

## A COMPARATIVE STUDY OF THE ORGANIZATIONAL STRUCTURE AND CLIMATE OF GOVERNMENT AND PRIVATELY MANAGED PRIMARY SCHOOLS WITH REFERENCE TO SOLAPUR DISTRICT – PILOT STUDY

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### ABSTRACT

*A comparative study of the organizational structure and climate of government and privately managed primary schools about Solapur district was undertaken. Objectives of the included studying the organizational structure & climate of government and privately managed primary schools, studying and comparing the growth (in number) of government and privately managed primary schools in Solapur district. This paper presents the key findings, data analysis and interpretation of the pilot study that was carried on a sample of 80 respondents made up 40 teachers from the Government schools and 40 teachers from the Private schools. There is a significant Impact of organizational structure & organizational climate on effectiveness of government schools & private schools. There is significant difference in growth of government schools & private schools. There is a significant relationship between organizational structure & organizational climate and teacher's job satisfaction. There is a significant difference in organizational structure & organizational climate of government schools & private schools..*

**Keywords:** Organizational structure, Organizational Climate, Government Schools, Private Schools, Solapur District.

### 1. Introduction

A comparative study of the organizational structure and climate of government and privately managed primary schools about Solapur district was undertaken. The study's objectives included studying the organizational structure & climate of government and privately managed primary schools, studying and comparing the growth (in number) of government and privately managed primary schools in Solapur district. This paper presents the key findings, data analysis and interpretation of the pilot study that was carried on a sample of 80 respondents made up 40 teachers from the Government schools and 40 teachers from the Private schools.

#### Objectives of the pilot study

The pilot study aimed at achieving the following objectives -

- To get practical experience of likely issues in data collection
- To check the actual use of the questionnaire
- To test the hypotheses as per the research methodology
- To test validity and reliability of questionnaire prepared from the primary data collected

### 2. Literature review

Many types of research have hypothesized red tape alike to a neurotic subset of organizational formalization. This study claims that concentrating on a single dimension of organizational structure as a red tape driver is idealistically tight (Kaufmann et al. 2019). As new roles arise in organizations, it becomes basic to comprehend how organizational structure can hinder or enable the managerial discretion available to role officials. The study influences the rich context provided by the developing role of sustainability managers to inspect the interplay between the top-down forces of structure and the base up influences of decision-making will in molding new organizational roles over time (Sandhu and Kulik 2019). This study defines and clarifies how adjusting organizational structures can construct attributes for organizational flexibility. Organizational flexibility is an all-encompassing and complex concept (Andersson et al. 2019). This study examines various aspects of work climate and psychosocial risks and how these affect the happiness at the administrative. For understanding this, the study examined three factors (happiness, work climate, and

psychosocial risks) with their respective dimensions in a sample of 107 workers in the area of education in the city of Los Angeles, Chile (Pincheira and Garcés, 2019). This study offers a model developed to recognize features of culture and climate to analyze their impact on the behavior of organizations through cognitive and emotional dimensions (Quelhas et al. 2019). The study shows the school environment in eight public secondary schools and its association with students' academic accomplishment. This study confirmed that students' academic accomplishment is influenced by the school environment. Hence, school environments need to be conducive or positive for the endurance and well-being of schools (Nkuba and Massomo, 2019). It is argued that school leaders should focus fundamentally both on giving opportunities to collegial interactions and working actively to improve the correspondence climate in schools (Schad, 2019). The study states the conclusion that government teachers were more satisfied than private teachers (Nair, 2019).

Studies in Indian context are very few. Moreover a comparative study analyzing organizational structure and organizational climate in Government and Private schools is not seen on record.

### 3. Methodology

#### *Sample*

For the pilot study the sample size was fixed at 10% of the main study sample size, that is, of 40 respondents each of the Government and private school teachers. The samples were selected from different schools spread over the 144 clusters short-listed for the main study.

#### *Instrument for survey*

In line with the hypothesis the questionnaire was divided into following parts:

- Profile and basic information
- Organizational Structure (OS) and Organizational Climate (OC)
- Effectiveness in performance
- Teachers Job Satisfaction

The structure of the questionnaire was kept simple by framing questions /statements/ factors as questions.

Responses were sought by way of the rating of the various statements on 5-point Likert Scales of Agreement, Effectiveness and Frequency. The questionnaire was tested for validity and reliability as under –

*Test of validity* – The hypotheses, hypotheses testing method, questionnaire etc. were validated by the Guide and other experts in the field so as to ensure that the measurement was adequate and accurate in terms of the desired direction.

*Test of reliability* – Cronbach's Alpha and other tests were applied on the questionnaire using "Siegle Reliability Calculator" an excel program and the results showed scores of 0.79 and 0.74 for the government school and private school teacher respondents respectively. As the Cronbach's alpha score was more than 0.70, the questionnaire was considered as reliable.

#### *Hypotheses formulation*

The hypotheses formulation is presented below:

Ho1 – There is no impact of OS & OC on effectiveness of GS & PS.

Ha1 – There is significant Impact of OS & OC on effectiveness of GS & PS.

Ho2 – There is no difference in growth of GS & PS

Ha2 – There is significant difference in growth of GS & PS

Ho3 - There is no relationship between OS & OC and teacher's job satisfaction

Ha3 - There is significant relationship between OS & OC and teacher's job satisfaction

Ho4 – There is no difference in OS & OC of GS & PS

Ha4 – There is significant difference in OS & OC of GS & PS

#### *Scheme formed for testing of hypotheses*

- A questionnaire was designed to collect primary data in order to test the hypothesis as stated earlier.
- In line with the hypothesis the questionnaire was divided into following parts:
  - Profile and basic information
  - Organizational Structure (OS) and Organizational Climate (OC)
  - Effectiveness in performance

- Teachers Job Satisfaction
- The structure of the questionnaire was kept simple by framing questions /statements/ factors as questions.
- Responses were sought by way of the rating of the various statements on 5-point Likert Scales of Agreement, Effectiveness and Frequency
- For each of the extreme element of the responses, for instance, Highly effective/ineffective, a weight of 2 was used to separate the responses from the other two moderate responses
- Scores for each of the questions were aggregated and bifurcated into opposite groups like agree/disagree, ineffective/effective, and, satisfied/dissatisfied.
- An average response was calculated taking into account all the questions under that respective section.
- For hypotheses testing purposes, regression analysis was used.
- The response scores for each of the sections were assigned values to convert them into a single average value for the purpose of analysis.
- These values were  
Section I - Cannot say: 0, Somewhat agree: 1, Completely agree:2, Somewhat disagree: -1, Completely disagree: -2

- Section II - Cannot say: 0, Least effective: 1, Somewhat effective:2, Quite effective:3, and Highly effective:4
- Section III - Cannot say: 0, Very often: 1, Often: 2, Sometimes: 3, Never: 4
- Using these values the averages for each of the section were tested for association using regression analysis.
- In the case of the 1<sup>st</sup> hypothesis averages of Section I were taken as independent variable and those of Section II were taken as the dependent variable
- The 2<sup>nd</sup> hypotheses on growth of the schools was tested on the basis of secondary data. Three parameters were considered – number of schools, number of boys students and number of girls students. Growth percentages were calculated by comparing figures of 2011-12 and 2017-18 for the three parameters for the Government and private schools. These growth percentages were compared with the help of a two-sample mean test to find if the differences is significant or not.
- In the case of the 3<sup>rd</sup> hypothesis averages of Section I were taken as independent variable and those of Section III were taken as the dependent variable and a regression analysis was used.
- For the 4<sup>th</sup> hypotheses a two-sample means test was used comparing the average responses of the 1<sup>st</sup> section of the questionnaire

**4. Data analysis and interpretation**

**a. Descriptive analysis (Table set 1)**

	Government	Private	Total
Type	40	40	80

The distribution of respondents type of school by management was 40 for by Government and; and 40 for by private type. Other features of the Government and private school pilot study samples are given below:

	Urban	Rural	Total
Category-G	17	23	40
Category-P	25	15	40

	20 -29 years	30-39 years	40-49 years	>=50 years	Total
Age-G	10	11	11	8	40
Age-P	8	14	6	12	40

	Male	Female	Total
Gender-G	20	20	40
Gender-P	17	23	40

	<5 years	5-10 years	10-15 years	>15 years	Total
Work experience-G	4	13	4	19	40
Work experience-P	5	11	6	18	40

	Graduate	Post Graduate	Doctorate	Total
Qualifications-G	23	15	2	40
Qualifications-P	14	26	0	40

	<5 years	5-10 years	10-15 years	>15 years	Total
Existence of school-G	0	0	0	40	40
Existence of school-P	12	12	7	9	40

**b. Inferential analysis (Testing of hypotheses)**

Responses of the 80 respondents were averaged. Results are summarized below - **Summary of responses to the three sections of the questionnaire (Table set 2)**

Qstn. (OS&OC)	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	Average
Disagree %-Govt.	91%	93%	88%	88%	96%	88%	89%	96%	91%	88%	91%
Agree %-Pvt.	94%	90%	92%	86%	93%	87%	86%	84%	86%	87%	88%

Qstn. (Effctvn)	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	Average
Ineffctv%-Govt.	81%	79%	75%	88%	81%	83%	80%	79%	78%	84%	81%
Effctv%-Pvt.	83%	84%	79%	86%	85%	85%	83%	82%	81%	85%	83%

Qstn. (TJS)	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	Average
Disagree %-Govt.	85%	85%	82%	88%	88%	82%	82%	84%	88%	88%	85%
Agree %-Pvt.	79%	82%	78%	80%	82%	79%	67%	81%	87%	88%	80%

Following hypotheses were tested:

Ho1 – There is no impact of OS & OC on effectiveness of GS & PS.

Ha1 – There is significant Impact of OS & OC on effectiveness of GS & PS.

In the case of the 1<sup>st</sup> hypothesis averages of Section I were taken as independent variable and those of Section II were taken as the dependent variable and a regression analysis was performed.

Summary result for Government schools were as under:

Given the R<sup>2</sup>, 67% of the variability of the dependent variable Avg. Eff. is explained by the explanatory variable. Given the p-value of the F statistic computed in the ANOVA table, and given the significance level of 5%, the information brought by the explanatory variables is significantly better than what a basic mean would bring.

Summary result for Private schools were as under:

Given the  $R^2$ , 89% of the variability of the dependent variable Avg. Eff. is explained by the explanatory variable. Given the p-value of the F statistic computed in the ANOVA table, and given the significance level of 5%, the information brought by the explanatory variables is significantly better than what a basic mean would bring.

Given the p-values of both the sets of the analysis, we reject the null that there is no

impact of OS & OC on effectiveness of GS & PS.

Ho2 – There is no difference in growth of GS & PS

Ha2 – There is significant difference in growth of GS & PS

This hypothesis was tested on the basis of growth figures of the Government and Private Schools (primary) from Solapur district.

**Table 3: Growth of Government and Private Schools (primary) from Solapur district**

Type	2011-12			2017-18			Percentage Change		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
Govt.	3014	142378	134314	2937	112738	110630	-3%	-21%	-18%
Pvt.	1067	178302	150359	1709	214537	176893	60%	20%	18%

(Source: Unified District Information System for Education, 2018)

A two-sample means t-test was run for the three growth parameters and a p-value of 0.035 was obtained.

Thus, the second null hypothesis, there is no difference in growth of GS & PS was rejected.

Ho3 - There is no relationship between OS & OC and teacher’s job satisfaction

Ha3 - There is significant relationship between OS & OC and teacher’s job satisfaction

In the case of the 3<sup>rd</sup> hypothesis averages of Section I were taken as independent variable and those of Section III were taken as the dependent variable and a regression analysis was performed.

Result for the Government schools were summarized as under:

Interpretation (Avg.JS):

Given the  $R^2$ , 68% of the variability of the dependent variable Avg.JS is explained by the explanatory variable. Given the p-value of the F statistic computed in the ANOVA table, and given the significance level of 5%, the information brought by the explanatory variables is significantly better than what a basic mean would bring.

Result for the Private schools were summarized as under:

Interpretation (Avg.JS):

Given the  $R^2$ , 90% of the variability of the dependent variable Avg.JS is explained by the explanatory variable. Given the p-value of the F statistic computed in the ANOVA table, and given the significance level of 5%, the information brought by the explanatory variables is significantly better than what a basic mean would bring.

Given the p-values of both the sets of the analysis, we reject the null that there is no impact of OS & OC on JS of teachers of GS & PS.

Ho4 – There is no difference in OS & OC of GS & PS

Ha4 – There is a significant difference in OS & OC of GS & PS

A two-sample means t-test was performed on the average responses of GS & PS teachers. Results gave a p-value of <0.0001. As the computed p-value is lower than the significance level  $\alpha=0.05$ , one should reject the null hypothesis  $H_0$ , and accept the alternative hypothesis  $H_a$ .

Based on the p-value, we reject the null there is no difference in OS & OC of GS & PS.

### Summary of inferential analysis

Summary of the testing of all the four hypotheses along with their interpretation is given below:

**Table 4: Summary of inferential analysis**

Sr. No.	Null Hypotheses	p-value	Decision	Interpretation
1	Ho1 - There is no impact of OS & OC on effectiveness of GS & PS	<0.0001 for GS and PS	Reject Null	There is significant Impact of OS & OC on effectiveness of GS & PS
2	Ho2 - There is no difference in growth of GS & PS	0.035	Reject Null	There is no difference in growth of GS & PS
3	Ho3 - There is no relationship between OS & OC and teacher's job satisfaction	<0.0001 for GS and PS	Reject Null	There is significant relationship between OS & OC and teacher's job satisfaction
4	Ho4 - There is no difference in OS & OC of GS & PS	<0.0001	Reject Null	There is significant difference in OS & OC of GS & PS

### 5. Conclusions

There is a significant Impact of OS & OC on effectiveness of GS & PS. There is significant difference in growth of GS & PS. There is a significant relationship between OS & OC and teacher's job satisfaction. There is a significant difference in OS & OC of GS & PS.

It is possible to collect the required data. Moreover further processing of the data into variables required for inferential analysis of data can be done using spreadsheet software. As per the methodology the hypotheses can be duly tested. Questionnaire used for the survey tests reasonably well for validity and reliability. However and importantly, confidentiality is demanded by respondents.

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