The Impact of Organisational Structures on Services to Polytechnic Students

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Authors' contributions

This work was carried out in collaboration between all authors. Author DAN designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Author ABS managed the analyses of the study. Author BNA managed the literature searches. All authors read and approved the final manuscript.

Article Information

Original Research Article

ABSTRACT

This study was aimed at assessing the impact of the organizational structure of Bolgatanga Polytechnic on the services they render to students. The specific objectives were to assess the challenges of the organizational structure of the Polytechnic in meeting the needs of students, assess the satisfactory levels of students in relation to the services provided to them, and to make recommendations that would improve on services to students. The study was a descriptive survey involving 114 students from Bolgatanga Polytechnic. Data was collected with the help of structured questionnaire, aided by interviews through face-to-face interaction with respondents. The results clearly show that most of the students were not satisfied with the organizational structure of the Polytechnic. Majority of the students strongly agreed that the organizational structure of the faculty affects the quality of services they get. The respondents raised issues with regard to bureaucratic procedures which impede access to services, delays in getting results, difficulties in going through

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registration procedures among other challenges. On basis of the findings, the study recommends that, authorities should take innovative steps to restructure the organization to enhance efficient delivery of services to their students and other clients.

1. INTRODUCTION

An organizational structure outlines how activities such as task allocation, coordination and supervision are directed towards the achievement of organizational aims (Pugh [1]). It is sometimes considered as the viewing glass or the perspective through which individuals see their organization and its environment (Jacobides [2]). Every organization or institution is structured differently to achieve its objectives (Campbell SL et al. [3]).

Organizational or institutional structures allow the expressed allocation of responsibilities for different functions and processes to different entities such as: departments, workgroups and individuals. When employers, managers, staff or students in an organization or an institution understand their institutional structure, they are better able to work together, perform their roles and feel secured in the scope and limits of their jobs or responsibilities (Maduenyi SAO et al. [4]).

Organizational structure affects organizational action in two big ways: First, it provides the foundation on which standard operating procedures and routines rest. Secondly, it determines which individuals get to participate in which decision-making processes, and the extent to which their views shape the organization's actions (Jacobides [2]).

In developing organizational structures, management must understand that organizational structure needs to be done with all staff, students and all other clients of the organization in mind and that the structure should be informed by the organizational strategy to ensure that all plans that are followed thereafter assist with the implementation of the organizational strategy (Zenger TR et al. [5]).

Organizational structures help make clear who answers to whom and where people fit in the chain of command. A good organizational chart helps everyone see where he/she fits in the hierarchy of decision making and authority. Departments and Division Structured institutions or companies often have departments and teams structured vertically. The way an institution or

any other organization is structured can affect its operations. This study looked at how the organizational structure of the Bolgatanga Polytechnic affect the quality of services being offered to students.

1.1 Problem Statement

The organizational structure of the Bolgatanga Polytechnic makes it distinct from other Polytechnics in Ghana. The Polytechnic has campuses in the regional capital of Bolgatanga in the Eastern part of the country. It also runs a semester system where students devote the whole of the holiday's period for Industrial Attachment in various organizations. The Central Administration of the Polytechnic is in Sumbrungu Campus. With the setup of this organizational structure, it has not been reviewed or assessed to see whether it renders efficient services to students. There is no assessment of the satisfactory levels of students on the organizational structure of the Polytechnic and whether it adequately meets the needs of students or not. This study contributes data to assess the effects of the organizational structures of the Polytechnic on service delivery to students.

1.2 Purpose of the Study

The main aim or purpose of the study is to assess the effects of the organizational structure of the Bolgatanga Polytechnic services rendered to students. Specifically, the study sought to: assess the challenges of the organizational structure of the polytechnic in meeting the needs of students, assess the satisfactory levels of students on the services provided to them, ascertain the measures put in place to ensure quality services to students in the Polytechnic and finally make recommendations that would improve on services to students.

2. THEORETICAL REVIEW

2.1 Introduction

Previous studies have shown that organizational structure is related to work attitudes and behavior in organizations (Subramaniam et al. [6]). The

focus of this research is to examine the impact of organizational structure on service delivery to students. A review of the related literature that links organizational structure to work outcomes will be discussed. This chapter reviews related theories and empirical organizational structure and its effects on customer or student services. The literature review seeks to highlight previously published work on organizational structure that may apply within the university context or any other learning environment and other considerations which would affect students or other customer services. Specifically, the following areas are considered under the literature review; organizational structure, building blocks of organizational structure, the concept of organizational structure, learning organization and organizational structures, and organizational structure as a determinant of performance. The theoretical framework of the study will be thoroughly discussed in this chapter.

2.2 Organizational Structure

Organizational structure is defined as a mechanism which links and co-ordinates individuals within a framework of their roles, authority and power. Organizational structure represents a useful tool that directs individuals' behaviors through shared values, norms, and goals (O'Neill et al. [7]; Liao et al. [8]). Jones (2003) defined organizational structure as the formal system of authority relationships and tasks that control and coordinate employee actions and behavior to achieve goals in organizations. Organizational structure describes the formal arrangement of jobs and tasks in organizations (Robbins and Coulter [9]). It has been characterized as a technique in which organizations are differentiated and integrated themselves by the allocation of work roles and activities (Tran and Tian [10]). Organizational structure describes the allocation of authority and responsibility and how rules and regulations are executed by workers in firms (Nahm et al. [11]).

Researchers have been trying to determine which structure brings the most advantages for organizations and have suggested that organizational structures should be responsive to a variety of individual needs in businesses (Conner and Douglas [12]). Burns and Stalker [13] presented one of these widely used structures labelled as mechanistic and organic. A Mechanistic organizational structure is characterized by highly formalized, standardized and centralized functions. In mechanistic organizations, individuals have a clear understanding of their job responsibilities and they are expected to follow certain guidelines specified by policies, practices, and procedures. Organic organizations on the other hand are more flat, flexible and adaptable to environmental conditions, so individuals' behaviors are guided by shared values and goals. Moreover, organic organizations have characteristics such as an informal network of authority and communication and opportunities for participating in the decision process (Veisi et al. [14]; Danzfuss [15]; Dust et al. [16]).

It is therefore important that organizations design their structures in accordance with organizational strategies, as well as internal and external working environment conditions because organizational structure has numerous and significant effects on both individuals and organizations. Previous studies suggest that the difference types of organizational structures have considerable impacts on leadership styles, organizational performance, innovation, employee's trust and job satisfaction levels, perceived fairness, individual job performance, job involvement and learning organization (Garg and Krishnan [17]; Campbell et al. [3]; Jiang Ağar et al. [18]; Mehrabi et al. [19]).

2.3 Building Blocks of Organizational Structure

2.3.1 Centralization

Centralization refers to the concentration of decision-making authority at the upper levels of an organization (Jones [20]). In a centralized organization, decision making is kept at the top level, while in a decentralized organization decisions are delegated to lower levels (Daft, [21]), Erik Devaney [22] Centralization is composed of a hierarchy of authority and participation (Hage and Aiken, [23]). Hierarchy of authority refers to the concentration of decision making authority in performing tasks and duties (Jones [20]). If the employees are allowed to make their own decisions when performing tasks, there is a low reliance on hierarchy of authority (Hage and Aiken [23]). Participation in making decisions refers to the employee participating in decisions in an organization (Hage and Aiken [23]). Decentralization is found to be related to many work related attitudes and behaviors (Subramaniam and Mia [24]). In summary, if decision-making power is concentrated at a

single point, the organizational structure is centralized. If decision-making power is spread out, the structure is decentralized. While a decentralized structure promotes a more democratic decision-making process, it can also slow down the decision-making process, making it harder for organizations to operate efficiently.

2.3.2 Formalization

Formalization refers to "the amount of written documentation in the organization" (Daft [21]: PP 16). It indicates the extent to which job tasks are defined by formal regulations and procedures (Michaels et al. [25]). These rules and procedures are written to standardize operations in organizations. Standardization is the extent to which employees work according to standard procedures and rules in an organization (Hsieh and Hsieh [26]). It ensures that employees complete their duties and tasks in the required manner and therefore, ensures that an employee's actions and behaviors are routine and predictable (Jones [20]), and that similar work activities are performed in a uniform manner at all locations (Daft [21]). Formalization and standardization are control mechanisms which seek to ensure that employee behaviors contribute to the achievement of goals in organizations. Price [27] stated that formalization and standardization often coincide; however, rules and procedures may not be embodied in a written document in a small organization. When formalization and standardization are extensive in an organization; employees are accountable for their actions and have no authority to break rules (Jones [20]).

Formalization deals with how jobs are structured within an organization. Formalization also takes into account the degree to which an employee's tasks and activities are governed by rules, procedures and other mechanisms. A formal organizational structure seeks to separate the individual from the role or position as the two stay the same regardless of who is holding it. An informal organization, on the other hand, places more value on the individual. It allows for the evolution of a role or position based on an individual's preferences, skills set, etc., and places less importance on what team or department that individual is part of.

2.3.3 Chain of command

Chain of command is one of the most basic elements of an organizational structure. In an organizational structure, "chain of command"

refers to a company's or an institution's hierarchy of reporting relationships i.e. from the bottom to the top of an organization, who must answer to whom. It is an unbroken line of authority that extends from the top of the organization (e.g. a CEO or vice chancellor in the case of a university) all the way down to the bottom. The chain of command not only establishes accountability, it lays out a company's lines of authority and decision-making power. A proper chain of command ensures that every task, job position and department has one person assuming responsibility for performance (Sophie Johnson [28]). Chain of command clarifies who reports to whom within the organization (Erik Devaney [22]).

2.3.4 Span of control

Span of control refers to the number of subordinates a superior can effectively manage. A manager may be linked or associated with many or few subordinates. The number of people reporting to a manager is called a manager's span of control. Managers with wide spans of control have many subordinates, and it is not possible for a manager to closely examine activity. As a result, employees under such managers have more authority to perform their jobs and even make decisions than do employees reporting to managers with narrow spans of control (Sophie Johnson [28]). If the ratio of subordinates to superiors is high, the span of control is most likely going to be wide (Erik Devaney [22]).

2.3.5 Specialization

Specialization is also known as division of labor and it is the degree to which activities or tasks in an organization are broken down and divided into individual jobs. High specialization can be beneficial for an organization as it allows employees to become "masters" in specific areas, increasing their productivity as a result. Low specialization on the other hand, allows for more flexibility as employees can more easily tackle a broader array of tasks as opposed to being specialized for a single task (Erik Devaney [22]).

2.3.6 Departmentalization

Departmentalization refers to the process of grouping jobs together in order to coordinate common activities and tasks (Erik Devaney [22]). If an organization has rigid departmentalization,

each department or team is highly autonomous, and there is little or no interaction between different teams. In contrast, loose departmentalization entails that teams have more freedom to interact and collaborate. It is worth noting that the way in which an organization departmentalizes is often used as a proxy for the overall type of organizational structure that organization has. For example, an organization that departmentalizes by function (i.e. marketing, sales, services), is said to have a functional organizational structure (Erik Devaney [22]).

2.3.7 Concept of organizational structure

A one man business or sole proprietor with one or two employees does not need an organizational structure. The more sophisticated the business, the more important the structure becomes. It outlines who wields authority and who has responsibility for particular projects or goals. There is no single ideal organizational structure and it is generally advisable to use whatever structural concepts that work best for your company (Fraser Sherman [29]).

Generally, organizations have different types of structures which are adapted according to the needs and the requirements of that organization. Burns and Stalker [13] believe that the most effective structure is the one that conforms to certain requirements. In a general classification, the organizational structure is divided into mechanical and organic structures (Greson and Drazin, 2007). Mechanical structure is identified through attributes such as complexity and high formality, centralization, programmed behaviors and in the format of regulations. In this structure, the manager is dependent on the organization's policy and functions as a response to unpredictable events (Ergenli et al. 2007). On the other hand, the organic structure is flexible and the degree of a person's influence is dependent on his skills and knowledge. The duties in this structure are flexible too. Below are some basic descriptions of organizational structures.

2.3.8 Functional structures

Basing your structure on employee functions is a simple concept for organizing the company. Different functions such as marketing, finance, human resources, teaching, research and Internet Technology each has their own department and each department focuses exclusively on that function. The drawback as Chip Grizzard of Grizzard Communications states is that a department may fixate on its own function, its own budget and its own goals with no thought for the company or the organization as a whole. Even when problems require solutions from multiple departments, they may not cooperate (Fraser Sherman [29]).

2.3.9 Divisional structure

Divisions are mini-companies or faculty departments in the case of a polytechnic, built around particular products or regions. A car company could have one division for SUVs, one for luxury cars, and another for economy vehicles, for example. Each division contains all the functions necessary to handle business for that region or product line. Because everyone in the division shares a common goal, such as boosting sales for their products, there is more cross-function cooperation. The downside is that every division or department or faculty in academic institutions duplicates the same function -- sales, marketing and manufacturing -- which is often wasteful (Fraser Sherman [29]).

2.3.10 Process structure

The process structure divides up the organization around processes, such as: research, manufacturing and sales. Unlike a purely functional structure, a process-based organization considers how the different processes relate to each other and the customer. The sales process does not begin until the manufacturing process produces something to sell; manufacturing, in turn, waits on research and development to create the product. Process-based structures are geared towards satisfying the customer which is the end result of all the processes. However, they only work if managers understand how the different processes interact (Fraser Sherman [29]).

2.3.11 Matrix structure

The matrix structure is often overlaid on top of a company's or an organization's functional structure to tackle projects that involve multiple departments. Project managers recruit staff for their teams from different departments so that all the necessary functions work on it together. This offers companies flexibility and a better use of resources than a purely functional model. The downside is that authority and the chain of command become more confused as team members answer to both the project manager and their departmental supervisor (Fraser Sherman [29]).

2.3.12 Learning organization and organizational structures

Learning organization is defined as an organization that focuses on "learning" as a crucial component in its values, visions and goals, as well as all of its functions. It has been characterized by a type of organization which continuously and proactively emphasizes to facilitate learning activities and to develop strategies to encourage learning Foss NJ [30]. Therefore, learning organization refers to a culture that promotes a learning environment that embraces both individual and organizational learning (Leila C Messarra and Abdul-Nasser El-Kassa [31]) Daft RL et al. [32].

Studies suggest that learning organization and organizational structures bring about some desirable outputs for both individuals and organizations (Rose et al., 2009; Malik and Danish, 2010). Some studies also suggest that job embeddedness and individual adaptive performance are considered as important consequences which have been thought to be affected by organizational conditions (Wahyuningsih et al. [33]). Organic organization structure has been found to have no direct effect on job embeddedness and individual adaptive performance. In addition to this, mechanistic organization structure affects job embeddedness positively, while it has no direct effect on individual adaptive performance. However, learning organization affects both job embeddedness and individual adaptive performance positively and learning organization has a fully mediator role in the relationships between organic organization structure and job embeddedness (Kanten P et al. [34]).

3. METHODOLOGY

The research design for the study was a cross sectional study using descriptive survey involving students from the Bolgatanga Polytechnic. Quantitative data were collected for the purpose of this study. The study was conducted at the main campus of the polytechnic. The Sumbrungu Campus is located in the Upper East Region in Northern Ghana. The data were collected using structured questionnaires. The sample was selected from students undertaking programmes in the polytechnic. In all, 114 students were interviewed. Data was collected with the help of structured questionnaire, added by interviews through face-to-face interaction with respondents. Data entry or processing was done using EPI-Data 3.1 with built in consistency checks to control data input. Data cleaning by way of identifying outliers and checking for consistencies among variables were carried out by running frequencies and cross tabulations. Descriptive analyses were done. The statistical point estimates were computed and presented as means, proportions or percentages for all the background characteristics. The results were presented using tables, pie charts and other graphs.

4. RESULTS AND DISCUSSION

4.1 Demographic Characteristics of Students Interviewed

Table 1 describes the demographic profile of the respondents. A Majority of the students (67.3%) were aged 21-30 years, 21.2% were less than or up to 20 years, and about 11.5% of the respondents were above 30 years. A Majority of the respondents were males (65.8%), and just 34.2% were females. Nearly half of the students interviewed were Christians (49.2%), followed by Moslems (43%), African Traditional Religion (6.1%), and the rest practice other religions or have no religion. On marital status, a majority of the students (73.7%) were single, 24.6% were married or cohabitating, 0.88% was divorced or separated and a similar proportion (0.88%) were widowed.

4.2 Other Characteristics of Students in the Schools Included in this Study

Table 2 gives a detail description of the other characteristics of the students interviewed in the schools. These characteristics include the courses or degree programmes they are pursuing, the departments they belong to and the regions they are come from. A Majority of the students (55.3%) were in the Department of Accounting, followed by marketing (27.2%), Computer Science (14.9%) and others (2.6%). In addition, 74.6% were DBS students, 3.5% were studying for Certificate courses, 14.9% Sectarians programme and 7.0% were Hotel Management students. The region with the highest proportion of students was the Upper East region with 34.2%, followed by the Northern Region (21.1%) and the Upper West region (12.8%). The least was from the BrongAhafo and Eastern regions (0.88%).

Table 1. Demographic profile of students included in the study

Variable	Categories	Number N=114	Percentage
	<=20	24	21.24
Age	21-30	76	67.26
	31 or above	13	11.5
	Christianity	56	49.12
	Islam	49	42.98
Religion	African Traditional Religion	7	6.14
	None	1	0.88
	Other	1	0.88
	Single	84	73.68
Marital status	Married/ Cohabiting	28	24.56
	Divorced/Separated	1	0.88
	Widowed	1	0.88
	Male	75	65.79
Sex	Female	39	34.21

Source: Computed from field Survey, 2016

Table 2. Characteristics of students in the faculty of business management and accounting

Variable	Categories	Number N=114	Percent
	Accountancy	63	55.26
Department in which student is studying	Procurement	31	27.19
	Hospital Management	17	14.91
	Other	3	2.63
	HND Programme	85	74.56
Programme of study	Post Diploma Degree	17	14.91
	Non Tertiary	12	10.53
	Northern	24	21.05
	Upper East	39	34.05
	Upper West	14	12.28
	BrongAhafo	7	6.14
Region of residence	Ashante	11	9.65
	Eastern	7	6.14
	Western	1	0.88
	Volta	4	3.51
	Central	1	0.88
	Greater Accra	6	5.26

Source: Computed from field Survey, 2016

4.3 Views of Students regarding the Organization Structure of the Polytechnic

Majority of the students stated not satisfied with the organizational structure of the polytechnic which represents 86.8% of the respondents.

Stratifying the analysis by course (Degree/Diploma) of study in the schools, just 5.9% of students studying for the degrees top up, 14.1% of undergraduate students and 25% of DBS diploma students were satisfied with the current organizational structure in the polytechnic.

Table 3 describes the percentage distribution of students who are satisfied with the current organizational structure by the degree of study.

Table 3. Students satisfied with the current organizational structure of the faculty

Programme of study	Level-of satisfaction (percentage)
HND Programme	29.1%
Degree programme	10.9%
Non Tertiary programme	17.5%

Source: Computed from field Survey, 2016

Out of the hundred (100) people interviewed, 14.1% were satisfied with services rendered at

the undergraduate level, 5.9% at the DBS, 12.5% at the Certificate level and 25% at the postgraduate diploma level.

Table 4. Proportion OF satisfied organizational structure by sex

Sex	Proportion satisfied with organizational structure by sex
Males	16%
Females	7.7%

Source: Computed from field Survey, 2016

Assessing the satisfaction of student on the organizational structure of the faculty, just 16% of males and 7.7% of females were satisfied with the current organizational structure.

On access to the end of trimester results, 49.1% of the students strongly agreed, 41.2% agreed, 7.2 disagreed and 2.6% strongly disagreed to the statement that the organizational structure of the faculty affects or may affect the quality of services rendered if they want to have access to their final end of trimester results (Fig. 3).

4.4 Change of Course of Study

When it comes to a change of course of study, about 50% of the students strongly agreed to the statement that the organizational structure of the faculty affects or may affect the quality of services they receive if they want to have a change in their courses of study (see Fig. 4). Just 4% disagreed and 2% strongly disagreed to the statement.

4.5 How Organizational Structure Affects Quality of Service during Registration

Registration at the faculty and the department is one of the routine tasks that all students must undertake at the start of every semester. When students were asked to indicate their level of agreement on the statement that the organizational structure of the faculty affects or may affect the quality of services during registration, about 51.8% of them strongly agreed, 42.1% agreed and less than 7% disagreed. Fig. 5 shows the percentage distribution of the responses of the students.
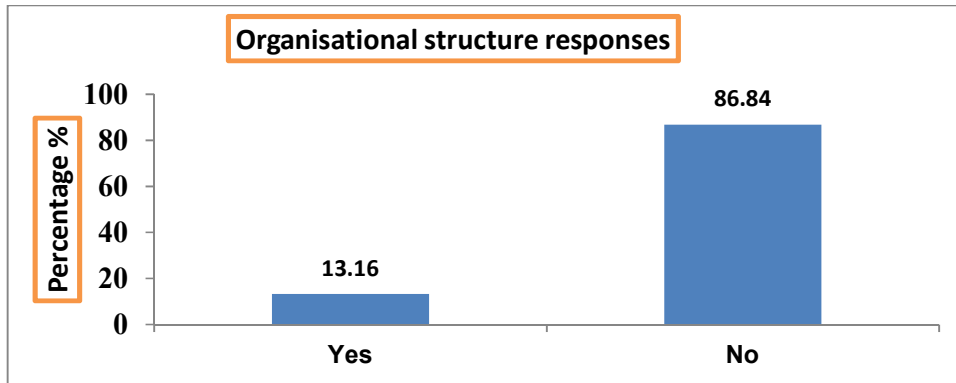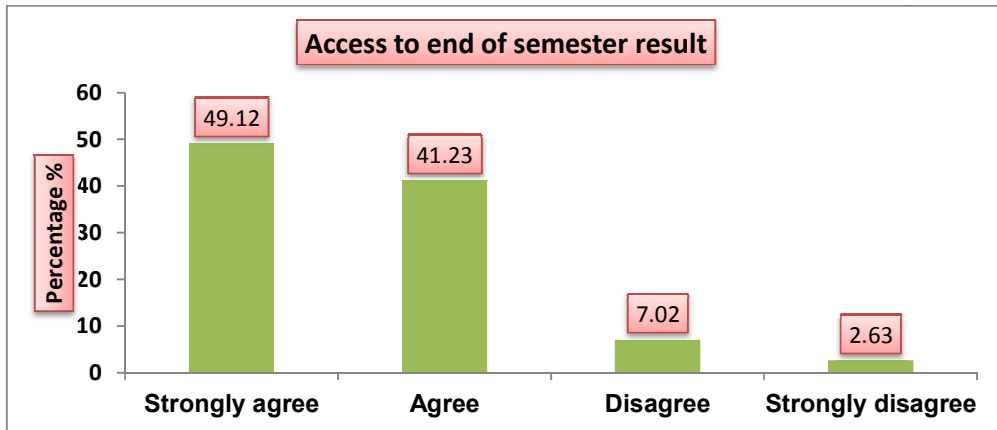

Fig. 1. Views of students regarding the organization structure of the polytechnic
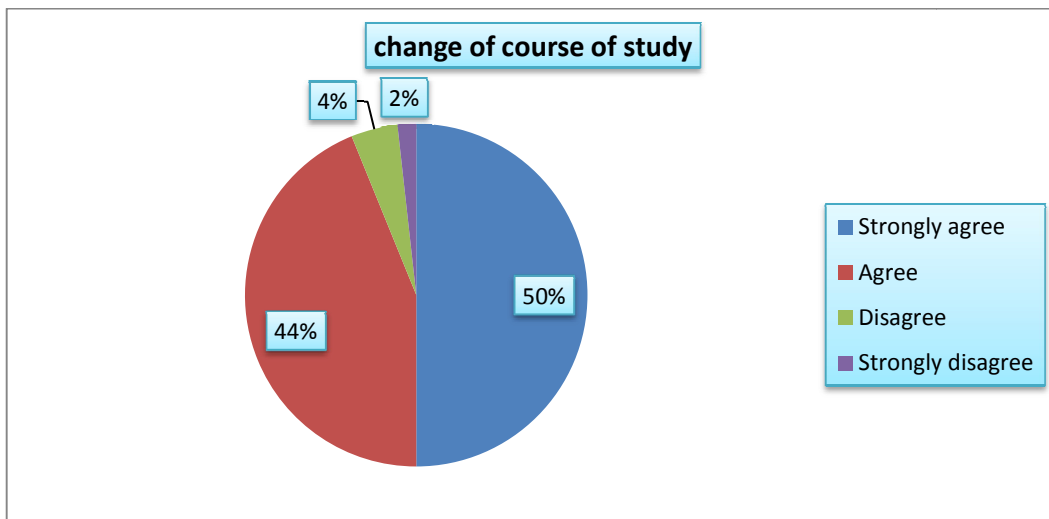*Source: Computed from field Survey, 2016*
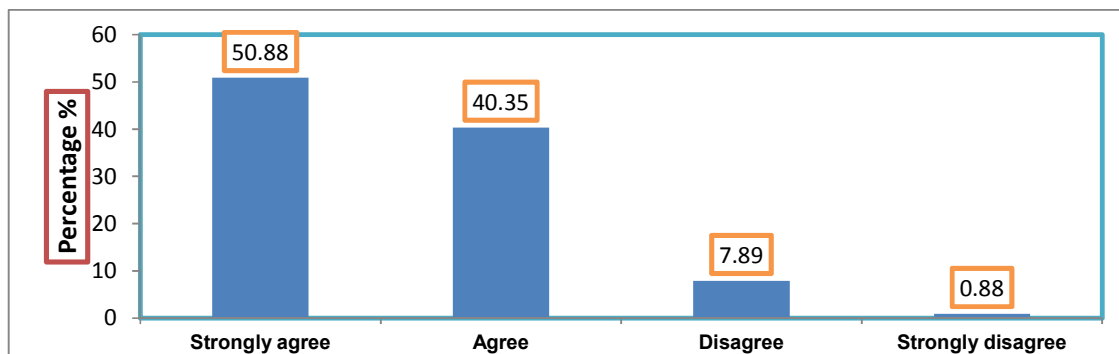
Fig. 2. Views of students on how the organizational structure of schools may affect the quality of services to students
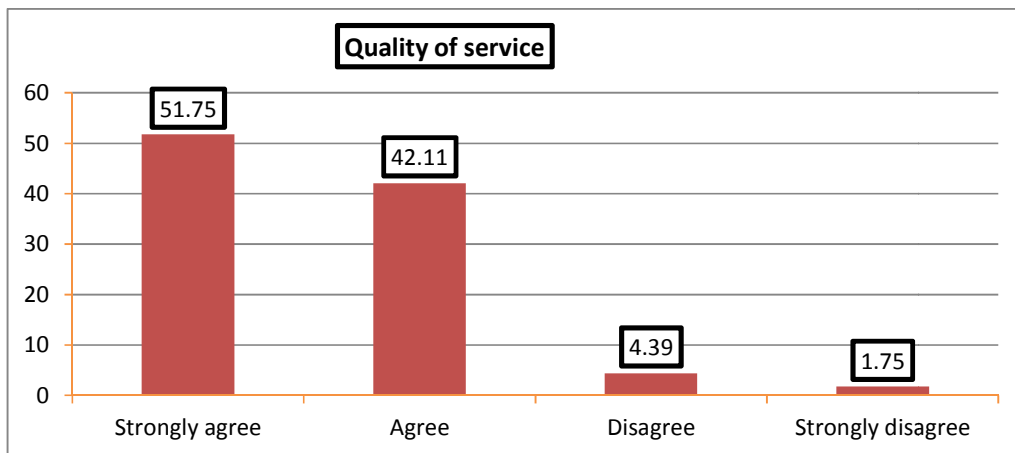*Source: Computed from field Survey, 2016*

8

Fig. 3. Access to end of trimester results
Source: Computed from field Survey, 2016

Fig. 4. Change of course of study
Source: Computed from field Survey, 2016

Fig. 5. How organizational structure affects quality of service
Source: Computed from field Survey, 2016

4.6 Satisfaction Levels of Students Based on the Quality of Services Offered at the Faculty

Students were also asked to rate their satisfaction levels with regard to the general quality of services offered to them at the faculty. The results showed that about 7% were extremely satisfied, approximately 67.5% were somewhat satisfied, 22.8% were unsatisfied and 2.6% were extremely unsatisfied. Fig. 6 shows the percentage distribution of the satisfaction

levels of the students with regard to the quality of the services offered to them in the faculty.

Fig. 7 gives a summary of the levels of agreement on five basic services provided to the students at the faculty. The students were asked to indicate their levels of agreement with regard to how the organizational structure of the faculty affects or may affect the quality of these services rendered to them. Those who indicated strongly agreed or agreed are/were classified as "agreed". Those who said they disagreed or strongly disagreed were classified as "disagree".
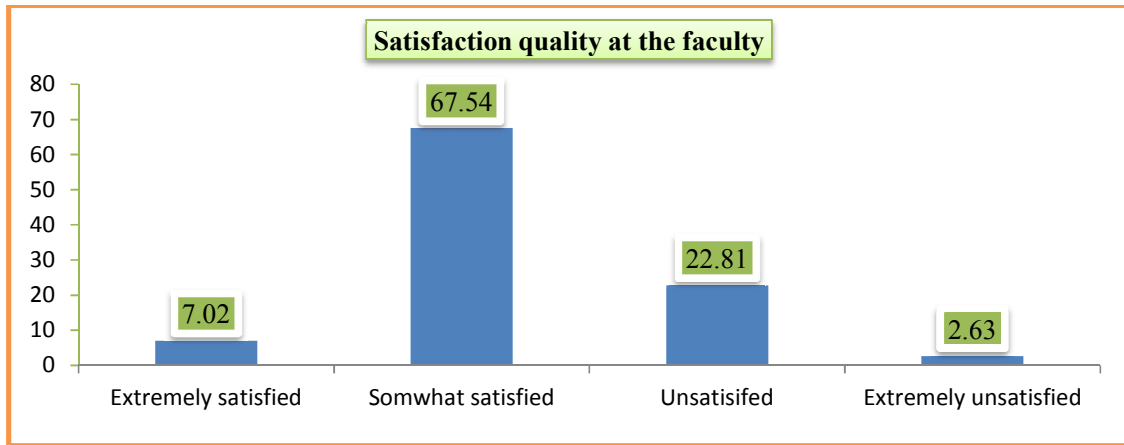

Fig. 6. Satisfaction levels of students based on the quality of services offered at the faculty
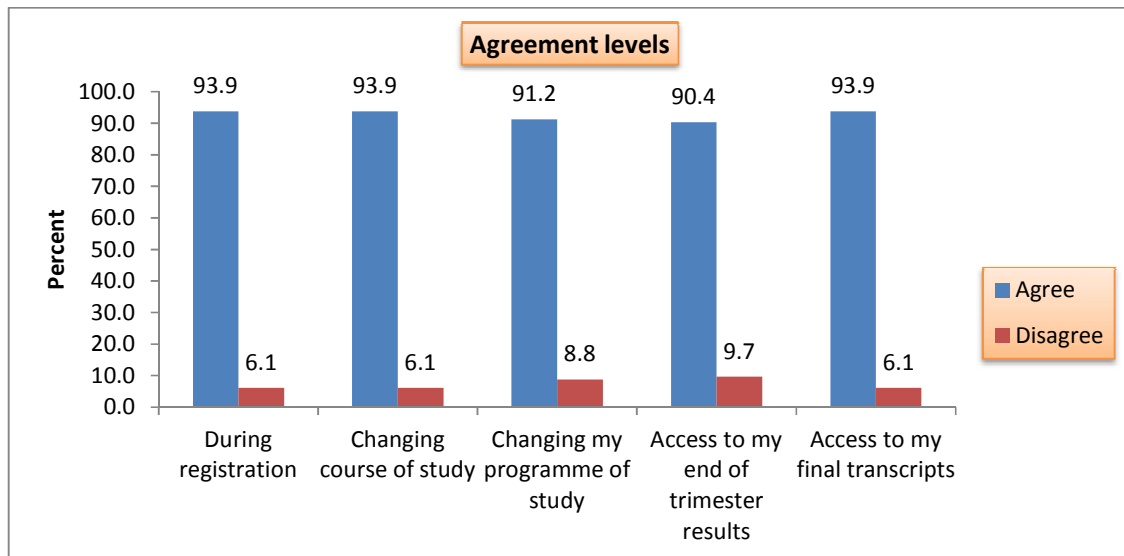*Source: Computed from field Survey, 2016*

Fig. 7. Agreement levels on how the organizational structure of the faculty affects services to students
Source: Computed from field Survey, 2016

From the results in Fig. 7, in all the services provided to the students, over 90% of the students agreed that the organizational structure of the faculty affects the quality of services provided to them. Almost 94% of the students agreed that the organizational structure affects services during registration, change of course of study, and when seeking access to their final transcripts. A little over 90% of the students agreed that the organizational structure affects the quality of service when they want to have access to their end of trimester results due to delay in processing and a little more than 91% believe that the organizational structure affects them when they want to change their courses of study.

4.7 Views of Students on Major Challenges with Regard to the Organizational Structure of the Schools

Students were also asked to mention any one major challenge with regard to the organizational structure of the school that makes it for them to provide efficient services. Some of the major challenges which came up during the analysis include: the inappropriate treatment of students by faculty members, the inability of the schools to streamline procedures to follow, a lot of bureaucratic procedures which impede access to services, the delay in getting results, the lack of respect by exams officers, poor organization, a lot of problems encountered during online registration as a result of internet connectivity related problems, the difficulty in getting access to end of trimester results and some believed that lecturers were not adequately advised on how to deal with students.

4.8 Suggestions of Students on How to Improve upon Students' Services in the Department or Schools

Respondents were asked to come out with suggestions to improve upon the organizational structure in order to improve services to students in the schools. Some of the suggestions from the students included having an efficient online registration system, accelerating access to results and transcripts of students, ensuring that the results are accurate, improve the registration process, getting students involved in decision making that affects them, improve the relationship between the exams officer and students, discourage the selling of handouts by lecturers, ensuring that the polytechnic portal is well organized, structure the rules governing the

polytechnic as well, and also ensure quick access to student services through the training of staff who have direct link with students daily on customer care issues, since some behave ignorantly.

5. CONCLUSION AND RECOMMENDA-TIONS

5.1 Conclusion

The organizational structure of any institution or department is organized with the sole aim of achieving its aims or objectives. That is why the organization structure of an institution outlines how activities such as task allocation, coordination and supervision are directed towards the achievement of its organizational aims. In this study, over 80% of students were not satisfied with the organizational structure of the school in terms of providing them the best quality of services. Most of the students also believe that the current organizational structure of the faculty affects or may affect the quality of services they receive or expect to receive. It is therefore important that the authorities take innovative steps to restructure the organization to enhance efficient delivery of services to their most important clients who are the students.

5.2 Recommendations

On the basis of the findings of this study, the following recommendations are made to improve on effective service delivery to students, and to create good working conditions for both staff and students of Bolgatanga Polytechnic. There is the need for the school to take steps to work on the relationship between students, lecturers and administrative staff to create a congenial atmosphere and mutual respect for work. Steps should also be put in place to enhance speedy delivery of services to students in need. The Communication channel between students and lecturers in the schools should be enhanced. Inadequate channel of communication and reporting of grievances could poison the work environment leading to speculations. It is also extremely important that equipment and other applications (hardware and software) that are put in place to provide efficient services to students are working. The suggestions made by students on how to improved student services on campus as reported in this study should be studied carefully by the authorities in the faculty and be implemented. These among other suggestions if implemented could lead to improved services to students and job satisfaction for workers. The

school should organized in house training on human relation, customer care and how to improve service delivery to students as a whole. Furthermore communication channels should be made clear as to how students to seek for any information. There should be in house training for members. The training should address issues relating to human relation how to improve service delivery to students and clients. The Communication channel needs to be improved, decentralize some of the documents processing at the department levels avoid delay. Good software should be procured to facilitate transaction and processing of transcripts and online registration to avoid queues.

6. SUGGESTIONS

Authorities should take innovative steps to restructure the organization to enhance efficient delivery of services to their students and other clients.

Adequate structures should be put in-place for every section or unit of the polytechnic to enhance effective service delivery to students.

The school should develop proposal for funding to build more academic facilities, example class room block.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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