The Relationship between Organisational Structure and the Provision of Quality Education: A Comparative Study of a Private Secondary School and a Public Secondary School.

By

Muchindu Chizyuka, University of Zambia, School of Education, Department of Educational Administration and Policy Studies, P. O. Box 32379, Lusaka

Harrison Daka (PhD), University of Zambia, School of Education, Department of Educational Administration and Policy Studies, P. O. Box 32379, Lusaka

Corresponding author email: harrison.daka@unza.zm

Abstract

The aim of this study was to assess the relationship between organizational structure and the provision of quality education, by comparing a private school and a public school. The study adopted a descriptive and naturalistic study design where quantitative findings were represented in the form of tables and figures while qualitative findings was organized into themes. The study sample comprised teachers, head teachers, parents/guardian, and the learners of the selected schools for the study. The statistical package for social sciences (SPSS version 20) was used to generate descriptive statistics such as frequencies and percentage to analyze the quantitative data in the study. According to the results of the research, the two schools had two different organisational structures in place. The private school used a team-based organisation structure while a public school used a hierarchical organisation structure. The private school had better physical facilities that promote quality learning experiences in the school for the learners compared to the public school and these are enhanced or hindered by the organizational structure which determines the development and maintenance of the facilities. The private school had a faster process of maintaining its facilities such as computer laboratories as well as science laboratory and the physical buildings of the school compared to the public school. The majority of parents from the private school had confidence in the school environment in fostering relationships between the teachers and the learners. The study recommends that Government

through the Ministry of Education must restructure the consumer ethics and lines of accountability for both Government and private schools with greater links between teachers, administrators, and the parents to be promoted at all schools public and private for effective educational experiences and the wellbeing of all learners.

Key Terms: Education Provision, Organisational Structure, and Quality Education

1. Introduction

The main goal of education is to provide everyone including the poor and vulnerable with opportunities to gain relevant skills, knowledge, and ability for a more fulfilling and productive life (Mwamba, Musonda and Daka, 2021; Daka, 2017). Access to quality education is everyone's inalienable human right recognized by several governments, international organisations, and NGOs. The Zambian Government has always been committed to improvement of education since its independence in 1964. Schools today are simply organizations that are strongly rooted in an external social context that facilitates or constrains the extent to which organizational goals are successfully realized. As a result of the organizational structure of the educational system in the country today, the top of the hierarchy has little direct control over what happens at the lower levels of the system, particularly in the classroom due to the long chains of command in the line especially for public schools (Garira, 2016). Consequently, the level of the educational system that most directly impacts students is only loosely coupled with the system's administrative processes.

Interests in evaluating the quality of education provided has grown as a result of numerous changes in the educational sector in the country and world over in terms of reform efforts intended to lower soaring educational costs and an increasing role for school in the delivery of education both in the private and public sectors (Daka, 2019; Daka and Changwe, 2020; Mukuka, and Daka, 2018; Mulenga-Hagane, Daka and Kanchebele-Sinyangwe, 2020). These reforms have led to education providers and policy makers to call for the monitoring of quality to ensure that lower costs do not mean low-quality (Silwamba and Daka, 2021).

Quality education enables learners to develop all of their attributes and skills to achieve their potential as human beings and members of society (Mwamba, Musonda, Daka and Mulenga, 2021; Daka, 2019). UNESCO (2003) adds that education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all

our talents to the full and to realize our creative potential, including responsibility for our own lives and achievement of our personal aims. It is no surprise, then, to see that in the Sustainable Development Goals, Zambia is targeting at providing the much-desired access to schooling with a goal that has proven somewhat more elusive in terms of the quality. Although quality has been at the core of educational development for decades, the quality problem is starkly evident because 250 million children or more than half of whom have spent at least four years in school have not been able to learn basic reading and mathematics world over (Nash, 2015). Solutions have proven elusive partly because it is a thorny and complex problem, but also because it is a problem that has been neglected in favor of other issues such as access, funding, gender issues, HIV/AIDS and equity among others.

The purpose of this study was to investigate the interrelatedness of the organisational structure and the quality of education being provided at the private school and the public school as attained through learning experiences.

Answers for the following subject-topics in the light of the determined purpose were sought:

a) How do the organizational structures in place at the two schools' impact efficient planning and management of the schools to for quality education?
b) Which of the two organisational structures better facilitates for the full participation of staff in providing quality education?
c) To what extent do the organisational structures of the two schools influence the provision of quality education?

The study was aimed at exploring the relationship between organisational structure and quality education provision which is realized through the performance of staff members in ensuring learner development through delivery of the curriculum. It was also aimed at working towards providing some guidelines for school proprietors and school heads to be able to achieve higher levels of teacher job satisfaction among teachers who are led by effective school leadership for the attainment of improved levels of student achievement.

2. Material and Methods

The study adopted a descriptive and naturalistic study design where quantitative findings were represented in the form of tables and figures while qualitative findings was organized into themes. The method was useful in finding out about the relationship between the organisation structure of the school and the provision of quality education at the public and private schools

based on the study participants namely the students, teachers, head teachers and parents/guardians. The two designs were married together because of their ability to complement each other. The target population for this study was comprised of 50 students from the two selected schools. The principals or head teachers, 15 teachers from each school and 10 parents or guardians from each school were included in the study as participants.

In this study, data was collected using a structured questionnaire that was distributed to the different respondents for quantitative purpose while interviews were used with the heard teachers at the respective school. Data used analysed using statistical software known as the Statistical Package for Social Scientists (SPSS) version 23. The reasoning behind using SPSS was because it offers a comprehensive solution for reporting, modeling and analysis of data. Moreover, SPSS is also systematic and accurate. The questionnaires were individually coded by the researcher. The data was entered and analyzed using descriptive statistics to generate tables, and percentages.

3. Theory

Organizational structure is the way responsibilities and power are allocated, and work procedures are carried out among organizational members. They designate the nature and means of formal reporting relationships as well as the groupings of individuals within the organization (Armstrong, 2009). According to McShane Von Glinow (2008), different structures arise in response to a variety of internal and external forces, including technological demands, organizational growth, environmental turbulence, size and business strategy. One of the characteristics of high performing schools is their flexible structure (Daka, Chipindi, Phiri, Mulenga, Mvula and Chirwa (2021). School structure portrays how leadership functions are performed, therefore, to understand more on leadership and management in the selected school, focus must be placed on the nature of the organizational structure in place.

In the quest to attain the much-needed educational quality in individual schools, the style of leadership being used by managers cannot be divorced from the organizational structure in place and the impact it has on quality. For a school to attain quality in its service delivery, the managers' approaches to leadership play a very important role. As posited by Tafreshi and Khadivi (2002), the style of leadership in an organization has an interrelation with the organizational structure. Ultimately, the effects of the leadership styles in use trickle down to what learners will experience in the school which could either be of high quality or substandard quality.

Various types of organizational structures impact educational quality differently. There are several types of organizational structures as suggested by various scholars. For purposes of this study, four types of organisational structures will be reviewed in terms of how they affect an organization's output of quality vis-a-vis a school organization. These include Functional Structure, Divisional Structure, Matrix Structure and Flat/Horizontal Structure.

Functional organisational structure is the type of organizational structure where groups of people who perform similar tasks according to their specialty (Arabi, 2007). This model of organisational structure has a positive impact on quality because of quick decision-making processes and sharing of expertise among team or group members (Rabbinz, 2012). It also promotes easy communication which creates an avenue for quality assurance in the organization.

According to Bosh (2013) and Arabi (2007), the divisional structure follows the roles of employees and categorizes them according to their clientele or product. The divisions are each assigned a particular product or geographical location and they use their expertise to meet the needs of that clientele. In a school set up, this could be seen in schools that have the same top management but operate autonomously to a greater extent. This model promotes quality through independent operations of the different divisions and the compromise of quality in one division does not affect the quality of the other division (Bosh, 2013). However, quality can be compromised in this model due separation of specialized labour which may be required to team up with different specializations.

Matrix organizational structure combines the functional structure and the divisional structure (Johatch, 2014). Arabi (2007) states that in the Matrix model, the employees are grouped according to functional departments based on their specializations but are also placed in divisional teams to work on particular projects. The employees are given more autonomy in this model. As a result, this model has a positive impact on quality in the sense that it promotes team productivity, innovation and creativity through the various departments and divisions. However, if not well planned or if the resources are not sufficient in the organization, this model can prove difficult for the managers and could greatly compromise the quality being sought for (Johatch, 2014).

According to Rezayian (2005), in the flat organizational structure each employee is his or her own boss. The model disrupts the traditional top-down structuring of organizations, and each employee has the authority to make decisions and submit them to the target person. However, quality assurance through monitoring is a challenge with this model. Organizations running on

this model have had to use temporary hierarchies in order to ensure quality of products or services (Johatch, 2014). In a school for example, a teacher needs to have supervisors to monitor what they are teaching and how they do it. This method therefore cannot promote educational quality in a school set up as it would in other areas of business.

4. Results

In order to determine the aspects that limit the teacher's role in provision of quality education in your school from a selected list of statements provided by the researcher. The teachers were asked to rate each statement by indicating the extent of their agreement and disagreement. The researcher generated the means and standard deviation for each statement according to the respondents' responses. This standard mean reference was $\bar{x}= 2.5$ and selected as a standard mark for establishing the degree of the agreement or disagreement by the teachers if the statement was true or false. Every statement that scored below the $\bar{x}= 2.5$ benchmark automatically implied that the statement was not in disagreement and every statement above the 2.5 threshold was in agreement with the statement as can be seen in the table above.

Table 1. Teachers' Role in Provision of Quality Education.

Statement	Participant	Mean	SD	Majority
Some teachers have no adequate training in the school.	Teacher	4.05	0.89	Agreement
Teachers are highly motivated throughout the school.	Teacher	3.9	0.88	Agreement
Teachers are adequately motivated through their remuneration.	Teacher	4.083	0.979	Agreement
Teachers have manageable workloads.	Teacher	4.18	0.898	Agreement
Teacher-students ratio is normal.	Teacher	4.17	0.87	Agreement
Teachers are supported to plan and deliver creative lessons.	Teacher	4.37	1.07	Agreement
Student-teacher rapport is positive and professional.	Teacher	3.31	1.273	Agreement
Lessons are well planned and executed by teachers.	Teacher	3.15	1.218	Moderate
Teachers use various teaching methods and teaching aids depending on the topic being covered.	teacher	4.258	1.021	Agreement
Teachers give homework and other assignments to consolidate learning.	Teacher	3.11	1.187	Moderate
Teachers use both formative and summative assessment tools effectively.	Teacher	3.933	1.087	Agreement

Note: Every statement below the $\bar{x}= 2.5$ benchmark automatically implied the statement is not in disagreement. Every statement above the 2.5 threshold is in agreement with the statement

Findings from the two head teachers that were interviewed reveal that both were in agreement that with the fact that there is a proper organisation structure at the school which is clear, and the employees understand it properly.

The headteacher from the public school responded that

"There is an organisation structure that is followed by the school and this structure has been established by the Ministry of Education, so each teacher at the schools understands the functions fully"

Further, in trying to determine the relationships of the school and the parents in order to come with ways of how best to help the learners, the headteacher from the private school stated that **"***the relationship is generally good, and it continues to improve. Parents and teachers are always interacting via email, WhatsApp, and other platforms to ensure that information about learners is conveyed in a timely fashion. The rapport is very good, but in the past some parents would speak impolitely to teachers. This has been resolved using the various communication channels"*.

However, the above position was generally not the same response that was obtained from the other headmaster in the public school. His response was that;

"As a school we are not happy with the working relationship that we have with the parents and the other stakeholders because they are not willing to corporate and even if they did, we cannot manage to deal with them all because we have over a thousand learners and the school"

In determining the conduciveness of the school environment for the learners, one of the headteacher from the private school said that;

"We believe that our school is a safe environment for both teachers and students. We have a team in place called health and safety and their job is to identify and bring to management's attention all hazards on the school campus. We also have a wellness team to look into the psychological matters that could impede effectiveness of staff and students".

Further, the same headteacher added saying;

"Teachers have access to online and offline resources for teaching. We always order teaching materials every year and these include textbooks, manipulatives, reading books, stationery, desks, ICT devices".

The headteacher from the public school said;

"Our teachers have to share the few resources for teaching available in turns such as computers and textbooks because of the high numbers of the pupils at the school"

From the above finding, it is evident that there are a number of differences in the between the two schools under study in terms of provision of quality education to the learners which is hindered mostly by the lack of manpower and corporation with the stakeholders in the provision of education.

The parents' views on the school environment support on the provision of quality education where used determine and make a comparison of the schools on their commitment of providing quality education. There is a positive school management style that promotes high quality teaching and learning, the results revealed that majority 11 (73%) of with children from the public school strongly disagree with the statement and the parents from the private school also shows that majority 13 (87%) of the respondents strongly agree with the statement. Further, in trying to determine whether the school environment fosters positive relationships between teachers and learners, the results revealed that majority 7 (47%) of the parents with pupils from public school were in strong agreement with the statement while for private school, 15 (100%) of the parents were fully in agreement with the statement way above the agreement. In trying to determine that there is safety and security for all teachers and learners in the school, the results revealed that majority 9 (60%) of the parents from the public school were in disagreement with the statement and the opposite was the case for parents from the private where the results revealed that 12 (80%) of the respondents were in strongly in agreement with the statement. Lastly, the parents were asked if the school environment promotes hostility among stakeholders. The results from the public school revealed that majority 11 (73%) of them are in strongly in disagreement with the statement and private parents' majority 14 (93%) of them are in disagreement with the statement as well.

Table 2. Parents' views on the school environment support on the provision of quality education.

M - Public School (n=15) I- Private School (n=15)

N0.	Statements	Strongly Disagree M	I	Disagree M	I	Neither Agree nor Disagree M	I	Agree M	I	Strongly Agree M	I
a)	There is a positive school management stylethat promotes high quality teaching and learning.	11							2	4	13
b)	Their school environment fosters positive relationships between teachers and leaners.	5				3				7	15
c)	There is safety and security for all teachers and learners in the school.	9				4	3			1	12
d)	The school environment promotes hostility among stakeholders.	11	14				1			2	

5. Discussion

The findings reveal a positive correlation between teachers' roles and quality provision of education. Daka, Mulenga-Hagane, Mukalula-Kalumbi and Lisulo (2021)) and Kakupa, Tembo and Daka (2015) posit that the success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching and learning process. Teachers' role is of vital significance for the development of quality education which helps to facilitate the necessary and appropriate changes in the society. Thus, the quality of education depends upon the quality of those who impart it. A response from the head teacher from school P said that

 "Quality education is when the school can develop a student holistically. They should enjoy their learning and be able to attain their best academically and be developed into a global citizen".

Teachers are the most important components of any educational system. Teachers play most crucial role in the implementation of the education system's intentions as a whole and also in imparting and maintaining the standards of higher education.

In line with the fore mentioned, from the study, majority of teachers with mean at 4.05 and standard deviation of 0.979 agreed that some teachers have no adequate training in the school. The two means were above X= 2.5, implying that the majority of teachers were in agreement that some teachers have no adequate training in the school. This implies that while some teachers have no adequate training in the school a majority of them had adequate training with ISL showing a greater number relatively. This also means that most of the teachers were educated although some of them were not adequately trained in terms of modern teaching methodologies and class management.

 Further, the teachers were highly motivated throughout the school with a mean of 3.9 and standard deviation of 0.8 being in agreement that teachers were highly motivated. This simply implies that majority of the teachers were highly motivated thereby carrying out their functions efficiently and effective. These findings were in line with Daka, Namafe and Katowa – Mukwato (2019) who suggested that initiatives to increase teacher levels of motivation in any way, improves the provision of education. Daka (2019) also identified the payment of salaries, allowances and promotions as the key factors that shape teacher attitudes towards their work. It can be said that the organizational culture affects the performance of the employees positively or negatively.

In agreement with the above findings, there appears to be a positive relation between motivation and working performance of teachers and the greater the level of motivation the higher the teacher's job performance or if there is provided a high level of motivation to a teacher, their job performance will be increase.

The study further indicated that the majority of the teachers have a manageable workload in terms of the number of learners a teacher has to teach with an approximate mean of 4.18 and 0.898 as the standard deviation. These results are as a result of some teachers who are employed in private set ups while from within the teachers employed by the government, some had sizeable classes which could be well managed and also dependent on the individual teacher's subject specialty. Daka, Chipindi and Mwale (2020) opine that smaller classes benefit all pupils because of individual attention from teachers, but low-attaining pupils benefit more at the secondary school level. Pupils in large classes drift off task because of too much instruction from the

teacher to the whole class instead of individualized attention, and low-attaining students are most affected. In agreement with the findings, both schools have over the years had positive rates of success for their learners.

Further, the findings revealed that teachers are supported to plan and deliver creative lessons with a mean of 4.37 and 1.07 as the standard deviation were in agreement. The findings suggest that the teachers at the schools under study facilitate both teaching and learning process according to efforts and direction they take in school their respective organization and use the abilities of teaching to reach the desired goals in academic performance.

The study also revealed that teachers give homework and other assignments to consolidate learning, and this was seen the mean of 3.11 and 1.87 as standard deviation with a moderate response form the teachers. The findings of the study indicate that the aspect of giving homework is mostly common with private schools while in the public school they did not have it as an ardent practice because of the high teacher - learner ratio as already discussed earlier. This can be attributed to the fact that many teachers at the school are not happy with the fact that every time they give homework, there is too much apathy from learners who find comfort in numbers of non-compliant peers especially at public school. The results reveal that a majority 13 (87%) of the parents from public school were not encouraged on a regular basis in helping their children with homework and this is a draw back for the teachers' efforts in trying to work with the parents and for optimal output for the learners.

It was also evident from the findings that established the fact that the teachers are highly motivated throughout the school an indication that they were able to carry out their functions efficiently and effective. The study also found that the majority of the teachers have a manageable workload in terms of the number of learners a teacher had to teach. However, of the two schools, private school had a higher percentage of teachers having manageable workload compared to the public school. It was also observed that there was a more affirmative response from parents of children at the private school compared to those from the public school in terms of the school having a positive relationship with the parents and guardians. The study also found that majority of the respondents from the private school responded that their head teacher was delegating responsibilities to them effectively without challenges. Parents cited the stated relationships that prompted them to take their children to such schools. These findings are in agreement with what Masaiti, Mwila, Kaoma, Simui and Daka (2021) who looked at the determinants of school choice by parents in urban secondary schools in Zambia.

6. Conclusion

In concluding, this study assessed the relationship between organizational structure and the provision of quality education with a comparison between the private school and public school. The key findings of the study were that the two schools had two different organisation structures in place. The study found that private used a team-based organisation structure while the public school used a hierarchical organisation structure. The study also found that the teachers and the head teachers had an education worthy to fully understand and respond correctly to the comprehensive educational information needed for the study in relation to the relationship between organizational structure and the provision of quality education for the learners.

It was evident from the findings that, of the two schools, private school had a more favourable learning environment which enhances its provision of quality education as opposed to the public school. The teachers at private school had ready access to a lot of different teaching pedagogy as well as a good learning environment compared to the public school. Majority of the teacher respondents from both schools were of the view that a positive school management style in place promotes high quality teaching and learning. Of the two schools, the public school seemed to be in the developing stage of clear school management styles and the private school had developed this to a greater extent as a result of consistent and more frequent leadership training.

References

Arabi, M. (2007). *The design of organizational structure*. Tehran. Cultural research office.

Armstrong, M. (2009). *Armstrong's Handbook of Human Resource Management and Practice* (13thEdition). Kogan: London.

Bosh, T. 2013. *The theories of leadership and educational management*. Translated by Nima Sh. et al., Tehran. Sharh publications.

Daka, H., Chipindi, F. M., Phiri A., Mulenga, B., Mvula, L and Chirwa, J. (2021). Administrative Mitigation Measures against Examination Attrition Rates in Tertiary Institutions: A Case of School of Education, University of Zambia. *European Modern Studies Journal*. 5 (3). 248 – 258

Daka, H., Mulenga-Hagane, M. L., Mukalula-Kalumbi, M and Lisulo, S. (2021). Making Summative Assessment Effective. *European Modern Studies Journal.* 5 (4), 224 – 237.

Daka, H., Chipindi, F. M. and Mwale, M. (2020). The Relationship between Assessment Practices and Students' Academic Performances. A Case of Undergraduate Students at the Medical School of the University of Zambia, 2008 – 2016. *Zambian Journal of Educational Management, Administration and Leadership*, 1 (1), 143 – 156.

Daka, H. and Changwe, R. (2020). An Exploration of Education Quality in the Light of the Grade Point Average and Examination Attrition Rate*. International Journal of Humanities Social Sciences and Education.* 7 (6), 196-207.

Daka, H., Namafe, C. M. and Katowa – Mukwato, P. (2019). Perspectives on Teaching Approaches and the Grade Point Average Attainment of Undergraduate Medical Students at University of Zambia. *International Journal of Humanities Social Sciences and Education*. Vol.6 (12), 75-82.

Daka, H. (2019). Understanding the Correlation between Institutional Characteristics and Academic Performance: A case of Undergraduate Medical Students at University of Zambia. *Journal of Lexicography and Terminology*, 3 (2), 96 – 116.

Daka, H. (2017). *Social Life Skills in the Era of HIV/AIDS among Learners in Learning Institutions,* Muka Graphics and Printing Hub, Lusaka.

Garira, E., Howie, S., & Plomp, T. (2019). An analysis of quality of education and its evaluation: A case of Zimbabwean primary schools. *South African Journal of Education*, 39 (2), Article #1644.

Johatch, M. 2014. *Organization theory*. Translated by Dr. Danayifard.H, Tehran. Mehban publications.

Kakupa, P., Tembo P., and Daka, H. (2015). Linking Teacher Effectiveness to School Performance: Evidence from Rural Day-Secondary Schools in Western Province of Zambia. *Zambia Journal of Teacher Professional Growth*. 2 (2), 17-30.

Masaiti, G., Mwila, K., Kaoma, G., Simui, F and Daka, H. (2021). Determinants of School Choice in Selected Urban Secondary Schools in Zambia. *Research in Psychology and Behavioral Sciences.* 9 (1), 1-8.

McShane, S. L. and Von Glinow, M. A. (2008). *Organizational Behavior, EMERGING Realities for the Workplace Revolution.* The McGraw Hill Companies, Inc, New York.

Ministry of Education (2009). *Focus on Learning Annual Report*. Lusaka. Government Printer.

Mukuka, L. M. and Daka, H. (2018). Sustainability and Accessibility of Private Schools in Zambia: Experiences of Low-Cost Private Primary Schools in Lusaka's Peri-Urban Areas. *Journal of Positive Psychology and Counselling*, 2 (2), 47 – 77.

Mulenga-Hagane, M., Daka, H. and Kanchebele-Sinyangwe, M. (2020). Learning from Change: Benefits and Implications of Distinct Primary and Secondary Schools for Education in Zambia. *Malcolm Moffat Multidisciplinary Journal of Research and Education*, 1 (1), 121 – 136.

Mwamba,L. K., Musonda, A. and Daka, H. (2021). Bridging the Gap in Teacher Education Curriculum in Promoting Entrepreneurship: A Case Study of Undergraduate Students of Kwame Nkrumah University, Kabwe-Zambia. *International Journal of Research and Scientific Innovation*, 8 (8), 160 – 168.

Mwamba, K. L., Musonda, A., Daka, H. and Mulenga, R. M. (2021). Strategies for Enhancing Mentorship in Entrepreneurship: A Case Study of Undergraduate Students of Kwame Nkrumah University, Kabwe-Zambia. *International Journal of Research and Innovation in Social Science*, 5 (9), 478 – 487.

Nash, M (2015). *A Brief Review of Systems Theories and their Managerial Applications. Service Science*, 2(1–2), 126–135.

Rabbinz, S. 2012. *The basics of organizational management*. Translated by Parsian and Arabi. Tehran. Cultural research office.

Rezayian, A. 2005. *The basics of organization and management*. Tehran. SAMT publications.

Silwamba, V. and Daka, H. (2021). Investigating School Administrators' and Education Standards Officers' Monitoring and Evaluation of Teacher Performance in Nyimba District of Zambia. *Zambia Interdisciplinary Journal of Education,* 2 (1), 30 – 40.

Tafreshi, Q; Yusefi, R; Khadivi, A. 2002. *A new attitude to views of organization and management.* Tehran: Andishe Farashenakhti publications.

UNESCO (2003). *Overcoming Exclusion through inclusive Approaches in Education: A Challenge and Vision,* Paris, UNESCO