

# **Organizational Learning and Organizational Climate in Educational Settings**



**Dr (Ms) Bhaswati Patnaik**  
**Dept of Humanities and Social**  
**Sciences**

**NATIONAL INSTITUTE OF**  
**TECHNOLOGY, ROURKELA**  
**ORISSA, INDIA**

## 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

# Organizational climate



- The concept refers to **aggregate perceptions** of employee regarding such variables like **goal levels and their clarity, affiliation with a group, level of cooperation in work, autonomy, and the degree of formalization** in work behaviour created by structure and work procedures.

# 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 the **relationship** between organizational **learning** and the **climate** prevalent in educational settings.

# Materials and Method



## Survey instrument

- Questionnaire responses from employees were collected by using **The Learning Organization Process (LOP) Survey** (Pareek, 2002) and **Motivational Analysis of Organisations-Climate (MAO-C)** (Pareek, 2002) 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.

# Survey Instruments



- **The Learning Organization Process (LOP) Survey:-** The questionnaire contains 48 items with 6 items measuring each of the 8 dimensions of organisational learning such as **Holistic frame, Strategic thrust, Shared vision, Empowerment, Information flow, Internality, Learning and Synergy**. The respondent needs to rate all the items using 1 to 5 Likert-type scale (1-strongly disagrees and 5-strongly agrees).



# Survey Instruments



- **Motivational Analysis of Organizations-Climate (MAO-C):-** The instrument employs **12 dimensions of organizational climate and six motives.**
- The six statements reflect six motives such as **Achievement, Expert influence, Extension, Control, Dependency and Affiliation** assessed for each of the twelve dimensions of the organizational climate such as **Orientation, Interpersonal relationship, Supervision, Problem Management, Management of mistakes, Conflict management, Communication, Decision making, Trust, Management of rewards, Risk taking and Innovations and change.** The relative strength of the climate with regard to the motives determine the dominant and back-up(next dominant) climate of the organization.

# 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.

## Result and Discussions



- 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.

## Result and Discussions



- Mean scores in each dimensions of Organizational learning indicated that irrespective of nature of staff, **Internality** as a learning dimension had **lowest mean** score for the **Public** sector organizations, whereas it was the dimension of **Shared vision**, which had the lowest mean in the **Private** sector organizations.
- **Holistic frame and Strategic thrust** had **highest** mean score in the teaching and non teaching category respectively for **private sector**. The highest mean dimensions were **Empowerment and Holistic frame** for teaching and non teaching category respectively in the **public sector**.

# Factor Analysis



- 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: Private Sector



- **Leadership** happened to be most important factor whereas **Networked structure** is least important factor. Holistic thinking is considered to be next important factor followed by Sense of ownership, Teamwork and Supportive learning climate. Morale is the sixth ranked factor followed by Empowerment.

# 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.

# Factor Analysis: Public Sector



- **System thinking** happened to be the most important factor whereas **Transparency** is least important factor. Networked structure is considered to be next important factor followed by Leadership, Task orientation and Employee participation. Empowerment is the sixth ranked factor followed by Autonomy.



# Organizational Climate



- In the **Public sector**, the dominant motivational climate was found to be **Expert influence** and back up climate was found to be **Affiliation**.
- In the **Private sector**, **Achievement** was found to be the dominant climate and **Extension** was found to be the back-up one

# Organizational Climate



- **In both the sectors,** since the indices for other motives failed to reach the cut-off point of 50, the climate was not found to be strong for any other motives besides the dominant and back-up ones.
- By and large, **achievement, expert influence and extension dominant climates** are conducive to achievement of results, and control, dependency and affiliation dominant climates retard achievement of results.
- Results thus indicated that **both the sectors enjoyed conducive climates** within the organization so far achievement of results was concerned.

# Relationship between Organizational Learning and Climate



- **In the private sector**, the correlations between the six perceived motives or motivational climates and measure of organizational learning indicated that, **organizational learning was positively and significantly correlated with Achievement motive as well as Expert influence.**
- Organizational learning **was negatively correlated with Control and Affiliation motive** but the correlation failed to reach the significance level.
- **Extension and Dependency motives were not significantly** correlated with organizational learning

# Relationship between Organizational Learning and Climate

- **In the public sector**, scores of **organizational learning** correlated positively with **Expert influence** motive and the correlation was found to be significant. The **correlation between Dependency motive and organizational learning was negative and significant.**
- The other perceived motivational climates, such as **Achievement and Extension**, in that order, were **positively** associated with organizational learning but, correlations **failed** to reach the required level of significance.
- Climate of **control** did show **negative** relationship with organizational learning measure, but the correlation was **not** significant. **Affiliation** motive showed almost **no** correlation with learning.

# Conclusions



- In Technological Institutes of repute of both the sectors, the **extent of learning** was generally viewed to be at a **lower level** compared to the expectations of the employees.
- This fact indicates that there is potential for stagnation if continuous improvement for providing a learning climate is not undertaken.

# Conclusions



- The fact that **Leadership** emerged as the most valued factor in the **Private sector** Institutes and third among eight dimensions in the Public ones has following implications:

*The role of transformational leadership is important in the context of Indian Technological Institutes.*

# Conclusions



- The dimension of **Internality** had the lowest mean score in the **public sector** and it was true for both categories of employees. It has following implications:
- **Internality** represents the tendency to take initiatives and the belief that one can influence events. Strategies of reinforcement for bringing about more interest in undertaking individual projects and assignments by employees of public sector. This would further the learning process within the organization.

# Conclusions



- 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. This indicates that developing and using transformational leadership in private sector Institutes is essential for generating long-term commitment towards organizational learning.



# Conclusions



- The present study supports the contention that **positive correlations** might be predicted between **organizational learning and climates** perceived as characterized by **achievement, expert influence and extension motive**.
- **Negative correlations** might be predicted for **organizational learning** in climates where the dominant perceived motives are **control, dependency and affiliation**

# Conclusions



- The educational organizations need a climate of striving for expertise and excellence for achieving its objectives. A striving towards competence and skill enhancement for higher levels of teaching and research put these organizations at an advantage.

# Conclusions



- What is called as **'productive tension'** has to be incorporated into the organization for the continuous evolving of ideas and experiences of employees at different stages of their careers.
- With emphasis on intellectual property rights and patents on the rise for bringing in fame into one's organization, a climate of **continuous learning** is essential.
- Creating an enabling environment notwithstanding, the **spirit of enquiry and higher learning** is to be essentially ingrained into the life in the organization for creating desired results.

# Conclusions



- **Continuous improvement in all the major mechanisms of organizational learning is the need of the hour as perceived in both public and private sector.**



**Thank you**