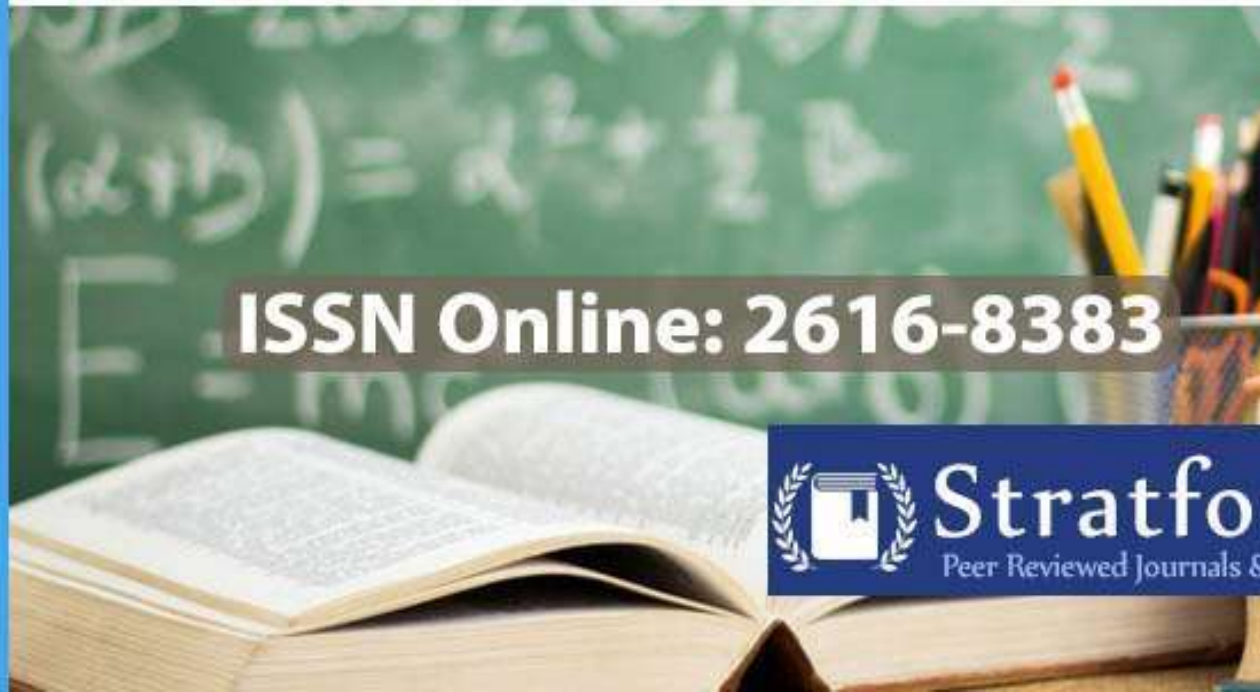


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Influence of Organizational Structure on Performance of Teacher Training Project in Good Neighbors International

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Abstract

Active organizational structure improves the performance of various project and institutional activities effectively. The purpose of this paper therefore, was to examine how influence organizational structure affects the performance of the Good Neighbors International teacher training project in Rwanda. This paper employed explanatory research design. The target population was 129 people including 99 training participants and 30 project management. The sample size was 109 respondents. Questionnaire was used as data collection instrument. The analysis of data was done using Microsoft Excel. The methods of analysis used were descriptive and inferential analysis. Findings show that job design has no significant influence on the performance of the teacher training project ($\beta_1=0.001$; $p>.05$) in the period covered by the study. However, organizational hierarchy has a statistically significant influence on project performance ($\beta_2=0.180$; $p<.05$) as it contributes up to 18% of the project performance variation. Similar observation is noted that departmental design has a statistically significant influence on project performance ($\beta_3=0.100$; $p<.05$) since it contributed up to 10% of the variation in project performance. The study concludes that organizational hierarchy contributes more than job design and departmental design in enhancing performance of the teacher training project in Good Neighbors International Rwanda in 2019-2022. The research recommends that top management should improve staff autonomy, eliminate bureaucracy, improve human resource communication and coordination across departments, institute participatory decision-making, and ensure that all job tasks are aligned with the project's objectives.

Keywords: *Project Performance, Organization Structure, Teacher Training and Organizational Hierarchy.*

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1.0 Introduction

Globally, organizational structures have significantly influenced the success and performance of various projects. The constructors of the Great Pyramids of Giza in Egypt (2550-2490 B.C) were organized in well aligned hierarchy, the construction of the Great Wall of China (220-206 B.C) was also influenced by high level of specialization among the Chinese engineers (Adams, 2016). Similarly, the successful construction of the Colosseum in Rome, Italy (72-80 AD) was guided by highly organized teams whose departments were effectively coordinated. In Africa, the successful completion of the 2020 Pipeline Project for Natural Gas in Trans-Anatolia in Turkey has improved delivery of gas for household use due successful project management (PMI, 2020) while the effective coordination for the construction of University Link Light Rail Extension Sound Transit in Seattle Washington in 2017 helped to reduce congestion (PMI, 2021). In Africa, the completion of the Grand Renaissance Dam in Ethiopia was made possible by well trained and organized construction teams and the project is expected to be the largest hydroelectric power plant in Africa supplying electricity to many countries across the continent (Osei, 2020). Its supervision was executed by well-coordinated management teams under Salini Costruttori.

In Rwanda, since the end of the 1994 genocide against the Tutsi in Rwanda, the country has registered increased inflow of non-governmental organizations. Good Neighbors International (GNI) one of the NGOs operating in the country. GNI began its operations in Rwanda during the 1994 genocide while supporting the war victims. Since then, the organization has expanded operations in four districts of Gasabo, Kamonyi, Gisagara and Nyamagabe. The organization has been implementing various projects to support the most vulnerable children and their families and to promote community-oriented and community-driven development initiatives in both rural and urban areas. Some of the projects being implemented include child sponsorship, education (teacher training), water, sanitation and hygiene, health, income generation, advocacy, governance and Zero Hunger Communities Project (GNI Rwanda project report, 2020). The education (teacher training) project was implemented in Kamonyi district. It started in September 2018 and was supposed to be closed by Aug 2019 but due to failure to attain the objectives in the scheduled time, it was extended till May 2022 (CALL, 2021). It focused on mentorship of teachers in different areas including general classroom and subject-based vocabulary, general and specific classroom language, writing course notes handout, teaching methods and approaches, development of own teaching materials and aids, lesson plan and presentation skills, evaluation and assessment and classroom management (CALL, 2021).

Since its inception in 2019, GNI has invested a lot of resources into the teacher training project with the goal of improving their proficiency in English and effectiveness in teaching based on best practices of classroom management and lesson delivery. In 2019-2020, GNI invested more than FrW 90,000,000 into the project to ensure that the stated objectives could be achieved by March 2021 (CALL, 2021). However, the objectives were never achieved and the project time of completion had to be extended. It is believed that effective organizational structures have a positive effect on ensuring there is coordination across the organization to ensure better performance (Ferreira & Otley, 2017) and successful completion of projects in the stated time, cost, quality and scope. One of the most comprehensive theories adopted by this research to explain the effectiveness of organizational structures in promoting project performance is the theory of

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contingence. This theory was developed in 1964 by Fielder Fred Edward (Betts, 2016). This theoretical model suggests that there exists no universally agreed management approach that is applicable across all organizations under all conditions at all times for effective management and good performance. Fieldler rather indicated that effective leadership and performance in organizations is dependent upon the prevailing organizational context. Ferreira and Otley (2005) opined that the structure of an organization influences the management system of the organization as well as the management's choice of the management style and subsequently influence performance. Ferreira and Otley (2005) further indicate that job design, design of the departments and organizational hierarchy are all formulated based on the job type and nature, organisational characteristics plus the level of authority.

The concept of organizational structure has gained considerable academic attention in the management literature (Ferreira & Otley, 2017). Kenton and Drury (2021) define organizational structure as framework for outlining the execution and monitoring of organizational tasks, roles and responsibilities for the purpose of achieving the organization's goals. The structure of the organization also helps in determining the flow of information and communication between different management levels and departments in an organization. For instance, centralized organizational structures are designed for top-down vertical flow of decisions while decentralized organizational structure favor the distribution of authority among different organizational levels of management (Kenton & Drury, 2021). The structure of an organization enables them to be focused and efficient in achieving their goals (Tran & Tian, 2013). The elements of job design, organizational hierarchy (Martinelli, 2019) and departmental design or departmentalization (Neely, Adams & Crowe, 2018) form the foundation for the independent variables.

In the same vein, performance is defined as the ability of an organization to achieve its goals (Browne, 2019). In the context of this study, project performance is used to indicate the extent degree to which the management has the project objectives within the specified time, scope, quality and cost so that stakeholder value is maximised. The project performance indicators emphasized by USAID (2017) will be adopted for the study. These include: i) effectiveness (achieving results/impact and meeting standards), ii) efficiency (delivering services and enhancing reach), iii) relevance (engaging stakeholders and learning), and iv) sustainability (mobilizing resources and increasing social capital). Like any other organization that endeavors to achieve its project goals, GNI has invested a lot of resources in terms of finance, materials, time, human capital and technology to ensure that the teacher training program in Kamonyi becomes a success (CALL, 2019). The project was initiated with the goal of improving teachers' effectiveness and proficiency through providing mentorship programs in the areas of English, classroom management, development of pedagogical materials, management of learners, etc. It was projected to achieve this goal by March 2021. However, this objective has not been satisfactorily achieved.

In 2019, a group of teachers were enrolled at Kagina and Nyamiyaga training sites in Kamonyi district to attend mentorship training. The program had an enrolment of 176 teachers who registered and attended the training programs in the initial stages (CALL, 2019). At the end summative stage of the program in March 2021, ninety-three percent (93%) of the participants appreciated that the training was relevant to their professional needs in English language and teaching skills (CALL, 2021). However, there was a high dropout and failure rate. The summative

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report (CALL, 2021) shows that out of the 176 teachers who enrolled, only 99 were able to complete the training and out of the 99 who completed the training, only 52 were awarded certificates while others failed.

Besides the dropout and failure rates, there was also a high rate of bureaucracy within the project management and this delayed/hindered planning and resource mobilization which significantly affected the entire project (CALL, 2021). There is lack of coordination in the monitoring and evaluation units of different departments where by each department does monitoring and evaluation independently and this leads to lack of collaboration and resource wastage in departmentally duplicated activities. Furthermore, there is delay in approval and disbursement of resources for project implementation. This is caused by the fact that financial requisitions for every procurement including petty expenses have to be approved by the country director and this impacts the implementation of the project because activities are always executed at the very last minute (at the end) which cannot give enough time for follow-up (CALL, 2021).

1.1 Statement of the Problem

The teacher training project was launched in Kamonyi district with the goal of improving teachers' proficiency in English language and enhancing their effectiveness in other domains of the teaching profession (CALL, 2019). The project has enabled to train 99 teachers in the domains of classroom management, development of teaching materials, English proficiency and other related areas. It was supposed to run for a period of two years from March 2019 to March 2021 but it has been extended to May 2022 because of failure to achieve some of its intended objectives (CALL, 2021). One of the key reasons for this failure was high rate of bureaucracy by the project management where by all the financial requisitions for products/service purchases including petty expenditure had to be approved by the country director who was not readily available all the time, thus hindering planning, resource mobilization and allocation, and putting project activities on hold (CALL, 2021). There is also lack of coordination within the monitoring and evaluation teams because each department conducts the monitoring and evaluation function independently which leads to time and financial wastage (CALL, 2021).

Such bureaucracy, poor monitoring and evaluation and poor coordination have led to poor performance of the teacher training project. For example, the summative report (CALL, 2021) shows that there was a high failure and dropout rate by a considerable number of teachers who had initially enrolled in the project to attain teaching skills. Out of the 176 teachers who enrolled, only 99 were able to complete the training and out of the 99 who completed the training, only 52 were awarded certificates while others failed the evaluation tests. It is because of this problem that the project was extended by twelve months from March 2021 to May 2022. The researcher believes that the nature of GNI's the structure of the organization significantly affects bureaucracy, resource allocation and project coordination which ultimately affects the performance of teacher training project. This belief has been supported by Tran and Tian (2013) who argued that organizational structures influence communication and resource allocation across organizational units and this enhances performance. Similarly, Hao, Kasper and Muehlbacher (2017) investigated the effect of organizational structure on organizational performance and found that the structure of an organization affected leaning and influenced performance by accelerating innovation.

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Nevertheless, job design, hierarchy and departmental design which are key elements of organizational structure have not been extensively studied based on the Rwandan context (CALL, 2021) to assess their influence the outcomes of the project in GNI Rwanda. Therefore, the current study examined the effect of organizational structure on attainment of outcomes of the teacher training project in GNI Rwanda. The effectiveness of organizational structure was assessed based on job design, organizational hierarchy and departmental design. The purpose of this paper therefore, sought to examine how influence organizational structure affects the performance of the GNI teacher training project in Rwanda.

1.2 Objective of the study

Objective of this paper was to examine how influence organizational structure affects the performance of the GNI teacher training project in Rwanda.

2.1 Literature Review

2.1.1 Organizational structure

Organizational structure is explained differently by various authors. For example, Chindia and Pokhariyal (2017) defined it as an internal management framework that shows task performance, flow of authority and communication and reporting relationships. Annick and Marc (2018) also define organizational structure as a system that connects the relationships between different jobs, functional processes with the organizational mission to achieve the objectives of the organization. It is worth to note that the structure of the organization represents the management levels in the organizational hierarchy and defines the managerial control (Nazari & Shoghi, 2017). As noted by Chindia and Pokhariyal (2017) it is important to state that an organizational structure acts as the lens which helps members to have clear view of their institutions and their business operational settings.

The structure of the organization describes the ways in which organizational operations like tasks allocation, supervising and coordinating activities are controlled towards achieving the goals and objectives of the organization. It defines the approach for assigning, controlling and coordinating the roles to organizational members as well as responsibilities and decision making power. It also demonstrates how information should flow among different levels of management in the organization. Additionally, the structure of the organization facilitates responsibility allocation to different functional units and processes in the organization. According to Daft (2016), organizational structure is a combination of different elements which include: formalization, departmentalization/departmental design, centralization/decentralization, span of control, chain of command, degree of specialization/job design. However, for the purpose of this study only three elements: job design, organizational hierarchy and departmentalization are examined.

2.1.2 Job design/degree of specialization

The design of the job refers to the process of dividing work tasks that are assigned to people working in the organization with specifications of what to do, the reasons for doing it and the procedures (Norris *et al.*, 2014). The effectiveness of job design facilitates organizations to achieve their objectives and inspires employee motivation. The model for job characteristics (Batchelor, *et al.*, 2014) identifies five key characteristics of job design that are essential in contributing to the effectiveness of the organizational structure's performance. The five core features include: (skills

variety, ii) identity of tasks, iii) significance of tasks, iv) autonomy of jobs, and v) management feedback. Norris *et al.*, (2014) defines the five job design characteristics. He refers to skills variety as the ability of an employee to possess various skills and competences for doing a job. Employees with more skills are more satisfied on the job than those who have fewer skills set. The identity of tasks refers to the degree to which workers can recognize their job outcomes. The significance of the task means the importance that the job has for the employee and other fellow team members in the organization. The autonomy of the job indicates the level of control that workers have over their jobs schedules. It is worth to note that jobs with high autonomy allow employees the freedom and independence to decide on their own how to complete the tasks without depending on detailed instructions from supervisors. Employee feedback refers to the ability of workers to determine their job performance based on sensory communication received from the job itself.

2.1.3 Departmentalization/departmental design

Departmentalization or departmental design is the process where jobs or organizational teams are put together to form functioning units also called departments based on their degree of specialization with the goal of attaining the objectives of the organization (Peter, 2021). This process categorizes the organization and combines it into parts, with employees who possess similar skills. Design of departments helps the management in the organization to determine the functions that will be performed together under the same coordination and location (Powel, 2017). It is worth to note that departmentalization also combines the employees charged with executing the job functions (Shoghi & Nazari, 2017). In the organizational hierarchy, each leadership level below the top leadership is categorized into departments and units.

The organization's executives group employee responsibilities in different departments like production, finance, marketing, information and communication technology, research and development, human resources, etc. (Peter, 2021). Each of the departments is headed by a senior employee called department manager. It is important to recall that managers of departments have rights to delegate the tasks to their subordinate employee and they have to demonstrate accountability to the top executives regarding the performance of their departments based on the work performance targets. According to Chindia and Pokhariyal (2017), departmentalization represents the organization's goal of having specialized activities and functional units so that processes and operations can be simplified and controlled. Daft (2016) contends that departmental design improves management efficiency thus improving organizational performance. This can be attributed to the fact that departmentalization helps in allocating responsibilities which ensures employee accountability.

2.1.4 Organizational hierarchy/chain of command

The hierarchy of an organizational demonstrates a vertical flow of authority and reporting relationships between superior management and lower staffs (Scalia, 2021). The hierarchy of the organization is designed in such a way that top ladders of the hierarchy direct bottom and middle ladders. The structure of the organization is like a leadership pyramid where there are fewer members at the top who manager large numbers in the middle and bottom levels. According to Powell (2017), the organizational hierarchy shows the distribution of responsibility, authority and power in a vertical and direct line from higher to lower levels of management. It determines the reporting relationships between different individuals in the organization. It also defines the

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managers' control area. Therefore, the hierarchy of the organization refers to the formal management/communication channel with the objective of defining responsibilities of management and staff and their reporting relationships.

2.1.5 Project performance

In project context, performance is defined as the degree to which the project achieves the organizational stated goals (Atkinson, 2017). Similarly, Freeman and Beale (2016) stated that the success of a project can be indicated by timely delivery of benefits, lower costs of execution, completion of the entire scope as well as quality (performance) goals set for it at its inception. DeCotiis and Dyer (cited in Shenhar, 2016) defined project performance as the extent to which the project outputs and outcomes generates satisfaction for the beneficiaries, the customers, the donors and other key stakeholders. Similarly, USAID (2017) defined performance of the project based on four performance domains of effectiveness (achieving results/impact and meeting standards), ii) efficiency (delivering services and enhancing reach), iii) relevance (engaging stakeholders and learning), and iv) sustainability (mobilizing resources and increasing social capital). This study adopts USAID's (2017) definition because it is more comprehensive and focused on performance in the context of non-governmental organizations on which this study is based.

2.1.6 Job design and project performance

Effective job design plays a key role towards achieving organizational and project objectives (Norris *et al.*, 2014). To this effect, Muniyiri (2018) examined how job design influenced productivity and performance of employees in the insurance sector in Kenya using a sample size of 89 respondents selected from 6 insurance firms. The researcher used rotation of job, enlargement of job, enrichment of job and simplification of job as explanatory/predictor variables. The multiple regression analysis showed the existence of positive relationship between job design and performance of employees. A 71.4% change in performance of employees was attributed to organizational job design. It was observed that 71.4% of the change in employee performance in the insurance companies was explained by job design. For each individual explanatory variable under job design, the regression analysis also showed that 25.6% change in performance was attributed to job rotation, while 46.2% change in performance was attributed to enlarging jobs. Similarly, 12.8% change in performance was attributed to the enrichment of jobs while job simplification was also attributed to 59.9% of the change in performance. This indicates that job design is responsible for the general organizational performance.

Job design is also positively related to organizational profitability. For example, using selected Nigerian companies, Sunday and Paul (2015) assessed the impact of job design on organizational profitability. Regression analysis was used to analyze the data and findings showed that a significant relationship existed between the design of jobs organizational profitability in the selected companies (26.5% of the change in profitability was attributed to job design). Therefore, it is important to note that productive employees, lead to high performing organizations which increase stakeholder benefits in NGO settings. For the case of NGOs, performance benefits may include increased project reach, high project impact, increased social capital. A related study in India (Suthar *et al.*, 2014) also showed that the analysis of the job including its design, description, specification and evaluation was positively correlated with organizational and project performance job analysis. The researchers examined investigated whether there was a correlation between the

performance of the organization and analysis of the job in Gujarat focusing on Vadodara Telecom district. Using the quantitative research design, researchers employed a questionnaire survey (in person and through email) to 417 respondents who were selected by employing convenience sampling technique. It was observed that various predictors of job analysis including job design were positively correlated with organizational performance. In projected settings, it is the combination of various projects that contribute to the overall organizational performance.

2.1.7 Organizational hierarchy and project performance

It is indicated that the hierarchy of an organization affects the performance of employee, projects and the entire organization has an effect on employee and organizational performance. In this line, a study by Kampini (2018) examined the effect of the structure of the organization on the performance of employees in Malawi using the case study of New Era Secondary School. was used and the researcher distributed a questionnaire to 25 respondents. On the item of hierarchy, researcher wanted to find out how it affected decision making and performance. Fifty two percent (52%) said that decision making was done by the top level management and this reduced costs, established uniformity of action and processes, improved the flexibility and speed of decision making which had an effect on overall performance. However, interviews revealed that in some instances, over centralization of decision-making created bureaucracy and delayed work. This indicates that organizational hierarchy greatly influences decision-making and overall performance of the organization.

In a related development, Bass *et al.* (2016) investigated the effect of organizational hierarchy and leadership on employee performance and organizational success. Using a sample of 72 army platoon leaders, the researchers revealed that organizational leadership that offered employees with freedom and autonomy had apposite influence on employee and organizational performance. This was attributed to the fact that when people are allowed to participate in hierarchical decision making, they improve confidence and productivity which has a bearing on overall organizational performance. Similar findings are reported by two experimental studies. A study of 138 nursing officers conducted in Italy (Belle, 2017) found that nurses who were randomly assigned to leadership programs that offered autonomy and flexibility performed better than those who were not. Kampini (2018) Al-Meer (2016) studied how leadership hierarchy affects the performance of organizations in Turkey using 45 organizations across different sectors. Using correlation design, the researcher found that the level of hierarchy within the organization influenced employee commitment by 16.3%, which translated into positive job and organizational outcomes. The researcher defined commitment to an organization as the ability of an individual to work with an organization for a long time. Based on this definition, employee commitment to an organization has three elements: ability and willingness to exert efforts for organizational benefit; and strong desire or intention to stay working with the organization. Therefore, it is important to note that organizational hierarchy improves commitment and productivity.

2.1.8 Departmental design and performance

In order to achieve organizational goals and performance, companies should combine teams under different departments (Bhasin, 2021). To this end, a study by Ugoani (2012) investigated the correlation between departmentalization and performance of the management using a case study of First Bank in Nigeria. Using a descriptive design, the researcher collected data from 185

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respondents who were selected by purposive sampling. The empirical results revealed that there was a positive relationship between departmental design and performance of the management. Even though results did not directly show project performance, studies (Day & Nedungadi, 2019; Davis & Kochhar, 2015) indicated that management performance influences the performance of the organization in a positive way. It is indicated that the project management office (PMO) represents the department responsible for planning and management of projects in a projected organization. In line with this presumption, Zohrevandi (2014) examined the effect of PMO on the performance of companies in Tehran-Iran. Using a sample of 35 people from TSTA Company as respondents, the research administered a questionnaire for data collection. The analysis of findings showed that the organization of projects around departments reduced resource wastage, improved team learning, coordination and had improved project outcomes.

However, the study was conducted on a single entity with a small sample size and this affects the generalizability of findings. The researcher also did not conduct an inferential analysis and this makes it impossible to demonstrate the effect size of departmental design on the performance of the project. In another development, Linde and Steyn (2019) also examined effect of a project management office on the performance of organization and projects in South African mining companies. Using a pre-post case study, the researchers found out that one of the biggest changes brought by project departmentalization was the effective implementation of the desired project management methodology and governance framework. The process brought into force the standardization of projects' life cycles and gate review process. Similarly, interviews revealed that there was greater visibility of project plans, project progress and tracking. It was observed that because of standardizing systems for project reporting, there was accuracy of project information from the system which facilitated better decision making and inter-project coordination which significantly improved project performance.

3.0 Methodology

Explanatory research design was employed. The target population was 129 people including 99 training participants and 30 project management. The sample size was 109 respondents. Questionnaire was used as data collection instrument. The analysis of data was done using Microsoft Excel. The methods of analysis used were descriptive and inferential analysis. The descriptive statistical approach was preferred because it summarizes and shows the distribution of data based on responses. Inferential statistical analysis was conducted using correlation method and regression. The correlation and regression methods were used to determine the relationship.

4.0 Findings and discussions

4.1 Descriptive statistics

4.1.1 Job design in the teacher training project

The author requested respondents to state their degree of agreement with on items regarding the effectiveness of job design in teacher training project.

Table 1: Effectiveness of job design in the teacher training project

Response Items	N	Min	Max	Mean	SD
We have various skills in the organization	109	1	5	4.02	1.45
Job tasks are clearly specified and identified	109	1	5	4.31	1.27
Job task provide feeling of significance to staffs	109	1	5	4.40	1.10
Employees enjoy job autonomy	109	1	4	1.69	0.86
Employees receive performance feedback	109	1	5	4.90	0.56

Table 1 shows that majority agreed that the teacher training project have various skills set (Mean=4.02, SD=1.45). This shows that GNI staff in the teacher training project can handle different tasks. Furthermore, majority also agreed with the statement that job tasks were clearly specified and identified (Mean=4.31, SD=1.27). This indicates that employees in the teacher training project understand their responsibilities. In item 7, it is also shown that majority agreed that job task provided them feeling of significance to staffs (Mean=4.40, SD=1.10). This suggests that employees in the teacher training project feel that their effort has value to the project and project impact. However, regarding autonomy, item 8 shows that majority respondents disagreed with the statement that employees enjoyed job autonomy (Mean=1.69, SD=0.86). This indicates that staff are not given the freedom to work in a way that is suitable for them. Lastly, item 9 shows that majority also agreed with the statement that employees received performance feedback (Mean=4.90, SD=0.56). This indicates that GNI employees are evaluated and feedbacks given which enables them to understand their strengths and weaknesses and be able to improve on their productivity. From the analysis in Table 1, it can be concluded that GNI's organizational structure is effective and suitable to the prevailing organizational set up. This can be attributed to the high rate of respondents' agreement with the response items.

4.1.2 Organizational hierarchy in the teacher training project

The investigator requested respondents to state the degree of their agreement on response items focusing on effectiveness of organizational hierarchy in the teacher training project.

Table 2: Effectiveness of Organizational hierarchy in the teacher training project

Response Items	N	Min	Max	Mean	SD
We have different levels of authority	109	1	3	1.85	0.79
Chain of command connecting management levels	109	1	4	2.03	0.97
Authority in our organization flows from the top down	109	1	5	4.76	0.82
Senior management makes critical decisions	109	4	5	4.98	0.13
There is clearer understanding of roles and responsibilities	109	1	5	4.48	0.97
There is accountability at different management levels	109	1	5	4.43	1.10

According to Table 2, item 10 shows that majority disagreed with the statement that there were different levels of authority in the management of the teacher training project (Mean=1.85, SD=0.79). This suggests that there is over-centralization of power which creates bureaucracy. Similarly, item 11 shows that majority disagreed with the statement that there was a chain of command connecting management levels (Mean=2.03, SD=0.97). This suggests that there is poor coordination between different management levels. Item 12 shows that majority agreed with the statement that authority in the organization flows from top to bottom (Mean=4.76, SD=0.82). The high level of agreement indicates that there is top-down leadership and limited decision-making power among staff.

In item 13, it is observed that majority agreed with the statement that senior management in the teacher training project made critical decisions (Mean=4.98, SD=0.13). This suggests limited participation of mid-level and lower level staff in project decision making. Furthermore, item 14 shows that majority agreed with the statement that there was clear understanding of roles and responsibilities (Mean=4.48, SD=0.97). This observation suggests that project staff clearly understood their accountability obligations and this is important for better job performance. Lastly, item 15 shows that majority agreed that there was accountability at different management levels (Mean=4.43, SD=1.10). This suggests that project teams are committed to build trust and relationships among themselves.

Therefore, despite the high centralization of power/bureaucracy and poor coordination between management in different departments, it can be observed from this analysis that organizational hierarchy as an element of the organizational structure in the teacher training project was effective. This is attributed to the high level of agreement by respondents on different OH elements as indicated in Table 2.

4.1.3 Departmental design in the teacher training project

The investigator requested the study participants to state the degree of their agreement with the response items on the effectiveness of departmental design in the teacher training project.

Table 3: Effectiveness of departmental design in the teacher training project

Response Items	N	Min	Max	Mean	SD
Our organization is divided into departments	109	1	5	4.29	1.16
Each department has a manager	109	1	5	2.21	1.26
Departments have adequate staff	109	1	5	4.66	0.92
Staff members in the departments enjoy teamwork	109	3	5	4.92	0.34
There is coordination between departments	109	1	4	2.23	1.07
There is delegation of tasks	109	1	5	4.61	0.98

Table 3 shows that, it can be observed in item 16 that majority respondents agreed that GNI management was divided into departments (Mean=4.29, SD=1.16). This indicates that there is specialization of functions in GNI which improves efficiency. In item 17, it is observed that majority respondents disagreed with the statement that each department in GNI had a manager

(Mean=2.21, SD=1.26). This suggests that there was poor oversight for the functioning and productivity of some divisions in the teacher training project. In item 18, it is observed that majority agreed with the statement that each department in the organization had adequate staff (Mean=4.66, SD=0.92). This suggests that the teacher training project employees did not experience work overload as there was enough manpower to keep project functions smoothly running. Furthermore, item 19 shows that majority also agreed with the statement that staff members in the departments enjoyed teamwork (Mean=4.92, SD=0.34). This indicates that there was a culture of collaboration and knowledge sharing which improves staff productivity and efficiency. In item 20, it can be observed that majority respondents disagreed with the statement there was coordination between departments (Mean=2.23, SD=1.07). This indicates that there is potential for decreased staff productivity, complexity of processes and delayed work completion. Lastly, item 21 shows that majority respondents agreed with the statement that there was delegation of tasks by department managers (Mean=4.61, SD=0.98). This suggests that managers at department level had reduced work load which improved their effectiveness and efficiency.

Despite, the fact that the teacher training project lacked managers in some departments and had poor interdepartmental coordination; it can be observed that departmentalization was an effective function in the project. This can be attributed to the high level of agreement on the scale of measurement by respondents.

4.1.4 Performance of the teacher training project

The researcher asked respondents to appropriately state their level of agreement regarding the performance of the teacher training project.

Table 4: Effectiveness of performance in teacher training project

Response Items	N	Min	Max	Mean	SD
Our teacher trainers deliver quality and timely service	109	1	5	4.28	1.08
Teachers have improved on teaching proficiency	109	1	5	4.49	1.07
Project outreach among beneficiaries has increased	109	1	5	2.86	1.34
Our resource mobilization is effective	109	3	5	4.78	0.50
Stakeholders are satisfied with project outcomes	109	2	5	4.59	0.78

Table 4 shows that, it is observed in item 22 that majority respondents agreed that teacher trainers delivered quality and timely service (Mean=4.28, SD=1.08). This indicates the commitment of project staff to realize the project's intended objectives. Similarly, item 23 shows that majority agreed with the statement that teachers had improved on teaching proficiency (Mean=4.49, SD=1.08). This indicates that the project outcomes were visible among the participants. Furthermore, in item 24 shows that majority disagreed that with the statement that project outreach among beneficiaries has increased (Mean=2.86, SD=1.34). This indicates that the project did not scale to cover its initial scope. In item 25, it is observed that majority respondents agreed with the statement that project resource mobilization was effective (Mean=4.78, SD=0.50). This indicates that the project acquired adequate resources and this is an important function for improving project operations. Lastly, item 26 shows that majority respondents also agreed with the statement that

stakeholders were satisfied with the outcomes of the teacher training project (Mean=4.59, SD=0.78). This suggests that the project fulfilled stakeholder expectations and interests.

4.2 Regression Analysis

The OLS statistics as shown in Table 5 demonstrates the association between the structure of the organization and project performance in the teacher training project in Good Neighbors International.

Table 5: Regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.37	0.33	0.28	0.04

a. Predictors: (Constant), Job design, organizational hierarchy, departmental design

Table 5 shows that, it can be observed that there is a positive multiple correlation of 0.37 (37%) between organizational structure and project performance in the teacher training project. This shows that when there is a unit change in the structure of the organization, a 37% performance change is observed in the teacher training project. Furthermore, the Adjusted R Square of 0.28 shows that 28% change in performance of the project can be explained by organizational structure.

4.3 Hypothesis testing

The first hypothesis stated that job design (JD) has a statistically significant effect on the performance of teacher training project. However, the regression coefficients shows that job design has no statistically significant influence ($\beta_1=0.001$; $p>0.05$) on performance of the teacher training project. Therefore, fore, the research finds no statistical evidence to support the first hypothesis, and it is hereby rejected.

The second hypothesis of this research stated that organizational hierarchy (OH) has a statistically significant effect on the performance of the teacher training project. The regression coefficients ($\beta_2=0.180$; $p<0.05$) also show that organizational hierarchy had a statistically significant effect on the performance of the teacher training project. Therefore, fore, the research finds statistical evidence to support the second hypothesis, and it is hereby accepted.

The third hypothesis stated that departmental design (DD) has a statistically significant effect on the performance of the teacher training project. The regression coefficients ($\beta_3=0.100$; $p<0.05$) also show that departmental design (DD) had a statistically significant effect on the performance of the teacher training project. Therefore, fore, the research finds statistical evidence to support the third hypothesis, and it is hereby accepted.

5.0 Conclusion

The responses from respondents indicated that employees in the project feel that their effort has value and impact to the project because tasks provide them feeling of significance. Lack of autonomy robs employees their freedom to work in a way that is suitable for them. Evaluating employee and giving them feedbacks enables them to understand their strengths and weaknesses and be able to improve on their productivity. Lack of chain of command to connect different management levels shows that there is poor coordination between different management levels.

The flow of authority from top to bottom indicates top-down leadership and limited decision-making power among staff. However, the recognition of accountability at different management levels shows that staffs are committed to build trust and relationships among themselves. There is lack of managers in some departments and this shows existence of poor oversight for the functioning and productivity of some divisions in the project. The existence of adequate staff in the organization indicates that employees do not experience work overload and this improves effectiveness. Employees in the departments enjoy teamwork and this shows that there was a culture of cooperation and knowledge sharing which improves staff productivity. Lack of coordination among staffs indicates a potential for decreased staff productivity, complexity of processes and delayed work completion. Managers at the department level delegated tasks and this shows there was potential for reduced work load which improve productivity.

The study concludes that findings show that job design has no significant influence of the performance of the teacher training project in the period covered by the study. However, it is observed that organizational hierarchy contributes up to 18% of the improvement in project performance during this period. Similar observation is noted on the third objective where the test shows that departmental design contributed up to 10% of the improvement in project performance. Nevertheless, performance bottlenecks are observed. These include lack staff autonomy, bureaucracy, poor coordination, limited participation by bottom staff in decision making and inadequate managers in some departments.

6.0 Recommendations

There is need for top management to improve staff autonomy so that employees can be able to make decisions regarding how they execute their tasks.

The top management should have eliminated bureaucracy within the management by delegating some tasks such approval of petty cash for the purpose of improving management efficiency.

There is an urgent need for improving human resource communication and coordination across departments to ensure smooth running of the project activities.

The top management should involve bottom staffs in decision making of the project to ensure ownership of outcomes by the project implementers on the ground.

Management should ensure that job design is restructured to ensure that all job tasks are aligned with the project's objectives. This will create an assurance for job design to contribute to the performance of the project or future projects.

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