	.515	.310
Teacher effectiveness	240	270.0492	52.90800	-1.021	.156	1.265	.310
School Organisational Climate	240	176.5820	46.01589	-.136	.156	-.825	.310
Valid N (listwise)	240						

As per the norms of the instruments and scoring procedures, table 1.3 shows that scores are normally distributed. The mean value for female teacher refers to low teacher effectiveness. High standard deviation reveals that data may include variety of respondent female teacher, ranging from the most effective to the least effective teachers.

Discussion

The data consists of 360 teachers of different ages and designations from government and public schools (excellent performance public schools, good performance public schools, average performance public schools, excellent performance government schools, good performance government schools and average performance government schools).

Referring to table 1.1 level of motivation to work is found to be more motivated which means teachers of Delhi are highly motivated to work, irrespective of age, designation and level of school. Mean value for school organizational climate falls in the category of suitable environment to produce better result. Maximum number of schools of Delhi have suitable, cooperative and encouraging environment for teaching profession and learning processes. Work satisfaction falls in the category proficient. Personal pressure falls under the category of optimal and personal satisfaction of teachers in Delhi is found at proficient level. Teachers teaching in various types of schools are satisfied at personal level. Intrasatisfaction is at the top priority, it indicates that individualism is influencing the personality of the teachers. Teachers are lacking in the dimension of emotional self-awareness. It falls in the category of vulnerable. Mean value of emotional experience falls in the category of proficient which means teachers teaching in above average performance school are able to understand their emotional state. The mean value for emotional awareness of others falls in the category of proficient which means teachers teaching in above average performance schools are able to understand emotional conditional state/ experience of others. This ability of understanding emotional state student might be helping teachers to deal with the students effectively. The mean of total sample for the dimension of resilience is 26.33 which falls in the category of vulnerable. The mean value of total samples for the dimension of compassion is 24.5 which also falls in the category of vulnerable. The mean value of total sample for the dimension of personal power falls in the category of vulnerable which refers that teachers teaching in various schools of Delhi do not enjoy their personal power to take decision on their own. They feel restricted, controlled in terms of personal power. Integrity falls in the category of proficient, it means they enjoy unity and integrity among themselves. The mean value of relationship quotient and optimal performance also falls into the category of vulnerable it seems unpredictable because of great variation in relationship and performance of teachers.

Referring table 1.2 male teachers respondent on various variables – motivation to work scale and motivation to work test, scores obtained by teacher respondents falls in the category of most motivated and more motivation. This means male teachers are highly motivated to work. Maximum number of male teachers are goal oriented, excellence seeking person and intended to put the best. Table 4.2 also reveals that overall school organizational climate is suitable to work because score obtained on this variable falls in the category of suitable. The most of schools of Delhi, irrespective of government or public schools may have encouraging, congenial and suitable interaction system, cooperation and healthy competition among teachers, work pressure is at optimal level whereas work satisfaction among male teacher is at proficient level. Personal pressure among male teachers are at optimal level whereas personal satisfaction is found at proficient level. Emotional self-awareness, emotional awareness of others, resilience, relationship quotient and optimal performance fall in the level of proficient. As per the norm scores obtained by the male respondent teachers on the dimensions of emotional expression and integrity fall in the category of optimal level. Male teachers are highly expressive in terms of emotional expression, they easily express their anger, anxiety, frustration, sorrow, happiness, zeal, affection and love also. They also show optimal level of integrity among male teachers have positive attitude towards each others, share personal feelings, happiness and unhappiness with others male teachers extend emotional support to each others.

As per the norm of teacher-effectiveness scale, score obtained by male teachers respondent falls in the category of 30^{th} to 40^{th} percentile which indicate low level of teacher effectiveness.

Table 1.2 also reveals that scores are normally distributed except for two variables, that is personal satisfaction and optimal performance, for personal satisfaction, teachers seem to be positively skewed and for optimal performance data of male teachers are negatively skewed.

Referring to table 1.3, profile of female teacher respondents – As per the norms of the instruments and scoring procedures, table 4.3 shows that scores are normally distributed. High standard deviation reveals that data may include variety of female teachers respondents ranging from the most effective to the least effective teachers.

Scores obtained by female teachers respondents on teacher motivation to work scale and teacher motivation to work test fall into the category of more motivated. Standard deviation for the variables indicates that female teachers respondents may differ among themselves. Value of skewness indicates that majority of teachers are highly motivated and a few percent of total respondents are less motivated. Average score obtained by the female teachers respondents on the variables of school organization climate falls into the category of suitable climate to execute duty of teaching effectively. Coefficient of standard deviation indicates that schools varies significantly on this variable.

Female teacher respondents vary from each other on various dimensions of emotional intelligence on the dimensions of work satisfaction, emotional experience emotional awareness of others and on the dimension of integrity, most of female teacher respondents fall into the category of proficiency. Mean value obtained on the dimensions of work pressure and personal pressure, fall into the category of optimal, it means most of female teachers in Delhi, feel highest work pressure and personal pressure in schools/work place. Female teacher respondents fall into the category of vulnerable on the dimensions of emotional self awareness, resilience, compassion, relationship quotient and on the dimension of optimal performance.

A mean value for the female teacher respondents on the dimension of teacher effectiveness falls into the category of least effective, but it is worth to notice that for this variable, there is high standard deviation and high negative value for skewness. These values indicate that sample contains variety of teachers, and distribution is negatively skewed. Most of the teachers scored high on this dimension.

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