

## **Relationship between Organizational Structure and Job Performance of Teaching Faculty at Higher Education Level**

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### **ABSTRACT**

The advancement of an institute can be estimated by employees' performance. This document aims to study the relationship of organizational structure (OS) with job performance (JP) of teachers at the university level. The OS is classified as "work specialization, departmentalization, the chain of command, the span of control, centralization, and decentralization, and formalization". It was a descriptive research, and the correlation technique was used. The population comprised of 22 general government and private universities of Punjab. The sample was selected through simple random sampling technique which comprised of 720 teachers from 12 universities. Data was gathered through two questionnaires in which one was related to the classification of OS, and the other was the job performance scale. The data were analysed through quantitative methods. The results of the study revealed that the sampled universities have an organic structure. The OS of publicly owned universities was more organic than privately owned universities. The outcomes showed that a positive, weak association exists between OS and teachers' JP.

**Keywords:** *Organizational Structure, job performance, span of control, chain of command, university*

### **Introduction**

A structure is the relations among various factors of an organization. Thus, the idea of structure could be applied to everything as a building is a structure, and it is a link between base, skeleton, roof, and wall. The human body is a structure includes the link between blood, bones, tissues, and body part (Johatch, 2014). Organizational structure (OS) designates both the correspondence lines and the reporting duties in an organization (Holtzhausen & Fourie, 2011). OS is the scheme of the affairs of jobs, systems, operational procedures, individuals, and group struggles to achieve the aims. OS is many techniques partitioning the assignment to decided obligations and directing them (Monavarian, Asgari, & Ashna, 2007). OS is the arrangement of relations, framed informally, affirmed authoritatively, and controlling the actions of people who are associated with accomplishing their shared objectives (Rezaeian, 2007). Moreover, it is the strategy through which the organizational actions are separated, sorted

out, and facilitated. Moreover, organizations establish the structures to ease and control the actions of the people. OS is the structure of connections, governing the jobs, frameworks, operative procedures, individuals, and clusters that are attempting to accomplish their objective (Jamshidi, 2014). In late times, OS has shifted from mechanistic to organic due to common variations and advancement (Shirazi, Rezaeian, & Kordestani, 2019). Lunenburg (2012) introduced two kinds of OS, i.e., organic structure and mechanistic. Accordingly, the mechanistic OS includes series of command, high specialization, and centralization. The mechanistic structure at universities makes problems, such as job displeasure, less concern of staffs in different job activities.

Tasks of the institution are done by the employees of the institution, and to run an institute, JP is an essential factor. Borman and Motowidlo (2000) posit that JP is the job behaviour of workers in several job tasks. JP has been

characterized as the worth of workers' conduct, straightforwardly, and indirectly associated with accomplishing organizational objectives. This meaning of JP incorporates the conduct, organized by workers (Feizi and Rahime, 2011). JP implies assessing the outcomes to see whether that assignment is performed well or not (Timothy, Joyce, Carl, & Gregory, 2001). Human resource (HR) is an indispensable strength of every institution as they are accountable for generating a culture where workers feel glad and are motivated for performing well. JP indicates to a plan of task proclamations happening due to job descriptions. Individuals are assessed simply on how much they achieve these jobs (Locke, 2009). At the university level, it is a common judgement that universities are generating less useful and creative scholars, and the performance of teachers in universities is too low. Although, the government also priorities the higher education through spending a huge budget on higher education sector because this is the stage where students pass out and play their constructive role in the society and take part in the development of the country. Different aspects play y'rean important role in the performance of an educational organization. Among these factors, the organizational structure is directly linked with faculty members that may lead to better job performance. Different organizational structures prevail in universities. A question arises that if higher education is the top agenda of all the governments, then why the performance of universities is not up to the mark. Whether there is an organizational structure that might be the reason for teachers' low job performance. To answer this question and unfold the situation this study was planned. This research was planned to find out the association of OS of universities with teachers' JP.

### **Current Research**

The objectives were to classify the organizational structure of universities and to find out the association of OS with JP.

### **Hypotheses**

The null hypotheses of the current study were framed as under:

H<sub>01</sub>. The organizational structure of both sector universities has no significant difference.

H<sub>02</sub>. JP of both sector universities has no significant difference.

H<sub>03</sub>. Organizational structure and university teachers' job performance have no significant relationship.

### **Delimitations**

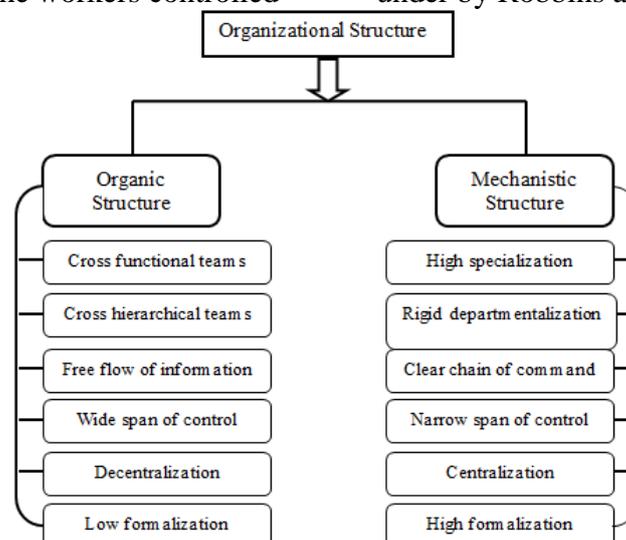
The extent of the research was delimited to the general universities of Punjab working under the direction of HEC of Pakistan. Also, this investigation concentrated on two variables i.e., OS and JP and JP was delimited to task performance (TP) only.

### **Literature Review**

Organizations are moulded by groups of people with the assurance of achieving impacts that any individual may not achieve alone. People join organizations with diverse skills, values, and motivations. These distinctions impact the behaviour and to accomplish the objectives of the organization. The OS has diversity in its explanation. Andrew (2012) said, "OS comprises employment positions, their connections to each other and accountabilities for the procedure and sub-process expectations" (p. 3). Herath (2007) posits that OS guides with the desires and activities of the workers. It additionally gives coordination among the managers, collaborators, and labourers to attain the objectives of the association. In general, OS is characterized as the stable attributes of an association revealed by the dispersion of units and positions and their precise connections to one another (Porter & Lawler, 1965). The tasks and actions in the institute are facilitated and the duties and powers are divided through OS, the structure is the sign of orderly reasoning. Robbins and Coulter (2009) explained the

OS as: “Organizational structure” is the formal arrangement of job within an organization. When a manager creates or change the structure, they’re engaged in organizational design, a process that involves decisions about six key elements: work specialization, departmentalization, chain of command, the span of control, centralization and decentralization and formalization (p. 201). Numerous elements have been referenced to decide basic viewpoints and these components are (a) distribution of authority, (b) work specialization, (c) chain of command, (d) formalization, (e) span of control and (f) departmentalization (Robbins & Judge, 2013). The first element of OS is Decentralization which means power is distributed to lower-level supervisors. In a decentralized institute, authority is distributed to the administrators next to the activity and depends on the guideline of subsidiarity (Sablynski, 2003). Opposite to this is centralization which means decisions are made by top-level experts only. Next factor is “specialization” that means the procedure where various duties are dispersed into various jobs. Next component is “chain of command” which shows how power is dispersed from the upper level to the lower and decides the reporting power for each degree of the board in an organization. al also, 'formalization' indicates the number of tasks and attitude of the workers controlled

through organizational standards and guidelines (Kondalkar, 2007). Formalization indicates the total composed records in the organization. It demonstrates the degree to which job activities are characterized by formal guidelines and methodology (Al-Qatawneh, 2014). “Span of control” indicates how many workers a supervisor can easily handle to attain the organizational objectives. The last component of OS is “departmentalization” which gives a pattern to assemble the jobs together. At first, the concept of organic and mechanistic organization was presented by Burns and Stalker (1961). They posit that mechanistic organization is characterized by strict control and command, vertical correspondence, more dependence on rules, and centralization. Contrarily, organic organizations have low formalization, decentralization, and horizontal correspondence. These two sorts (i.e. mechanistic and organic) of OS are reverse to one another. A decentralized association can perform even more rapidly to deal with issues, more people offer commitment to decisions, and workers are increasingly restricted to feel separated from the people who choose decisions that impact their job (Lunenberg, 2012). A 7-item scale was framed by Khandwalla, (1976; 77) to measure OS. The difference between both is given as under by Robbins and Judge (2013).



*Figure 1: Organizational Structure*

Furthermore, the structure doesn't just form the competency of the institute, yet also the procedures that form performance (Wolf, 2002). "Job performance (JP) is doing meaningful work in effective and efficient ways" (Hale, 2004, p. 2). In other words, "Job performance is all of the behaviours employees engage in while at work" (Jex and Britt, 2008, p. 96). It shows that JP is behavior of workers who are busy in different job tasks. Two significant parts of JP are "contextual performance and task performance" identified with organizational achievement. As said by Borman and Motowidlo (1997) task performance (TP) is "behavior that is directly related in producing products or service, or exercises that can provide indirect support for the organization's core specialized processes" (p. 41). Also, "Task performance comprises the completion of activities or tasks that fulfils the written job requirements" (Williams & Anderson, 1991, p. 43). They believe that a formal reward system includes these behaviors. TP of workers is judged based on tasks of a job. TP is considered as a contribution to the promotion process. Moreover, employees who perform well, receive their promotion on time. The value of instructing process is influenced by the JP of educators. Along these lines, JP has its significance in numerous fields including education. Alipoor, Ahmadi, Pouya, Ahmadi, and Mowlaie (2017) concluded from the study that more rules and regulations, high specialization and centralization has nagtive effect on JP so, organizations should move toward the organic structure to enhance employee performance. Shabbir (2017) revealed that OS effects JP of employees and concluded that high formalization and decentralization enhances employees' JP. He also posited that organizations that want to improve their employees' JP, they should consider different sub factors of OS. In the banking sector of Kenya,

Omondi, Rotich, Katuse, and Senaji (2017) led research and revealed that no significant connection is present between OS and JP. Kihara, Karanja, and Kennedy (2016) found that "the sub-constructs of organizational structure that is specialized organization structure, nature of the span of control, centralization and departmentalization influences performance positively" (p. 28). Johari and Yahya (2009) indicated that OS influences the results of an institute. They proposed that adaptable OS enhances JP. Various investigations were led to the factors of formalization and centralization. In the educational scenario, Fitria, Mukhtar, and Makruf (2017) in their study "The effect of organizational structure and leadership style on teacher performance in private secondary school" also concluded that OS positively affects performance of teaching staff (p. 101). They showed that outcomes of the research have guided that the OS is firmly identified with the improvement of teachers' performance. Performance of teachers is controlled by the OS implemented by the head/ principal. Although, limited studies have been conducted to study the link between OS and JP. These investigations demonstrated that critical association is present between organizational structure (OS) and job performance (JP). The past investigations directed on organizational conduct demonstrated that the performance of the workers is fundamentally greater in organic organizations.

**Methodology**

The study used a quantitative approach. Moreover, a correlation design was used to meet the objectives of the study. Furthermore, the data was collected through survey method from respondents. All teachers working in 22 general universities of Punjab were the population of the study. These universities (13 government and 9 private) were supervised by the Higher Education Commission (HEC) of Pakistan. Simple random

sampling technique was applied to choose the sample for the research. Total no. of selected teaching faculty members was 720.

**Instrumentation**

Two different variables are under investigation in this study: organizational structure and job performance. So, two instruments were used to collect the data from the sample. Both the instruments were included portion-wise in the final instrument. Some of the statements of OSS

were borrowed from Prezeoisi scale. The Cronbach alpha coefficient was 0.73. The second part of the instrument comprised of seven items was adapted from William and Anderson Scale (1991). Experts suggested minor changes according to the local context that was incorporated in the final instrument. The Cronbach alpha coefficient was previously reported as 0.91 (William & Anderson, 1991). Details of both instruments are shown in the following table:

**Table 1**

*Detail of variables and sub factors*

Main Variable	Total items	Subscales	Items	Position of items in instrument
Organizational Structure	28	Centralization/Decentralization	2/2 items	1, 2, 3, 4,
		Formalization	5 items	5, 6,7,8,9
		Specialization	5 items	10, 11, 12, 13, 14
		Chain of Command	5 items	15, 16, 17, 18, 19
		Span of control	4 items	20, 21, 22, 23
		Departmentalization	5 items	24, 25, 26, 27, 28
Job Performance	7	JP refers to task performance (TP). Task completion that particularly fulfills the written job descriptions	7-items Task Performance Survey by William and Anderson (1991)	29-35

**Ethical Consideration**

This study was conducted by following the ethical considerations. It was assured to the management of the sample universities and respondents that results of the study will not be disclosed at any stage. Moreover, confidentiality will be ensured and results will merely be used for research. The researcher started data collection after taking consent from the respondents of the study. The biased language was avoided in the instrument.

**Data Collection**

The researcher collected the data with the help of two volunteers. They were briefed in detail about the data collection procedure and ethical considerations as well. Data were collected through mail,

postal correspondence and personal visits of universities. The return rate of the filled questionnaires was 86.39%.

**Data Analysis**

Descriptive and Inferential statistics were used to analyze the data. Null hypotheses were formulated and tested at a significant level of 0.05.

**Results**

Descriptive statistics were used to identify the prevailing organizational structure in the universities. Data were collected on five points Likert scale. Scale mean was 3.0 and was considered a cut point. Mean score of universities above than scale means was considered that these universities have organic organizational structure while mean score below scale

mean was considered as mechanistic. The following figure demonstrated the results.

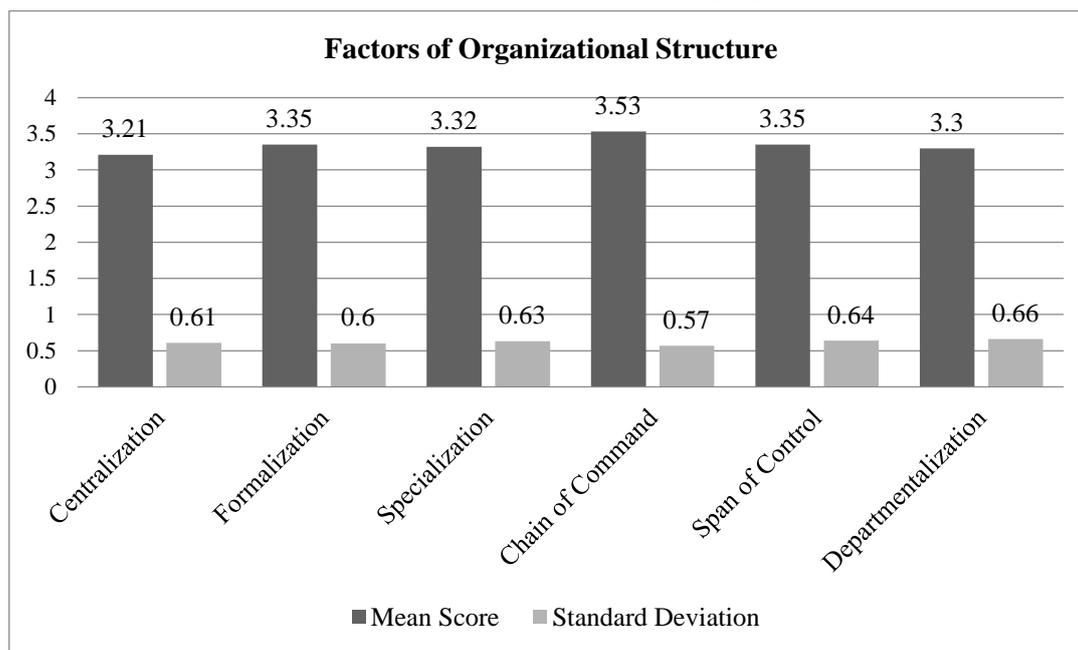


Figure 2. Subscales of OS

Figure 2 displays that all six factors of the organizational structure have mean score above scale mean *i.e.*, 3. Results of the analysis revealed that universities have an organic organizational structure. Among these factors comparatively less mean score (M=3.21, S.D=0.61) of the factor

‘centralization’ was observed but it was also above scale mean and inclined towards the organic structure. Qualification and university type (public, private) were taken as demographics. Detail of demographics is displayed in the following table:

**Table 2**

*Demographics detail*

Grouping	Category	f	%
Qualification	Post Doc	31	5.0
	PhD	182	29.3
	M. Phil	308	49.5
	Masters	101	16.2
	Total	622	100.0
University	Private	259	41.6
	Public	363	58.4
	Total	622	100.0

Table 2 illustrates the demographic dispersal of 622 respondents in this study. From 622, 259 teachers were from the private sector and 363 belong to the government sector. In the category of qualification, Ph. D degree holders were in large number in the current distribution of

a sample, 49.5% of the sample had M. Phil degrees. Masters were 16.2 % and the least number was of teachers having Post doc qualification with just 5.0 %.  $H_{01}$ . The OS of both sector universities has no significant difference.

**Table 3**

*Sector wise Comparison between Organizational Structure of Universities*

Variable	University	M	SD	t-value	df	p
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	Sector					
Organizational Structure	Public	94.60	12.79	2.170	620	.030
	Private	92.40	12.42			

Table 3 displayed the results of independent sample t-test applied to find out sector-wise difference between OS of universities. It was found substantial difference between the mean score of public universities (M= 94.60, S.D= 12.79) and private universities (M= 92.40, S.D= 12.42);  $t(620) = 2.169, p = .30 < \alpha = .05$ .  
Table 4

.05). Based on the conclusion, null hypothesis  $H_{01}$  was rejected and determined that OS of government universities is more organic when compared with private universities.

$H_{02}$ . Job performance (JP) of both sector universities has no significant difference.

*Sector wise Difference between Job Performance of Teaching Faculty*

Variable	University Sector	M	SD	t-value	df	P
Job Performance	Public	28.61	2.89	.708	620	.486
	Private	28.46	3.06			

Table 4 demonstrated results of sector wise analysis of faculty members' JP. Results of data showed insignificant change between JP of teachers working in public universities (M= 28.61, S.D= 2.89) and private universities (M= 28.46, S.D= 3.06);  $t(620) = .708, p = .486 < \alpha = .05$ . On the basis of this conclusion null

hypothesis  $H_{02}$  was accepted that no noteworthy change existed in the level of JP of public and private university teachers.

$H_{03}$ . Organizational structure and university teachers' job performance have no significant relationship.

**Table 5**

*Relationship between OS and JP*

Organizational Structure	Job Performance	
	Correlation Coefficient	.210
Sig. (2-tailed)	.003	
N	622	

Table 5 displayed the analysis of data to find out the connection between OS of universities and JP of the teachers working in these universities. Results showed a positive correlation (.210) between OS and JP. The magnitude of correlation was

found weak. Moreover, the analysis revealed that this relationship was significant as  $p < .003$ . Therefore, the null hypothesis  $H_{03}$  was rejected and decided that a weak association exists between OS and JP.

**Discussions**

The aim of this quantitative study was to examine the association between OS in the universities and JP of the teachers working in these universities. Moreover, the university sector-wise difference of OS and JP was also investigated. Analysis of data revealed that the universities have an organic OS. It was also found that centralization has a less mean score as compared to other -sub-elements but it was also tending towards the organic structure.

This conclusion is supported by the study conducted by Khandwalla, (1976; 77) who concluded that a greater score on the scale was considered as organic and the less score as mechanistic. This study also concluded that public universities are more organic in structure as compared to private universities and found a major change between OS of both sector universities. This difference in OS may be due to comparatively flexible rules in the public sector and shared decision making. This

study was also intended to find out sector-wise difference between JP of teaching faculty. It was found the same JP of teachers working in government and private universities. So, it was concluded that there was an insignificant difference between the job performances of teachers working in universities regardless to their sector. This lack of difference may be due to the delimitation of the research because this study was delimited to just one aspect of job performance *i.e.*, task performance. Organizational clash and organizational issues might be the possible cause of a weak connection between OS and JP of teachers.

The main focus of the study was to find out the link between OS of universities and JP of their teacher. Results of analysis of data showed a positive but weak correlation between OS and JP. Moreover, these results are as well aligned with the outcomes of the study conducted by Omondi, Rotich, Katuse, and Senaji, (2017) who found no noteworthy association between OS and JP. Findings are contradictory to investigations done by Alipoor, Ahmadi, Pouya, Ahmadi, & Mowlaie, 2017; Fitria, Mukhtar, & Makruf, 2017; Kihara, Karanja, & Kennedy, 2016; Shabbir, 2017). So, the findings of this research suggested that

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more studies should be done on this topic with a different sample so that results could be verified.

### Conclusions and future direction

It was concluded through the findings of the study that under investigation universities of Punjab have an organic OS. Moreover, government universities were more organic as compared to private sector universities. Moreover, a positive association between OS of universities and faculty members' JP was found but the magnitude of this correlation was found weak. Positivity of the association between OS and teachers' JP lead to better performance of teaching faculties. This conclusion reinforces the university management to promote organic organizational structure in their universities to get better outcomes. This study adopted a quantitative approach. It is suggested to conduct this type of investigation adopting new approaches and sample. Scope of this study may be enhanced to other universities and settings in further studies.

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