



Research Paper

Exploring Mutuality and Planning Dimensions in Organizational Learning among Male and Female School Teachers in Government and Private Secondary level Schools of Udaipur

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Abstract

Investigating mutuality and planning in organizational learning among male and female school teachers in Udaipur's government and private secondary level schools, this study seeks gender-based differences. Exploring how teachers engage in organizational learning, with a focus on mutuality and planning, sheds light on dynamics within school teaching. The study is conducted on a sample comprises 120 school teachers from Udaipur, selected via convenient sampling. Among them, 60 work in government secondary level schools, evenly split between males and females. Similarly, the remaining 60 teachers work in private secondary level schools, with an equal distribution of males and females. The Organizational Learning Diagnostics (OLD) by Udai Pareek is used for determining level of planning and mutuality. The results indicate that Government school teachers have more mutuality and planning in comparison to teachers from private teachers. Furthermore, the female teachers have significantly more mutuality and planning in comparison to male teachers. The research aims to offer insights into gender patterns and institutional influences, contributing to a deeper understanding of organizational learning dynamics in educational settings.

Key words: Mutuality, Planning, Organizational Learning, Teachers.

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I. Introduction

Mutuality and planning are crucial aspects of the roles of both government and private school teachers in ensuring effective educational outcomes. Let's explore their roles in these areas:

Mutuality between government and private school teachers fosters a collaborative environment where resources, best practices, and insights are shared for the benefit of students across both sectors. Government school teachers can leverage collaboration opportunities to exchange knowledge and expertise with their private school counterparts, enriching teaching strategies and support services. By participating in professional networks and forums, teachers from both sectors can engage in dialogue, address common challenges, and cultivate a culture of mutual learning and growth. Through resource sharing, such as offering training sessions or workshops, government and private school teachers can extend support to one another, ultimately enhancing the quality and effectiveness of teaching services provided to students.

In terms of planning, government school teachers engage in strategic processes to set long-term goals and priorities for teaching services within the education system. Conducting needs assessments allows them to identify specific student needs and develop targeted intervention programs tailored to their schools and communities. Additionally, government teachers may contribute to policy development, ensuring that teaching services align with best practices and evolving student needs. On the other hand, private school teachers focus on program development tailored to their student population, utilizing data analysis to evaluate program effectiveness and inform future planning efforts. Engaging in continuing education activities allows private school teachers to stay abreast of the latest research and trends in teaching practice, empowering them to plan and implement effective interventions that meet the unique needs of their students. Through these planning efforts, both

government and private school teachers strive to provide comprehensive and impactful teaching services that support student well-being and success.

In conclusion, both government and private school teachers play essential roles in promoting mutuality and effective planning within the education system. By collaborating, sharing resources, and engaging in strategic planning efforts, they can collectively work towards ensuring that all students have access to high-quality teaching services that support their academic, social, and emotional development.

II. Review of Literature

Amidst the evolving landscape of work culture, global market dynamics, and technological advancements, there is a growing recognition of the imperative for Human Resource Development (HRD) to pivot towards a focus on organizational learning. Crossan (1999) underscored that learning serves as a foundational element for effective organizational change, innovation, and overall performance improvement. Consequently, organizations are urged to cultivate an environment conducive to individual learning and development, fostering an organizational learning culture.

In his 2012 study, Higgins delved into the exploration of organizational learning (OL) within a major urban school district in the United States, drawing upon theories and methodologies from organizational behaviour. This research extended the existing literature on OL by introducing and validating three subscales: psychological safety, experimentation, and leadership that promotes learning. These dimensions were identified as crucial in advancing prior educational research and understanding organizational learning dynamics. The study collected data from 941 teachers across 60 schools within the urban district, revealing organizational learning as a foundational factor. This was evidenced through teachers' perceptions of psychological safety, experimentation, and supportive leadership fostering learning. By focusing on these dimensions, the research shed light on their significant contributions to the overall learning environment within schools. The exploration conducted by Higgins aimed not only to deepen understanding of organizational learning within educational contexts but also to provide insights into strategies for its enhancement. By recognizing the importance of psychological safety, experimentation, and leadership, the study paved the way for potential interventions aimed at improving educational outcomes for students. Through its interdisciplinary approach, integrating perspectives from both organizational behaviour and educational research, the study offered a comprehensive understanding of the dynamics shaping learning processes within educational institutions. This synthesis of perspectives allowed for a nuanced exploration of factors influencing organizational learning, ultimately contributing to the ongoing discourse on effective educational practices and organizational development.

However, despite the acknowledgment of the significance of learning organizations, some scholars have noted a tendency to prioritize theoretical research over practical implementation strategies. Studies by Ellinger et al. (2002), Garvin et al. (2008), Wall (2007) have highlighted this gap, emphasizing the need for more attention to specific practical approaches for creating a learning organization.

This underscores the importance of bridging the gap between theoretical frameworks and actionable strategies to cultivate a learning-oriented culture within organizations. Practical implementations, grounded in theoretical foundations, are crucial for translating concepts into tangible outcomes that drive organizational growth and adaptability in the face of constant change. Therefore, organizations must strive to integrate theoretical insights with practical interventions to effectively foster a culture of learning and development, ultimately enhancing their capacity for innovation and success in a dynamic global landscape.

Objectives

The objectives of the present research paper are as follows:

1. To study the mutuality and planning dimension of organizational learning of school teachers from government and private secondary level schools.
2. To study the mutuality and planning dimension of organizational learning of male and female secondary level school teachers.
3. To compare the mutuality dimension of organizational learning of secondary level school teachers from government and private secondary level schools.
4. To compare the mutuality dimension of organizational learning of male and female secondary level school teachers.
5. To compare the planning dimension of organizational learning of secondary level school teachers from government and private secondary level schools.
6. To compare the planning dimension of organizational learning of male and female secondary level school teachers.

Hypotheses

The following hypotheses are framed for the present research

1. There is no significant difference between mutuality dimension of organizational learning of secondary level school teachers from government and private secondary level schools.
2. There is no significant difference between mutuality dimension of organizational learning of male and female secondary level school teachers.
3. There is no significant difference between planning dimension of organizational learning of secondary level school teachers from government and private secondary level schools.
4. There is no significant difference between planning dimension of organizational learning of male and female secondary level school teachers.

Sample:

The sample comprises 60 teachers selected from government and private secondary level schools located in Udaipur.. Within the sample, there is a deliberate effort to ensure gender balance, resulting in an equal representation of male and female teachers. This gender parity is essential for conducting an inclusive analysis that considers potential differences in perspectives, experiences, and approaches between male and female teachers. The teachers selected for the study are actively involved in addressing the diverse needs of students, including academic, career, and personal development concerns. They operate within the complex educational landscape of Udaipur, which encompasses a wide range of socio-economic backgrounds, cultural influences, and educational policies. Given that the sample includes teachers from both government and private secondary level schools, there is an opportunity to explore potential variations in teaching practices and organizational contexts between these two sectors. Government schools typically cater to a more diverse and economically disadvantaged student population, while private schools may have different resources and priorities. Each teacher within the sample brings a unique set of experiences, qualifications, and perspectives to their role. They are likely to have undergone formal training in teaching techniques and may possess specialized knowledge in areas such as child psychology, career development, or mental health support. Overall, the sample of 60 teachers from government and private secondary level schools in Udaipur represents a diverse and dynamic group of professionals who play a vital role in supporting the holistic development and well-being of students within the educational system. The selected sample have equal proportion of male and female gender.

Tool:

It is developed by Dr. Udai Pareek in 1980, the Organizational Learning Diagnostic (OLD) is structured with 23 items and encompasses eight dimensions: innovation, implementation, stabilization, experimentation, mutuality, planning, temporary system, and competency building. Renowned for its robust reliability and validity, this diagnostic tool facilitates a comprehensive evaluation of organizational learning processes and capacities which is used for this research. This tool serves as a pivotal instrument in organizational development, enabling stakeholders to assess various facets of learning within an organizational context. By delving into dimensions such as innovation, implementation, and experimentation, the OLD provides insights into areas of strength and areas that may require improvement. Additionally, its inclusion of dimensions like mutuality and competency building underscores the importance of collaboration and skill enhancement in fostering organizational learning. Moreover, the OLD's reputation for reliability and validity lends credibility to its findings, making it a trusted resource for organizational leaders and practitioners. Through its systematic assessment approach, the tool facilitates evidence-based decision-making and guides interventions aimed at enhancing learning effectiveness within organizations.

Method of Data Collection

Upon reaching out to all school teachers in their respective schools, rapport was established before distributing the Organizational Learning Diagnostic (OLD) Tool. Teachers were assured of the confidentiality of their identities. Subsequently, the gathered data were scored following the prescribed procedures detailed in the test manual.

III. Results and Discussion

The skewness and kurtosis value for mutuality dimension of organizational learning are -0.363 and -0.571 respectively. Similarly, skewness and kurtosis value for planning dimension of organizational learning are -0.01 and -1.02 respectively. Therefore, the data is considered as normal and independent group 't' test is applied and results are as follows:

Table 1
Comparison of mutuality and planning 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
Mutuality	Government Schools	60	67.67	6.11	4.896	4.901	0.000
	Private Schools	60	62.78	4.75			
	Male	60	61.91	5.05	6.632	7.287	0.000
	Female	60	68.54	4.92			
Planning	Government Schools	60	67.88	5.60	5.417	5.796	0.000
	Private Schools	60	62.46	4.59			
	Male	60	62.54	4.84	5.250	5.570	0.000
	Female	60	67.79	5.47			

Table 1 shows that the mean scores of mutuality dimension of organizational learning is 67.67 for teachers from government schools and 62.78 for teachers from private schools. The 't' score is found to 4.896 which is significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in mutuality dimension of organizational learning between teachers from government and private secondary level schools. The mean scores also leads that teachers from government schools have more mutuality in comparison to school teachers from private secondary level schools.

Table 1 illustrates that the mean scores of mutuality dimension of organizational learning is 61.91 for male teachers and 68.54 for female teachers. The 't' score is found to 7.287 which is significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in mutuality dimension of organizational learning between male and female school teachers. The mean scores also indicates that male teachers have less mutuality in comparison to female teachers.

Moreover, table 1 displays that the mean scores of planning dimension of organizational learning is 67.88 for teachers from government secondary level schools and 62.46 for teachers from private secondary level schools. The 't' score is found to 5.796 which is significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in planning 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 planning in comparison to school teachers from private secondary level schools.

Table 1 illustrates that the mean scores of planning dimension of organizational learning is 62.54 for male teachers and 67.79 for female teachers. The 't' score is found to 5.570 which is significant ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in planning dimension of organizational learning between male and female secondary level school teachers. The mean scores also specifies that female teachers have more planning dimension of organizational learning in comparison of male teachers.

In the realm of mutuality, government secondary level school teachers foster collaboration within the public sector, working closely with various government agencies such as health departments, social services, and child welfare organizations. This collaborative approach ensures a holistic support system for students by addressing their multifaceted needs beyond the academic realm. Moreover, government teachers actively participate in professional networks and associations consisting predominantly of government-employed teachers, facilitating resource sharing, best practice dissemination, and mutual support within their sector. By sharing resources, training materials, and research findings among colleagues, government teachers contribute to the collective professional development and knowledge exchange within government systems, ultimately enhancing the quality and efficacy of teaching services provided to students.

Conversely, private secondary level school teachers engage in mutuality through partnerships with community organizations, non-profits, and private businesses, extending the reach of support services available to students beyond the confines of the school environment. These collaborations enable private teachers to offer additional resources and opportunities tailored to the specific needs of their student population, enriching the overall support ecosystem within the school community. Furthermore, private secondary level school teachers advocate for their students' needs within broader community contexts, liaising with local government agencies and community leaders to address systemic issues impacting student well-being. By engaging in networking opportunities that span both public and private sectors, private secondary level school teachers foster cross-sectoral collaboration, exchange ideas, and collectively address common challenges, thereby contributing to a more cohesive and integrated approach to student support and advocacy.

In the domain of planning, government secondary level school teachers engage in institutional-level strategic planning processes in collaboration with school administrators and education policymakers. Through needs assessments conducted within government systems, they identify specific student needs, informing the development of targeted intervention programs and resource allocation decisions to effectively address these needs. Additionally, government teachers play a pivotal role in the development and implementation of policies and guidelines related to teaching services within the public education system, ensuring alignment with educational standards and regulations to promote consistency and efficacy in service delivery.

On the other hand, private secondary level school teachers tailor their planning efforts to the unique culture, values, and demographics of their school community, designing and implementing teaching programs that resonate with the specific needs and preferences of their students. By collecting and analyzing data on student outcomes and teaching service utilization, private teachers evaluate the effectiveness of their programs, enabling them to make data-driven decisions for program improvement and refinement. Moreover, private school teachers prioritize ongoing professional development to stay abreast of the latest research, techniques, and trends in teaching practice, enhancing their capacity for effective planning and implementation of teaching initiatives that promote student well-being and success.

IV. Conclusion

On the basis of the statistical analysis:

The hypothesis “*There is no significant difference between mutuality dimension of organizational learning of school teachers from government and private secondary level schools*” is rejected.

The hypothesis “*There is no significant difference between mutuality dimension of organizational learning of male and female secondary level school teachers*” is rejected.

The hypothesis “*There is no significant difference between planning dimension of organizational learning of secondary level school teachers from government and private secondary level schools*” is rejected.

The hypothesis “*There is no significant difference between planning 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 contribute to mutuality and planning within the education system, they operate within different contexts and have distinct approaches to collaboration, resource sharing, and program development. By recognizing the strengths and opportunities within each sector, teachers can leverage their unique roles to provide comprehensive support to students and promote their overall well-being. While it can be concluded that girls teachers possess more mutuality and higher level of planning dimensions of organizational learning.

V. Implications:

Practical implications of increasing mutuality and planning to foster organizational learning among school teachers:

- **Establishing Collaborative Planning Processes:** Encourage school teachers to engage in collaborative planning processes with teachers, administrators, and other stakeholders to align teaching initiatives with broader school goals and priorities. Foster mutual understanding and communication to ensure that teaching efforts are integrated into overall school planning and decision-making.
- **Building Partnerships with Stakeholders:** Foster partnerships with parents, community organizations, mental health professionals, and other stakeholders to enhance mutual support and collaboration in addressing student needs. Involve stakeholders in the planning process to ensure that teaching services are responsive to the diverse needs of the school community.
- **Promoting Cross-Training and Skill Sharing:** Encourage school teachers to engage in cross-training and skill-sharing opportunities with other professionals within the school community. Facilitate mutual learning and collaboration by providing opportunities for teachers to learn from teachers, administrators, and mental health professionals, and vice versa.
- **Utilizing Data for Informed Planning:** Encourage school teachers to utilize data to inform their planning and decision-making processes. Provide access to student performance data, behavior trends, and other relevant information to help teachers identify areas for intervention and develop targeted support plans.
- **Fostering a Culture of Mutual Support:** Create a culture of mutual support among school teachers by providing opportunities for peer collaboration, feedback, and mentorship. Foster a sense of community and camaraderie among teachers to encourage mutual learning and professional growth.
- **Facilitating Regular Planning Meetings:** Establish regular planning meetings or check-ins for school teachers to discuss caseloads, share updates on student progress, and collaborate on intervention strategies. Encourage teachers to work together to identify emerging trends and address common challenges.

- **Promoting Long-Term Planning and Goal Setting:** Encourage school teachers to engage in long-term planning and goal setting to guide their teaching efforts. Help teachers develop clear objectives, action plans, and timelines for achieving their goals, and provide support and accountability to ensure progress.
- **Encouraging Reflective Practice:** Promote reflective practice among school teachers by encouraging them to regularly evaluate their planning and implementation efforts. Provide opportunities for teachers to reflect on their experiences, identify lessons learned, and adjust their approaches as needed to improve effectiveness.
- **Providing Resources for Professional Development:** Allocate resources for professional development opportunities that support mutual learning and planning among school teachers. Provide funding for training workshops, conferences, and collaborative projects that enhance teachers' skills and knowledge.
- **Evaluating and Sharing Best Practices:** Establish mechanisms for evaluating the effectiveness of teaching interventions and sharing best practices across the school community. Encourage teachers to document successful strategies, lessons learned, and challenges overcome, and facilitate opportunities for sharing this information with colleagues.

By implementing these practical implications, schools can create a supportive environment that fosters mutual learning, collaboration, and effective planning among school teachers, ultimately enhancing the quality of teaching services and supporting student success.

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