

Temporary Systems and Competency Building Dimensions in Organizational Learning among Male and Female Teachers in Government and Private Secondary Level Schools of Udaipur

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Abstract: This research delves into the dimensions of temporary systems and competency building within the framework of organizational learning among male and female school teachers in both government and private secondary level school settings in Udaipur. The study aims to uncover potential differences and similarities in how male and female teachers engage in organizational learning processes, with a specific focus on temporary systems and subsequent competency building. The Organizational Learning Diagnostic (OLD), developed by Dr. Udai Pareek is used. The results indicate that government secondary level school teachers have significantly higher temporary systems and competency building in comparison to private secondary level school teachers. Furthermore, the female teachers have significantly more temporary systems and competency building of organizational learning in comparison to male teachers. The findings of this study contribute to a deeper understanding of the complexities surrounding organizational learning dynamics in educational contexts, offering implications for practice and future research in the field of school psychology.

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I. INTRODUCTION

In the domain of temporary systems and competency building, government and private secondary level school teachers play pivotal roles in addressing both immediate challenges and fostering long-term growth and development within their respective educational settings. Government secondary level school teachers are frontline responders during crises, demonstrating their indispensable role in crisis intervention and emergency preparedness. They are often at the forefront during various emergencies, including natural disasters or incidents of violence. In such situations, government secondary level school teachers swiftly establish temporary support systems to ensure the well-being of students and staff. This involves organizing counselling sessions, coordinating services, and collaborating with external agencies to provide essential support and resources. Their ability to mobilize resources and offer immediate assistance highlights their dedication to safeguarding the welfare of the school community during challenging times.

Conversely, private school teachers leverage the flexibility and resources available within private institutions to provide tailored support tailored to the unique needs of their school community. With a focus on individualized attention, private school teachers can adapt quickly to emerging challenges and implement temporary support systems as needed. Whether it's addressing academic concerns, social-emotional issues, or other specific needs, private school teachers demonstrate a proactive approach to supporting students effectively. Their ability to provide personalized care underscores their commitment to fostering holistic growth and development among their students.

In the context of competency building, both government and private secondary level school teachers play essential roles in enhancing the skills and capabilities of students, educators, and staff members. Government secondary level school teachers actively contribute to curriculum development efforts aimed at promoting social-emotional skills, career readiness, and academic resilience among students. They collaborate with educators and administrators

to integrate these competencies into the broader educational framework, ensuring that students receive comprehensive support for their holistic development. Additionally, government secondary level school teachers facilitate professional development opportunities for educators and staff, equipping them with counselling skills and cultural competency to effectively address the diverse needs of students. By fostering a culture of continuous learning and growth within the school community, government school teachers contribute to the overall well-being and success of students. In contrast, private secondary level school teachers focus on designing tailored interventions and providing individualized support to students. They prioritize personal growth, academic success, and social-emotional well-being, tailoring their interventions to meet the unique needs of each student. Through one-on-one counselling sessions, group workshops, and mentorship programs, private secondary level school teachers create opportunities for students to develop essential skills and competencies that align with their aspirations and goals. By offering personalized support, private secondary level school teachers demonstrate their commitment to nurturing the holistic development of students, thereby enhancing their long-term success and well-being.

In summary, government secondary level school teachers excel in crisis intervention and emergency response, establishing temporary support systems to ensure the safety and well-being of students and staff during emergencies. On the other hand, private secondary level school teachers leverage their flexibility and resources to provide customized support tailored to the unique needs of their school community, thereby fostering holistic growth and development among their students. Both play crucial roles in addressing immediate challenges and building competencies for long-term success within their respective educational environments. Both government and private secondary level school teachers play integral roles in implementing temporary systems and fostering competency building within their respective educational settings. Through their efforts, they contribute to the overall growth and development of students, empowering them to thrive academically, socially, and emotionally.

II. REVIEW OF LITERATURE

In his 2012 study, Higgins investigated organizational learning (OL) dynamics within a major urban school district in the United States, employing theories and methodologies from organizational behavior. By introducing and validating three key subscales—psychological safety, experimentation, and leadership promoting learning—the research expanded upon existing educational literature. Data was gathered from 941 teachers across 60 schools in the district, revealing organizational learning as a foundational factor. Teachers' perceptions of psychological safety, experimentation, and supportive leadership were indicative of learning facilitation

within the school environment. Higgins' study aimed to deepen comprehension of organizational learning within educational settings and offer strategies for improvement. By emphasizing the significance of psychological safety, experimentation, and effective leadership, the research provided valuable insights for enhancing educational outcomes. Utilizing an interdisciplinary approach, merging insights from organizational behavior and educational research, the study offered a holistic view of learning processes within schools. This integration of perspectives facilitated a nuanced exploration of factors influencing organizational learning, contributing to ongoing discussions on effective educational practices and organizational growth.

In their 2022 study, Dar et al., underscored the pivotal role of guidance and counselling in school education. Through an extensive literature review, they emphasized its profound impact on shaping positive learning attitudes, boosting academic performance, and enhancing students' social and emotional well-being. The study delved into various counselling services, including academic, career, and personal counselling, highlighting their significance in addressing diverse student needs. Dar et al. emphasized the necessity for trained professionals to provide these services, recognizing the complexity and depth of support required to cater to students effectively. Overall, the research underscored the importance of investing in guidance and counselling services within educational settings. By acknowledging their crucial role in facilitating effective teaching and learning, Dar et al. advocated for prioritizing resources and support for these services to ensure the holistic development and well-being of students in schools.

In 2022, Losada-Vazquez examined organizational learning within purpose-driven enterprises, highlighting the crucial role of leadership in cultivating a learning culture. Conducting a case study in Spain, they uncovered a cyclical process involving inquiry, action, and reflection. Their proposed action-research model outlines five phases: diagnosing needs, designing interventions, implementation, evaluating impact, and reflection for improvement. This research provides valuable insights into how purpose-driven values shape learning dynamics and offers a practical framework for enhancing leadership. It underscores the significance of organizational learning in fostering sustainability and driving social impact within these enterprises.

In 2017, Peter Serdyukov presented an analytical review of educational innovation in the USA, covering classifications, obstacles, and strategies for enhancement. The paper accentuates the necessity for scalable innovations centred on teaching, learning theory, and societal repercussions. Emphasizing the significance of technology underpinned by robust research, it provides practical recommendations for augmenting efficiency in education. Noteworthy contributions of the paper encompass its

systemic approach, thorough classifications, and revelations regarding the efficacy of technology and time management in educational settings. This paper delves into the landscape of educational innovation within the United States, shedding light on various facets such as classifications, challenges, and avenues for improvement. By stressing the importance of scalable innovations, particularly those focusing on pedagogy, learning theories, and broader societal impacts, Serdyukov underscores the potential for transformative change within the educational sphere. Additionally, the paper highlights the critical role of technology, grounded in rigorous research, in driving educational advancements and proposes actionable strategies for optimizing its integration into educational practices. Furthermore, the paper's contributions lie in its comprehensive approach to analysing educational innovation, providing structured classifications and actionable insights. By exploring the effectiveness of technology and its impact on time efficiency in education, the paper offers valuable perspectives for educators, policymakers, and stakeholders striving to enhance educational outcomes. Overall, Serdyukov's work contributes to the ongoing discourse on educational innovation, offering a roadmap for navigating challenges and harnessing opportunities for improvement within the educational landscape.

Nurbaity Bustamam et al., (2020) conducted an in-depth examination of school counsellor needs will help these authorities provide appropriate training which in turn can save on budget expenditures in the long run. This study aims to examine the training needs of secondary level school teachers. The approach used is a qualitative approach with an implementation period of three years. The subjects in this study were secondary level school teachers who were involved in trainings carried out by the provincial and district education offices for three years, which come from all over Aceh Province. The results showed that a deeper attention on skill mastery is needed rather than conceptual coverage.

➤ Objectives

The objectives of the present research paper are as follows:

- To study the temporary systems and competency building dimensions of organizational learning of school teachers from government and private secondary level schools.
- To study the temporary systems and competency building dimensions of organizational learning of male and female secondary level school teachers.
- To compare the temporary systems dimension of organizational learning of school teachers from government and private secondary level schools.
- To compare the temporary systems dimension of organizational learning of male and female secondary level school teachers.

- To compare the competency building dimension of organizational learning of school teachers from government and private secondary level schools.
- To compare the competency building dimension of organizational learning of male and female secondary level school teachers.

➤ Hypotheses

The following hypotheses are framed for the present research

- There is no significant difference between temporary systems dimension of organizational learning of school teachers from government and private secondary level schools.
- There is no significant difference between temporary systems dimension of organizational learning of male and female secondary level school teachers.
- There is no significant difference between competency building dimension of organizational learning of school teachers from government and private secondary level schools.
- There is no significant difference between competency building dimension of organizational learning of male and female secondary level school teachers.

➤ Sample:

The sample consists of 120 secondary level school teachers from Udaipur, chosen through convenience sampling. There are 60 teachers each in government and private secondary level schools. Within the government secondary level school teachers, 30 are male and 30 are female, while the same distribution applies to the private secondary level school teachers.

➤ Tool:

The Organizational Learning Diagnostic (OLD), developed by Dr. Uday Pareek in 1980, comprises 23 items across eight dimensions: innovation, implementation, stabilization, experimentation, mutuality, planning, temporary system, and competency building is used. Renowned for its reliability and validity, the OLD serves as a crucial tool for evaluating organizational learning processes and capacities. It aids stakeholders in assessing various facets of learning within an organization, offering insights into strengths and areas needing improvement. By focusing on dimensions like innovation and experimentation, the OLD highlights opportunities for growth and development. Additionally, its inclusion of mutuality and competency building underscores the importance of collaboration and skill enhancement. With its established credibility, the OLD guides evidence-based decision-making and interventions aimed at enhancing learning effectiveness within organizations.

➤ Method of Data Collection

After reaching out to all secondary level school teachers within their respective schools, efforts were made to establish a rapport before providing them with the Organizational Learning Diagnostic (OLD) Tool. Teachers were reassured about the confidentiality of their personal information. Following this, the collected responses were systematically scored based on the guidelines outlined in the test manual. This approach underscores the importance of building trust and ensuring confidentiality when conducting assessments in educational settings. By fostering a supportive environment, teachers were more likely to participate openly and provide accurate responses, thereby enhancing the reliability and validity of the data collected. Additionally, adhering to standardized scoring procedures ensures consistency and

allows for meaningful comparisons across different teachers and schools. Overall, this methodological approach promotes transparency and rigor in the evaluation of organizational learning processes among secondary level school teachers.

III. RESULTS AND DISCUSSION

The skewness and kurtosis value for temporary systems dimension of organizational learning are -0.487 and -0.681 respectively. Similarly, skewness and kurtosis value for competency building dimension of organizational learning are -0.47 and -0.087 respectively. Therefore, the data is considered as normal and independent group 't' test is applied and results are as follows:

Table 1 Comparison of Temporary Systems and Competency Building Dimensions of Organizational Learning of Government Vs Private and Male Vs Female Secondary Level School Teachers

Dimensions of Organizational Learning		N	Mean	S.D.	Mean Difference	't'	p value
Temporary Systems	Government Schools	60	68.194	8.045	4.097	3.083	0.000
	Private Schools	60	64.097	6.423			
	Male	60	61.597	6.377	-9.097	8.280	0.000
	Female	60	70.694	5.636			
Competency Building	Government Schools	60	66.736	5.397	6.389	6.389	0.000
	Private Schools	60	60.347	6.161			
	Male	60	61.319	6.423	-4.444	3.903	0.000
	Female	60	65.764	6.045			

Table 1 shows that the mean scores of temporary systems dimension of organizational learning is 68.194 for teachers from government secondary level schools and 64.097 for teachers from private secondary level schools. The 't' score is found to 3.083 which is significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in temporary systems dimension of organizational learning between teachers from government and private secondary level schools. The mean scores also leads that teachers from government secondary level schools have more Temporary Systems in comparison to secondary level school teachers from private schools.

Table 1 illustrates that the mean scores of temporary systems dimension of organizational learning is 61.597 for male teachers and 70.694 for female teachers. The 't' score is found to 8.280 which is significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in temporary systems dimension of organizational learning between male and female secondary level school teachers. The mean scores also indicates that male teachers have less Temporary Systems in comparison to female teachers.

Moreover, table 1 displays that the mean scores of competency building dimension of organizational learning is 66.736 for teachers from government secondary level schools and 60.347 for teachers from private secondary level schools. The 't' score is found to 6.389 which is significant at 0.01

level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in competency building dimension of organizational learning between teachers from government and private secondary level schools. The mean scores also directs that teachers from government secondary level schools have more competency building in comparison to secondary level school teachers from private schools.

Table 1 illustrates that the mean scores of competency building dimension of organizational learning is 61.319 for male teachers and 65.764 for female teachers. The 't' score is found to 3.903 which is significant ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in competency building dimension of organizational learning between male and female secondary level school teachers. The mean scores also specifies that female teachers have more competency building dimension of organizational learning in comparison to males.

In the realm of temporary systems, government secondary level school teachers operate within the framework of larger educational systems, leveraging institutional support and resources during crises. They adhere to structured procedures for crisis management and emergency preparedness, often standardized across secondary level schools within a district or jurisdiction. Additionally, government teachers may contribute to the development of long-term strategies for crisis prevention and response,

participating in training initiatives and policy development aimed at ensuring the safety and well-being of students. Conversely, private secondary level school teachers enjoy autonomy and flexibility in implementing temporary support systems, allowing them to tailor responses to the specific needs of their close-knit school community without bureaucratic constraints. While they may face limitations in accessing external resources, they often leverage local community partnerships to fill these gaps, fostering a collaborative approach to crisis response within their unique educational environment.

In terms of competency building, government secondary level school teachers collaborate closely with educators to integrate competency-building initiatives into the school curriculum, ensuring alignment with academic goals and standards. They have access to a wide range of resources and support services within the public education system, facilitating the implementation of comprehensive competency-building programs. Furthermore, government teachers often take a systemic approach to competency building, addressing broader issues such as school climate, equity, and inclusion to create a supportive learning environment for all students. In contrast, private secondary level school teachers' design tailored competency-building programs that reflect the unique needs and values of their school community, providing individualized attention and support to students within smaller student populations. They may also collaborate with external experts to enhance the range and quality of competency-building initiatives offered, enriching the educational experience for their students. Overall, both government and private secondary level school teachers play integral roles in implementing temporary systems and fostering competency building, contributing to the holistic development and well-being of students within their respective educational settings.

IV. CONCLUSION

On the basis of the statistical analysis:

- The hypothesis *"There is no significant difference between temporary systems dimension of organizational learning of school teachers from government and private secondary level schools"* is rejected.
- The hypothesis *"There is no significant difference between temporary systems dimension of organizational learning of male and female secondary level school teachers"* is rejected.
- The hypothesis *"There is no significant difference between competency building dimension of organizational learning of school teachers from government and private secondary level schools"* is rejected.
- The hypothesis *"There is no significant difference between competency building dimension of organizational learning of male and female secondary level school teachers"* is rejected.

In summary, while both government and private secondary level school teachers play essential roles in implementing temporary systems and fostering competency building, they operate within different contexts and face distinct challenges and opportunities. Government teachers may benefit from institutional support and access to resources within the public education system, while private teachers may leverage autonomy and flexibility to provide personalized support within their school communities.

V. IMPLICATIONS

Practical implications for school teachers in building competencies and utilizing temporary systems are as follows:

- **Organizing Interdisciplinary Task Forces:** School teachers can create temporary task forces composed of teachers, administrators, and mental health professionals to address specific student issues such as bullying prevention or college readiness. This approach fosters diverse perspectives and efficient problem-solving.
- **Implementing Student Support Projects:** Utilize project groups to implement initiatives like peer mentoring programs or mental health awareness campaigns. By involving students, parents, and faculty members, teachers can tap into a wide range of skills and experiences to support student well-being.
- **Utilizing External Training Programs:** Encourage teachers to attend external training programs focused on areas such as trauma-informed care or adolescent mental health. This enables teachers to enhance their skills and stay updated on best practices in the field.
- **Sharing Best Practices Through Seminars:** Organize seminars where teachers can share their experiences and learn from one another. By highlighting successful strategies and interventions, teachers can build upon existing competencies and expand their toolkit for supporting students.
- **Cross-Training Opportunities:** Facilitate cross-training opportunities for teachers to learn from other professionals within the school community, such as teachers or social workers. This not only enhances teachers' skills but also promotes collaboration and a holistic approach to student support.
- **Flexibility in Approach:** Embrace the temporary nature of task groups and project teams to address emerging student needs effectively. By remaining adaptable and responsive, teachers can leverage these mechanisms to implement timely interventions and initiatives.
- **Encouraging Risk-Taking:** Create a culture that encourages teachers to take calculated risks in trying new approaches to student support. Temporary systems provide a platform for experimenting with innovative solutions while minimizing the fear of failure.
- **Evaluation and Reflection:** After the completion of temporary initiatives, conduct thorough evaluations to assess their effectiveness and identify areas for

improvement. Encourage teachers to reflect on their experiences and integrate lessons learned into future practice.

By incorporating these practical implications, school teachers can enhance their competencies, leverage temporary systems effectively, and ultimately provide comprehensive support to students in need.

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