

# Organisational Efficiency in Relation to Type and Demographic Variables

\* Dr. Sanjit Kumar Sahu

\*\*Dr. Basant Kumar Sonber

Received  
01 Dec. 2014

Reviewed  
15 Dec. 2014

Accepted  
21 Dec. 2014

---

*The present study aimed to measure the organisational efficiency adopted by the members of secondary schools of Angul district in relation to the type of management (Govt and non-Govt), sex (male and female), medium of instruction (English and Oriya) and different blocks of Angul district. The sample included 300 teachers of 50 schools randomly drawn from 288 secondary schools of Angul district. Data was collected with the help of Organisational Efficiency Questionnaire. Data was analysed by computing mean, standard deviation, standard error of mean, mean difference, t-value, and Anova. The study led to the following conclusions: (i)The members of Govt. and non-Govt. secondary schools do not differ on their organisational efficiency. (ii)No difference exists in the organisational efficiency of male and female members of secondary schools. (iii)Members of secondary schools of different Blocks of Angul district do not possess difference on their organisational efficiencies.*

---

## **Introduction :**

Organisational efficiency called as organisational success or growth is defined and conceptualised in different ways and no unanimity is found in different approaches. Though a large volume of literature is available on the concept and working of organisational efficiency there is often contradiction in the various approaches. The various approaches are

judgmental and open to question. Thus various terms are often used interchangeably such as organisational effectiveness, organisational productivity, organisational profitability, and organisational growth to denote organisational efficiency. The inconsistency in the various terms is obvious. This inconsistency mainly arises because of discrepant conception of organisational efficiency.

---

\*Principal, Shri Rawatpura Sarkar College of Education Dhaneli, Raipur

\*\*HoD Department of Psychology, Govt. P.G. College Kawardha, (C.G.)

## 20 / *Organisational Efficiency.....*

According to Louis. R. Pondy (1967) “Organisational efficiency is a term that is more comprehensive than a mere reflection of the good performance and productivity of members. It reflects how effectively the organisation discharges its obligations with respect to all its constituencies in its internal and external environment, including employees, shareholders, customers, suppliers, government agencies and the general public.” Organisational efficiency is reflected in how well the organisation is equipped to handle its current survival and its future growth through creative and adaptive strategies. Organisational efficiency is the central theme of all theory. It is a workable concept from the stand point of management. It is very difficult to conceive a theory of that does not include the concept of efficiency. Organisational efficiency has at least two fundamentally different meanings depending on whether the organisation is viewed from inside or outside. When considered from inside it would provide a typical managerial view point for the use of Resources efficiently. When from outside the output is the main consideration and then the judgment is done by its contribution to the larger society.

The main purpose of survey of related literature is not completion but an analytical review of the various resources. It stimulates and encourages the investigation to dive deep into the problems and enables him to formulate his hypothesis regarding their possible solutions. In this manner it is advantageous to have a thorough survey of the researches which have already been in a particular field and which gives suitable guidance for further enquiry.

Adhikari (2008) during his investiga-

tion on organisational climate and academic performance of schools in Sikkim, he revealed that there was significant difference due to variation in management as well as organisational climate of the institution. Bliss, Tanter and Hoe (1996) in their study, “organisational climate, effectiveness and innovativeness of the school” have observed the close relationship of organisational climate with other dependent variables. The openness of climate does facilitate the capacity of the school to adopt newer educational facilities in greater number and in shorter time.

Sahoo (1999) conducted on “A study of school organisational climate, Teacher’s mental health and their job satisfaction with an inter analysis of students mental health, their attitude towards studies and academic achievement”, The major findings were: (i) the school organisational climate scores followed a pattern of normal distribution, (ii) the quality of organisational climate was found to differ significantly from school to school. Lenka (2003) studied on “A comparative study of the organisational climate of Government and Privately managed degree colleges in Orissa in relation to Teacher’s job-satisfaction and pupils’ academic achievements. The findings were : (i) The organisational climate of Government managed institutions show a distinct difference from that of the privately managed institutions, (ii) There exists a wide disparity among the teachers of government managed colleges and teachers of privately managed colleges.

Parida (2004) conducted a study on “Management organisational climate and teacher morale in Orissa school”. He found significant positive correlation between organisational cli-

mate and Teacher morale of school level. Mishra (2006) studied on "An analysis of organisational climate and Human relationships in Schools". The major findings were: (i) There exists differences in the organisational climate of different schools as perceived by the students, (ii) There exists differences in organisational climate of different schools as perceived by the teachers, (iii) Teachers of the most of the schools have also perceived their school climate level as good one.

. Devi,(1985) studied on "Role Perception of Teachers and Principals in Relation to Organisational Efficiency in the Secondary Schools of Madras City" The major findings were: (i) Teachers generally perceived the organisational climate of their schools to be closed where as the principals perceived it to be open, (ii) Both principals and teachers perceived the leadership behaviour of the principals to be mostly HH pattern, (iii) Teachers perceived their principal as extreme task oriented whereas the principals perceived themselves to be extremely person oriented, (iv) Perceptual difference between teachers and principals was more in autonomous climate and less in controlled climate with respect to task oriented leadership style, whereas it was more in closed climate and less in autonomous climate with respect to person oriented leadership style.

Patel (2005) during his study on organisational climate in higher secondary schools of city area as well as rural area by adopting OCDQ questionnaires found that in the closed climate the principal did not consider the teachers as effective persons and in the open climate the teachers and the principal

find pleasure in working with each other. Girls schools found in open climate where as boy's schools with closed climate are more in number. The percentage of familiar controlled and open climate is found more in large size school.

**Objectives:**

(1) To study the organisational efficiency perceived by the members of secondary schools.

(2) To compare the organisational efficiency perceived by the members of Government secondary schools with their non-Govt. counterparts.

(3) To compare the organisational efficiency perceived by the male and female members of secondary schools.

(4) To compare the organisational efficiency perceived by the members of secondary schools of different blocks of Angul district.

**Hypothesis:**

The following null hypotheses have been framed for testing.

HO<sub>1</sub>: The members of Govt. and non-Govt. secondary schools do not differ in their organisational efficiency.

HO<sub>2</sub>: No difference exists in the organisational efficiency of male and female members of secondary schools.

HO<sub>3</sub>: Members of secondary schools of different Blocks of Angul district do not possess difference in their organisational efficiency.

**Sample :**

The secondary schools of Angul revenue district formed the population for the present study. The sample constituted 300 teachers taken from 50 randomly chosen secondary

## 22 / Organisational Efficiency.....

schools. Matching number of Government and non-Government schools, 40 Oriya medium and 10 English medium schools, 190 male and 110 female teachers were included in the sample.

### Tools :

Organisational Efficiency Questionnaire (OEQ), developed by Agrawal and adopted by Naik (1993) was used to assess the perceived organisational efficiency

### Results:

by the teachers of secondary schools. The organisational efficiency questionnaire contained 37 items. the questionnaires had five possible responses ranging from 1 to 5. The subjects were instructed to tick (P) a number from 1 to 5. Scoring was done by giving 1 mark for response 1, 2 marks for response 2, 3 marks for response 3, 4 marks for response 4 and 5 marks for response 5 respectively.

**TABLE-1**

**Mean, Standard Deviation, , t-value for the Govt.non-Govt. secondary schools**

Mean		SD		SEM		MD	t-value	Level of significance
G	NG	G	NG	G	NG			
74.22	73.51	19.32	19.48	1.58	1.59	0.71	0.32	NS

The members of Govt secondary schools depicted higher conflict management strategy (Mean=74.22) as compared to non-Govt members (Mean=73.51). The SD for members of Govt schools is 19.32 where as it is 19.48 for the members of non-Govt schools. The obtained t-value (0.32) is smaller than the table value (1.97) at .05 level of significance. Therefore, the difference between the organisational efficiency of Govt. and non-Govt

school teachers is not significant and hypothesis No.1 i.e., the members of Govt. and non-Govt. secondary schools do not differ in organisational efficiency their is accepted. Lenka (2003) also studied the organisational climate of Government and Privately managed degree colleges in Orissa. He found that Government managed institutions show a distinct difference from that of the privately managed institutions.

**TABLE-2**

**Mean, Standard Deviation, , Mean Difference, t-value for male and female teachers**

Mean		SD		SEM		MD	t-value	Level of significance
G	NG	G	NG	G	NG			
74.04	73.37	19.90	18.56	1.45	1.78	.68	.29	NS

The Table-2 shows higher mean (74.04) in favour of male teachers. The standard deviation for male and female teachers are 19.90 and 18.56 respectively. Mean difference is .68. Table value at .05 level of significance (1.97) is larger than the calculated t-value i.e., .29 organisational

efficiency. It proves that the male and female secondary school teachers do not differ significantly on their. Therefore the hypothesis No.2 i.e., no difference exists in the organisational efficiency of male and female members of secondary schools has been accepted.

**TABLE-3**  
**Sum of squares, degree of freedom, mean square, F-value**

organisational efficiency (OE)	Sum of square	df	Mean square	F-value	Level of significance
Between Blocks	4843.75	7	691.97	1.88	.07
Within Blocks	107349.64	292	367.64		
Total	112193.40	299			

It is observed from Table-3 that the sum of squares between the Blocks and within the Blocks are 4843.75 and 107349.64 respectively and the total is 112193.40 . Degree of freedom between the Blocks is 7 whereas it is 292 within the Blocks and total is 299. Mean square between the Blocks is 691.97 and within the Blocks 367.64. F-value is found to be 1.88 and level of significance is .07. Consequently, the hypothesis No.3 stat-

ing members of secondary schools of different Blocks of Angul district do not possess difference in their organisational efficiency is accepted. As Sahoo (1999) has found differently in his study that the quality of organisational climate was found to differ significantly from school to school. But here, it seems to be same organizational climate (work culchre) of deferent bloks of Angul District in Orisa.

**References:**

Adhikari (2008) in B. Mohanty, “A study of organisational climate and leadership preference style of heads of institutions at the secondary level of education in Orissa”, Ph.D. thesis, Utkal University, Odisha.

Bliss, Tanter and Hoe (1996) in B. Mohanty. “A Study of Organisational Climate and Leadership Preference Style of Heads of Institutions Influencing Academic Performance at the Secondary

## **24 / Organisational Efficiency....**

Level of Education in Orissa”, Ph.D. Thesis, Utkal University, Odisha.

Devi, S. (1985). “A Study of Organisational Health of Secondary School Heads of Koraput District in Orissa”, M.A. Dissertation, K.U.K., Haryana.

Lenka, J. (2003). “A Comparative Study of the Organisational climate of government and privately managed degree colleges in Orissa in relation to their job satisfaction and pupils academic achievement”, Ph.D. thesis published, Utkal University, Odisha.

Louis, R. Pondy (1967). “*Organisational efficiency, Concepts and Models,*” Administrative Science Quarterly, p.296, 297, 298-99.

Mishra, K. (2006). “A study of analysis of organisational climate and human relationship in schools”, Ph.D. thesis published, Utkal University, Odisha.

Parida (2004) conducted a study on “Management organisational climate and teacher morale in Orissa school”. He found significant positive correlation between organisational climate and Teacher morale of school level.

Patel (2005) “*A study of organisational climate and leadership preference style of heads of institutions at the secondary level of education in Orissa*”, Ph.D. thesis, Utkal University, Odisha.

Sahoo, P. (1999). “A study of school organisational climate, teachers mental health and their job satisfaction with an interchange of student mental their attitude towards studies and academic achievement”, Ph.D. Thesis published, Utkal University, Odisha

