A Study of Excellent Performance Public Schools and Excellent Government Schools

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Introduction

School organisational climate

Education opens the doors of development not only for the class, but also for the mass. The mass depends largely upon Government schools for education. Government is also giving priority to the education showing commitment by raising funds and making amendments in the Constitution of India. It is understood by the Government of India that development of the nation, lies in the development of an individual. New schools, colleges, universities and other educational boards and institutions are being opened. But quality of education is not possible by only opening a number of schools and colleges but by also appointing effective teachers in these educational institutions. While contemplating on this issue, a number of questions strike our mind, like who is an effective teacher? What are the qualities of an effective teacher? How to identify and select effective teachers? What are the differences between an effective and an ineffective teacher, and so on.

Educational reform has been a persistent concern in the India for decades. Recent reform initiatives have focused on teacher autonomy and teacher participation in school-based decision making. Private sector and school research identify the importance of worker/teacher autonomy. This autonomy leads to a sense of ownership and empowerment where workers aim to grow within their profession and to seek increased responsibility. It is a general belief that real education reform must provide teachers with decision-making responsibility and autonomy in educational matters including choice with respect to professional development. This can only be accomplished in a supportive and nurturing organisation.

The Learning Organisation literature reveals that organisations that have opted to become Learning Organisations have the ability to cope with major changes more successfully. The concept of the Learning Organisation also includes school organisations which have an increasing need to adapt to an ever-changing environment. To date, little research on schools as Learning Organisations has been documented. According to LesTien-Shong Lee and Franco Gandolfi (2007) study established that there was significant endorsement to move towards becoming a Learning Organisation. Strong leadership was seen as pivotal. Continuous improvement, customer satisfaction, staff recognition, staff development, and rewards were perceived to be cornerstones of a Learning Organisation.

According to Wikipedia, Organisational culture is not the same as corporate culture. It is wider and deeper concepts, something that an organisation 'is' rather than what it 'has' (according to Buchanan and Huczynski).

Corporate culture is the total sum of the values, customs, traditions and meanings that make a company unique. Corporate culture is often called "the character of an organisation" since it embodies the vision of the company's founders. The values of a corporate culture influence the ethical standards within a corporation, as well as managerial behaviour. Keeping managerial behaviour culture is perceived as strong and weak culture.

Strong culture is said to exist where staff respond to stimulus because of their alignment to organisational values. In such environments, strong cultures help firms operate like well-oiled machines, cruising along with outstanding execution and perhaps minor tweaking of existing procedures here and there.

Conversely, there is weak culture where there is little alignment with organisational values and control must be exercised through extensive procedures and bureaucracy.

Where culture is strong – people do things because they believe it is the right thing to do – there is a risk of another phenomenon, Groupthink. "Groupthink" was described by Irving L. Janis. He defined it as "...a quick and easy way to refer to a mode of thinking that people engage when they are deeply involved in a cohesive ingroup, when members' strivings for unanimity override their motivation to realistically appraise alternatives of action." This is a state where people, even if they have different ideas, do not challenge organisational thinking, and therefore there is a reduced capacity for innovative thoughts. This could occur, for example, where there is heavy reliance on a central charismatic figure in the organisation, or where there is an evangelical belief in the organisation's values, or also in groups where a friendly climate is at the base of their identity (avoidance of conflict). In fact group think is very common, it happens all the time, in almost every group. Members that are defiant are often turned down or seen as a negative influence by the rest of the group, because they bring conflict.

Innovative organisations need individuals who are prepared to challenge the status quo—be it groupthink or bureaucracy, and also need procedures to implement new ideas effectively.

Review of Literature

The review of literature is significant in any investigation as it gives an insight into the trends and issues of research. Though the literature is vast and no two studies are comparable still the review is very useful in determining the independent and dependent variables and in designing the investigation to be undertaken.

The aim of the present study was to examine the effect of school organization climate, teacher motivation and emotional intelligence on teacher effectiveness.

The variables in the present study were chosen on the basis of certain assumptions that are based on research evidence. The assumptions are as follows:

1. Type of organizational climate would influence teacher effectiveness. This assumption is based on the studies of Margolies (1974), Kumar & Mutha (1985), Blase (1986), Sinclair & Ryan (1987).
2. Teacher motivation tow work would influence the teacher effectiveness and overall school performance. This assumption is based on the study of Mittal Jayprakash (1983).

3. Emotional Intelligence of teacher would be predictor of school performance and teacher effectiveness. This assumption is based on the studies of Grishan Misra, Anjumsibia and Ashok K. Srivastava (2004), L. Neera Pant and Anand Prakash (2004).
4. Different types of school (organizational) climate would have a varying effect on teacher effectiveness. This assumption is based on some empirical evidence (Sharma 1968, 1974; Pillai 1974, Shelat 1975).
5. The fifth assumption is that male and female teachers would differ significantly on the dimensions of organizational climate, motivation emotional intelligence and teacher effectiveness. This assumption is based on the findings of Alexander & Simon, 1975; Yogesh, 1983; and Manthei, 1987.
6. Studies which have directly or indirectly examined, teacher motivation, emotional intelligence and effect of school organizational climate on teacher effectiveness were reviewed and the basic findings of these studies are summarized and presented.

The review of studies has been presented in this chapter under the following six broad headings:
I. Teacher Effectiveness and School Effectiveness
II. Organizational climate
(a) Organizational climate and school performance and teacher effectiveness,
(b) Organizational climate and its relationship with other
III. Emotional Intelligence and school effectiveness and teacher effectiveness
IV. Teacher motivation and school effectiveness and teacher effectiveness
V. Sex Difference on Teacher Effectiveness

Methodology
This chapter deals with the method of the present study. 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 of the Study

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:

- To investigate the effects of different aspects of emotional intelligence, teachers' motivation to work and school organizational climate on teacher effectiveness in excellent, good and average performance schools of Delhi.

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 10th and 12th 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.

1. Excellent performance schools: 98-100 pass percentage and 20% pass distinction (A) for three consecutive years.

2. Good performance schools: 80-90 pass percentage and 5-10 percent distinction (grade 'A') for three consecutive years.
3. 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 for Excellent Schools

	N	Mean	S.D	Skewness	Std. Error	Kurtosis	Std. Error
Teacher motivation Scale	120	122.6417	20.68970	1.545	.221	6.976	.438
Teacher Motivation Test	120	108.4250	20.58337	-.120	.221	-.747	.438
Work Satisfaction	120	27.4417	6.43362	-.436	.221	-.637	.438
Work pressure	120	32.3750	10.72973	.034	.221	-.674	.438
Personal Pressure	120	30.7750	8.40814	-.342	.221	-1.009	.438
Personal Satisfaction	120	19.8917	4.31296	.899	.221	2.470	.438
Emotional self Awareness	120	24.7167	5.78782	-1.151	.221	2.295	.438
Emotional Experience	120	20.6333	4.85406	-.720	.221	2.715	.438
Emotional Awareness of Others	120	27.5500	5.46317	-.667	.221	.345	.438
Resilience	120	28.1333	5.70998	-.560	.221	.139	.438
Compassion	120	26.5167	5.84532	-.703	.221	-.396	.438
Personal Power	120	26.9000	6.11019	-.779	.221	-.014	.438
Integrity	120	20.0667	4.00574	-.390	.221	1.191	.438
Relationship Quotient	120	17.0750	3.02972	-1.035	.221	1.253	.438
Optimal Performance	120	16.9000	2.87674	-.876	.221	1.562	.438
Teacher effectiveness	120	287.9167	42.76997	-.544	.221	-.646	.438
School Organisational Climate	120	193.0500	47.08884	-.857	.221	-.818	.438
Valid N (listwise)	120						

Table 1.1 shows that data are normally distributed up to a large extent with a few exceptions. Data seem to be skewed for two variables i.e. personal satisfaction and school organisation climate. For personal satisfaction it seems to be positively skewed; maximum number of respondent teacher in excellent performance school of Delhi are satisfied at personal level. For the variable of School Organisational Climate, it seems to be negatively skewed which means maximum number of schools are still striving for encouraging, supporting and creating congenial environment for excellent performance.

Table 1.2 Descriptive Statistics for excellent performance public Schools

	N	Mean	S.D	Skewness	Std. Error	Kurtosis	Std. Error
Teacher motivation Scale	60	130.0167	22.54298	1.931	.309	7.696	.608
Teacher Motivation Test	60	113.9167	22.52478	-.616	.309	-.300	.608
Work Satisfaction	60	29.5500	5.86118	-.697	.309	-.158	.608
Work pressure	60	33.5833	10.55300	.286	.309	-.143	.608
Personal Pressure	60	30.4500	9.04494	-.251	.309	-1.206	.608
Personal Satisfaction	60	21.2000	4.36783	.960	.309	2.130	.608
Emotional self Awareness	60	24.1667	6.90656	-.938	.309	1.468	.608
Emotional Experience	60	21.2500	5.95925	-1.028	.309	2.334	.608
Emotional Awareness of Others	60	27.3667	6.22996	-.555	.309	-.113	.608
Resilience	60	28.6333	5.87718	-.550	.309	-.553	.608
Compassion	60	27.4833	5.75338	-.580	.309	-.795	.608
Personal Power	60	26.8167	7.70536	-.695	.309	-.888	.608
Integrity	60	19.6833	4.85551	-.011	.309	.328	.608
Relationship Quotient	60	17.3833	3.35014	-1.401	.309	1.850	.608
Optimal Performance	60	17.2000	3.02420	-1.084	.309	2.396	.608
Teacher effectiveness	60	309.1833	37.81377	-1.834	.309	3.291	.608
School Organisational Climate	60	200.5333	41.09331	-1.327	.309	.727	.608
Valid N (listwise)	60						

Table 1.2 shows that data are normally distributed upto large extent with a few exceptions. Data seem to be skewed for two variables, i.e. personal satisfaction and emotional self-awareness. For personal satisfaction it seems to be positively skewed; maximum number of respondent teachers in excellent public schools of Delhi are satisfied at personal level. For the variable of personal self-awareness it seems to be negatively skewed.

Table 1.3 Descriptive Statistics for excellent Government Schools

	N	Mean	S.D	Skewness	Std. Error	Kurtosis	Std. Error
Teacher motivation Scale	60	115.2667	15.63879	-.018	.309	-1.005	.608
Teacher Motivation Test	60	102.9333	16.90639	.231	.309	-.918	.608
Work Satisfaction	60	25.3333	6.33170	-.237	.309	-.785	.608
Work pressure	60	31.1667	10.85680	-.176	.309	-1.353	.608
Personal Pressure	60	31.1000	7.78242	-.446	.309	-.757	.608
Personal Satisfaction	60	18.5833	3.86769	.886	.309	3.974	.608

Emotional self Awareness	60	25.2667	4.38745	-1.183	.309	1.282	.608
Emotional Experience	60	20.0167	3.35216	.055	.309	-.299	.608
Emotional Awareness of Others	60	27.7333	4.61709	-.800	.309	.862	.608
Resilience	60	27.6333	5.54173	-.636	.309	1.134	.608
Compassion	60	25.5500	5.82346	-.888	.309	-.231	.608
Personal Power	60	26.9833	3.98936	-.562	.309	.612	.608
Integrity	60	20.4500	2.91359	-1.302	.309	2.598	.608
Relationship Quotient	60	16.7667	2.66405	-.547	.309	.573	.608
Optimal Performance	60	16.6000	2.71343	-.724	.309	.900	.608
Teacher effectiveness	60	266.6500	36.60315	.119	.309	-.453	.608
School Organisational Climate	60	185.5667	51.66954	-.499	.309	-1.529	.608
Valid N (listwise)	60						

Table 1.3 shows that data are normally distributed upto a large extent with a few exceptions. Data seem to be skewed for four variables i.e. personal satisfaction, emotional awareness of others, compassion and optimal performance. For personal satisfaction it seems to be positively skewed, which means, maximum number of respondent teacher in excellent government schools are satisfied at personal level. For the variables of emotional awareness of others, compassion and for optimal performance, data seem to be negatively skewed.

Discussion

Referring to table 1.1, features excellent schools of Delhi, Teacher motivation to work falls into the category of most motivated, school organization climate falls into the category of most suitable, work satisfaction, work pressure, personal pressure and integrity falls into the category of optimal. On the dimensions of personal satisfaction, emotional self-awareness, emotional awareness of others, relationship quotient and optimal performance teachers respondents fall into the category of proficient. On the dimensions of compassion and personal power teacher respondents fall into the category of vulnerable.

Referring to table 1.2 features of excellent performance public schools. Table indicates that data are normally distributed upto large extent with a few exceptions. Mean value of teacher respondents for excellent performance public schools. On the dimension of teacher motivation to work, indicates that teachers are highly motivated to work, give their best and willing to produce the best result. School organization climate also falls into the category of the suitable school organization climate for teaching learning processes. For the variable of school organization climate data are negatively distributed that refers to the scores are located at high end. With a few scores at low end, it means most of the schools, there which are producing excellent result are certainly having the best environment, communication system, interaction among teachers are appreciable.

Teachers differ among themselves on various dimensions of emotional intelligence for example teachers fall into the category of proficient on the dimensions of work satisfaction, work pressure, personal

satisfaction, emotional awareness of others, resilience integrity, relationship quotient and on optimal performance. Teachers fall into the category of vulnerable on the dimensions of compassion and personal power which may refers to that teachers are not enjoying their personal power, a lot of restrictions, suggestion and direction are their to follow.

Teacher effectiveness of the teachers from excellent performance public schools locate at 70th percentile which shows average effectiveness but high value of standard deviation reflects that sample consists of variety of teachers in relation to teacher effectiveness. On the analysis of value of skewness, it may be understood that distribution of the data is negatively skewed and most scores are located at high end.

Referring to table 1.3 features of excellent performance Government schools. Teacher motivation to work falls in the category of more motivated whereas school organization climate falls into the category of suitable but teacher effectiveness of the teachers of excellent performance government school falls into the category of the least effective. Teacher respondents differ among themselves on various dimensions of emotional intelligence for example – most of teachers are feeling optimal level of work satisfaction, work pressure, personal pressure, emotional experience and integrity. They fall into the category of proficient level on the dimensions of emotional self-awareness and emotional awareness of others. Most teachers fall into the level of vulnerable on the dimensions of resilience, compassion personal power, relationship quotient and on optimal performance.

As per data shown in table 1.2 and table 1.3, we notice difference between teachers from excellent performance public schools and excellent performance government schools; teacher motivation to work, school organization climate and teacher effectiveness understood in better condition among excellent performance public school than those of excellent performance government school.

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