A Comparison of an Education Organizational Structure: Libya and Qatar

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Abstract

The organizations created the structures to coordinate the activities of work factors and control the member performance. Organizational structure is shown in organizational chart. Organizational structure is a way or method by which organizational activities are divided, organized and coordinated.

Currently, an education systems have been undergoing a long process of restructuring to meet the needs of students and teachers in order to develop the education system and the most important elements that must be focused on is organizational structure. This paper presents an essential differences of the organizational structure regarding an education in order to achieve the desired results. The organizational structure of the Libyan and Qatar Ministries of Education was chosen as a case study. The paper starts with an introduction to the reasons for concentrating on the organizational structure then the methodology used in this study was clarified. Besides, the educational system and organizational structure were then explained in both Libya and Qatar. Research shows that there is a significant problem in Libya education structure. This means, there is an urgent need to address this by creating a modern structure. Further, the discussion section, in which the researchers highlights the main differences between the two organizational structures. As well as, they propose a new structure for Libyan education.

Finally, the importance of organizational structure in education sector was focused in order to achieve its goals. Also, it highlights some significant issues in this subject which should be discussed in the future.

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Bir Eğitim Organizasyon Yapısının Karşılaştırılması: Libya ve Katar

Öz

Kuruluşlar, iş faktörlerinin faaliyetlerini koordine etmek ve üye performansını kontrol etmek için yapılar oluşturdu. Organizasyon yapısı organizasyon şemasında gösterilmektedir. Örgütsel yapı, örgütsel faaliyetlerin bölündüğü, organize edildiği ve koordine edildiği bir yol veya yöntemdir. Halihazırda bir eğitim sistemi, eğitim sistemini geliştirmek için öğrenci ve öğretmenlerin ihtiyaçlarını karşılamak için uzun bir yeniden yapılanma sürecinden geçmektedir ve üzerinde durulması gereken en

önemli unsur örgütsel yapıdır.

Bu makale, istenen sonuçları elde etmek için bir eğitimle ilgili organizasyon yapısının temel farklılıklarını sunmaktadır. Libya ve Katar Eğitim Bakanlıklarının organizasyon yapısı örnek olay olarak seçilmiştir. Makale, organizasyonel yapı üzerinde yoğunlaşmanın nedenlerine bir giriş ile başlamaktadır, ardından bu çalışmada kullanılan metodoloji açıklığa kavuşturulmuştur. Ayrıca hem Libya'da hem de Katar'da eğitim sistemi ve teşkilat yapısı anlatılmıştır. Araştırmalar, Libya eğitim yapısında önemli bir sorun olduğunu gösteriyor. Demek ki modern bir yapı oluşturarak buna acilen ihtiyaç var. Ayrıca, araştırmacıların iki organizasyon yapısı arasındaki temel farklılıkları vurguladığı tartışma bölümü. Ayrıca Libya eğitimi için yeni bir yapı öneriyorlar.

Son olarak, eğitim sektöründe organizasyon yapısının önemi, hedeflerine ulaşmak için üzerinde durulmuştur. Ayrıca, bu konuda gelecekte tartışılması gereken bazı önemli konulara da dikkat çekmektedir.

Anahtar Sözcükler: Örgüt yapısı, örgüt kuramı, eğitim örgüt yapıları
Jel Kodu: M12

1. Introduction

Organization theory is an important concept that should know by all who wants to develop their organizations. In order to know what it would be like to think like an organization and to make their organizations understandable, they must learn this idea. For the survival of an organization, adaptation and change are important. Organizations need to adapt both their activities according to the evolving world and their organizational frameworks according to new operating models (Burnes, 2004). In academic and technical journals and professional blogs, academics, consulting firms or individual consultants address a shift in organizational structure and how it affects the growth of businesses and organizations. Thus, the purpose of this study is to compare the structures of the Libyan and Qatar Ministries of Education. Three research questions lead the research:

* What is the impact of organizational structure on organizations?

* What is the type of an organizational structure can be used in education sector?

* What are the fundamental differences in designing the organizational structure in both Libyan and Qatari education?

The analysis employs a case study approach, and studies a change in organizational structure in the both countries.

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2. Organization Theory

Theory is "a plan or scheme existing in the mind only, but based on principles verifiable by experiment or observation" and organization theory is pluralist, with many ideas competing for attention, emanating from contrasting beliefs about the nature of organization" (Bolman and Deal 1991). Other definition of organization theory is the study of how organizations function and how they affect and are affected by the environment in which they operate. Figure (1) shows the main concept of an organization theory.
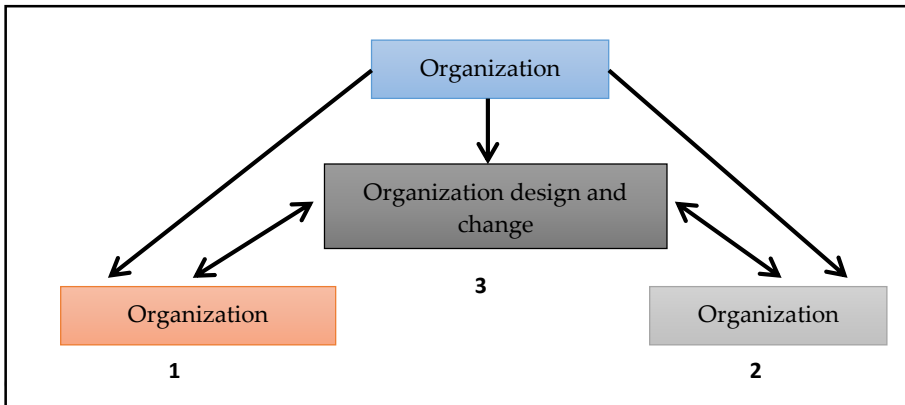

Figure 1: Concept of Organization Theory

The formal system of task and authority relationships that control how people coordinate their actions and use resources to achieve organizational goals.

Organization Culture

The set of shared values and norms that controls organizational members interactions with each other and with suppliers, customers and other people outside the organization.
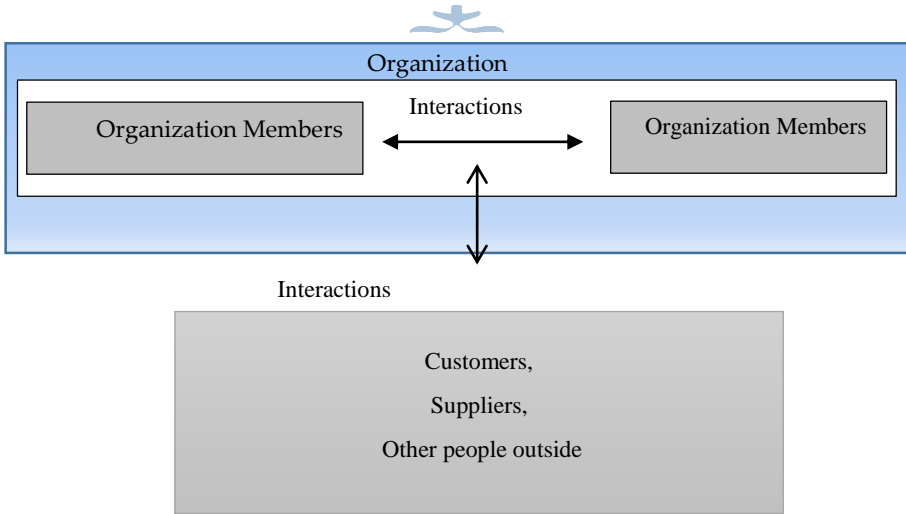
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Figure 2: Organization Culture

Organization design and change

The process by which managers select and manage aspects of structure and culture so that an organization can control the activities necessary to achieve goals.
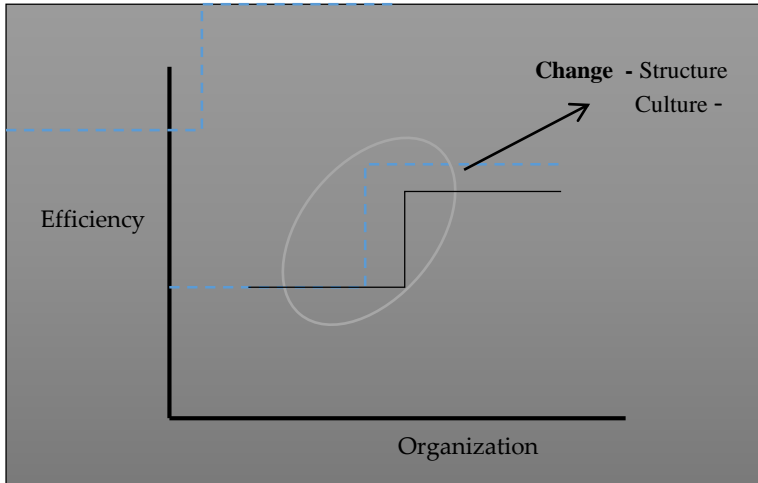
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Figure 3: Organization Change

2.1. Classic Organizational Theory

The Classical Theory is the traditional theory, wherein more emphasis is on the organization rather than the employees working therein. According to the classical theory, the organization is considered as a machine and the human beings as different components/parts of that machine (Classical Theory, 2016).

2.2. Bureaucratic Organizational Theory

Bureaucratic administration means fundamentally the exercise of control on the basis of knowledge (Weber, 1995). For the sociologist, power is principally exemplified within organizations by the process of control. Max Weber distinguished between authority and power by defining the latter as any relationship within which one person could impose his will, regardless of any resistance from the other, whereas authority existed when there was a belief in the legitimacy of that power**.**

2.3. Human Relations Organization Theory

Studies confirmed that the importance of people for productivity not machines. The human relations management theory is a researched belief that people desire to be part of a supportive team that facilitates development and growth (Jackson ,1982).

2.4. Importance of organizations

Organizations are systems that adapt to or control the environment as a means to achieve the goals of dominant stakeholders and serve the community. The importance of organizations can be summarized in the following:

- Bring together resources to achieve desired goals and outcomes
- Produce goods and services efficiently
- Facilitate innovation
- Use modern manufacturing and information technologies
- Adapt to and influence a changing environment
- Create value for owners, customers, and employees
- Accommodate ongoing challenges in today's society **(**Rezayian, 2005**).**

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3. Organization Structure

Organizational structure affects the behavior of firms through at least two channels. First, structure can have an effect on companywide measures of performance, such as profitability or speed in adopting productivity enhancing innovations (Stephen, 2014). Organizational structure is the framework of the relations on jobs, systems, operating process, people and groups making efforts to achieve the goals. There are many different opinions and definitions on organizational structure. Structure in one sense is the arrangement of duties use for the work to be done. This is best represented by the organization chart. In an- other sense, "structure is the architecture of business competence, leadership, talent, functional relationships and arrangement" (Organizational Structure , 2011).

3.1 Principles of Organizational Structures

Organizational structure is manifested in organizational chart. In planning organizational structure, there are three principles. Firstly, organizational structure determines formal relations and reporting in organization and it shows the number of levels in the hierarchy and it defines the span of the control of managers. Secondly, organizational structure determines the position of people as working in group in a unit and it divides the units in the entire organization. Thirdly, organizational structure includes the design of systems by which all units are coordinated and effective relation in organization is guaranteed. Organizational structure can be affected by goals, strategy, environment, technology, organization size. These variables are key and content-based and indicate the entire organization and its position between the organization and environment. (Rabinz, 2012).

3.2. Main Features of a Good Organization Structure

According to Priyali,2020 that the most important features of a Good Organization Structure are:

Simplicity: The structure of an organization should be fundamentally clear. It implies that the system should include the simplest possible framework that will accomplish the goals intended with due focus on economic and efficient means of achieving the company's aim. This would ensure an economy of effort, decrease operating costs, and reduce all potential issues due to the complexity of the complicated system that can arise from poor communication. In a specific matter, each person in the organization should

be clear about whom he has to consult with. There are also too many layers, lines of communication, and committees that create more problems than solving them. Ideally speaking, their numbers and locations should be focused on operational needs in the organization.

Flexibility and Continuity: Not for today or tomorrow, but for the far future, the organizer should build the framework. As such, consistency must be preserved over the course of time in the organizational structure. However, because the structure of the organization is dependent on circumstances and these are not set, but change with time, there is also a need to incorporate the changes in the organizational structure. The framework should therefore be sufficiently adaptable to provide the ability to accommodate adjustments where they are required.

Clear Line of Authority: Whatever type of structure is followed, there should be consistent lines of authority that run in horizontal directions or from top to bottom. It means that one should be very specific about what he is supposed to do or contribute and what relationships at his official level should be maintained by him. Frictions and inefficiencies arise from the inability to explain the lines of authority. Sometimes, the question of authority of a department or division occurs in the bureaucratic system adopted by government agencies, and the job suffers.

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Application of Ultimate Authority: It suggests that, although some of the work is assigned to his subordinates by a superior manager, he is ultimately responsible for the achievement of the total work. Therefore, he is accountable for his own job as well as for the work his subordinates perform. If this principle is applied, it means that every person has dual responsibility; responsibility for his or her own job and that for the work of his or her subordinates. As a whole, a boss is accountable for his superior's overall job allocated to him.

Proper Delegation of Authority: Only when there is proper delegation of authority at different levels of the company can the idea of ultimate authority be successful. Authority delegation applies to a manager's approval to make such decisions. In organizational existence, a common issue is that managers frequently struggle to delegate sufficient authority and suffer from numerous problems. Such issues may be in the form of decision bottlenecks, delays in decision-making, increased pressure on decision-making managers at higher levels, etc. All these variables adversely impact organizational effectiveness.

Appropriate delegation of authority can solve these problems.

Unity of Command and Direction: It should be accompanied by the principles of unity of command and direction. Unity of command means that only one superior can get orders and instructions from one person. The idea of 'one plan for one guy' refers to unity of direction. Every position in an organization that has the same purpose must be allocated to a single individual. Hence, it is possible to group the actions and functions of the same sort together. In carrying out the operations, this offers clarification.

Minimum Possible Managerial Levels: There should be mini-mum managerial levels as far as possible, greater the number of managerial levels, longer the line of contact in the command chain, causing delay and distortion issues. In addition, in the organization, more administrative levels raise costs. While it may not be realistic to indicate how many management levels may exist in an organization, it is possible to adopt the concept of mini-mum levels.

Proper Emphasis on Staff: Line roles should be segregated from staff functions and essential staff operations should be given sufficient focus. This is key, particularly in large organizations. A line behavior is what specifically serves the organizational objectives; for example, manufacturing operations in a production concern. On the other hand, the contribution of staff operations is indirect, that is, they help to carry out the line operations in order to achieve the organizational objectives. The duties of employees may be personnel, accounting, etc. To run the company smoothly, both of these operations should be clearly spelled out.

Provision for Top Management: The shareholders are usually oblivious to the company's daily affairs in the corporate style of organization. Likewise, the members of the board of directors do not meet frequently either. A connection between the daily management team and the representatives of the board and the shareholders should therefore be given. The structure of the organization should explicitly define how these top management groups will be active in company management and exert control over its functioning.

3.3 Organizational Structures Types

Two types of structures are often considered by organizational theorists: physical and social structures. Physical structure refers to the relationships between organizational physical elements such as structures and geographical locations where the work is carried out (business). In

organization theory, Social structure refers in organizational theory to the relationships between social elements, such as persons, roles and organizational units, departments and sectors. The types of organizational structures such as :

Simple structure: This is a set of versatile relationships and has low complexity owing to minimal separation. With a focus on leaders, the representatives of such an entity will design organizational charts and there is no need for formality. Mutual agreement is carried out in view of the responsibilities or management order, and cooperation and monitoring are direct and informal.

Figure 4: Simple Organization Structure

Functional structure: Centered on a basic framework, the company is managed with increased complexity. Typically, functional structure is used as a method to satisfy the increasing separation needs. This is called a function, as the tasks are categorized in this system based on the conceptual similarity of the functions of the job. Roles that are built on the basis of dependent roles and common goals. Re-work of activities is restricted in the functional framework and this structure is productive. The aim of this plan is to optimize the saving scale of specialization.
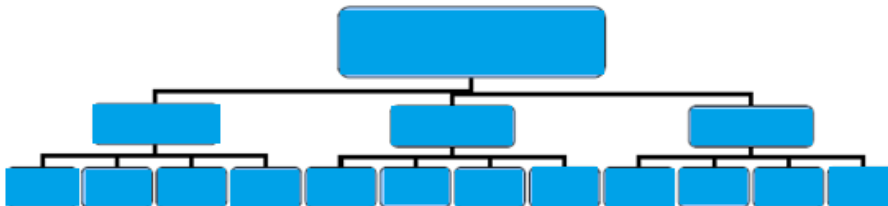
Figure 5: Functional Organization Structure

Multidivisional structure: It is a set of distinct functional structures that represent a central nucleus. The management of daily operations is responsible for each functional structure. The central staff is responsible for monitoring and maintaining the relationship between organizations and the community and policy.
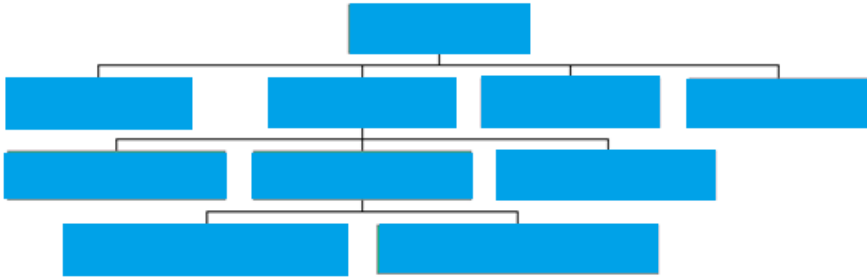
Figure 6: Multidivisional Organization Structure

Bureaucracy: Generally, the main principle or cornerstone of computer bureaucracy is the determination of standards, creation, convergence of work methods as called standardization. These organizations and offices rely on standardization of methods and work methods for communication and good supervision if you are visiting banks, chain stores, tax offices, health offices, firefighting.
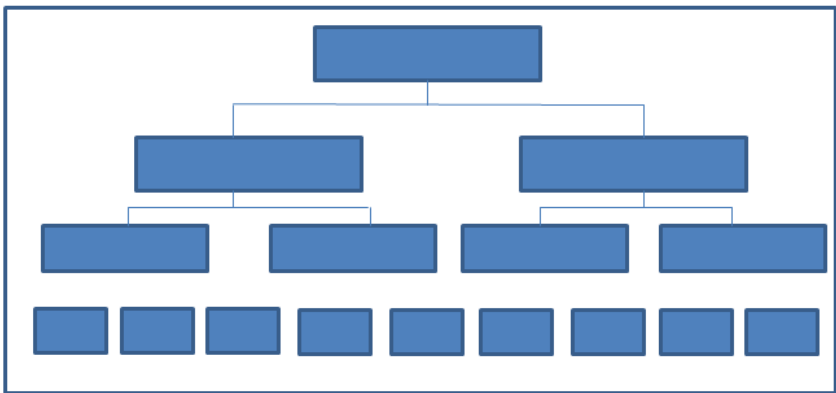
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Figure 7: Bureaucracy Organizational Structure

4. Methodology

Purpose or aim is important in terms of strategic planning, and what the organization wants to achieve in the future, financial and all intangible gains (Küçük, 2022: 353). The aim of this study is to compare the educational organization structure of the two countries.

The methodology used in this study was qualitative (Küçük, 2016, 2021). Therefore, in order to provide an independent source of information about the samples of this study, two Ministries of Education were selected to study their organizational structure. They are Qatar ministry of education and the Libyan Ministry of Education. The reason for this choice is that Qatar is the first in the quality of education system in the Arab world and fourth in the world, while Libya is not within the quality Indicator of education.

Therefore, the researchers decided to study the organizational structure of them and to find out difference between them. In order to answer research questions. The study selected two organizations in education sector that changed their organizational structure.

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5. Qatari Education

One of the most critical pillars of the Qatar National Vision 2030, which aims to develop a diversified knowledge-based economy, is education in Qatar. The Ministry of Education, as the body responsible for setting educational policies in the country, aims to build a generation of critical, confident and innovative thinkers, dependent on themselves, working hard, committed and armed with the skills of the twenty-first century to succeed in their scientific and professional lives (Qatar MoE,2020).

5.1 Education System

Human and social capital are the most significant pillars of sustainable development and eventual economic, social and political transformation for the future of all communities through a high-quality and purposeful education system. As in the case of Qatar, significant human capital investments have been made to increase the skills of people and boost the quality of life. However, no high quality steps have been taken in terms of academic results, college enrollment and labor market success in education, considering the progressive trends in economic growth. In 2001, a detailed study of primary and secondary education found that the education system

was stagnant and unchallenging, leaving many students bored and providing no space for interaction between student and teacher, heavily dependent on rote memorization.

In particular, a top-down management structure with communication shortcomings and a shared educational vision are handled by the system. Regarding the investment, teachers received very low payments and there was insufficient professional growth. Schools were also in poor condition and overcrowded classrooms were present.

After recognizing the shortages in the education sector, Qatar initiated a new reform campaign in 2002, focusing largely on student-centered practice and pedagogy with the expectation that it would happen no matter what else. In order to do this, from grade one to twelve, new organizational structure and new curriculum criteria were set, especially in mathematics, science, English, and Arabic, and the basic educational components of a standard-based system had to be put in place. The new act forced both students and teachers to take on different positions than they had been accustomed to before (Muammer, 2016). The education system in Qatar consists of five levels as pre-school, primary (grades 1-6), preparatory (grades 7-9), secondary (grades 10-12), and higher education.

5.2 Organizational Structure

Radical adjustments have occurred in the management of national education with regard to the organizational structure. In Qatar, formal schooling officially started in 1956 and all facets of education have historically been the responsibility of the Ministry of Education (MoE). The Supreme Education Council (SEC) was formed in 2002, following the launch of EFNE, and took on the responsibility of setting the Qatari education policy and directing the implementation of the new reform movement (International Bureau of Education, 2011). Figure 10 illustrates the organizational structure adopted by Qatar's Ministry of Education
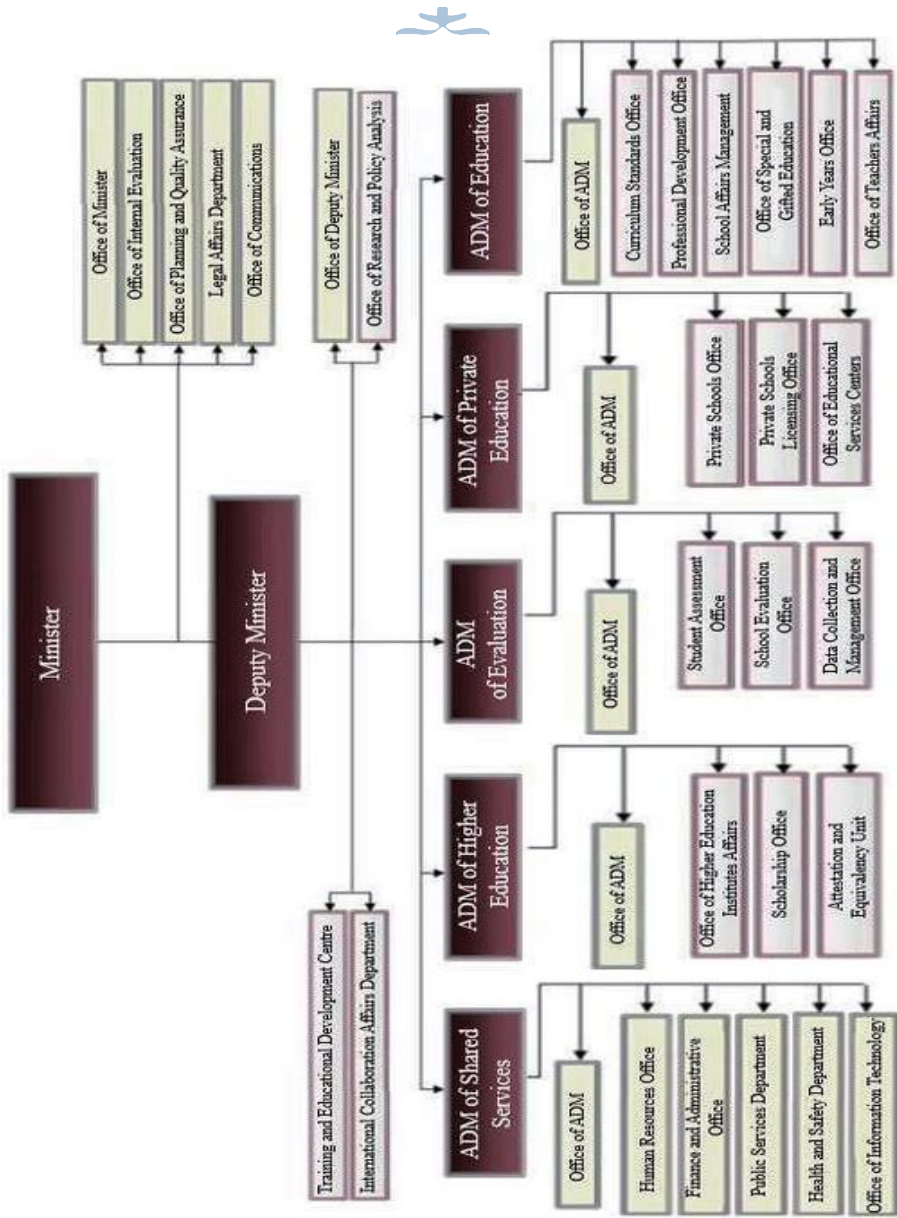
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Figure 8: Qatar Education Organizational Structure

6. Libyan Education

Education in Libya is subject to the supervision of the Libyan Ministry of Education, and all stages of education in the public sector are free. It is divided into general education and higher education. General education is compulsory, and it is divided into primary education, preparatory education and secondary education, while higher education is divided into university education and institutes.

6.1 Education System

The first stage of education in Libya is the primary stage, for children between six and fifteen years of age, and since 1975, the first nine years of education have been compulsory. Secondary school includes grades 10 to 12 (fifteen to eighteen years). According to the National Assessment of the Ministry of Education, 2011-2012. However, while the MDGs for education in Libya were achieved, the quality of education was a concern (Libya MoE,2019). Libya ranked 128 for primary education and 138 for secondary education out of 139 countries in the 2010-2011 Global Competitiveness Report. Key shortcomings included high repetition rates, poor outcomes in learning outcomes and significant inequity in district learning outcomes; and a lack of coordinated planning and management of investment, leading to uncontrolled employee recruitment.

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6.2 Organizational Structure

The Ministry comprises a number of offices, departments and affiliated institutions, as per the approved organizational structure that is published on the website of the Ministry of Education. They are directly controlled by the Ministers, such as the usual departments, including the Office of the Minister, the Office of the Media, the Office of Legal Affairs and the Office of International Cooperation, as well as by the Educational Offices, the Internal Auditing Office and the Follow-up Office for special needs groups. It is independent of other departments either because of its supervisory existence or because of its specificity In addition to these departments and offices, a number of agencies are independent of the majority of the departments directly controlled by the Minister.

There are sovereign agencies overseeing key disciplines, either related to the infrastructure of educational institutions or to the creation of curricula for education. In addition, there are divisions directly controlled by the Undersecretary and connected to the direct issues of the educational process, including the Various Educational Stages Department, the Examination

Department and the Exams Department. Throughout the world, these departments have branches that supervise the education process in their respective regions according to the instructions provided by the main middle management of the Ministry (Libya MoE,2019).

7. Discussion

It is clear by reviewing what has been previously studied in this topic that the structure of an organization sets the hierarchy for responsibility and creates the various levels of communication within an organization. The manner in which an organizational structure is set up and administered can have a direct effect on organizations productivity. When you are monitoring employee output, consider how the various issues with organizational structure can affect efficiency

7.1 The impact of organizational structure on organizations

There are some important issues that have an impact on the progress and quality of the organization, which depend on a good organizational structure. Such as:

Administrative influence

Because of the organizational structure, the competence of the administrative staff has a wide influence on your organization. Weak or inept management will spread throughout the business at any level of the organization because bad management decisions in those divisions also affect the departments dealing with each of them and decrease productivity. Good leadership can have the opposite effect, as efficient and smart decision-making can help boost productivity and increase overall efficiency.

Structural Flaws

If your organizational structure is not properly set up, data cannot travel where it is required. If the middle management team does not have efficient communication channels with the executive team, it could take days before important company information reaches the entire staff. To facilitate efficiency, flaws in your organizational structure that cause communication breakdowns or lapses in responsibility need to be repaired.

Creativity

Employee ideas are critical to the organization's success. The influx of employee input adds to current company ideas and offers a variety of views that may not have been taken into account by company management. In an organizational system, the bureaucracy that can often grow can stifle the

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innovation and harm productivity. For instance, if a factory worker submits an idea to make better use of manufacturing equipment that would reduce costs, but that idea gets lost in the shuffle of corporate bureaucracy, when it might see an increase in efficiency, the business could lose money.

Growth

Communication and logistical networks are stretched to the point of inefficiency as a business expands with a weak internal structure. During periods of growth, a strong organizational structure designed to evolve with the company will sustain corporate productivity and facilitate structural changes that will be required as the organization grows.

During periods of growth, a strong organizational structure designed to evolve with the company will sustain corporate productivity and facilitate structural changes that will be required as the organization grows. In general, by adjusting to and influencing an evolving world, modern knowledge, and generating value for their owners, consumers and employees, organizations are equally important in terms of commodity production and service delivery. It has become apparent that there are three significant components of the organizational concept: organizational structure, design of culture and organization, and transition. A precise implementation relationship between them would have a positive effect on the purpose and efficiency of organizations.

7.2 The appropriate organizational structure in the education sector

The functional organizational structure is considered appropriate to work in a ministry such as the Ministry of Education. This is what the researchers believe. The operations are graded based on the conceptual similarity of job functions in the functional organizational structure. Roles that are built on the basis of dependent roles and common goals. Re-work of activities is restricted in the functional framework and this structure is productive. This form is characterized by stability and relies on job specialization and division.

In Qatari education, which is considered one of the best education systems in the world, the functional organizational structure is used as shown in Figure 10.It has focused on establishing a cohesive and efficient organizational framework for its education, in order to succeed in reforming and improving its educational system. It was apparent that there was organized action and considerable attention to the Ministry of Education's organizational structure. Its education system changed from one stage to another until the beginning

of 2002. From that time, the emphasis was on the education system to be in accordance with international standards in quality of education.

Researcher believes that this change has had a positive impact on the Qatar national education system. In terms of the quality of the education system, Qatar ranked first in the Arab world and fifth in the world according to the Education Quality Index issued by the World Economic Forum in Davos 2019. Compared to the Libyan education, unfortunately, the Libyan education was not at any ranking of countries according to the Davos index.

7.3 Comparison between Libya and Qatar organizational structure

The information available on Libyan education shows that, its organizational structure always changeable and has not established a specific one. As the researcher work for Libyan Ministry of Education he knows a lot about this subject. The education system in Libya is sometimes under the supervision of one ministry, sometimes two ministries. This made it difficult to settle on one organizational structure. During 2016, the organizational structure was changed twice and so far it has not settled on a clear structure. It is very clear that the structure of Libyan education was not built on specific criteria, but it is a random one, that make hard to develop education system in Libya using such organizational structure. The following table shows a comparison between the educational organizational structure in Libya and Qatar.

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Table 1: Comparison of Qatar and Libyan Education Structure

	Organization Structure Features	Qatar	Libya
1	Simplicity	Basically simple and it has the simplest possible framework.	Very complicated and it has a great difficulty in communicating.
2	Flexibility and Continuity	Designed for the distant future and it is be adaptable enough.	There is no continuity in the organizational structure over a period of time and it has unclear design.
3	Clear Line of Authority	It has a clear lines of authority running from top to bottom or in horizontal directions.	Unclear lines of authority. There is the problem of jurisdiction of a department or division arises.
4	Application of Ultimate Authority	The superior manager is responsible for the overall performance of the work and everyone bears double responsibility, responsibility for his own work and those related to the work of his subordinates.	The top manager acts with absolute authority and does not assume responsibility for his work, and there is no coordination between the various departments and divisions.
5	Proper Delegation of Authority	There is proper delegation of authority at various levels of the ministry in order to authorization of a manager to make certain decisions.	There is no proper delegation of authority at various levels of the ministry. There is various problems such as: decision bottlenecks, delay in implementation of decision, more pressure on the higher level managers for making decisions.

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6	Unity of Command and Direction	One person receives orders and instructions from one superior only.	There are no principles followed regarding unity of command and direction. Many people order one person.
7	Minimum Possible Managerial Levels	There is a minimum managerial levels.	There are many numbers of managerial levels, which create problems of delay and distortion of com-munication in the chain of command.
8	Provision for Top Management	There is a link between the regular management team and the members of the ministry's board of directors.	It is not clear to specify how these top management groups will participate in management of the ministry and exercise control over its functioning.

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7.4 A proposal for the organizational structure of Libyan education

It is very clear from the previous comparison table that the educational system in Libya is not based on scientific standards. In addition, the design features of the organizational structures of an institution such as the Ministry of Education have not been used.

Therefore, after studying this topic through this research, the researchers suggest designing a new organizational structure, the Functional Structure, for education in Libya, as shown in Figure (12). This comes after studying many structures of some advanced educational systems such as Qatar, Finland, and others. The researchers have proposed this organizational structure for Libyan education because this type is effective, easy to follow, and also flexible.
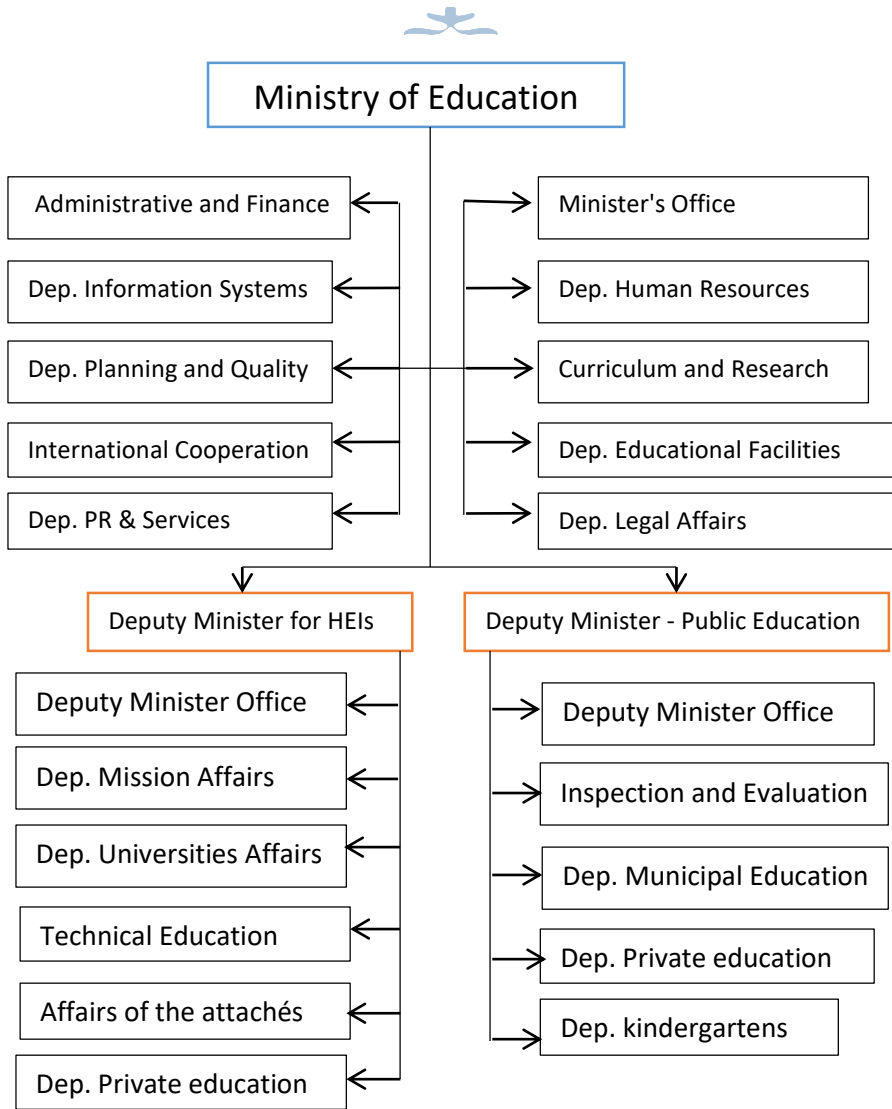
Figure 9: Proposed organizational structure for Libyan Ministry of Education

8. Conclusions

An education is the most important sector need to be focused in order to develop all sectors. One of the most important thing that contribute to develop the organizations is to have a distinct and clear organizational structure.

Therefore, this study was concerned about the impact of organizational structure on organizations. This study attempted to answer the researcher's questions related to the general concept of organization theory. In addition, it confirmed that the organizational structure is very important for the development of educational systems. Also, The organizational structure of each of the two ministries of education in Qatar and Libya was discussed.

Finally, the researchers presented a new proposal for the organizational structure of the Libyan Ministry of Education. New research should shed light in more detail on modern models of organizational structures that can be used in such organizations.

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