CHAPTER- 2
STUDY OF RELATED LITERATURE

2.1 Introduction:

It is very important that those researches should be conducted which can be useful to solve many problems in the field of education and for overall development of children and employees. It is necessary to bring scientific approach in a research. The researches held in education field are subjective and therefore their results become more helpful and play a basic role in bringing about innovative, useful and faithful changes in education field.

The views of the characteristics of past researches and the knowledge of limited dimension provide an important direct to a new research.

A researcher can acquire clear and complete knowledge through reference literature and can obtain new ideas also.

2.2 Importance of the review of related literature:

The reference literature is like a light house for a researcher. According to J.C. Agrawal (1996), “The published literature is a door-opener to various problems. It provides necessary understanding on hypotheses, definition of problem, role to problem selection and data interpretation.”

The review of reference literature provides a new direction, inspiration and guidance to a researcher for his/her research work. The past researches provide a background to the researcher. The examination of the reference literature makes the research path more broad, makes the research work more clear and amiful. Thus, reference literature is a foundation for any future research work.

According to Ramnarayan V. Pathak, “Literature is not a mere decoration of life or a tool of enjoyment but it provides a new consciousness, new path and a new light to the lives of people.”

The study of reference literature provides a clear, modern and complete knowledge of a subject to gain new thoughts on a subject. Reference literature is a vast platform.
An appropriate study is necessary to solve problems in the field of knowledge. In a research an adequate familiarity with related studies is required, and then only an effective research becomes possible. The one who contemplates on a research study should not consider himself as an expert doing independent work but should familiarize himself with the things related to the field.

The review of literature paves a way for research in a certain area of study and focuses on various aspects; sometimes it provides authenticity to a new research study. Therefore, the research study does not become easy by merely collecting the previous data but saves energy, times and money by becoming useful and providing relevant information.

The abstract of the previous researcher’s literature shows that a researcher knows what is known and it familiarized with what is unknown. An effective research is dependent of previous researches and thus it removes repetitions of the already occurred events, and provides useful hypotheses and suggestion for a valid research. The studies which present arguments and conclusions make the understanding of knowledge more clear. It provides a background to a research design and familiarizes a reader with the status of every issue. The related literature becomes helpful in sample selection, tool construction and determination of techniques and objectives. The following clarifies the important of related literature.

“Like other field, a researcher is required to obtain latest data for selection of problem in education filed.”2

“The literature in any field forms the foundation upon which all future work will be built.”3

2.3 Background of related literature:

“Organization is the union of ordinary people doing extra ordinary work.”

**Basic Concept of Organizations:**

Organizations have been in existence, since the dawn of civilization. They are social inventions for accomplishing goals through group efforts. It covers a wide variety of groups. An individual always work under social
constraints in various norms, which have been operating in the primary and secondary groups of which he is the member.

Society is divided into sub-groups in order to understand the social operations that undergo with a view to perform one or the other functions.

Thus, individuals always interact within given situation that has some norms. These norms or values are set up with a given motive or aim. When individuals work together for a common tasks and are controlled by some specific rules; that group is said to have formed their organization.

Whenever an individual does not comply with the rules or does not possess the required qualifications he is debarred from being included in the group, such groups are organizations in their elementary sense.

**What is Organization?**

Barnard (1938) defines organization as "the rational co-ordination of the activities of a number of people for the achievement of some common explicit purpose through division of labour and function & through a hierarchy of authority and responsibility."

Money (1947) defines organization as "the form of every human association for the attainment of a common purpose."

Schien (1973) in his book "organizational psychology" defines organization as an open system which means that it is constant interaction with its environment, taking in raw materials, people, energy and information and transforming or converting these into products and services that are exported into the environment.

Pfiffner and Sherwood (1968) "organization is the pattern of ways in which large number of people, too may to have intimate face to face contact with all others, and engage in to complexity of tasks relate themselves to each other in the conscious, systematic establishment and accomplishment of mutually agreed purpose".

Bakke, (1959) however gives a more elaborate definition of organization. He describes it as "a continuing system of differentiated and co-ordinated human activities utilizing, transforming and welding together a specific set of human, material, capital, ideational and natural resources into
a unique problem solving whole engaged in satisfying particular human needs in interaction with other systems of human activities and resources in its environment.”

Thus, organization is the combination of human beings with define duties and responsibilities which are brought together to accomplish some desired objects and in the course of this co-operative activity, these individuals develop a complex pattern of relationship.

There are great differences among the organization in our society they also have much in common.

Every organization is:-

- Comprised of people.
- Who perform specialized tasks.
- That is co-ordinate.
- To enhance the value of utility.
- To some goods or service.
- That is wanted by and provided to a set of customers or clients.

**Work Task in Organization**

In the simplest terms a formal organization exists by reasons of two things; the work it does and the technology it embrace to do that work. However these are not the only elements of a formal organization. The key elements of a formal organization are related.

All organizations have objectives (e.g. to prove high quality goods and service at competitive price) that are based on some perceived unfilled demand in the outside environment.

To attain these objectives certain tasks must be done (e.g. processing cancelled checks, assembling parts of an appliance, checking appliance vital signs).

Indeed formal organizations are defined by kind of works they do. Technology determines the nature of the work process since it includes all the aspects of knowledge that are related to the attainment of a firm objectives e.g. employee's skill, machineries and facilities.
Organizational structure supports and facilitates technology by designing jobs and grouping tasks in order to optimize control coordination and productivity.

This, for e.g. is why some firms are organized by function, production, marketing, sales and distribution to attain the benefits of specialization and efficiency.

Authority is used to ensure adequate role performance and direction of efforts. Some workers are bosses (in whom authority is formally vested by organization) while others are subordinates.

The work task in each type of organization is different but it is mainly comprised of technology, organization structure, authority, objectives, environment etc.

The diagram of Work Task in Organization is depicted in Figure No. 2.1.
Figure 2.1
Work Task in Organization

Environment
Objectives
Authority
Organization Structure
Technology
Work
Task

Foundation for work proposed
Design of Job and reporting relationship
Direction and control of effort
Propose for each organization existence

Work Task in Organization
Types of Organizations

In the past; the number of instructions was limited, they were small sized and simple in nature, but with development of science and technology and with the spread of education, social institutions have proliferated. These institutions are engaged in a diversity of tasks and many of them are multiple ended.

They overlap the characteristics and functions. For the purpose of classification an organization playing multiple roles is likely to be put into a category based of its primary function but an institution like a university may meet various social needs, utilize several means of obtaining compliance from its members and has various beneficiaries of its activities.

Therefore, it is possible that one particular institution may fall into a number of categories. However, when we put a particular institution in a particular category, we may come across wide variations among institutions belonging to the same category.

Therefore while making a comparative analysis of organizations in order to avoid fallacious comparisons and conclusions, one should specify the characteristics or aspects one is considering. One should also investigate both differences as well as similarities.

Organizations can be variously classified. They may be grouped on the basis of some broad similarities or differences. They could be classified on the basis of their evolution, such as formal and informal; size such as large and small; ownership such as public and private; membership such as voluntary or compulsory; purpose or functions or material worked on; etc.

Thus there are four type of organizations:-

1. Mutual Benefit Associations

These are associations which come up voluntarily for the benefit of their members, for instance; clubs, labour unions, political parties etc. These organizations are faced with the problem of maintaining internal democratic processes though all members are equal. Researchers show that persons of higher socio economic status more
than persons of lower status, males more than females, middle-aged
more than younger or older ones, minority more than majority groups,
homogenous more than heterogeneous groups tend to belong to such
associations and participate more actively in them. As all are not
actively participating because of membership apathy, there is oligarchic
control. Ultimately the control passes into the hands of a few and the
maintenance of organization for the satisfaction and perpetuation of
their vested interest becomes sole goal. Thus operation of internal
democratic processes is a problem, which these organization are
confronted with.

2. Business Concerns

In this case, the prime beneficiaries are the owners or the
managers. No business organization will ever function (unless it is
taken over by the state), if the benefits go to someone other than the
owners or managers. It may simultaneously benefit labour or customers
also and such an organization will not survive for long, if the owners
are being deprived of the benefit. The main problem encountered in
such organizations is maximizing operating efficiency. The owners or
managers are obsessed with this problem of how to reduce costs and
improve productivity. A large number of leadership and motivation
studies have focussed in this problem.

3. Service Organizations

The prime beneficiaries in this case are clients or those who come
in contact i.e. public-in-contact. These organizations include schools,
hospitals, mental health clinic etc. Such organizations have problem of
providing professional services within existing administrative
procedures. For the sake of maintaining administrative procedures, the
interest of the clients are at times likely to be sacrificed. A patient in a
critical condition may die if registration of patient is insisted upon by
hospital authorities before examination. In such organizations the prime
beneficiaries i.e. the client, does not know how best his interests will be
served and should not sit on judgement to evaluate the professional
service being rendered. As the client is dependent on a professional for
his specialized knowledge the professional should not exploit the client and then himself into the prime beneficiary. The organization exists for the benefit of the client, though the quality of service rendered will be in interest of professional also, therefore, the professional should not lose sight of the welfare of clients for enhancing his own status but at the same time should also ensure that he does not become captive of his clients.

4. Commonwealth Organization

In this case the prime beneficiary is public at large or the whole society for e.g. it includes the army, police department, fire fighting department etc. To explain, an army defends the whole country not a part of it from foreign aggression. The police department does not exist for protection of some individual only. In such organizations there is a problem of obtaining external democratic control. These organizations stand for the benefit of whole society but they are governed on a bureaucratic basis, whole society has little role to play. Such organizations are faced with problems of developing creativity bravery etc. and securing outstanding performance for the benefits of whole society.

Organizational Culture

Every organization has some characteristics, which are common with any other organization. At the same time each organization has its unique set of characteristics and properties. This psychological structure of organization and their sub-units is usually referred to as organizational culture.

The organizational culture is a system of shared beliefs and attitudes that develop within an organization and guides the behaviour of its members. It is also known as "Corporate Culture", and has a major impact on the performance of organizations and especially on the quality of work life experienced by the employees at all levels of the organizational hierarchy. The corporate culture "consists of the norms, values and written rules of conduct of an organization as well as management styles, priorities, beliefs and inter-personal behaviours that
prevail. Together they create a climate that influences how well people communicate, plan and make decisions”.

The various terms used in the context of organizational culture are ethics, values, beliefs, climate, environment, and culture. Ethics refers to normative aspects to what is socially desirable and values, beliefs, attitudes and norms are inter-related. Interaction between beliefs and values results in attitude formation,

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\text{Attitudes} = \text{beliefs } \times \text{values}
\]

And then produce norms, values and beliefs are the core, while attitudes are the next layer, followed by the norms or behaviour. When these get institutionalized, or when they accumulate and integrate, we have a social phenomenon.

The culture related concepts could also be seen as multilevel concepts. The cores (first level) are the values, which give a distinct identity to a group. This is the ethos of the group. The Random House Dictionary defines ethos as the fundamental character or spirit of culture with dominant assumptions of a people of period. The second level concept is climate, which can be defined as the perceived attributes of an organization and its sub-systems as reflected in the way it deals with its members, groups and issues. The third level concept relates to atmosphere, the effect of climate. The Random House Dictionary defines atmosphere as a "distinct quality and environment as" affecting the existence or development of some one or some thing. The fourth concept is culture the commutative beliefs, values and assumptions underlying transactions with nature and important phenomena, as reflected in facts, rituals, etc. Culture is reflected in the ways adopted to deal with basic phenomena.

A surprising aspect of the recent rise in interest in organization culture is that the concept unlike virtually another concept, in the field of organizational behaviour, has no single widely accepted definition.

Deal and Kennedy define a firm's culture as "the way we do things around here, "this very broad definition presumably could include the way a firm manufactures its products, pays its bills, treats its
employees and performs any other organizational operation. More specific definitions include those of Schein, “the pattern” of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration”.

Peters and Waterman, "a dominant and coherent set of shared values conveyed by such symbolic means as stories, myths, legends, slogans, anecdotes and fairy tales".

Forehand and Gilmer (1964) defined organizational culture as the set of characteristics that describe organization and that (a) distinguish organization from another, (b) are relatively enduring overtime and (c) influence the behaviour of the people in the organization.

Litwin and stringer (1968) define culture as a set or cluster of expectancies and incentives, which represent a property of the environment, that is perceived directly or indirectly by individuals in the environment.

Taylor and Bawes (1970) defined organizational cultures as the perceived traits or organizational stimuli which becomes a group property through interpersonal interactions and which modify overt behaviour within the organization.

Robbins (1985) defined organizational culture as a relatively uniform perception of the organization, it has common characteristics, it is descriptive, it can distinguish one organization from another and it integrates individual, group and organization system variables.

J.C. Spender defines organizational culture as “A belief system shared by an organizational members”.

J.M. Kouzes defines, organizational culture, “A set of shared enduring beliefs communicated through a variety of symbolic media, creating meaning in peoples work lives”.

G. Hopstede defines, organizational culture as, "The collective programming of the mind".

According to J. Van Maanen and S.R. Barley, organizational culture is "collective understandings".
W.G. Ouchi defines organizational culture as "A set of symbols, ceremonies and myths that communicate the underlying values and beliefs of that organization to its employees".

Organizational culture has a number of important characteristics. Some of the most readily agreed are the following:

1. **Observed Behavioural Regularities**: When organizational participants interact with one another they use common language, terminology and rituals related to deference and demeanor.

2. **Norms**: Standards of behaviour exist, including guidelines on how much work to do, which in many organizations come down to 'Do not do too much; do not do too little'.

3. **Dominant Values**: There are major values that the organization advocates and expects the participants to share. Typical examples are high product quality, low absenteeism, and high efficiency.

4. **Philosophy**: There are policies that set forth the organization's beliefs about how employees and/or customers are to be treated.

5. **Rules**: There are strict guidelines related to getting along in the organization. Newcomers must learn those "rules" in order to be accepted as full-fledged members of the group.

6. **Organizational Climate**: This is an overall "feeling that is conveyed by the physical layout, the way participants interact, and the way members of the organization conduct themselves with customers or other outsiders.

Each of the above characteristics has controversies surrounding it and varying degrees of research support. For e.g., there is controversy in the academic literature over the similarities and differences between organization culture and organizational climate.

Culture plays several important roles in organizations. Most obviously, an organization's culture provides a sense of identity for its members. The more clearly organization one's shared perceptions and values are defined the more strongly people can associate themselves with their organization's mission, and feel a vital part of it. For
example, employees at Southeast Airlines feel special because of their company's emphasis on having fun and joking around on the job.

Southeast's employees feel strongly associated with the company that they belong there. As a result, they only infrequently resign to take other positions in the airline industry.

This example also illustrates a second important function of culture, generating commitment to the organization's mission. Sometimes it's difficult for people to go beyond thinking of their interests: how will this affect me? However, when there is strong overarching culture, people feel that they are part of that larger, well-defined whole, and involved in the entire organization work. Bigger higher than any one individual's interests, culture of people remains what their organization is all about.

A third important function of culture is that it serves to clarify and reinforce standards of behaviour. While this is essential for new comers it is also beneficial for seasoned veterans. In essence, culture guides' employee's words and deeds making it clear what they should do or say in a given situation. In the sense, it provides stability to behaviour, both with respect to what one individual might do or different individuals may do at the same time. For example, in a company with culture that is strongly supported customers' satisfaction, employees will have clear guidance as to how they are expected to behave, doing whatever it takes to please the customer. By serving these three important roles, it is clear that culture is important force influence behaviour in organizations.

Organizational Culture has three levels. These are:

1. **Observable artifacts of culture,**
2. **Shared value,** and
3. **Common assumptions**

If these levels are considered as layers then the deeper the level, the more difficult it becomes to diagnose and analyze the various aspects of organizational culture at that level. To achieve a
A comprehensive understanding of an organization's culture, all three levels must be studied.

1. **Observable Artifacts**: These are the symbols of the culture in the physical and social work environment and are most visible and accessible. Among the artifacts of culture are the following.

   (A) **Organizational Heroes**: As a reflection of the organization's philosophy, this dimension concerns the behaviour of organizational members, especially the behaviour of top management and their leadership styles. These leaders become the role models and a personification of an organization's culture. They represent what the company stands for. They reinforce the values of the culture. Modeled behaviour is a powerful learning tool and such cultural aspects, permeate through out the entire organization.

   (B) **Ceremonies and Rites**: Ceremonies and rites reflect such activities that are enacted repeatedly on important occasions. Members of the organization who have achieved success are recognized and rewarded on such occasions. Graduation ceremonies at colleges and universities where diplomas and other symbols of recognition. Such special awards are given to students are reflections of culture bond organization.

   (C) **Stories**: Lavinson and Rosenthal suggest that stories and myths about organization's heroes are powerful tools to reinforce cultural values throughout the organization and especially in orienting new employees. These stories and myths are often filtered through a "Cultural Network" and remind employees as to " Why we do things in a certain way". For example, One of the stories passed down at one of the chemical companies is that it's chief executive officer, upon taking office, visited the company cafeteria and upon findings tooth picks at the counter, ordered these to be removed because he thought that it was not keeping with a professional image. Other stories are spread to reinforce customer service. For example, the Japanese car Lexus
has enjoyed a reputation for quality and customer service by such stories as the company flying in repairmen to help customers who had problems with their Lexus cars and could not find local repairmen because of the complexity and sophistication of the automobile.

(D) Cultural Symbols: Symbols communicate culture by unspoken messages. Certain code of dress or a company logo can reflect its values and orientation. Some of the material artifacts created by an organization also speak of its cultural orientation and make a statement about the company. These material benefits may range from assigned parking space and larger offices to luxury automobiles given to senior or successful members of the organization.

2. Shared Values: Values are the second and deeper level of culture and are reflected in the way individuals actually behave. Values reflect a person's underlying beliefs as to what should be and what should not be. Values are those principles and qualities that shape our thinking and behaviour.

Values can be classified into “Instrumental” values and "Terminal" values. Instrumental values define such enduring beliefs that certain behaviours are appropriate at all times irrespective of the objectives of outcomes. On the other hand, terminal values are beliefs that certain more tangible objectives are worth striving for and the objectives become more important than the appropriateness of the behaviour in achieving such objectives.

Values are emotionally charged priorities. These are learned during the human process of socialization through family environment of upbringing and through religious influences where values are given holy things.

Many management consultants suggest that organization should develop a "Dominant and coherent set of shared values". This way, all members will have a predictable behaviour pattern, which is
consistent with the organizational philosophy, and it will also necessitate and encourage group cohesion.

3. **Group Assumptions**: Assumptions are at the deepest and most fundamental level of cultural diagnosis. These are deeply held beliefs, which are not objectively observable but manifest themselves in the behaviour of people. So strongly that any violation of such beliefs would be unthinkable. One steel company in America, has established values which reflects three basic assumptions.

   The first assumption is that people are basically good. This assumption is reflected in company's emphasis on trust. The second assumption is that people are willing to learn, draw and achieve if they are afforded the proper opportunities. This assumption is reflected in the company's extensive training programs. The third assumption rests on the beliefs that people are motivated by challenges and enjoyable work and this assumption is reflected by the process of common goal setting and goal achievement by participation of members.

   These common assumptions, though expressed at organizational level, can be traced to larger social and cultural values held by a particular society or a country.

**Managing Organizational Culture**

For any organization to grow and prosper, it is important that its mission and its philosophy be respected and adhered to by all members of the organization.

Culture is an important aspect of organizational success, it is important that manger plays significant role in keeping values and behaviours of the organizational members under control. This means that leaders pay continuous attention to maintaining the established standards and send clear signals to all the members as to what is expected of them at all times. This would ensure that any deviations from the norms are caught early so that corrective actions can be taken before any damage is done. Employees often emulate leader
behaviour and look up to them for guidance. By being strong role models and by guiding, teaching and coaching leaders reinforce the values that support the organizational culture.

A leader's cultural strength is measured especially by his handling of crisis situation. How managers handle their less productive workers or reward their more productive employees also speaks about their ability to maintain a certain strength in their culture.

Good managers are able to support and reinforce existing strong culture by being strong role models and by handling situations that may result into cultural deviations with great diplomacy.

Creation of Organizational Culture

Why do many individuals within an organization share basic attitudes, values and expectations? Several factors contribute to this state of affairs and hence, to the emergence of organizational culture.

First, organizational culture may be traced, at least in part, to the founders of the company. These individuals often possess dynamic personalities, strong values and a clear mission and a clear vision of how the organization should operate. Since they are on the scene first, and play a key role in hiring initial staff, their attitudes and values are readily transmitted to new employees. The result: these views become the accepted one's in the organization and persist as long as the founders are on the scene.

Second, organizational culture often develops out of an organization experience with the external environment. Every organization must find a niche for itself and its industry and in the market place. As it struggles to do so in it's early days, it may find that some values and practices work better than others.

Third, organizational culture develops out of contact between groups of individual within and organization. To a larger extent culture involves shared interpretations of events and actions on the part of organizational members.
Beginning of Organizational Culture

While organizational culture can develop in a number of different ways, the process usually involves some version of following steps:

1. A single person (founder) has an idea for a new enterprise.
2. The founder brings in one or more people and creates a core group that shares a common vision with the founder. That is, all in this core group believe that the idea is a good one, is workable, is worth taking some risks for, and is worth the investment of time, money and energy that will be required.
3. The founding core group begins to act in concert to create an organization by raising funds, obtaining patents, incorporating locating space, building and so on.
4. At this point others are brought into the organization and a common history begins to be built.

Most of today's successful corporate giants in all industries basically followed these steps.

Changing Organizational Culture

Sometimes an organization determines that its culture has to be changed. For example, the external environment has undergone drastic change and the organization must either adapt to these new conditions or it may not survive. However, changing old cultures can be quite difficult; a situation is even possible that it really can't be done successfully. Predictable obstacles include entrenched skills, staffs, relationships, roles and structures that work together to reinforce traditional cultural patterns. In addition, powerful stakeholder such as unions, management or even customers may support the existing culture.

Despite the significant barriers and resistance to change, culture can be managed and changed over time. This attempt to change culture can take many different forms. Simple guidelines such as developing a sense of history, creating a sense of oneness, promoting a sense of membership and increasing exchange among members are helpful.
Also organizations attempting to change their culture must be careful not to abandon their roots and blindly copy the so-called "successful" or "excellent" companies. Pragmatically changing an organization culture affects almost every aspect of the business. These developments led to make changes in organizational culture. Some of these are as follows:

1. The work team concept in which production and maintenance workers called "technicians" are required to master and use a second skill, must be extended throughout the operations.

2. The lifetime job tradition that once made the workers the envy of their blue-collar counterparts elsewhere gave way to layoffs.

3. The corporate paternalism of the past yielded to some hard practitioners as executives and workers alike were put on notice that plants, which didn't measure up on productivity, cost and quality would be shut down.

4. A determined management vigorously resisted attempts by organized labour to dictate operating procedures.

**Ethics and Organization**

Ethical concept, though hard to define because of its intangible nature, establishes moral standards by which right and wrong, just and unjust can be differentiated.

Even though ethical standards may, to some degree vary from society to society yet, there are some common codes of conduct, which emphasize ethical behaviour as against other codes of conduct, which emphasize unethical behaviour. For example, accepting bribes may be considered unethical in some societies and may be a way of life for others for getting things done. However, there are some practices that are collectively considered unethical by a society such as adulteration of food items that would jeopardize the health of people.

Under these assumptions and evaluations organizations can incorporate ethical behaviour of their members as an integral part of
the organizational culture. For example, some insurance companies have been known to fire their sales agents if they are found to be sharing commissions with their clients. Managers themselves must have high standards of ethical behaviour and must not tolerate deviations from ethical standards set by the organization. All employees must be aware and all new employees must be made aware of the ethical behaviour expected of them. This can be achieved through training, seminars, discussion on the company's code of ethics, importance of adhering to such code and norms of unethical behaviour, as well as punishment for the same can be discussed.

According to Nelson and Quick, "An ethical corporate culture can eliminate the viability of these excuses through clear communication of the boundaries of the ethical conduct. The selection of employees who support the ethical culture, the rewarding of ethical behaviour on the part of the organization member and the conspicuous punishment of members who engage in unethical behaviour".

**Concept of Global Organizational Culture**

Culture represents the national character and is reflection of the institutional circles that people have built together. These institutions represent family, religion, literature, education and so on.

A person and his culture are so interwoven with each other that it is difficult to distinguish between the individual from his cultural context. On the basis of cultural upbringing the attitudes of people will differ concerning such subjects as work habits, risk taking, introducing or accepting change, value of time, concept of authority, material gains, employment of handicapped workers, hiring of less productive workers, attitudes towards women in general and towards women workers and so on.

Because of these cultural differences, it is important that the management be aware that respect for differences in attitudes towards issue is necessary to achieve harmony among all workers. These attitudes are so emotionally energized that lack of
understanding and acceptance of these attitudes could cause an undesirable conflict.

The values that reflect the organizational culture should support the global view because the expanding business and industrial horizons would necessarily incorporate the diversity in the global cultural backgrounds and expressions. S.H. Rhinesmith has suggested six specific guidelines that assist in creating a global culture within organization. These are:

1. Create a clear and simple mission statement. A shared mission could unite individuals from diverse culture backgrounds.

2. Create systems that ensure an effective flow of information. Coordination councils and global task forces can be used to ensure that information flows throughout the geographically dispersed organization are consistent.

3. Create "matrix minds" among managers, that is, broaden managers mind to allow them to think globally. Managers with international experience share that experience when they return to home organizations.

4. Develop global career paths. This means ensuring not only that home country executives go overseas but also those executives from other countries rotate into service in the home office.

5. Use cultural differences as a major asset. Digital Equipment Corporation, for example, has transferred its research and development functions to take advantage of the free flowing Italian management style that encourages creativity. Its manufacturing operations go to Germany, which offers a more systematic management style.

6. Implement worldwide education and team development programs. Unified training efforts that emphasize corporate values can help establish a shared identity among employees.

These guidelines assist organizations to create a global organizational culture. The whole world is shrinking into a single global village and hence multi-national business and social
interactions require the integration of various diverse cultures into organizational philosophy and operations.

**History of Learning**

Individual differences are brought about by interaction between the genetic potential a person receives from his parents and the environment in which he is brought up. The influence of environment on human behaviour is always manifested through learning. This is the reason why it is regarded as a key process in understanding behaviour. Except the simple reflexes with which nature endows us, almost every aspect of our behaviour is in some way or the other modified by learning. All human knowledge, skills, attitudes, beliefs and prejudices are actually the products of the learning process. We generally believe that learning starts with our entry in school; but that is only the beginning of formal learning. It is a process of change which, begins at the time of birth, continues throughout life and ends only when life ends. It is the extraordinary learning capacity of man that separates him from the rest of the animals. However, it is not the monopoly of man, for even the simplest organism like the amoebae, earthworms and rats have the ability to learn but this is an extremely elementary type of learning. As we go higher up the scale of evolution, we find more evidence for increased capacity among the animal species to learn, which reaches its dizzy heights only in man.

**Nature and definition of Learning**

Learning is understood as the modification of behaviour through practice, training or experience. The simple meaning needs to be supplemented with four important components of learning.

First, learning involves change, although the change may be for good or bad from an organization's point of view. The change may not be evident until a situation arises in which the new behaviour can occur; learning is not always reflected in performance. Second, not all changes reflect learning. To contribute learning, change should be relatively permanent. Temporary changes may be only reflective and fail to represent any learning. Third, learning is reflected in behaviour. A change in an
individual's thought process or attitudes, not accompanied by behaviour, is no learning. Fourth, the change in behaviour should occur as a result of experience, practice or training. Fifth, the practice or experience must be reinforced in order for learning to occur. If reinforcement does not accompany the practice or experience, the behaviour will eventually disappear. Thus, learning is described as "the process of having ones behaviour modified, more or less permanently by what he does and the consequences of his action or by what he observes."

In other words, "learning can be defined as relativity permanent change in behaviour potentiality that results from reinforced practice or experience".

Organizational Learning

Basic Concept of Organizational Learning

Most people associate learning with formal education and with school in particular. While this association is quite logical, we should also note the pervasive extent to which learning also occurs in organizations. From a simple orientation perspective, for example, newcomers to an organization learn when to come to work, how to dress, whom to ask assistance, where to park, how to apply for annual leave, when to expect a paycheck, how to file an insurance claim and so forth. From a performance perspective, employees learn how to do their jobs more effectively, what is expected of them in the way of performance outcomes, and what it takes to get rewarded.

From a social perspective, employees learn how to get along with their colleagues, which behaviours are acceptable and which are unacceptable, the norms of the group, and so on. From a political perspective, employees learn how to get along with their bosses, whom to avoid, whom to trust and so forth. And from a career perspective, employees learn how to get ahead, how to get promotions, which job assignments to seek and which to avoid, and the like, clearly, then much of organizational life and the behaviour of individuals with in organizations are influenced by learning and learning processes.
Reinforcement Theory and Learning

In its simplest form, reinforcement theory suggests that behaviour is a function of its consequences. It further suggests that in any given situation, people will explore a variety of possible behaviours. Further behavioural choices are affected by the consequences of earlier behaviours. Suppose a new employee wants to learn the best way to get along with his boss. At first, the employee is very friendly and informal, but the boss responds by acting aloof and, at times, annoyed. Because the boss does not react positively, the employee is unlikely to continue this behaviour. In fact, the employee will continue this new set of behaviours because they result in positive consequences.

Types of Reinforcement in Organizations

The consequences of behaviour are called reinforcement. Managers can use various kinds of reinforcement to affect employee behaviour. There are four forms of reinforcement.

Fig 2.2 : Forms of Reinforcement

1. Positive Reinforcement

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>Desirable Behaviour</th>
<th>Presentation of Attractive Consequences</th>
<th>Repetition of Desirable Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example : Possibility of pay rise</td>
<td>High performance</td>
<td>Pay rise awarded</td>
<td>Confined high performance</td>
</tr>
</tbody>
</table>

2. Avoidance

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>Desirable Behaviour</th>
<th>Presentation of Aversive Consequences</th>
<th>Repetition of Desirable Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example : Threat of reprimand for hardiness</td>
<td>Punctual behaviour</td>
<td>No reprimand given</td>
<td>Continued punctuality</td>
</tr>
</tbody>
</table>
3. Extinction

- **Stimulus** → Undesirable Behaviour → No consequences presented → Decrease in Desirable Behaviour

Example: Possibility of recognition for boasting

- Frequent boasting → No recognition given → Less frequent boasting

4. Punishment

- **Stimulus** → Undesirable Behaviour → Presentation of Aversive Consequences → Decrease in Desirable Behaviour

Example: Smoking in office → Reprimand given → Occasional smoking in office

- Threat for reprimand for smoking in office

Schedules of Reinforcement in Organizations

There are five basic schedules of reinforcement that managers can use:

1. **Continuous Reinforcement**

   Continuous reinforcement rewards behaviour every time it occurs. Continuous reinforcement is very effective in increasing the frequency of a desirable behaviour, especially in the early stages of learning. When reinforcement is withdrawn, however, extinction sets in very quickly.
2. Fixed-Interval Reinforcement

Fixed-interval reinforcement means providing reinforcement on a predetermined, constant schedule. In many situations the fixed-interval schedule will not necessarily maintain high performance levels. For example; if employees know the boss will drop by to check on them every day at 1.00 P.M., they are likely to be working hard at that time, hoping to gain praise and recognition or to avoid the boss's wrath. But at other times of the day, the employees probably will network as hard because they have learned that reinforcement is unlikely expected during the daily visit.

3. Variable-Interval Reinforcement

Variable-interval reinforcement also uses time as the basis for applying reinforcement, but it varies the interval between reinforcement. Consider again the group of employees just described. Suppose that instead of coming by at exactly 1.00 P.M. every day, the boss visits at a different time each day. 9.30 A.M. on Monday, 2.00 P.M. on Tuesday, 11.00 A.M. on Wednesday and so on. The following week, the times change. Because the employees do not know just when to expect the boss, they probably will work fairly hard until her visit. Afterward, they have learned that she will not be back until the next day.

4. Fixed-Ratio Reinforcement

The fixed and variable ratio schedules gear reinforcement to the number of desirable or undesirable behaviours rather than to blocks of time. With fixed-ratio reinforcement, the number of behaviours needed to obtain reinforcement is constant.

5. Variable-Ratio Reinforcement

With variable-ratio reinforcement, the number of behaviours required for reinforcement varies over time. A variable-ratio schedule can be quite effective, but it is difficult and cumbersome to use when
formal organizational rewards, such as pay increases and promotions, are the reinforeces. A fixed-interval system is the best way to administer these rewards.

**Related Aspects of Learning in Organizations**

Several additional aspects of learning bear on individual behaviour in organizations. The related aspects of learning in organizations are written below.

**Stimulus Generalization in Organizations**

Stimulus generalization refers to how people recognize the same or similar stimuli in different settings. In other words, it is the process by which they can generalize consignment reinforcement from one setting to another.

An initial stimulus-response-consequence sequence, a person learns the behaviour likely to produce some kind of reinforcement. Later, when presented with a similar stimulus in different surroundings, he or she knows that the same response is likely to elicit a similar consequence. Consider a plant manager for general electric who has a history of effective trouble-shooting. Over the years he has been assigned to several plants, each with a serious operating problem. After successfully dealing with the difficulties, he has always received an extended vacation, a bonus, and a boost in his base salary. He has learned the basic contingencies, or requirements, of reinforcement for his job. The stimulus is the assignment, the response is correcting problems, and the consequences are several positive reinforcers. When the managers gets his next assignment, he probably will generalize from his past experiences. Even though he will be in a different plant with different problems and employees, he will know what is expected of him and understand what it takes to be rewarded.

**Stimulus Discrimination in Organizations**

Stimulus discrimination is the ability to recognize differences among stimuli. As in stimulus generalization, the person learns the basic
stimulus-response-consequence sequence for one stimulus. When confronted with a new stimulus, however, he or she can respond differently.

Suppose the trouble shooting plant manager is assigned to a plant that is running smoothly. His routine response to new situation has always been to identify and solve problems, but he now must discriminate between his new situation and his earlier ones. He then will also recognize that he will need a different set of behaviours, or responses, to meet performance expectations and receive positive reinforcement.

**Stimulus Generalization and Discrimination**: It is presented in figure 2.3
Fig 2.3: Stimulus Generalization and Discrimination

Stimulus
(Work Situation)

Response
(Choice of behaviour)

Consequence
(Reinforcement)

Stimulus
(New Work Situation)

Is the new stimulus similar enough to the initial one to expect the same behaviour-reinforcement relationship?

Yes
Generalization
(Repeat initial behaviour)

No
Discrimination
(choose new behaviour)

Vicarious Learning in Organizations

Vicarious learning, or modeling, is learning through the experience of others. For example, a person can learn to do a new job by observing others or by watching video-tables. And recall the earlier
example in which an employee learned to avoid being late by seeing the boss chew out fellow workers.

Several conditions must be met to produce vicarious learning. First, the behaviour being modeled must be relatively simple. Although we can learn by watching someone else how to push three or four buttons to set specifications on a machine, we probably cannot learn a complicated sequence of operations without also practicing the various steps ourselves. Second, the behaviour being modeled usually must be concrete, not intellectual.

We can learn by watching others how to respond to the different behaviours of a particular manager or how to assemble a few components into a final assembly. But we probably cannot learn through simple observation how to write a computer program or to conceptualize or think abstractly.

Finally, to learn job vicariously, we must possess the physical ability needed to do the job. Most of us can watch televised baseball games or tennis matches every weakened but still cannot hit a curve ball like Jose Canseco or execute a backhand like Martina Navratilova.

In recent years, considerable attention has been devoted to a specific type of vicarious learning called social learning social learning theory suggests that behaviour is determined by a person's conditions and social environment. More specifically, people are presumed to learn behaviours and attitudes at least partly in response to what others expect of them.

Suppose a new employee joins an existing work group. She already has some basis for knowing how to behave (i.e. education & previous experience).

However, the group provides a set of very specific clues that helps the employee. The persons needs to tailor his behaviour to fit the specific situation he is now in.

The group may indicate how the organization expects its members to dress, how people are "supposed" to feel about the boss, and so forth.
Hence, the employee learns how to behave in the new situation partly in response to what she already knows and partly in response to what others suggest and demonstrate.

**Importance of Organizational Learning**

Beyond the day-to-day importance of organizational learning, there are other importance that relate to more general managerial practice. The areas for which organizational learning is important are of motivation, performance evaluation and rewards and employee learning.

**Learning and Motivation**

Motivation is related to learning in several ways. The extent to which valued rewards follow high performance, for example, will affect an employee's willingness to work hard in the future, and the cause-and-effect linkage needs to be clear. In other words, employees should recognize that certain behaviours (such as hard work) cause certain outcomes (desired rewards). Similarly, if rewards do not follow performance, an employee may be less inclined to work hard in the future.

Much research on the learning process in organizations has been done recently. These studies have led to the development of a motivational perspective called organizational behaviour modification.

**Learning and Training**

Learning is the major goal of employee training. Many organizations devote vast resources to training and development to expand the skills and abilities of their employees. Andrew Grove, president of Intel corporation, heartily believes in the importance of employee training. Intel's employees spend from 2 to 4 percent of their time in the classroom. Much of this training, handed by Intel's own managers, focuses on how employees can benefit the organization while enhancing their own
rewards. International perspective describes how one highly successful Japanese Company Honda, approached the training of American workers in plants the company opened in the United States.

**International Perspective**

**Honda's Approach to Employee Training**

Almost everyone is familiar with the facts and many of the myths about Japanese automakers. We hear of their fanatical concern for quality, their participative management styles, and their highly motivated and committed work forces. Companies like Nissan, Toyota, and Honda have become major forces in the American automobile industry in a fairly short time and in recent years have begun to manufacture cars on American soil. Indeed, recent forecasts suggest that by the middle of this decade, one in three new autos sold in the United States may be a Japanese product.

No company exemplifies the push by Japanese firms into the American market place more than Honda. Honda's Marysville, Ohio, Plant builds about one-third of the cars the company sells in the United States, and Honda recently became the first foreign manufacturer to produce all of its car's major components in this country. The new Honda Accord Wagon, expected to be a major success, was designed in California by Americans and is being produced solely in U.S. Plants.

A question long asked by many has been the extent to which American workers can demonstrate the same level of commitment as their Japanese counterparts.

To help build this commitment, Honda has gone to extreme lengths to train its American workers in how things need to be done. For example, when a new model of the popular Accord was being introduced, the company flew two hundred American workers representing all parts of the factory to Japan, where the new model already was in production. Working in small groups, the Americans stayed from two weeks to three months observing and learning from their Japanese counterparts. Back in
Marysville, these employees are given a great deal of responsibility and are expected to help train others.

**Learning and Performance Evaluation/Rewards**

Learning also ties in with organizational practices in the performance evaluation and reward system.

![Figure 2.4 Learning and Performance](image)

Performance evaluation refers to how managers assess the work behaviour of individuals and groups, rewards are the positive reinforcements (salary, promotion, public recognition) companies give for desirable behaviour.
Types of Learning

What we learn can be classified in several ways. One very common classification is between what is known as stimulus learning something about a stimulus or a relationship among stimuli, without necessarily making a response to it, it is called stimulus learning, more commonly knows as perceptual learning. Response learning, on the other hand, means learning to make response in a stimulus situation.

Response learning is further classified as single response learning and multiple response learning on the basis of one or more responses made in a learning situation. The single response learning is represented by what is called classical conditioning, operant response learning, is multiple response learning. Where a chain or sequence of responses is learned in a more or less complex stimulus situation. Stimulus learning is known as perceptual learning or cognitive learning.

So that we can say that there are mainly two types of learning -

(1) Cognitive learning
(2) Associative learning

(1) Cognitive Learning

Some psychologists, however, pear that too much emphasis on habit formation may not give us a true picture of the learning process, because a lot of our learning involves understanding, or, technically speaking, cognitive processes. In a restricted sense, a cognitive process refers to the organization or transformation of the sensory input (impulses received by the brain from various senses) into something meaningful.

Meaning is, however, possible because of the use of information stores in our memory. Thus, cognitive learning may be thought of as a way by which information is organized as a result of previous experience so as to have a change in meaning.

It is important to note that, for cognitive psychologists, the changes in behaviour which we call learning are mainly due to the organization and processing of the sensory input rather than due to the formation of a habit or a reinforcement. Obviously, a number of
experiments are aimed at showing that learning can occur in the absence of any reinforcement as well as repeated exposure to stimulus response sequence, which is the basis for strengthening associative connections between them which, in turn, leads to the formation of habit.

Learning further can be classified as -

(a) **Sign Learning Experiments**

One might be aware that a maze is a device, which is very commonly used in animal and human learning. It consists of a correct path, blind alleys and usually a starting and goal box (food box). According to Tolman, learning of maze by rats is cognitive learning. He calls it sign learning, which may be defined as an acquired expectation that one stimulus (sign) will be followed by another (significant), provided that a familiar behaviour route is taken.

(b) **Place Learning Experiments**

The behaviorist theory assumes that what an organism learns is movements or responses to stimuli or S-R habits. Sign learning, on the other hand, proposes that, under some circumstance an organism learns the location of the path or place rather than movement habit.

(c) **Latent-Learning Experiments**

Some experiments also support the above interpretation of learning and are known as latent-learning experiments or incidental learning experiments. These experiments shows that learning becomes apparent only when an occasion arises to use it. It is learning in which incentive or reinforcement does not seem to play any part. This type of hidden or latent learning is exhibited under the circumstances of strong motivation or appropriate reinforcement which provide an opportunity to an organism to utilize what ever it has learned before.

(2) **Associative Learning**

Classical conditioning, operant conditioning and multiple response learning are often called associative learning because, in all these, learning is made possible by the underlying S-R associations explained in the earlier section.
(a) Classical Conditioning

Nobel Laureate, Russian physiologist Ivan Pavlov (1849-1936) was the first to introduce the concept of conditioned response learning on the basis of some incidental observations he had made while performing experiments on digestive process in dogs. The concept, however, has brought about a revolution in psychological thinking.

Pavlov's conditioned response learning is popularly known as classical conditioning, but often it is also called respondent conditioning.

(b) Operant (Instrumental) Conditioning

Another approach to the study of habit formation is illustrated by operant conditioning also known as instrumental conditioning. In operant conditioning, the reward or reinforcement always comes after the response has been made.

Basic Factors of Learning

Whatever may be the type of learning with a few exceptions, it occurs only under certain conditions or rather, we should say, some factors are essential before learning can take place.

We must have a broad idea these basic factors before we proceed to consider its various types.

Motivation

For learning to take place, an organism must be sufficiently motivated or alert. Motivation works in three ways. In the first place, it enables the organism to respond (to learn) reality. We can make, a hungry dog learn to jump by giving it a biscuit, not a satiated dog. Hunger motivates the dog to be alert and ready to learn response. We have to motivate an organism in some way before it can learn. Secondly, motivation is essential for reinforcement for learning to jump will have no reward value for a fully satiated dog. Thirdly, motivation increases the probably of a correct response. Hungry dog may show various
behavioural responses but if he is rewarded for one of them, that one is more likely to be learned.

**Association**

Association is a factor to be found in all types of learning. Forming an association is a fundamental activity of the brain.

All the things we experience are associated with one another in our mind or brain. e.g. A tune reminds you of the face of a singer.

Two types of association are broadly formed: Sensory associations or SS associations and Stimulus response or SR associations.

The SS association refers to the connection between the representations in our brain of two stimuli existing in the external world.

In SR association, an association is established between a stimulus and a response.

SR associations can become very complex. e.g. a response given to a stimulus may become stimulus for another response given to a stimulus may become stimulus for another response and so on.

It is these SR associations which are mostly studied in psychology because it is possible to change stimulus conditions systematically and see their effects on responses or behaviour.

**Contiguity**

The associations of both the types are developed by the principle of contiguity. For two physical events to become associated in our brain the events must occur in close proximity with each other (in space or time). That is, there must be contiguity between the events which is essential for 'learning'.

**Reinforcement**

This is another important condition for learning to take place. Reinforcement means reward or punishment of some sort (negative type). Type of reinforcement in a particular learning situation always depends upon the type of learning.
Learning Controversy

Because of the importance of learning as a key concept, a number of controversies center on it. Many psychologists emphasize the stimulus-response relationship in learning and interpret learning as a habit formation.

Thus, learning numbers is a verbal habit, riding a cycle, sensory motor habit and so on.

Limitations to the laws of Learning

We have so far discussed the general nature of the learning process, which we find both in animals and human beings, without making even a passing reference to learning at the individual level. The reason was, of course not to be complicate our discussions by saying to many things at a time. However, to make our discussions more meaningful, it is necessary to outline a few more facts about learning process.

Firstly, the laws of learning are in the nature of approximations, and each one of them is subjected to the biological limitations imposed upon by different species as well as an individual's genetic constitution. Thus, what is learned depends upon who is learning and what he is learning.

There is also evidence to show that a species specific behaviour may often interfere with learning of many operant conditioning tasks in the laboratory. For instance, in an experiment, raccoons were taught to pick up coins and deposit them in a box by using the process of operant conditioning. The animals picked up the coins all right but failed to drop them in the box because they treated the coins as bits of food and preferred to chew them rather than drop them in a box.

Again in experiments on aversive conditioning, the experimenter has to be careful in selecting proper avoidance behaviour in the animals he is experimenting with because animals often fail to behave in the expected direction, when they are exposed to a noxious stimulus like a shock. Thus, animals have specific innate response tendencies, which
often set limits not only to their learning capabilities but also to the kind of specific behaviour they will manifest or not manifest in a given situation.

Learning has generally been defined in empirical terms of change (for example, Hilgard and Bower, 1975) or in normative terms of the advancement of humanitarians concern (Botkin, J. et al., 1979). Arggris and Schon (1978) using his "Theory of action" concept, originally developed for individuals, defines organizational learning in terms of restructuring of organizational theory-of action". Organizational learning occurs when members of the organizations act as learning agents for the organization, responding to changes in the internal and external environments of the organization by detecting and correcting errors in organizational theory-in-use, and embedding the results of their enquiry in private images and shared maps of organization.

Here we propose a normative concept of organization learning, as a continuum from no learning (insensitive or closed to experiences and realities) to full learning (effective use of experiences for action) we would define organizational learning (OL) as the process by which an organization acquires, retains and uses inputs for development and process results in an enhanced capacity for continued self-learning and self-renewal.

The above definition has five elements:

1. OL is a process - a continuous series of inter-linked activities producing several changes. It is not seen as a product, although OL results in the product.
2. It has three main systems or sub systems. The first is that of acquiring input and examining it. The new input may be a new structure, a new planning and control system, new technology, new ways of dealing with problems etc. Any change being introduced in an organization, small or large, is input. The organization acquires a new input and examines its feasibility, advantages, cost consequences etc.
3. The second system or sub system is concerned with retaining the input. Not only input needs to be quickly acquired, but it also needs to
be retained - sustained in the organization for a longer time. Retention of input would depend on how well it gets integrated with the existing systems in the two organizations, Organization learning will be effective only if the new inputs get integrated with the current practices.

4. Once the acquired inputs get integrated in and internalized by the organization they should be used whenever needed. If what has been acquired is any ornamental and not used, Organizational learning is not effective use would also involve adaptation of the new input in the light of the experience gained in its uses. This may be an indicator of Organizational learning.

5. Finally, learning results in increasing the capability of an organization to learn more on its own. Self-learning may not necessarily involve an outside stimulus or input. An organization may develop mechanisms of examining its experiences, retaining more functional ways, and discontinuing dysfunctional ways of dealing with issues.

2.4 The Study of previous related researches:

**Problem**: Measuring organizational learning


**Question**:

(1) What is the difference between organizational learning and the Learning of individuals who are participants in the organization?

(2) If we can substantiate organizational learning theoretically, can it be identified, diagnosed and leveraged?

**Sample**: 175 employees were selected as a sample, working in and attending the school and who know their roles.

**Tools**: The researcher has used the measurement instrument called the “Learning Assessment Map”

**Analysis**: Data were analyzed by mean & standard deviation.
Findings:

1. The theoretical discussion and empirical results are highly suggestive that OL is more than the learning that individuals do.

2. Education need to appreciate what the outcomes of varying degrees of cognitive and behavior change may be and how to achieve “integrated learning”

3. The results of the Learning Assessment Map strongly suggest that the greatest impact on learning is not from training and education of individuals groups

4. When the results for this administrations of the Learning Assessment Map were shared with the participating organizations, the managers agreed with the majority of the observations.

5. The research is potentially value-added for educational administrators searching for ways to improve the effectiveness of schools.

6. The Learning Matrix and the measurement tool suggest that management of learning is not the domain of any one part of the organization.

Problem : Assessing the organizational learning capacity of schools

Researcher : David C. Dibbon, University of Toronto, 1999

Questions :

1. What is the nature of individual professional learning in schools?

2. What is the nature of team learning in schools?

3. What is the nature of whole organization learning in schools?

4. How can schools increase their capacity for organizational learning?
5. Can changes in schools’ organizational learning capacities be described as a series of stages? If yes, what are the features of these stages?

6. What conditions stimulate and restrict movement through stages of organizational learning, if such stages can be identified?

7. How is it possible to assess organizational learning capacity?

**Sample**: To study organizational learning in schools and to assess the feasibility of developing a stages of growth model, four secondary schools varying in their degree of professional learning were selected.

**Tool**: The researcher has used (1) OISE Questionnaires (2) Organizational learning Diagnostic survey

**Analysis**: The co-relations were computed from the collected data.

**Findings**:

1. **in this school…**
   a) Organization-wide changes rarely occur.
   b) Organization –wide changes are usually short-term and deal with treating symptoms rather than finding solutions to problems. Once the plan has been developed implementation is left to organizational members- there is little follow-up.
   c) Organization-wide changes focus on long term growth and improvement plans but the designers make an assumption that the external environment will not change.
   d) Organization-wide changes are part of a formal plan that was developed by and is shared with all stakeholder groups. Innovations may also develop at the grass roots level; in fact, administrators encourage innovation and facilitate the movement of successful innovations throughout the school.
In addition to (d), recognize that the future cannot be predicted and that schools must prepare students for an uncertain future. Plans are reviewed frequently and modified as needed.

2. in this school….

a) Virtually no one recognizes the interrelationships that exist between the school and its environment.

b) Administrators appear to understand the complex relationship between the school and its environment but they experience difficulty explaining these relationship to teachers.

c) Teachers and Administrators understand the complex interrelationships between the school and the community, and they are able to think and act with a comprehensive understanding of the entire system.

d) In addition to (d), teachers and administrators understand the concept of leverage and how a small well-focused change in one area can produce significant, long lasting improvements in another.

Problem : A study of organizational culture and effectiveness of secondary schools.

Researcher : Muhammad Arshad, Institute of Education and Research / University of the Punjab, 2003

Objectives :
1. To identify the organizational culture of secondary schools in terms of adaptive or unadaptive culture as assessed by their heads and teachers.

2. To identify the culture styles of secondary schools in terms of constructive, aggressive/defensive and passive/defensive as assessed by their heads and teachers.

3. To measure the effectiveness of secondary schools as assessed by their heads and teachers.
4. To find out relationships between the degree of adaptive culture of schools and their respective degree of effectiveness.

5. To explore the relationship between the degree of adaptive culture of schools and their degree of effectiveness.

6. To work out the relationship between the degrees of organizational culture of the schools having different culture styles and their respective degree of effectiveness.

**Sample** : Five schools from each district were randomly selected and four teachers were also randomly selected from each school. Thus 170 secondary school heads and 680 teachers selected randomly from all 34 districts of Punjab province constitute the sample of the study.

**Tool** :
1. Organizational culture inventory
2. Organizational effectiveness inventory
3. Demographic variable information proforma

**Analysis** : Pearson correlation, t-test, ANOVA and POST-HOC (LSD) test were used to test the hypothesis of the study. The computations were done using SPSS.

**Findings** :
1. Affiliative culture, humanistic encouraging and self-actualizing had been the common culture styles of secondary schools with maximum representation of school heads.

2. Majority of school heads belonged to school size category having 1001-1500 student strength with affiliative humanistic encouraging and self-actualizing as the prevailing culture styles. Similarly constructive culture style had been the most common school size category.

3. Majority of school heads belonged to school with staff strength of 51-60 with affiliative culture as the dominant culture style.
4. Affiliative humanistic encouraging and self-actualizing cultures styles also had good representation. The most popular of staff strength group among constructive, passive. Defensive culture styles had also been (51-60).

**Problem** : A study of relationship between organizational culture and leadership

**Researcher** : Farough Amin, 2008

**Hypothesis** :

H1: There is a lack of congruence between university’s desired and current culture.

H2: The more congruence is between organizational culture and leadership styles the more effectiveness will be in managerial skills.

H3: The more congruence is between organizational culture and managerial skills the more effectiveness will be in universities.

**Sample** : 562 of the 3839 full time faculty and administrative staff of the 9 institutions. There was a fairly even distribution of respondents in terms of whether they held administrative or faculty positions at the institution.

**Tool** : Organizational culture assessment instrument (OCAI)
Management skill assessment instrument (MSAI)

**Analysis** : The analysis was carried out in 4 factors innovative culture, competitive culture, bureaucratic culture and community culture.

**Findings** : The findings are in agreement with the fact that almost of the universities in a nationwide study currently have a hierarchy culture type. The adhocracy culture, is characterized by a dynamic, entrepreneurial, and creative workplace. The organization’s long term emphasis is on rapid growth and acquiring new resources. Success means producing unique and original products and services.
Problem : organization culture at SSA state project setup, Tamilnadu.

Researcher : G. Revathi Loyola Institute of Business Administration, Chennai, 2008

Objectives :
1. To obtain the employees perceptions about various aspects of the organization’s culture.
2. To assess various attitudes of the employees towards their jobs and towards the organization.

Sample : 1177 BRTEs across thirty districts of TN were selected using purposive sampling.

Tool : A self-developed questionnaire having two parts capturing demographic details, and questions capturing employees’ responses to the various variables of interest.

Analysis : Most of the statements in the second part of the questionnaire were analyzed using a simple percentage analysis as follows: Responses falling in either the ‘strongly agree’ or ‘agree’ categories, were considered as positive responses; responses falling under ‘neutral’ were considered neutral; and responses falling under either ‘disagree’ or ‘strongly disagree’ were considered as negative responses to the statement under consideration.

The last item in the questionnaire was a question soliciting suggestions from the respondents to improve the organization still further. This was analyzed using the method of content analysis as described by Cummings and Worley (2007).

Findings :
1. The perceptions of the BRTEs about the organization culture at SSA – State Project Office, Tamil Nadu were assessed.
2. It appears that the organization has a single strong culture, which is perceived favorably by the BRTEs. The attitudes of
the BRTEs towards their jobs as well as towards the organization are also positive.

3. The culture has been described by the organizational members as being collaborative, with the groups of BRTEs at the Block level being perceived as teams which are cohesive. The respondents have also indicated satisfaction with the leadership, as well as trust in the management. In addition, there is considerable awareness about the organization’s vision and purpose.

4. With regard to the organization, a vast majority of the respondents have a strong sense of belonging, and they take pride in working for the organization. Most of them feel comfortable working here.

**Problem** : Exploring Organizational Commitment from an Organizational Perspective; Organizational Learning as a Determinant of Affective Commitment in Indian Software Firms

**Researcher** : Vijay Krishna; the George Washington University, S2008

**Questions** :

1. Do employee perceptions of learning actions as measured by the information dissemination and diffusion subsystem predict the level of affective commitment of employees in Indian software firms?

2. Do employee perceptions of organizational mechanisms for reflective inquiry, dialogue, and insightful questioning as measured by the action/reflection subsystem predict the level of affective commitment of employees in Indian software firms?

3. Do employee perceptions of learning actions of organizational environment environmental scanning as measured by the environmental interface subsystem predict
the level of affective commitment of employees in Indian software firms?

4. Do employee perceptions of organizational learning as measured by the actions in the four organizational learning subsystems, namely environmental interface, action/reflection, memory and meaning, and dissemination and diffusion predict affective commitment of employees in Indian software firms?

Sample : The data for this study were collected from 454 individuals employed in 35 Indian software firms.

Tool : The researcher has used self-made measurement Model and OLSM (Organizational learning survey model)

Analysis : This study used different statistical techniques to analyze the data. Descriptive statistics were used to understand the general trends in the data. Inferential statistics using simple and multiple regression were used to answer the research questions.

Finding :

1. The results indicate that the dissemination and diffusion subsystem predicts employees’ affective commitment in Indian software firms.

2. The results indicate that the action/ reflection subsystem predicts employees’ affective commitment in Indian software firms.

3. The results indicate that the environmental interface subsystem predicts employees’ affective strength of the correlation between affective commitment and dissemination and diffusion was found to be moderate.

4. The results indicate that the environmental interface subsystem predicts employees’ affective commitment of employees in Indian software firms.
Problem : The organizational culture at the university
Researcher : Osman Ferda, Miray, DoGan and Nermin Karakoc, Ege University, IZMIR, 2010
Questions :
1. What is the standing of the cultural profile of EGE University according to Cameron and Quinn’s culture model?
2. Is there any coherence with the current dominant culture and mission, vision and objectives of the Ege University?
3. Is there any difference among the subgroups of demographic variable: age, gender, experience, job position in the organizational culture typology?
Sample : Randomly selected 136 faculties were included in the analysis.
Tool : Organizational culture assessment instrument (OCAI)
Analysis : Factor analysis and reliability tests were conducted to test the validity and reliability of the research. T-test was also conducted to find differences among the subgroups of the demographic variables.
Findings :
1. The dominant culture type for faculty in the current situation is the hierarchy culture in Ege University.
2. Market comes second with another perceived less dominant culture. The market culture seeks control but does so by looking outward and it is driven by results and is often very competitive to reach the goals and achievements.
3. Clan and adhocracy are the other two cultures perceived to exist in Ege University.
4. There is a significant difference between head of departments and faculty members in market culture which shows that head of departments hold this culture more than faculty members.
Problem: Organization learning, culture and quality initiatives in technical education institutions: a case study with reference to Punjab and Haryana state

Researcher: Kohli, Deepika, Punjab University, 2011

Objectives:

1. To study the present Technical Education System and the Scenario in India.
2. To study various quality initiatives taken by government in practices, formal and informal, adopted by various bodies associated with Technical education, institutes imparting Technical education.
3. To evaluate whether the present quality initiatives have achieved the desired goals and its impact on the quality of technical education.
4. To understand the nature and profile of organization culture and organizational learning in Technical Education institutions under study.
5. To find out pattern of organization culture and organizational learning in the Technical Education institutions under Punjab and Haryana Universities.
6. To find out the relationship between the organizational culture and organizational learning across and within such Technical Education Institutions.

Sample: In the present study sample of 150 were selected from the affiliated Private engineering and management Institutions of Punjab & Haryana imparting professional education. While the institutions and their heads were selected on census basis, the faculty, staff and students were selected on the basis of convenience sampling.

To study the Organizational Culture, questionnaire developed by Prof. Pankaj Kumar was used. The Questions varies from strongly disagree to strongly agree along five point scale. The questionnaire adopts a quantitative approach to measure cognitive sharing of values, norms, expectations, ideologies etc by the members of organization. This Organizational Culture Measure is based on a configuration or circumplicial model of inter personal and task related styles.

The questionnaire covered the factors:
- Growth oriented culture
- Humanistic culture
- An Affiliative culture
- A Competitive Culture
- Achievement Oriented Culture
- An Avoidance Culture
- A Dependent Culture
- A Conventional Culture
- An Oppositional Culture
- A Self Actualization culture

**Analysis:** For Organizational Learning diagnostics, an instrument designed by Prof. UdaiPareek containing 23 items was used. Respondents were required to rate each item on a 5-point scale, for assessing the value and frequency of its practice in the respondents' organization. The instrument considers that the more frequently these mechanisms are used, the stronger is the Organizational Learning in concerned organizations. Based upon the selected measure with variables of Organizational Culture, 60 items were taken with each dimension consisting of 5 items. Each item was followed by a 5-point Likert Scale ranging from strongly disagree (1) to strongly agree (5).
Findings:

1. Growth oriented culture is provided in the organization as it signifies that employees are considered valuable in the organization. Credibility & Conservative way of doing things is promoted in the organization and persistence and hardworking is valued in the organization.

2. Authorities function according to their work structure as the don’t seek participation of employees which means organization tend to work on conventional patterns and avoid initiatives.

3. Organization believes in excellence with human touch & employees’ openly showing enthusiasm while working. Absence of human touch which indicated that members are not at all interested in performing their responsibilities.

4. Sense of affiliation and affection exists in the organization.

5. Competition exists in the organization but at moderate level which leads to leniency that may affect performance at times. It also signifies that members of the organization does not gain enjoyment from their work; develops themselves and love to take on new and interesting activities.

6. Organization value creativity, quality over quantity and both task accomplishment and individual growth is promoted in the organization.

7. Organization is not managed in a participative and relationship oriented manner and high score signifies that organization tend to avoid mistakes, negativism is not rewarded but winning is valued.

Problem : Interdependency of Knowledge Management and Organizational Learning: The Case of Higher Education Institution in Uganda

Researcher : Wilberforce Turyasingura: University of the Witwatersrand, 2011
Objectives:
1. To examine the influence of knowledge management practices on individual learning
2. To assess the influence of knowledge management practices on team learning
3. To determine the influence of knowledge management practices on institutional learning
4. To identify the dimensions of interdependence between knowledge management and organizational learning.

Questions:
1. How do knowledge management practices influence individual, team and institutional learning?
2. Can dimensions of the interdependence between knowledge management and organizational learning be identified?

Sample:
The recommended sample was decided upon by using all three techniques, namely those of Sekaran (2003: 294) = 313; Yamane (1967) = 322; and Hair et al. (2006) = 275. In the study, 330 questionnaires were distributed, thus exceeding the number which is recommended by such techniques. The number of responses ultimately used for the analysis was 270.

Tool:
The researcher has used (1) Knowledge Management Scale and (2) Organizational Learning Scale.

Analysis:
The researcher has successfully proved co-relation between management and organizational learning.

Findings:
1. Knowledge documentation had a non-significant positive influence on individual learning at higher educational institutions.
2. Knowledge transfer had a positive influence on individual learning.
3. Knowledge application had a negative, though non-significant, influence on individual learning.
4. Knowledge generation practices had a positive influence on individual learning.
5. Knowledge acquisition had a positive influence on individual learning.

Results of both correlation and regression analyses presented in the preceding sections showed a relationship between knowledge management practices and organizational learning. However, the dimensions of such a relationship were not clear.

**Problem**: A study of Organizational Culture in Ontario colleges with High Student Satisfaction

**Researcher**: MaryLynn West-Moynes, University of Toronto, 2012

**Questions**:
1. What are the current and preferred organizational culture type profiles of the combined four colleges in the study with a numerical score above the system average for student satisfaction KPI?
2. What are the current and preferred organizational culture type profiles of each college in the study with a numerical score above the system average for student satisfaction KPI?
3. To what degree do the “now”, herein referred to as “current”, responses on the OCAI, made by all college administrators at the combined Ontario colleges surveyed, correspond to their combined “preferred” responses?
4. To what degree do the “now”, here in referred to as “current”, responses on the OCAI, made by college administrators at each of the four Ontario colleges surveyed, correspond to their “preferred” responses?
5. What are the current and preferred highest cultural content dimensions of the combined colleges in the study? What are the current and preferred highest cultural content dimensions of each college in the study?
Sample: Four colleges ranked Managing ultimately improve their performance.

Tool: The researcher has used Organizational Culture Assessment Instrument (OCAI)

Analysis: Data were analyzed by frequency, mean, standard deviation & percentage.

Findings:
1. Combined colleges in the current state demonstrated: a dominant Clan/Hierarchy culture profile reflecting a prevalence of stability and control along with internal focus and integration; no meaningful discrepancy between the current and preferred culture types.

2. Combined colleges in the future state favored: a stronger dominant Clan culture with much less Hierarchy, reflecting a preference for flexibility and discretion along with a similar internal focus and integration; uniquely strong culture for Clan over Market and Hierarchy culture types; no meaningful discrepancy between the current and preferred culture types; Clan type- Management of Employees as the highest cultural demission; and Strong Congruence.

3. College A in the preferred state favored: a dominant Clan culture with external focus and differentiation, along with flexibility and discretion: uniquely strong Clan over Hierarchy culture types; no meaningful discrepancy between the current and preferred culture types; Clan type- Management of Employees as the highest cultural dimension; and Strong Congruence.

4. College B in the current state demonstrated: a dominant Clan culture, reflecting a prevalence of flexibility and discretion, along with internal focus and integration; uniquely strong Clan over Market and Hierarchy culture types; no meaningful discrepancy between the current and
preferred culture types; Clan type- Management of Employees as the highest cultural dimension and Total Congruences.

**Problem**: Enhancing capacity for organizational learning; a perpetual system for primary school practitioners

**Researcher**: Beth Marie Clarke, The University of Birmingham, June 2012

**Question**:

1. What experiences do the participants have of organizational learning?
2. In the participants’ experience what are the key organizational characteristics the enhance or inhibit organizational learning?
3. From the participants’ experience how can organizational learning are further improved?

**Sample**: This research was a multiple case- study involving three primary schools. The Chosen sample of respondents included 3 head teachers, 9 class teachers 9 teaching assistants (21 participants in total).

**Tool**: The researcher has used the tools (i) self- made questionnaires (ii) The research investigated perceptions through individual semi structured interviews.

**Analysis**: t-test was used for data analysis.

**Findings**:

1. Schools should consider ways in which individuals are encouraged to take Ownership of their own learning, influencing what and how they learn.
2. Informal opportunities to learn, within the context of the school, are seen as highly valuable.
3. School should ensure organizational learning systems are generative.
4. Opportunities to learn should not only be perpetual but also inclusive with teaching assistants gaining greater access.
Problem : Organizational Culture as a Function of Institutional Type in Higher Education

Researcher : Jason A. Kaufman; Minnesota State University, Mankato, Minnesota, 2013

Hypothesis :
1. It was hypothesized that associate’s colleges will tend to manifest adhocracy or hierarchy cultures.
2. It was hypothesized that baccalaureate colleges will tend to manifest clan cultures.
3. It was hypothesized that master’s colleges and universities will tend to manifest market or hierarchy cultures.
4. It was hypothesized that doctorate-granting universities will tend to manifest adhocracy or market cultures.
5. It was hypothesized that leader behavior will tend to be perceived as congruent with organizational culture type within institutions of higher education.

Sample : The sample consisted of Deans (Seniors) in university department.

Tool : The Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (1999, 2006, and 2011) has demonstrated utility as applied to higher education. Fralinger and Olson (2007) applied the construct of organizational culture reflected in the OCAI to students in a university department.

Analysis : t-test and regression analysis were used for the data analysis.

Findings :
1. In the present study, academic deans at baccalaureate colleges overwhelmingly indicated that clan cultures were predominant on their campuses. This findings was congruent with predictions.
2. Academic deans also rated leader behavior as highly consistent with type of institutional culture type on their campuses. This findings was congruent with expectations.
3. In addition to the aforementioned tests of the present study’s five hypotheses, the academic deans were surveyed regarding their preferences for future organizational culture type.

4. One potential explanation for the near-universal tendency toward a clan culture in both current and most certainly preferred organizational culture may involve institutional size.

5. This notion of modern human tribalism has been empirically supported through a series of studies suggesting that individuals tend to group into functional tribes of less than approximately 150 members (Hill & Dunbar, 2003) regardless of the overall size of the population or organization of which they are members. This upper boundary for optimal group size appears to result from a neurocognitive constraint of the human species (Hill & Dunbar, 2003) and is congruent with similar relative constraints observed among infrahuman primates.

6. Relevant to the present study, doctorate-granting universities manifested a very large average population.

**Problem** : Relationship between Organization Culture and Sufficiency School Management

**Researcher** : Puttarakulwisarn,B.,Khonkaen University,Thailand,2013

**Questions** :

1. What is the situation in Organizational Culture of Secondary schools in upper Northeastern Provincial Cluster2?

2. What are the Sufficiency School Management of Secondary schools in upper Northeastern Provincial Cluster2?

3. Is there relationship between Organizational Culture and Sufficiency School Management of Secondary schools in upper Northeastern Provincial Cluster2?
4. Which factors affecting the Sufficiency School Management of Secondary schools in upper Northeastern Provincial Cluster2?

Objectives:
1. To study the Organizational Culture of Secondary schools in upper Northeastern Provincial Cluster2.
2. To study the Sufficiency School Management of Secondary schools in upper Northeastern Provincial Cluster2.
3. To analyze the relationship between the Organizational Culture and Sufficiency School Management of Secondary schools in upper Northeastern Provincial Cluster2.
4. To construct predictive equation in Organizational Culture factors affecting the Sufficiency School Management of Secondary schools in upper Northeastern Provincial Cluster2.

Sample: 100 schools were obtained as samples by stratified Random Sampling. There were total of 200 informants including the teachers.

Tool: The tools using in this study was 1 set of Questionnaire including 3 parts. Part 1: demographic data, part 2: Questionnaire of Organizational culture of secondary Schools, It was a 5 level Rating Scale. Part 3: Questionnaire of sufficiency School Management. It was a 5 level rating scale.

Analysis: Data were analyzed by Frequency, percentage, Standard deviation, Pearson Product Moment Correlation and Stepwise Multiple Regression.

Findings:
1. The organizational Culture of Secondary Schools, in overall and each aspect, were in “High” level.
2. The Sufficiency School Management of Secondary Schools, in overall and each aspect, were in “High” level.
3. The relationship between the Organizational Culture and Sufficiency School Management of Secondary schools, in overall, it was in Rather High” level.

4. The Organizational Culture factors affecting the Sufficiency School Management, there were 3 factors could predict Sufficiency School Management as quality, decision making and empowerment.

**Problem**: The Relationship between organizational culture and The Implementation of Response to Intervention in One Elementary School


**Objectives**: 
1. To study the Organizational Culture of Newberry School in Michigan’s Upper Peninsula.
2. To analyze the relationship between the Organizational Culture and the implementation of RTI

**Sample**: 600 students were obtained as a sample from Newberry School.

**Tool**: Data were collected by self-made interview sheets and observations.

**Analysis**: Data were analyzed by Standard deviation and Correlation.

**Findings**: 
1. Schools are a microcosm of the community.
2. RTI affects the whole school.
3. Leadership influences school culture.
4. School culture is about relationships.

**Problem**: Validation Scale for measuring organizational learning in higher education institute.

**Researcher**: Fattah Nazem and Mina Mozaiini; Islamic Azad University, Roudehen, Iran, 2014
Question:
1. What are the indexes which construct the organizational learning in universities?
2. Which of these indexes has more contribution in forming organizational learning?

Objectives:
1. To study indexes which construct the organizational learning.
2. To study contribution of indexes in forming organizational learning.
3. To construct and design valid instrument to identify and measure variable to organizational learning.
4. Find and suggest way to strengthen the organizational learning.

Sample: required group was estimated as 1662-people of 96 branches and educational centers.

Tool: To asses organizational learning Watkins and Marsick’s questionnaire was applied. Questionnaire consists 43 items.

Analysis: Data were analyzed by factor analysis & Chi square.

Findings:
1. It can be concluded that the results obtained from the administration of tool and level of organizational learning is acceptable.
2. The tool determine the extent of organizational learning in higher education.
3. The successful results of organizational learning were successful financial and business performance, self-learning at individual and team/group levels and group learning.
4. Organizational learning would enhance the income, market share profitability and company’s performance to increase the innovation rate.
Jarman (1992) studied the organizational culture of the office for non-traditional students. The study suggests a tool for organizational leaders to help to identify important cultural elements. Thus, use of organizational culture studies can enhance effective management of organization.

Brower (1993) studied the organization culture. The study emphasized that long-term cultural aspects including attendance, safety and united way partitions may be changed positively while maintaining improved attitudes towards certain aspects of job-satisfaction. Areas of attitude improvement were pay benefits, and effective business of administration. It was also concluded that employees with higher education levels and more behavioural training might have higher expectations of these supervisors.

James (1993) tried to determine the effects of leadership training and organizational culture on the leadership attributes of Marine Drill Instructors (DIs). His study had two phases: Phase I investigated the effects of a 130 hour leadership training program on 76 student DIs. Phase II examined the Recruit Training Regiment (RIR) organizational culture and the effects of that culture on leadership attributes. James findings were:

1. Leadership training caused leadership attributes to become higher in "consideration" and lower in "structure".
2. The RIR culture was identified as high in "structure" and high in "consideration" which was not expected.
3. After integration into the culture junior DIs showed higher "structure" orientation while senior DIs showed higher "consideration".
4. A significant positive relationship existed between time spent in the culture and higher "consideration" attributes.

Bonesteel (1994) studied the impact of organizational culture on part-time travelers. The findings of this study suggest that these part-time faculty believe themselves to be more socialized into the organization and more satisfied with their employment when they perceive involvement in and ownership of even some of the intellectual activities of their departments.
Hokanson Hawks (1994) studied the organizational culture and faculty use of empowering teaching behaviours in selected schools of nursing. Only one very small relationship \((R^2 = 0.0138, p=0.05)\) between the SOC subscale (congruence among Stake holders) and empowering teaching behaviour was found.

Anthony (1994) studied the relationship between transformational and transactional leadership and organizational culture, employee performance and employee attrition. The result of the study revealed significant differences between executive level and first level supervisors in the use of transformational leadership. Significant differences were found between subordinates culture of executives and first level managers, with greater emphasis being placed on humanism and achievement at the top level of the organization. It was also shown that leaders who use transformational leadership and leaders who practiced contingent, rewards were timed through the structure and leadership acts, the college cultures responded through the development of strong sub-culture and a counter culture. Three culture were evident, namely the managerial culture which was dominant culture, the collegial/faculty culture and the non-academic support staff culture. Each culture was distinct and played a significant role in the cultural drama played out at the college.

Chandran (1995) studied the impact of mergers and acquisition on organizational culture. It was expected that the behaviour of the members of the acquiring organization would consist of process such as acculturation, socialization and coercion, that the responses of the member of the acquiring organization would confirm certain perspectives such as integration, differential and fragmentation and that the two organizations would consist of several identifiable subcultures and counter cultures.

Newell (1995) studied the leadership styles and organizational culture. This study found that all three flights were similar in terms of organizational culture profile. The affiliative culture dominated and the same top five cultural profiles pre-dominated in all three flights. The demographic profiles of the high members showed little variation between
flights. The three flights chief were dissimilar demographically, yet displayed the same top four leadership styles, which differed only in rank order correlation of each culture style to each leadership style was weak enough to be attributable to chance. Eight of the twelve styles correlated negatively in each flight.

Rinehart (1995) studied the cultural diversity at work and its effect on organization, communication and conflict. Result shows that the management of cultural diversity in the work place is examined from the workers perspective using ethnographic methods. In this study finally, two models are presented illustrating how workers can cope with their own diversity and how both managers and employees can cope with differences between organizational culture and employee cultures.

Hackney (1995) studied the interaction of epistemological position performance, self-esteem and the organizational culture. The studies have suggested that individuals are affected by the presence or absence of validation, inclusion and authenticity with in the organizational culture. The findings also suggest that humans are able to deal with organizational roadblocks through their strong internal standards, sense of mission, political survey and professional proactivity.

Moorey (1996) studied the creating organizational culture. The results indicated that the primary influences contributing to the creation of Chems Tech's culture were, (1) Chem Tech's founders; (2) Chem Tech Managers ; (3) Chem Tech. Employees; (4) The company Hero; (5) Chem Tech. Parent Company; (6) Chem Tech's norms (7) Georgrpahy (8) Local community culture and (9) Occupational Departmental and hierarchical differences. The results were explained in terms of leadership theory, social construction theory, symbolic interaction theory and cognitive theory.

Moats (1997) studied the relationship between organizational culture and organizational effectiveness. The findings provide intriguing counter examples to the organizational culture literatures in that aspects of culture not generally associated with effectiveness prove most salient here.
Garr (1998) studied the organizational culture is a predictor of organizational commitment. Constructive culture also accounted for the largest amount of variance in affective commitment. Additionally smaller differences between an organization's real and ideal constructive and passive defensive culture profiles were related to higher affective commitment. Smaller differences between real and ideal passive. Defensive culture scores also led to higher levels of overall commitment.

Finally, high constructive cultures and low passive defensive cultures were more predictive of affective commitment levels tenure.

Lardon (1999) studied perspectives on organizational culture: Examining the relationship between power and perceptions of culture. The purpose of his research was three fold;

1. To formulate a concept of organizational culture based on individual perceptions and includes shared as well as unshared elements;
2. To develop a measure of culture based on Martins (1992) three cultural perspective and
3. To explore the relationships between different forms of power and perceptions of culture.

In phase I, the Cultural Perspectives Questionnaire (CPQ) was developed. In Phase II a variety of measures of power were used to predict scores on the CPQ. The results of the study provide strong initial support for the reliability and validity of the CPQ. Results from Phase II point to usefulness of the CPQ in differentiating between different group of members of an organization.

Vogele (1998) studied about the organizational leadership examined the relationship of reflection to build a generative organizational culture. A generative culture is one that develops the employees capacity for contributing and learning, empowers employees strengths, develops high trust and results in uplifted financial viability and an uplifted sense of well being and spirit in the organization.

Four primary findings related to use of reflection. First of all five leaders has a disciplined approach to their reflection, invested time and
resources gave it importance and used it frequently and regularly. Second, all leaders used many different kinds of reflections. They were willing to look beyond initial assumptions and face their own individual blind spots through in-depth reflection. Third all leaders took action on their reflective insights. Finally, reflection was used for the leaders own self-renewal, in addition to the generative effects, on the organizational culture. All five leaders considered reflection important to the development of a generative organizational culture the impact of the stories and recommendations for using reflective leadership.

Jerry (1993) study's suggested an understanding in depth psychological nature of organizations and the implications of each individual involvement in the organization of his or her choice. Organizational culture was portrayed as an identifying landmark for the presence of psyche within the organization. It was depicted as the container in which the unconscious implications of an organization are most evident. Jerry selected to identify a construct of organizational culture. Each dimension was represented by ten attributes. The attributes were formulated into a questionnaire of 100 variables displayed in a seven-point Likert scale format. The extent of the construct variability was measured throughout the organization. Jerry's findings indicated substantial variability between several of the sub groups on a number of dimensions. Significant differences were noted in departmental and male/female comparisons.

Kelly (2001) studied that impression management is a necessity in the workplace and can affect career progression. The purpose of Kelly's research was to advance the findings surroundings ingratiating to a more complete list of impression management behaviour 350 participants were recruited from area companies and were asked to complete a demographic questionnaire, the self presentation tactics scale and the organizational culture inventory. As hypothesized, passive defensive organizational impression management tactics and defensive impression management tactics and constructive organizational cultures were not correlated with either type of impression management defensive or assertive. Contrary to
hypothesis, aggressive, defensive organizational cultures were not correlated with assertive impression management tactics. The data did not support the hypothesis. Finally, hypothesized correlations were also not significant. There were no relationships between age, race, gender, organizational tenure, salary and the tendency to engage in any of the thirteen types of impression management behaviours. It was concluded that if the reliability and validity of the self-presentation tactics scale are proved, many more research opportunities must be explored to fully understand the relationship between organizational impression management behaviours and organizational cultures.

Tomas (2001) studied that many organization culture theorists and practitioners assume leaders have significant impact on the creation of their organizational culture. His study assesses the relationship between leader's values and personality and their organizational culture. He tested four hypotheses, evaluating the relationship among leader and follower values; leader and follower personality; leader values; personality and organization demographic; and leader values and organization culture. The 499 individual participants were selected by their respective organization leader to be a member of the organization.

Results support key assumptions of culture theory including the ideas that leaders tend to select in their own image. Results regarding the relationship between leader personality and values and organization structure features are less clear. Leader personality accounted for a significant amount of variance in the organization reported culture. Overall Thomas study provides empirical support for organization culture theory, and attraction - selection - attribution theory. The results have implications for organizational development, growth and change as well as for selection, retention and leadership needs.

Orvil (2000) studied relationships between organizational culture strength and organizational effectiveness. The effects of the strength of an organization culture on performance are less clear due to scarcity of the studies and a lack of consistency in those studies in the operationalization of cultural strength. His study examines the comparative merits of the level
and agreement as measures of organizational culture strength in the prediction of organizational effectiveness. Additionally, a partial test of Denison's (1990) model connecting organizational culture to organizational effectiveness was conducted. The sample consisted of 25 electrical power-generating plants managed by a single holding company, which provided some control over the type of culture. Results show that both level and agreement measures of organizational culture strength are predictive of organizational effectiveness. No joint effects were discovered for the two classes of predictors. Limited support was provided for Denison's model.

Orvil suggested that organizations use both level and agreement variables in attempts to characterize an organizational culture to provide more comprehensive description of the firms situation. Orvil fails to examine that the index of agreement among the member's response can lead to erroneous conclusions regarding the health of the culture. Future research addressing the effects of culture change efforts on level and agreement are suggested.

Earl (1993) studied accelerative learning and lecture methods. According to him, when, "Learning" was measured by the knowledge tests and confidence measure (at both the post-intervention and follow-up) the two methods were not significantly better that the lecture group.

The lecture group scored as well poorly as the control group. Finally, the accelerative learning group enjoyed their method of learning significantly more than the lecture group did theirs.

Rosse (1994) studied organized learners and about its intellectual, physical and emotional self-regulation. He indicated that organized learners operated as a balanced ecological self-regulation permitted.

Blankenhagen (1994) did study on the U.S. Army. He suggested that the Army did learn effectively when the historical information was applied to the Kaufman (1992) model. The Army had learning activities associated with each major, element and sub-process of the model. The implication is discussed for the human Resource Development (HRD) filed is that organization learning suggested a new area of supporting
organizational performance. According to him, HRD Practitioners required new knowledge and skills to facilitate organizational learning.

Ewin (1995) studied team learning, about its underlying patterns, structures and contingents factors. He pointed team learning process that differs from established theories of team development. The stages of learning identified were both sequential and interactive, with the team moving from being stuck (primarily attributed to lack of alignment with its organizational purpose and role) to discovering shared purpose, vision and values, learning through differences, becoming partners and taking coordinated action. The teams learning process was facilitated by team members developing the ability to engage in dialogue and discussion and apply system thinking.

He suggested that internal relationships should be based on mutuality, deep understanding and the ability to hold conflict as a necessary and positive dimension of team life creating a safe environment and modeling learning behaviours are crucial requirements for the consultant in facilitating team learning process. Implications were discussed for team development and consulting practice for organization engaged in the process of enhancing team learning. He suggested that learning team needs to attend to both its external and internal environment.

Robinson (1996) studied the organizational learning and self-reflection. The assessed perspective revealed what the participant group believed and what they perceived themselves to say and do. It was discovered that there were many perspectives out of the fifteen managers that revealed large incongruities between the participant group beliefs, rhetoric and actions. Perspectives implied a new essential. Process for the development of an advanced organizational learning system, i.e., the co-construction of knowledge. The process through which such construction appeared to occur naturally within the participant group were detailed as a proposed explanatory model for organizational learning. Implications for the management of organizations, for organizational learning theory were discussed.
Owens (1996) studied about learning organization and its cultural changes identified the preferred culture and a theoretical model was created that included measurements and boundaries and way to identify learning organization movement. For a learning organization to emerge all five disciplines must be present and organizational behaviour must be demonstrated. Further continued efforts are needed to change the theoretical Senge (1990), learning organization model to one that if flexible and measurable and can be used and understood by the business world.

Edmonon (1996) studied about the mental models, team learning behaviour and team performance. He found that his findings support the research models, demonstrating team safely or taking risks in their team will be not lead to personal loss or harm, when controlling for safety efficiency. He further suggested that team learning behaviour mediate between mental models of safety and outcomes of team performance. Team safety appears to be influenced by team type, team composition, task and team leader behaviour.

Smith (1996) studied learning and adaptive transfer individual differences, discovery learning and meta-cognitive instructions interacted to influence verbal knowledge and adaptive transfer. The guided discovery manipulation and a mastery orientation to learning led to greater hypothesis testing and self-regulation during training. Lastly, he said that mastery orientation and tolerance for ambiguity were related to self-efficiency at the end of training.

Henry (1997) studied about team learning its efficiency and productivity. According to him outcomes of his research indicates little correlation between team learning and the differential measure of productivity. He said that although this organization was perceived to support organizational learning, opportunities to share learning within and across boundaries. Most of the learning that was shared within teams or across the organization took places on and informal basis. Henry, Ann R. suggested that, formal linking and transfer mechanisms are needed to ensure that effective diffusion of knowledge across the organization.
Larsen (1997) studied, affective and cognitive training is intact basic engineering core classes. Affective and cognitive training similarly influenced both the cognitive and affective scores, while the control group has no comparable change in scores.

Mc. Anang (1997) studied facets of organizational culture. The results surfaced seven critical incidents, which have impacted the organization. In four of the critical incidents there is a strong relationship between the facets of culture and the organization ability to practice Senje's learning discipline. The other critical incidents have shown a little or no influence on the culture or the practice of the discipline. The element which have supported learning are practices, training and development programs, individual departments, processes and slowing the pace of the business. The elements, which have discouraged learning, included the philosophy of separateness in jobs and departments, limited resources, weak communication system, dense time, corporate involvement and the pace of the business.

Mills (1997) studied upon a group of some subjects, about their representations. He found out that representation held by individuals interact and differentially endure. The population of these representations, the (organization culture) evolves (learns) analogously to biological evolution.

David John (2000) study investigated the relationship between structural knowledge and the use of cognitive and metacognitive learning strategies. The current study employs 91 participants enrolled in introductory quantitative methods course and investigated the effects that rehearsal, elaboration, organization, covert processes, overt processes and metacognitive self-regulation learning strategies had on structural knowledge as measured by path finder and multidimensional scaling (MDS). Results revealed that similarity between the participants’ knowledge structures and a referent knowledge structure predicted student performance on a course examination. Hypotheses regarding the effects of organization elaboration covert processes and metacognitive self-regulation on structural knowledge were not supported. Additional analysis
demonstrated suppression effects on metacognitive self-regulation and covert processes. Implications for industrial and organizational psychology were discussed.

Thomas (1999) studied about the organizational learning culture in one company in terms of formal and experimental organizational learning factors fostering it, perceptions about it across all three hierarchical levels, and its effects on strategic decision making.

In this study, he used a narrative inquiry, a qualitative research method. Data sources comprise the work setting, multimedia information, and two sets of face to face interview with participants. At the initial set of interviews participants responded to a series of questions, the core of which were open-ended. A second set of interviews afforded participants and the researcher (Thomas) the opportunity to discuss and improve the accuracy and completeness of the summary reports.

Thomas findings were five folds. First, a high degree of compatibility exists among participants from the three hierarchical levels regarding formal learning, which is perceived as inadequate but improving, and experiential learning, which is perceive as more valuable but inefficient. Second, the executive groups employees and is the agent for generative learning. The lack of both a systematic and systemic structure for organizational learning however sub-optimizes both forms of organizational learning. Third, the core values found in the company's basic assumptions, the primary core value of customer's focus and its attendant core values drive and sustain organizational learning. Fourth, Figurative language, which complements the six thematic areas related story telling, conveys the empowered and assertive sense that participants have to themselves, other company members and the company's external environment. Fifth, organizational learning, is reshaping the method by which the executive grape engages in strategic decision making, that had worked well historically, to a more systematic and systemic approach, one better suited to the current market place.

Lewis (2000) study focused on and 360-degree organizational culture in the development of learning organizations. Lewis study
examined the influence of and relationship between perceptions of existing and preferred organizational culture on organizational learning practices. The study also examined the role of exerting organizational culture on organizational learning practices, and the effectiveness of 360-degree organizational feedback on organizational learning. The subjects in this study were voluntary participants employed by a small not-for-profit healthcare organization located in the southeastern part of the United States. The 52 participants from six facilities were randomly assigned to the control and treatment groups. Both groups completed the diagnosing organizational culture inventory, which measured existing and preferred measures of organizational culture. Participants in both groups also completed the learning organization practices profile. The treatment group also completed the team view 360-degree assessment of their respective facility managers. Approximately one-week later, feedback was given to the two groups. Each group received a written feedback report, which profiled their respective facility along with recommendations designed to increase organizational learning. The participants in the treatment group also received verbal feedback designed to enhance organizational learning. Approximately four weeks later, a final measure of perceptions of existing culture was taken.

The findings indicate that no differences exist in perceptions of existing culture between the groups. Second, the findings also show that organization's ability to learn is independent of perceptions of exerting organizational culture and that organizational learning practices can occur across cultural dimensions. Third, the finding show that 360 degree feedback did not facilitate organizational learning. Fourth, the findings show the differences in perceptions of preferred organizational culture exist between the groups.

Overall the findings on the study show that any existing organizational culture can become a learning culture and that organizational feedback can promote or encourage organizational learning.

Implications for a new perspective on the emergent group levels allows better understanding of the homogeneity and diversity within an
organizational culture, and sheds light on the group levels aspects of autonomy and leadership. The risks of culture taylorism, wherein management takes exclusive responsibility for organizational culture and learning are discussed.

2.5 The review of previous researches:

In this study, the researcher had reviewed many researches held at Ph.D. level. This study was conducted with a purpose to study comparatively the organizational culture and organizational learning in grand in aid and non-grant in aid educational institutions of Gujarat. Most of the previous researches reviewed by the researcher related to organizational culture & organization learning of employees which are as given below:

A study found conducted on Measuring organizational learning by Lorrain (1997); Assessing the organizational learning capacity of schools by David (1999); A study of organizational culture and effectiveness of secondary schools by Muhammad (2003); A study of relationship between organizational culture and leadership by Farough (2008); Organizational culture at SSA state project setup, Tamilnadu by Revathi (2008); Exploring organizational commitment from an organizational perspective; organizational learning as a determinant of affective commitment in Indian Software firms by Vijay Krishna (2008); The organizational culture at the university by Osman (2010); Organizational learning culture and quality initiatives in technical education institutions : a case study with reference to Punjab and Haryana state by Kohli (2011); Interdependency of knowledge management and organizational learning : The case of Higher Education Institution in Uganda by Wilberforce (2011); A study of organizational culture in Ontario colleges with High student satisfaction by Mary Lynn (2012); Enhancing capacity for organizational learning; a perpetual system for primary school practitioners by Beth Marie (2012); Organizational culture as a function of Institutional type in Higher education by Jason (2013); Relationship between organization culture and sufficiency school
management by Puttakulwisin (2013); The relationship between organizational culture and the implementation of response to intervention in one elementary school by Methner (2013); Validation scale for measuring organizational learning in higher education institute by Fattah Nazem (2014).

A study of organizational culture of the office for non-traditional students by Jarman (1992); A study of organizational culture in attendance, safety and united way partitions by Brower (1993); A study to determine the effects of leadership training and organizational culture on the leadership attribute of Marine Drill Instructors (DIs) by James (1993). A study of the impact of organizational culture on part-time travelers by Bonesteel (1994); A study of organizational culture and faculty use of empowering teaching behaviours in selected schools of nursing by Hokanson Hawks (1994); A study the relationship between transformational and transactional leadership and organizational culture, employee performance and employee attrition by Anthony (1994); A study of the impact of mergers and acquisition on organizational culture by Chandran (1995); A study of the leadership styles and organizational culture by Newell (1995); A study of the cultural diversity at work and its effect on organization, communication and conflict by Rinehart (1995); A study of the interaction of epistemological position performance, self-esteem and the organizational culture by Hackney (1995); A study of the creating organizational culture by Moorey (1996); A study of the relationship between organizational culture and organizational effectiveness by Motas (1997); A study of the organizational culture is a predictor of organizational commitment by Garr (1998); A study of perspectives on organizational culture : Examining the relationship between power and perceptions of culture by Lardon (1999); A study about the organizational leadership examined the relationship of reflection to build a generative organizational culture by Vogelfc (1998); A study to suggested in depth psychological nature of organizations and the implication of each individual involvement in the organization of his or her choice by Jerry (1993); A study to impression management is a necessity in the work place
by Kelly (2001); A study of assesses the relationship between leader’s values and personality and their organizational culture by Tomas (2001); A study of relationships between organizational culture strength and organizational effectiveness by Orvil (2000).

A study of accelerative learning and lecture methods by Earl (1993); A study of organized learners and about its intellectual, physical and emotional self-regulation by Rosse (1994); A study on the U.S. Army by Blankenhagen (1994); A study of team learning, about its underlying patterns, structures and contingents factors by Ewin (1995); A study of the organizational learning and self-reflection by Robinson (1996); A study of a learning organization by Owens (1996); A study of the mental models, team learning behaviour and team performance by Edmonon (1996); A study of learning and adaptive transfer individual differences, discovery learning and meta-cognitive instructions interacted to influence verbal knowledge and adaptive transfer by Smith (1996); A study of team learning its efficiency and productivity by Henry (1997); A study of affective and cognitive training by Larsen (1997); A study of facets of organizational culture by Mc. Anang (1997); A study of upon a group of some subjects, about their representations by Mills (1997); A study of investigated the relationship between structural knowledge and the use of cognitive and metacognitive learning strategies by David (2000); A study of the organizational learning culture in one company in terms of formal and experimental organizational learning factors fostering it, perceptions about it across all three hierarchical levels, and its effects on strategic decision making by Thomas (1999); A study of focused on organizational culture in the development of learning organizations by Lewis (2000).

Those researchers who had conducted studies at primary school level were Beth Marie (2012), Methner (2013); Those who had conducted studies at secondary level were Lorrian (1997), David (1999), Muhammad (2003), Puttarakulwisan (2013); Those who had conducted studies at college & university level were Farough (2008), Osman (2010), Kohli (2011), Wilberforce (2011), Mary Lynn (2012), Jason (2013), Fattah
Nazem (2014) and those who had conducted studies at SSA & company level were Revathi (2008) and Vijay Krishna (2008).

Lorrian (1997) had used the measurement instrument called the “Learning Assessment Map”, David (1999) had used (i) OISE questionnaires and (ii) organizational learning Diagnostic survey. Muhammad (2003) had used (i) organizational culture inventory (ii) organizational effectiveness inventory and (iii) Demographic variable information proforma. Farough (2008) had used organizational culture assessment instrument (OCAI) and Management skill assessment instrument (MSAI). Revath (2008) had used a self-developed questionnaires having two parts capturing demographics details and questions capturing employees’ responses to the various variables of interest. Vijay Krishna (2008) had used self made measurement model and OLSM (organizational learning survey model). Osman (2010) had used organizational culture assessment instrument (OCAI). Kohli (2011) had used (i) personal information (ii) measure of organizational culture (iii) measure of organizational learning (iv) interview schedules for interviewing heads of the institutions to study the organizational culture, questionnaire developed by Prof. Pankaj kumar. Wilberforce (2011) had used (i) knowledge management scale and (ii) organizational learning scale. Mary Lynn (2012) had used organizational culture assessment instrument (OCAI). Beth Marie (2012) had used (i) self-made questionnaires (ii) the research investigated perceptions through individual semi structural interviews. Jason (2013) had used organizational culture assessment instrument (OCAI) developed by Cameron and Quinn (1966, 2006 and 2011) has demonstrated utility as applied to higher education. Fralinger and Olson (2007) applied the construct of organizational culture reflected in the OCAI to students in a university department. Puttarakulwisan (2013) had used 1 set of questionnaire including 3 parts. Part – 1 : demographic data, Part – 2 : Questionnaire of organizational culture of secondary schools, it was a 5 level rating scale. Part – 3 : Questionnaire of sufficiency school management. It was 5 level rating scale. Methner (2013) had used self-made interview sheets and
observation. Fattah Nazem (2014) has used to assess organizational learning. Watkins and Marsick’s questionnaire was applied. Questionnaire consists 43 items. For data collection.

2.6 Distinctiveness of the research:

The research aimed at a comparative study of organizational culture and organizational learning in grant in aid and non-grant in aid educational institutions of Gujarat. In terms of this research, the previous researches were aimed at the difference between organizational learning and the learning of individuals who are participants in the organization, nature of organization learning, nature of professional learning, movement through stages of organizational learning, identify the organizational culture of schools, congruence between organizational culture and leadership, congruence between managerial skills, the employees perceptions about various aspects of the organization’s culture, attitudes of the employees towards their jobs and towards the organization, employee perceptions of learning actions congruence current dominant culture and mission, vision and objectives. The relations between the nature, profile and pattern of organization culture and organizational learning in technical education, the influence of knowledge management practices on institutional learning, to identify the dimensions of interdependence between knowledge management and organizational learning; the current and preferred organizational culture types profiles, experiences in the participants of organizational learning, organizational characteristics, leader behaviour will tend to be perceived as congruent with organizational culture type within institution of higher education, the situation in organizational culture of secondary schools, to analyze the relationship between the organizational culture and the implementation of RTI, indexes which construct the organizational learning and its objectives of variable study. Thus, this research is distinct from other in terms of objectives.

In terms of variables under the study, mainly the organizational culture and leadership organizational culture and managerial skills, demographic variable, culture profile, adaptive and un-adaptive culture,
constructive defensive, degree of adaptive culture and its effectiveness, Affiliative culture, humanistic, encouraging and self-actualizing, various aspects of the organization’s culture and various attitudes, nature of organization culture and organizational learning, construct of organizational learning and its indexes, individual professional learning and nature of whole organization learning, adhocracy, organizational culture and sufficiency were the variables under the study. In this research, the research work was conducted by keeping in mind variable like openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration, experimentation, innovation, implementation, stabilization, experimentation, mutuality, planning, temporary systems, competency building were used to study of organization culture and organizational learning of employees. Thus, this research is distinct from other in terms of variables.

In terms of tools used in previous research the OCTAPACE profile developed by Shri Uday Pareek (eight dimensions) and organizational learning Diagnostics (OLD) (eight dimensions) was not used in any of the previous researches. These tools were translated into Gujarati language and used in this study. Therefore this research is distinct from others in terms of tools used in this study.

This research includes 5 (five) zones (regions) of Gujarat, but no study have been conducted in terms of such regions. Therefore this study is distinct from others in terms of regions.

In previous researches the teachers and employees of primary, secondary, college, university, SSA and company level was selected as samples whereas this research includes as the sample only employees of secondary and higher secondary grant in aid and non-grant in aid schools of three management levels (middle, lower & clerical cader). Thus in terms of types of schools and level of management also this study is distinct from other researches.

The study is unique in sense that no significant research has been done in this field of a comparative study of two schools/organizations with
their three management levels. It was undertaken with the thought to find out the comparative analysis over the aforesaid variables.

2.7 Conclusion:

Through study of reference literature and the study of previous researches, the investigator was introduced to new field while selection of the problem. A deep understanding was gained during tool selection. In all, it was helpful in making the problem solving process more simple. The study of reference literature was like a light house and become a boon for the researcher.
References


