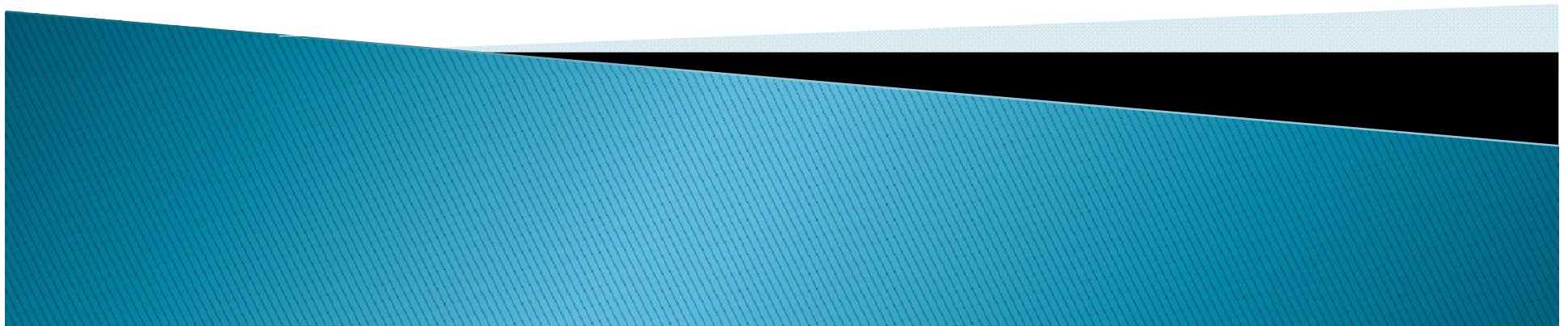# Organisational Learning in Public and Private Educational Institutes: Views of Teaching and Non-teaching Staff
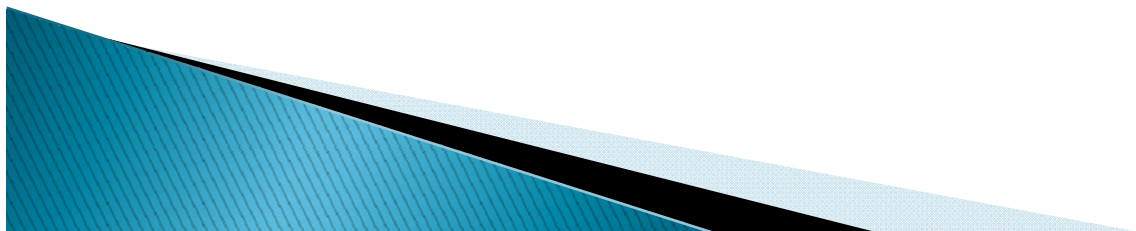
Dr (Ms) Bhaswati Patnaik
Dept of Humanities and Social Sciences
National Institute of Technology, Rourkela

Learning Organisation

- The skills and capabilities of the organization to create, achieve and transfer the knowledge and reforming individual behavior to reflect a new knowledge and vision.
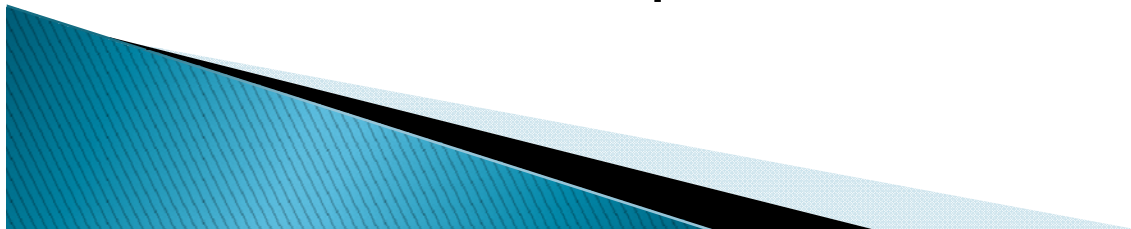
Organizational Learning: Dimensions

- Holistic frame
- Strategic thrust
- Shared vision
- Empowerment
- Information flow
- Internality
- Learning
- Synergy
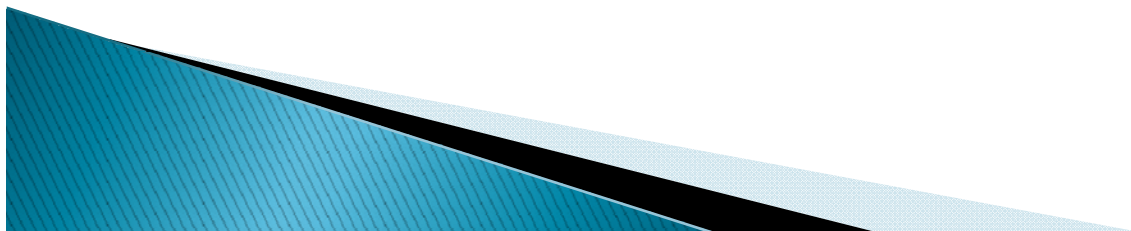
Educational organization

▸ Although an educational organization is a centre for knowledge and learning, it may not be learning organization in the true sense of the term.

▸ It may lack the spirit and initiative to create, share and transfer the knowledge for collective learning.

▸ It may suffer from inertia or complacency which can act as barrier in terms of growth of the in the direction of new vision and creativity, which characterizes public sector mostly.

The specific objectives of the present study

- To examine the nature and extent of organizational learning in the reputed educational organizations in India.
- To differentiate organizational learning practices in public and private undertakings.
- **To examine emotional content** of views expressed by different categories of employees constituting the organization.
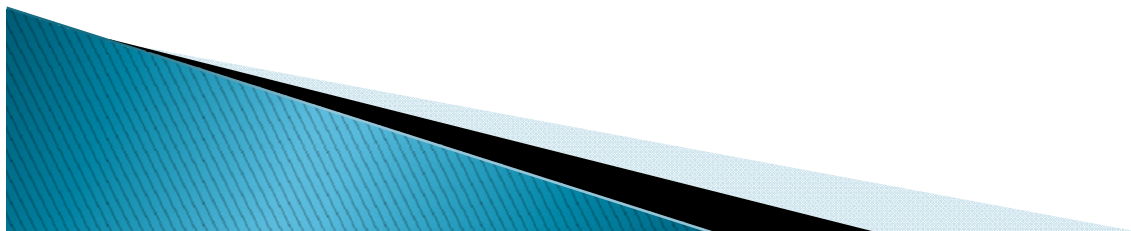
Materials and Method

Survey instrument

▸ Questionnaire responses from employees were collected by using The Learning Organization Process (LOP) Survey (Pareek, 2002) along with the biographical data.

▸ The responses were collected from employees of different Technological Institutes of repute (both private and public) across India through e-mail/postal/personal contacts. A total of 320 responses were considered in the study with 160 employees representing each of the sectors – public and private.
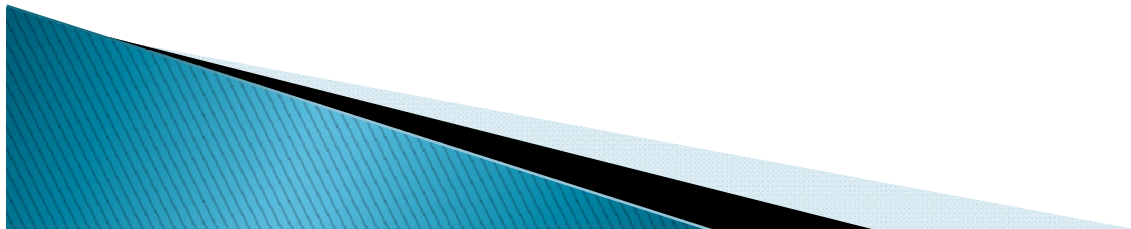
Method

▸ The organizational variables such as year of establishment, accreditation and affiliation, status (Deemed University), infrastructure and facilities, faculty and student strength, Industry Interface, Placement and so on were matched while selecting the Institutes for the study.

▸ Equal number of teaching and non teaching staff (80 each) constituted the sample in public and private sector organisations. Tenure of service, age range, and minimum qualification were some of the factors matched while selecting the sample for the study.
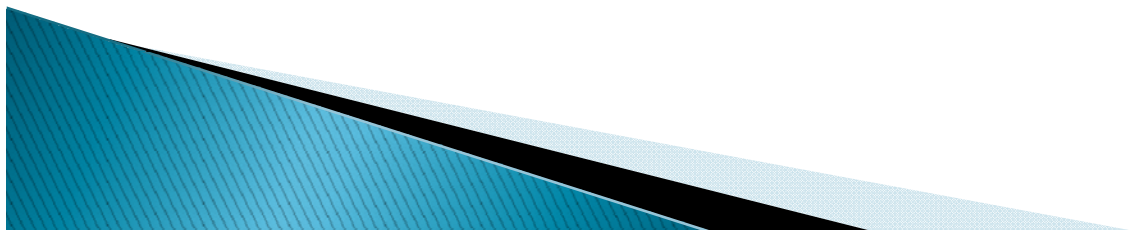
Factor Analysis :Private Sector

- Out of 48 items, 23 items were loaded more than 0.6. for **private sector Institutes**. These twenty three items were categorized under eight dimensions and were defined as
- Leadership,
- Supportive learning climate,
- Teamwork,
- Holistic thinking,
- Sense of ownership,
- Morale,
- Empowerment and
- Networked structure.
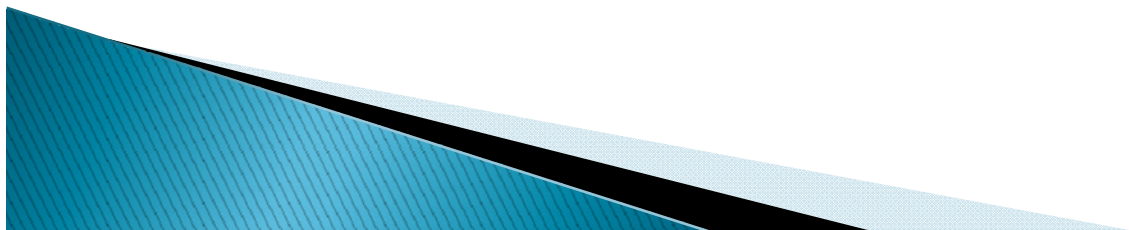
Factor Analysis: Public Sector

- Out of 48 items, 33 items were loaded more than 0.6 in case of public sector Institutes. The thirty three items that are classified into eight dimensions and were defined as
- Networked structure,
- Leadership,
- Employee participation,
- System thinking,
- Empowerment,
- Task orientation,
- Transparency and
- Autonomy.
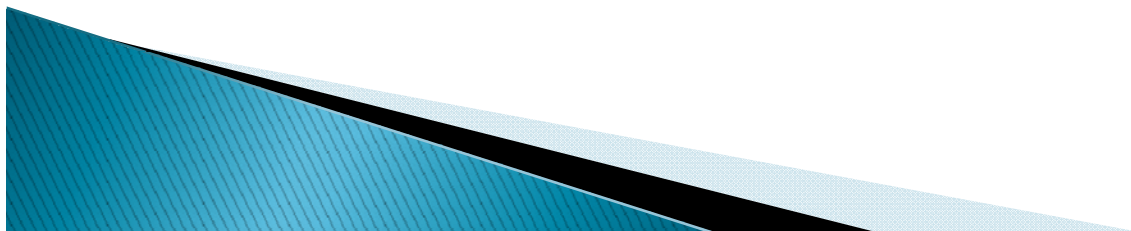
Perceptions of Organisational Learning

- Two-way ANOVA indicated that the public and private sector technological Institutes significantly differed in terms of extent of organizational learning .

- Mean scores indicated that the extent of organizational learning was higher in private sector Institutes compared to the public ones.

- However, compared to the norms, the extent of organizational learning can be considered to be low in Institutes of both the sectors.
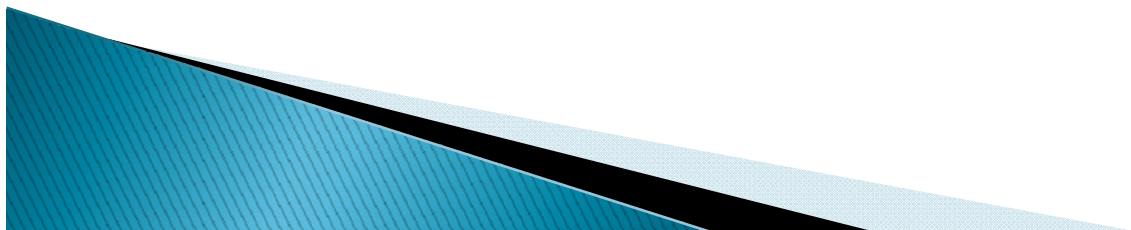
Mean Dimension Scores

- Irrespective of nature of staff, <u>Internality</u> as a learning dimension had lowest mean score for the Public sector organizations.
- It was the dimension of <u>Shared vision,</u> which had the lowest mean in the Private sector organizations.
- <u>Holistic frame and Strategic thrust</u> had highest mean score in the teaching and non teaching category respectively for private sector.
- The highest mean dimensions were <u>Empowerment and Holistic frame</u> for teaching and non teaching category respectively in the public sector.
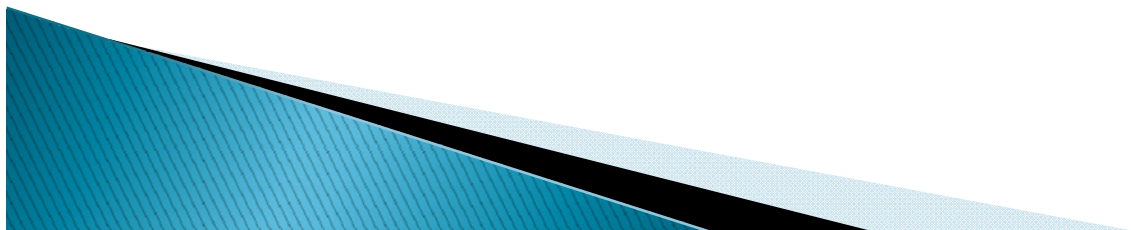
Dimensions

▸ The dimension of Internality had the lowest mean score in the public sector and it was true for both categories of employees.

▸ Internality represents the tendency to take initiatives and the belief that one can influence events.

Dimensions

▸ In case of private sector Institutes, the dimension of Shared vision had the lowest mean score, as perceived by both teaching and non-teaching employees.

▸ Shared vision implies developing a vision through participation and inspiring members by linking the vision with their personal goals.
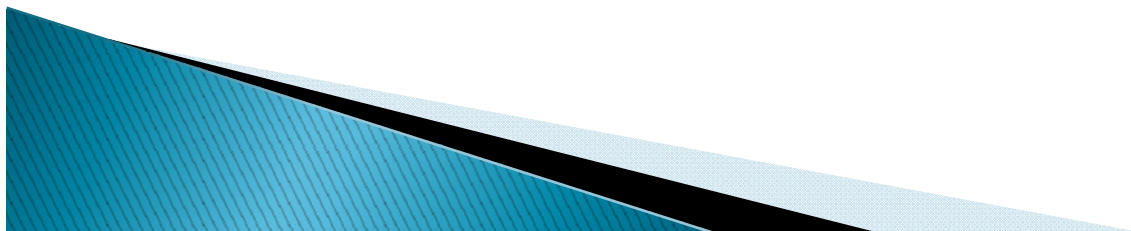
Attitude and emotions: Majority views

- Employees, in both public and private sectors, perceived that the mechanisms of organizational learning were below the expectation levels in their respective organizations and a lot more was still left to be desired.
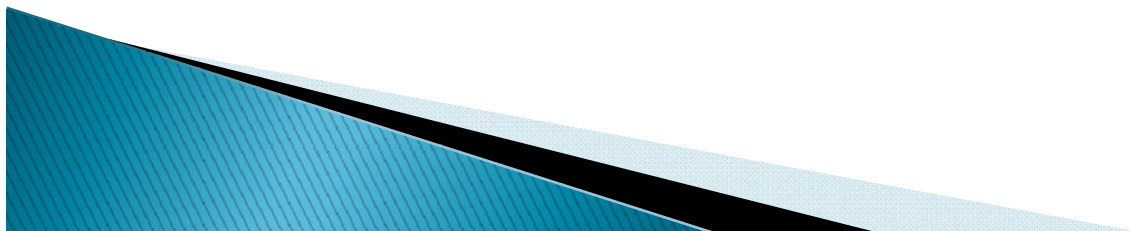
Public Sector: Holistic frame and Strategic thrust

- The primary focus of the organization, i.e., teaching and learning, was sufficiently intertwined with the basic structural framework .
- The procedures and practices adopted in such organizations like TEQIP (Technical Quality Improvement Programme), QIP (Quality Improvement Programme), reforms in infrastructure and purchase procedures etc. reflected the overall thrust of the organization in improving the standards of technical education in such Institutes.
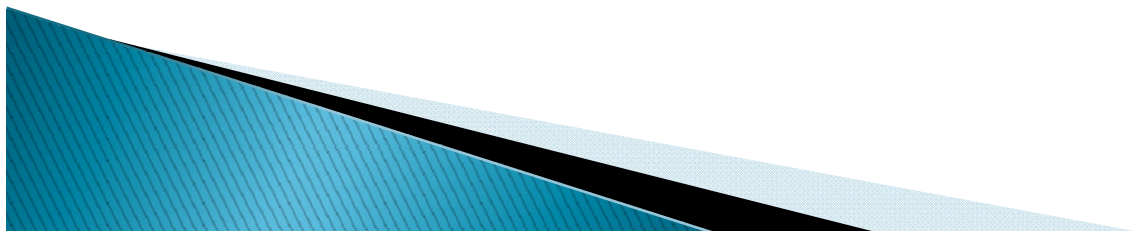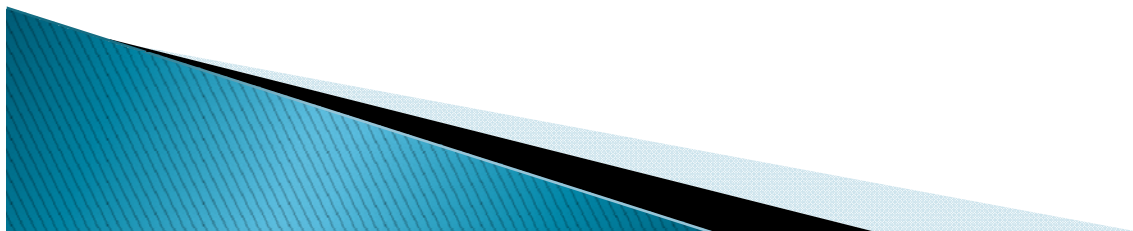
Public Sector: Internality

▸ In practice, employees felt a sense of lack of control or ability to influence events.

▸ A sense of stifled freedom in initiating something new or trying out things by exploring out of the box ideas. A feeling of being tied down to rigid patterns of doing things and sticking to safe ideas prevailed in them.

▸ The non-teaching staffs echoed similar opinion as teaching ones and perceived themselves as just 'executors' of actions as directed from 'above'.
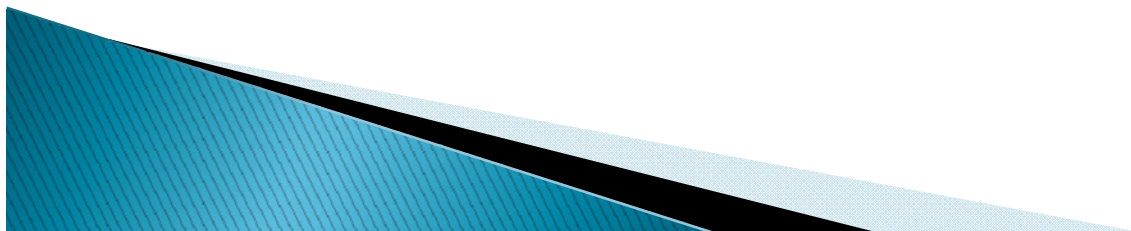
Public Sector: Synergy

- Lack of synergy was experienced in the functioning of different academic and administrative committees that were constituted for supporting the management in aspects of academics, administration, research and extra academic affairs of the students.

Public Sector:
Slow learning at Team level

- Complacency in sharing work in collective endeavours as well as a lack of collaboration between different departments for interdisciplinary activities was reflected in the opinion of faculty members.
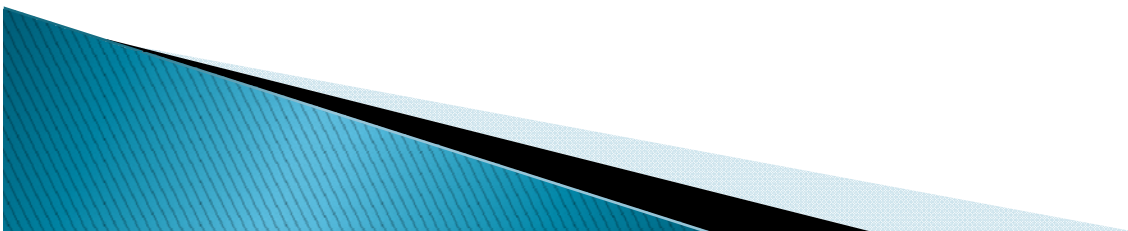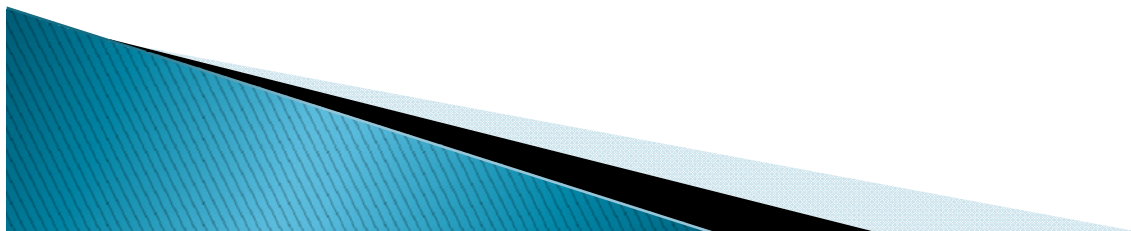
Public Sector: Classroom teaching

- **Teaching Staff :**
a. Diminishing thrust on classroom teaching was experienced by teaching staff.
 b. Focus on multitasking
 Non-Teaching Staff
a. Shirking of responsibility noticed in teaching staff
b. Lack of effective monitoring mechanism in this regard

Private Sector

▸ The employees perceived enabling environment playing a significant role in the strategic activities of teaching and learning.

▸ The mantra of 'visible results' guided most of the developmental initiatives taken up by the management.
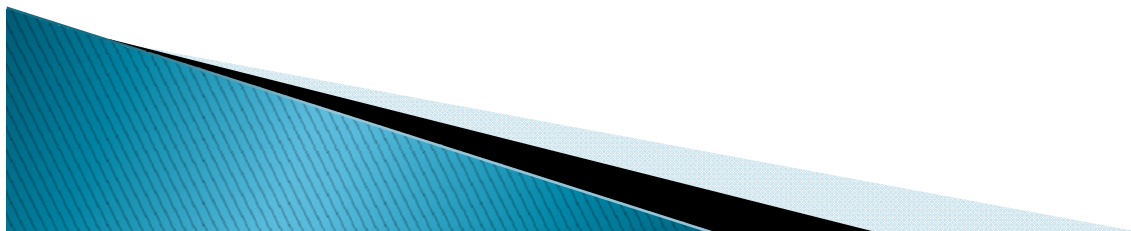
Private Sector

- It was felt that a more efficient management of information and know-how could be incorporated in the institutes for better communication of ideas and procedures.
- A lack of satisfaction in the 'information flow' aspect
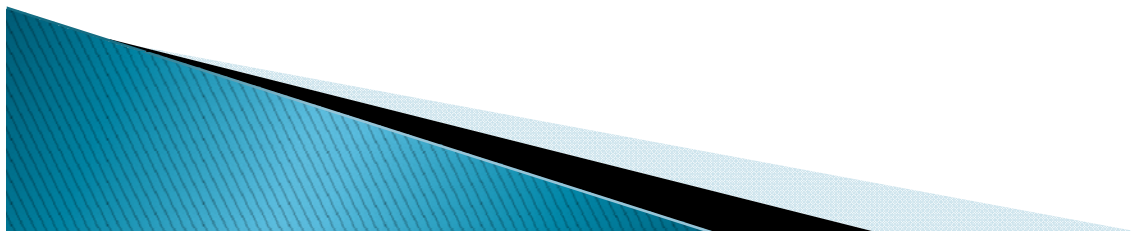
Private Sector: Shared Vision

▸ There was a lack of inspiration for the members in terms of linking the vision of the organization with their personal goals.

▸ In other words, the leadership was not able to translate the vision and mission of the organization into concrete course of action to be carried out by the employees.
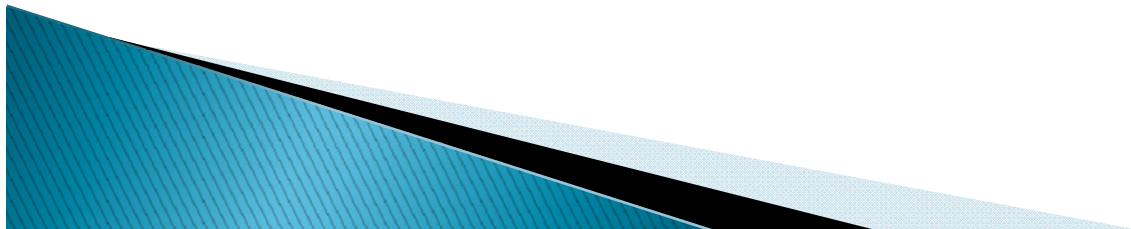
Private Sector: Academic thrust

▸ Quality enhancement in student intake and personnel recruitment was perceived to be the key determinant for academic rigor.
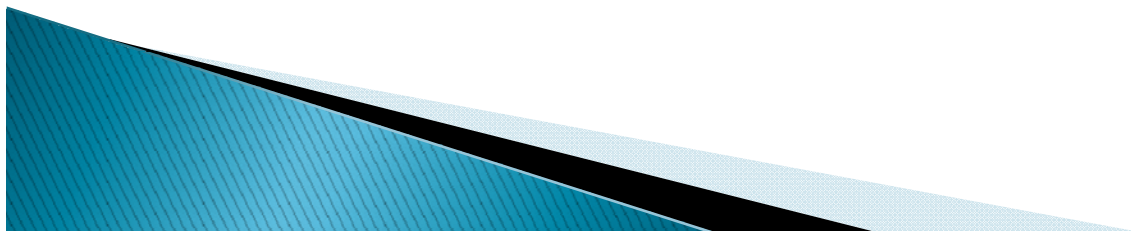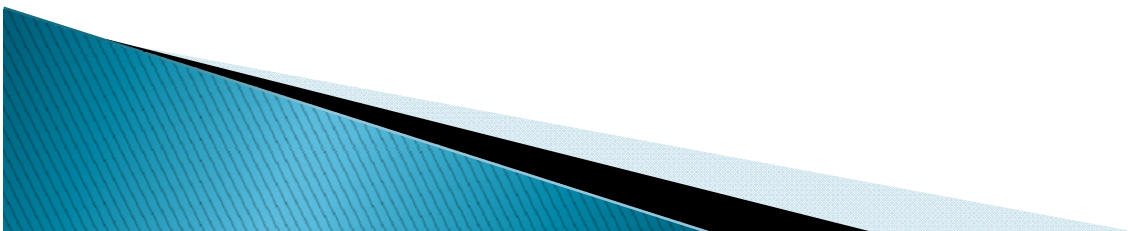
Private Sector: Exposure and Updates

▸ Both teaching and non-teaching staffs expressed dissatisfaction over exposure to new ideas and procedures.

▸ Absence of encouragement and reinforcement for new and original ideas.
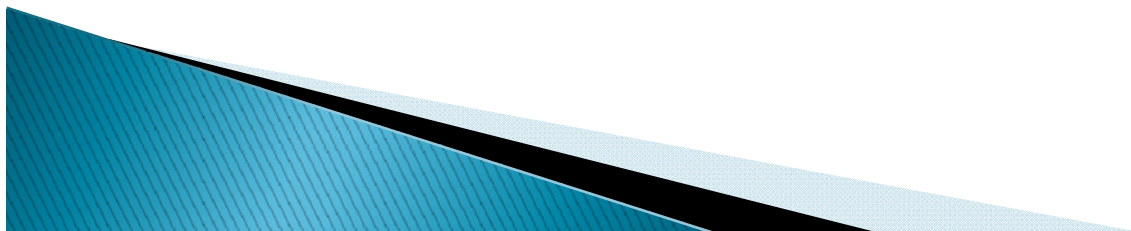
Conclusion

▸ Monitoring mechanisms within the organizations in both public and private sectors must function optimally for achieving excellence.

Thank you!