

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

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ABSTRACT

This study comes in the backdrop of a Solapur District Government primary school teacher, Ranjitsinh Disale winning the Global Teacher Award for 2020. Against all odds, the young teacher has shown the force and power of determination and willpower. This research entitled "A comparative study of the Organizational Structure and Climate of Government and Privately managed Primary Schools with reference to Solapur district" was undertaken with the objectives of studying the organizational structure & climate of government and privately managed primary schools. Four hundred primary school teachers from Solapur districts government and privately managed schools each were surveyed through a structured questionnaire. The growth in number of Government Schools in 2011-12 to 2017-18 is -3%, while it is 60% for Private Schools. The growth in Government schools boys students during the period 2011-12 to 2017-18 is -21%, while it is 20% for Private Schools. The growth in Government schools girls students during the period 2011-12 to 2017-18 is -18%, while it is 18% for Private schools. On an overall basis, it can be concluded that the organizational structure and organizational culture in the private primary schools are much better than the Government primary schools. This has clear repercussions on the school's effectiveness, teachers' job satisfaction, and schools' growth.

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

1. Introduction

1.1 Background and Introduction

In ancient times, temples were utilized as a place to get familiar with the lessons about life. The instructors were revered as Gods and students would bow down their heads in respect. Things have not changed however as the ages and times have progressed, the foundation and the style of educating have pushed ahead. One thing that has not changed is the significance of school for example the sanctuary of learning. There is a tremendous contrast between a school and a school which is a place of learning. Anybody can set-up a structure and give it an arbitrary name commendable school as a postfix. In any case, what are the characteristics or focuses that make a solid structure a position of learning? The teachers are like blood to the heart. Infrastructure is also an important part of the organization but what is the need for a vast building when the guru is not present. So what makes a school a school which is a place of learning? What makes teachers, the gurus? What are the organizational management

aspects that influence these transformations? These are some fundamental questions that are the core of this research titled "A comparative study of the organizational structure and climate of government and privately managed primary schools with reference to Solapur district".

Akintunde et al., (2016) have written that existing literature has indicated that it is almost impossible for an organization to exist without a characterized organizational structure. Studies additionally uncovered that the principle motivation behind the organizational structure is the division of work among individuals from the organization, and the co-ordination of their exercises so they are coordinated towards the goals and objectives of the organization.

1.2 Research Objectives

Following were the objectives set for the research:

1. To study the organizational structure & climate of government and privately managed primary schools,

2. To study the effectiveness of government and primary school teachers in relation to OS & OC,
3. To study and compare the growth (in number) of government and privately managed primary schools in Solapur district,
4. To determine the relationships of OS & OC at GS & PS with teachers' job satisfaction,
5. To compare the organizational structure and climate of government and privately managed primary schools

1.3 Operational Definitions Organizational Structure (OS)

Organizational structure is a system that states how certain activities are directed so that the goals of an *organization* are achieved.

Organizational Climate (OC)

A set of measurable attributes of the work environment as perceived, both directly or indirectly, that is created by individuals who work in this environment and that impacts the motivation and behavior of these people.

In the context of this study the terms have been taken to mean their effectiveness and was evaluated on the following parameters to understand their features like simplicity, flexibility and others.

Government School (GS)

These include schools under management of the Government and the local public bodies like ZillaParishad.

Private Schools (PS)

These include both aided and non-aided schools under management of the private sector.

1.4 Significance of study

The recent announcement of National Education Policy 2020 (NEP 2020) has brought the education sector to the fore. Another reason why schools are in focus is the impact of Covid-19 pandemic. The pandemic forced schools to shut down and operate on online basis. This extraordinary situation has given us another reason to understand the differences in the quality of education imparted

by government and private schools. If we want to change the image and perception of government schools, we need to understand the exact differences and their reasons to bring them at par with private schools. This comparative study endeavors to achieve this objective.

1.5 Scope of the study

In terms of concept, the key aspects examined in the study are – Organizational Structure (OS) and Organizational Climate (OC)

In terms of context, the study would be carried in Government (GS) and Private schools (PS) from Solapur District. Sample of 400 teachers each from Government and Private schools will be surveyed through a questionnaire.

1.6 Research Questions

As a corollary to the above-mentioned objectives and hypotheses the present study attempts to focus upon the following research questions -

RQ1 – What is the nature of OS & OC at GS & PS managed primary schools?

RQ2 – What is the impact of OS & OC on effectiveness of GS & PS?

RQ3 – How does the growth of GS & PS compare?

RQ4 – Is there a relationship between OS & OC with teacher's job satisfaction?

RQ5 – How does the OS & OC of GS & PS compare?

2. Review of literature

2.1 Organizational structure

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).

This study examined the connection between the important scopes of organizational structure which are formalization, centralization and complexity; and environmental responsiveness in a sample of 109 companies in the European air passenger transport industry. Overall, the conclusions specify that organizational structure assumes an important role in ecological responsiveness (Pérez-Valls et al., 2019). Organizational flexibility is an all-

encompassing and complex concept. This study moved beyond focusing on sudden and troublesome events for foreseeing the unexpected in every day arranging. The study shows that power conveyance and normative control can create preparedness for unexpected events and foster activity orientation at the same time as supporting organizational alignment (Andersson et al., 2019).

If organizations are to improve employees' motivation and team soul, then employees' observations are a noteworthy instrument. Inside this context, people in the military and education sector have a rather sensitive working environment, one fairly different from other sectors (Saiti and Stefou, 2020).

2.2 Organizational climate

At present, a serious factor of success is to understand and manage culture and climate in the workplace, given the diversities and intricacies of the relationship between capital and work, to forestall, explain and control organizational behavior (Quelhas et al., 2019). Utilizing a two-level structural equation approach, this study examines the connections between organizational climate and work engagement in a sample of public medical clinics in Italy. Conclusions support the hypotheses and recommend that performance-based models implemented in recent years as a major feature of public sector reforms are not favourable to engaged workers. Suggestions for research on work engagement in the public sector and public management are drawn (Ancarani et al., 2019).

2.3 Organizational structure and organizational climates impact on effectiveness of schools

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).

This study discovered the associations between allowing school structure (ESS), transformational leadership (TSL),

organizational citizenship (OCB), and professional teacher behavior (PTB). Positive feature analysis verified if the hypothetical dimensions of setting directions (SD), developing people (DP), redesigning the organization (RO), and improving the instructional program (IIP) statistically apt defined the latent variable TSL, in the innovative Transformational School Leadership Scale. The effects of ESS on TSL, PTB, and OCB were discovered through Structural Equation Modeling. CSD, DP, RO, and IIP, statistically define TSL was confirmed through conclusions and confirmed the importance of ESS in predicting TSL, PTB, and OCB (Mitchell, 2019).

It is argued that school management should focus fundamentally both on giving opportunities to collegial interactions and working actively to improve the correspondence climate in schools (Schad, 2019).

It is seen that full mediation between resource management, personnel, and organizational structure, and school efficacy through motivation. Hypothetical contributions and managerial implications just as directions for future research are offered (Arar and Nasra, 2020).

2.4 Comparison of organizational structure and organizational climate in government and private schools

A sum of 128 male and female EFL teachers from public and private language institutes answered two scales, one assessing the school organizational environment and the second measuring teachers' job satisfaction. Interviews were equally held with 12 members. Organizational environment dimensions of head leadership and reward system seemed to be critical forecasters of EFL teachers' job satisfaction (Razavipour and Yousefi, 2017).

An example comprises of 400 teachers, out of which 200 were governments and 200 were secretly overseen educators of senior helper schools. The state-administered test was utilized for examination of achieving mentality in teachers. The relationship was utilized as a verifiable device for inferential investigation on the gathered information. It was discovered that Government and educational cost-based

school educators are unequivocally associated with each other (Kaushik and Goel, 2018). The present study was undertaken to examine the 30 Government and 20 private elementary teachers about job satisfaction and experience. A vivid survey technique was used for the current study. A sample of 50 teachers was taken. The job satisfaction scale by Dr. Amar Singh and Dr. T.R. Sharma Scale was utilized to gather the data. Mean, SD, t-Test was likewise applied to examine the data. It was revealed that teachers of govt. the school was more satisfied as compared to private teachers of grade schools. The govt. teachers were satisfied with their work and pay (Anand, 2018).

2.5 Impact of organizational structure and organizational climate on employee job satisfaction

If the work style of workers is respected and taken into attention, the leadership style can protect its way into position fulfilment (Moslehpour et al., 2019).

Transformational leadership is worried about shared benefits among employees by explaining the importance of the organization's purposes so employees will set apart their interests and work for the profit of all (Rizki et al., 2019).

The outcomes demonstrate serious optimistic effects of staffing and age on employee presentation and a bad diminishing effect of age on the above-mentioned association (Pahos and Galanki, 2019).

Using social exchange theory, the study claim that closed common service systems yield higher obligation in senior public administrators than what open systems do. Using two large data sets in 20 European countries, the study determines that closed systems are related to the continuation and prescriptive commitment (Suzuki and Hur, 2020).

Research Gap

Even though studies comparing Government and Private schools already exist (Razavipour and Yousefi, 2017; Wang et al., 2017; Ghosh and Guha, 2016; Kaushik and Goel, 2018; Mishra, 2017; Nair, 2019) they all focus on stand-alone issues. For instance, Kaushik and

Goel, (2018) studied the conduct of teachers, Razavipour and Yousefi, (2017) studied school environment, Wang et al., (2017) researched the association between job satisfaction and job involvement of teachers, Ghosh and Guha, (2016) researched motivational aspects and Mishra, (2017) focused on the mental health of secondary teachers. A study that takes into account multiple variables including the likes of organizational structure, organizational climate, and teachers' job satisfaction that too with a comparative setting between Government and private schools, is not seen. It is a well-known fact that multiple-factors affect performance in general. The same is the case with the effectiveness of school performance. This study endeavors to assess multiple-variables and their impact on the performance of primary schools with a comparative dimension. It is also seen that studies related to concepts like organizational structure and organizational climate are relatively few in numbers in the context of schools. The general thinking is that schools and education are charitable activities and hence they can be managed without a much professional approach. However, the fact is that schools too are organizations with all the dynamics including structure, climate, etc. Professional management is equally applicable to schools. But academia seems to have not given due importance to this aspect of ensuring professionalism in an organization like schools. This is another prominent gap for the study.

3. Research design

3.1 Research Approach

The study adopts a mix of quantitative and qualitative techniques of research. A quantitative approach has been adopted for measurement of financial literacy. The primary data for the three key variables, namely, Organizational Structure (OS) and Organizational Climate (OC), Effectiveness in performance and Teachers Job Satisfaction is in the nature of opinions and views of the teachers and hence a non-numeric, qualitative data. However, on an overall basis due level of quantification has been used in the study to reach objective and measurable conclusions. Main objective of the research was to carry a comparative analysis of organizational

structure and organizational culture of the primary schools managed by Government and Private Institutions. Despite the use of a quite a few number of quantitative measures it may be noted that the quantitative results are more directional in nature.

Primary data was planned for collection through questionnaire from sample of 400 teachers each from Government and Private Schools from Solapur District of Maharashtra.

3.2 Research Variables

Independent Variables

- a. Organizational Structure
- b. Organizational Climate

Dependent Variables

- a. Effectiveness in performance,
- b. Employee Job Satisfaction
- c. Growth of the schools

3.3 Research Purpose and formulation of hypotheses

The purpose of the research was to carry a comparative analysis of organizational structure and organizational culture of the primary schools managed by Government and Private Institutions.

Based on the above scheme 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

3.4 Outline of Scheme 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 the following values to convert them into a single average value for the purpose of analysis:

Table 1: Values assigned to responses for averaging

Section I		Section II		Section III	
Response	Value assigned	Response	Value assigned	Response	Value assigned
Can't say	0	Can't say	0	Can't say	0
Somewhat agree	1	Least effective	1	Very often	4
Completely agree	2	Somewhat effective	2	Often	3
Somewhat disagree	-1	Quite effective	3	Sometimes	2
Completely disagree	-2	Highly effective	4	Never	1

- Using these values the averages for each of the section were tested for association using regression analysis.
- In the case of the 1st 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.
- The 2nd 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 3rd 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 4th hypotheses a two-sample means test was used comparing the average responses of the 1st section of the questionnaire

Population and sample selection

Population

For school mapping, a three-tier system is followed. The district is divided into blocks; the blocks are divided into clusters, and in each clusters there are the individual schools. Solapur district has 13 blocks. In these 13 blocks there are a total of 231 clusters. After looking into five individual clusters it was assumed that each cluster can be taken to have an average of 10 schools each. Thus, the total schools in Solapur District are 2310. Primary

school has four classes. Two divisions for each of such four classes were assumed. Further it was assumed that each class has a strength of 30 students each. So the approximate number of primary school students work out to $2310 \times 4 \times 2 \times 30 = 554400$. Taking a teacher: pupil ratio of 30, the population of primary school teachers work out to $554400/30 = 18480$ teachers. This was approximated to a total of 20000 and was further bifurcated into sub-populations of 10000 each under Government and privately managed primary schools.

Sample Size

As per standard sample size tables like Krejcie and Morgan (1970) for a population of 10000, the sample size is 370; same rounded off to 400 each for both the Government and private school teachers.

Selection of sample and data collection

The selection of the 800 teachers was done on the basis of 144 clusters selected on a random number basis as explained below:

At 95% confidence level and 5% confidence interval, the sample size for the cluster population of 231 comes to 144 clusters. 144 random numbers were generated and they were sorted in ascending order.

Primary data was collected from respondents through a questionnaire comprising of different sections as stated earlier in this chapter.

Validity & Reliability

Test of validity

The hypotheses, hypotheses testing method, questionnaire etc. has been validated by the Guide and other experts in the field so as to ensure that the measurement is adequate and accurate. Reasonable statistical tests were planned to test validity of results.

Test of reliability

Cronbach’s Alpha and other tests were applied on various parts of the questionnaire using “Siegle Reliability Calculator” an excel

program and the results showed a Cronbach’s Alpha score of more than 0.70. As all the Cronbach Alpha’s were above 0.70 (the standard), the questionnaires were considered as reliable

4. Data analysis and interpretation

The scheme formulated was as under:

Table 2: Data analysis and interpretation scheme explained

Sr. No.	Data Analysis	Expected Outcome	Interpretation
1	Impact of OS & OC on effectiveness of GS & PS	R ² and p-values for regression between OS/OC and Effectiveness for GS & PS	If the R ² and p-values are significant reject the null there is no substantial impact of OS & OC on effectiveness of GS & PS.
2	Growth of GS & PS	Growth rates of number of schools, boys students and girls students of Government and Private Schools	If the p-value for the mean comparison of the growth rates between the GS and PS is <0.05, reject the null that growth of GS and PS is same.
3	Relationship between OS & OC and teacher’s job satisfaction	R ² and p-values for regression between OS/OC and TJS for GS & PS.	If the R ² and p-values are significant reject the null there is relationship between OS & OC and teacher’s job satisfaction.
4	Difference in OS & OC of GS & PS	p-value for means comparison test for GS & PS	If p-value for the mean of OS&OC scores of GS & PS is <0.05, reject null that OS&OC of GS & PS is same.

The following table summarizes key parameters and the overall interpretation:

Table 3: Summary of data analyses of responses & overall interpretation

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. Findings, conclusions and suggestions for further research

5.1 Research Findings

a. Findings related to profile Government Schools

- i) The division of respondents Category was 193 of Urban group; and 207 for Rural group.
- ii) The distribution of Age was 92 of 20 -29 years group; 97 for 30-39 years group; 93

for 40-49 years group; and 118 for >=50 years group.

- iii) The spread of respondents Gender was 107 of Male group; and 293 for Female group.
- iv) The distribution of Work experience was 41 of <5 years group; 103 for 5-10 years group; 45 for 10-15 years group; and 211 for >15 years group.

- v) The division of Qualifications was 186 of Graduate group; 205 for Post Graduate group; and 9 for Doctorate group.
- vi) The spread of Existence of school was 0 of <5 years group; 0 for 5-10 years group; 0 for 10-15 years group; and 400 for >15 years group.

Private Schools

- i) The division of respondents Category was 210 of urban group; and 190 for Rural group.
- ii) The distribution of Age was 102 of 20 -29 years group; 98 for 30-39 years group; 93 for 40-49 years group; and 107 for >=50 years group.
- iii) The spread of respondents Gender was 77 of Male group; and 323 for Female group.
- iv) The distribution of Work experience was 56 of <5 years group; 97 for 5-10 years group; 47 for 10-15 years group; and 200 for >15 years group.
- v) The division of Qualifications was 188 of Graduate group; 205 for Post Graduate group; and 7 for Doctorate group.
- vi) The spread of Existence of school was 98 of <5 years group; 105 for 5-10 years group; 95 for 10-15 years group; and 102 for >15 years group.

b. Inferential data analysis

- i) The average disagreement of the Government School teachers for an effective organizational structure and organizational climate is 85%. The average agreement of the Private School teachers for an effective organizational structure and organizational climate is 77%.
- ii) The average ineffectiveness rating of the Government School teachers for performance is 84%. The average effectiveness rating of the Private School teachers for performance is 76%.
- iii) The average job dissatisfaction expressed by the Government School teachers is 85%. The average job satisfaction expressed by the Private School teachers is 76%.
- iv) The growth in the number of Government Schools during the period 2011-12 to 2017-18 is -3%, while it is 60% for Private Schools.

- v) The growth in Government Schools boy's students during the period 2011-12 to 2017-18 is -21%, while it is 20% for Private Schools.
- vi) The growth in Government Schools girl's students during the period 2011-12 to 2017-18 is -18%, while it is 18% for Private Schools.

5.2 Conclusion

- 1) The Organizational Structure, and Organizational Climate's effectiveness in Government managed primary schools is quite ineffective whereas in the privately managed primary schools is quite effective. Statements like OS is simple without much of complexity, It is flexible and ensures continuity, The structure clearly defines lines of authority, OS permits proper delegation of authority, It promotes unity of command and direction, OC fosters teamwork and unity, The climate motivates the employees, OC encourages positive informal culture, The climate is free from organizational politics and It promotes innovative thinking were widely disagreed by teachers from the Government schools but were widely agreed by the teachers from the Private schools.
- 2) The negativity and positivity in the Organizational Structure, and Organizational Climate's has a direct profound impact on the performance effectiveness of the schools. Factors like Academic and scholastic performance of the school, Academic growth over past five years, Performance in extra-curricular activities, Motivation levels of employees, Upgradation with technology, Financial stability, Research and faculty contributions, Student Inclusivity and Equity, Participation in social causes and Overall ethical performance were rated as ineffective in case of Government schools, but were rated as effective in case of Private schools.
- 3) The negativity and positivity in the Organizational Structure, and Organizational Climate's has a direct profound impact on the teacher's job satisfaction. Statements like I am content with my profession as a teacher, I am

enthusiastic about my job, My work inspires me, I feel proud for my association with the school, I find my work meaningful and purposeful, I feel that I have reasonable autonomy at work, My say in work is well received, I get reasonable opportunity for carrying developmental work, I feel there is good Work-Life Balance and I will recommend others also to join the teaching profession were rated negatively in case of Government schools, but were rated positively in case of Private schools.

- 4) All these factors are well correlated with the growth in the Government and the Private schools. While the number of Government managed schools have dropped during the period from 2011-12 to 2017-18, the number of Private schools have increased substantially during the same period. The number of boys and girls students in the Government schools has dropped over the years and interestingly we see more or less the same amount of growth in the boys and girls students in the private schools.

On an overall basis it can be concluded that the organizational structure and organizational culture in the Private primary schools is much better as compared to the Government primary schools. This has clear repercussions on the schools effectiveness, teachers job satisfaction, and the growth of the schools.

5.3 Suggestions

- 1) The Government schools from Solapur district should take some lessons from the Government schools from Delhi who have set an amazing record leaving the private schools behind in terms of academic performance. The Happiness Class in the Delhi schools is a classic example of how the organizational climate can be turned into a positive one.
- 2) The Government schools should also get motivation from Ranjitsinh Disale a Government primary school teacher from Paritewadi in Solapur district who has won the Global Teacher Prize for the year 2020. His is a highly motivational story and the Government should organize special sessions for all the Government school teachers to make them aware as to how fighting against all odds a determined person can achieve something that is recognized by the entire world.
- 3) Professionalism should replace things like nepotism in the Government schools. Primary schools are important in shaping-up the learning attitude of students. Hence, an effective organizational structure and organizational culture is a must to improve the schools and the students' performance in the Governments schools.
- 4) On an experimental basis, some of the Government schools should be privatized for a limited period of something like 5 years.

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