CHAPTER - 1
PROBLEM AND PROBLEM STATEMENT

1.1 Introduction :

The 21st century is the century of science and technology in which many changes and reforms have taken place in various fields along with science in the form innovative discoveries, researches and developments. As a result there have been changes in policies, rules and regulations, values and characteristics at national, state, organizational and individual levels. Thus, along with the development there has been a change in cultural practices also.

In our education process which prevails since ancient times various concepts like National Educational Policy, Children Rights, NCF, RTE 2009, NCPCR, Inclusive Education, etc. have come into existence at national state, organization and individual level in the form of solutions of various problems and researches along with the development in science and technology. There have been changes in various organizational cultures and organizational learning practices in management level of education, teaching-learning concepts, necessities of learner and society and adaptation with the new age.

Organizational learning is a process in which an organization acquires and uses inputs on development process. The Organizational learning helps in enhancing the self-learning ability of the employees who provide assistance in understanding and adapting with the new changes for the development of an organization. Every Organization has its own personality and existence. Every Organization brings changes interpersonal practices organizational planning, decision making and organizational environment based on its aim along with its beliefs, attitudes and practices and implementation of various laws at national level, state, organizational and individual level. These changes have created an impact on the organizational culture. Organizational culture is a system of mutually shared beliefs and attitudes which develops in organization, directs the behaviors of the members of an organization and creates a big impact on the quality of the
work experienced by employees of various levels of an organizations functioning. The culture of an organization influences the morality of employees and creates an effect on creation of environment which is an indicator of organizational development, similarly the employees play various roles in the organization. Therefore, the effectiveness of organizational culture and its role in learning process along with the development of the organization are the two important indicators.

Due to differences in laws, features and cultures the learning process also has a different impact at various levels of an organization. Besides the level of an organization the type of organization also creates impact for example the grant in aid organizations and Non grant in aid organizations have different learning environment and work culture. In these two types of organization innovation, implementation, stabilization, mutuality, planning, competency building, temporary systems are also different. Moreover every organization has different openness, confrontation, trust, authenticity, pro action, autonomy, collaboration, experimentation,

Therefore, the investigator was inspired to find out the effects of organizational type and level on the organizational culture and organizational learning and therefore the investigator had decided to conduct a comparative study of organizational culture and organizational learning in the grant in aid and the non-grant in aid educational institutions of Gujarat.

1.2 Problem Narration:

The investigator has selected the following subject of research to study the Organizational Culture and Organizational Learning in grant in aid and non-grant in aid schools of Gujarat.

“A Comparative study of organizational culture and organizational learning in grant in aid and non-grant in aid educational institutions of Gujarat”
1.3 Definitions of the key terms:

It is necessary to define certain key terms to understand the research problem. While showing its importance, Whitney says, “To define a problem means to put fence around it to separate it by careful distillation form like questions found in related situations of need.”

It is difficult to obtain complete understanding about a research work without the clarification of the terms used in the context of a research. The interpretation of the terms involved in a problem makes the problem very clear and it provides a clear idea on the limitations and fields of the research. Therefore, this study gives clear definitions of the terms used in the research. The explanation of the words used in the problem is as given below.

Organizational Culture:

The organizational culture of an organization is relatively a similar perspective which has common characteristics, it is descriptive and differentiates an organization from other organizations and integrates the variables of individual group and organization system. Its eight dimensions are as follow:

(1) **Openness**: Spontaneous expression of feeling and thoughts and sharing of these without defensiveness.
(2) **Confrontation**: Facing rather than shying away from organizational problems. It also implies deeper analysis of interpersonal problems.
(3) **Trust**: Maintaining the confidentiality of information shared by organization and not missing it.
(4) **Authenticity**: It shows congruence between what one of organization feels, says and does. It is reflected in owning up one’s mistakes and in unreserved sharing of feelings.
(5) **Pro action**: Taking the initiative, preplanning and taking preventive actions in organizations works, before taking action, evaluate the succession of alternative way.
(6) **Autonomy:** Organizational employee use freedom to plan and act in own field. And by this freedom to take on responsibility, initiative, better succession planning.

(7) **Collaboration:** Working together for problem solving, team spirit.

(8) **Experimentation:** To use innovative approaches with new eyesight and encouragement of creativity and use feedback for improvement.

**Practical definition:**

The scores obtained through the tool of OCTAPACE used for organizational culture is considered as organizational culture.

**Organizational learning:**

Organizational learning is a process through which an organization obtains, maintains and uses outputs of development and this process enhances the abilities of self-learning and self-reconstruction. Its eight dimensions are as follow:

1. **Innovation:** Any change introduced in the organization. For e.g. new approach, new structure, new technology.
2. **Implementation:** Implementation will be effective if organization innovation and planning is integrated with existing organizational situation and practices.
3. **Stabilization:** To adept with new input with reference to gained experience of institution.
4. **Experimentation:** To apply new methods in scientific way by using past experiences for solving present issues.
5. **Mutuality:** Mutual support, mutual respect, learning from one another, collaborative work and making effective team to solve problem.
6. **Planning:** The plan which helps the organization to prevent possible difficulties and to take alternative action if they occur.
7. **Temporary System:** It is the mechanism to generate ideas & take quick action for e.g. Project group, problem identification.
8. **Competency Building:** To manipulate skill for those resources that can be used when needed in organization.
**Practical definition:**

The scores obtained through the tool of OLD used for organizational learning are considered as organizational learning.

**Grant in aid institution:**

The institution which obtains grant in aid from Gujarat Government is known as Grant in aid institution.

**Non-Grant in aid institution:**

The institution which does not get grant in aid from Gujarat Government is known as Non Grant in aid institution.

**1.4 Objectives of the research:**

It is not possible to think about a purposeless human life, to work without purpose is to search a thing in a darkroom. Objectives are the foundation of a building. Like a boat without a helmsman has no direction to move on, similarly the research work without objectives is meaningless. The objectives are like a light house for a research. Clarification of objectives brings life in a research and the work can be done systematically.

When we talk about the objectives in the field of education the main objectives is the overall development of students. A student’s physical, mental, social and spiritual development can be brought about through education and for this every subject has its exclusive predominance. Educational aims are vast and their achievement require a longer period of time. The trend of today’s education is objective and therefore no work can be without objectives.

The objectives framed for the present study are written below:

1. To study organizational culture of grant in aid and non-grant in aid institutions.
2. To study organizational learning of grant in aid and non-grant in aid institution.
3. To study the effect of type of institution on organizational culture and organizational learning.
4. To study the effect of level of management on organizational culture and organizational learning.
1.5 Hypotheses of the research:

Hypotheses are an eye to scientifically see a research, and are a key to solve problem. The formulation of hypothesis shows path to a researcher. It depends on hypotheses to find a suitable data for a problem and to established relation with the data. Hypotheses lead to the research design. The hypotheses provide a role for which subjects should be selected, which tools should be used, form where the data should be collected and which statistical technique should be used in a research.

Best and khan says, “The hypothesis focuses the investigation on a definite target and determines what observations or Measures are to be used”²

In this research null hypotheses were formulated in terms of the objectives of the study, which are shown below:

HO₁ There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Openness” dimension of Organizational culture.

HO₂ There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Confrontation” dimension of Organizational culture.

HO₃ There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Trust” dimension of Organizational culture.

HO₄ There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Authenticity” dimension of Organizational culture.

HO₅ There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Pro action” dimension of Organizational culture.

HO₆ There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Autonomy” dimension of Organizational culture.
HO7  There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Collaboration” dimension of Organizational culture.

HO8  There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Experimentation” dimension of Organizational culture.

HO9  There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Openness” dimension of Organizational culture.

HO10 There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Openness” dimension of Organizational culture.

HO11 There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Openness” dimension of Organizational culture.

HO12 There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Confrontation” dimension of Organizational culture.

HO13 There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Confrontation” dimension of Organizational culture.

HO14 There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Confrontation” dimension of Organizational culture.

HO15 There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Trust” dimension of Organizational culture.
There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Trust” dimension of Organizational culture.

There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Trust” dimension of Organizational culture.

There will be no significant difference between mean the scores obtained by middle level of management and lower level of management on the “Authenticity” dimension of Organizational culture.

There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Authenticity” dimension of Organizational culture.

There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Authenticity” dimension of Organizational culture.

There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Pro action” dimension of Organizational culture.

There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Pro action” dimension of Organizational culture.

There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Pro action” dimension of Organizational culture.

There will be no significant difference between the mean scores obtained by middle level of management and lower level of
management on the “Autonomy” dimension of Organizational culture.

HO25 There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Autonomy” dimension of Organizational culture.

HO26 There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Autonomy” dimension of Organizational culture.

HO27 There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Collaboration” dimension of Organizational culture.

HO28 There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Collaboration” dimension of Organizational culture.

HO29 There will be no significant difference between the mean scores obtained by lower level of management and clerical level of management on the “Collaboration” dimension of Organizational culture.

HO30 There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Experimentation” dimension of Organizational culture.

HO31 There will be no significant difference between the mean scores obtained by middle level of management and clerical level of management on the “Experimentation” dimension of Organizational culture.

HO32 There will be no significant difference between the mean scores obtained by lower level of management and clerical level of
management on the “Experimentation” dimension of Organizational culture

HO33 There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Innovation” dimension of Organizational learning.

HO34 There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Implementation” dimension of Organizational learning.

HO35 There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Stabilization” dimension of Organizational learning.

HO36 There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Experimentation” dimension of Organizational learning.

HO37 There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Mutuality” dimension of Organizational learning.

HO38 There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Planning” dimension of Organizational learning.

HO39 There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Temporary system” dimension of Organizational learning.

HO40 There will be no significant difference between the mean scores obtained by grant in aid schools and non-grant in aid schools on the “Competency Building” dimension of Organizational learning.

HO41 There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Innovation” dimension of Organizational learning.

HO42 There will be no significant difference between mean scores obtained by middle level of management and Clerical level of
management on the “Innovation” dimension of Organizational learning.
HO_43 There will be no significant difference between the mean scores obtained by lower level of management and Clerical level of management on the “Innovation” dimension of Organizational learning.
HO_44 There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Implementation” dimension of Organizational learning.
HO_45 There will be no significant difference between the mean scores obtained by middle level of management and Clerical level of management on the “Implementation” dimension of Organizational learning.
HO_46 There will be no significant difference between the mean scores obtained by lower level of management and Clerical level of management on the “Implementation” dimension of Organizational learning.
HO_47 There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Stabilization” dimension of Organizational learning.
HO_48 There will be no significant difference between the mean scores obtained by middle level of management and Clerical level of management on the “Stabilization” dimension of Organizational learning.
HO_49 There will be no significant difference between the mean scores obtained by lower level of management and Clerical level of management on the “Stabilization” dimension of Organizational learning.
HO_50 There will be no significant difference between the mean scores obtained by middle level of management and lower level of
management on the “Experimentation” dimension of Organizational learning.

HO51 There will be no significant difference between the mean scores obtained by middle level of management and Clerical level of management on the “Experimentation” dimension of Organizational learning.

HO52 There will be no significant difference between the mean scores obtained by lower level of management and Clerical level of management on the “Experimentation” dimension of Organizational learning.

HO53 There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Mutuality” dimension of Organizational learning.

HO54 There will be no significant difference between the mean scores obtained by middle level of management and Clerical level of management on the “Mutuality” dimension of Organizational learning.

HO55 There will be no significant difference between the mean scores obtained by lower level of management and Clerical level of management on the “Mutuality” dimension of Organizational learning.

HO56 There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Planning” dimension of Organizational learning.

HO57 There will be no significant difference between the mean scores obtained by middle level of management and Clerical level of management on the “Planning” dimension of Organizational learning.

HO58 There will be no significant difference between the mean scores obtained by lower level of management and Clerical level of
management on the “Planning” dimension of Organizational learning.

**HO**\textsubscript{59}  There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Temporary systems” dimension of Organizational learning.

**HO**\textsubscript{60}  There will be no significant difference between the mean scores obtained by middle level of management and Clerical level of management on the “Temporary systems” dimension of Organizational learning.

**HO**\textsubscript{61}  There will be no significant difference between the mean scores obtained by lower level of management and Clerical level of management on the “Temporary systems” dimension of Organizational learning.

**HO**\textsubscript{62}  There will be no significant difference between the mean scores obtained by middle level of management and lower level of management on the “Competency Building” dimension of Organizational learning.

**HO**\textsubscript{63}  There will be no significant difference between the mean scores obtained by middle level of management and Clerical level of management on the “Competency Building” dimension of Organizational learning.

**HO**\textsubscript{64}  There will be no significant difference between the mean scores obtained by lower level of management and Clerical level of management on the “Competency Building” dimension of Organizational learning.

**1.6 Importance of the research:**

Every research has its own, distinct importance while showing the importance of a study Alexander Dumas writes,

“A person who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself, begins the first person to be convinced of it.”\textsuperscript{3}
In the 21st Century many changes have taken place in science and technology along with discoveries, researches and other fields which have brought changes in policies, laws, values and characteristics at organizational as well as individual level. Thus there has been a change in cultural practices along with the development.

Moreover there have been changes in various Organizational Culture and Organizational Learning practice to confirm with the management style of education, teaching-learning concept, needs of learner and society and the new age.

With the help of Organizational Learning Process development input can be obtained and used to enhance, understand the self-learning ability of the employees and adapt with it. Every field has witnessed changes. The change has created impact an Organizational Culture. For development of a school the effectiveness of Organizational Culture and its role on learning process is a decisive factor.

No Organization encourages its employees to attend external programs or to conduct experiments and the even the innovations are never rewarded. The working groups are not constructed to test the common elements between old methods and innovations. The Organizations do how allow the employees to work freely, to face the problems and do not thing about putting trust on them, co operating with them or making them conduct experiments.

The employees of an institution or school do not learn or think about innovation, Implementation, Experimentation, Mutuality, Planning and Competency Building in any work.

An institution or school can know about how the factors like openness, confrontation, trust, authenticity, pro action, autonomy, collaboration, and experimentation can impact the success of an institution and guide them accordingly. An institution or school can identify through learning the factors like innovation, implementation, planning, experimentation, competency building and mutuality among the employees and can take the institution to a higher level.
Besides this study will provide guidance to the employee their success keeping in mind these factors impacting Organizational Culture and Organizational Learning of the employees of grant in aid and non-grant in aid schools.

This research will certainly pave a way for middle, lower and clerical level employees who think intensely to build their career.

1.7 Limitations of the research:

Nothing else but only the almighty god is complete. No study can be complete in all aspects. Every study has one or the other limitations. It is necessary to think about limitation before conducting a research. A limitation is the one which has not been included in the things which are necessary for a research.

The limitations of a study can help in focusing a certain objectives and the research can be saved from excessive generalization. According to Desai,

“No research can be complete in all aspects. There is no disgrace in confining a field of study.”

The following are the limitation of the research.

(1) This research is confined to the employees of secondary and higher secondary schools of Gujarat state.

(2) This research includes only the employees of Gujarati medium grant in aid and non-grant in aid schools of Gujarat state.

(3) In this research the middle level of management includes principals and teaching staff, the lower level includes peons, ward boys, lab assistants and the clerical management includes clerical cadre such as office superintendent, sr. clerk and junior clerks.

(4) This research includes dimensions like openness, confrontation, trust, authenticity, pro action, autonomy, collaboration and experimentation in studying organizational culture.

(5) This research includes dimensions like innovation, implementation, stability, experimentation, mutuality, planning, temporary system, and competency building in studying organizational learning.
This research is confined to 300 employees of grant in aid and non-grant in aid schools.

### 1.8 Variables under the research:

The following were the variables of the research.

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<th>Level of variable</th>
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<td>Level of management</td>
<td>Non-grant in aid school</td>
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<td>Organization Culture</td>
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<td>Dependent Variable</td>
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### 1.9 Design for next chapters:

A skillful planning of design of chapter is required for a successful and effective research report.

According to R.M. Albaugh, “The minimum requirement is that the chapters present a sequence of ideally, they should present a consequence of ideas so that the reader may proceed naturally with a minimum of confusion from chapter to chapter.”

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For success of a research, the search and study of study material, the reference literature, the research method, interpretation of results and their interpretation are of great importance. The investigator of this study has made a systematic study and planning to draw fruitful results, which has been described in the chapter.

Chapter-2: The study of related literature

This chapter presents the summary and comprehension of previous researches related to this study. It also shows summary of the researches held in India and abroad.

Chapter-3: Research Design

This chapter shows clarification on origin of the problem, research method, scope, sample and research tool data collection and interpretation.

Chapter-4: Data Analysis and Interpretation

This chapter refers to classification, analysis and interpretation of data and discussions on the results.

Chapter-5: Research summary, Inferences and Recommendations.

This chapter includes research summary, inferences of the research and suggestion for future researches and conclusion.

1.10 Conclusion:

This research is divided into five chapters. The first chapter refers to problem and problem narration, definition of key terms, objectives, hypotheses, importance’s and limitations of the research and layout of the next chapter. The investigator has made an honest attempt to fulfill the objectives of the research within a time period.
References