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Exploring Stabilisation and Experimentation Dimensions in Organizational Learning among Male and Female School Counsellors in Government and Private Schools of Delhi

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Abstract

This research paper examines the dimensions of stabilisation and experimentation within the framework of organizational learning among male and female school counsellors in both government and private school settings. The sample consists of 120 counsellors from 60 each from both government and private schools in Delhi, equally divided by gender. Organizational Learning Diagnostic (OLD) by Dr. Udai Pareek is used as the tool for the present research paper. The results infer that there are significant differences in the stabilization and experimentation dimension ($p < 0.01$) between school counsellors from government and private schools, while significant differences exist in the stabilisation dimension ($p < 0.01$) and experimentation dimension ($p < 0.05$) of organizational learning between male and female school counsellors. By delving the research seeks to offer Insights into the mechanics of corporate knowledge acquisition within the context of school counselling, shedding light on school-based patterns and the influence of institutional affiliations.

Key Words: Stabilisation, Experimentation, Organizational Learning, Counsellors.

Introduction

The roles of government and private school counsellors in stabilization and experimentation can vary based on their organizational contexts, resources, and priorities. In government schools, counsellors serve as a significant factor in stabilizing students amidst various challenges they may encounter. By providing consistent support and guidance, counsellors help students navigate academic, social, and emotional difficulties, nurturing a sense of stability in the school environment. Through routine counselling sessions, support groups, and behaviour management plans, counsellors establish structures that promote predictability and security for students, especially during times of crisis or emergencies. In such situations, government school counsellors serve as frontline responders, collaborating with school administrators, mental health professionals, and community possessions to provide immediate support and stabilization for students, staff, and families. While resources for experimentation may be limited, counsellors in government schools still engage in piloting new programs or adapting existing practices to address evolving student needs, using data to inform their efforts and guide innovation.

Conversely, private school counsellors' offer individualized support tailored to the specific needs of students, fostering stability and resilience within a supportive and nurturing environment. By providing personalized counselling services and crisis intervention, private school counsellors help students stabilize and thrive academically and personally. They foster an inclusive environment where students feel secure, respected, and valued, and understood, promoting positive relationships and social-emotional learning to enhance stability and well-being. Collaboration with families is integral to the stabilization process, as private school counsellors work closely with parents, guardians, and caregivers to address concerns, coordinate interventions, and reinforce positive behaviours and coping strategies. With greater flexibility and autonomy, private school counsellors experiment with innovative programming and interventions, leveraging research and best practices to continuously improve counselling services. They systematically evaluate the effectiveness of their experimentation efforts, using data and feedback to refine counselling practices and ensure ongoing support for students' stability and growth.

In a nutshell, government and private school counsellors play essential roles in providing stabilization and experimentation opportunities for students, albeit within different organizational contexts and constraints. By leveraging their strengths, resources, and expertise, counsellors across sectors can contribute to students' overall well-being and academic success.

Review of Literature:

In their study, Dar et al. (2022) underscored the pivotal role of guidance and counselling within school education. Their literature review accentuated its influence on cultivating favorable learning attitudes, boosting academic achievements, and bolstering students' social and emotional welfare. The research delved into diverse counselling services such as academic, career, and personal counselling, highlighting the imperative for proficient professionals to cater to varied student requirements. Ultimately, the study emphasized the significance of allocating resources to guidance and counselling services for facilitating effective teaching and learning in educational institutions.

Higgins (2012) conducted a study leveraging theories and methodologies from organizational behaviour to explore organizational learning (OL) within a big urban school. The research extends existing literature on OL in organizational behaviour by introducing and validating three subscales that evaluate crucial dimensions of organizational learning, thus advancing prior educational research. These dimensions include psychological safety, experimentation, and leadership that promotes learning. Analysis of data collected from 941 teachers across 60 schools within the urban district indicates that organizational learning serves as an underlying factor, manifested through teachers' perceptions of psychological safety, experimentation, and leadership that fosters learning. This study delves into the realm of organizational learning with reference to the educational context, provide insights that how these factors such as psychological safety, experimentation, and supportive leadership add on to the overall learning environment within schools. By examining these dimensions, the research aims to offer perspectives to different strategies that can boost organizational learning and, subsequently, improve educational outcomes for students. Through its interdisciplinary approach, illustrating upon both organizational behavior and educational research, the study offers an conceptual clarification about the dynamics for educational institutions and their impact on learning processes.

Steen, Shi, and Melfie (2021) argued that school counselors possess the necessary education and skills to implement group counseling interventions that support various aspects of student development. Although group counseling is widely recognized as beneficial for addressing numerous challenges faced by children and adolescents in school settings, empirical evidence remains limited (Griffith et al., 2019). In particular, the position statement on group counseling highlights its role in fostering both academic success and personal growth. However, further research is needed, especially regarding its impact on academic achievement (Zyromski et al., 2018).

Recognizing the importance of the stabilization and experimentation criterias of organizational learning, particularly concerning male and female school counsellors in government and private schools of Delhi, this mini research aims to achieve the following objectives:

Objectives

The objectives of the present research paper are as follows:

1. To study the stabilisation and experimentation criteria of organizational learning among school counsellors from government and private schools.
2. To study the stabilisation and experimentation criteria of organizational learning of male and female school counsellors.
3. To compare the stabilisation criteria of organizational learning among school counsellors from government and private schools.
4. To compare the stabilisation criteria of organizational learning of male and female school counsellors.
5. To compare the experimentation dimension of organizational learning among school counsellors from government and private schools.
6. To compare the experimentation dimension of organizational learning of male and female school counsellors.

Hypotheses

The hypotheses framed for the present research are as follows:

1. The stabilization criteria of organizational learning for school counsellors in government and private schools do not differ significantly.
2. The stabilization criteria of organizational learning do not differ significantly between male and female school counsellors.
3. The experimentation criteria of organizational learning for school counsellors in government and private schools do not differ significantly.
4. The experimentation criteria of organizational learning do not differ significantly between male and female school counsellors.

Sample:

The sample consists of 120 school counsellors from Delhi, selected through convenience sampling. Among them, 60 counsellors work in government schools, while the remaining 60 work in private schools. Within the group of counsellors from government schools, there are 30 males and 30 females. Likewise, among the counsellors from private schools 30 are males and 30 are females.

Tool:

The Organizational Learning Diagnostic (OLD), conceived by Dr. Udai Pareek in 1980, comprises 23 items and encompasses eight criteria: innovation, implementation, stabilization, experimentation, mutuality, planning, temporary system, and competency building. Recognized for its robust reliability and validity, this diagnostic tool offers a comprehensive assessment of organizational learning processes and capabilities.

Method of Data Collection:

All school counsellors were contacted at their respective schools. Once rapport was established, the Organizational Learning Diagnostic (OLD) Tool was distributed among them, ensuring confidentiality regarding their names. The responses collected were scored based on the procedures specified in the test manual.

Results and Discussion:

The skewness and kurtosis value for stabilisation dimension of organizational learning are 0.06 and -0.92 respectively. Similarly, skewness and kurtosis value for experimentation dimension of organizational learning are -0.13 and -0.82 respectively. Therefore, the data is considered as normal and independent group 't' test is applied.

Table 1

Comparison of stabilisation and experimentation criterias of organizational learning among Government Vs Private and Male Vs Female School Counsellors

| Dimensions of Organizational Learning | | N | Mean | S.D. | Mean Difference | 't' | p value |
|---------------------------------------|--------------------|----|--------|-------|-----------------|--------|---------|
| Stabilisation | Government Schools | 60 | 68.024 | 5.470 | 7.708 | 8.511 | 0.000 |
| | Private Schools | 60 | 60.315 | 4.392 | | | |
| | Male | 60 | 61.565 | 5.219 | 5.208 | 4.980 | 0.000 |
| | Female | 60 | 66.774 | 6.196 | | | |
| Experimentation | Government Schools | 60 | 66.931 | 4.814 | 8.560 | 10.004 | 0.000 |
| | Private Schools | 60 | 58.372 | 4.555 | | | |
| | Male | 60 | 61.365 | 6.455 | 2.574 | 2.260 | 0.026 |
| | Female | 60 | 63.939 | 6.012 | | | |

Table 1 illustrates that the mean scores of stabilisation criteria of organizational learning is 68.024 for counsellors from government schools and 60.315 for counsellors from private schools. The 't' score is found to 8.511 which is significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in stabilisation criteria of organizational learning between counsellors from government and private schools. The mean scores also leads that counsellors from government schools have more stabilisation in comparison to school counsellors from private schools obviously due to the nature of recruitment process in government sector.

Table 1 illustrates that the mean scores of stabilisation criteria of organizational learning is 61.565 for male counsellors and 66.774 for female counsellors. The 't' score is found to 4.980 which is found significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in stabilisation criteria of organizational learning between male and female school counsellors. The mean scores also indicates that female counsellors have more stabilisation criteria of organisational learning in comparison to male counsellors.

Table 1 displays that the mean scores of experimentation criteria of organizational learning is 66.931 for counsellors from government schools and 58.372 for counsellors from private schools. The 't' score is found to 10.004 which is found significant at 0.01 level ($p = 0.000$; $p < 0.01$). It infers that there is significant difference in experimentation criteria of organizational learning between counsellors from government and private schools. The mean scores also directs that counsellors from government schools have more experimentation in comparison to school counsellors from private schools.

Table 1 illustrates that the mean scores of experimentation criteria of organizational learning is 61.365 for male counsellors and 63.939 for female counsellors. The 't' score is found to 2.260 which is found significant at 0.05 level ($p = 0.026$; $p < 0.05$). It infers that there is significant difference in experimentation criteria of organizational learning between male and female school counsellors. The mean scores also specifies that female counsellors have high experimentation criteria of organizational learning in comparison to male counsellors.

Stabilization and experimentation are two crucial aspects in the realm of education, specifically when it comes to the roles of school counsellors in both government and private schools. Let's compare these two contexts:

In government schools, counsellors play a important role in stabilizing the educational environment, focusing that students have access to essential resources and addressing issues such as absenteeism and dropout rates. They often work within the framework of government policies and regulations, which can dictate their approach to stabilization. Government school counsellors may prioritize supporting students from disadvantaged backgrounds, advocating for additional resources or support services to address their needs effectively. Their efforts are essential for creating an encouraging learning environment where students feel supported and endowed to succeed academically and socially. While they may face bureaucratic constraints,

government school counsellors still find ways to innovate within their roles, whether through implementing new counselling techniques, collaborating with stakeholders, or advocating for systemic changes to improve student outcomes.

Conversely, private school counsellors also prioritize stabilization, albeit with a focus on maintaining a positive school culture and reputation. While they may address social and emotional needs, private school counsellors often emphasize academic excellence and college preparation, reflecting the expectations of their student population and the values of the institution. With fewer bureaucratic constraints, private school counsellors have more autonomy and flexibility to experiment with counselling approaches tailored to the specific needs of their students. They may have access to greater resources and closer relationships with school leadership, allowing for more direct input into decision-making processes related to experimentation and innovation. Private school counsellors leverage these advantages to implement new programs or interventions that contribute to the overall stability and success of their students within the unique context of private education.

Conclusion

On the basis of the statistical analysis:

1. The hypothesis *“The stabilization criteria of organizational learning for school counsellors in government and private schools do not differ significantly”* is rejected.
2. The hypothesis *“The stabilization criteria of organizational learning do not differ significantly between male and female school counsellors”* is rejected.
3. The hypothesis *“The experimentation criteria of organizational learning for school counsellors in government and private schools do not differ significantly”* is rejected.
4. The hypothesis *“The experimentation criteria of organizational learning do not differ significantly between male and female school counsellors.”* is rejected.

In summary, while both government and private school counsellors share the common goal of supporting students' social, emotional, and academic development, situations in which they operate can significantly influence their approaches to stabilization and experimentation. Government school counsellors may focus more on stabilizing the educational environment within the constraints of policy and regulation, while private school counsellors may have limited freedom to innovate and experiment in response to the needs of their students and the expectations of their school community. On both dimensions namely stabilisation and experimentation gender differences does not exists.

Implications:

Practical implications of increasing stabilization and experimentation to foster organizational learning among school counsellors:

- **Stabilization through Established Best Practices:** Encourage school counsellors to stabilize their practices by identifying and implementing established best practices in counselling and student support. Provide training and resources on evidence-based interventions, counselling techniques, and assessment tools to ensure counsellors have a strong foundation to build upon.
- **Promote Reflection and Evaluation:** Encourage counsellors to reflect on their counselling practices and evaluate the effectiveness of their interventions. Provide tools and frameworks for self-assessment, peer feedback, and client feedback to facilitate ongoing learning and improvement.
- **Encourage Risk-Taking and Innovation:** Foster a culture that encourages counsellors to experiment with new approaches and innovative ideas in counselling and student support. Create opportunities for counsellors to pilot new interventions, techniques, or programs in a supportive environment where failures are viewed as learning opportunities.

- Provide Support for Experimentation: Offer resources, training, and mentorship to support counsellors in experimenting with new approaches to counselling. Allocate financial support for professional development opportunities, access to research literature, and collaboration with co-workers to explore innovative practices.
- Establish Learning Communities: Facilitate the formation of learning communities or professional networks where counsellors can share experiences, exchange ideas, and learn from each other's successes and failures. Encourage collaboration and knowledge sharing among counsellors to foster a culture of continuous learning.
- Create Feedback Loops: Establish feedback mechanisms to gather input from counsellors, students, parents, and other stakeholders on counselling services and programs. Use feedback to identify areas for improvement, modify interventions, and make data-driven verdicts to enhance effectiveness.
- Encourage Flexibility and Adaptability: Promote flexibility and adaptability among counsellors to respond to the evolving needs of students and the school community. Encourage counsellors to be open to trying new approaches, adjusting strategies based on feedback, and adapting to changing circumstances.
- Celebrate and Share Success Stories: Recognize and celebrate successful experimentation and innovation in counselling. Highlight success stories, case studies, and examples of effective practices to inspire and motivate counsellors to continue exploring new ideas and approaches.
- Provide Time and Resources for Learning: Allocate dedicated time and resources for counsellors to engage in professional development, research, and experimentation. Ensure that counsellors have the support they need to invest in their own learning and development to enhance their effectiveness in supporting students.
- Promote a Growth Mind Set: Foster a growth mind-set among counsellors by highlighting the belief that abilities can be developed through dedication and effort. Encourage counsellors to embrace challenges, learn from setbacks, and persevere in their pursuit of excellence in counselling and student support.

By implementing these practical implications, schools can create a supportive environment that encourages counsellors to stabilize their practices, experiment with new approaches, and engage in continuous learning to enhance their effectiveness in supporting student well-being and success.

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