

**AN ANALYSIS OF THE RESTRUCTURING PROCESS AND
OPERATIONAL EFFECTIVENESS IN THE CENTRAL REGION OF
THE NORTH WEST DEPARTMENT OF EDUCATION**

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A mini-dissertation submitted in partial fulfilment of the requirements for the degree of Master of Business Administration (General Management) in the Graduate School of Business and Government Leadership at the North West University, Mafikeng Campus



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ACKNOWLEDGEMENTS

I am greatly indebted to the following people:

- My wife Betsy, for her loving support, encouragement and inspiration.
- My children Kokamo, Boitshoko and Omphile for their patience during the many hours I that spent away from them.
- My supervisor Professor Flip du Plessis for his expert guidance.
- Dr Thiba for editing the draft copy of this document
- My mother -in- law Mrs Dilotsotlhe for her constant encouragement and support
- My colleague Mr Molema for his encouragement and support
- Our Lord Jesus Christ for giving me the mental strength and resilience to successfully complete this project.

DECLARATION

I, **Tiro Moses Tumane**, hereby declare that the dissertation for the Degree of Master of Business Administration (MBA), with the North West University is submitted. This work has not previously been submitted by myself, for any degree at this University, or any other University. I declare that it is my own work and all the material contained in this research has been acknowledged.



SIGNATURE

ABSTRACT

AN ANALYSIS OF THE RESTRUCTURING PROCESS AND OPERATIONAL EFFECTIVENESS IN THE CENTRAL REGION OF THE NORTH WEST DEPARTMENT OF EDUCATION

This study sought to empirically investigate operational effectiveness in the central region of the North West Department of Education following the extensive restructuring exercise initiated in 1999. It further sought to determine the impact on schools, and the level of support offered by the corporate centre to the region as it implemented the restructuring blueprint. The literature survey covers theories of organisational restructuring as well as the research findings on this aspect in the private and public sectors in both developed and developing countries.

The data was collected using the survey method. The subjects of the empirical investigation were 71 randomly selected managers in different management categories at all levels within the region. A pre-tested questionnaire was employed to analyse post-restructuring operational effectiveness on four criteria. Corporate support during restructuring and managerial response to the challenges posed by restructuring were also assessed.

The empirical investigation found that restructuring had no positive impact on the effectiveness of operational units in the region. It was further found that the levels of support schools received was adversely affected by lack of a proper post-restructuring monitoring and support plan from the corporate centre. Implementation of the department's strategic priorities was also found to be ineffective as a result. The study recommends that for restructuring exercises to be successful, support from the corporate centre is crucial, and that restructuring organisations should undertake regular impact assessments of the process. Finally, it is recommended that people, not technical procedures, get priority if the restructuring effort is to have any chance of success at all.

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LIST OF ABBREVIATIONS

ABET	ADULT BASIC EDUCATION AND TRAINING
APO	AREA PROJECT OFFICE
BPR	BUSINESS PROCESS REENGINEERING
BSC	BALANCED SCORECARD
CES	CHIEF EDUCATION SPECIALIST
CIPD	CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT
DCES	DEPUTY CHIEF EDUCATION SPECIALIST
DDG	DEPUTY DIRECTOR GENERAL
DoE	DEPARTMENT OF EDUCATION
DPSA	DEPARTMENT OF PUBLIC SERVICE AND ADMINISTRATION
EFA	EDUCATION FOR ALL
EMGD	EDUCATIONAL MANAGEMENT AND GOVERNANCE DEVELOPMENT
ICSC	INSTITUTIONAL CURRICULUM SUPPORT COORDINATOR
IDP	INTEGRATED DEVELOPMENT PLAN
ISC	INSTITUTIONAL SUPPORT COORDINATOR
JIT	JUST-IN-TIME
MTEF	MEDIUM TERM EXPENDITURE FRAMEWORK
NWDE	NORTH WEST DEPARTMENT OF EDUCATION
OE	OPERATIONAL EFFECTIVENESS
OR	ORGANISATIONAL RESTRUCTURING
PFMA	PUBLIC FINANCE MANAGEMENT ACT
PGDS	PROVINCIAL GROWTH AND DEVELOPMENT

	STRATEGY
PSBC	PUBLIC SERVICE BARGAINING COUNCIL
PWC	PRICE WATERHOUSE COOPERS
ROA	RETURN ON ASSETS
ROI	RETURN ON INVESTMENT
SCR	STRUCTURE, CULTURE AND RESOURCES
SG	SUPERINTENDENT GENERAL
SNP	SCHOOL NUTRITION PROGRAMME
SOPS	STANDARD OPERATING PROCEDURES
SWOT	STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS
TQM	TOTAL QUALITY MANAGEMENT

CHAPTER 1

ORIENTATION

1.1 Introduction

This chapter provides an overview on the restructuring process in the Central Region of the North West Department of Education. It begins by first outlining in detail the background to the process, its motivation and intended outcomes. The background section is then followed by a statement of the problem explored in the study in terms of the main problem studied and contributory sub-problems. It is from this that the importance of the study is spelt out. Thereafter, key terms are defined in terms of how they are used in the study. Following this, the methodology employed in the study is then briefly described. The scope of the study then follows, indicating the parameters of the study mainly in terms of geographical area and sample population. A plan of how the study is organised and structured is then presented, and a brief summary rounds off the chapter.

1.2 Background

When South Africa became a constitutional democracy in 1994, one of the main challenges and goals facing the new government was the transformation of society and government. Education was earmarked as one of the priority areas that needed to be fundamentally transformed (ANC, 1994). Enabling legislation was passed and the restructuring exercise by the North West Department of Education was mainly a direct response to that mandate.

In 1998 the North West Department of Education took a decision to restructure itself. It employed the services of private sector consultants, Price Waterhouse Coopers (PWC), to do a feasibility study and to make recommendations. PWC proposed that the organisational structure of the department be changed. It recommended a decentralised,

matrix organisational structure consisting of five regions with a smaller corporate centre. Each of the five regions was to be aligned with the geographical demarcations of other government departments to enhance better planning and facilitate integrated service delivery (NWED, 1999).

1.2.1 Reasons for restructuring

The primary motivation behind the need to restructure came from the realisation that the department was not doing well with regard to key performance data. The matriculation results for example, showed a steady decline within a three-year period starting from 1996 (NWED,1999:23). During the same Medium Term Expenditure Framework (MTEF) period, there was serious under-spending, which resulted in huge budget rollovers (NWED, 2000: 4).

In addition, an audit report by the human resource section showed a widespread mismatch between employee profiles and the jobs they were performing. Inevitably, questions, both political and administrative, were raised about the efficiency with which this R4 billion a year structure fulfilled its public mandate. Senior management's response was to commission PWC to do a comprehensive audit of the departmental structure and make recommendations on how it could be streamlined for more efficient service delivery (NWED, 1999).

1.2.2 Principles underpinning the design model

The model that was proposed was underpinned by several principles. The first two of these were that the organisational design should ensure that there was no duplication or overlap of functions or responsibility. Another one was that the organisational structure should, where appropriate, ensure optimal local, decentralised service delivery. It should also be accessible to the local community. The idea was to eliminate the functional silos and move to a matrix set-up that would ensure increased and efficient communication and coordination across speciality functions within the department.

1.2.3 Type of organisational design

The new structure was constructed around four main support pillars to schools (NWED,1999). The first is the professional support pillar which would in the main be responsible for leveraging curriculum support to schools through learning area specialists, coordinating a range of school enrichment programmes comprising sports, culture, library and media as well as adult basic education (ABET)

The second pillar, educational support, encompassed a range of programmes designed to create an enabling environment for educational activities to take place. Key among these are infrastructure development, Information Technology and the School Nutrition Programme (SNP). The third pillar, human resource management and development would be responsible for recruitment, selection and on-going development of the educator corps. Quality Assurance would be the last pillar largely responsible for assessing the processes and outputs of the system against inputs. It would develop performance benchmarks and issue periodic report cards on the holistic performance of the system. It would also recommend interventions in specific areas under any of the other of the three support pillars (NWED, 2000).

In terms of design, then, the former districts would be called Area Project Offices (APOs). The districts would still be headed by middle managers appointed at the level of Chief Education Specialist which is the equivalent of deputy director in the civil service. Other structures further down from the APO would be the Institutional Support Services headed by Institutional Support Co-ordinators (ISCs). Previously, these structures were called circuits and headed by circuit managers. According to the new model, each ISC would now manage and support between twenty-eight and thirty- two schools (NWED, 2000).

In terms of formal reporting lines, then, schools would report to the ISC, who reported to the APO Manager who in turn reported to the regional executive manager. The region in

turn would report to the corporate centre-based Deputy Director General (DDG) and ultimately the Superintendent General (SG). In terms of the new design, regions would become the primary vehicles for operationalising the department's strategic plan. The structure made provision for a 'Shared Service Centre' or 'Provider' wherein the 'Purchaser' of its services could either be a corporate centre function or a regional service function. As the highest level in the structure, the corporate centre would be responsible for the formulation of corporate strategy and exercise an oversight role by monitoring strategy implementation and providing support to the regions (NWED,2000).

1.2.4 Rationale for the design

The rationale behind this organisational design and structure was that localisation of services would lead to the improvement of service responsiveness. Another justification was that a wider span of managerial control would create a flatter structure which would reduce turnaround times and therefore improve operational effectiveness. Consistent with this new thinking and goals, a decentralised, functionally matrix structure would be created.

The restructuring process also coincided with the matching and placement exercise initiated by the Department of Public Service and Administration (DPSA) in terms of Resolution 7 of the Public Service Bargaining Council (PSBC). The matching and placement exercise primarily sought to identify skills shortages and to match the skills profile of employees with the jobs they performed. This was aimed at transforming the public service as outlined in the 1997 White Paper on the Transformation of the Public Service.

As a result of restructuring, matching and placement, several new vacancies were created in the newly-created APOs. Several hundred personnel officers were required to move to other regions and sections into posts that were better suited to their skills profiles. The new model was adopted in 2000 and formally implemented in January 2004. The implementation plan provided for the structure to be gradually phased in while the old

one was being phased out. When new appointees assumed duty at the newly created regions, they were confronted with several challenges, some common while others were unique to each region.

1.3 Statement of the problem

1.3.1 Main Problem

The main problem investigated in this study was the apparent failure by the corporate centre to support and assist in terms of the post restructuring strategy to enable the region to deal with the challenges related to restructuring. The manner in which management in turn responded to these challenges was investigated.

1.3.2. Contributory sub-problems

A number of sub-problems contributing to the main problem included schools complaining of lack of support, officials complaining of understaffing and the region being perceived as not performing in senior management forums.

1.4 Importance of the study

Change is a dynamic but necessary phenomenon. Organisations need to manage it positively so that employees give their support and the goals set are worked towards with enthusiasm. For managers in organisations that are either undergoing restructuring or plan to in particular, the study highlights the range and complexity of management challenges that typically confront management during such processes. This is important as management will be in a better position to anticipate challenges. The successful implementation of strategic goals and operational priorities developed for organisations, both public and private, that are targeted for restructuring depends entirely how managers can proactively deal with challenges such as employee morale, lack of corporate support and drastic changes in operational procedures.

Furthermore, the study sheds light on some of the more critical operational areas that are affected by restructuring which organisations intending to restructure should consider. It will therefore assist organisations that are undergoing restructuring to give more focused attention on aspects of the organisational change process that have been empirically proven essential to an effective restructuring effort.

Lastly, the study provides senior managers in organisations, especially those that intend to restructure, with insight into aspects that are critical in the design and implementation of an effective monitoring and support strategy. The challenges identified by managers at different levels in this study provide an invaluable resource that strategic managers in all organisations, public and private, can use to develop a multi-level, differentiated and effective support strategy for operational managers.

1.5 Methodology

1.5.1 Literature Study

A review of the literature on organisational restructuring and development was undertaken. A number of primary and secondary sources were consulted with a view to gaining insight into the main issues surrounding restructuring and its impact on operational effectiveness.

1.5.2 Questionnaire

A self-administered questionnaire was developed. The main aim was to gather information from all strata of the sample population concerning their views and opinions on how restructuring affected operational effectiveness in their particular sphere of management and ultimately the entire region.

1.5.3 Semi-structured interviews

These were limited to the regional director only. The purpose was to obtain additional information and more clarity especially on issues related to the first phase of the restructuring process and other strategic managerial issues.

1.5.4 Population sample

A stratified sample was selected from each of the main strata of the target population. The strata of target population consisted of the following categories of management at different levels: institutional support coordinators, institutional curriculum support coordinators, APO managers, chief education specialists at the regional office, regional director, executive regional manager, regional human resource managers and principals of schools.

A stratified random sample of 90 respondents from all five APOs and the regional office (N=90) was selected. This was done on the basis that resources and other practical constraints would not make it possible to study the entire population.

1.5.5 Data collection

The data collection methods that were used in this study were 90 self-administered questionnaires and one semi-structured interview. Some of the data was generated from an analysis of secondary documents such as annual reports, strategic plans, financial reports, minutes of management meetings and circulars.

The data collection tools used included one interview schedule for the senior manager and 90 self-administered questionnaires for the rest of the sampled population.

1.5.6 Data Analysis

A computer-aided statistical analysis was used with the help of statistical consultants from North West University Graduate School. The computation of statistical analysis and output such as frequencies and percentages was done.

1.6 Objectives of the study

The objectives of this study were to empirically:

- 1.6.1 Assess how the restructuring process was managed in the central region of the North West Department of Education by managers at both regional and corporate level.
- 1.6.2 Assess the nature and extent of the restructuring challenges faced by managers and clients at various levels in the region.
- 1.6.3 Quantify the level and nature of post-restructuring support given by the corporate centre to the region.
- 1.6.4 Determine how responses by managers at various levels to the challenges of restructuring impacted on operationalisation of the departmental strategy.

For purposes of this study, the challenges referred to in 1.6 were analysed within the framework of the post-restructuring support strategy developed by senior management and the annual performance plan of the department.

1.7 Research questions

The following were key research questions that this study sought to provide answers to:

- 1.7.1 As critical agents in the restructuring process, what are the critical challenges relating to the process that confront managers at different levels in the region?
- 1.7.2 How do challenges related to restructuring affect the quality and levels of support to schools?
- 1.7.3 To what extent do the challenges of restructuring impede effective implementation of corporate organisational mission, values, goals and strategic priorities ?
- 1.7.4 To what extent do reports by line function managers reflect appropriate and effective response to the challenges of restructuring?
- 1.7.5 How does the restructuring process affect the internal operational environment of APOs, schools, clusters and the regional office itself ?
- 1.7.6 How does the restructuring process impact on the region's relations with external stakeholders ?
- 1.7.7 How effectively does the corporate leadership assist, feedback and empower the implementing level (region) in order to cope with the challenges of restructuring?
- 1.7.8 How do operational and tactical plans of key sections in the region reflect awareness of and appropriate response to the challenges of restructuring?
- 1.7.9 What impact does restructuring have on the region's organisational efficiency, culture, effectiveness and overall performance?

1.8 Definition of key terms

For purposes of this study, key terms used are defined as follows:

1.8.1 Organisational restructuring (OR)

This is defined as devolving of functions or decentralisation of operations, functions, or scope of work (Harris and Raviv, 2002). In this study it is also used to indicate an increased span of control as well as reduction in lines reporting.

1.8.2 Operational effectiveness (OE)

It is defined as quality and levels of educational service delivery in respect of the following core functions: provision of human resources, curriculum support to schools; training and empowerment of office-based officials, educators and principals; resource provision; monitoring; labour relations and management support (NWED,2000).

1.9 Limitations of the study

This study was geographically limited to the Central Region of the North West Department of Education. It is an area which covers the area project offices of Zeerust, Lichtenburg, Mafikeng, Greater Delareyville and Setlakhobi. In addition, the sample population was limited to the following levels within the region: school (principals); cluster (institutional support coordinators); professional support (curriculum support coordinators at APOs); Area Project Offices (APO managers) and three levels of management at the regional office: lower management (human resource management services); middle management (professional and educational support services) and senior management (regional director). The senior management level at the corporate centre could not be included due to logistical constraints.

1.10 Plan of the Study

This study is structured in the following manner:

Chapter 1: Orientation

Chapter 2: Theoretical Foundation

Chapter 3: Literature Survey

Chapter 4: Problem Statement and Objectives

Chapter 5: Research Design and Methodology

Chapter 6: Results

Chapter 7: Conclusions, Implications and Recommendations

1.11 Conclusion

A brief orientation to the study was provided in this introductory chapter. An outline of the problem to be investigated was given by first giving the background to the study, The main focus of the study was to empirically determine operational effectiveness in the Central region of the North West Department of Education. The next chapter explores in detail the theoretical models, foundations and perspectives on which most of the research studies on organisational development and restructuring are grounded.

CHAPTER 2

THEORETICAL FOUNDATION

2.1 Introduction

This chapter explores some of the major theoretical models on which organisational development and restructuring interventions are based. Organisational restructuring, both in theory and in practice, emanates from the broader discipline of Organisational Development (Beer, 2001). The first part of the chapter is an overview critique of the lack of theoretical convergence and consensus in the field. Thereafter, the discussion focuses on a framework that classifies the range and types of organisational theories pertinent to organisational restructuring developed over the years. The base theory on which the study is based, however, is that of change management theories since these accord more closely with the objectives of the study.

2.2 Theories of organisational development: Current state

Mackenzie (2001:117) states that the field of organisational theory is replete with confusing and often contradictory models, definitions and methods. The author further states that this results in a lack of consensus on the basic concepts such as structure, process, interdependence, purposes and environments. This might constitute the desiderata of a general theory of organisations. Mackenzie (ibid) equates this situation to the classical biblical story of the Tower of Babel where differences in language led to a breakdown in communication and abandonment of the project. In the field of organisational theory, the lack of conceptual interface among various theories is the reason for paradigm proliferation.

2.3 Theories, models and typologies of organisational development

The analytical framework adopted in this study is that developed by Mackensie (2001), one of the most prominent contemporary authorities in this field. The framework was chosen because of its comprehensive, systematic and chronological classification and analysis of available theories and models in the discipline.

2.3.1 Zero order theories

These are theories of the firm as propounded by Hannan and Freeman (1996). In these theories, organisations are characterised as entities governed by some exchange mechanisms.

2.3.2 First order theories

In these theories organisations are described as living systems. They are characterised as complex entities which interact with their environments, have purposes, structures, processes, people, consume inputs and produce outputs. Some of these theories include those of bureaucracy (Weber, 1947), System IV (Likert, 1961), institutional theory (Powell and Di Maggio, 1991), agency theory (Jensen and Meckling, 1976), theory of networks (Jones, Hesterly and Borgatti, 1997), theory of group structures (Mackensie, 1976 (a) and 1976 (b) as well as structural contingency theory (Donaldson, 1995; Burton and Orbel, 1995).

2.3.3 Second order theories

The distinguishing feature of second order theories is their consensus that interdependence is a key phenomenon in organisations (Mackensie, 2001). There are two tiers of interdependence, namely, systemic and operational. Systemic interdependence occurs at the macro tier and consists of three sub-levels, namely, immersive

interdependence, purposive interdependence and compound congruence. Compound congruence in essence is the possible domino effect of interdependence between processual agents. For example, a corrupt CEO of a company is likely to have corrupt subordinates engaging in corrupt processes, leading to corrupt accounting practices, human resource practices and other decision-making practices until the entire organisation is corrupt (Mackensie, 2001).

Operational interdependence relates to the interdependence of roles, task processes and their integration (Mackensie, *ibid*). Purposive second-order theories describe organisations as living systems with interdependent processual agents. These include anything capable of affecting a process such a unit, team, or even an individual. A process is defined as a time-dependent sequence of events governed by a process framework. Organisational processes consist of several components namely: the entities (people) involved in performing the process, elements or considerations used to describe the steps or stages in a process, the relationship between every pair of these elements, the links to other processes and the resources and their characteristics-in-use involved with the elements.

Mackensie (*ibid*) further points out that there are also classes of these processual agents which include such phenomena as purposes of entities, technologies deployed by entities, context, situation and environment affecting the entity. Organisations are commons, virtual organisations, organisational holograms and self-organising systems. Second-order theories further postulate that there is a need for achieving and maintaining interdependent congruency in the organisation (Burton and Orbel, 1995). This type of congruency exists if there is some empirical criterion of fit between the elements. For example, the strategic direction of an organisation and organisational environment can be considered as elements. If the two are compatible or consistent with each other, they are independently congruent.

Congruence is critical in design as fit is important among strategy, structure, processes, rewards and people. This also underscores the need for internal congruence between task processes, people and resources (Jones, Hesterly and Borgatti, 1997).

2.4 Organisational change theories

Eriksson and Sudgren (2005) state that the forces of institutional entropy undermine organisational stability, thereby putting pressure on the organisation to renew and change themselves to remain competitive and innovative. On the one hand, the Theory O of learning organisations change is premised on the so-called 'Critical Path' and 'Learning Process Strategy'. What this means is that the nature of change taking place as an organisation restructures itself is ecological in nature. It is a spontaneous and on-going process of incremental change. On the other hand, the Theory E of change holds that change is the product of deliberate 'programmatic' intervention. In other words, change takes place because it has been carefully planned for and anticipated. Theory O is aimed at maximising economic value of an organisation while Theory E is focused on developing organisational capabilities.

In the real world the success of any change project depends on the interface between the two. Often, the decision to embark on a change project such as restructuring is the realisation that there is an effectiveness problem or an efficiency problem. The former is when an organisation realises it is not doing the right thing, while the latter is when it realises it is not doing things in the right way. Hannan and Freeman (1984) argue that the amount of anticipated change is inhibited by the fact that organisations, which by their very nature are expected to be reliable and accountable in their performance, tend to be inimical to change as a result. The authors state that reliability and accountability do not cohere very well with deep-rooted organisational change through corporate restructuring. This is because reliable performance requires that an organisation continually reproduce its structure. Therefore, reliability becomes an inertial force that makes restructuring more difficult.

Change theory further postulates that when organisations engage in radical strategic change, there is always a risk of discrepancy between their actual structure and the standards and norms prescribed by the institutional environment in which they operate. As a result, these prescriptions serve as brakes on the pace and rate of change expected (Heugens and Schenk, 2004).

Hannan (2003) argues that organisations are not only affected by change in terms of their operational processes. When restructuring, the initial architectural change often induces other subsequent changes, generating lengthy cascades of changes in subordinate units. Often, Hannan (ibid) argues, those initiating change have limited foresight about unit interconnections, which he calls structural opacity, and the normative restrictiveness imposed on architectural features by organisational culture. As a consequence, the lengths of periods it takes to reorganise as well as the associated costs tend to be huge.

Proponents of the change theory also identify what they refer to as change process agents, whom they classify into four categories, namely: leadership, management, consultancy and team change agents (Caldwell, 2003). In this regard, they postulate that the consultant is an external and internal change agent who acts variously as advisor, educator, counsellor and analyst in the management of a change effort. Alternatively, where the envisaged change is to the 'process', the consultant will act as facilitator in consensus-seeking, participative interventions based on open dialogue, feedback and group ownership.

The leadership dimension of change agency tends to derive more from leadership theories, and in particular the contingency perspective (Donaldson, 1995; Burton and Orbel, 1995). Leaders in organisations are seen to adjust to 'emergent' processes of managing organisational change by reviewing and adapting their leadership and decision-making styles. Similarly, as organisations move to more matrix organisational models, change agency theorists hold that the ensuing transformation and paradigm shift from traditional 'command and control' styles of management based on top-down directives and sanctions will lead to managers devolving power. In that way they will be

empowering individual employees and self-managed teams to take responsibility for front-line decision-making, customer care and performance targets (Caldwell, 2003). In particular, middle managers in learning organisations (Theory O) are expected, in terms of this theory, to display positive change orientation through personal flexibility, competence and the ability to deal with uncertainty or ambiguity.

The kind of programmatic change assumed by Theory E entails strategically coordinating complex, large-scale and multiple change projects that have a transformational impact on the organisation. Each of these projects will have its own sub-objectives, time-frames, resource constraints, costs and deliverables. As Hannan (2003) points out, the theory seems to underestimate the scale and magnitude of the strategic change process, especially during the laborious 'long marches' required to reshape the complex, embedded practices and values of the existing organisation. Furthermore, large-scale programmatic change affects the whole operational fabric of an organisation, and the consequences can be disastrous should they fail. Finally, once the programme of change has been firmly embarked upon, multiple and conflicting priorities can arise that fracture the change process, undermining momentum and a clear sense of direction.

The final caveat of change agency theory relates to change teams as drivers of the change process. The concept of 'learning organisations' propounded by Senge (1990) is drawn upon by the theory to underscore the conception of organisations as processes of collective knowledge creation and not mere structures. Twomey (2002:3) characterises this phenomenon as 'bottom-up change', for it invariably involves everyone in the organisation working collaboratively to harness their knowledge, skills and insights to bring about more lasting behavioural change. However, its main disadvantage is seen by Caldwell (2003) as being its naivety about the role of politics, power and group conflict within organisations which challenges the ideal that knowledge, information or power can be widely and unproblematically shared within and between teams.

2.5 Conclusion

Theories of organisational development and change are many. Various typologies abound, which is the result of a lack of conceptual and paradigm interface among proponents in the field. The most important caveats of the theory adopted for purposes of this study relates to two dimensions. The first dimension is structure, which refers to tangible physical arrangements and levels of reporting and workflow. The second relates to the change process, which encapsulates issues of how the entire exercise flows, who it impacts on and how. These two issues will be revisited in Chapter 7 when the implications and recommendations are discussed. In the next chapter, the literature on organisational restructuring reviewed for this study is presented.

CHAPTER 3

LITERATURE SURVEY

‘The peculiar thing is that although we men created decision-making and the many different edifices of decisions—the company, the university, the government, we do not understand our own creations. Even the most astute mathematical analysis uncovers only a very small bit of the true structure of man-made organisations.’ (Churchman, 1963: 112)

3.1 Introduction

This chapter relates the theories discussed in chapter 2 to dynamics specific to the education sector. In other words, the chapter reflects an analysis of the management processes in education as well as how and to what extent they are susceptible to change during restructuring efforts. A balanced scorecard framework is adopted in analysing the service delivery environment of the sector both externally and internally. This is because it best assists in analysing the dominant forces that affect the education delivery process.

After analysing the service delivery environment of the education sector, the discussion shifts to a review of selected empirical studies on the form, type and outcomes of restructuring in the private sector, especially those relating to mergers and acquisitions. It is then followed by a review of selected studies on the experiences of public sector organisational restructuring exercises under the influence of ‘new managerialism’ or ‘re-inventing government’. Under both sections, studies from developed countries and developing countries are discussed separately.

3.2 Analysis of the service delivery external environment in education

In this section, the broader societal and environmental, political, economic, socio-cultural as well as technological forces (PEST) which shape and influence education in the NWED and specifically in the central region are examined.

The North West Department of Education (hereinafter called NWED) is a public sector organisation and as a result, private sector understanding of the term *operational effectiveness* assumes a different dimension given its nature and environment.

3.2.1 Political forces and mandate

The NWED is a product of the post-1994 democratic order which saw the state machinery being transformed into a democratic, developmental one. As a result of this paradigm shift, it became subjected to the demands and pressures that all state service delivery institutions are subjected to. Among others, these include the need for public accountability, which entails viewing the public as a customer whose opinion of government performance is of paramount importance. The government's programme of action (POA) prioritises quality public education for all the people as a justiciable, constitutionally enshrined human right (NWED, 1999).

The kind of education to be provided in public schools has to conform to the transformational and constitutional principles of access, equity, quality and redress. In the case of South Africa, if the parent community perceives the education provided to be of inferior quality, they normally signal their dissatisfaction by taking their children to independent schools as a sign of protest (Education for All, 2000). In this context, independent schools can be classified as 'competitors' to the NWED. Although legislatively the NWED exercises a political oversight and monitoring role over independent schools, they have relatively greater operational and curricular freedom limited only by the country's Constitution. Therefore, the management of both the NWED and the central region will always find itself confronted with these political

deliverables and constantly called upon to account to authorities how it is helping to implement and advance the country's political agenda as it relates to education.

3.2.2 Economic forces

The rapid rate of urbanisation in South Africa means that the NWED operates in an economic environment characterised by fluidity and dynamism. Flourishing informal settlements result in rapid changes in the profile of learners and ability of parents to pay school fees as most of the parents are unskilled job-seekers who either are unskilled or not skilled in the job categories required by the economy. Traditional planning models and techniques used in the NWED have an average delivery cycle of five to six years for new schools, while a new informal settlement can be created in just two days (NWED, 2001). As a result, the NWED finds itself under pressure to speed up its school delivery programme, exempt many of the learners from paying school fees and attract teachers of scarce subjects such as Science and Mathematics in sufficient numbers to such schools.

Another dimension to this is that government has adopted an integrated approach to planning and service delivery. In terms of this approach, for a school to be built a number of related measures need to be put in place. For example, the Department of Public Works that is responsible for the erection of physical infrastructure should ensure that the building or commissioning of new schools is reflected in its Medium Term Expenditure Framework (MTEF) budget. At the same time, the construction of such schools should also reflect in the Integrated Development Plan (IDP) of the local or district municipalities concerned (NWED, 2001). Other departments should also include such schools in their programme roll-out plans.

The rate of unemployment in South Africa is estimated at 32 percent (Reserve Bank Quarterly Bulletin, 2003). Most of the parents are indebted to moneylenders (so-called 'loan sharks'), while the sustained appreciation in the exchange rate of the rand against major currencies continues to put enormous cost pressures on labour-intensive sectors

such as mining and construction which compels the management of companies in these sectors to contemplate drastic cost-reduction measures such as retrenchments.

Demand patterns in the type of subjects that learners register for have meant that the NWED is faced with a major problem where more than half of its teachers are teaching subjects with declining demand and enrolment such as History, Biblical Studies and Physiology (NWED, 2001). The provincial government's Growth and Development Strategy (PGDS) also indicates that future growth areas in terms of job opportunities and skills needs are in occupational categories that require Mathematics and Science education. This presents a huge compatibility challenge in terms of the skills profile of the NWED's present educator corps and its ability to deliver on these future economic needs.

3.2.3 Socio-cultural forces

The growth of informal settlements often leads to a corresponding dramatic drop in learner enrolments in most deep rural schools as most parents flock to peri-urban areas in search of jobs (NWED, 2001). The NWED's policy of redeploying and providing teachers is based on a model and formula that prioritises enrolment levels and the curriculum needs of the school. The model therefore tends to accentuate the situation of low human resource levels and quality education provision of rural and farm schools.

Other social factors, such as AIDS-orphaned learners, learners from child-headed households, street kids as well as affordability of schools fees and uniform play a major role in the NWED's performance. The circumstances of these vulnerable categories of learners have a direct impact on their level of educational achievement, a principal measure used to gauge the performance of the NWED.

3.2.4 Technological forces

In the current age of electronically-based business and management solutions like e-commerce and e-government, the NWED finds itself constrained by a lack of both infrastructure in rural areas and skill capacity at management level to take advantage of these technological innovations to enhance efficiencies. The need for faster and more efficient information and communication technologies (ICTs) such as e-mail and telematic learning systems (TLS) have the potential to broaden the access of learners in deep rural areas to quality education. However, lack of infrastructure such as telephones and electricity prevents this resulting in a situation that has been described as the digital divide (Department of Science and Technology, 2004).

The role of stakeholders such as unions, community-based organisations, school governing bodies, the private sector and the government all impact on how the NWED confronts all of the stated external environmental challenges.

3.3 Analysis of the education service delivery internal environment

An internal environmental analysis assists in determining the strengths and weaknesses of the organisation when conducting a SWOT analysis. Internally, the NWED will be analysed using policies, procedures, customers and resources within the framework of the Structure, Culture and Resources (SCR) approach.

3.3.1 Policies

Like any government entity, the NWED has a number of policies that determine how education is to be run. The NWED still operates on Taylor's (1935) model of a bureaucratic organisation. The path travelled by a policy from conceptualisation to implementation is a very long and incoherent one (Molale, 2004). The author argues that sometimes policies seem to be interpreted differently by different officials. For example, one policy aspect states that parents are responsible for their children's school fees while

elsewhere the same policy states that all learners have a constitutional right to education. Some parents then refuse to pay school fees on the basis of the latter provision and nothing and no sanction is applied, while in some ex-Model C schools parents who do not pay their children's school fees are handed over to attorneys. Policies therefore are understood differently at different levels of the organisation, which impacts on operational effectiveness (NWED, 2003).

The NWED still seems to operate on the bureaucratic model which assumes that senior managers possess more information and educators have limited or no information everything and educators know nothing. This is evident from the manner in which the structure makes very little provision for upward feedback by practitioners on strategy implementation. As a result, turn around times in the NWED are, although not empirically quantified anywhere, significantly longer. This situation is exacerbated by the normative organisational structure that slows down information flow (NWED, 2002).

3.3.2 Procedures

Procedures for reviewing the operational strategy in the NWED are flawed. As indicated in the preceding discussion, they do not make provision for taking into account the views of lower-end workers through, for example, the use of nominal group or Delphi techniques to determine how operational challenges can be overcome. As a result, most sections operate in silos, with one section of the department often not aware of what the other is doing (NWED, 2002). Consequently, schools bear the brunt of this as they have to satisfy conflicting demands from different sections of the same organisation. Often this lack of synergy leads to organisational dissonance, lack of commitment and operational inefficiencies (NWED, 2003).

Despite the fact that the 1997 White Paper on the Transformation of the Public Service makes provision for innovative and creative ways of service delivery, the NWED still operates on the classical rules and standard operating procedures (SOPs) of Fayol (1935). This is despite the fact that the department recently spent millions of rands on a

restructuring exercise to move to a more matrix type of organisational structure which was envisaged to allow for more nimble and swift response to the multiple demands in the dynamic environment in which it operates. The culture which pervades the NWED therefore is quintessentially a public service one characterised by low productivity, less commitment and motivation, little delegation of responsibilities and adherence to routine procedures (NWED, 2001).

3.3.3 Customers

The primary clients of the NWED are the learners and their paying parents. In addition, there are also important stakeholders such as the school governing bodies and teacher unions. The results of the nation-wide 2003 Grade 3 Systemic Evaluation survey by the Quality Assurance section revealed that learners at that level cannot read and count as expected (DoE, 2002). This finding lent weight to similar findings by other international research studies that South Africa's return on investment (ROI) in education is significantly less than that of countries with comparable per capita expenditure (Education for All, United Nations, 2000).

3.3.4 Resources

The tangible resources under the control of the NWED's are valued at billions of rands. While its proportion of the provincial budget has been steadily decreasing over the years, it still gets a lion's share of the total budget at 38 percent for fiscal 2003/2004. (North West Mirror, 23 May 2004). The NWED is a public entity and therefore not subject to the private sector 'bottom line' considerations. It would therefore not be appropriate or easy to calculate efficiency measures such as return on assets (ROA). Besides, given the nature of its core business, such a calculation would have to take into account other variables not traditionally captured by the ROA formula such as the number of people benefiting from its assets. However, if the Grade 12 results are used as a benchmark, the number of learners who passed priority subjects like Mathematics, Physical Science and

Commercial subjects over the past five years is low so that ROA would be very low as well.

The NWED also controls huge intangible assets which, however, are mostly underutilised. The range of employee skills, knowledge and experience is broad, but it is not used to leverage greater performance or add value to the organisation's strategic posture.

3.4 Studies on organisational restructuring in the private sector

3.4.1 Studies in developed countries

Over the years, organisations have responded to the pressures of improving organisational performance by adopting a variety of approaches in order to try and increase it (Heugens and Schenk, 2004:91). These approaches included business process re-engineering (BPR), Total Quality Management (TQM), and Just-in-Time (JIT).

A study conducted by Mackensie (2003) sought to get employees' views on six desired organisational characteristics (DOC) in four organisations. The six were listed as clarity and direction, clarity of structures, clarity of measurement, successful goal attainment, results-oriented problem solving and associates are assets and resources. The findings were that in all four organisations, all the six characteristics were rated highly.

Central to the new images of organisation through the 1990s was a simpler, flatter structure, achieved by a reduction in the number of layers in the management hierarchy referred to as de-layering. Such a structure has become synonymous in popular management theory with bureaucracy-busting, faster decision making, shorter communication paths, stimulating local innovation and a high involvement style of management (Kettley, 1995). Consequently, the 1990s organisational change in large corporations and public sector organisations involved 'de-layering'.

De-layering may impact on organisational commitment, job satisfaction and motivation and the removal of hierarchy can be costly for individuals. Under the command model of organisation the hierarchy functioned not only as a co-ordination mechanism, but also a psychological defence against anxiety (Schein, 1990). Individuals in the 'empowered' organisations may be subject to higher levels of anxiety because they have higher levels of responsibility, and the boundaries of their roles are both ambiguous and fluid. By attempting to gauge the impact of restructuring, this study was envisaged to probably also be able to highlight the extent to which increased levels and loads of responsibility affected operational effectiveness.

One of the most important and common types of organisational change is structural change. This is the change that alters the shape of the organisation, the number of levels of management, the nature and number of jobs, or the principles by which organisations are structured (region, product, function, client group, or a combination of these). Organisations in recent years have sought to enhance customer-oriented behaviours and priorities through lean corporate centres. This was done by cutting away of overheads as well as a cutback in service functions by requiring service units to embrace a much wider range of functions and responsibilities. (Aasch et al, 2002)

A recent survey from people management experts, The Chartered Institute of Personnel and Development (CIPD) presents a unique picture of what business leaders are saying about why corporate reorganisations all too often fail (IPM, 2004: 25). The experts found that organisations have neglected the 'soft' human resource management issues such as employee relations, concern with employee concerns and encouraging employee involvement and commitment. Instead, organisations focused on 'hard' human resource issues which emphasise structures, work efficiencies, financial profitability and a view of employees as costs to the company. The survey led to the conclusion that the failure of most organisational restructuring efforts such as business process reengineering (BPR) and Total Quality Management (TQM) is the result of a deliberate neglect of people as the most important organisational asset.

Heugens and Schenk (2004: 84) define corporate restructuring as a major change in an organisation's assets and corporate strategy. The authors distinguish between portfolio restructuring which involves a reconfiguration of the organisation's line of business through acquisitions and divestitures. They further state that financial restructuring in the form of significant changes to the structural properties of the organisation is usually undertaken when managers substantively or symbolically want to stress the importance of increasing the organisation's efficiency and effectiveness. They also note the observation by Chandlers (1990) that the most fundamental change was from a centralised, functionally departmentalised structure to a multidivisional one. Therefore, Chandlers (1990) concluded that structure always follows strategy. According to Heugens and Schenk (2004), divisionalisation is a rational managerial response to the overload in decision-making at the top of large enterprises.

Senge et al (1994) argue that often due to limited foresight of senior managers in organisations, the lengths of periods of reorganisation and the associated costs of change tend to be underestimated. The authors argue that increased unit interconnections (opacity) and organisational culture (asperity) lengthen the total time that the organisation spends reorganising. They further state that the total expected effect of an architectural change on mortality hazards increases with the intricacy of the organisational design. Senge et al (ibid) cite a classical example of the factors mentioned above in the case of Xerox. In 1999 Xerox Corporation underestimated the difficulty of a transformation it undertook in an attempt to improve its cost structure and provide better service. At a time when the company was doing very well by most observable measures- increasing profits, high share price, and no high-end competitors with comparable products- Xerox simultaneously reorganised the architectures of its sales and billing functions. The billing reorganisation consolidated 36 administrative centres into three. The sales reorganisation shifted its staff of 15,000 persons from units based on industry, transforming positions from local generalists to national product specialists. The results proved disastrous: billing errors proliferated, and sales staff spent much of their time resolving problems rather than learning their new roles and making contacts with buyers that they had never met. Staff turnover rose, sales dropped, and customers moved to competitors. At the same

time, Xerox faced stiff new competition on its previously unrivalled high-end copiers from both Heidelberger Druckmaschinen AG and Canon, Inc. Within eighteen months the losses had become so substantial that a recently appointed chief executive officer (CEO) was ousted and the business press speculated that the company would not survive.

3.4.2 Studies in developing countries

The literature on restructuring in developing countries tends to be very limited on individual organisations and corporations. Instead, there is more literature in the area of comprehensive economic and educational reform. The reason for this state of affairs might be explained in terms of developing countries' lack of specialist capacity in the area of organisational development (Gershberg, 1999).

3.5 Studies on organisational restructuring in the public sector

3.5.1 Studies in developed countries

Virtually all public sector organisations went through de-layering and downsizing exercises. Most accounts of de-layering, as Aasch and Salaman (2002) observes, descend into biological metaphors — the new structure is described as 'flatter', 'leaner', 'fitter', or even 'anorexic'. What the impact of these is on the operational effectiveness of organisations is never clearly articulated or empirically demonstrated.

DeLeon (1998) argues that changes in perceptions concerning the nature of public problems is at the root of contemporary enthusiasm for non-hierarchical (i.e. flat) modes of organising. The move from the tradition of an authoritarian administration towards a service-oriented organisation is, as Kim (1998) observes, the principal element of administrative modernisation currently. It is this objective of creating a responsive administration which is attuned to the citizens' perspective, which is the major characteristic of the reform movement of the new public administration. This reform has tended to follow a popular approach called de-bureaucratisation. It means the

simplification of procedures and superfluous processes results in restructuring in the public service. In some countries such as the United States, Britain, Belgium and France, Service Standards Charters have become a new way of signalling a change to customer-oriented government.

In a study of public sector reform efforts in Sweden, Blomquist (2000) points out that the influence of the new managerialism was also pervasive in the country. In Sweden, the reform of municipalities was initiated in an effort to introduce the values and principles of entrepreneurial government, also called new managerialism in some quarters. This was to be done through the adoption of what was called the Purchaser Supplier Model (PSM). Of course, implementing this model required extensive restructuring of the existing operational framework. In his study of the effects of these new reforms, Blomquist (2000) found that the outcomes varied widely from one municipality to another.

McKnight et al (1998) and Niven (1997) also undertook a study on the effects of restructuring American metros through the balanced score-card (BSC) approach. Their findings were that while most metros succeeded in returning to decent profitability levels, they nevertheless lost many employees during the process. As with other public sector issues, the restructuring of some state-run enterprises could not be pursued with sufficient vigour as local government politicians were always wary of a backlash from voters during election times.

3.5.2 Studies in developing countries

Most of the studies on public restructuring initiatives revolve around efforts aimed at centralisation versus decentralisation of services by state-managed organisations. Most of the initial impetus for reform one way or the other almost always invariably came from developed country consultants (Aasch et al, 2000). In a comparative study on educational restructuring in Mexico and Nicaragua, Gershberg (1999) found that in the case of Mexico where the restructuring effort was preceded by a legislative framework, the outcome was a one-size-fits-all approach. In other words, state institutions were

compelled to restructure in a certain way regardless of the efficacy or appropriateness of the process. In addition, the author found that such reforms prevented affected government organisations from learning anything since the change was forced from outside. Subsequent changes in such efforts tended to be very costly.

On the other hand, it was found that where reforms were led by government in a more de fact fashion, generative learning as cited by Twomey (2000) tended to be high. In addition, subsequent changes were less costly, and operational viability of the restructuring proposals tended to receive emphasis. On the downside, however, such reforms tended to create confusion or lack of transparency since there is no guiding blueprint or framework. Everything is done on a learning-as-we-go-along basis. Furthermore, such an approach is vulnerable to reversal or abandonment or reversal in the event of budgetary cutbacks, change in political leadership or economic recession.

3.6. Conclusion

The context of organisational restructuring is a very important determinant of the nature and outcome of the restructuring process. The types of organisational restructuring efforts in the public sector and the private sector differ appreciably in terms of approach, objectives and mode of implementation. Similarly, differences between developed and developing countries also lead to widely divergent outcomes for the same process.

It is evident from the preceding discussion of the literature on organisational restructuring that the phenomenon is as broad as it is varied. Furthermore, it has been established that regardless of whether the context is private or public sector, in a developed or developing country, there are certain common denominators in the process. These range from primary forces in the macro environment- political, economic, social and technological, to forces in the immediate task environment such as resources. Also, all organisations need to put people or employees at the centre of the restructuring efforts.

In the next chapter, the problem statement and objectives of the study will be discussed.

CHAPTER 4

PROBLEM STATEMENT AND OBJECTIVES

4.1 Introduction

This chapter describes the nature of the problem investigated in two ways. First, it examines the main problem and related sub-problems as outlined in chapter one. Second, the main objectives of the study are further expanded on with reference to the literature. The chapter then concludes with a short preview of the next one on research methodology.

4.2 Statement of the problem

The problem investigated in this study was the challenges relating to organisational restructuring and their impact on operational effectiveness in the Central Region of the North West Department of Education. The study also sought to determine the extent to which managerial responses to these challenges affect operational effectiveness. The apparent failure by the corporate centre to support and assist the regions with a clear post restructuring support strategy was also an area of major focus.

4.3 Related sub-problems

The investigation of the problem was triggered by a number of factors. Among others were issues such as schools complaining, both formally and informally, and a lack of support. Furthermore, officials in the region frequently complained of insufficient human resources, finances and lack of logistical support from the NWED. Finally, a perception was created in some senior management forums that the region under-performed. It was concluded therefore that all of these were derivatives of the main problem of organisational restructuring and managerial responses to the challenges it created.

4.4 Objectives

The main objectives of the study were to empirically identify issues related to the problem.

4.4.1 Objective 1

This objective sought to assess how the restructuring process was managed in the Central Region of the North West Department of Education by managers at both regional and corporate level. In particular, the role of managers as critical agents in the restructuring process was closely scrutinised.

Bollen (2004) makes a perceptive observation that managers have often noticed that behavioural change does not manifest itself automatically as a reorganisation's outcome. Secondly, reorganisation processes are seldom looked upon as favourable by the organisation's members, for at best, they regard them as time-and energy- consuming affairs that have to be put up with while, at the same time, work goes on as usual. The overall commitment to the reorganisation is often rather low and will have little effect on behavioural change.

An analysis of circulars and other correspondence from the region to operational units (APOs) during the first twelve months of 2003 indicates that managers were mainly pre-occupied with identifying and advertising vacant posts, convening meetings with various components to introduce the new regional leadership and to explain the new set-up, fast-tracking the transfer of personnel into new posts, negotiating with teacher unions while at the same time keeping essential services such as examinations running.

The executive manager raised several concerns in a letter to the corporate centre pertaining to lack of support staff and decent accommodation. She then seconded one

APO manager to the temporary regional offices to assist with transitional matters, which probably further affected the stability in that APO. To complicate matters, there was no definitive guideline document issued by the corporate centre to assist managers with this task. (NWED, 2002). There were no external standards to assess the effectiveness or efficiency of the solutions. In other words, feedback on how well they were doing with respect to managing the process could not be objectively quantified.

One manager involved with process at that early stage had this to say:

'We were uncertain about things such as the numbers and know-how of staff, when they were going to report to their new work stations, when would new posts be advertised and filled, or how long it would take for staff earmarked for relocation to the regional office to stay put in their old stations. Naturally, they were getting very anxious. We were also not sure within what time frames the finance people were going to finalise paperwork for the payment of their transfer costs. We held various meetings with finance, HR and the DDG, but sadly enough they were unable to give clear answers to a lot of questions. Naturally we felt disappointed and frustrated, since as managers we were expected to go back to give direction and inspire enthusiasm about the reorganisation process' (Senior regional official, 22 February 2006).

It would also be very difficult to say whether they had succeeded or failed to manage the process in the absence of externally set quantifiable indicators and standards against which their performance could be benchmarked.

It is important in organisational change to determine who should be held responsible for the problem. The scenario cited by the senior regional official fits the description of bureaucratic change management identified by Bollen (2004). In this perspective, an organisation consists of three separate groups. Firstly, from their specific disciplines (i.e. finance, personnel, and logistics) *the thinkers* define the problem. Then, new sets of rules, regulations and criteria are suggested to solve the problem. In the meantime, *the*

doers face a problem that may be characterised by financial or personnel as well as logistical aspects; all demanding to be solved at the same time. Doers are concerned mainly with feasibility. Often, in their view, it will not be likely that all different aspects of the problem can be solved satisfactorily. The third group, *the decision-makers*, are supposed to build the bridge between theory (*thinkers*) and practice (*doers*). They command both the thinkers and the doers and they decide on what will be done, how and by whom. A strict division between thinking, doing and decision-making, Bollen (ibid) maintains, will lead to a partial problem ownership and feelings of partial responsibility for solving the problem. The focus is always on discussing everybody's tasks, rights and responsibilities instead of on solving the problem.

The second perspective on organisational change identified by Bollen (ibid) is change by co-operation', in which problem-owners play a crucial role in defining the problem and solving it. Problem-owners are teams that think, decide and act upon the various facets of the problem. Team members are selected on the basis of three criteria, namely competence (defined as specific knowledge, skills or attitude necessary to tackle the problem at hand), commitment (motivation and drive to solve the problem) and position in the organisation (authority and responsibility)

Bollen (2004) further describes the kind of management pitfalls that characterise the kind of scenario described earlier as follows:

The pitfall occurs when management and staff try to solve problems on their own. In other words, the management and staff will devise a solution and decide upon a blueprint regarding the structure, strategy, systems and culture of the new organisation. Left out of these creative and decision-making processes, chances are that subordinates will not comprehend or agree with the blue-print and the dreamt-up solutions. As a result, they may not feel especially committed to the top-down proclaimed necessity to change. After all, personnel that lacks the insight into the motives for the change processes will wonder why they should change at all. As a rule, their managers will label such an attitude as '...resistance to change...' Bollen (ibid: 19).

Follow-up problems can easily be blamed on the 'wrong' interventions resulting from choosing the 'wrong' blueprint. As a consequence, the organisation enters a vicious circle, and in due course may find itself in the middle of the next reorganisation with a yet another blueprint to solve the problems caused by the former one. At the corporate centre of the NWED, an occasional newsletter dated July 2002 promised a bold plan to roll out the restructuring process between July 2002 and March 2004. It was promised in that newsletter that key posts would be filled and regions would be assisted with the exercise of devolving the human resource function from head office. However, by April 2004 none of the promises had been fulfilled (NWED, 2005).

4.4.2 Objective 2

The second objective of this study was to assess the nature and extent of the restructuring challenges faced by managers at various levels in the region. The new structure is matrix in nature, with different levels of management having a symbiotic client-provider relationship with one another (cf. Appendix 1). Each level depends on the inputs of others lower down or higher up in order to effectively fulfil its service delivery mandate. Similarly, other levels in turn also depend on inputs from that level of management in order to effectively carry out their core duties. Specifically, then, the study sought to determine the impact of the challenges on the quality and levels of support which different levels provided to one another in that decentralised, matrix organisational structure.

Twomey (2002) writes that matrix structures became popular in the 1970s and 1980s after disillusionment with the traditional structures that were perceived to increase a silo effect and limited interaction across the organisation. He notes that most of the organisations that tried to implement matrix structures did not succeed. This is ascribed to the fact that few firms effectively implement third-generation strategies and structures (matrix) with second generation managers in a first generation culture. The matrix structure, Twomey (ibid) further argues, demands a high degree of openness and collaboration, which requires the alignment and support of the culture, processes, and

people skills and a learning organisation. A learning organisation is characterised by substantial generative learning as well as adaptive learning and leaders who are capable of developing creative tension between vision and reality. Adaptive learning is responding to the situation or the environment to solve a short term problem. On the other hand, generative learning requires new and different ways of viewing the world from which fundamentally new approaches are developed. Middle and top leaders should engage each other collaboratively to design and implement changes.

In their study on restructuring in two Swedish organisations, Beer and Nohria (2000) found that even where the restructuring process is 'programmed' or planned (cf. 'Theory E' referred to in chapter 2), levels of efficiency are affected. Often, they found, there is fighting for resources among different levels. Also, the matrix structure whose virtues are so frequently extolled increases the level of complexity in task processes, leading to a slow down in decision-making. Beer and Nohria (ibid) further found that middle managers tend to experience increased levels of stress due to extra demands placed on them such as increased spans of control and having to coordinate a wide range of interlocking task processes.

Swansik (2005) in her study of restructuring in tertiary institutions makes the point that in the final analysis, the critical factor in how different levels relate to one another is power—do they have to yield or wield it. In other words, organisational politics are very much a factor in how people at various levels relate and transact. This then determines, in her view, how resources are deployed, but at the same time affects the level of commitment of some levels to the organisation's mission in terms of how far they would be prepared to support others.

4.4.3 Objective 3

The third objective of the study was to empirically quantify the level and nature of post-restructuring support given by the corporate centre to the region. Here, interventionist support from the corporate centre to the region was analysed in terms of the post-restructuring monitoring and support strategy recommended. Fourie et al (1998) point out that even before embarking on a reorganisation drive, managers ought to understand the strengths, limitations, and difficulties associated with change in the 'soft systems' or people-centred parts of organisations. Among the wide range of issues that need to be considered at the outset are the following:

- Coping strategies: What will be the response if things go wrong? What potential problem analysis and contingency planning has been undertaken?
- Outcomes: What is wanted from the change?
- Preparedness and planning: How well prepared are the employees for the change?
- Resources: What can and should be marshalled to help with the changes?
- Rational and emotional responses: What are the anxieties, hostilities and sources of resistance to change that are likely to be encountered? How could these be handled?

The kind of intervention to be done, then, needs to be appropriate and fit for the purpose for which it was designed. Where there is no intervention at all and a laissez faire approach is adopted, the original objectives of the change planning are likely to be thwarted.

4.4.4 Objective 4

The last objective focused on how responses by managers at various levels to the challenges of restructuring impacted on operationalisation of the departmental strategy.

Attention was focused on strategic priorities and targets for the 2003/2004 financial year.

In terms of the Public Finance Management Act (1999), departments are expected to formulate three year rolling plans based on the department of finance's medium-term expenditure framework (MTEF). The first year constitutes the actual operational plan, while the other two years are projections based on that base year.

As Bollen (2004) observes, organisational strategy defines the organisation's behaviour towards the outside world. The author maintains that there are two ways in which an organisation's strategy can be regarded as successfully operationalised. First, the extent to which it has improved the quality of its service and second, the extent to which it has introduced innovations in business processes or relations with external stakeholders. Successful operationalisation of the organisation's strategic agenda as laid out in the strategic plan should lead to a vibrant internal culture and systems.

Twomey (2000) suggests that for most organisations, what is important is not so much whether they have achieved all the targets they set themselves for a particular period. Rather, he argues, what is key is whether, at the end of the stipulated period, there has been any meaningful learning and performance. The two are synergistic-they build on each other, so the issue of lessons learnt is important.

4.5 Conclusion

In this chapter the statement of the main problem investigated has been outlined, namely the impact of organisational restructuring on operational effectiveness in the central region. In addition, contributory sub-problems have also been highlighted. The main objectives of the study were then outlined and discussed.

In chapter 5, the research methodology of the study will be discussed, including the research tools and instruments that were developed.

CHAPTER 5

RESEARCH DESIGN AND METHODOLOGY

5.1 Introduction

The aim of this chapter is to outline in detail the methodological framework employed in order to determine the extent to which the challenges posed by restructuring affected operational effectiveness in the Central Region of the North West Department of Education. It justifies, and furthermore describes the research parameters within which the data were collected as well as the type of research tools that were used. The chapter further reflects a description of the sampling design and methods that were used, including detailed procedures for data collection and analysis.

5.2 Rationale for choice of design

The principal research design in this study was the survey type. It was chosen primarily because it fitted in well with the nature of the study and its objectives. In particular, it offered the following advantages as outlined by Cooper and Schindler (2005):

- It is relatively easy to administer survey research to large groups;
- It is less costly compared to others as respondents can complete the instruments without the help of research assistants;
- It is very strong on reliability.

5.3 Research design and tools

According to Bless and Higson-Smith (1995:65), research tools are a means by which different approaches to research are operationalised. Such tools include questionnaires, interviews, observation and others. For the purpose of this study, both the non-personal method of collecting data (self-administered questionnaires) and a limited personal one (interviews) were adopted. Such questionnaires were distributed to the sampled subjects and collected after they had been completed.

A self-administered questionnaire was chosen for this study because of its suitability to quantitatively measure the main variables in the study. The lack of Internet connectivity for all target sub-populations made the use of web-based questionnaires impractical, therefore, all questionnaires were hard copy. This helped to obviate the problem of poor response rates from respondents and was also cost-effective within the researcher's own context.

Semi-structured personal interviews with higher level managers were initially contemplated for primarily two reasons. First, interviews offer the opportunity to explore topics in great depth and, second, they afford the researcher the opportunity to triangulate responses with questionnaire responses from other levels of management. Such a step is important from the point of improving the reliability of the findings. Due to time constraints, however, only one semi-structured personal interview with a senior manager in the region was conducted as indicated in chapter 4 (cf. 4.4.1).

In order to improve response rates, the first part of each copy of the questionnaire contained detailed explanations on the purpose of the study and clear instructions on how to complete it. Copies of the questionnaires were personalised for the attention of the respondents, while assuring them of absolute anonymity to encourage them to be honest in their responses. To counteract the potentially distorting effects of response-sets, attention was paid to the instrument construction aspect by utilising reversed questions for certain questions in section B.

5.3.1 Questionnaire

The questionnaire was used as the primary instrument of data collection in this study. This is a set of questions with fixed wording and sequence of presentation as well as indications of how each question should be answered. Its essence as a research tool is that it is in the hands of the respondent and is completed by her/ him (Cooper and Schindler, 2000).

5.3.1.1 Factors affecting the effectiveness of a questionnaire

Borg and Gall (1989) and Leedy (1997) point out the following as some of the factors essential for the effective use of a questionnaire as a research tool:

- The questionnaire has to be clear to the respondents;
- Questions must be simple and straightforward. The type of responses expected and how they should be recorded must also be unambiguous;
- The questionnaire must reach the appropriate respondents;
- The researcher must motivate the respondents to complete and return the questionnaire, and
- Effective administrative arrangements for the return of the questionnaires have to be made.

5.3.1.2 Advantages of a questionnaire

A number of authors have outlined the advantages of a questionnaire as a data- collecting tool (Bless and Higson-Smith, 1995). These advantages have been summarised as follows:

- Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive.

- Minimal staff is required for their administration.
- Self-administered questionnaires are easy to standardised, which makes measurement generally easy. This means that the researcher has to ask exactly the same questions of all subjects and has to impute the same intent to all respondents giving a particular response.
- Questionnaires are economical since a large coverage of the population can be realised with little time or costs. This is very true for studies involving large sample sizes and large geographic areas.
- Anonymity is assured and this encourages respondents to be honest in their answers.
- Bias, which may arise due to the personal characteristics of the interviewer, is avoided since no interviews are used. There is a uniform question presentation and the researcher's own opinions will not influence the respondent to answer questions in a certain manner.
- Questions which might require reflection or consultation will be dealt with more appropriately since the respondent has more time to answer and there is no interviewer waiting for a hasty response.
- Questionnaires are easy to analyse since data entry and tabulation can be easily done with many computer software packages.

5.3.1.3 Disadvantages of a questionnaire

Babbie (1983: 131) has identified the following as some of the disadvantages of using a questionnaire as a research tool:

- The response rate of self-administered questionnaires is very low as well as a response bias. This then affects the quality of the research and eventually undermine the representativeness of the sample.
- Completion of the questionnaires requires low-distraction environments which cannot be guaranteed for all respondents.

- A potential problem with some respondents is response-set, where respondents may compare answers and give identical responses to questions.
- Another common disadvantage of questionnaires is the tendency of the respondents to skip over difficult or embarrassing questions, and thus spoiling the whole questionnaire.
- Respondents returning the questionnaires represent extremes of the population, which may result in skewed responses.
- Questions may be misinterpreted, instructions may be misconstrued and open ended questions may produce only minimal results without probing by an interviewer.
- It is difficult to interpret the subjects' responses as well as checking whether they understand the questions. The absence of a person to probe or ask for clarification on some of the responses may have potentially distorting effects on the findings.
- In general, survey research is usually weak on validity and strong on reliability. Thus, the standardisation that is required in constructing a questionnaire often results in the fitting of round pegs into square holes. The standardised questionnaire items often represent the least common denominator in assessing people's attitudes, orientations, circumstances and experiences. Thus questionnaires might be minimally appropriate to many respondents and the researcher may miss what is most appropriate to many respondents (Bless and Higson-Smith, 1995: 65).

In this study some of the challenges stated in the preceding discussion could very easily manifest themselves during the process of administering these instruments. In order to pre-empt the respondents giving responses which they considered desirable, careful attention was paid to the construction of the questionnaire. The second challenge pre-empted had to do with non-response rates, which was overcome through pre-testing of the instrument and follow-ups. The third challenge had to do with measurement errors, where loaded questions and systematic biases could appear in the instrument design process. Again, the remedy to this challenge was to pay careful and meticulous attention to questions during the questionnaire construction process. Finally, in order to counteract

the potentially distorting effects of response-sets, particular attention was paid to the instrument construction aspect by utilising reversed questions. The researcher also consulted an expert on questionnaire construction to help with the editing and phrasing of questions.

5.3.2 Questionnaire construction

5.3.2.1. Development of questionnaire items

There are very few specific sets of rules on questionnaire construction and as such the questionnaire remains a very complex instrument of data collection (Bless and Higson-Smith, 1995:115). However, there are general guidelines on where to start and the kind of pitfalls to avoid. According to Oppenheim (1996), there are five categories of decisions one has to consider before constructing a questionnaire. These relate to the main method of data collection; methods of approach to the respondents; how questions will be ordered and sequenced; the order of questions within each question sequencing; the use of techniques such as funnelling or attitudinal opening and lastly the use of different types of questions such as two-way or free response questions.

According to Bless and Higson (1995), Borg and Gall (1989), Leedy (1997) and Cooper and Schindler (2000) the following rules have to be applied when constructing a questionnaire:

- One should start by making a list of questions one wants the research to answer, and thereafter propose a possible answer for each.
- Thereafter, analyse what kind of data is needed to study those problems. The use of dummy tables could help to decide how such data will be utilised in the analysis of the problem (Bless and Higson-Smith, 1995).
- The length of the questionnaire should be respondent-friendly.
- Particular attention should be paid to the wording of the questionnaire, for example, leading questions should be avoided.

- Biased items and terms, as well as negative questions should be avoided.
- Double-barrelled items which require the subject two separate ideas with a single answer should be avoided.
- The questionnaire should be structured carefully, for example, the use of open – ended questions and structured questions should be carefully thought out beforehand.
- Respondents must be competent to answer the questions.

5.3.2.2. Format and content of the questionnaire used in the survey

The questionnaire used in this survey is attached in Appendix 2

The format of the questionnaire was in three sections namely, Section A (questions 1-9), Section B (questions 10 -15) and Section C (questions 16-17).

The main objective of **Section A** was to obtain the profiles of the respondents as well as those of their institutions. The information was essential for understanding both the background of the respondents and their schools.

Section B's main purpose was to elicit information from the respondents regarding the impact the restructuring process had on their operations and the region broadly. It further sought to tap their perceptions on issues of operational planning and communication as well as the type and extent of organisational learning, if any, that occurred as a result of restructuring. In addition, the section sought to gauge the respondents' views on the efficacy of coordination and control measures under the restructured organisation, the extent and nature of corporate support offered during the implementation phase and how managers responded to challenges posed by the restructuring exercise. Questions in this section were rated on a four-point Likert scale from strongly agree, agree, disagree and strongly disagree.

Section C consisted of two open-ended questions which afforded the respondents the freedom and opportunity to express their views about the topic under research, based on

their personal experiences at institutional level. Sufficient space was provided in the questionnaire to allow respondents to give detailed views on two issues. First, how they thought the challenges relating to restructuring affected schools. Second, how differently they thought future restructuring exercises should be handled.

5.3.3. Questionnaire pre-testing

According to Coleman and Briggs (2002:167), all data collecting instruments have to be piloted. The main purpose of this is to test and revise the questionnaire before the major study is undertaken. Furthermore, carrying out a pilot also assists the researcher in deciding how the returns will be recorded and analysed when the actual questionnaire is returned.

For pre-testing, a sample of six was used (three Institutional Curriculum Support Coordinators, one Institutional Support Coordinator, one APO-based office manager and one school manager). The rationale behind the profile of this pilot was that the categories of respondents chosen represented the most important managerial components in terms of intensity, range and scope of operational activities in the region. Also, they covered the whole spectrum of respondents in the main population.

The questionnaire was pre-tested in two stages before it was distributed to the schools. First, it was administered using personal interviews in order to get better feedback on problems such as ambiguous questions. Second, it was tested in the same way as it would be administered to the sampled population. The pre-test respondents were asked to complete the questionnaire and to indicate whether they understood all the questions. They further had to comment on points that needed clarification. The data from the test were analysed in order to uncover any unanticipated shortcomings. The pre-test results were then used to clean and refine the instruments in order to avoid irrelevance and invalidity.

5.3.4. Final questionnaire

The final questionnaire was administered to 90 office-based managers and school principals in the five Area Project Offices in the Central Region. The size of the sample represents 15% of the main population, and is therefore above the normal 10% threshold used for similar types of studies. The 15% was decided on in order to ensure that the percentage of questionnaires actually received would still be within the 10% norm after no-returned instruments have been discounted.

5.3.5. Covering letter

According to Coleman and Briggs (1995), a covering letter is an essential part of a survey. It is a tool which is employed to introduce the respondents to the questionnaire.

It is very common, especially with self-administered questionnaires, to have low response rates which ultimately affect the validity of the research. In order to increase the response rates, the first part of the questionnaire described the purpose of the study, its educational utility and relevance. The respondents were also assured of anonymity in order to encourage them to be honest in their responses.

A letter of introduction from the North West University Graduate School and a covering letter which explained the purpose of the study and sought permission to distribute questionnaires were sent to the executive regional manager of the central region. These letters were in turn sent out to APO managers and a sample is attached as Appendix 5 and Appendix 6.

5.4 Administration procedures

Permission to access offices and schools was obtained from the Executive Regional Manager of the Central Region who in turn passed on the letter to the Area Project

Managers. A total of ninety copies of the questionnaires were distributed to sampled officials via Area Project Offices and the same route was used to return the completed copies to the researcher. The copies were numbered and a record was kept to determine the responses received as well as the non-responses as shown in Annexure 5.6

5.5 Follow-ups

The use of follow-ups or reminders is one of the most powerful tools for increasing response rates (Coleman and Briggs,1995). Follow-ups were made through phone calls to the non-respondents to remind as well as encourage them to complete and return the questionnaire. Follow-ups were also made by resending the questionnaire. A total of 30 copies of the questionnaire had to be resent to the two APOs of Zeerust and Setlakgobi. For those with an e-mail facility, a letter was sent thanking those who had already responded, while encouraging those who had not yet done so to comply.

5.6 Population and sampling

A parametric sampling model, commonly employed in quantitative studies, was used. Specifically, a stratified sample was selected from each of the main strata of the target population. The strata of the target population consisted of the following categories of management at different levels such as institutional support coordinators, institutional curriculum support co-ordinators, APO managers and chief education specialists at the regional office. The complete list of categories of respondents is contained in Table 5.1

Grouping units of the population into homogenous strata and doing random sampling within the strata, extraneous information about size and characteristics of the strata was used to reduce sampling error between strata. This increased the efficiency of the sample. Given the various management categories and levels in the entire region, it was important to ensure that the number of sub-population groups was adequately representative to respond to such factors as management challenges and representative of the geographic location and management levels.

The main technique used was proportionate stratified sampling, where each stratum was properly represented so that the sample drawn from it was proportionate to its share of the total population. A common problem with sampling designs such as the one used is disproportionate sampling, in which the units selected in some strata are selected at a higher or lower sampling rate than others. This challenge emerged with the sub-sample for principals, and reasons for the size of that sub-sample are given immediately below Table 5.1. A situation such as this could have implications for the standard errors. To avoid this problem, weights were used for each observation in the sample when developing estimates from the data that are representative of the overall population. In any case, most statistical packages can account for the effects of weights on significance tests.

Table 5.1: Distribution of sample population

Management Category	Total number of managers	Number sampled
Area Project Managers	5	5
Institutional Support Coordinators	20	20
Institutional Curriculum Support Coordinators	5	5
All Region-based Chief Education Specialists	3	3
All Region-based Deputy Education Specialists	3	3
All APO-based managers/heads of sections(HR/Administration/Logistics/Budget) : (HR)	9	9
Region-based Deputy Manager (Human Resource)	1	1
All APO-based managers (EMGD)	5	5
All Region-based Heads of Sections (Procurement, Logistics, HRA, HRD, Budget)	5	5
Principals	560	34
Total	616	90

Some explanation regarding the size of the sub-sample of principals is in order. The 34 respondents sampled represent 6.1% of that sub-population. The reason for the size of sub-sample is that, while principals are an important layer of management within the overall organisational structure, they represent more of a 'client' component in terms of the restructuring blueprint. Their inclusion then, from the perspective of this study, had more to do with trying to give a more holistic picture regarding the impact that the restructuring process as operationalised by their office-based peers had on the schools.

5.7 Data Analysis

The study investigated the relationship or association between two variables, namely, organisational restructuring and operational effectiveness. Appropriate statistical correlation techniques such as the Pearson's product-moment correlation coefficient were used. The reason for the choice of this technique was that the kind of data generated was mainly interval and ratio data which is continuous in nature.

The method which was deemed suitable for this study was the computer aided statistical analysis (SPSS) for computing the descriptive data of the respondents. The SPSS programme includes analysis tools such as frequency distribution, percentages, mean scores, standard deviations, t-tests and chi-square tests. Selecting an appropriate method for data analysis depends on a number of variables such as the survey design, the type of data collected, sample size, number of variables in the study and how data is recorded. Critically important also is whether the study is descriptive, inferential or experimental (Schindler and Cooper, 2000).

The responses from different strata of the target population were analysed. The statistical techniques selected are suited to parametric sampling models such as that employed by this study. They helped in ensuring that when the collected data was analysed, the characteristics of the main target population were not in any way misrepresented.

5.8 Validity

Validity refers to the ability of the instrument to measure what it purports to measure. The instruments designed for the study were valid across all criteria: construct, face, content, internal, external and criterion-related validity. In essence judging content validity is subjective, but it suffices to say that the items in the questionnaire relate directly with the subject matter of this study. It can be said with reasonable certainty that the questionnaire has construct validity in the sense that the way in which the topic is operationalised is empirically grounded in the theory (cf. Chapter 3)

5.9 Reliability

Reliability is a measure of consistency and is measured mostly in terms of stability, equivalence and internal consistency (Cooper and Schindler, 2000). With regard to the instrument designed for this study, it satisfies all three elements in the sense that measurements are standardised (a four-point Likert scale is used) while equivalence is reasonably assured in the sense that the questionnaires are not administered by third parties.

5.10 Ethical considerations

The researcher had to be mindful of the need to maintain ethical standards with regard to having to observe communication protocol with different managers. The other issue related to the responsible use of confidential information contained in some of the secondary sources available to the researcher. Research ethics dictate that the researcher should not in any way abuse or misuse such information or data and only use it for purposes of the study.

5.11 Limitations

As is the case with survey type studies, this particular study also had some limitations which need to be highlighted. Only one semi-structured interview was conducted with the senior manager of the region and in a way this could have an impact on the generalisability of the data obtained. Secondly, restructuring is a very broad and technically complex process that often spans a number of years. This study has focused on only two variables in that process, while there are countless others which might lead to very different findings.

Some other limitations observable relate to reliability of the questionnaire. It was not possible, due to time and logistical constraints, to determine sample equivalence by

administering parallel forms of the questionnaire with same set of respondents and then correlating the results. This is normally done to improve reliability (Cooper and Schindler, 2000)

The last limitation concerned sampling. Random sampling could not be used to select the sub-samples from each stratum of the population as stated in Chapter 1. This was because of the differences in size of the various strata. In the final analysis sub-samples were selected in the same manner as for focus groups in qualitative studies.

5.12 Conclusion

In this chapter, the type of research methodology and design chosen for the study were described, explained and justified. The various types of research tools, methods and procedures were discussed in detail, including sampling and data analysis. The limitations imposed by the particular methodology selected, both inherent in the method and specific to the study were highlighted. The next chapter then discusses the results of the data analysis.

CHAPTER 6

RESULTS

6.1 Introduction

This chapter reflects the results and interpretation of the quantitative and qualitative data analysis on the impact of restructuring on operational effectiveness in the Central Region.

6.2 Profile of the respondents

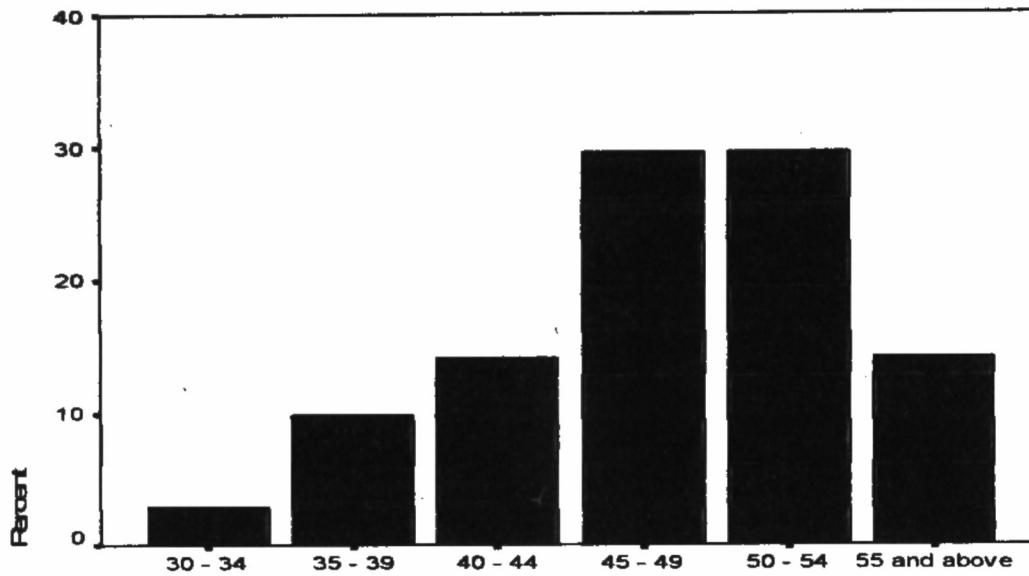
The respondents consisted of different categories of managers at various levels within the Central Region of the North West Department of Education (NWED) (cf. 5.6). Out of a total of 90 copies of the questionnaire that were distributed, 71 or 78.9% usable questionnaires were used. The profile of respondents was constructed using information that focused on their age, gender, highest qualifications, current management level, length of period in a management position, total experience at management level, location of managerial office and the number of subordinates under the manager's supervision. The details are reflected in Table 6.1.

Table 6.1: Profile of the respondents

ITEM	VARIABLE	FREQUENCY	%
1. AGE	30-34	2	2.8
	35-39	7	9.9
	40-44	10	14.1
	45-49	21	29.6
	50-54	21	29.6
TOTAL	55 and above	10	14.1
		71	100.0
2.GENDER			
	Male	22	31.0
TOTAL	Female	49	69.0
		71	100.0
3. QUALIFICATION			
	Matric plus diploma	7	9.9
	Bachelors degree	16	22.5
	Honours degree	32	45.1
	Masters degree	12	16.9
	Other	4	5.6
	TOTAL		71
4. MANAGEMENT LEVEL			
	School Manager	15	21.1
	Institutional Curriculum Support Coordinator	6	8.5
	Institutional Support Coordinator	22	31.0
	Region-based Chief Education Specialist	3	4.2
	Region-based Head of Section	6	8.5
	APO-based Office Manager	5	7.0
APO-based Institutional-Educational Support	6	8.5	

	Coordinator			
	Region-based Deputy Chief Education Specialist	3		4.2
	APO Leader	5		7.0
TOTAL		71		100.0
5. EXPERIENCE IN CURRENT POSITION (IN YEARS)				
	1-3 years	20		28.2
	4-6 years	11		15.5
	7-9 years	19		26.8
	10 years and above	19		26.8
	No response	2		2.8
TOTAL		71		100.0
6. TOTAL MANAGEMENT EXPERIENCE (IN YEARS)				
	Less than 1 year	2		2.8
	1 to 3 years	2		2.8
	4 to 6 years	3		4.2
	7 to 9 years	16		22.5
	10 years and above	48		67.6
TOTAL		71		100.0
7. LOCATION OF MANAGERIAL OFFICE				
	Urban	55		77.5
	Rural	16		22.5
TOTAL		71		100.0
8. SPAN OF CONTROL				
	0	1		1.4
	1-5	9		12.7
	6-10	8		11.3
	10 or more	53		74.6
TOTAL		71		100.0

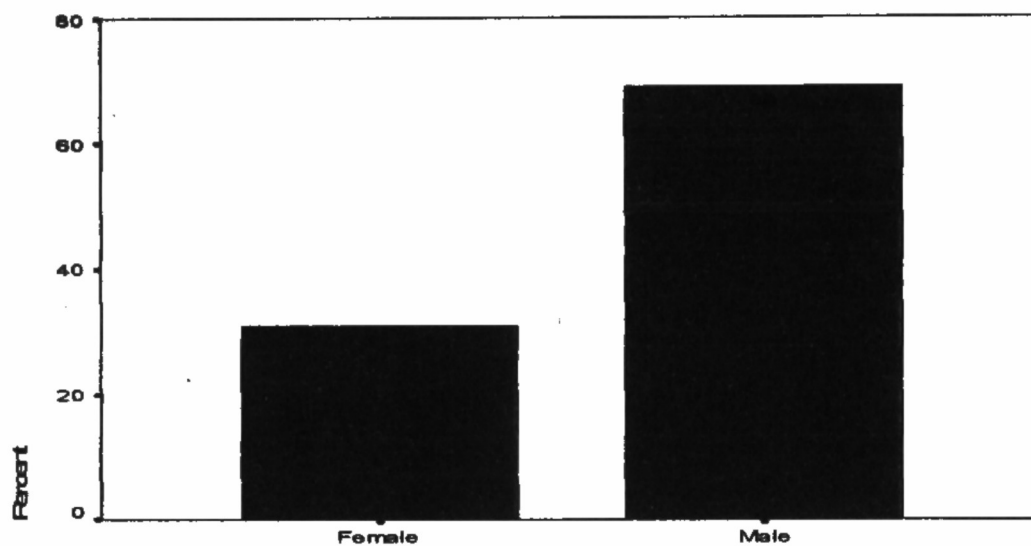
Figure 6.1 Age of the manager



6.2.1 Age of the manager

The data in Table 6.1 above and Figure 6.1 show that most of the respondents were older than 45 years. The majority of managers will therefore be experienced individuals who have worked under different administrations in the past. At the same time, however, a question could arise regarding the argument by Twomey (2000) that some organisational restructuring efforts fail precisely because enterprises try to implement third-generation strategies (matrix) with second-generation managers in a first generation culture. This does not apply in this instance (cf. 4.4.2) because, as Figure 6.1 shows 29.6% of the respondents were in the 45-54 age range.

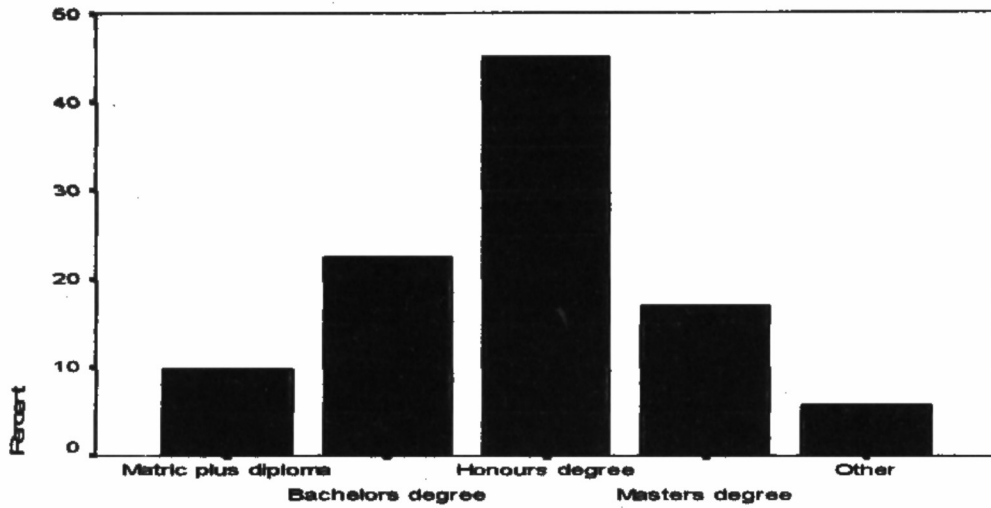
Figure 6.2 Gender



6.2.2 Gender

The data in Figure 6.2 shows that female respondents accounted for 69% of the sample which, in terms of government's gender equity targets, is a good level of representivity.

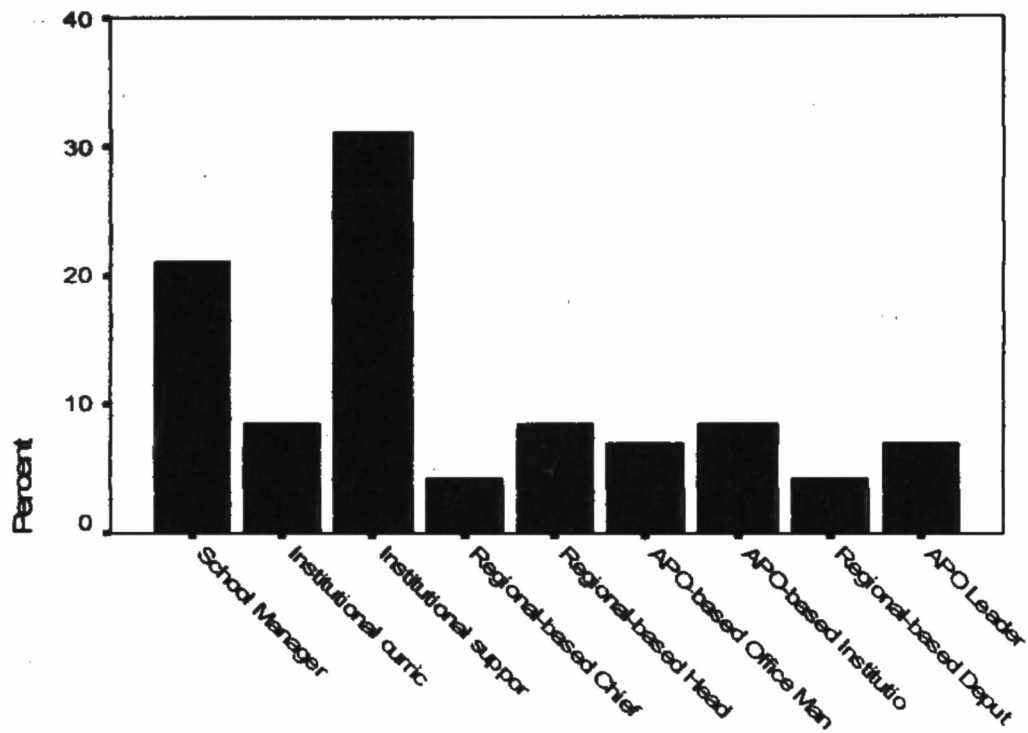
Figure 6.3 Highest Qualification



6.2.3 Highest qualification

Most of the respondents held qualifications at the level of bachelors (23%) and honours degrees (45%). These high qualifications, coupled with extensive experience, could be seen as intangible organisational assets that can be leveraged to enhance organisational learning (cf.4.4.1)

Figure 6.4 Current Management level



6.2.4 Current management level

The school manager and institutional support coordinator sub-samples, as Figure 6.4 indicates, account for the bulk of the sample (21% and 31%) respectively. This is a positive factor because the latter is the primary link between the regional office and schools. The respondents from both groups are best placed to evaluate the operational effectiveness of the restructuring process.

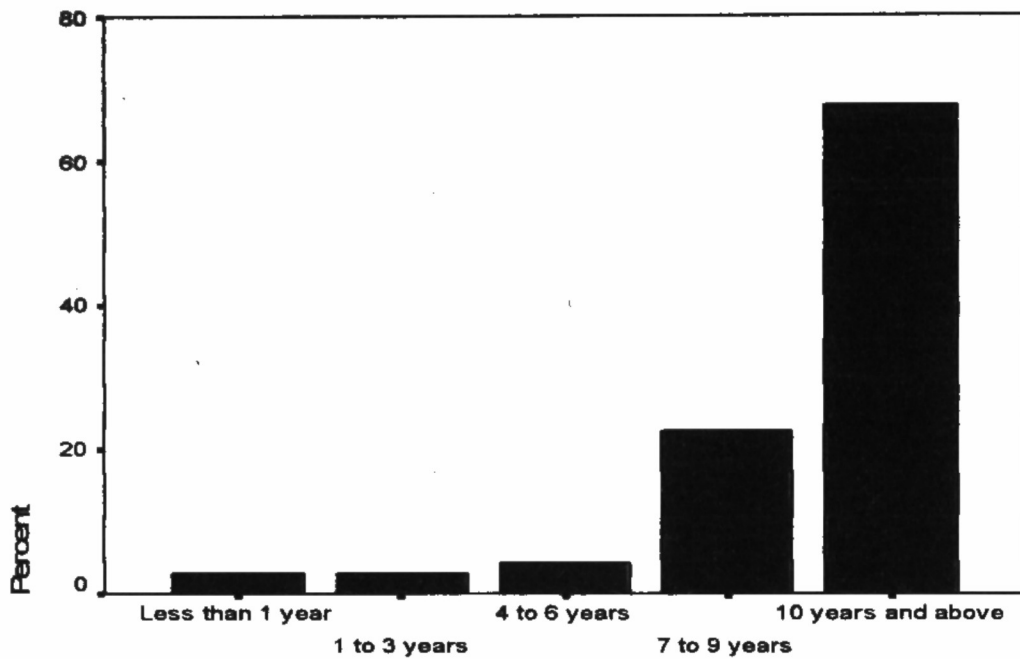
Figure 6.5 Period in current management position



6.2.5 Period in current position

There is an interesting contrast between the average age of the respondents (45 years and above) in Figure 6.1 and their average experience in the current management position (1 to 3 years). This can probably be explained by the fact that most of them were transferred, absorbed or promoted into their current posts during the restructuring process in 2002. This observation is supported by the finding on total management experience in Figure 6.5.

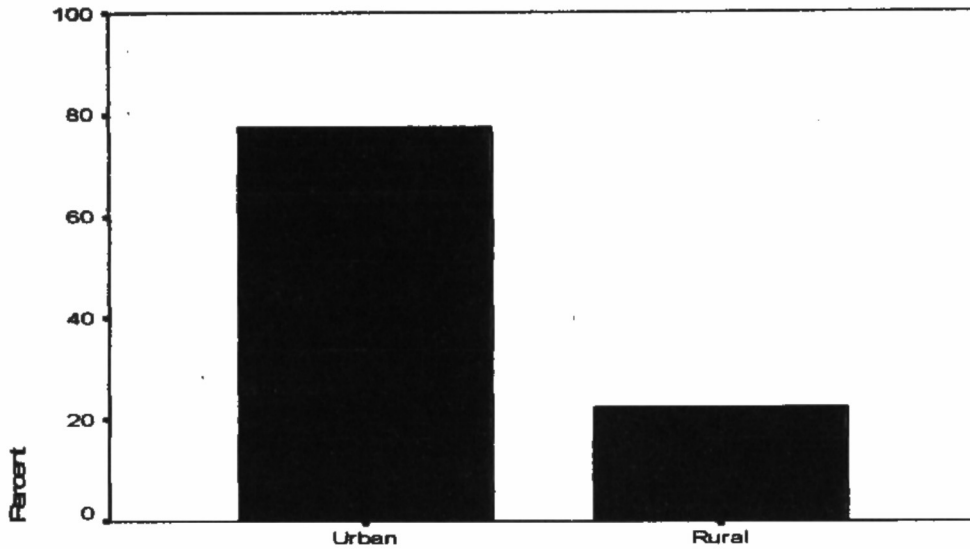
Figure 6.6 Total experience at management level



6.2.6 Total experience (in years) at management level

The total experience at management level of most respondents (10 years and above) reflected in Figure 6.6 correlates closely with their age in Figure 6.1. It is evident, as indicated in 6.5.5, that while most of the respondents had only been in their current management post for less than three years, they had nevertheless amassed extensive management experience previously in other posts and levels.

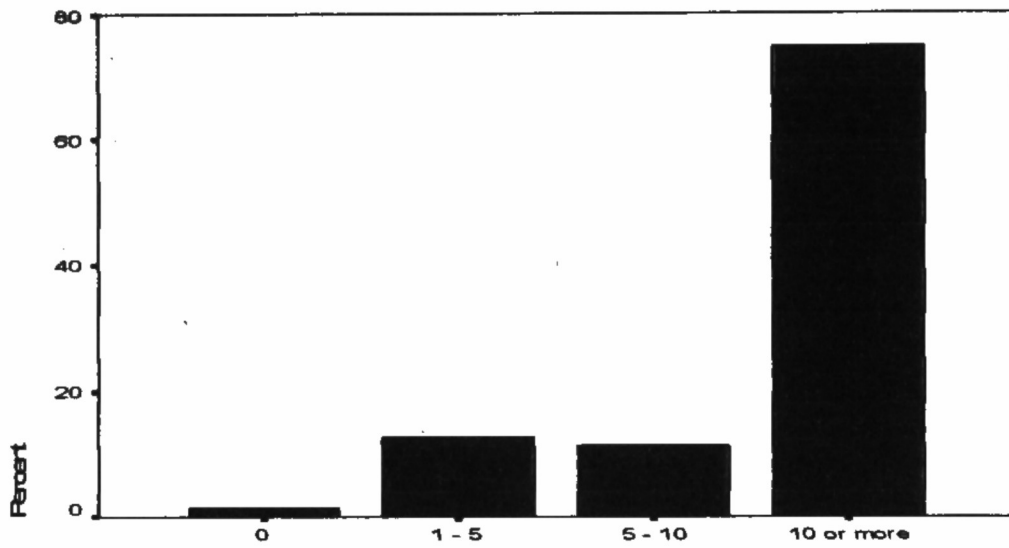
Figure 6.7 Location of managerial office



6.2.7 Location of managerial office

The information in Figure 6.7 shows that 77% of the management offices were urban-based. As most of the respondents indicated in the free-response questions in Table 6.8, rural-based schools tended to experience a problem in accessing services because of this situation. The Central Region is predominantly rural and the physical location of most management offices in predominantly urban nodes will affect the effectiveness of restructuring process with rural-based schools regarding communication and service delivery.

Figure 6.8 Span of control



6.2.8 Span of control

Figure 6.8 reflects that most of the respondents had ten or more people under their supervision. Given such a wide span of control, it is evident that the impact of glitches in the restructuring process on one managerial office will be that much greater since simultaneously ten or more people involved in its support operations are affected.

6.3 Results

The questionnaire items were organised around the six main topics related to the objectives of the study (cf. 1.6), each theme consisting of a varying number of sub-questions. The themes were the following:

- Impact of restructuring
- Operational planning and communication
- Organisational learning
- Coordination and control
- Corporate support during restructuring and
- Managerial response to challenges

Table 6.2 Impact of restructuring

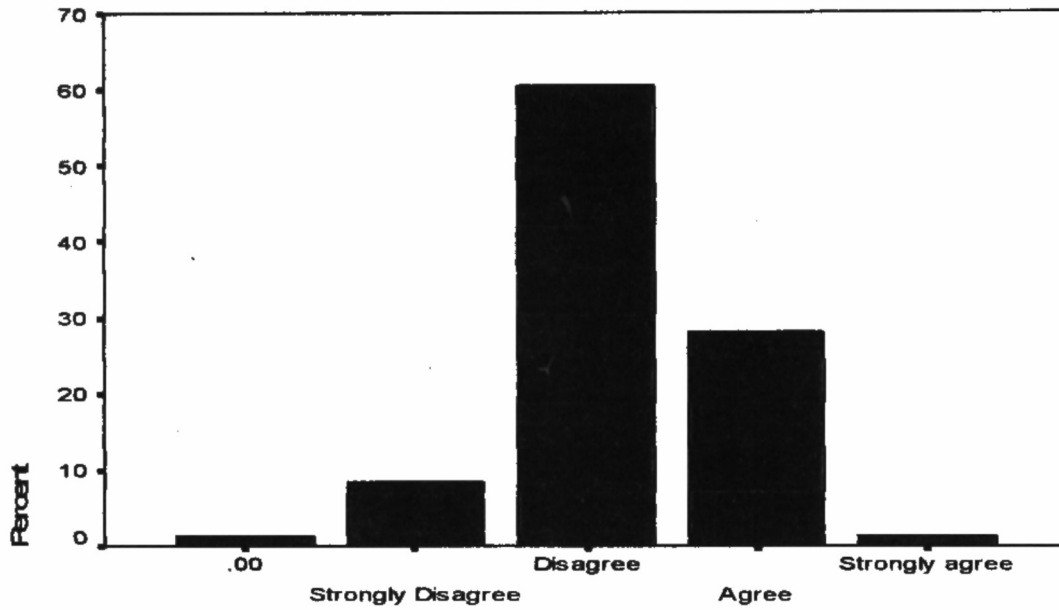
number	Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Uncertain	
		f	%	f	%	f	%	f	%	f	%
1	Employee morale and levels of motivation have improved as a result of the new organisational arrangement	1	1.4	20	28.2	43	60.6	6	8.5	1	1.4
2	The new organisational structure enables me/us to respond better to changes in the service delivery environment	1	1.4	32	45.1	36	50.7	2	2.8	-	-
3	As a result of restructuring, my office/station is adequately staffed for the level of service delivery demands placed on it	1	1.4	9	12.7	45	63.4	1	21.1	1	1.4
4	There is now better coordination between my office and other offices performing related functions			24	33.8	37	52.1	1	14.1	-	-
5	Most of my colleagues understand how the new structure functions	1	1.4	24	33.8	39	54.9	7	9.9	-	-
6	The new structure has created confusion of roles between my office and another	1	1.4	23	32.4	41	57.7	6	8.5	-	-
7	Information flow and feedback within and across sections is better coordinated since the new structure was introduced	2	2.8	18	25.4	42	59.2	9	12.7	-	-
8	The new structure enables us to make better and faster decisions	1	1.4	18	25.4	45	63.4	7	9.9	-	-
9	The new structure has truly brought services closer to the schools and internal clients	1	1.4	22	31.0	37	52.1	1	15.5	-	-
10	The new structure has clarified processes for engaging important stakeholders like communities and teacher unions	2	2.8	24	33.8	41	57.7	3	4.2	1	1.4
11	Services and resources are easier and faster to produce since the new structure was implemented	1	1.4	15	21.1	45	63.4	9	12.7	1	1.4
12	The recruitment and selection of personnel is more efficient and faster in the new set up	1	1.4	18	25.4	44	62.0	7	9.9	1	1.4
13	Turn around times in the department's supply chain activities (procurement) have improved	-	-	15	21.1	47	66.2	8	11.3	1	1.4

6.3.1 Impact of restructuring

Table 6.2 shows the results of the respondents' views regarding the impact of restructuring on the region.

The data in Table 6.2 shows that most of the respondents' assessment of the impact of organisational restructuring on the region is a negative one since the majority disagree and strongly disagree . The results and interpretation of the various questions are reflected in the following discussion.

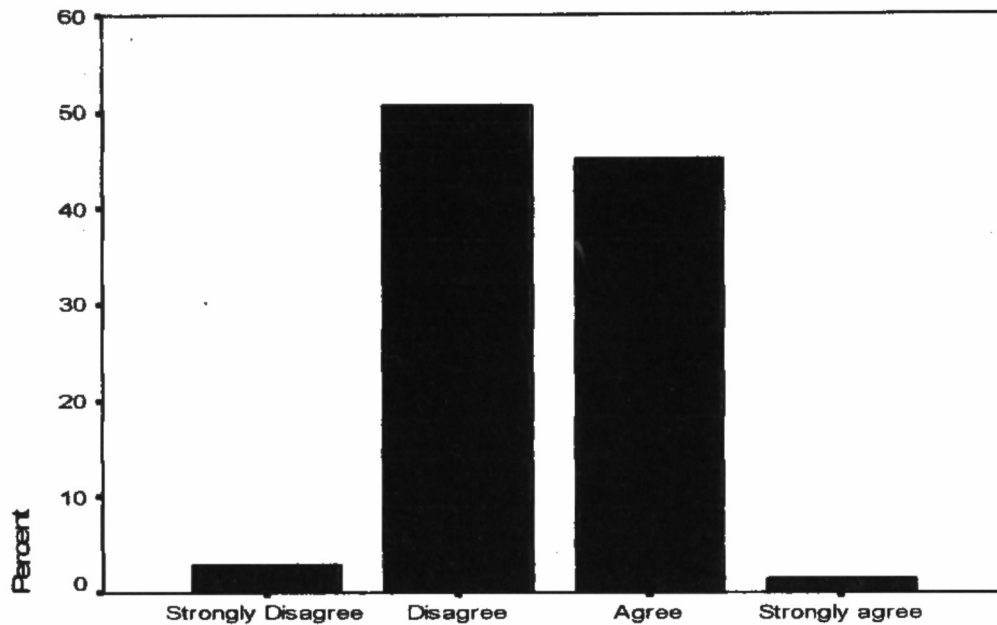
Figure 6.9 Employee morale and levels of motivation have improved



(a) Question 10.1 Employee morale and levels of motivation have improved as a result of the new organisational arrangement

Figure 6.9 indicates that 61% of the respondents disagreed and 8% disagreed strongly that the new organisational arrangement had improved employee morale and motivation in any way. Only 28% of them agreed with the statement.

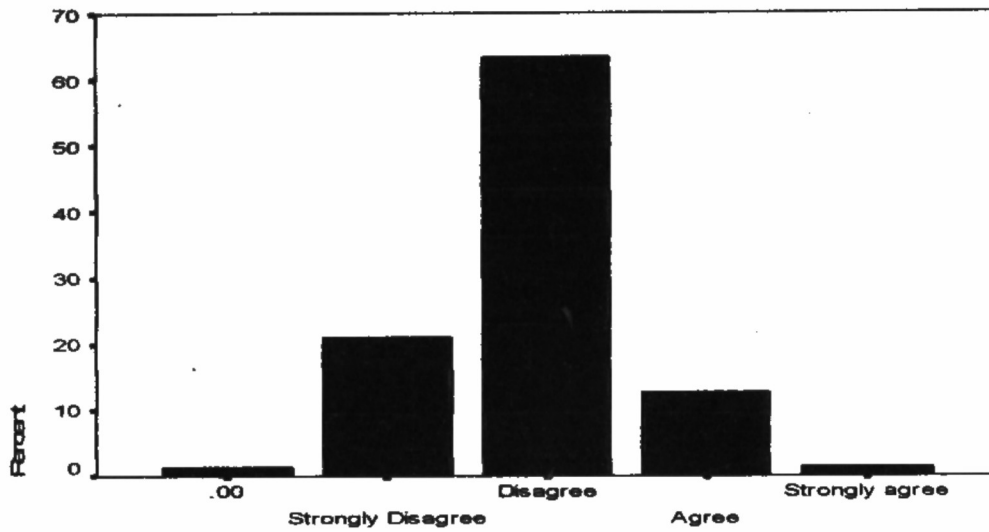
Figure 6.10 Structure enables better response to changes in service delivery environment



(b) Question 10.2 The new organisational structure enables me/us to respond better to changes in the service delivery environment

The data in Figure 6.10 show that 51% of the managers disagreed, and 3% of them strongly, that the new structure enabled them to respond better to changes in the service delivery environment. One of the motivations behind the department's organisational restructuring exercises was precisely to enhance service delivery (cf. 1.2.2).

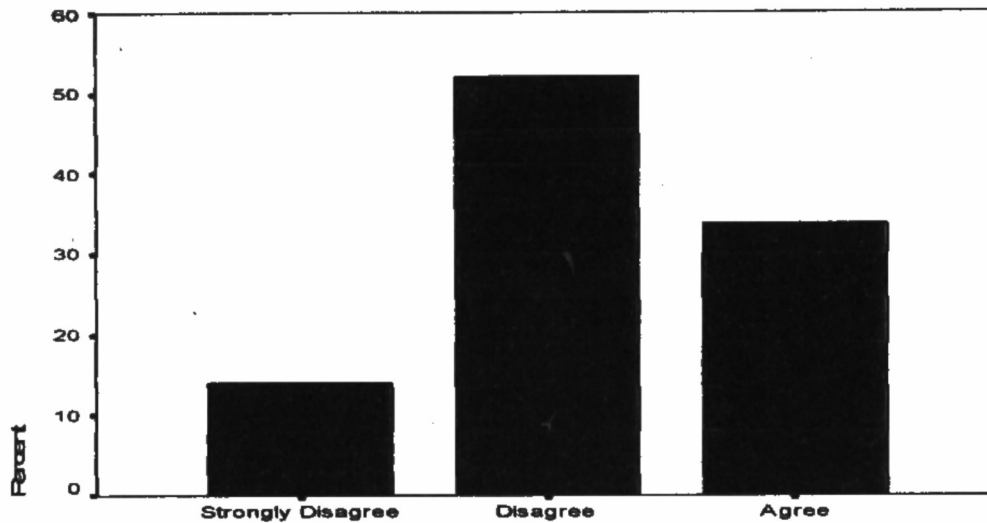
Figure 6.11 Office is adequately staffed



(c) Question 10.3 As a result of restructuring, my office/station is adequately staffed for the level of service delivery demands placed on it

A significant majority of the respondents (63%) disagreed, as Figure 6.11 shows, and 21% strongly, with the statement that the restructuring exercise led to any meaningful improvement on levels of staffing. The 1.4% that were uncertain could probably be those managers who did not have any employees under them.

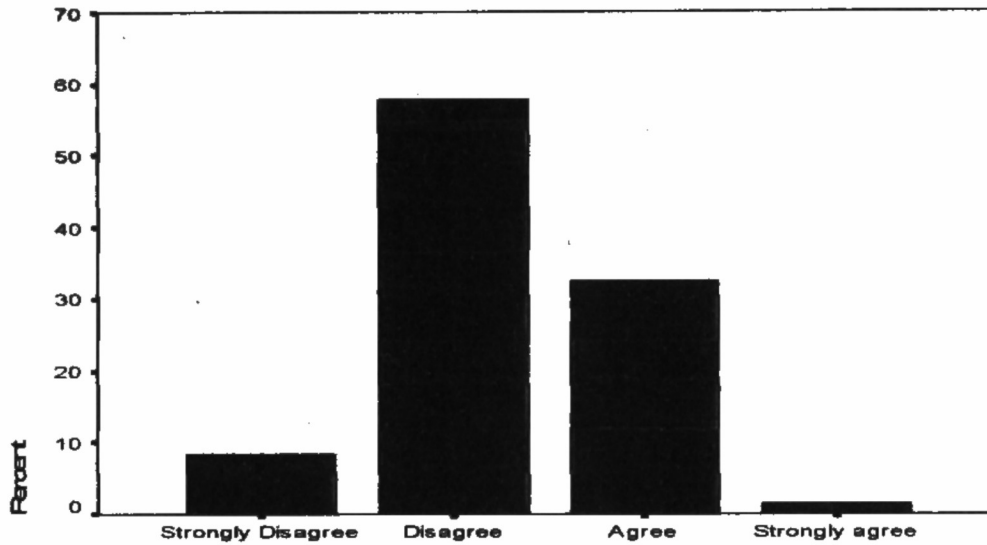
Figure 6.12 Coordination between offices is effective



(d) Question 10.4. There is now better coordination between my office and other offices performing related functions

Figure 6.12 indicates that 52% of the respondents disagreed, 14% strongly, that organisational restructuring of the department resulted in better coordination between their offices and others. This finding corroborates the observation by Beer and Nohria (2000) that middle managers tend to experience increased levels of stress due to extra demands placed on them such as increased spans of control and having to coordinate a wide range of interlocking task processes (cf.3.3.1). Again, this is a major indictment on one of the key objectives of the restructuring exercises, namely, to eliminate functional silos (cf. 1.2.2).

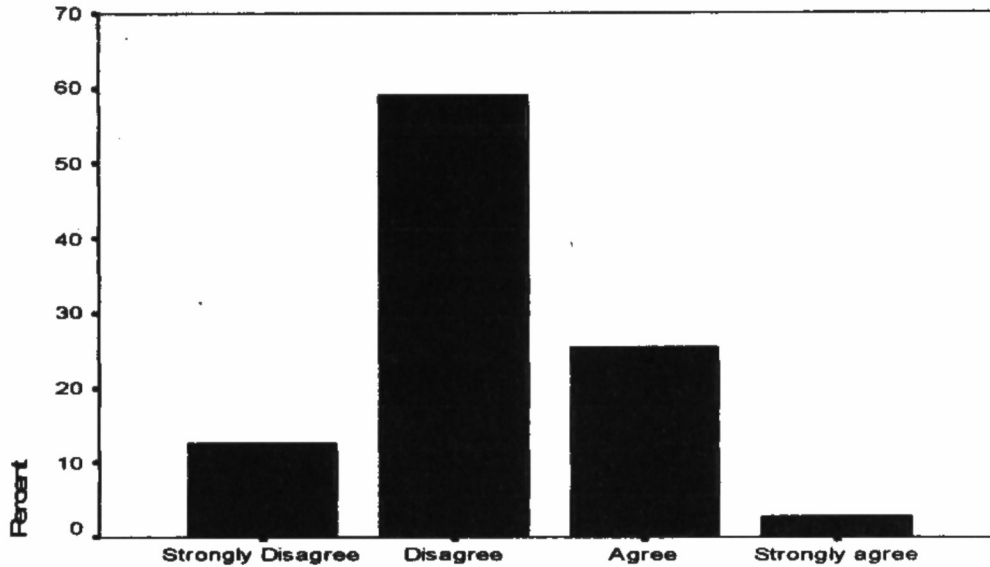
Figure 6.13 The new structure created confusion of roles



(e) Question 10.5. The new structure has created confusion of roles between my office and another.

Figure 6.13 shows that 66 % of the respondents disagreed, 8% strongly, that the new structure created confusion of roles between their office and another. Only 32% of them agreed that this was the case. This seems to contradict the finding to question 10.4 in Figure 6.12. On closer scrutiny, however, what most respondents seem to be indicating is that their service delivery outputs in the new structure were more clearly demarcated and defined.

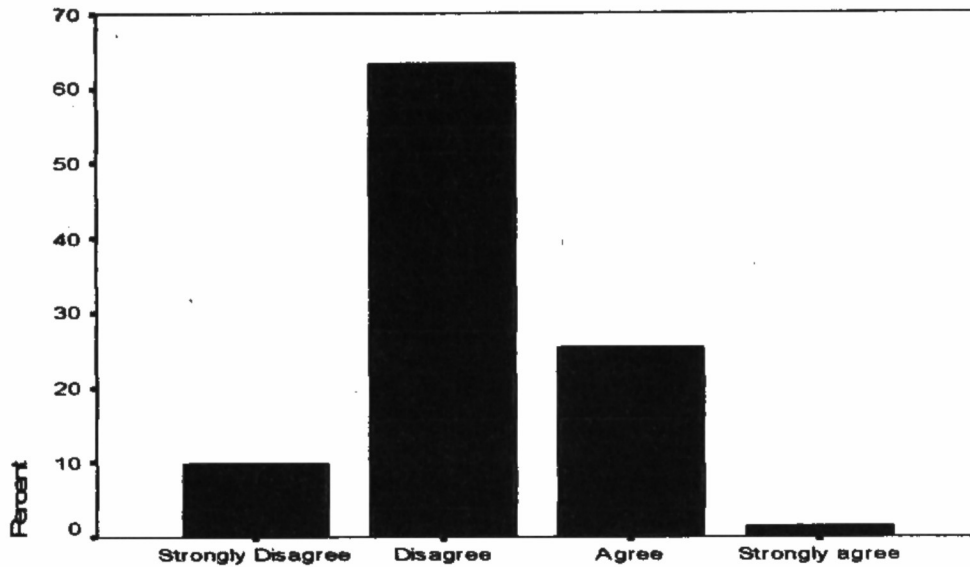
Figure 6.14 Information flow and feedback within sections is better



(f) Question 10.6. Information flow and feedback within and across sections is better coordinated since the new structure was introduced

The information reflected in Figure 6.14 shows that 59% of respondents disagreed, and 13% of them strongly disagreed that information flow and feedback within and across sections was better coordinated. It is also one of the most significant issues raised by the respondents regarding how future restructuring exercises can be done differently (cf. 6.3.3).

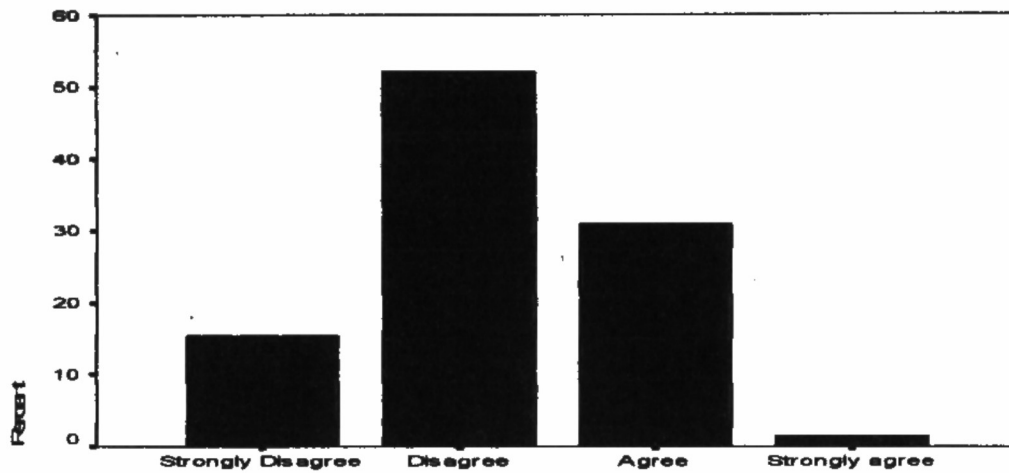
Figure 6.15 Decision-making is better and faster



(g) Question 10.7. The new structure enables us to make better and faster decisions.

The need for faster decision-making in order to improve service delivery was one of the main reasons behind organisational restructuring of the department (cf.1.2.4). As Figure 6.15 shows, however, 63% of the respondents disagreed and 10% of them disagreed strongly that the new structure enabled faster and better decision-making.

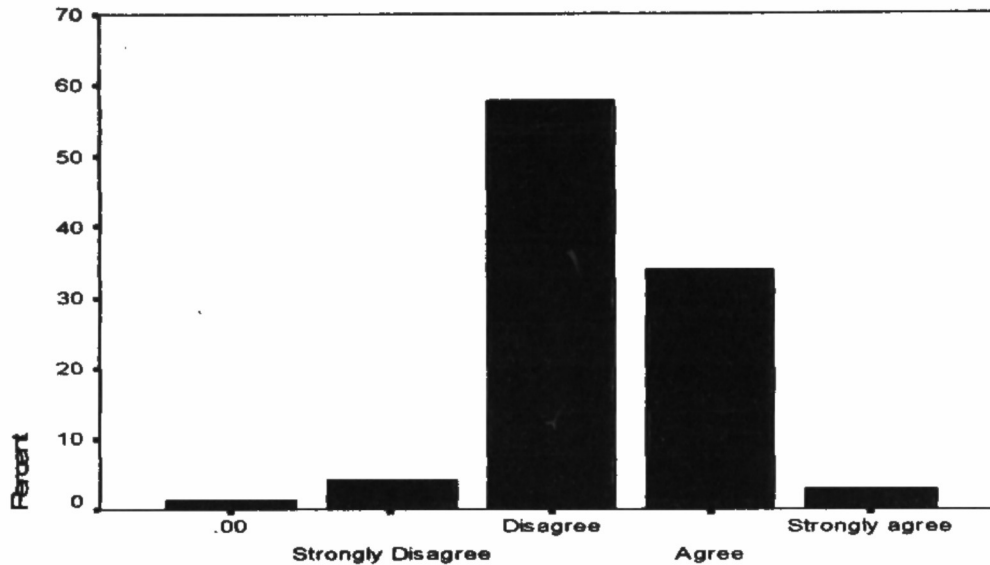
Figure 6.16 Services brought closer to schools



(h) Question 10.8. The new structure has truly brought services closer to the schools and internal clients.

Figure 6.16 shows that 52% of the respondents disagreed (15% disagreed strongly) that the new structure brought services closer to the people. Localisation of services was a major rationale of the new design structure in the NWDE (cf.1.2.4).

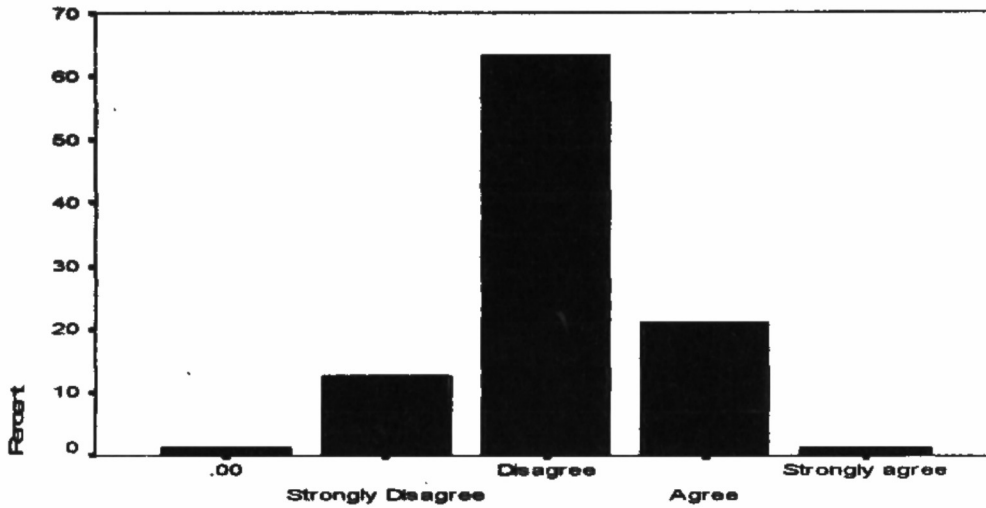
Figure 6.17 The structures and processes for engaging stakeholders are clear



(i) Question 10.9. The new structure has clarified structures and processes for engaging important stakeholders such as communities and teacher unions

Figure 6.17 reveals that 57.7% of the respondents disagreed that the new structure had clarified structures and processes for engaging with stakeholders. This corroborates the assertion by Schein (1990) that the experience of most managers with restructuring is that it often leads to higher levels of responsibility and the boundaries of their roles become both ambiguous and fluid (cf. 3.3.1).

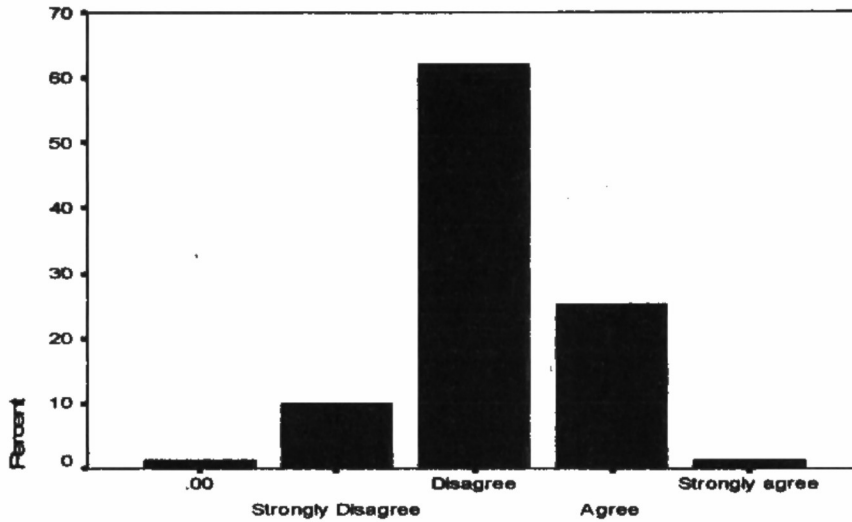
Figure 6.18 Procurement of services and resources is easier



(j) Question 10.10. Services and resources are easier and faster to procure since the new structure was implemented.

Figure 6.18 shows that that a large number (63%) of the respondents indicated that the procurement of resources and services had not improved as a result of restructuring. One of the major motivations behind the decision to restructure was to improve this aspect (cf. 1.2.4). Senge at al (1994) cite a similar result in the case of Xerox Corporation (cf.3.3.1).

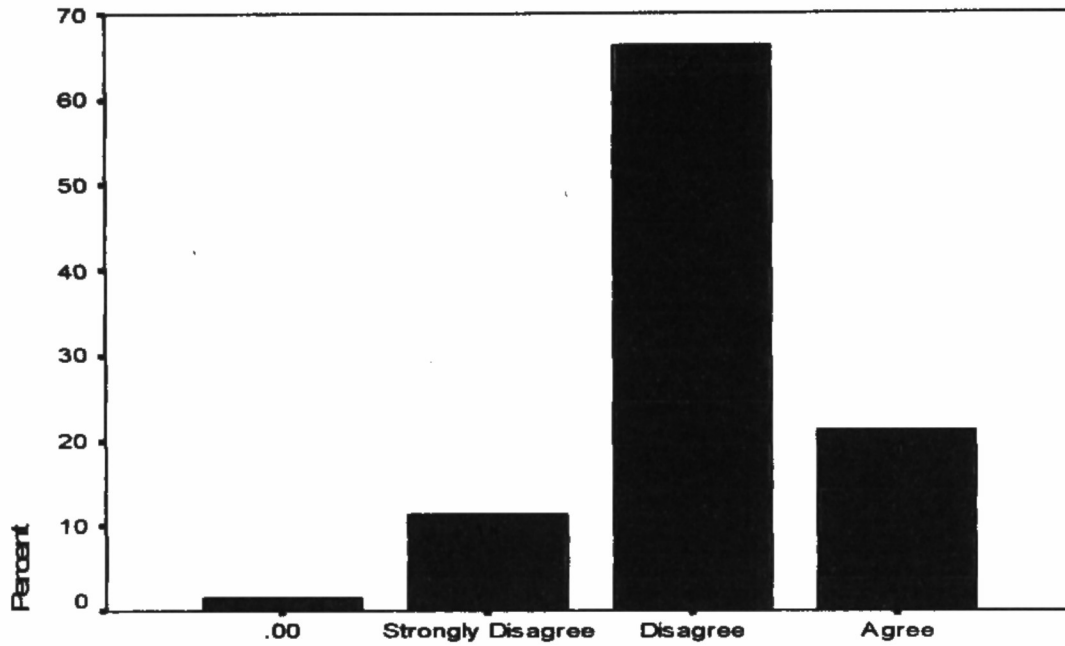
Figure 6.19 Recruitment and selection of staff in the new structure is efficient



(k) Question 10.11. The recruitment and selection of personnel is more efficient and faster in the new set-up.

The data in Figure 6.19 show that 62.2% of the respondents either disagreed, 10 % strongly disagreed, that recruitment and selection processes in the new structure was more efficient and faster. With a wider span of control (cf. 6.2.8), managers probably found it difficult to effectively discharge their duties.

Figure 6.20 Turn around times in procurement improved



(l) Question 10.12. Turn-around times in the department's supply chain activities (procurement) have improved.

This finding corroborates the one in Section 10.10.

Table 6.3 Operational planning and communication

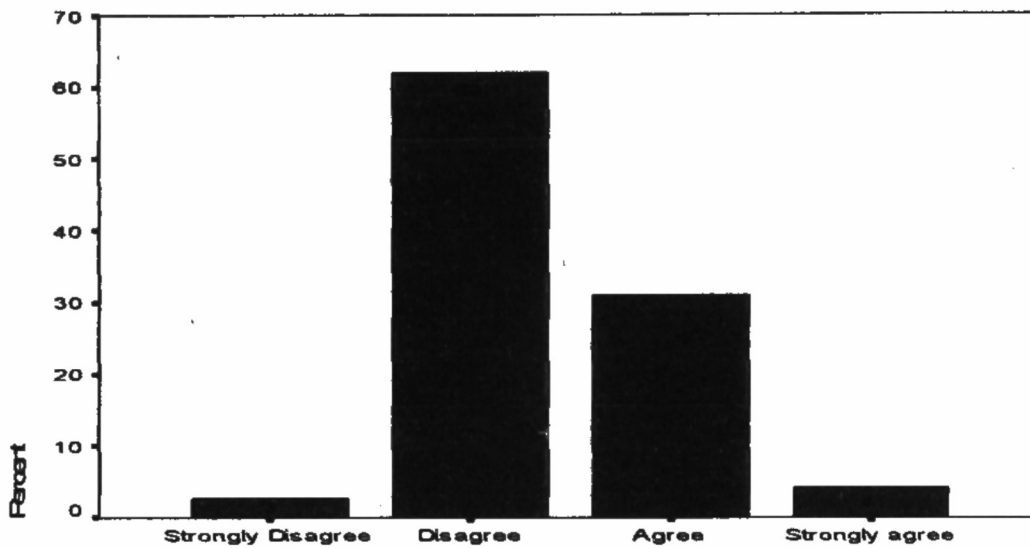
Question	Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Uncertain	
		f	%	f	%	f	%	f	%	f	%
11.1	The quality of quarterly and yearly planning has improved since the introduction of the new structure	3	4.2	22	31.0	44	62.0	2	2.8	-	-
11.2	The new structure makes it easy to link my/our planning to that of other offices at different levels	2	2.8	24	33.8	42	59.2	3	4.2	-	-
11.3	Plans of the different sections and levels within the region are better coordinated since the new structure was introduced	1	1.4	16	22.5	53	74.6	1	1.4	-	-
11.4	The new structure makes it easy to adjust plans in time as a result of faster flow of information and improved communication	1	1.4	19	26.8	48	67.6	3	4.2	-	-
11.5	The new structure makes it easier to understand and plan for implementing the department's strategic priorities	-	-	22	31.0	48	67.6	1	1.4	-	-
11.6	Decisions from strategic forums such as the Senior Management Team (SMT) meetings get passed down to lower management levels much faster as a result of the new structure	1	1.4	24	33.8	42	59.2	4	5.6	-	-
11.7	The format and quality of reporting has improved since the introduction of the new organizational framework	-	-	24	33.8	44	62.0	3	4.2	-	-
11.8	The new structure enables us to reach our planned targets within the set time frame	-	-	16	22.5	50	70.4	5	7.0	-	-

6.3.2 Operational planning and communication

The results of the respondents' views on operational planning under a restructured organisational environment are reflected in Table 6.3. This theme sought to assess the extent to which the new organisational arrangement improved planning and how it was communicated across operational units and levels.

Aspects of this theme that the study focused on were the quality of quarterly and yearly planning, linkages of operational and functional units across different levels within the region and the opportunity to adjust operational plans in the light of new developments. In addition to these, planning in order to implement the department's strategic priorities, the speed with which decisions from strategic forums get passed down to lower functional levels and the extent to which the new structure enabled managers to reach planned targets were also assessed. These aspects of operational planning were selected because the 2002/2003 strategic planning review session singled them out as key impediments to effective delivery of services within the system (NWED, 2002).

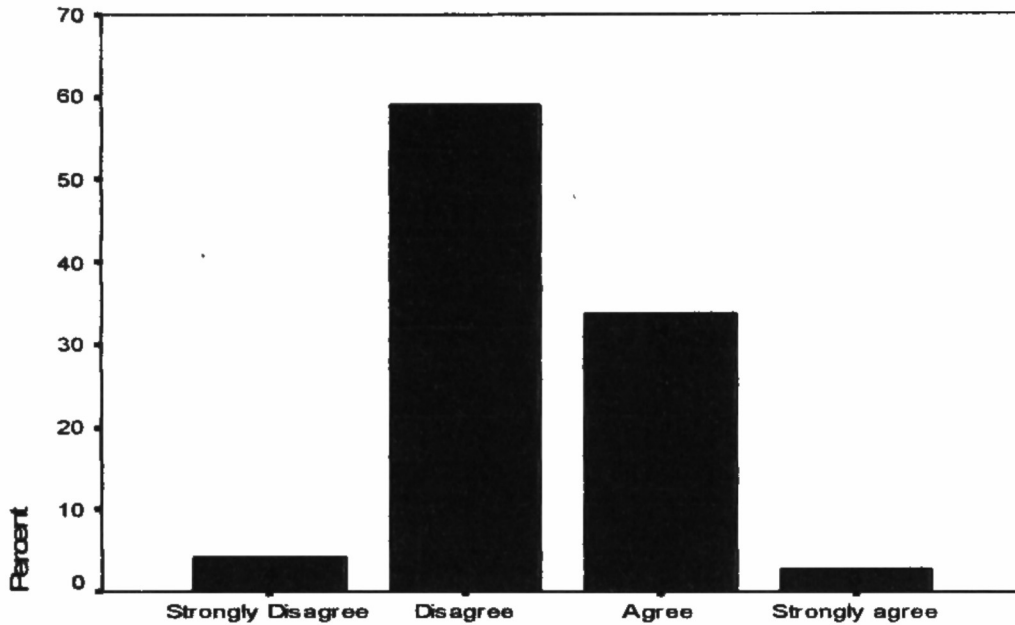
Figure 6.21 Quality of quarterly and yearly planning has improved



(a) Question 11.1 The quality of quarterly and yearly planning has improved since the introduction of the new structure.

Planning is very crucial to operational efficiency. As can be seen from Figure 6.21 , 62% of the respondents disagreed that this aspect improved as a result of the organisational restructuring exercise.

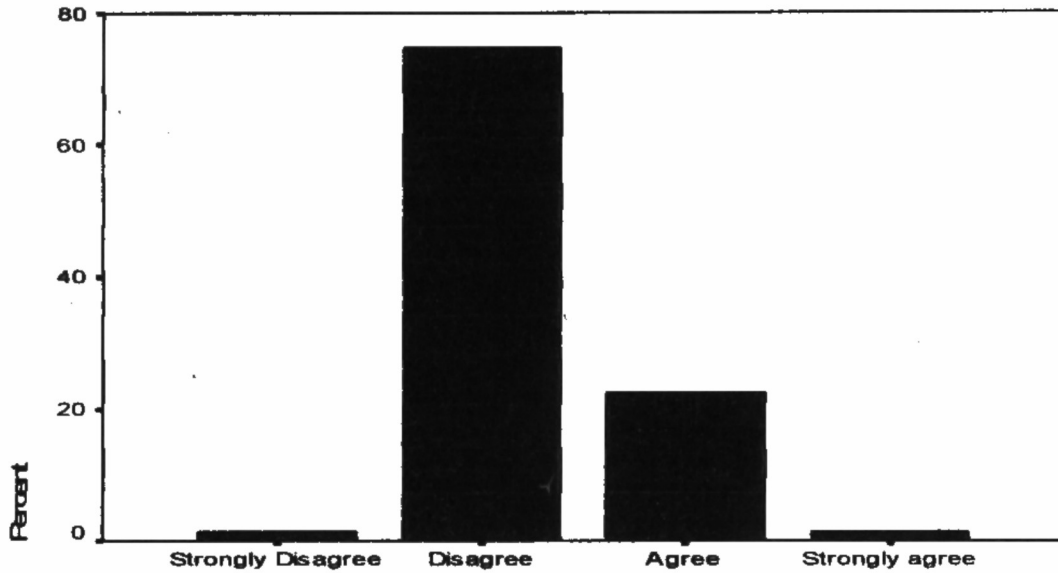
Figure 6.22 Linking planning to that of other operational units is easier



(b) Question 11.2. The new structure makes it easy to link my/our planning to that of other offices at different levels.

Coherence and synergy in planning are equally important to successful implementation of activities in large organisations such as the Central Region of the North West Department of Education. A total of 59.2% of the respondents disagreed, and a further 4.2% strongly disagreed, that the new structure made it possible for them to link their planning to that of other operational units within the region.

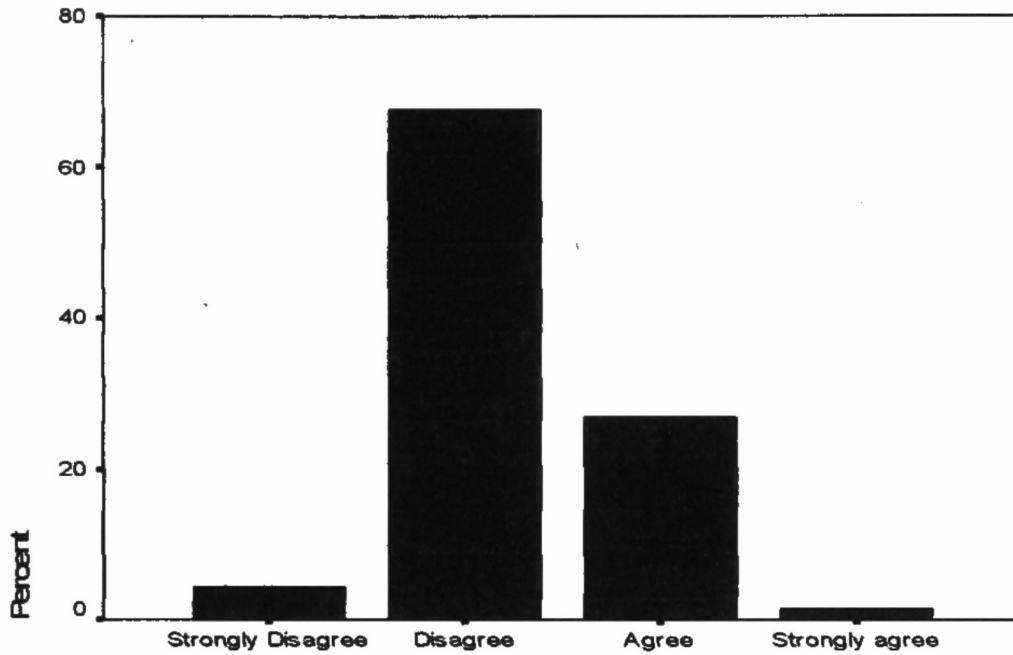
Figure 6.23 Coordination of plans within section and levels is easier



(c) Question 11.3. Plans of the different sections and levels within the region are better coordinated since the new structure was introduced.

Consistent with the finding in Figure 6.22 , three quarters of the respondents (75%) thought that plans of the different sections were not well coordinated. This corroborates the observation by Twomey (2002) that matrix structures are usually difficult to implement (cf. 4.4.2).

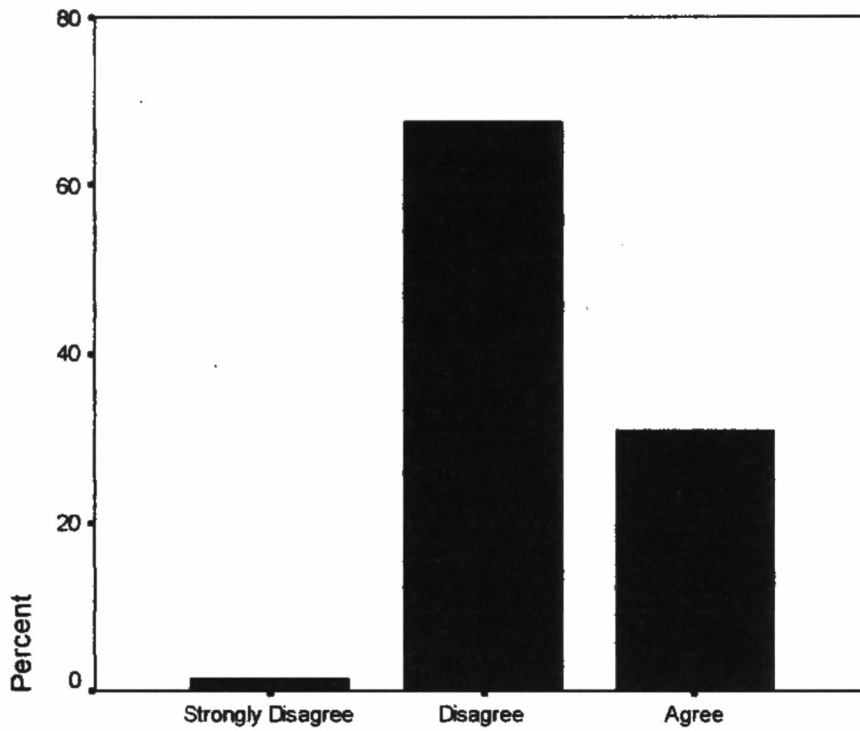
Figure 6.24 The structure makes it easy to adjust plans as a result of fast flow of information



(d) Question 11.4. The new structure makes it easy to adjust plans in time as a result of faster flow of information and improved communication.

With 68% of respondents disagreeing, as Figure 6.24 shows, that the new structure made it easy to adjust plans in time as a result of faster flow of information and improved communication, the finding lends support to the regional senior manager's frustration regarding availability of information (cf. 4.4.1).

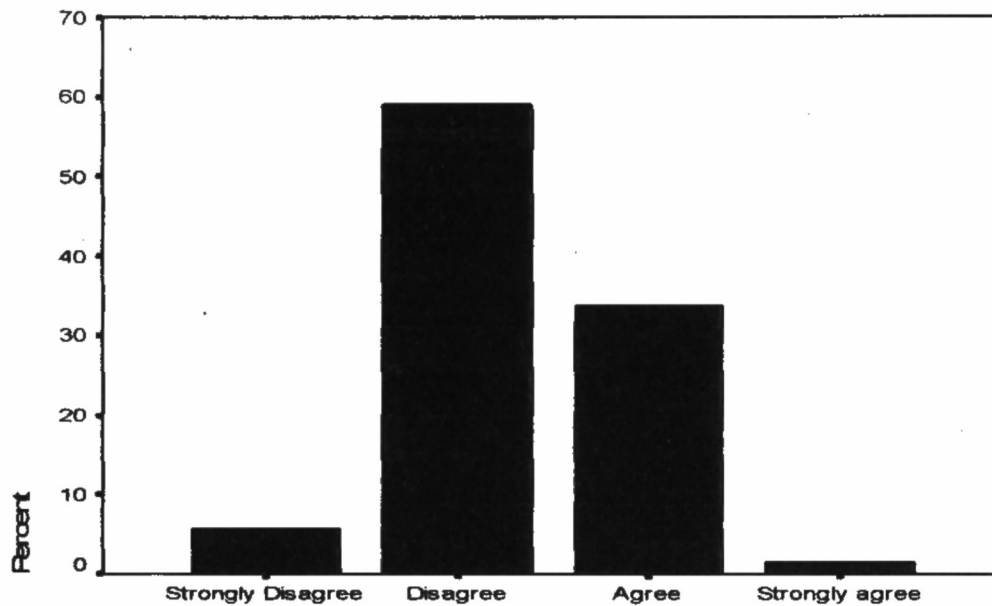
Figure 6.25 Planning and implementing strategic priorities



(e) Question 11.5. The new structure makes it easier to understand and plan for implementing the department's strategic priorities.

Figure 6.25 indicates that 68% of the respondents thought that the new structure did not make it easier to understand and implement the department's strategic priorities. This finding is consistent with and lends support to the three preceding ones (cf. 6.24; 6.23 and 6.22).

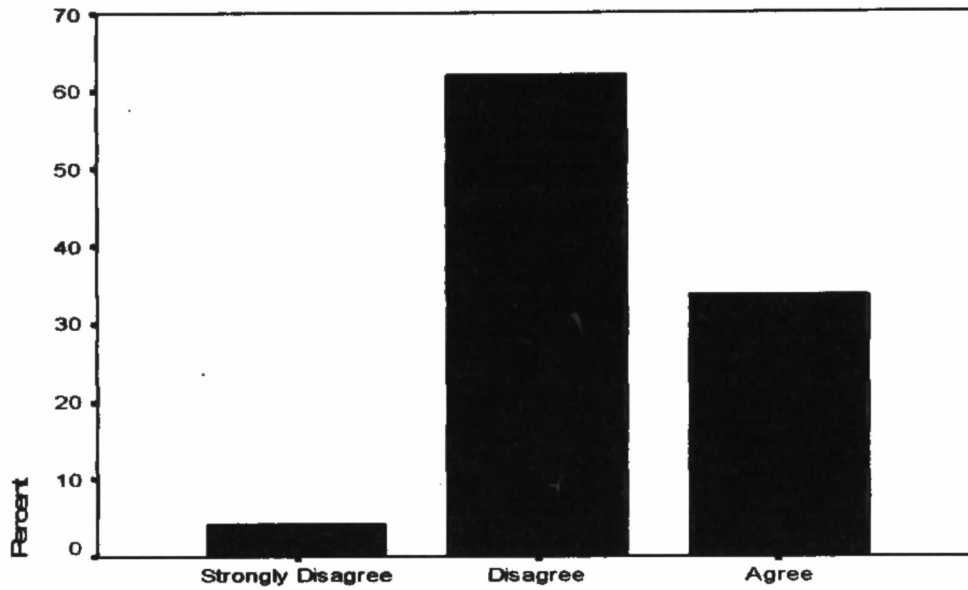
Figure 6.26 The flow of decisions from strategic forums to lower management levels



(f) Question 11.6. Decisions from strategic forums such as the Senior Management Team (SMT) meetings get passed down to lower management levels much faster as a result of the new structure.

The finding on item 11.6 also supports and is consistent with that in 11.4 regarding flow of information. In this regard, as Figure 6.26 indicates, 68% of the respondents disagreed that decisions from strategic forums got passed down much faster to lower management levels in the new organisational set-up.

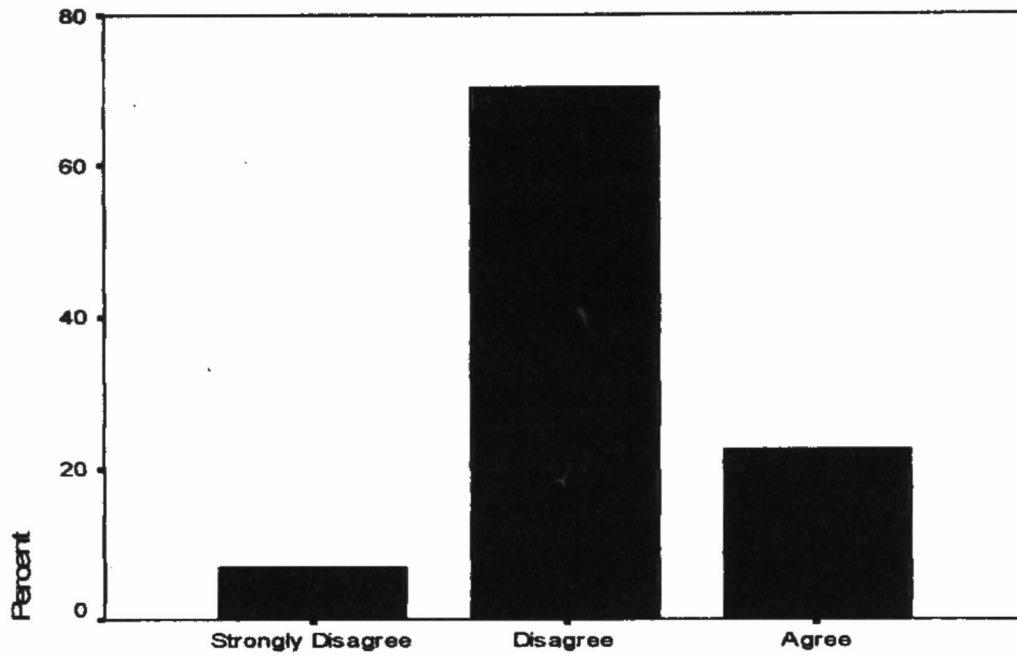
Figure 6.27 The format and quality of reporting has improved



(g) Question 11.7. The format and quality of reporting has improved since the introduction of the new organisational arrangement.

The response to this question corroborates the findings in 11.1 to 11.3 regarding planning. Where planning is poor reporting will also be poor and 62% of the respondents disagreed with the statement that the format and quality of reporting had improved. This is also consistent with the finding in 11.6 regarding the swift cascading of decisions from strategic forums to lower management levels.

Figure 6.28 The structure enables us to reach planned targets



(h) Question 11.8. The new structure enables us to reach our planned targets within the set time frames.

As Figure 6.28 indicates, 70% of the respondents disagreed that the new structure enabled them to reach their planned targets. An additional 7% of them disagreed strongly with the statement.

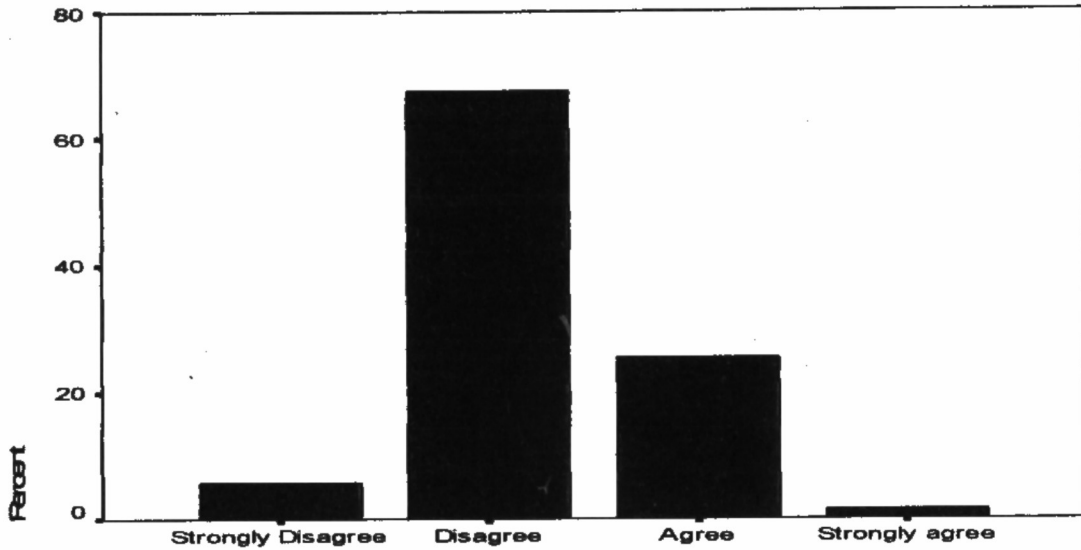
Table 6.4 Organisational learning

Number	Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Uncertain	
		f	%	f	%	f	%	f	%	f	%
12.1	The new structure facilitates better utilisation of employee skills	1	1.4	18	25.4	48	67.6	4	5.6	-	-
12.2	The quality of service rendered by my office to other offices has improved with the new structure	-	-	25	35.2	45	63.4	1	1.4	-	-
12.3	The new organisational arrangement enables employees to produce quality work	-	-	22	31.0	49	69.0	-	-	-	-
12.4	The new organisational arrangement allows employees to learn new skills which leads to improved performance by the region	1	1.4	30	42.3	39	54.9	1	1.4	-	-
12.5	The new organisational arrangement has created a new culture which fosters creativity, innovation and openness to learning among employees	-	-	27	38.0	43	60.6	-	-	1	1.4

6.3.3 Organisational learning

Respondents were also requested to rate the degree of organisational learning that occurs as a result of restructuring. Aspects of this theme that were selected for focus were utilisation of employee skills, the extent to which the new structure enabled employees to produce quality work, whether the new organisational arrangement led to improved performance by the region and lastly whether the new structure created an a new culture which encouraged employees to learn new skills and be innovative. These aspects were also reflected important in the strategic review documents of the NWED that justified the restructuring exercise (NWED, 1999; 2000; 2002). The results are shown in Table 6.4.

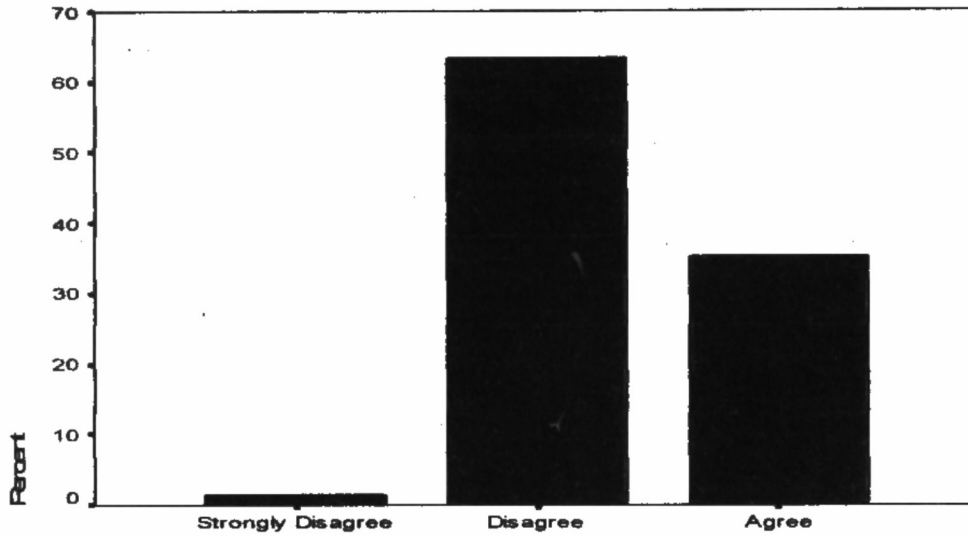
Figure 6.29 Utilisation of employee skills



(a) Question 12.1. The new structure facilitates better utilisation of employee skills.

The information in Figure 6.29 reflects that 68% of the respondents disagreed, and a further 6% disagreed strongly that employee skills were better utilised in the new structure. This finding confirms the view by Bollen (2004) that restructuring exercises tend to create fault lines in organisations between the doers, the thinkers and the decision-makers (cf. 4.4.1). Those who feel that they have been relegated to the role of doers then tend to feel under-utilised and become disaffected. This finding seems to suggest that most managers felt that way.

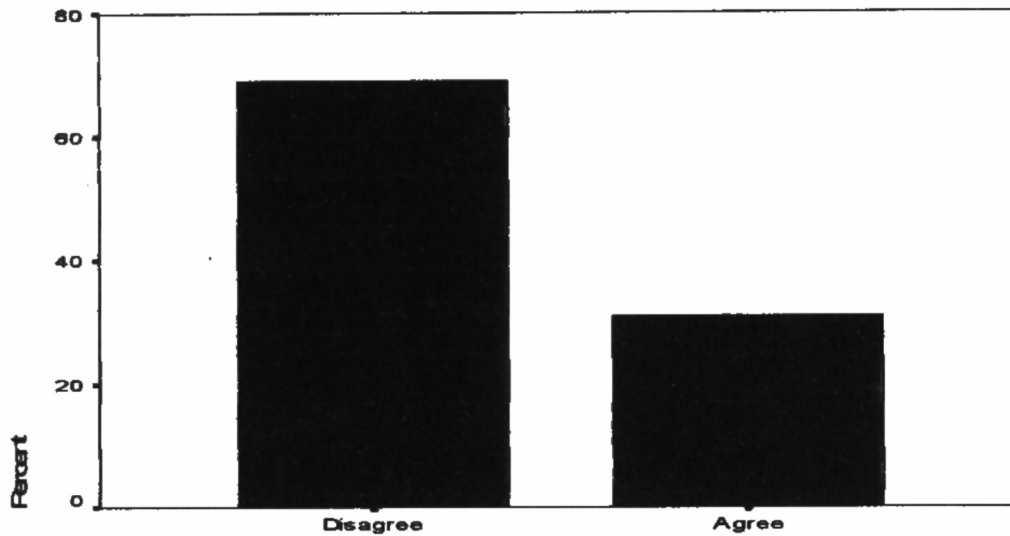
Figure 6.30 The quality of service rendered has improved



(b) Question 12.2. The quality of service rendered by my office to other offices has improved with the new structure.

The fact that 63% of the respondents, as reflected in Figure 6.30 below, felt that the quality of service rendered by their respective offices had not improved is significant. It is consistent with the broad trend observed in Section 6.3.1 on the impact of restructuring and Section 6.3.2 regarding operational planning and communication.

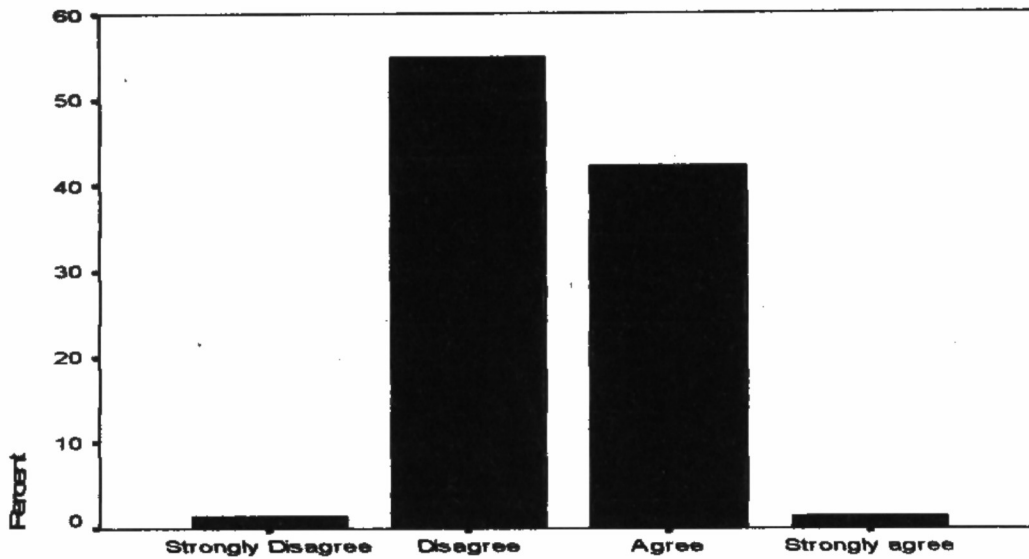
Figure 6.31 The structure enables employees to produce quality work



(c) Question 12.3. The new organisational arrangement enables employees to produce quality work.

The responses to question 12.3 regarding whether the new organisational arrangement allowed for the production of quality work by employees are also consistent with the broad trend emerging so far on this topic. As the data in Figure 6.31 confirms, 69% of the respondents disagreed that the new set-up facilitated the output of any quality work.

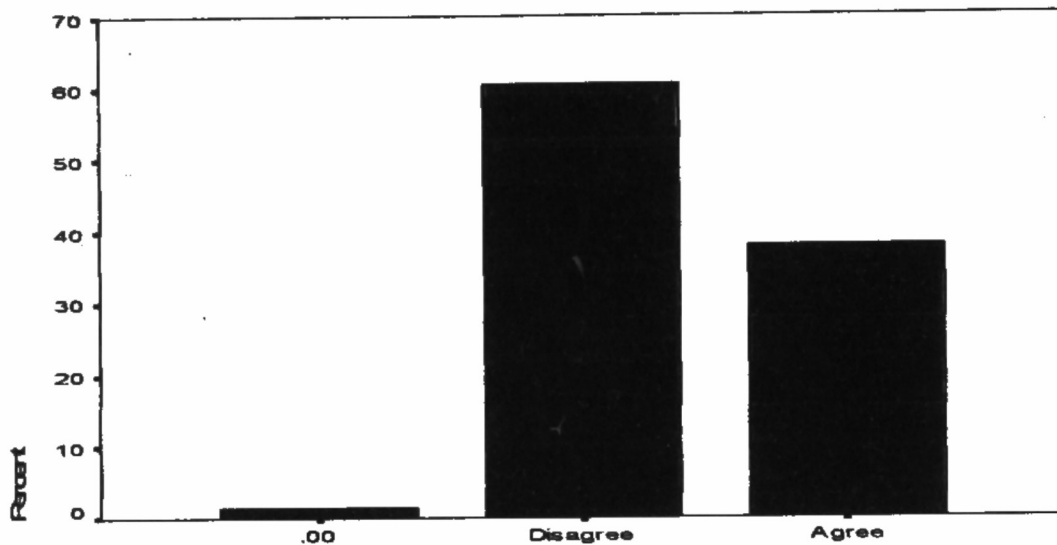
Figure 6.32 The structure allows employees to learn new skills



(d) Question 12.4. The new organisational arrangement allows employees to learn new skills which leads to improved performance by the region.

In contrast with the finding on all the other items, the number of the respondents who agreed with this statement is 42%. This significant increase can be attributed to the fact that with restructuring most managers were expected to perform many new tasks and take a range of decisions previously reserved for senior managers. Budgeting is a case in point.

Figure 6.33 The new organisational arrangement has created a culture which fosters creativity, innovation and openness



(e) Question 12.5. The new organisational arrangement has created a new culture which fosters creativity, innovation and openness to learning among employees.

As can be seen in Figure 6.33, the majority of respondents (61%) disagreed, while 38% agreed. This finding corroborates the contention by Twomey (2000) that what is important is not so much whether organisations have achieved all the targets they set themselves for a particular period, but rather whether at the end of the stipulated period there has been any meaningful learning and performance (cf. 4.4.4).

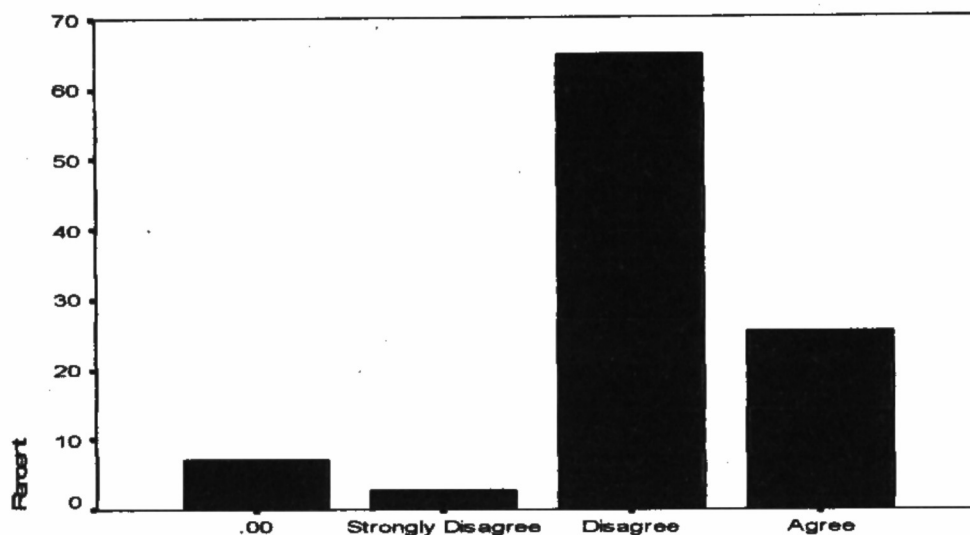
Table 6.5 Coordination and control

Question	Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Uncertain	
		f	%	f	%	f	%	f	%	f	%
13.1	There are appropriate structures in the region for all functions coming from the corporate level			18	25.4	46	64.8	2	2.8	5	7.0
13.2	Work procedures in the new organisational set-up are easier to implement and control	-	-	23	32.4	47	66.2	1	1.4	-	-
13.3	Control and monitoring of the work of subordinates is easier under the new set up	-	-	19	26.8	51	71.8	1	1.4	-	-
13.4	The new organisational set up often forces me to by pass my immediate seniors and seek help at higher offices	1	1.4	14	19.7	53	74.6	1	1.4	2	2.8
13.5	The new organisational arrangement has created a new culture which fosters creativity, innovation and openness to learning among	-	-	27	38.0	43	60.6	-	-	1	1.4
13.6	There is better coordination between our operational planning and the department's strategic planning process in the new set up	-	-	18	25.4	50	70.4	3	4.2	-	-

6.3.4 Coordination and control

Table 6.5 illustrates the respondents' views regarding the degree of coordination and control within a restructured organisational environment. Specific aspects which this theme focused on were the following: whether there were appropriate structures in the region for all functions coming from the corporate centre, the ease with which work procedures in the new structure were implemented and controlled, control and monitoring of the work of subordinates, whether the new organisational arrangement forced managers at any level to bypass their immediate seniors and seek help at higher levels and, finally, whether the new set up led to better coordination between the Central Region's operational planning and the department's strategic planning process. These aspects were selected because several annual strategic review sessions of the NWED highlighted them as key to improving effective service delivery within the system (NWED, 2000; 2001; 2002).

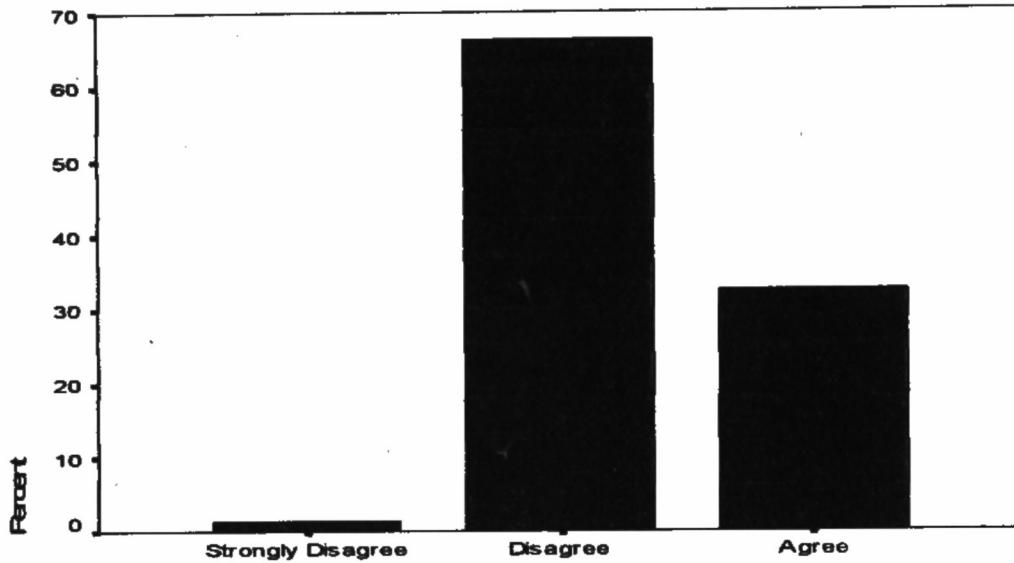
Figure 6.34 There are appropriate structures in the region for all functions coming from corporate level



(a) Question 13.1. There are appropriate structures in the region for all functions coming from the corporate level.

The fact that 65% of the respondents disagreed, as the data in Figure 6.34 shows, indicates that there is a lack of congruence between strategy, structure, processes and people in the newly created organisational structure of the NWED (cf. 2.3.3).

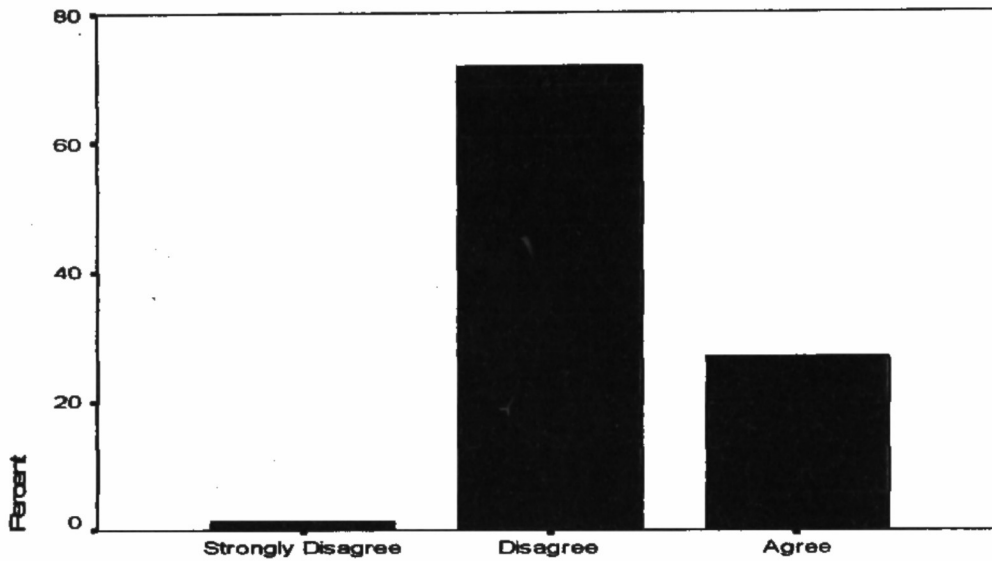
Figure 6.35 Work procedures in the new organisational set-up are easier to implement and control



(b) Question 13.2 Work procedures in the new organisational set-up are easier to implement and control

The data reflected in Figure 6.35 shows that 66% of the respondents felt that work procedures in the new organisational set up were not easy to implement, this contrasts with 25% who agree. This finding supports the argument by Hannan (2003) that programmatic changes such as those undertaken by the NWED tend to underestimate the scale and magnitude of the strategic change process, especially during the laborious 'long marches' required to reshape the complex, embedded practices and values of the existing organisation (cf.2.4).

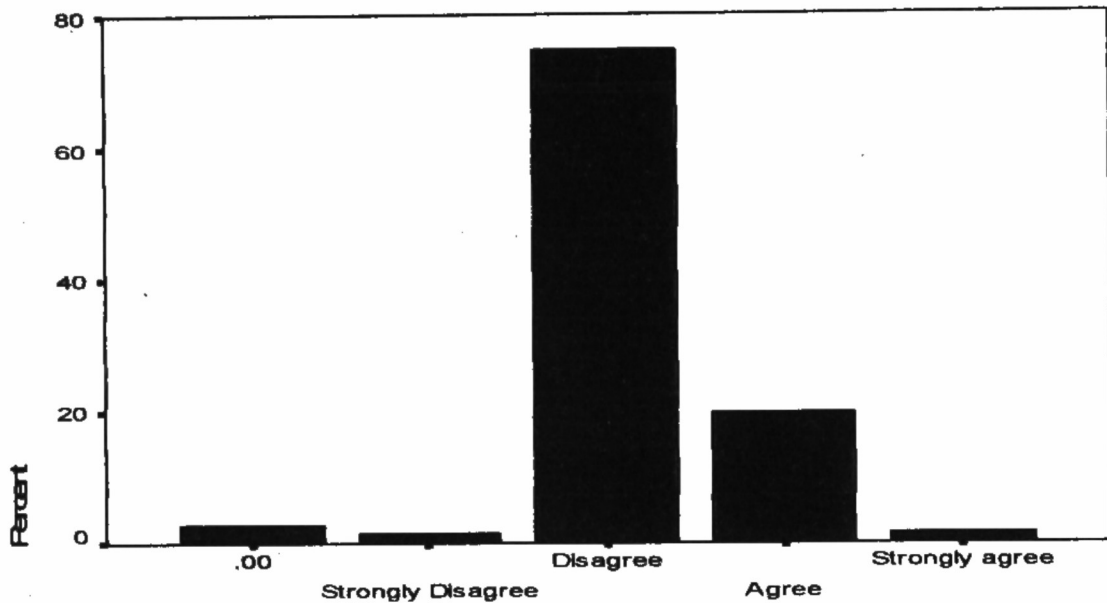
Figure 6.36 Control and monitoring of the work of subordinates is easier



(c) Question 13.3. Control and monitoring of the work of subordinates is easier under the new set- up.

The majority of the respondents (72%) disagreed, while only 28% of them agreed that control and monitoring of the work of subordinates was easier under the new structure as the data in Figure 6.36 reflects. This reinforces the findings in Section 6.3.3 and Section 6.3.4.

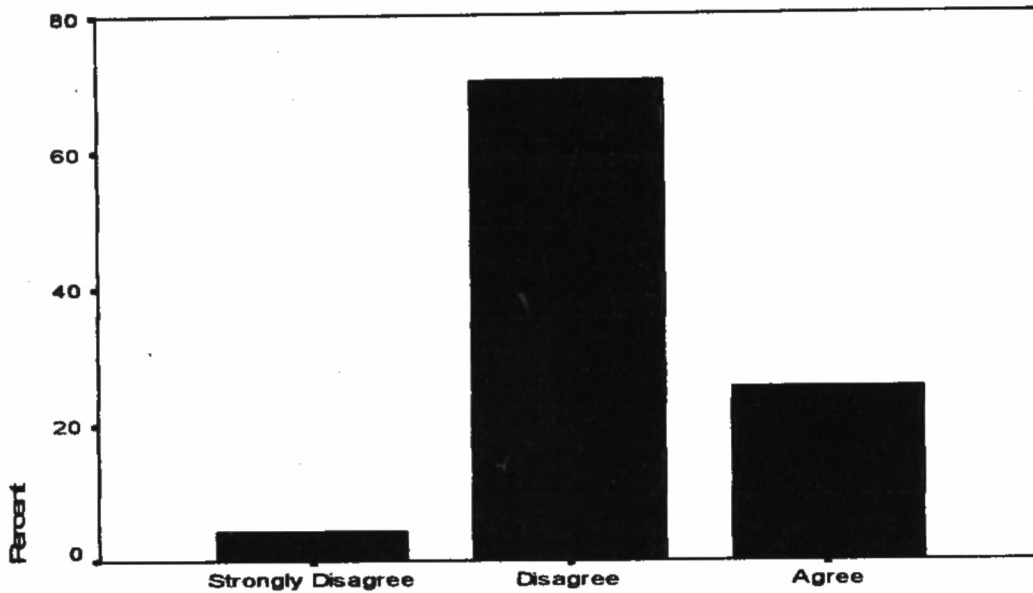
Figure 6.37 The new structure forces me to by-pass my immediate seniors and seek help at higher levels



(d) Question 13.4 The new organisational set- up often forces me to by-pass my immediate seniors and seek help at higher levels

The data in Figure 6.37 shows that the majority of the respondents (75%) disagreed and only 20% agreed with the statement in 13.4. This finding can be interpreted to mean that despite the lack of appropriate structures in the region for all functions coming from corporate centre (cf.13.1), seeking help from other supervisors higher up in the hierarchy did not necessarily cause tension.

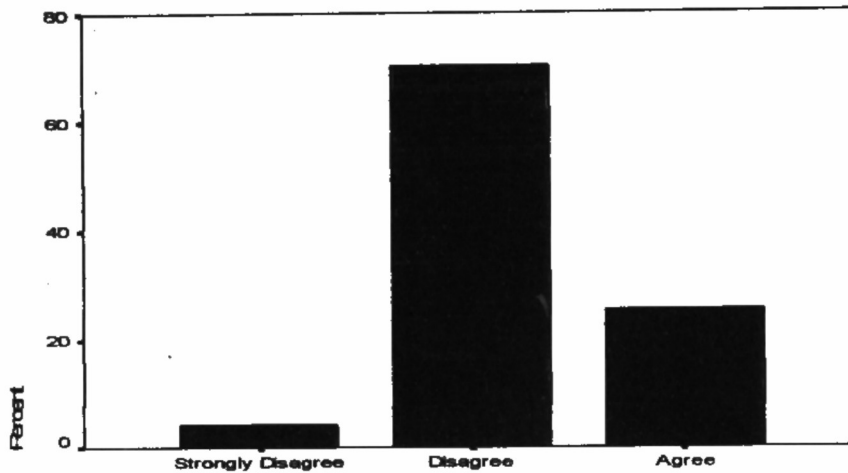
Figure 6.38 The structure has created a new culture which fosters creativity, innovation and openness to learning



(e) Question 13.5 The new organisational arrangement has created a new culture which fosters creativity, innovation and openness to learning among employees.

The percentage of the respondents who agreed with this statement (38%) in 13.5 is significantly higher than it is for other items. The finding is identical and closely related to that in Section 6.3.1. However, in Figure 6.38 it can be observed that 61% of the respondents disagreed.

Figure 6.39 Coordination between operational planning and the department's strategic planning process



Item 13.6 There is better coordination between our operational planning and the department's strategic planning process in the new set up

Figure 6.39 shows that the majority of the respondents (70%) disagreed, while only 25% agreed with the statement that coordination between their operational planning and department's strategic planning process was managed well in the new structure. This finding lends support to the assertion by Bollen (2000) that successful operationalisation of the organisation's strategic agenda as laid out in the strategic plan should lead to a vibrant internal culture and systems (4.4.4).

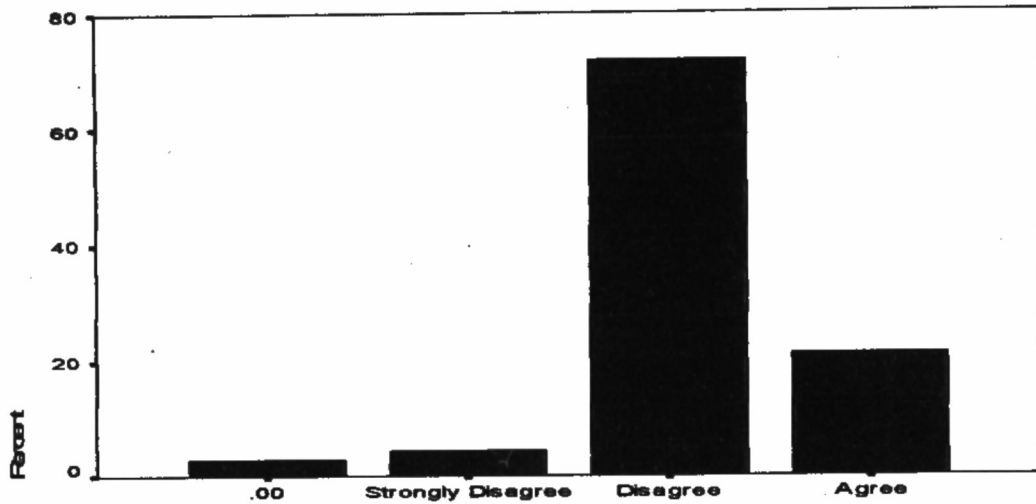
Table 6.6 Corporate support during restructuring

Question	Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Uncertain	
		f	%	f	%	f	%	f	%	f	%
14.1	There was a clear plan from the corporate centre to assist the region as it implement the new structure	-	-	8	11.3	57	80.3	5	7.0	1	1.4
14.2	Support from the corporate centre was always prompt and effective	-	-	23	32.4	46	64.8	2	2.8	-	-
14.3	The new structure was properly explained and advocated to all levels in the region	-	-	13	18.3	57	80.3	1	1.4	-	-
14.4	Challenges relating to functional linkages between levels and divisions on the same level were promptly attended to when reported	-	-	14	19.7	54	76.1	3	4.2	-	-
14.5	The corporate centre gave constant and regular feedback to all managers on progress with the implementation of the new structure	-	-	11	15.5	57	80.3	3	4.2	-	-
14.6	As managers we were trained by the corporate centre on how to implement new work procedures in the new structure	-	-	11	15.5	57	80.3	3	4.2	-	-

6.3.5 Corporate support during restructuring

The respondents were also asked to rate the extent to which the corporate centre supported the region during restructuring. The level of support was gauged in terms of the following elements: a plan to assist the region with implementing the new structure; promptness and effectiveness of support from the corporate centre of the NWED; the extent to which the new structure was explained and advocated to all levels in the region; how challenges relating to functional linkages were dealt with; feedback from the corporate centre to the region regarding progress with implementation of the new structure and whether managers were trained on implementing work procedures in line with the new structure. The results are illustrated in Table 6.6.

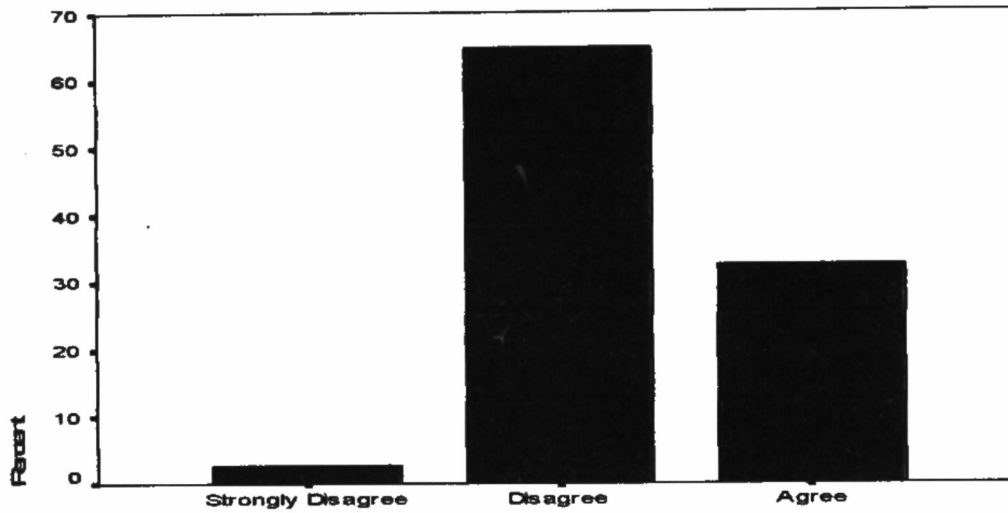
Figure 6.40 There was a clear plan from the corporate centre to assist the region



(a) Question 14.1. There was a clear plan from the corporate centre to assist the region as it implemented the new structure.

As the data in Figure 6.40 shows that 72% of the respondents disagreed (an additional 4% strongly disagreed), that there was a clear plan from the corporate centre to assist regions in implementing the new structure. Only 21% of the respondents agreed that this was the case. Again, this finding corroborates the senior regional manager's statement from an interview that the corporate centre was not of much help during the organisational restructuring period.

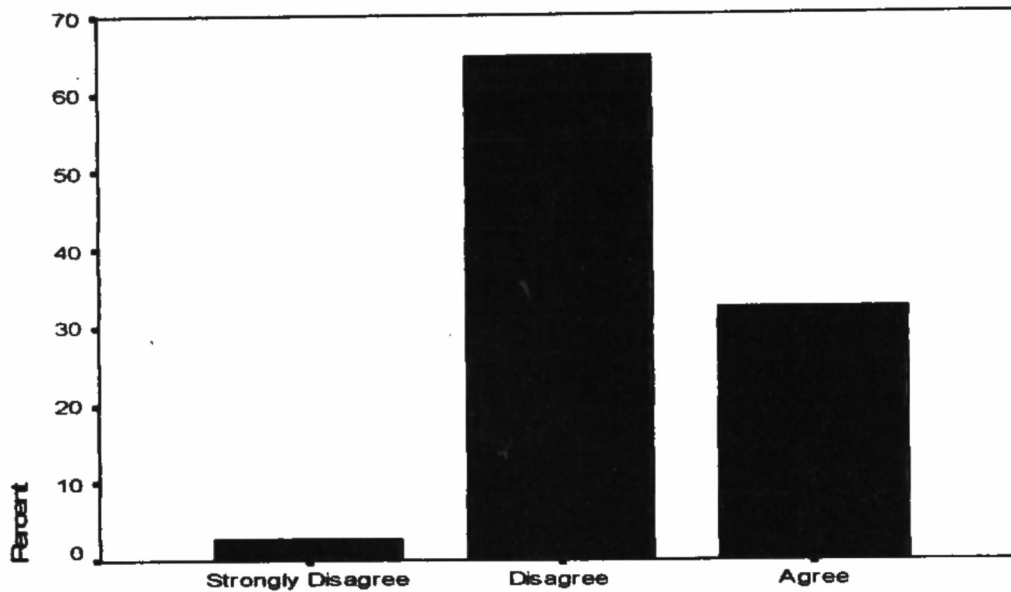
Figure 6.41 Support from the corporate centre was always prompt and effective.



(b) Question 14.2. Support from the corporate centre was always prompt and effective.

The majority of the respondents (80%) disagreed and 7% of them disagreed strongly that support from the corporate centre was prompt and effective. Only 11% of the respondents agreed with the statement in 14.2, which in effect means most managers felt that they were not supported by the corporate centre.

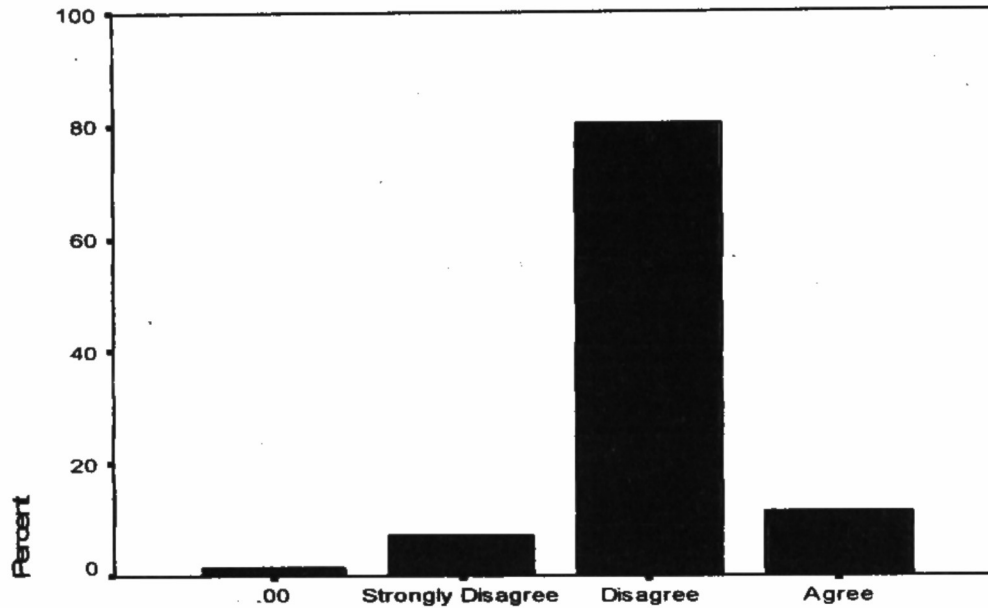
Figure 6.42 The new structure was properly explained and advocated to all levels in the region.



(c) Question 14.3. The new structure was properly explained and advocated to all levels in the region.

In contrast to 14.2, a slightly reduced majority (65%) of the respondents disagrees with the statement in 14.3 as opposed to the 32% who agreed that the new structure was properly explained. This finding is further supported by the data in Table 6. 9 in Section 6.3.6 where the need for wider consultation is ranked as second most important by the respondents.

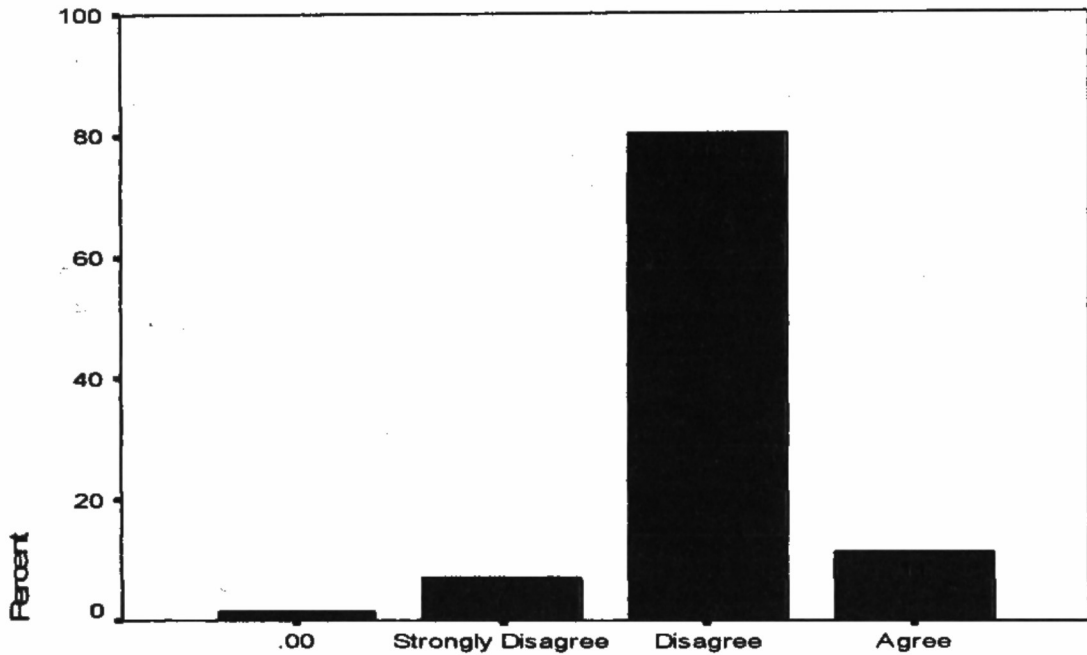
Figure 6.43 Challenges relating to functional linkages between divisions were promptly attended to.



(d) Question 14.4. Challenges relating to functional linkages between divisions on the same level were promptly attended to when reported.

The finding on question 14.4 is, consistent with the trend on the aspect of corporate support, that most respondents (80%) disagreed that the corporate centre promptly attended to any challenges relating to functional linkages between divisions on the same level when reported. The data in Figure 6.43 reflects that only 12% of the respondents agreed that this was the case.

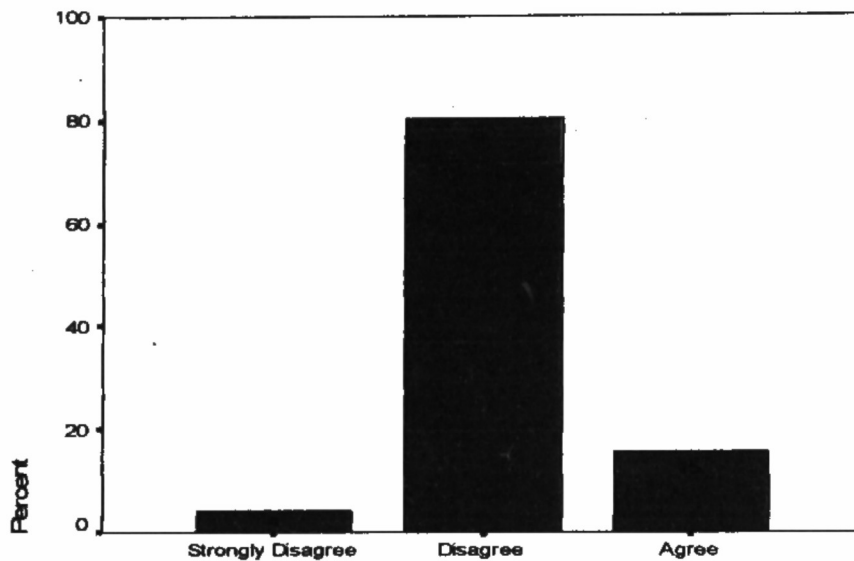
Figure 6.44 Corporate centre gave constant and regular feedback on progress with new structure



(e) Question 14.5. The corporate centre gave constant and regular feedback to all managers on progress with the implementation of the new structure.

It can be seen from the data in Figure 6.44 that 76% of the respondents disagreed that the corporate centre gave regular feedback on progress with the implementation of the new structure. This contrasts with only 20% of the respondents who agreed that this was the case.

Figure 6.45 Corporate centre trained managers on how to implement new work procedures



(f) Question 14.6. As managers we were trained by the corporate centre on how to implement new work procedures in the new structure.

The majority of the respondents (80%) disagreed that managers were trained on how to implement procedures in the new structure, and only 15% of them responded in the affirmative. The detail is reflected in Figure 6.45. This finding lends weight to the assertion by Bollen (2004) that personnel often lacks the insight into the motives for the change process, and will wonder why they should change at all (cf. 4.1.1). It can be seen that in the overall, the respondents rated corporate support during restructuring very low.

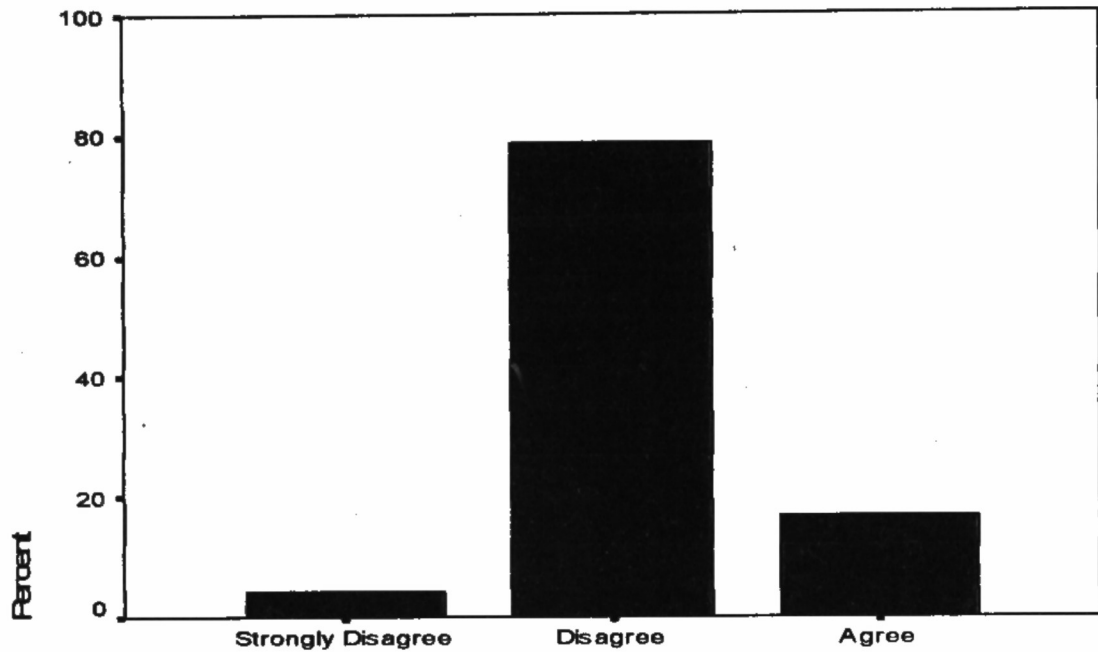
Table 6.7 Managerial response to challenges

Question	Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Uncertain	
		f	%	f	%	f	%	f	%	f	%
15.1	Most of our initiatives to solve problems related to restructuring work well			12	16.9	56	78.9	3	4.2		-
15.2	Most of our initiatives to solve problems related to restructuring created further complications			15	21.1	54	76.1	1	1.4	1	1.4
15.3	Successful improvisations by our office were acknowledged by the corporate centre	1	1.4	13	18.3	53	74.6	3	4.2	1	1.4

6.3.6 Managerial response to challenges

The respondents were also asked to rate their own initiatives when attempting to deal with the challenges presented by restructuring. The following elements regarding managerial response were focused on: initiatives by managers to solve problems relating to restructuring; whether any of their attempts to solve restructuring-related problems caused further complications and finally whether any of their successful improvisations in the Central Region were ever acknowledged by the corporate centre of the NWED. The results are shown in Table 6.7.

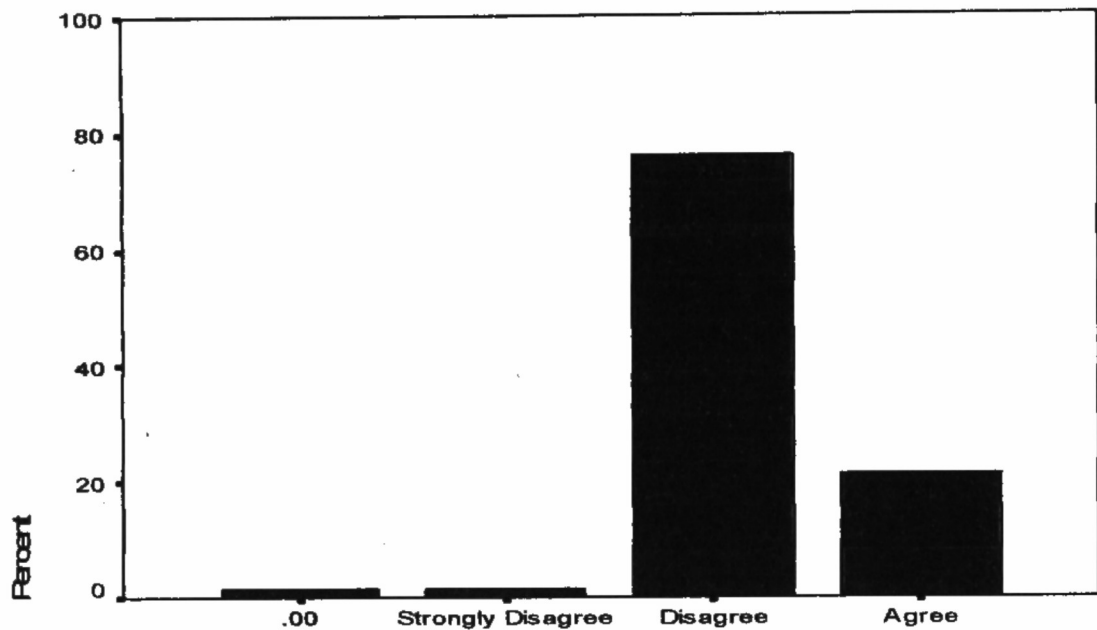
Figure 6.46 Initiatives to solve problems related to restructuring worked well



(a) Question 15.1 Most of our initiatives to solve problems related to restructuring worked well.

As can be seen from the data in Figure 6.46, 79% of the respondents thought that their initiatives aimed at solving restructuring-related problems did not work well. With only 17% of the respondents agreeing with the statement in 15.1, the finding is consistent with that in Section 6.3.4 (f) regarding lack of training by the corporate centre on procedures for the new structure .

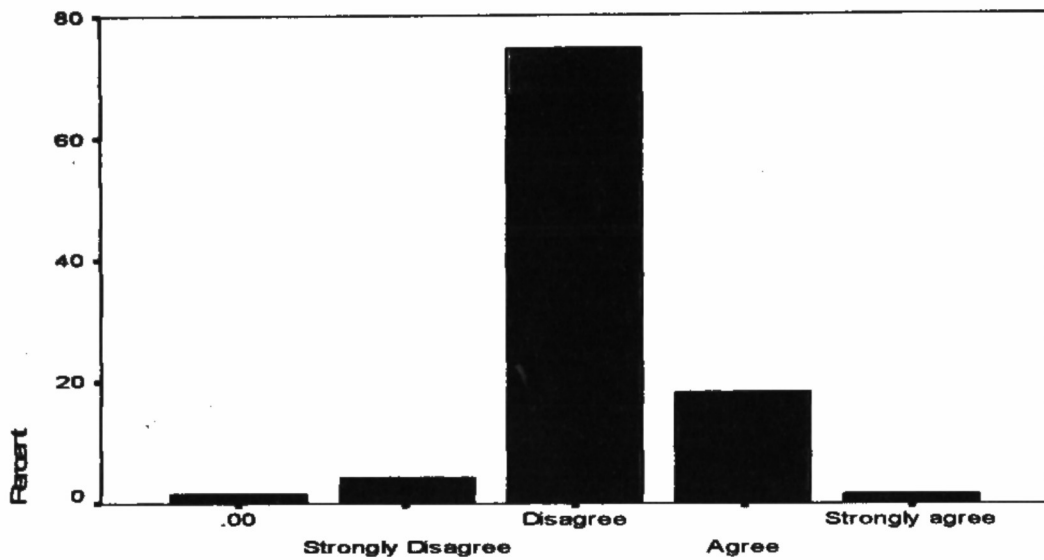
Figure 6.47 Initiatives to solve problems related to restructuring created further complications



(b) Question 15.2 Most of our initiatives to solve problems related to restructuring created further complications

The data in Figure 6.47 indicates that 76% of the respondents disagree that any of their attempts to solve restructuring-related problems created more problems. What can be deduced from this finding is probably that improvisations by managers were largely successful. It will be recalled that most of the respondents were experienced people who had been with the department for a significant period of time (cf. 6.2.1).

Figure 6.48 Improvisations were acknowledged by the corporate centre



(c) Question 15.3 Successful improvisations by our office were acknowledged by the corporate centre.

The data reflected in Figure 6.48 shows that 75% of the respondents disagreed that the corporate centre acknowledged improvisations. The overall finding on question 15.3 is that improvisations by the respondents to restructuring-related problems were successful.

Table 6.8: HOW RESTRUCTURING AFFECTED SCHOOLS

<i>Variable</i>	<i>frequency</i>	<i>Percent %</i>	<i>Rank order</i>
Access to the APO by schools in far flung areas	10	14.1	4
School finances affected by transport claims	15	21.1	2
Information not received on time	8	11.3	5
Information is always requested at short notice	12	16.9	3
Results have decreased	5	7.0	
Feedback on problems takes too long	16	22.5	1
Payments to schools such as 'Norms and Standards' funds are delayed	10	14.1	4

6.3.7 Open-ended questions

The inclusion of questions 16 and 17 was an attempt to give respondents an opportunity to highlight other challenges or issues which might not have been captured in the main questions. Of the 71 copies of the questionnaire returned, 40 respondents (56%) completed the last two questions. In order to ensure statistical comparability and to avoid distortion, however, the percentages reflected are still based on the total of 71 questionnaires that were received. The results of the statistical analysis for questions 16 and 17 are indicated in Table 6.8 and Table 6.9 respectively.

(a) Question 16. How have the challenges relating to restructuring affected schools?

The data reflected in Table 6.8 indicates that the aspect rated highly by most respondents as affecting schools was the length of time it took for them to receive feedback on challenges relayed to the regional office. This aspect was mentioned by 22.5% of the respondents. Other equally significant ways mentioned by respondents pertaining to how restructuring affected schools were the drain on school finances as a result of too many claims by principals since they had to travel far to reach the offices; being required to supply information at very short notice; and the fact that far flung schools struggled to access APO offices. The closure of cluster offices that were

Table 6.9 : How differently should future restructuring exercises be handled

<i>Variable</i>	<i>Freq uency</i>	<i>Percent %</i>	<i>Rank order</i>
People to be absorbed into relevant posts	4	5.6	6
Establish cluster offices closer to schools	20	28.2	1
Better and wide consultation	9	12.7	2
Improve recruitment strategies	8	11.3	3
Improve communication	7	9.9	4
Small and farm schools to be taken into account when such arrangements are made	5	7.1	5

previously nearer to schools created a serious communication problem as well as the problem of access to schools by regional officials.

(b) Question 17. In your view how should future restructuring exercises be handled differently?

In this part of the questionnaire, the respondents were requested to suggest some alternative ways in which restructuring in future could be handled. The data in Table 6.9 shows that most of the respondents who replied felt that the offices of cluster managers should be established nearer to schools. Equally high on the list was the question of better and wider consultation with personnel affected by restructuring. Improving recruitment strategies had the third highest frequency. Other solutions suggested were the need to take into account the needs and circumstances of small and farm schools when restructuring; improved communication and staffing offices with appropriately skilled people.

6.4 Conclusion

The results of the questionnaire analysis on the impact of operational effectiveness in the central region were presented and interpreted in this chapter. In the next chapter, the findings are discussed and some conclusions are drawn. The implications flowing from the findings are then presented and discussed in detail.

CHAPTER 7

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

7.1 Introduction

This chapter reflects the results reported in Chapter 6 and gives a summary of the main findings of the study. This is then followed by a discussion of the implications of these findings, then several conclusions are drawn from the findings of the study. A number of recommendations suggested are also reflected in this chapter. A brief discussion of the limitations of the study and possible future research possibilities on the topic rounds off the chapter.

7.2 Summary of the main findings

In section 6.3 the findings were reported and a summary of the main findings is given in the following discussion. These findings are broadly related to the research questions that were posed in Chapter 1 (cf. 1.8):

- 7.2.1 The study found that the restructuring process presented managers at different levels in the region with a set of difficult challenges such as staffing, implementation of new work procedures, coordination between various functions and communication (cf. 6.3).
- 7.2.2 The levels of support that schools should have received was adversely affected by lack of monitoring and support by the corporate centre (cf. 6.3.7).
- 7.2.3 The study also found that due to lack of proper planning and reporting systems the mission, goals and strategic priorities of the department could not be effectively implemented (cf. section 6.3.1 and section 6.3.3).
- 7.2.4 Another major finding of the study was that there was a lack of a clear implementation plan from the corporate centre with the result that the coordination between the department's strategic and operational processes was compromised (cf. 6.3.4).
- 7.2.5 It was found that restructuring had no positive impact on the internal

operational environment of the APOs, schools, clusters and the regional office itself (cf. 6.3.1).

- 7.2.6 The other major finding was that no meaningful organisational learning occurred as a result of the restructuring exercise (cf.6.3.3).
- 7.2.7 The study further found that restructuring did not lead to a substantial and meaningful improvement in the quality of coordination and control of regional operations (6.3.4).
- 7.2.8 It was also found that managers responded to the challenges posed by restructuring through improvisation and using their own initiative (cf. 6.3.6).

7.3 Conclusions

From section 7.2 above, the following conclusions are drawn:

- 7.3.1 The manner and approach in which organisational restructuring (OR) was done did not lead to satisfactory improvement in its operational effectiveness (OE) (cf. 1.8). This is based on the major finding in 6.3.1 that the restructuring exercise did not positively impact on the effectiveness of key operational units within the region namely APOs, schools, clusters and the regional office itself.
- 7.3.2 On-going monitoring and support from the strategic management levers of the organisation to the implementing levels is key to a successful restructuring effort. This conclusion is arrived at on the basis of the major finding in 6.3.4 and 6.3.7 that the corporate centre did not support and monitor the region as it rolled out the restructuring plan.
- 7.3.3 In order to effect a sustained improvement in the organisation's performance through restructuring, the extent to which key people in that process such as managers and employees are kept informed and motivated is very important. This conclusion is based on the finding in 6.3.4 that the corporate centre did not have a clear post-restructuring support strategy for the regions.
- 7.3.4 An improvement in the internal operational environment of a restructuring organisation depends on people such as managers, their subordinates and stakeholders such as external and internal clients. This conclusion is motivated by the finding in 6.3.7 that as internal clients of the NWED,

schools were adversely affected by lack of a clear monitoring and support plan from the corporate centre. As a result, they were denied the opportunity to give feedback to the region as to how it was impacting on them.

- 7.3.5 At organisational level both managers and employees of the central region did not learn much from the restructuring effort in terms of coordination, planning, or changed work procedures. This conclusion is based on the finding in 6.3.3 above.

7.4 Recommendations

Flowing from the conclusions above, the following set of recommendations is made:

- 7.4.1 Future organisational restructuring exercises should be carefully implemented and a plan to deal with their unintended consequences be put designed.
- 7.4.2 Massive organisational restructuring exercises of the scale undertaken by the North West Department of Education need careful and constant monitoring to ensure that changes that occur are in line with the broad organisational goals that motivated the restructuring in the first place. As mentioned in 7.3.2, a well articulated plan should be put in place to deal with any deviations.
- 7.4.3 Future restructuring exercises should put people, not systems and processes, at the centre of the process. As noted in section 4.4, if people do not buy into the proposed changes, then they will most likely work to undermine them.
- 7.4.4 Regular impact assessment of the restructuring should be undertaken, especially on the critical areas of service delivery, customer satisfaction and operational efficiencies.

7.5 The link between main objectives, findings and theories

7.5.1 Findings on Objective 1

The findings on objective 1, namely, to assess how the restructuring process was managed in the Central Region by managers at both regional and corporate level, are quite significant. In section 6.3.1, the broad finding on the criterion 'impact of restructuring' is that the restructuring process was not effectively managed due to

challenges inherent in the planning. The respondents indicated that issues such as engaging stakeholders, understanding how the new structure functions, procuring services faster or recruiting and selecting staff were not effectively handled. Apart from the change agency perspective of the contingency leadership theory referred to in 7.5.4, the link between this finding and the tenets of the main organisational theories discussed in 2.4 seems to be tenuous.

7.5.2 Findings on Objective 2

The findings in section 6.3 relate to Objective 2, namely, to assess the nature and extent of the restructuring challenges faced by managers at various levels in the region. The findings are that the restructuring process presented managers with a set of unexpected challenges regarding staffing, new work procedures and effective linkages between different functional units.

In terms of the theory, the findings on this objective would seem to be consistent with the broad tenets of Theory O of organisational change theories propagated by Eriksson and Sundgren (2005) as discussed in section 2.4. This theory postulates that changes that occur are mainly spontaneous and unanticipated. It also supports the other version of the change theory by Heugens and Schenk (2004) that when organisations engage in radical strategic change, there is always a risk of discrepancy between their actual structure and the standards and norms prescribed by the institutional environment in which they operate. As a result, these prescriptions serve as brakes on the pace and rate of change expected (cf. 2.4). Finally, it is also consistent with Hannan (2003) characterisation of organisational change as influenced by structural opacity (cf. 2.4).

7.5.3 Finding on Objective 3

Objective 3 sought to quantify the level and nature of post-restructuring support given by the corporate centre to the region. The majority of the respondents (80%) in section 6.35 (Figure 6.41) disagreed with the statement that support from the corporate centre was always prompt and effective. This finding lends support to the second-order theories, in particular Mackenzie's (2003) theory of interdependent

congruency among tasks, processes and people. Clearly, lack of support from top management affected the structural and processual fit, leading to the kind of findings reflected in 7.5.3.

7.5.4 Findings on Objective 4

A key finding relating to Objective 4, namely, how responses by managers at various levels to the challenges of restructuring impacted on operationalisation of the departmental strategy, can be identified. The finding in section 6.3.6 that managers responded to the challenges posed by restructuring through improvisation and using their own initiative addresses this objective. This finding supports the change agency theory (cf. 2.4), particularly the contingency perspective of Donaldson (1995) and Burton and Orbel (1995). In this version of organisational change theory leaders are seen to adjust to 'emergent' processes of managing organisational change by adapting and improvising.

7.6 Limitations

As with most studies of this nature, there were some methodological limitations within the context of which the findings of the present study ought to be interpreted. First, the relative size of the sub-sample populations could not be weighted as originally intended. (cf. 5.6). Also, due to the kind of statistical analysis package used, the Pearson's moment correlation technique could not be used as initially planned (cf. 5.7).

7.7 Future research

The findings from this study suggest several areas on which future research could focus. The first area could be around managing people during organisational reorganisation. It emerged from the present study that the managers in such organisations in particular, have to possess 'soft' people management skills that are key to successful implementation of the restructuring blueprint. Such research could focus on how line managers deal with day-to-day emotional issues such as anxieties,

anger and frustrations emanating from radical changes in employees' work procedures and routines.

The second possible area for future research could be empirical case studies on the management of organisational restructuring initiatives. As the findings from the present study show, interventionist support and continuous monitoring of the implementation of organisational turn-around plans are key. The research could investigate the extent to which key stakeholders are involved, giving regular feedback on performance and how managers and other employees' commitment to the process is maximised and maintained.

Lastly, future research could investigate the efficacy of the organisational restructuring initiatives by comparing the output of the new measures with the old ones. A key thrust of such research would be the cost-benefit analysis of the new structural arrangements vis-à-vis the old ones. This is especially important as exercises of this nature are very costly and often result in job redundancies.

7.8 Conclusion

In this chapter, the conclusions and implications emanating from the findings of the study were discussed. It emerged from these that a great deal of planning and monitoring ought to go into organisational restructuring initiatives. The implications flowing from the findings were also discussed. It was pointed out that all employees should be kept regularly informed, and senior management should give regular feedback to line managers on progress with the merger or restructuring initiatives. Finally, the recommendations flowing from the findings were also presented. As with most studies, limitations inherent in the study were highlighted. The chapter then concluded with a brief discussion of the areas for possible future research suggested by the findings of the present study.

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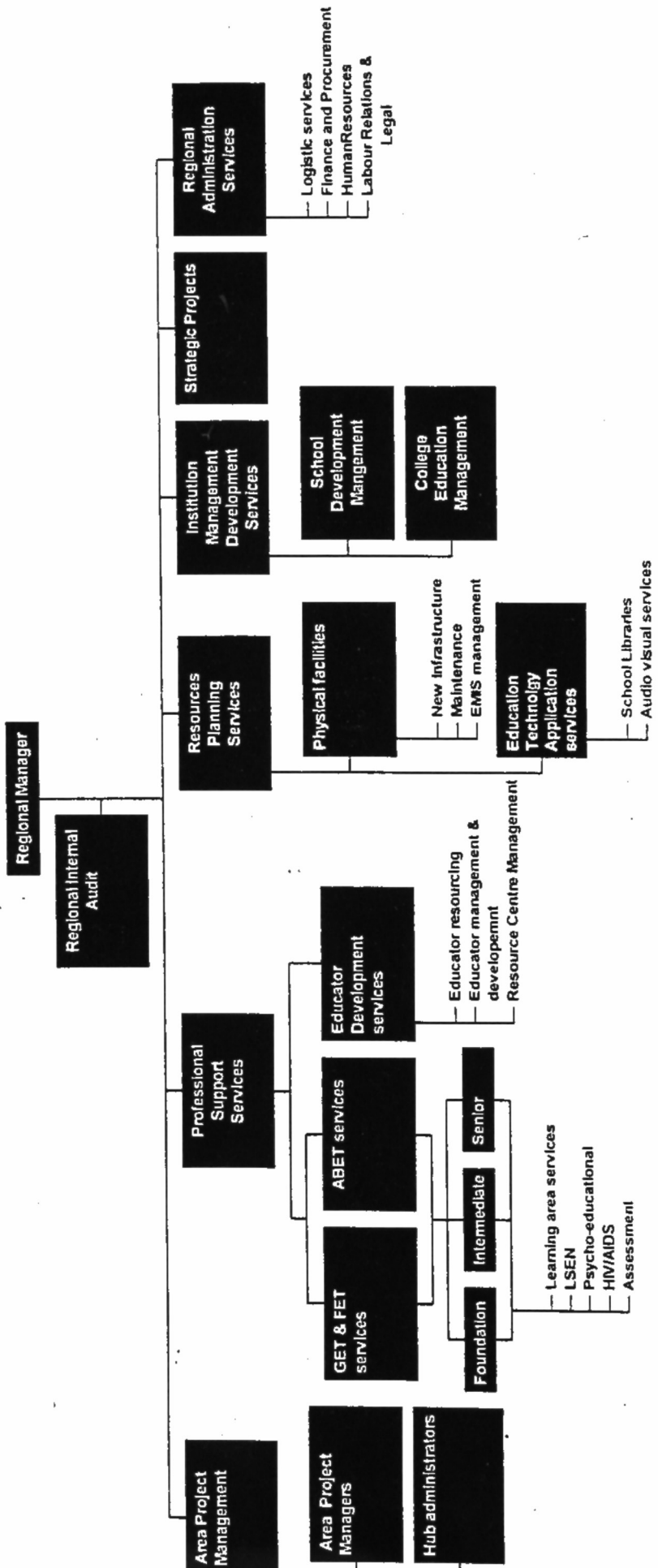
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APPENDICES

APPENDIX 1: TARGET ORGANISATIONAL DESIGN OF THE CENTRAL REGION

Regional Services



APPENDIX 2: COPY OF THE QUESTIONNAIRE

QUESTIONNAIRE

CARD NO:

A STUDY ON THE IMPACT OF ORGANISATIONAL RESTRUCTURING ON OPERATIONAL EFFECTIVENESS IN THE CENTRAL REGION OF THE NORTH WEST DEPARTMENT OF EDUCATION

The purpose of this study is to

- Gather empirical data relating to the challenges presented by restructuring at various management levels in the central region
- Quantify empirically the level and nature of post-restructuring support provided by the corporate centre to the region
- Empirically determine the impact of the challenges on the region's operational effectiveness

NB Restructuring here refers to when the department changed from the district set-up to the present Area Project Offices

The questions

There are three (3) sections namely A,B and C. You are requested to answer all of them as honestly as you can. There is no right or wrong answer. Your opinion is highly valued.

Responses

Please do not write your name. Your responses will be treated with the utmost confidentiality and no direct references will be made to you.

SECTION A: BIOGRAPHICAL DATA

PROFILE OF MANAGER

1. Age of the manager

1.1	Below 30	1
1.2	30-34	2
1.3	35 -39	3
1.4	40- 44	4
1.5	45- 49	5
1.6	50-54	6
1.7	55 and above	7

2. Gender

2.1	Female	1
2.2	Male	2

Highest qualification

3.1	Matric plus Diploma	1
3.2	Bachelors Degree	2
3.3	Honours Degree	3
3.4	Masters Degree	4
3.5	Other (specify)	5

4. Current Management Level

4.1	School Manager	1
4.2	Institutional Curriculum Support Coordinator	2
4.3	Institutional Support Coordinator	3
4.4	Region-based Chief Education Specialist	4
4.5	Region-based Head of Section	5
4.6	Region-based Corporate Services Manager	6
4.7	APO-based Office Manager	7
4.8	APO-based Institutional-Educational Support Coordinator	8
4.9	Region-based Deputy Chief Education Specialist	9
4.10	APO Leader	10

5. For how long have you been in this management position ?

5.1	1 to 3 years	1
5.2	4 to 6 years	2
5.3	7 to 9 years	3
5.4	10 years and above	4

6. What is your total experience at management level?

6.1	Less than 1 year	1
6.2	1 to 3 years	2
6.3	4 to 6 years	3
6.4	7 to 9 years	4
6.5	10 years and more	5

INSTITUTIONAL PROFILE

7. Location of managerial office

7.1	Urban	1
7.2	Rural	2

8. Span of control (number of people under your supervision):

8.1	0					1
8.2	1-5					2
8.3	5-10					3
8.4	10 or more					4

SECTION B: DESCRIPTIVE DATA

QUESTIONS

Answer the following set of questions by making an X on the appropriate block

1= Strongly Disagree (SD)

2=Disagree (D)

3=Agree (A)

4=Strongly Agree (SA)

	ITEM	SA	A	D	SD
10	IMPACT OF RESTRUCTURING				
10.1	Employee morale and levels of motivation have improved as a result of the new organisational arrangement	4	3	2	1
10.2	The new organisational structure enables me/us to respond better to changes in the service delivery environment	4	3	2	1
10.2	As a result of restructuring, my office/station is adequately staffed for the level of service delivery demands placed on it	4	3	2	1

10.3	There is now better coordination between my office and other offices performing related functions	4	3	2	1
10.4	Most of my colleagues understand how the new structure functions	4	3	2	1
10.5	The new structure has created confusion of roles between my office and another	4	3	2	1
10.6	Information flow and feedback within and across sections is better coordinated since the new structure was introduced	4	3	2	1
10.7	The new structure enables us to make better and faster decisions	4	3	2	1
10.8	The new structure has truly brought services closer to the schools and internal clients	4	3	2	1
10.9	The new structure has clarified structures and processes for engaging important stakeholders such as communities and teacher unions	4	3	2	1
10.10	Services and resources are easier and faster to procure since the new structure was implemented	4	3	2	1
10.11	The recruitment and selection of personnel is more efficient and faster in the new set up	4	3	2	1
10.12	Turn-around times in the department's supply chain activities (procurement) have improved	4	3	2	1
11	OPERATIONAL PLANNING AND COMMUNICATION				
11.1	The quality of quarterly and yearly planning has improved since the introduction of the new structure	4	3	2	1
11.2	The new structure makes it easy to link my/our planning to that of other offices at different levels	4	3	2	1
11.3	Plans of the different sections and levels within the region are better coordinated since the new structure was introduced	4	3	2	1
11.4	The new structure makes it easy to adjust plans in time as a result of faster flow of information and improved communication	4	3	2	1
11.5	The new structure makes it easier to understand and plan for implementing the department's strategic priorities	4	3	2	1

11.6	Decisions from strategic forums such as the Senior Management Team (SMT) meetings get passed down to lower management levels much faster as a result of the new structure	4	3	2	1
11.7	The format and quality of reporting has improved since the introduction of the new organisational arrangement	4	3	2	1
11.8	The new structure enables us to reach our planned targets within the set time frames	4	3	2	1
12	ORGANISATIONAL LEARNING				
12.1	The new structure facilitates better utilisation of employee skills	4	3	2	1
12.2	The quality of service rendered by my office to other offices has improved with the new structure	4	3	2	1
12.3	The new organisational arrangement enables employees to produce quality work	4	3	2	1
12.4	The new organisational arrangement allows employees to learn new skills which leads to improved performance by the region	4	3	2	1
12.5	The new organisational arrangement has created a new culture which fosters creativity, innovation and openness to learning among employees	4	3	2	1
13	COORDINATION AND CONTROL				
13.1	There are appropriate structures in the region for all functions coming from the corporate level				
13.2	Work procedures in the new organisational set-up are easier to implement and control	4	3	2	1
13.3	Control and monitoring of the work of subordinates is easier under the new set-up	4	3	2	1
13.4	The new organisational set- up often forces me to by-pass my immediate seniors and seek help at higher levels	4	3	2	1
13.5	The new organisational arrangement frequently forces schools to by-pass my office and seek help at higher offices	4	3	2	1
13.6	There is better coordination between our operational planning and the department's strategic planning process in the new set up	4	3	2	1
14	CORPORATE SUPPORT DURING RESTRUCTURING				
14.1	There was a clear plan from the corporate centre to assist the region as it implemented the new structure	4	3	2	1

14.2	Support from the corporate centre was always prompt and effective	4	3	2	1
14.3	The new structure was properly explained and advocated to all levels in the region	4	3	2	1
14.4	Challenges relating to functional linkages between levels and divisions on the same level were promptly attended to when reported	4	3	2	1
14.5	The corporate centre gave constant and regular feedback to all managers on progress with the implementation of the new structure	4	3	2	1
14.6	As managers we were trained by the corporate centre on how to implement new work procedures in the new structure	4	3	2	1
15	MANAGERIAL RESPONSE TO CHALLENGES				
15.1	Most of our initiatives to solve problems related to restructuring worked well	4	3	2	1
15.2	Most of our initiatives to solve problems related to restructuring created further complications	4	3	2	1
15.3	Successful improvisations by our office were acknowledged by the corporate centre	4	3	2	1

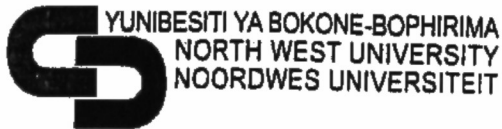
SECTION C

16. How have the challenges relating to restructuring affected schools ?

17. In your view how should future restructuring exercises be handled differently?

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX 3: A LETTER OF INTRODUCTION FROM GRADUATE SCHOOL



YUNIBESITI YA BOKONE-BOPHIRIMA
NORTH WEST UNIVERSITY
NOORDWES UNIVERSITEIT

**GRADUATE SCHOOL OF BUSINESS & GOVERNMENT
LEADERSHIP**

POSTGRADUATE PROGRAMMES

Tel: 018-389 2095/2183/2215/2258/2486/2258

Fax: 018-389 2335

Email: graduateschool@uniwest.ac.za

06 December 2005

Mrs. S. H. Mashimbye
The Executive Region Manager
Central Region
Department of Education

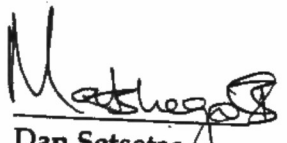
Permission to conduct research - Mr.T.M.Tumane, student no: 10341951

This letter serves to introduce Mr.T.M.Tumane, who is presently a registered student in the MBA programme at the Graduate School in the North West University. He is conducting a research project on, "The role of restructuring in organizational effectiveness", towards a partial requirement or the fulfillment of his Masters Degree in Business Administration.

In this regard, your department is requested to afford him full co-operation to conduct his research in order to complete his studies and contribute toward research in this area. In particular, Mr.Tumane requires permission to access information, data or even to distribute questionnaires to various branches.

Please forward your response directly to Mr.Tumane, in order to aid him logistical planning.

Your cooperation is highly appreciated.


Dan Setsetse
Programme Director



APPENDIX 4: REQUEST TO DISTRIBUTE QUESTIONNAIRES

**The Executive Regional Manager
Central Region
Mafikeng**

REQUEST FOR ASSISTANCE WITH DISTRIBUTION OF QUESTIONNAIRES

Dear Madam

A letter from the university introducing me and the purpose of my study is attached. I am based at the Quality Assurance Chief Directorate within the same department.

Could I kindly be assisted with the distribution of the accompanying questionnaires to the following target categories of managers at different levels within the region:

All Area Project Managers
All Institutional Support Coordinators
All Institutional Curriculum Support Coordinators
All Region-based Chief Education Specialists
All Region-based Deputy Education Specialists
All APO-based Office Managers
Region-based Corporate Services Manager
All APO-based Institutional-Educational Support Coordinators (EMGD)
All Region-based Heads of Sections (Procurement & Logistics, HRA, HRM &D,
Budget Planning,
Salary Administration, Employee Labour Relations)
Principals: 3 per APO (2 Primary and 1 Secondary)

Seeing that we serve the same organisation, I sincerely trust that the region will find some findings of the study useful once it has been completed. I am aware that there is no formalised mechanism in the department at present through which findings from research studies relating to our core business can be disseminated and shared. However, I am quite willing to share them should I be requested.

I thank you for your understanding.

Yours faithfully


T.M Tujane

APPENDIX 5: PROOF OF EDITING

P O Box 1915
Mafikeng 2745
14th July 2006

Prof. F. du Plessis
Graduate School of Government and Business Leadership
North West University, Mafikeng Campus
Mmabatho

Dear Prof. Du Plessis

PROOF OF EDITING: Student T.M. Tumane

I would like to inform you that I have read and edited student Tumane's dissertation "An analysis of the restructuring process and the operational effectiveness in the Central Region of the North West Department of Education".

The dissertation has very few grammatical errors and the suggested modifications are in the text. Except for the tense in reporting and paragraph length, most changes required are of a structural nature. These changes include the title page, numbering and incomplete bibliographic details. I hope student Tumane will effect the suggestions to make his dissertation an excellent academic document.

If you have any queries please do not hesitate to contact me.

Thank you



Dr. T. M. Thiba

Copy:

Mr. Setsetse, Programme Director

Mr. Tumane X