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DECLARATION

THIS THESIS IS MY ORIGINAL WORK AND HAS NOT BEEN  
IMPACT OF ORGANIZATIONAL DEVELOPMENT MANAGEMENT  
PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY.  
STRATEGIES ON WORKING CONDITIONS AND PERFORMANCE  
IN AN INSTITUTION OF HIGHER LEARNING:

A CASE OF DAYSTAR UNIVERSITY, NAIROBI.

BY

THIS THESIS HAS BEEN SUBMITTED FOR EXAMINATION WITH  
OUR APPROVAL AS UNIVERSITY SUPERVISORS.

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A THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE  
DEGREE OF MASTER OF ARTS IN SOCIOLOGY,

KENYATTA UNIVERSITY

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## DEDICATION

This work is dedicated To the loving memory of my parents, Mr. and Mrs. Ephraim Wanyoike, whose struggle and sacrifice enabled me get this far.

I am indebted in a very special way to my supervisors, Dr H. K. Fonn and Dr. Fred Sanket for their constant advice, invaluable suggestions, encouragement throughout the study period. I thank them for being available to provide guidance in every stage, for reviewing the manuscript and giving me confidence and valuable ideas.

My deep appreciation goes to the staff members of Daystar University who received me warmly and availed themselves for interviews. To them all, I express my deepest gratitude.

I would like to convey special thanks to my husband Phillip, our sons Kenneth and Dan for their understanding, patience, and support they displayed in the course of my pursuance of the study.

Last but not least, I would like to convey my gratitude to Mrs. E. Kambu for typing this work without whose services, the completion of this work could not have been realised.

## ACKNOWLEDGEMENT

Various people contributed to the completion of this research study and to them all, I am greatly indebted. Only a few of them will be mentioned here.

I am indebted in a very special way to my supervisors, Dr H. K. Rono and Dr Ahmed Shakeel for their constant advice, invaluable suggestions, encouragement throughout the study period. I thank them for being available to provide guidance in every stage, for reviewing the manuscript and giving me confidence and valuable ideas.

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## ABSTRACT

This study was carried out to identify management problems of educational institutions in the 1990s and ways in which adopted Organizational Development management practices (O.D.) have influenced working conditions and performance. The study aimed at identifying management practices that have been more responsive to contemporary challenges in educational institutions, including rationalization of costs, staffing, turnover, job satisfaction, working conditions, staff morale, individual performance and productivity.

The overall hypothesis examined was that adoption of Organizational Development (O.D.) strategies will influence working conditions and performance in contemporary institutions of higher learning. More specifically, it was predicted that adoption of participatory management, reward practices, communication, teamwork practices and collaborative management by objectives will influence working conditions and performance.

Performance was examined in terms of ratings by staff on various aspects of management, working conditions and performance, i.e. job performance, morale, job satisfaction, self-initiative, sense of accomplishment and responsibilities.

The study was carried out in Daystar University because it is a relatively new private institution which has been carrying out some management innovations over the last ten years. Collection of data was carried out with questionnaires, interviews and content analysis as the main instruments.

Institutional characteristics were examined in terms of students/staff ratio and students/expenditure ratio. The study found out that the ratio of students to the teaching staff has oscillated between 6 and 21 in the last ten years and at the time of the study, it stood at 1:16. These were considerably higher than those staff/student ratios (SSR), i.e. 1:15 required to maximise on productivity in the Kenyan public universities. It was therefore concluded that the institution has sustained considerably high teaching staff capacity utilization.

At the time of the study, the average student expenditure/ratio was Ksh. 92,399 which is considerably lower by 23% compared to Ksh. 120,000 expenditure on each student in the public universities. In this respect, it was concluded that the institution was performing much better compared to the public universities.

In terms of ratings by staff on various aspects of management, working conditions and performance, the study found out that the higher the ratings on experience of

management practices adopted, the higher the ratings on influence on working conditions and performance. The data collected indicated that adoption of participatory management, reward practices and communication influenced staff perception of working conditions and performance. However, the influence of teamwork practices and collaborative management by objectives was consistently rated lower because there were limited or nearly negligible application of these approaches in this educational institution.

Sustainability of the adopted organizational development (O.D.) strategies was examined in terms of their effectiveness and viability as measures of enhancing working conditions and performance from the management point of view. The data collected indicated that all the organizational development strategies adopted have been effective in various ways as measures of enhancing working conditions and performance.

The data also indicated that in terms of implementation, the Organizational Development (O.D.) intervention strategies are viable. It was therefore concluded that organizational development management practices are effective measures of enhancing working conditions and performance as they are sustainable both in terms of their suitability and viability.

In view of the above findings, this study concludes that adoption of Organizational Development (O.D.) strategies

strategies has the potential to influence management practices, working conditions and performance in institutions of higher learning. It also recommends adoption of Organizational Development (O.D.) strategies as a process of rationalizing costs; staffing, staff morale, job satisfaction, working conditions, individual performance and productivity.

### 1.1 Introduction

This study was carried out to identify characteristics of educational institutions in Kenya. Management strategies that have been adopted and the way these strategies have influenced working conditions and performance.

In principle, institutions in developing countries have variously been criticized for being non-responsive to emerging challenges and the overall need for organizational competitiveness (Robbins, 1980; Philip, 1985; Albrecht, 1987). Specifically, educational institutions have not been spared of such criticisms either.

The above criticisms observed that most organizations in developing countries tend to maintain the bureaucratic model of management which, in most cases, is not change-oriented. They argued that this model is remarkably static and advocated for more dynamic models. Further, they argued that the problem has been the inability of the organizations to adapt to required changes in order to be responsive to challenges in an ever competitive

## CHAPTER ONE

### BACKGROUND TO THE STUDY

#### 1.1 Introduction

This study was carried out to identify characteristics of educational Institutions in Kenya, Management strategies that have been adopted and the way these strategies have influenced working conditions and performance.

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environment. These authors pointed out that most organizations which have been unable to adapt to prevailing challenges have also been characterized by inefficiency and low productivity, process which is the cause of ineffectiveness, productivity and competitiveness.

Nisbet (in Mason, 1967) reported that bureaucratic management approach particularly in developing nations are less responsive to change. Consequently, such nations are characterized by ineffectiveness, incompetiveness and productivity tends to substantially plummet.

Argiris (1983) pointed out that most bureaucratic organizations create a work environment where workers are provided with minimal control over their work and are expected to be passive, dependent and subordinate; expected to have a short-time perspective and induced to perfect use of a few limited abilities. He further pointed out that what organizations need is to adopt management techniques that are motivating to employees such as participatory management and team building. In this case, the employees self-esteem will be boosted and they will closely identify with organizational goals and objectives for better performance.

Robbins (1980) and Nisbet (1967) recommended the need to experiment with structural techniques namely communication, participatory style of management, job design and teamwork

practices which enhance job satisfaction and motivation. These scholars argued that regular adjustments on these techniques can lead to improvement in planning and decision-making process which in turn enhance effectiveness, productivity and competitiveness. such as functions and internal relationships. In order to develop Proponents of organizational development Albrecht (1983); Robbins (1980); have argued that adaptation of management practices are necessitated by requirements of the organizational life-cycle, consisting of stages involving inception, growth, maturity, stagnation and decline. They argued that all organizations are subject to this process of life-cycle and characterized by challenges at each stage necessitating the need for adaptive management techniques. (historical) management approaches that do not cope with Other scholars (Cumming, 1994; Argris, 1983) have pointed out that the need for change is necessitated by changing circumstances such as the needs of clients (or customers) and economic conditions. responsiveness of the organization while innovating. allowed it to cope with specific Robbins (1980) pointed out that most organizations in developing countries tend to adopt a seemingly workable "status quo" mode of operation and justify it. He argued that such organizations resist change demanded by internal and external forces. Robbins argued that these organizations will eventually arrive at a "sticking" point characterized by limited communication, low productivity,

ineffective planning process as well as inefficiency.

To prevent such a sticking point (stagnation), Robbins recommends change in the management practices, organizational structure, social processes such as functions and internal relationships, in order to develop a more effective and productive enterprise which is in harmony with its environment. He argued therefore that it is always necessary for organizations to evaluate their management techniques in order to cope with the changing needs and the surrounding environment.

Ansoff (1980) argued that most organizations particularly in developing nations tend to maintain conventional (historical) management approaches that cannot cope with emerging challenges. Consequently, he proposed two new approaches which should be adopted: "flexibility and innovativeness". He further stated that flexibility enhances the general responsiveness of the organization while innovativeness allows it to deal with specific rapidly developing trends, threats or opportunities. Therefore, managers need to adopt a dynamic perspective from which to look at their organizations in a comprehensive and systematic process in order to facilitate adaptive change.

Marshall and Gufwoli (1986) have pointed out indicators

which show the need for adaptive management approaches. These include industrial dispute, individual conflicts, inadequate product design, discrimination and job dissatisfaction. They argued that to overcome such problems, institutions need to carry out restructuring of their objectives, organizational structure, operational procedures and even product design.

Much of the research and experiment on modification of structural techniques that improve the workers' performance and organizational effectiveness have been carried out in the developed nations and limited attention has been given to organizations in the third world nations.

In Kenya, education is recognized as a major tool of national development Sessional Paper No. 10 of (1986) and the Mungai report (1995) which state that "At this stage of development education is much more of an economic than a social service. It is our principal means of relieving the shortage of manpower and equalizing opportunities for all citizens."

Mungai (1979) pointed out that the university management faces the challenge of streamlining its goals and objectives in response to its special role of stimulating intellectual life in the country, providing adequate facilities for university education and providing

facilities for research. Institutions in Kenya are less productive and operate less efficiently. Kamunge (1988) argued that the university which is the apex of formal education is faced with recurrent challenges of education and training of high level manpower for national development. He further states that to deal with the above challenges, the university management must be geared at responding to the demands of national development and emerging socio-economic needs and circumstances. The World Bank Report (1980) is to encourage efficiency in the use of resources. Mackay (1981) pointed out that if institutions of higher learning are to survive into the future, there is need for the management to continually change in response to emerging challenges and circumstances. These practices have been reflected by frequent calls for income generating activities. In light of the significance attached to education in Kenya and the ensuing management concerns and challenges highlighted above, this study focused on the impact of Organizational Development (O.D.) strategies on working conditions and performance, taking Daystar University as a case study. Institutions in Kenya have tended to apply the bureaucratic management model which is less responsive to

## 1.2 Statement of the Problem

The current challenges facing our educational institutions in the East Africa region and particularly in Kenya is lack of capacity to respond to new challenges and opportunities.

Furthermore, there are claims that most of the educational institutions in Kenya are less productive and operate at less efficient levels. Indeed, the on going structural adjustment policies (SAPs) in public institutions are meant to address these problems.

An important aspect in these structural programmes is improvement of management for higher productivity, competitiveness and efficiency. The intention of the World Bank Report (1980) is to encourage efficiency in the use of resources in order to improve the amount of productivity and working conditions.

In addition, the need to improve management practices have been reflected by frequent calls for in-come generating projects, search for self-sustainability, improvement in quality of education as well as improvement in management of Education.

Besides scarce resources, it has been argued that educational institutions in Kenya have tended to apply the bureaucratic management model which is less responsive to change, leading to low productivity, ineffectiveness and inefficiency. For example, it has been pointed out in the World Bank report, (1980) that low productivity is reflected by overstaffing, high expenditure and limited equipment.

Furthermore, it has been pointed out that these educational institutions face challenges of expansion and limited resources. This calls for more responsiveness to change and to adoption of strategies that will stimulate higher performance. As argued elsewhere in this study, organizational development strategies provide the necessary framework. Application of these strategies have been carried out in some of the educational institutions, particularly in the private sector institutions such as Daystar University. However, the way such strategies have improved performance and working conditions has not been documented.

### 1.3 Objective of the Study

The purpose of this study was to identify Organizational Development (O.D.) strategies that have been practised at Daystar University and the way in which these practices have influenced working conditions and performance. More specifically, the study aimed at identifying the extent to which Daystar University has adopted Organizational Development (O.D.) strategies such as participatory management, improved communication, reward practices, teamwork practices, collaborative management by objectives and the ways in which these aspects have influenced working conditions and performance.

The study involved three steps: First, to determine trends on characteristics of the institution in terms of students/staff ratio, income and expenditure over the last ten years. Second, to identify through staff ratings, Organizational Development (O.D.) strategies that have been adopted in the last three years and lastly, to identify through staff ratings, ways in which adopted management strategies have influenced performance and working conditions. For this purpose, indicators of performance and working conditions include sense of accomplishment, responsibility, self-initiative, productivity, job satisfaction and morale.

Specifically, this study sought to answer the following questions:

1. What have been the characteristics of Daystar University in terms of student/staff ratios, income and expenditure in the last ten years?

2. What management practices have been adopted at Daystar University and found to be promising? With respect to this question, some of the strategies anticipated included: participatory management, communication, reward practices, team-work practices and collaborative management by objectives.

3. What impact has been experienced as a result of the

adopted strategies? With respect to this question, anticipated areas of impact included: Increased sense of accomplishment, increased self-initiative, sense of responsibility, increased morale, and increased productivity and job satisfaction.

4. To what extent have the ratings of adopted management strategies influenced the ratings on performance and working conditions?

These questions were aimed at providing insight and guidance to the issues under investigation.

In terms of the hypothesis, the study postulates that adoption of Organizational Development (O.D.) strategies will influence working conditions and performance. This overall prediction was broken further into five sub-hypotheses as follows:

- (i) That the ratings on improvement of communication is associated with the ratings on working conditions and performance. The anticipation was that the higher the ratings on improvement of communication, the higher the ratings on impact on working conditions and performance.

(ii) That the ratings on participatory management practices is associated with the ratings on working conditions and performance. The anticipation was that the higher the ratings on participatory management, the higher the ratings on impact on performance and working conditions.

(iii) That the ratings on team-work practices is associated with ratings on performance and working conditions. The higher the ratings on team-work practices, the higher the ratings on the impact on working conditions and performance.

(iv) That ratings on reward practices is associated with ratings on influence on performance and working conditions. The higher the ratings on reward practices, the higher the ratings on performance and working conditions.

(v) That ratings on collaborative management by objectives will be associated with ratings on impact on working conditions and performance. The higher the ratings on collaborative management by objectives, the

higher the ratings on working conditions and performance.

(ii) The need to identify management capacity  
The study was carried out at Daystar University. This is a private sector institution based in Nairobi and was established in the late 1970s. As a private sector institution, it is expected to be more responsive to challenges emerging from organizational life-cycle and changing environmental conditions. In addition, the institution has been carrying out management changes over the last ten years. These changes presented an opportunity to assess adoption of Organizational Development (O.D.) management practices and the resulting working conditions and performance. The study may not necessarily apply to all educational organisations.

#### 1.4 Significance of the Study

Second, the study has technical limitation due to  
The justification of the study arose from the need to address development of capacities and responsiveness to emerging challenges and circumstances in educational institutions. More specifically;

third, the study was faced with a scarcity of literature on  
(i) First, The need for organizations (institutions) in developing nations to be productive, efficient and competitive.

(ii) Second, The need to identify management practices which

Management are more responsive to local conditions.

based on testing the experienced impact by staff.

(iii) The need to enhance management capacity of organisations and institutions in developing countries.

(iv) The need to test recent theories in Organizational Development and management.

### 1.5 Limitation of the Study

One of the limitations of the study arises from the fact that it was based on one institution. The generalizations based on this case study may not necessarily apply to all educational organizations.

Second, the study has technical limitation due to difficulties encountered in getting access to data that can indicate changes in management techniques and the resulting performance.

Third, the study was faced with a scarcity of literature on application of O.D. in institutions of higher learning because of limited Organizational Development (O.D.) studies in this region.

Fourth, the study was quasi-experimental examining

management techniques that have been applied and hence based on rating the experienced impact by staff.

## LITERATURE REVIEW AND THEORETICAL FRAMEWORK

### 2.1 Introduction

In this section, literature on management practices are reviewed with a view to identifying various adaptations, adoption of Organizational Development (O.D.) strategies and the reported impact. The chapter is divided into the following sections: Adoption of Organizational Development (O.D.) strategies in educational institutions, historical perspectives, the nature of bureaucratic management, local studies on bureaucracy, Organizational Development strategies, previous studies on organizational development strategies, theoretical framework and the hypotheses.

### 2.2 Adoption of Organizational Development (O.D.) Strategies and Productivity in Educational Institutions

While educational goals are many, the academic attainment of students is clearly among them as it is the main objective of all educational institutions. Moreover, it is the only output of educational institutions that is widely measured (Bidwell and Karsada) in Muchira, 1988. These scholars further argued that significant responsibility is

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

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#### 2.2 Adoption of Organizational Development (O.D.) Strategies and Productivity in Educational Institutions

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placed in the educational institutions to make students perform well and principals are expected to shoulder a great deal of that responsibility. In this climate of accountability, the assessment of the quality of educational institutions focuses on the student out-put; what they are learning and how they are progressing.

The above scholars pointed out to a relationship between the administrative behaviour and productivity. They state that evidence indicates that when teachers are engaged in both task and relations-oriented behaviour, students tend to make higher scores in achievement. They state that of importance are the working conditions and teachers' job performance which are directly tied to the students' performance.

In his survey of the theory and research concerning leadership, Stogdill in (Muchira, 1988) indicated that when teachers and principals are described high in consideration and structure, their pupils tend to make higher scores on lists of school achievement.

Keeler and Andrew in (Muchira, 1988) also pointed out to a significant relationship between leadership and student achievement and staff morale. In a study of school productivity, they found out that all of the statistics give strong support to the hypothesis that leadership

behaviour of the principal was significantly related to the productivity of the school. The weight of the evidence supported the hypothesis that the morale of the staff is related to productivity. Hence, the need to adopt strategies geared at boosting staff morale and working conditions.

The above scholar further stated that the good headmaster Benson in (Muchira, 1988) reported that in his study, he found out that the faculty who perceived their school to be more bureaucratically run were more dissatisfied and were willing to leave than those who perceived their school to be less bureaucratically run and dynamic. This study supports the argument that there is need for adaptation of management practices for higher organizational performance. The organizations that tend to be more bureaucratic perform poorly unlike organizations that are adaptive and responsive to change and emerging challenges. A universal rule is to adopt an effective management approach if it is so. Thomas (1971) argued that in order for an educational institution to be productive, the leadership must provide continuing incentives for everyone in the institution. He further states that in an effective school, job satisfaction at least ought to be high and varieties of members of staff motivation should be provided for.

The above argument is carried further by Olembo, (1992). He stated that a good headmaster would need to know how to

establish good working relationships, conditions with the staff in the school and the community as a whole. He would also need to develop democratic tactics of a democratic leadership and decision making and yet get the task at hand performed in line with the objectives of the school.

The above scholar further stated that the good headmaster would have to communicate with all those involved in the administration of the school, the teaching, learning activities and support services. Above all, he would have to develop effective feedback mechanism, establish incentive systems within the school to include recognition of good work, promotion and rewarding of staff, and to provide a healthy working environment conducive to staff and pupils growth and general development.

Mungai (1979) further stated that the public university must adopt an effective management approach if it is to fulfil its special roles of stimulation of intellectual life in the country, providing adequate facilities for university education including technological and professional education and providing facilities for research, either directly or through the media among others.

In his presidential report, Kamunge (1988) pointed out that the University is the apex of formal system of education

for the training and development of high level manpower for national development. He further stated that to deal with such challenges, the University management must be geared at responding to the demands of national development and emerging socio-economic needs with a view to finding solutions to problems facing society. This calls for the need for the management to be adaptive and responsive to change.

According to the above scholars, Weber emphasized that Mackay (1981) argued that right from the medieval times when religion was a fundamental issue, through to recent times when science and technology are the main concern of human society, the motivating force behind scholarship and University objectives has always been change and hence the need for University management to continually change in response to emerging challenges and circumstances. This is the only way, he further states, the University will survive into the future.

### 2.3 Historical Perspectives

It has been pointed out consistently, (Mullin; 1985; Blau, 1971; Robbins, 1980) that the systematic development of management started towards the end of the nineteenth century with the emergence of large industrial organizations and the ensuing problems associated with the structure and management of such organizations.

Most management scholars (Blau, 1971; Mullin, 1985; Robbins, 1980) attribute initial rational approach to management to Weber. It is pointed out that in 1834, Weber formulated bureaucracy as an ideal management model. These scholars argued that Weber did not actually define bureaucracy but attempted to identify the main characteristics of this type of organization.

According to the above scholars, Weber emphasized the importance of administration based on expertise and administration based on discipline; tasks are allocated as official duties to the various positions; there is an emphasis on clear-cut division of labour and a high level of specialization; hierarchy of authority which applies to the organization of offices and positions; uniformity and centralization of decision making and actions which are achieved through formally established rules and procedures; an impersonal orientation is expected in dealing with clients and fellow officials.

It has been pointed out that Weber's work never became available to wide readership until 1930s when his book was translated into English Blau (1971). Indeed, it is generally acknowledged that Weber's ideal management has tended to characterize various types of organizations and institutions (Mullin, 1985; Blau, 1971).

It is generally acknowledged (Robbins, 1980; Mullin, 1985) that another major step in the development of management arose with the work of Taylor who introduced scientific management. Scientific management advocated for the achievement of the highest productivity possible through paying the workers high salaries and through training (Blau, 1971). "Successful industry is about change. If it is not changing, it is dying". Organizations that have Available literature (Bobbit, 1974; Mullin, 1982) indicate that another major innovation and adaptation was advanced by Elton Mayo and associates and who emphasized human relations approach. survived this far (Harding, 1992)

This approach has been considered as a reaction to the impersonal emphasis adopted by the bureaucratic approach in handling employees (Thompson, 1982, Mullin, 1985). It demonstrated that people go to work to satisfy a complexity of needs and not just simply for monetary rewards (Mullin, 1985). They emphasized the importance of the social norms of individuals and gave recognition to group values and norms in influencing individuals at work (Bobbit, 1974, Mullin, 1985). end initiative because of centralization in communication and decision-making.

Other scholars have pointed out that another adaptation of management was advanced in the 1930s by Henry Foyol (Meltzer, 1981, Summer, 1982). Foyol's approach laid emphasis on discipline at work for both workers and the

managers (Meltzer, 1981). Despite the development of these management approaches, it has become necessary for organizations to undertake changes regularly or periodically in order to be assured of their survival and competitiveness. Indeed as Jones (1984) emphasized, "Successful industry is about change. If it is not changing, it is dying". Organizations that have undertaken change by incorporating organizational Development (O.D.) strategies have shown a remarkable degree of capacity for change and innovation; otherwise they would not have survived this far (Harding, 1992).

#### 2.4 The Nature of Bureaucratic Management.

Bureaucracy as presented by Weber emphasize a hierarchy of offices designed rationally to coordinate the work of many individuals in pursuit of large scale administrative tasks and organizational goals (Haralambos, 1986, Bobbit, 1974). This hierarchy of offices has been criticized by among others Mitzels and Roberts, (1936) as a limitation of human freedom and initiative because of centralization in communication and decision-making. One of the recognized characteristics of bureaucracy is specialization (Perrow (1971). It is argued that specialization serves to enhance efficiency. The argument,

according to Perrow (1971) is that individuals are generally capable of performing all tasks equally well but become confused if they have to learn too many of them and do them all regularly. He argued that individuals perform better if they learn a few jobs well especially those for which they are best suited by natural ability, training or previous experience. Bobbit (1974) notes that specialization results to efficiency in the long run because the concerned officials are trained in only one area and they therefore tend to perform at their best. However, other scholars (Selznick, Merton, Gouldner, 1984) argued that specialization results to goal displacement as increased specialization, delegation and independence given to experts can lead to the unintended consequence of the emergence of sub-groups with their own goals at variance with those of the organization. They further argued that this is a hindrance to team-spirit which fosters staff involvement, coordination of tasks and cooperation among staff as the staff operations are at variance. Furthermore, as pointed out by Haralambos (1991) specialization leads to standardization which is a limitation to human freedom because the rational procedures and practices prevent the spontaneity and adaptation to changing and emerging circumstances.

Bureaucratic organizations are characterized by impersonal relations with clients and fellow officials Crozier (1980). Perrow (1980) noted that the impersonality is essential to prevent favouritism, discrimination and to protect individuals from the agonies resulting from intimate knowledge and friendship when a situation demands an impersonal decision.

Meyer (1980) argued that the absolute separation of the property and activities of the organization from those of the individual employees prevent the personal consideration of employees from interfering with the rational, equitable and impersonal conduct of the business.

However, it has been noted that impersonality in a bureaucratic organization results to lack of human face towards employees because the impersonality characterizes failure to pay attention to the social needs of employees and lack of interaction among employees and between workers and their superiors (Kolasa, 1980; Hersey and Blanchard, 1986). These scholars claim that this is a limitation to productivity and enhancement of working conditions as when the social needs of employees are not addressed, the organization is not geared to motivation, job satisfaction and morale-boosting. All this leads to low productivity and incompetiveness.

Bureaucratic organizations are characterized by a tendency to maintain the status quo by following the policy broken down into rules and procedures (Day, 1985). The rules and procedures govern the conduct of work and serve to ensure a uniform method of performing every task (Blunt, 1985). Weber himself argued that a consistent system of abstract rules and procedures clearly defines the limits of authority held by various officials in the hierarchy.

The system of rules and the span of control restrict A major function of the rules and procedures as pointed out by (Etzion, 1977) is that being impersonal, the rules free the superiors from frequent interaction with the juniors during normal job activities. The subordinates are guided by rules and supervisors need to interact only when they detect deviations from the rules. ~~ion and finally to low productivity and poor services.~~

Despite the above role played by rules and procedures it has been argued that they conflict with individual abilities and initiative particularly where communication and participatory management are not enhanced (Mitzels 1936). This is a major hindrance to performance as when there is lack of involvement of staff, they cannot take self-initiative and responsibilities of their own volition.

Mullin (1986) argued that rules and procedures become more important in their own right rather than as a means to an end; officials may develop a dependence upon status,

symbols and rules; individual initiative may be stifled and when a situation is not well covered by the system of rules and procedures, there is a lack of flexibility and adaptation to changing circumstances which can lead to officious bureaucratic behaviour characterized by low productivity, incompetitiveness, ineffectiveness and inefficiency.

The system of rules and the span of control restrict initiative of the individual and cause an experience of failure, frustration and conflict particularly where supervisors oversee that employees are performing roles according to specified rules and procedures (Argyris, 1980). According to Argyris, this kind of situation leads to low morale, job dissatisfaction and finally to low productivity and poor services.

Argyris suggested that the organizational environment should provide a significant degree of individual responsibility and self-control; commitment to goals; productivity and work and an opportunity for individuals to apply their full abilities, in order to enhance self-initiative, morale, productivity and competitiveness.

Bureaucratic management entails uniformity and centralization of decision-making (Crozier, 1980). The uniformity as Blau (1971) pointed out ensures that there is

equal treatment for all while decision-making lies with the elite on top. extent to which bureaucratic underwent change in the transition from pre-colonial to post-colonial period. However, Argyris (1980) argued that centralization of decision making gives workers minimal control over their work and environment and are therefore encouraged to be passive, dependent, subordinate and this results to poor performance. machinery linking the chief executive branch with the provincial administration.

**2.4.1. Local Studies on Bureaucracy** (1971) a source of livelihood for over 90,000 employees. Third, the Odera (1978) in exploring the role of public bureaucracy in agricultural development attempted to analyze ways in which agricultural development is influenced by a public bureaucracy in seeking to convey technical information to the rural farmer and to supply him with goods and services intended to enhance his agricultural productivity. Odera focused on the role of public bureaucracy in agricultural In his findings, Odera argued that agricultural extension bureaucracy is located as a sub-system of the overall government or public bureaucracy, having a large role to play in the development process. He stated specifically, that in the case of Kenya, compared to other institutions, it is the bureaucracy that has achieved a higher degree of institutionalization and can therefore take initiative in development. are intended to fill the gap left by these two

Kagombe's (1971) study on bureaucracy and social change explores the extent to which bureaucracy underwent change in the transition from pre-colonial to post-colonial period in Kenya. He argued that although African Nationalists were bitter with the colonial bureaucracy or civil service, the Kenyatta government (as a political system) could not function without the bureaucracy because it is part of an integrative machinery linking the chief executive branch with the provincial administration.

It has been pointed out that innovation and change are Second, the bureaucracy is now (1971) a source of livelihood for over 90,000 employees. Third, the bureaucracy shares in decision-making with politicians (behind the scenes) and it is the organization that executes formulated policies (Kagombe, 1971).

The above two studies on bureaucracy have taken different approaches from this study ; the first study by Odera focused on the role of public bureaucracy in agricultural development while the second one looked at bureaucracy and social change, specifically examining the extent to which bureaucracy underwent change after independence in Kenya, in the realm of public administration. None of the above studies was addressed to bureaucratic management practices with a view to examining how they have been adapted for higher performance and better working conditions. This study therefore intends to fill the gap left by these two

studies.

## 2.5 Organizational Development (O.D)

Organizational Development (O.D.) is a process of enacting change towards modernisation, competitiveness, effectiveness, efficiency and higher performance and better working conditions in organizations.

It has been pointed out that innovation and change are essential characteristics of organizations (Harding, 1992). This is because all organizations are in different stages of the innovative process and such difference will tend to be produced by the extent of the dynamism or turbulence within the organization's environment (Harding, 1992). She stated that demand for innovation and change is produced by the environment which will itself be in a continuous state of flux.

Moreover, she argued that there are many reasons for innovation and change. The goals of the organization and the extent to which these are being fulfilled are important and often produce the desire to introduce innovation and change in order to achieve greater levels of efficiency and effectiveness. She adds that this, in turn, means that the reasons given for change are often expressions for dissatisfaction with things as they currently exist.

For example, a significant area of weakness which requires improvement is the fact that organizations often experience problems or run up against faults which may lead to innovation or change in the following areas: the organizational system especially communication and delegation; the quality of the product or service; the established working practices and procedures; the quality of interpersonal relationships particularly between the worker and the supervisor; the capacity to meet increased demand for products and services; competitive pressure (Harding, 1992; Cumming and Huse, 1994).

They further state that the practice of Cumming and Huse (1984) argued that institutions must continuously change in response to external and internal circumstances. They continued to state that Organizational Development (O.D.) emphasizes the perspective that organizations need to grow continually. In this perspective, organizations tend to have a life-cycle because from time to time, they encounter challenges that must be dealt with to ensure survival into the future and to maintain competitiveness, efficiency and productivity.

In this case, these scholars have argued that organizations through Organizational Development (O.D.) model need to review their management practices and adopt strategies that will work towards higher organizational performance.

Further, Miner (in Commerford, 1980) argued that strategies capable of sustaining flexibility and adaptation will more than ever before assume a greater significance and consume a greater amount of management time. workers more control over work methods in terms of participatory

Cumming and Huse 1994 pointed out that Organizational Development (O.D.) is a system involved in wide application of behavioural science knowledge to the planned development and reinforcement of organizational strategies, structure and processes for improving an organization's effectiveness, efficiency, productivity and general performance. These authors state that the practice of Organizational Development (O.D.) covers a wide diversity of activities: Team building with top corporate management; structural change in a municipality, a job enrichment in a manufacturing firms, etc. and how these relations can be improved. He further stated that it might include change

Furthermore, Cumming and Huse (1994) stated that Organizational Development (O.D.) applies to an entire system such as a company, a single plant firm or a department or work group. They argue that it is concerned with planned change and emphasizes more of an adaptive strategy. (O.D.) is oriented to improving organizational effectiveness. They argued that this is done through

However, Harding (1994) pointed out that Organizational Development (O.D.) involves both the creation and subsequent reinforcement of change. For example,

implementation of a change program to a long-term concern for stabilizing and institutionalizing change within the organization by implementation of a job enrichment program might focus on ways in which supervisors could give workers more control over work methods in terms of participatory management. After workers have more control, attention would shift to ensuring that supervisors continue to provide that freedom. This assurance might include rewarding supervisors for managing in a participatory style.

Cumming (1994), stated that Organizational Development (O.D.) encompasses strategies, structure and processes through different Organizational Development (O.D.) programs which will focus on how the organization relates to a wider environment and how these relations can be improved. He further stated that it might include change in the grouping of people to perform tasks and in methods of communicating and solving problems to support the changes in strategy.

Hersey and Blanchard (1986) indicated that Organizational Development (O.D.) is oriented to improving organizational effectiveness. They argued that this is done through placing heavy emphasis on humanistic values, promoting openness, trust and collaboration.

Lewin (1983), pointed out that Organizational Development (O.D.) is an on-going cycle of activities which involves diagnosis, intervention, evaluation and institutionalization.

Organizational Development (O.D.) strategies according to Snape in Dobson (1975) should likewise apply for educational institutions. He further stated that the wide-ranging changes occurring in educational institutions today are associated with managerial pressures, stresses and anxieties which call for a reorganization and adaptation of management practices in order to cope with the ensuing needs and pressures.

Indeed, as highlighted elsewhere in this study, educational institutions ought to be responsive and adaptive to change so as to cope with the surrounding environment, to achieve competitiveness, efficiency and higher productivity.

Palsey (1981) argued that institutions of learning are not easy places to run because they are the scene of conflicting interests in society. He further pointed out that to bring a school to the point of being a harmonious and a purposive collective enterprise, it takes a difficult feat of leadership and organizational ability. As proposed elsewhere in this study, management of educational institutions calls for a dynamic management technique that

will meet the demands of the day and the needs of all individual members in the organization. In this way, harmony, competitiveness and efficiency are likely to be achieved.

#### 2.5.1 Previous Studies on Organizational Development (O.D.) Strategies

Elton Mayo carried out some studies at Hawthorn Illinois Plant of The Western Electric Company to find out what management style motivates workers to produce highly. The researchers improved the working conditions of women who assembled telephone relays by implementing such innovations as scheduled rest periods, company lunches (reward practices) and shorter work week. As a result, there was a radical change in their output which jumped to all time high. Mayo explained this change in terms of the attention lavished upon the workers as a result of which they felt that they were an important part of the company. He argued that they no longer viewed themselves as isolated individuals, working together only as in the sense that they were physically close to each other. Instead, they had become participatory members of a congenial, cohesive work group.

He stated that the relationship that developed elicited feelings of affiliation, competence and achievement. He argued that these needs which had gone unsatisfied at the work place were now being fulfilled. The women worked harder; producing more and worked more effectively than previously.

Mayo pointed that when workers are involved in the management, they begin to feel that the management views them as important, both as individuals and as a group since they are now participating in the operation and the future of the company and not just performing unchallenging, unappreciated tasks.

The findings of the above study therefore encourage a management approach that involves the employees in planning, organizing and controlling of their work as an effort to secure positive cooperation as shown earlier in the study. The study indicated that reward practices and participatory management enhance staff morale, job satisfaction, leading to higher performance.

Robbins (1980), presented an experiment in which the Buick Product Engineering Group decided to enrich the job of an assembler through job design. He reported that job modification included such things as allowing the employees to correct any deficiencies discovered and to record the

action on a work sheet; choose his own work assignment; contact the design engineer directly; inspect his own work and establish his own completion dates and job hour contents. The two modifications included enhanced staff involvement (participatory management) and enhanced communication with the superiors.

Robbins reported that with the implementation of the above job-enrichment program, the following changes were observed: Productivity has increased nearly 13%; petty grievances have been eliminated; fleet cars are kept in better mechanical conditions because assemblers have shown initiative in discovering and repairing such discrepancies as rattles, steering whines, defective exhaust systems and engine starting problems; departmental morale has improved together with increased pride and interest in work; communication and personal relationships between and among assemblers, foremen and design engineers have increased and improved.

The findings of the above study by Robbins clearly indicate that different management approaches are associated with different performance as anticipated in this study. In this study, participatory style of management and enhanced communication with superiors enhanced staff morale, responsibilities, self-initiative, leading to higher productivity, effectiveness and efficiency.

Hersey and Blanchard (1986) presented an experiment in which General Foods began an experiment on teamwork practices in their new plant at Topeka Kansas plant which produces gains pet food in 1971. They reported that the company started utilizing team-work practices and holding collective responsibility for segments of the production process. Team leaders were appointed to facilitate team development and decision-making. However, after several years, the teams became so effective at managing themselves that the team leader positions were being eliminated.

By 1973, they further reported, employees were generally praising the variety, dignity and influence they enjoyed and they liked the team-spirit, open communication and opportunities to expand their mastery of job skills. He stated that the employees generally believed that the work system as a whole was better than any other they knew about.

From the management side, he reported, the management observed that the plant operated with 35% fewer employees than similar plants organized along similar lines. In addition, the experiment resulted in higher output, minimum waste, avoidance of shutdowns, lower absenteeism and lower turnover.

Studies carried out by Litterer (1986) on participatory

management at Eaton Camp which has adopted this program in over a dozen of its plants show promising results: Product output in the new plants using this approach ranges up to 35% higher than at older plants; absenteeism rates at the new plants range between 0.5% to 3% compared with 6% to 12% in the old plants and voluntary quits were reduced from as high as 60% a year in the old plants to 45% in the new plants.

Cumming and Huse (1994) reported a case of high staff involvement at Sherwin Williams Automotive Paint Factory in Richmond, Kentucky. They reported that the management was concerned with the high staff turnover, low production and high absenteeism. They further reported that the management decided to treat employees as business partners in order to make the work more meaningful and challenging, to reward staff on the basis of performance, to improve communication, to introduce training on a day-to-day basis in which all staff participate both as learners and as teachers.

They further reported that the introduction of the above management strategy resulted to use of fewer staff by 25%, reduced absenteeism by 63%, raised productivity by 30% and reduced production costs by 45%.

Cumming and Huse (1994), pointed out that an attitude

survey conducted two years after the introduction of the above strategy revealed that employees were extremely satisfied with the design and content of work and the participative climate. Again, they reported participatory management at General Motors Lakewood Plant. They say the management decided to introduce participatory management in order to improve the plant's effectiveness. The management, they said, emphasized mutual understanding, trust and teamwork, started providing the staff with information on a wide-range of subjects such as future products, organizational changes and productivity measures. The employees were informed about the projected modifications in products and facilities and were encouraged to participate in planning the process. A more responsive approach to management was reported in this study. The above scholars reported that the results of the participatory management were impressive. Within eight months, they said, the plant had moved towards participation by members. There were sizeable gains in efficiency and lessening of employees' grievances.

As discussed above, one of the theoretical perspectives The above studies have clearly indicated that different management practices geared at adaptation and adoption of Organizational Development (O.D.) strategies are associated with variance in performance and working conditions. Institutions adopting Organizational Development (O.D.) management techniques such as participatory management,

improved communication and teamwork practices which are aimed at motivating workers to work harder by making the work more exciting, challenging and by allowing them to feel part and parcel of the management are bound to achieve higher performance unlike institutions in which the management is not adaptive and flexible in regard to acquiring management practices that will improve the working conditions thereby motivating the workers to work harder for higher performance. *effectivity possible through remuneration of workers and training.*

## 2.6 Theoretical Framework

*Both the bureaucratic and the scientific models are used.*  
The foregoing literature review indicates that various management practices have been advanced in search of a more responsive approach to management. However this study adopts Organizational Development (O.D.) as a basis for theoretical framework because of it's relevance to adaptive performance, competitiveness, efficiency, effectiveness and enhanced working conditions.

*The fourth model also presented above is the administrative*  
As discussed above, one of the theoretical perspectives available in the study of management is the bureaucratic model formulated by Max Weber in 1834. Bureaucracy is mainly characterized by specialization, centralization of decision-making, standardization of role performance, impersonal relations and span of control. This model is essentially static and rigid in adaptation of management

practices. It is, therefore, not responsive to the changing and emerging circumstances, rendering organizations incompetent, inefficient, ineffective, characterised by low productivity.

The second model described above is the scientific management approach advanced by Frederick Taylor. Scientific management is mainly concerned with the achievement of the highest productivity possible through remuneration of workers and training.

Both the bureaucratic and the scientific models are less responsive to the social dynamics, norms, and changing circumstances. Consequently, Elton Mayo advanced a third model, namely Human Relations Approach to Management. The new approach laid emphasis on communication throughout the organization and training of managers on how to handle the workers' problems.

The fourth model also presented above is the administrative approach which was advanced by Henry Fayol. This model emphasized discipline for both the managers and the workers by adhering to laid down rules and regulations.

Notwithstanding the advancement of the above management approaches, as indicated in the literature review, they are associated with various drawbacks that are a hindrance to

organizational performance and working conditions. This is mainly due to lack of dynamism, adaptation and flexibility and lack of responsiveness to changing and emerging circumstances. The above management approaches are less responsive to social dynamics and norms as illustrated in the literature review.

Owing to the above mentioned drawbacks, this study adopts organizational development (O.D.) perspective. It is a process of evaluation of management practices and introducing necessary interventions. It is also a theory of organisational management that provides basic principles and strategies that are more promising in enhancing capacity building, productivity, effectiveness, better working conditions and competitiveness, all of which lead to higher performance.

As shown in the literature review, according to Cumming and Huse (1994), Organizational Development (O.D.) takes into account the need for organizations to adopt change and innovation as a process for survival into the future. Harding, (1992), argues that the model mainly pays attention to the humanistic values and social needs of workers. Letterer, (1986), pointed out that O.D. is more of an adaptive strategy than it is a blue print on how things

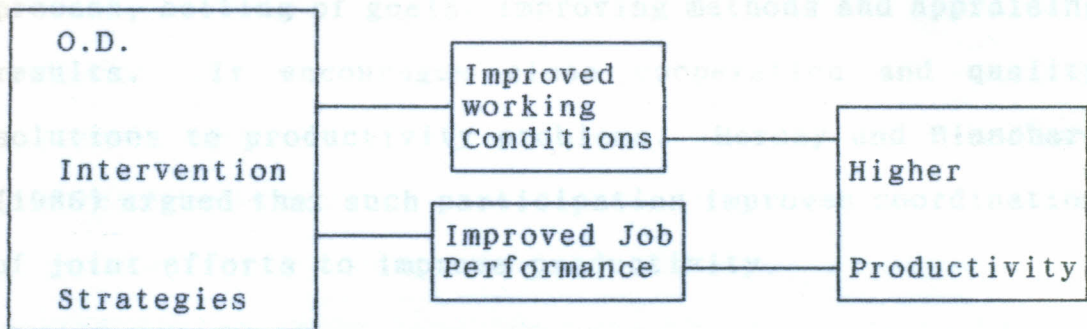
should be done.

As pointed out in the literature review, **Harding (1992)**, argued that Organizational Development (O.D.) is a model for capacity building for change and it involves planning to diagnose and solve organizational problems through flexibility. She further argued that the flexibility, diagnosis and adaptability are geared at overcoming such problems as low morale among workers, low performance, high staff turnover and low productivity. The rationale for adopting Organizational Development (O.D.) strategies is based on the need for institutions to continuously change in response to external and internal circumstances and emerging challenges. This is because organisations tend to have a life-cycle because from time to time, they encounter challenges that must be dealt with to ensure survival into the future and to maintain competitiveness, efficiency and productivity.

In this case, Organizational Development (O.D.) intervention strategies enable organisations to survive into the future as it is an ongoing cycle of activities which involves diagnosis, intervention, evaluation and institutionalization. This leads to the reviewing of the management practices and adoption of strategies that work towards higher organizational performance.

For further illustration on how organisational Development (O.D.) strategies work, see Figure 2:1 below.

Figure 2.1



Some of the intervention strategies in Organizational Development (O.D.) are participatory management, team-work practices, communication, reward practices and collaborative management by objectives.

### 2.6.1 Intervention Strategies in Organizational Development (O.D.)

The purpose of this section is to present the organizational development (O.D.) management strategies examined in the study. The section examines various ways in which the O.D. management strategies are applied and ways in which they enhance performance and working conditions

## Participatory Management

Participatory management fosters high degree of member involvement and participation in the decision-making process, setting of goals, improving methods and appraising results. It encourages close cooperation and quality solutions to productivity problems. Hersey and Blanchard (1986) argued that such participation improves coordination of joint efforts to improve productivity.

Likert (1967) argued that participatory management highly involves work groups in setting goals, making decisions and improving methods. In this case, he says communication occurs both laterally and vertically and decisions are linked throughout the organisation by overlapping group membership. He pointed out that members involvement fosters staff satisfaction and morale which in turn, achieves high levels of productivity and quality services.

Litterer (1986) reported that participatory management is an effort made by some organizations in an attempt to increase productivity by treating all employees to the privileges and prerogatives associated with administrative positions.

He argued that the main objective is to give equal treatment to all in which case weekly salaries replace

hourly wages; blue-collar workers participate in the organization's pension program and receive paid sick leave; time clocks are removed and gone are the supervisors reading long lists of disciplinary rules to new workers.

workload. Robbins argued that participatory enhances

Litterer stated that the organization in other words replaces the traditional formal system of rules and penalties that had applied to non-administrative personnel with some trust shown with the non-administrators. He stated that this in turn improves the performance because the employees develop a sense of self-value which raises their morale, hence improving their general performance.

is as a result of employees being involved in planning and

Robbins (1980) presents some aspects of Organizational Development (O.D.) strategies and their impact on performance. One aspect is participatory through job enrichment by allowing workers to assume some of the tasks executed by their supervisors. The enrichment, he said requires that workers do increased planning and controlling of their work, usually with less supervision and more self-evaluation. Robbins argued that this is a way of increasing internal reward from a job to offer some potential. According to Robbins, participatory produces lower absenteeism, reduces turnover and increases productivity. They further argued that participatory leads

to high productivity, low staff turnover, effectiveness and

The second aspect presented by Robbins (1980) is committee

structures as a way of improving team building, participatory management and communication by allowing those who are affected by a decision to be represented in a committee and when it is desirable to spread the workload. Robbins argued that participatory enhances performance because it generates satisfaction among staff members who are then motivated to work hard. Participatory management has been found to be important in fostering high levels of coordination, productivity, job satisfaction, effectiveness and high performance (Likert, 1967; Heresy and Blanchard, 1986). They argued that this is as a result of employees being involved in planning and controlling their work and in decision making. According to these scholars, participatory involves encouraging employees to participate in key decisions, in the setting of goals, in the improvement of methods and appraising results.

Heresy and Blanchard (1986), argued that when employees participate in the management, they view themselves as important, they take more responsibilities and are satisfied with their work and in turn, improve on their performance. They further argued that participatory leads to high productivity, low staff turnover, effectiveness and competitiveness because once the workers are allowed to

assume some of the tasks executed by their supervisors, there is an increase in the internal job reward. Robbins (1980), further argued that participatory leads to lower absenteeism, reduced staff turnover and increased productivity due to the fact that employees begin to view themselves as important both as individuals and as a group since they are participating in the operation and the future of the company and not just performing unchallenging, unappreciated tasks.

### Communication

The nature and patterns of communication are the most important processes of consultation according to Litterer (1986). He continued to say that communication is normally improved through team-work practices and by establishing a better fit between personal and organizational goals.

Litterer further pointed out that communication is increased by shared goal setting between the managers and the subordinates either individually or as a group. Managers and subordinates consult one another and they periodically meet to plan work, review accomplishments and solve problems in achieving goals.

Cumming and Huse (1994), argued that sharing of goals

between managers and staff leads to internalization of organizational goals and objectives among all staff members. They stated that in this way, employees work hard towards the attainment of goals and objectives because they closely identify with them. They continued to point out that such an attitude leads to higher performance because employees are motivated to work hard.

In addition, Robbins (1980) argued that an effective communication system enhances organizational performance because once the goals and objectives are communicated to all staff in the organization, they are internalized and easier to achieve as members of staff closely identify with them.

Another aspect of enhancing communication for higher performance and better working conditions is by providing a channel through which employees view their complaints and appeals. This can be done by providing a staff association, or creating a position of an ambudsperson whose main role is to provide a means by which employees can get an objective review of their complaints and appeals by a third person independently of the organisation. Robbins (1980) states that this strategy results to overwhelming effects on performance in terms of productivity, efficiency and effectiveness because it counteracts staff dissatisfaction, boosts their morale and

job satisfaction.

It is argued that communication achieves internalization of goals through shared goal setting between managers and the subordinates, consultations and periodical meetings to plan work, review accomplishments and solve problems in achieving goals. As a result of the above, employees work harder towards the attainment of goals and objectives because they closely identify with them. Such an attitude leads to high performance and better working conditions because employees are motivated to work hard since they consider themselves part of the organization.

#### Teamwork-Practices

This intervention is concerned with helping work groups to become more effective in accomplishing tasks like process consultation (Cumming and Huse, 1994). It is argued that it helps members to diagnose group processes and to devise solutions to problems.

Cumming and Huse (1994), pointed out that it is an effective approach for improving team-work and task accomplishment in work groups. These authors argued that teamwork practices enhance other Organizational Development (O.D.) interventions such as quality of work life, work design, structural design and management by

objectives. productivity, increasing complaints, confusion about assignment, lack of innovation, lack of initiative. These scholars pointed out that these programs are typically designed by the management teams and implemented through various committees and work groups. Team-work ensures that the programs are accepted and implemented by organization members. Indeed, it leads to effective implementation. performance.

Robbins, (1980) reported that team-work practices help members to develop a high level of motivation to carry out group decisions. He continued to state that team-work practices help workers to overcome specific problems such as apathy and general lack of interest among group members, loss of productivity, increasing complaints within the group, confusion about assignments, low participation in work, lack of innovation, initiative and effectiveness of service and productivity. among others.

Team-work practices has been reported (Cumming and Huse, 1994) as necessary for enhancing team-spirit which, in turn help members to develop a high level of motivation to carry out group decisions and tasks. suit of this, employees tend to perform better thereby increasing their productivity.

Robbins (1980), reported that team-work practices improves task accomplishment and coordination, overcomes problems such as apathy and general lack of interest among workers,

loss of productivity, increasing complaints, confusion about assignment, lack of innovation, lack of initiative and effectiveness of services and products and conflicts among members.

As Cumming and Huse (1994) argued, team-work practices enhance effective implementation of goals and it therefore leads to higher performance.

### Reward Practices

Cumming and Huse (1994) stated that this intervention is concerned with designing organizational rewards to improve employees' satisfaction, morale, working conditions and performance. They pointed out that it includes innovative approaches to pay, promotions and fringe benefits such as paid vacations, health insurance and retirement programs, free meals and transport among others.

This intervention improves working conditions because when staff members are rewarded, they feel recognised, appreciated and this raises their morale, self-initiative and job satisfaction. As a result of this, employees tend to perform better thereby increasing their productivity.

3. Enhancing better performance because when staff members are involved, their morale is, in turn, boosted and therefore they perform better.

## Collaborative Management by Objectives

Collaborative management by objectives is a participative approach to management which seeks to involve staff in the management, planning and decision-making process.

According to Wendell and Hollmann (1978), collaborative management by objectives may take 3 dimensions: the superior may prepare the subordinate list of objectives and allows the subordinate ample opportunity for questions and clarification; the subordinate may prepare his own list of objectives and submits this list to the superior for discussion and subsequent editing and modification by the superior or the superior and subordinate independently prepares lists of subordinates' objectives and then meet to agree upon the final lists. In case where superiors prepare a list, they have to agree and come to a consensus in team meetings.

Some of the reported impacts of the collaborative management by objectives include:

1. Encouraging commitment rather than compliance.
2. Encouraging innovations balanced by reality by tapping the creative potential that lies within everyone.
3. Enhancing better performance because when staff members are involved, their morale is, in turn, boosted and therefore they perform better.

4. Encouraging negotiation and mutual agreement.
5. Reducing or eliminating the need for the word "can't".
6. Providing a rationale basis for review and feedback on progress toward objectives.
7. Encouraging intergroup communication and team-work.
8. Providing a tangible rationale for budgeting and funding requests.

For further illustration on how O.D. intervention strategies work, see table 2.1 showing the relationship between the independent and the dependent variables:

**TABLE 2.1 Operations of Organizational Development (O.D.) Intervention Strategies.**

Intervention strategies.	Immediate Results	Middle level Results.	End Results.
Team-building.	Enhancement of team-spirit and team-work, improvement of coordination, carrying out group decisions, improved task accomplishment, low absenteeism.	Overcoming apathy, general lack of interest, increased initiative, effectiveness of services and products, improved productivity.	High performance, competitiveness, effectiveness and low staff turnover.

<p>Participatory Management</p>	<p>Job satisfaction, High esteem, improved general morale, improved self image, increased interest in work.</p>	<p>High levels of coordination, increased productivity, improved quality of services and low absenteeism, improved morale, improved-self initiative, increased responsibilities.</p>	<p>High performance, low staff turnover, effectiveness and competitiveness.</p>
<p>Communication</p>	<p>Internalization of goals and objectives, close identification with goals and objectives, free interaction throughout the organization, raised morale.</p>	<p>Job satisfaction, hard work towards the attainment of goals, improved coordination, over conflict between management and members of staff and low absenteeism, improved morale, increased responsibilities and self initiative.</p>	<p>High performance, competitiveness, effectiveness and low staff turnover.</p>

This study is adopting Organizational Development (O.D.) as its theoretical perspective because it is a dynamic model and its intervention strategies like Team-building, participatory management and Communication allow for higher organizational performance and better working conditions.

As pointed out from previous studies (Harding, 1992), Organizational Development (O.D.) strategies are more responsive to change and local circumstances and are geared at reviewing management practices with a view to adopting strategies that work towards higher performance and improvement of working conditions.

## 2.7 Hypotheses.

The purpose of this section is to identify the hypotheses that arise from the above Literature Review and the theoretical perspective.

Arising from the above stated theoretical perspective and the literature review is the overall hypothesis that adoption of Organizational Development (O.D.) management strategies will influence working conditions and performance.

For the purposes of this study, this general hypothesis is broken down into four specific sub-hypotheses.

The first hypothesis is the prediction that the ratings on improvement of communication will be associated with ratings on working conditions and performance. This premise is based on the argument that improved communication allows for shared goal setting between

managers and the subordinates (Robbins, 1980, Cumming, 1994). This means that there will be consultations and periodical meetings to plan work, review accomplishments and solve problems in achieving goals and objectives.

The third hypothesis is the prediction that ratings on These scholars further argued that eventually, shared goal setting leads to internalization of the organizational goals and objectives among all staff members and in this case, employees work harder towards the attainment of the goals and the objectives because they closely identify with them. Such an attitude in turn, leads to higher performance because employees are motivated to work hard. Job satisfaction is enhanced in the process and this leads to employees taking more initiative and feeling of accomplishment among staff members.

The second hypothesis is the prediction that ratings on participatory management will be associated with ratings on working conditions and performance. As argued by various scholars among them, Miner (1983); Likert (1967); Cumming and Huse (1994); Hersey and Blanchard (1986), when employees are involved in planning, controlling their work and in decision making, they view themselves as important members of an organization, they take more initiative and are satisfied in their jobs which, in turn, improves their performance. Involvement raises the employees' morale because they feel part of the organization and management.

Organizations adopting such management styles will obviously yield higher performance than organizations which are not engaged in such management practices.

The third hypothesis is the prediction that ratings on team-work practices will be associated with ratings on working conditions and performance. Letterer, 1986, argued that team-work practices enhance team-spirit which in turn, help members to develop a high level of motivation to carry out group decisions. He further adds that it improves task accomplishment and coordination, it helps overcome problems such as apathy and general lack of interest among members, loss of productivity, increasing complaints within the group, confusion about the assignments, lack of innovation, initiative and effectiveness of services and products and conflict among members. The above process improves working conditions and performance whereby members improve on their job performance, responsibilities and they take more self-initiative.

Collaborative management by objectives is a special case of participatory management. It is argued that when members are involved in defining objectives, they are motivated to work harder towards the attainment of the objectives as they are in complete agreement with them. It enhances job satisfaction because employees operate within the objectives drawn by themselves. This process leads to

better performance and higher productivity. organizational goals or objectives. Some of the conventional management practices. The fourth hypothesis is the prediction that ratings on reward practices will be associated with ratings on working conditions and performance. This is so, because when staff members are rewarded, they feel recognized and appreciated and therefore, perform better since their morale and job satisfaction is enhanced.

This study examined management practices (techniques) in Daystar University with special attention to the above hypotheses.

## 2.8 Definition of terms

### Organizational Development (O.D.)

This term was used as defined in management literature to refer to a theoretical perspective and process of enacting change towards modernization, competitiveness, efficiency, effectiveness and higher performance in organizations. It provides the theoretical perspective as well as the methodology for this study.

### Management

It was used to refer to arrangements to work with and

through individuals and groups to accomplish organizational goals or objectives. Some of the conventional management aspects include; planning, organizing, coordinating, controlling and leading, staffing, directing and delegating, decision-making, commanding, budgeting and evaluating. are incorporated into organizational management and practices.

### Performance

#### Adaptation

The term was adopted as used in management literature to refer to the way and extent to which organizational goals and objectives are realized. Emphasis was placed on the way (process) the objectives were realized. Of interest will include such aspects of performance and working conditions as job performance, responsibilities, self-initiative, accomplishment, morale and job satisfaction.

The above term was used to refer to a system or group.

Adoption is defined by common mission, defined policy and goals as well as human, financial and technological resources.

The term was used to refer to the incorporation of a particular approach or technique into organizational policy and practices. For the purpose of the present study, this may include teamwork practices, participatory management, reward practices, communication and collaborative management by objectives. refer to the way Organizational Development (O.D.) strategies have influenced performance and working conditions.

### Adaptation of management approaches

It was used to refer to incorporation of new techniques and adjusting these techniques to prevailing challenges. Of interest was how organizational development (O.D.) techniques are incorporated into organizational management and practices.

### Adaptation

This was used to refer to adjustment of management techniques to suit new and/or emerging circumstances and challenges.

### Organization

The above term was used to refer to a system or group, characterized by common mission, defined policy and goals as well as human, financial and technological resources. Members are selected and trained to fulfill their roles and overall operations are based on written records and rules.

### Impact

The term was used to refer to the way Organizational Development (O.D.) strategies have influenced performance and working conditions.

### Participatory management

The term was used to refer to arrangement to facilitate participation of staff at various cadres in planning of the goals and objectives as well as related decision-making process. One aim of such arrangement is to increase the sense of commitment to organizational goals. Has been both horizontal and vertical communication.

### Teamwork practices

The above term was adopted as defined in organizational development literature to refer to the arrangement of pursuing organizational goals and objectives through well-coordinated work groups and/or task forces. Increasing the skill variety, task identity, and autonomy of the task.

### Collaborative management by objectives

The term was adopted as defined in management literature to refer to arrangement of organizing resources around defined objectives and determining performance in pursuing those objectives. Collaborative management by objectives has been used therefore to refer to involvement of staff at various cadres in the process of defining and implementing objectives.

## Communication

## CHAPTER THREE

The term was adopted as defined in Organizational Development (O.D.) literature to refer to the process of originating and receiving information concerning functions and operations of organizations. Of interest in Organizational Development (O.D.) perspective has been both horizontal and vertical communication.

## Job enrichment

It will be adopted as used in O.D. literature to refer to a way of making jobs more satisfying by increasing the skill variety, task identity, significance of the task, autonomy and feedback.

## CHAPTER THREE

### METHODOLOGICAL APPROACH

#### 3.1 Introduction

It will be recalled that the aim of this study was to identify the management practices that have been adopted and the ways in which those practices have influenced working conditions and performance.

One institution, Daystar University was used as a case study. It is one of the private sector institutions of higher learning based in Nairobi, Kenya. This institution was started in 1970s and was awarded the charter in the 1990s. Over the years, the institution has been experiencing gradual and systematic expansion.

Daystar University was selected precisely because of the steady expansion that has been experienced and experimentation that the institution has carried out on management practices.

One institution was used in order to identify management practices that have been adopted over the last three years and their impact on working conditions and performance.

Organizational characteristics were examined in order to determine the general organizational performance in terms of expenditure and staff/student ratios.

### **3.2 Research Design**

In this study, quasi-experimental approach was adopted as appropriate research design in order to take advantage of the management practices that have been introduced at the institution and to evaluate the impact experienced as reported by staff.

In this respect, the staff rated management practices which have been introduced over the last three(3) years and the influence they have experienced on selected aspects of working conditions and performance.

### **3.3 Sampling of the respondents**

A total of 85 respondents was drawn from the 17 departments in the institution. Convenient sampling was used in order to draw the respondents from among the middle level and from among at least those staff members who have been in Daystar for at least two years or more. Further qualification for inclusion in the study was limited to those officers who fall within the middle level to top level professional and management positions in the

institution. The rationale here is that these officers are better placed in providing the information required for the study than any other cadres of officers. ~~They have been~~ implemented.

In order for the study to meet the statistical criteria of drawing at least 30 or more respondents, the questionnaire was administered to 85 respondents. The interview schedule was administered to 34 members of staff at the level of management.

### 3.4 Data Collection were aimed at obtaining data to test the study hypothesis indicated in section 1.3.

In order to assess the adoption of Organizational Development (O.D.) strategies such as team-work practices, participatory management and communication and their influence on performance and working conditions, three methods of data collection were used, namely content analysis, interviews and questionnaires.

#### 3.4.1 Questionnaire

The Questionnaire was used as the main instrument for data collection. It was administered to the middle level staff in the institution and was designed with the following two objectives;

- (i) To identify the degree to which each of the five

management practices, namely participatory management, team-work practices, communication, reward practices and collaborative management by objectives have been implemented.

(ii) To determine the impact that has been experienced by staff on various aspects of working conditions and performance as a result of adoption of the above management practices.

These two objectives were aimed at obtaining data to test the study hypothesis indicated in section 1.3.

The Questionnaire was constructed on the basis of the variables used for data collection. Most of the questions were of multiple choice with respondents being given a number of options from which they selected one which in their judgement best represents their views.

### Independent Variables

The independent variables examined were participatory management, improved communication, collaborative management by objectives, teamwork practices and reward practices.

The questions for the independent variables were on a

five-point scale with a neutral position at the middle and two extreme ranges biased for or against the adoption of the Organizational Development (O.D.) intervention strategies.

Below is a sample of the questions used. What is your rating of the following management practices in the organization? (participatory management, reward practices, communication, team-work practices and collaborative management by objective.

	Scales
Very adequate	5
Adequate	4
Fairly	3
Inadequate	2
Very inadequate	1

The above scale was used in respect of all the management practices listed above.

Dependent Variables

3.4.2 Content Analysis

The dependent variables examined were working conditions and performance. The indicators selected for these variables were: Job performance/productivity, morale, Job satisfaction, accomplishment, responsibility and self-initiative. These data were used to examine organizational characteristics such as expenditure and

The questions for the dependent variables were on a five-point scale with a neutral position in the middle and two extreme ranges biased for or against the impact on performance and working conditions as a result of the respective management practices.

Below is a sample of the questions used:-

To what extent have the following management practices enhanced your performance/productivity? was designed with the main objective of establishing the management practices that have been adopted in the institution for the last ten years.

	Scale
Very highly	5
Highly	4
Fairly	3
At a low level	2
At a very low level	1

The above scale was used in respect of all the management practices as listed above.

### 3.4.4 Problems encountered in the field

#### 3.4.2 Content Analysis

In the case of data collection, a few problems were encountered. Because our concern is to identify management innovations in the last few years and to identify their impact by use of historical data, content analysis, i.e. use of existing records was used. These data were used to examine organizational characteristics such as expenditure and

staff-student ratios. Therefore requesting for more staff-

This entailed an analysis of the existing records to obtain information on number of staff, number of students, and expenditure over a period of ten years. Methods were used for Data Analysis.

### **3.4.3 Interview Schedule for the Superiors**

#### **3.4.3.1 Analysis of Qualitative Data**

The interview schedule for the superiors was designed with the main objective of establishing the management practices that have been adopted in the institution for the last ten years. Some of the issues or information obtained through the questionnaire. This data was analysed through

The interview schedule also aimed at determining the effectiveness and viability of Organizational Development (O.D.) intervention strategies as measures of enhancing working conditions and performance as has been experienced in Daystar University. It was analysed in terms of grouping the management practices and according to the years they

#### **3.4.4 Problems encountered in the field**

Analysed in terms of qualitative Staff-Students Ratios (SSR).

In the case of data collection, a few problems were encountered. Some of the respondents could not understand some parts of the questionnaire and they therefore required the researcher's assistance in filling the questionnaire. It took a longer time to collect data than was expected as some respondents were claiming that the questionnaire was

long and they were therefore requesting for more time.

**3.5 Data Analysis** in collecting data were grouped into various categories.

Both quantitative and qualitative methods were used for data analysis.

on obtained was converted to a five-point numeric scales, numbered 1 to 5. The end of the scale was

**3.5.1 Analysis of Qualitative Data** levels of management practices.

Qualitative data which were mainly obtained from the questionnaire and interviews were used to confirm and clarify some of the issues or information obtained through the questionnaires. This data was analysed through classification and categorization.

**3.5.2 Analysis of Content Data** and with greater impact was given higher values while that with negligible effects was

Data on content analysis was analysed in terms of grouping the management practices and according to the years they were introduced. Data on staff student and expenditure was analysed in terms of computing Staff-Students Ratios (SSR), Expenditure/Student Ratios and Staff/Expenditure Ratio. This was done with a view to determining the organizational characteristics.

$X_i$  = the  $i$ th observation and  $i$  takes the

values 1 to 5

The results of the transformation of observations are

### 3.5.3 Analysis of Quantitative Data

The variables used in collecting data were grouped into various categories.

The information obtained was converted to a five-point numeric scales, numbered 1 to 5. The end of the scale was determined on the basis of the levels of management practices.

#### 3.5.3.1 Weighted Mean (Z-value)

For the adoption of O.D. management practices which are the independent variables, the end with the highest levels was given higher values while that with the lowest levels was given low values.

For the dependent variables the end with greater impact was given higher values while that with negligible effects was given low values. Those with no effect either way, were given the middle number, 3.

Each of the values, 1 to 5 were then converted into positive and negative numbers centred at 0. This was done by using a linear transformation formula as shown below;

$$X_i = b_i - 3$$

$X_i$  = the 1<sup>th</sup> observation and  $i$  takes the

The formula is as follows:  $X_i = b_i - 3$  values 1 to 5

The results of the transformation of observations are

shown in table 3:1.

**Table 3:1 Transformation of observations**

$X_1$	$X_2$	$X_3$	$X_4$	$X_5$
-2	-1	0	1	2

**3.5.3.1 Weighted Mean (M-value)**

After scoring the multiple choice questions on a frequency distribution table according to the 5-lettered options, they were then converted into the numeric score. They were then distributed in a table according to the respective variables.

The frequencies of the observations, -2, -1, 0, 1, 2 for each of the variables  $X_1, X_2, \dots, X_n$  were then entered in the corresponding columns in the table. In analyzing the information obtained, the weighted mean of the observations corresponding to each variable was computed, by summing the products of each observation and its frequency and then dividing this by the sum of the frequencies.

The formula is as follows:  $M_w = \frac{\sum X_i W_i}{\sum W_i}$

Where  $\Sigma$  = the summation symbol,

$X_i$  = the  $i^{\text{th}}$  observation

$w_i$  = the weight attached to the  $i^{\text{th}}$

observation, which is the frequency of that observation.

Indicators      -2      -1      0      1      2      Total      M-value

The weighted mean ( $M_w$ ) assumes values between -2 and 2. After the analysis, all the higher values should become positive, and lower values, negative. In this case, a positive  $M_w$  value would indicate that the majority of the respondents are supportive of the statement. A negative value would indicate a decrease while a zero value would indicate no existence in terms of levels of management practices and no impact in terms of performance and working conditions. The weighted mean,  $M_w$  was used in the discussions and interpretation of results. It was referred to as M-value.

The M-values for each Independent and dependent variables were also computed by computing the average of the individual M-values corresponding to the dependent and independent variables in the group. This cell is marked  $M_T$  and it is demonstrated in table 3:2.

Table 3:2 Variable Analysis

Indicators	Observations					Total	M-value
	-2	-1	0	1	2		

This chapter presents the trends of organizational characteristics and the analysis of data on the nature of management practices at Daystar university and the impact of these on performance and working conditions. The analysis involves examining the hypothesis that adoption of Organizational Development (O.D) strategies will influence working conditions and performance.

Specifically, it was hypothesized that ratings on participatory management will be associated with ratings on working conditions and performance; That ratings on Reward Practices will be associated with ratings on working conditions and performance; That ratings on improvement of communication will be associated with ratings on working conditions and performance; That ratings on team-work practices will be associated with ratings on working conditions and performance; That ratings on collaborative management by objectives will be associated with ratings on working conditions and performance.

## CHAPTER FOUR

### DATA ANALYSIS

#### 4.1. Introduction

This chapter presents the trends of organizational characteristics and the analysis of data on the nature of management practices at Daystar university and the impact of these on performance and working conditions. The analysis involves examining the hypothesis that adoption of Organizational Development (O.D) strategies will influence working conditions and performance.

Specifically, it was hypothesized that ratings on participatory management will be associated with ratings on working conditions and performance; That ratings on Reward Practices will be will be associated with ratings on working conditions and performance; That ratings on improvement of communication will be associated with ratings on working conditions and performance; That ratings on team-work practices will be associated with ratings on working conditions and performance; That ratings on collaborative management by objectives will be associated with ratings on working conditions and performance.

#### 4.2 Institutional Characteristics

The institutional characteristics were examined with a view to identifying the general trends on the overall organizational performance in terms of income versus expenditure, the number of students versus the number of staff in terms of teaching and the overall number of staff and the expenditure on teaching staff versus the overall expenditure.

Though the results may not give a direct impact of adopted Organizational Development (O.D.) management approaches on organizational characteristics, the study identified cases where some of the approaches have enabled the institution to perform better in terms of curtailing the expenditure, coping with the increasing number of students with a minimal number of teaching staff and enabling the institution that is not government-funded not to run on a deficit.

One important indicator of performance in an educational institution is the ratio of students to staff. The data indicating the ratios of students to staff is presented in table 4.1. This is a very important aspect of an educational institution as it shows how much the staff are producing.

TABLE 4.1 Staff:Student Ratio, Daystar, 1995.

Year	1985	1987	1988	1990	1991	1993	1995
Student	63	73	101	200	155	280	480
Staff	31	43	46	54	58	119	264
Ratio	1:2	1:2	1:2	1:4	1:3	1:2	1:2

Document Extract, Daystar University, 1995.

The ratio of staff to students (table 4.1) indicates that over the years, the institution has been operating within a ratio of between 1:2 and 1:4. The chart on management innovations indicate that Daystar University has been introducing Organizational Development (O.D.) strategies over the years.

The conclusion we can draw from the above table is that the institution has managed to be stable in maintaining the ratio of between 1:2 and 1:4. This can be seen as a positive trend since there has not been experienced any drastic drifts or shifts in the ratio of students to staff.

While we cannot rule out other factors which have been contributing to this stability in the staff:student ratios, the top management indicated that some of the management approaches like reward practices to the teaching members of staff can be attributed to this stability. For example,

when the teaching staff are paid for hours taught beyond the maximum teaching load, the university does not find it necessary to hire more teaching staff on a permanent basis.

In 1993 when the student population increased by 80.6%, the University management decided to institute a scheme of paying lecturers when they work beyond their teaching load. This is a reward practice that gave staff a chance to exploit their extra energies and in the process, they produce more for the institution.

The data presented in table 4.2 indicate that the ratio of Indeed, the University has been able to increase the student population without necessarily increasing the number of teaching staff. This management practice reduced the cost because what the University pays for the extra hours taught is much less than what would amount to hiring full-time lecturers on a permanent basis and with full benefits. The University has therefore been able to plan its academic programmes without the constraints of staffing and at the same time to reduce overheads that would have arisen with additional staff.

We can therefore conclude that adoption of reward practices as a management technique enhanced performance of both individual staff and the institution.

TABLE 4.2: Teaching Staff:Student Ratio

Year	1985	1987	1988	1990	1991	1993	1995
No. of Student	63	73	101	200	155	280	480
No. of Staff	3	6	8	9	24	26	30
Ratio	1:21	1:12	1:13	1:22	1:6	1:11	1:16

Document extract, Daystar University, 1995.

The data presented in table 4.2 indicate that the ratio of students to the teaching staff has oscillated between 6 and 22 in the last 10 years, with 1990 being the highest and 1991 being the lowest.

One of the important aspects in staffing educational institutions concerns the ratio of students to the teaching staff. High students ratio to the teaching staff has a tendency to reduce the quality of teaching, while a lower ratio has a potential to increase the quality of teaching and subsequent products of the institution.

Overall these ratios are considerably higher than those required to maximise on productivity. The ideal ratios for most institutions in most countries fall between 7 and 20 depending on the nature of the courses as shown on table

4.3 below.

TABLE 4.3: Ideal Staff/Student Ratios (SSR)

	Kenya	Nigeria	U.K.	U.S.A.
Clinical Medical Courses	1:7	1:7	1:7	1:7
Engineering and Tech. Courses	1:10	1:9	1:12	1:14
Science Based Courses	1:12	1:10	1:15	1:14
Arts Based Courses	1:15	1:20	1:15	1:14
Education Courses	1:15	1:20	1:15	1:14

Currently, the teaching staff/student ratio is at 1:16. Since all the courses are art-based, the ideal ratio as can be seen from table 4.3 is 1:15. It can therefore be concluded that currently, the institution has sustained the ideal level of staff/student ratio. One of the adopted management practices that has enabled the institution achieve this as cited by the management is reward practices through paying staff for extra hours taught.

The second indicator of overall performance is the income and expenditure ratio, and the data covering a ten year period is presented in table 4.4.

TABLE 4.4: Expenditure-Income Ratio, Daystar University, 1995.

Year	1985	1987	1988	1990	1991	1993	1995
Expenditure	4157819	4438303	7972891	13240969	21889120	59402132	128014393
Income	485964	5458397	7651933	15615139	22789108	55797576	144638897
Ratio	1:0.12	1:1.2	1:0.96	1:1.18	1:1.04	1:0.94	1:1.13

Document Extract, Daystar University, 1995.

The data in table 4.4 show the ratio of expenditure to the income ranged between 1:0.12 and 1:1.18 apart from the year 1988 and 1993 when the institution experienced a deficit. The deficit in 1988 was experienced as a result of salary increment, scholarship programme which took Ksh. 237,000; and accreditation of the college. One of the implications was that expenses almost doubled because of duplicating and advertisements; the staff development programme also started then and in that year, the University wrote off bad debts amounting to Kshs. 384,000. All these factors contributed to the deficit.

With the available data, it can be noted that the institution has been able to curtail its expenditure while increasing revenue which the management cited as having enabled the institution to maintain sustainable expenditure.

One of the ways in which the management has been able to motivate staff members for maximum productivity was through introduction of some additional incentives. In 1990, the management made provision of free tea and provided a certificate of Long Service, as an incentive to improve performance of staff. The top management reported that these incentives had remarkable results in the sense that members of staff reported on time and worked for longer hours in which case they were able to clear more work than before. The University was therefore able to operate and expand without necessarily employing more staff members in some departments like Finance, Library, Health Clinic and Academic departments.

In addition, the management introduced a scheme of free Transport in 1993. This arrangement reduced cases of absenteeism and it increased punctuality since staff members have to be picked from the bus stop at a specific time in the day.

The institution experienced a deficit in 1993 as a result of establishing the U.S. office and also due to acquisition of books from Messiah College. Payment of these activities was affected by high exchange rates.

The third indicator of general performance is the unit cost of teaching per student. The data indicating the unit cost

is represented in table 4.5 in terms of expenditure and student ratios.

**TABLE 4.5: Student:Expenditure Ratio, Daystar University 1995**

Year	1985	1987	1988	1990	1991	1993	1995
Student	63	73	101	200	155	280	430
Expenditure (Kshs)	4157819	4438303	7972891	13240969	21889120	59402132	128014393
Ratio	1:65,997	1:60,799	1:78,939	1:66,205	1:141,220	1:212,150	1:297,700

Document Extract, Daystar University, 1995

The data in table 4.5 indicate that the unit cost per student increased systematically from Kshs. 65,997 in 1985 to Kshs. 297,700 in 1995, with an upward increase of 28.5%. This reflects expanded investment on infrastructure as well as adoption of improved Management Practices including accreditation of the University. The increase in the unit cost includes expenditure that arose from inflation.

However, the average unit cost per student in the last ten years stands at Kshs. 92,299. This reflects a much lower unit cost per student compared to the unit cost per student of Kshs. 120,000 in the public universities. The conclusion drawn from this data is that the institution is performing better in this respect, compared to the public

universities. *Organizational Development Strategies and Their Impact on Performance and Working Conditions*

For further insight, data were collected to assess the ratio of the overall expenditure for the teaching staff. The aim was to assess resources that are products, namely students as compared to administrative and infrastructural overheads.

**TABLE 4.6: Teaching Staff's Expenditure Versus Overall Expenditure**

Year	1985	1987	1988	19901	1991	1993	1995
Staff's Expenditure	198720	669920	88112	863880	155	435500	11669004
Overall Expenditure	4157819	4438303	7972891	13240969	21889120	59402132	128014393
Ratio	0.05	0.15	0.01	0.07	0.05	0.01	0.09

Document Extract, Daystar University, 1995

According to one of the rationalization programme (World Bank 1989) upto 30% of the resources should be used directly for production of the institution's products. The data presented in table 4.6 indicates the ratio of the overall expenditure to the expenditure for the teaching staff has ranged between 0.01 and 0.15.

### 4.3 Organizational Development Strategies and Their Impact on Performance and Working Conditions

In establishing the impact of adopted Organizational Development (O.D.) strategies on performance and working conditions, five aspects were examined; (i) Nature of Organizational Development (O.D.) strategies (ii) Levels of adopted Organizational Development (O.D.) strategies (iii) The impact of adopted Organizational Development (O.D.) strategies on performance and working conditions, (iv) The impact of adopted Organizational Development (O.D.) strategies on the overall organizational performance, (v) Finally, the sustainability of adopted Organizational Development (O.D.) strategies.

#### 4.3.1. Nature of Organizational Development (O.D.) Management Practices.

Data was collected on the nature of management practices over the last ten years to determine the practices that have been adopted at the university. The data on nature of Organizational Development (O.D.) strategies is presented in table 4.7.

**TABLE: 4.7 Nature of Organizational Development (O.D.) Management Practices Adopted in the Institution**

YEAR	1987	1988	1990	1991	1993	1995
	1. Certificate of Service (Reward practices)	1. Yearly family parties (Reward practices)	1. Free Tea (Reward practices)		1. Lunch package (Reward practices)	1. Staff Association (Participatory management)
	2. Output (Communication)		2. Certificate of long service (Reward practices)		2. Info-spot (Communication)	2. Free lunch for all staff (Reward practices)
	3. Involvement (Communication) (Participatory management)				3. Free Transport (Reward practices)	3. Various working committees (Participatory management, management by objectives, Team-work practices, communication)
					4. Pay of staff beyond teaching load (Reward practices)	

Document Extract, Daystar University, 1995.

Data in table 4.7 indicate that over the years, various management practices have been introduced. These practices can be classified into three main categories. First is Participatory Management which is reflected by adoption of staff association, meetings where staff members are able to give their own ideas, suggestions and proposals to the management and the publication known as Involvement in which staff are able to channel their complaints, ideas and suggestions. The second is communication reflected among others by Info-spot, Staff Association, meetings of various forums through which staff members are able to interact and consult with their superiors on various issues as well as having an opportunity to voice out complaints and constraints experienced at the place of work. Staff are also able to solve problems through such forums.

The third is Reward Practices, notably through payment of additional hours worked, subsidized by free transport and free meals. These are certain ways of showing recognition and appreciation to staff members.

#### 4.3.2. Levels of Organizational Development (O.D.)

##### Strategies

A questionnaire was administered to 85 members of staff which included asking them to rate the extent to which various management practices were being practised at the

institution. The rating scale ranged from -2 reflecting non-existence to +2 for the most applied techniques. The results are presented in table 4.8 below.

**TABLE 4.8: Levels of Organizational Development Strategies**

Management practices	OBSERVATIONS					Total	M-value
	-2	-1	0	1	2		
Participatory Management	5	2.5	10	40	42.5	100%	1.375
Reward practices	0	3.75	5	45	46.25	100%	1.412
Communication	2.5	5	11.25	41.25	40	100%	1.312
Team-work practices	25	26.25	35	6.25	7.5	100%	0.975
Management by objectives	26.25	27.5	37.5	5	3.75	100%	0.925
Total/Average	58.75	65	98.75	137.5	140	500	1.199

It can be noted that three applications namely participatory management, reward practices and communication were rated substantially high, scoring over 80% on the positive side of the scale. Conversely, two approaches namely team-work practices and collaborative management by objectives were rated considerably low, scoring over 50% on the negative side of the scale.

The same can be seen with the use of m-values. Indeed in terms of M-values participatory management, reward practices and communication scored over 1.3 while team-work practices and collaborative management by objectives scored

less than 1.0. *performance and working conditions.*

However, the overall results indicate that adoption of Organizational Development (O.D.) management practices existed in the overall organisation (Total/Average M-value = 1.19). Because this M-value is positive, it can be concluded that there have been management initiatives that the staff considered to be progressive. This data is consistent with the data on trends of management innovations presented in table 4.7. *examine the hypothesis that ratings on participatory management will be associated*

#### 4.3.3 Impact of Adopted Organizational Development Strategies (O.D.) on Working Conditions and Performance

The impact of adopted Organizational Development (O.D.) strategies on performance and working conditions was examined in terms of various aspects i.e. responsibilities, morale, job performance, job satisfaction, self-initiative and sense of accomplishment. The argument was that there are a number of ways that Organizational Development (O.D.) intervention strategies can have positive effects on working conditions and performance.

The Organizational Development (O.D.) strategies considered are participatory management, reward practices, communication, team-work practices and collaborative management by objectives, with respect to rating on various

aspects of performance and working conditions.

of Participatory Management on Performance

4.3.3.1 Participatory Management

Impact of participatory management was examined in terms of ratings on the extent to which staff consider it to have enhanced various aspects of performance and working conditions: i.e. Accomplishment, Responsibilities, Self-initiative, Productivity, Level of morale and Job satisfaction. The purpose was to examine the hypothesis that ratings on participatory management will be associated with ratings on working conditions and performance. The results are presented in table 4.9.

Aspects of and working	OBSERVATIONS					Total	N-
Self-initiative	2.75	7.5	11.25	33	33	100%	1.414
Job satisfaction	7.5	7.5	30.75	41.25	41.25	100%	1.36
	100%	100%	100%	100%	100%	100%	1.36

The data indicate that participatory management was rated highly on all aspects of performance and working conditions scoring over 65% on all aspects on the positive side of the scale while on the negative side, the score ranges around 15%.

In addition, results in table 4.9 in terms of N-value indicate that participatory management has had considerable impact on a number of areas as positive N-values ranged from 1.30 to 1.44 for self-initiative and job satisfaction respectively, with the overall average being 1.36. This data suggests therefore the adoption of participatory

TABLE 4.9: Ratings by Staff on Experience of the Impact of Participatory Management on Performance and Working Conditions

Aspects of performance and working conditions	OBSERVATIONS					Total	M-value
	-2	-1	0	1	2		
Accomplishment	10	12.5	11.25	33.75	32.5	100%	1.312
Responsibilities	10	6.25	12.5	33.75	35	100%	1.3
Self-initiative	8.75	7.5	11.25	35	35	100%	1.3
Job performance	7.5	7.5	10	35	40	100%	1.38
Level of morale	6.25	5	6.25	38.75	43.75	100%	1.44
Job satisfaction	7.5	7.5	5	38.75	41.25	100%	1.414
	42.5	46.25	66.25	215	227.5	600	1.36

The data indicate that participatory management is rated highly on all aspects of performance and working conditions scoring over 65% on all aspects on the positive side of the scale while on the negative side, the score ranges around 15%.

In addition, ratings in table 4.9 in terms of M-value indicate that participatory management has had considerable impact on a number of areas as positive M-values ranged from 1.30 to 1.44 for self-initiative and job satisfaction respectively, with the overall average being 1.36. This data suggests therefore that adoption of participatory

management result to improved working conditions and performance for most staff members.

The findings in table 4.9 support the hypothesis that ratings on participatory management will be associated with ratings on performance and working conditions. Data on table 4.8 on levels of management practices indicate that participatory management is among the techniques rated highly on adoption.

The findings are consistent with reports from other studies presented in the literature review as they indicated that participatory management yields better performance by creating a sense of self - initiative and enhancing staff morale.

#### 4.3.3.2 Reward Practices

The impact of reward practices was examined in terms of rating the extent to which staff considered it to have enhanced various aspects of institutional operations, working conditions and performance i.e. Accomplishment, Responsibilities, Self-initiative, Productivity, Morale and Job satisfaction. The purpose was to examine the hypothesis that reward practices will be associated with ratings on working conditions and performance. The results are presented in table 4.10

TABLE 4.10: Ratings by Staff on Experience of the Impact of Reward Practices on Performance and Working Conditions.

Aspects of performance and working conditions	OBSERVATIONS					Total	M-value
	-2	-1	0	1	2		
Accomplishment	7.5	5	3.75	40	43.75	100%	1.475
Responsibilities	6.25	5	6.25	37.5	42.5	100%	1.4
Self-initiative	5	6.25	5	38.75	45	100%	1.45
Job performance	6.25	3.75	3.75	42.5	43.75	100%	1.462
Level of morale	2.5	2.5	2.5	45	47.5	100%	1.475
Job satisfaction	5	2.5	3.75	43.75	45	100%	1.462
Total/Average	32.5	25	25	247.5	267.5	600	1.45

The data on the above table indicates that Reward practices is highly rated on the impact on various aspects of working conditions and performance, scoring over 80% on the positive side of the scale while on the negative side, the scores are below 15%.

With respect to M-values, the staff indicated that there was considerable increase in performance and improved working conditions as a result of Reward practices. The M-values obtained are relatively high and positive, ranging from 1.4 to 1.475.

These findings support the hypothesis that staff ratings on

Reward practices will be associated with ratings on working conditions and performance and are consistent with reports from previous studies as outlined in the literature Review. Table 4.10 indicates that reward practices is highly rated on adoption. Indeed, those studies pointed out cases of enhanced performance in situations where the management has been concerned about workers' welfare by recognising and appreciating their work through rewards.

#### 4.3.3.3 Communication

The impact of communication was examined in terms of ratings on the extent to which staff considered communication to have enhanced various aspects of working conditions and performance i.e. Accomplishment, Responsibilities, Productivity, Self-initiative, level of morale and Job satisfaction. The purpose was to examine the hypothesis that ratings on improvement of communication will be associated with ratings on working conditions and performance. The results are presented in table 4.11

performance and working conditions considerably. The X values fall at an average of 1.44.

In principle, the data suggests that most of the staff consider that communication has had a positive and substantial impact on performance and working conditions.

TABLE 4.11: Ratings by Staff on the Experience of the Impact of Communication on Performance and Working Conditions

Aspects of performance and working conditions	OBSERVATIONS					Total	M-value
	-2	-1	0	1	2		
Accomplishment	8.75	3.75	5	41.25	41.25	100%	1.45
Responsibilities	5	5	5	45	42.5	100%	1.45
Self-initiative	6.25	3.75	5	43.75	41.25	100%	1.425
Job performance	3.75	6.25	3.75	45	41.25	100%	1.413
Level of morale	7.5	5	3.75	45	38.75	100%	1.425
Job satisfaction	6.25	3.75	3.75	41.25	45	100%	1.475
Total/Average	37.5	27.5	26.25	261.25	250	600	1.44

This data indicates that communication is highly rated as having enhanced various aspects of productivity and working conditions, scoring over 80% on the positive side of the scale and less than 12% on the negative side. With respect to M-values, staff indicate that communication improved performance and working conditions considerably. The M-values fall at an average of 1.44.

In principle, the data suggests that most of the staff consider that communication has had a positive and substantial impact on performance and working conditions.

These observations support the hypothesis that ratings on improvement of communication will be associated with ratings on working conditions and performance. Data in table 4.8 on levels of management practices indicate that communication is one of the Organizational Development (O.D.) strategies highly rated in adoption.

Further, this observation is consistent with reports from previous studies which found that communication enhances performance by easing coordination, feedback, internalization of goals and objectives and the eventual achievement of these goals.

#### 4.3.3.4 Team-work Practices

The impact of Team-work practices was examined with respect to rating on the extent to which staff considered that such practices have increased their performance and working conditions in terms of accomplishment, responsibilities, Self-initiative, Productivity, Level of morale and Job satisfaction. The purpose was to evaluate the hypothesis that ratings on Team-work practices will be associated with ratings on working conditions and performance. The results are presented in table 4.12

TABLE 4.12: Ratings by Staff on Experience of the Impact of Teamwork Practices on Performance and Working Conditions.

Aspects of Performance and working conditions	OBSERVATIONS					Total	M-value
	-2	-1	0	1	2		
Accomplishment	21.25	22.5	36.25	7.5	10	100%	0.925
Responsibilities	26.25	18.75	42.5	8.75	3.75	100%	0.875
Self-initiative	27.5	23.75	37.5	6.25	5	100%	0.95
Job performance	25	26.25	38.75	5	5	100%	0.913
Level of morale	23.75	22.5	41.25	7.5	5	100%	0.875
Job satisfaction	23.75	23.75	40	6.25	6.25	100%	0.9
Total/Average	147.5	137.5	236.25	41.25	35	600	0.9

This data indicate that ratings for Team-work practices range between 10% and 20% on the positive side of the scale and over 40% and 51% on the negative side of the scale. Furthermore, M-values which are consistently less than 1.0 indicate that staff consider the impact of team-work practices to be negligible. The M-values fall consistently between 0.875 and 0.95 with the average being 0.9.

These observations neither support nor disqualify the hypothesis that ratings on team-work practices will be initiative, productivity and job satisfaction. The purpose

associated with ratings on performance and working conditions, mainly because there has been limited and less systematic incidences of team-work practices. In theory and according to reports from previous studies, team-work practices enhance performance, through facilitating coordination, harmonization of objectives as well as implementation of various programmes and group decisions.

However, the fact that the data does not support the above hypothesis does not mean that team-work practices do not enhance performance and working conditions where applicable. The contradictory results are mainly because the institution had limited and less systematic incidences of team-work practices as can be noted from table 4.8 on the levels of management practices where the average M-value for Team-work practices is 0.975 compared to those of participatory, communication and reward practices whose average M-values are 1.375, 1.312 and 1.412 respectively.

#### **4.3.3.5 Collaborative Management by Objectives**

The impact of collaborative management by objectives was examined in terms of the ratings on the extent to which staff considered such practices to have enhanced various aspects of performance and working conditions, i.e. Accomplishment, Responsibilities, Level of morale, Self-initiative, productivity and Job satisfaction. The purpose

was to evaluate the hypothesis that ratings on collaborative management by objectives will be associated with ratings on working conditions and performance. The results are presented in table 4.13.

**TABLE 4.13** Ratings by Staff on the Experience of the Impact of Collaborative Management by Objectives on Performance and Working Conditions

Aspects of performance and working conditions	OBSERVATIONS					Total	M-value
	-2	-1	0	1	2		
Accomplishment	16.25	17.5	43.75	12.5	10	100%	0.825
Responsibilities	18.75	17.5	41.25	11.25	11.25	100%	0.887
Self-initiative	15	17.5	42.5	16.25	8.75	100%	0.813
Job performance	16.25	16.25	45	15	10	100%	0.837
Level of morale	17.5	18.75	40	16.25	7.5	100%	0.85
Job satisfaction	16.25	17.5	45	15	6.25	100%	0.775
Total/Average	100	105	257.5	86.25	53.75	600	0.83

This data indicate that collaborative management by objectives was rated considerably low, with scores ranging between 22.5% and 25% on the positive side of the scale and over 30% on the negative side of the scale. Equally, the same pattern can be noted with M-values in table 4.13 which indicate that staff consider that collaborative management

by objectives has had limited impact on working conditions and performance. The M-values which are consistently below 1.0 range from 0.775 to 0.887 with the average of 0.83.

These observations neither support nor disqualify the hypothesis that ratings on collaborative management by objectives will be associated with ratings on performance and working conditions, mainly because there were limited and less systematic incidences of collaborative management by objectives. In theory and according to reports from previous studies, collaborative management by objectives enhances performance and working conditions through facilitating internalization of goals, enhancing the staff morale and appreciating and recognising the staff initiative, effectiveness and implementation. The results are presented in tables 4.14 and 4.15.

However, the fact that the data does not support the hypothesis that ratings on collaborative management by objectives will be associated with ratings on working conditions and performance does not mean that the approach does not enhance performance and working conditions. The relatively low scores for the impact in this case arise from non-existent incidences of collaborative management by objectives in this Institution.

## ADDITIONAL DATA ON STAFF RATING OF THE LEVELS OF ORGANIZATIONAL DEVELOPMENT (O.D.)

## MANAGEMENT PRACTICES

Table 8

	Quite Substantial		Substantial		A little		In no way at all		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Participatory management	18	22.5	40	50	15	18.75	7	8.75	80	100
Reward practices	19	23.25	38	47.5	17	21.25	6	7.5	80	100
Teamwork practices	9	11.25	19	23.75	42	52.5	10	12.5	80	100
Collaborative management by objectives	9	11.25	11	13.75	40	50	20	25	80	100

#### 4.3.4: Sustainability of Adopted Organizational Development (O.D.) Strategies as Interventions for Enhancing Performance and Working Conditions

The sustainability of adopted Organizational Development (O.D.) strategies was examined in terms of ratings of relative suitability and effectiveness of (O.D.) strategies as measures of enhancing performance and working conditions from the management point of view. It was also examined in terms of viability of these strategies based on how easy or difficult the strategies are to implement. The argument is that Organizational Development (O.D.) strategies cannot be effective in influencing working conditions and performance if they cannot be sustained in terms of suitability, viability, effectiveness and implementation. The results are presented in tables 4:14 and 4:15.

Table 4.14: Effectiveness of Organizational Development (O.D.) Intervention Strategies as Measures of Enhancing Working Conditions and Performance

MANAGEMENT PRACTICES	OBSERVATION					TOTAL	M-VALUE
	-2	-1	0	1	2		
Participatory management	5.9	8.8	5.9	38.2	41	34	1.41
Reward practices	5.9	5.9	2.9	38.2	47	34	1.5
Communication	5.9	11.7	5.9	38.2	38.2	34	1.38
Team-work practices	2.9	8.8	11.7	41	35.2	34	1.26
Collaborative management by objectives	5.9	5.9	5.9	44	38.2	34	1.38
Average	26.5	41.1	32.3	199.6	199.6	170	1.38

This data indicates that all management practices rated are suitable and effective strategies of enhancing performance and working conditions. The scores for all the strategies range over 75% on the positive side of the scale. Further, the M-values which are consistently above 1.2 indicate that the top management consider the Organizational Development (O.D.) intervention strategies as suitable and effective measures of enhancing working conditions and performance. The total average M-value, i.e. 1.38 is a further indication that the Organizational Development (O.D.) strategies are suitable measures of enhancing working

conditions and performance.

**Table 4:15: Viability of Organizational Development (O.D.) Intervention Strategies**

MANAGEMENT PRACTICES	OBSERVATION					TOTAL	M-VALUE
	-2	-1	0	1	2		
Participatory management	8.8	11.7	14.7	35.2	29	34	1.23
Reward practices	2.9	5.9	0	47	44	34	1.47
Communication	8.8	8.8	17.6	35.2	29.4	34	1.20
Team-work practices	11.7	8.8	17.6	29.4	32.3	34	1.26
Collaborative management by objectives	5.9	11.7	20.5	29.4	26.4	34	1.05
	38.1	46.9	70.4	176.2	161.1	170	1.24

The data on the above table indicates that all the Organizational Development (O.D.) strategies rated are easy to implement and are therefore viable management strategies. This can be seen from the ratings which range over 55% on the positive side of the scale, suggesting that they are all implementable measures. Further, the M-values which range over 1.0 support the above view. The total average M-value of 1.24 is a further indication that the O.D. intervention strategies are viable measures of enhancing working conditions and performance.

Data on tables 4.14 and 4.15 indicates that Organizational Development (O.D.) intervention strategies are effective measures of enhancing working conditions and performance in terms of their suitability, effectiveness and viability.

#### 4.3.5 Overall Impact of Organizational Development (O.D.) Strategies on the Overall Performance and Working Conditions

The overall impact of Organizational Development (O.D.) management practices on performance was examined in terms of relating the levels of Organizational Development (O.D.) strategies and levels of impact on working conditions and performance. The purpose was to examine the overall hypothesis that adoption of Organizational Development (O.D.) strategies will influence working conditions and performance. It was therefore anticipated that the higher the ratings on organizational development strategies, the higher the ratings on working conditions and performance. Results are presented in table 4.16.

TABLE 4.16 Ratings on the Levels of Organizational Development Management Practices and their Impact on Working Conditions and Performance.

Measured variable	Levels of Management Practice	Impact on Performance and Working Conditions
	M-value	M-value
participatory management	1.375	1.36
Reward practices	1.412	1.45
Communication	1.312	1.44
Team-work practices	0.975	0.9
Collaboration management by objectives	0.925	0.83
$R^2 = 87$		

The data in table 4.16 indicates that the higher the ratings on the incidences of Organizational Development (O.D.) management techniques, the higher the ratings on their impact on various aspects of performance and working conditions. This can be noted from M-values and regression coefficient obtained for Adopted (O.D.) management practices and their impact on performance and working conditions. The management practices whose M-values are strong on Adoption are participatory management (1.375), Reward practices (1.412), Communication (1.312). Those practices also scored high M-values on impact on

performance and working conditions, i.e. 1.36, 1.45, 1.44 respectively.

On the other hand, the management approaches that scored low M-values on Adoption also scored the lowest on the rating of their effects on performance and working conditions, i.e. Team-work practices (0.9) and collaborative management by objectives (0.83). These results confirm the hypothesis that adoption of Organizational Development (O.D.) strategies will influence working conditions and performance. As indicated from the M-values, the higher the ratings on O.D. strategies, the higher the ratings on working conditions and performance. This conclusion supports the hypothesis that systematic adoption of Organizational Development (O.D.) management techniques will have influence on the performance of individual staff, working conditions and also on the Institution.

In terms of Regression coefficient, 87% of variation in influence of working conditions and performance is explained by variation in adopted Organizational Development (O.D.) management practices. It can be concluded therefore that 87% of variation in performance and working conditions arises from the ways in which Organizational Development (O.D.) strategies are adopted. This is a further confirmation of the hypothesis that

systematic adoption of organizational development strategies will have influence on performance and working conditions.

## RECOMMENDATIONS

### 3.1. Introduction

This chapter has two sections. In the first section, the results of the study are discussed and conclusions drawn. This presentation is organized on the basis of the two main variables studied, namely adoption of Organizational Development (O.D.) management practices and their impact on performance and working conditions. In addition, the discussion highlights the sustainability of these management practices as measures of enhancing performance and working conditions. The second section of the chapter consists of the issues raised by the respondents and recommendations.

### 3.2. Results of the Study

#### 3.2.1 Summary of Adopted Organizational Development (O.D.) Strategies

The findings in respect of Adopted Organizational Development (O.D.) intervention strategies are presented in tables 4.7 and 4.8. The average M-value for Adoption is

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter has two sections. In the first section, the results of the study are discussed and conclusion drawn. This presentation is organised on the basis of the two main variables studied, namely Adoption of Organizational Development (O.D.) management practices and their impact on performance and working conditions. In addition, the discussion highlights the sustainability of these management practices as measures of enhancing performance and working conditions. The second section of the chapter consists of the issues raised by the respondents and recommendations.

#### 5.2 Results of the Study

##### 5.2.1 Summary of Adopted Organizational Development (O.D.) Strategies

The findings in respect of Adopted Organizational Development (O.D.) intervention strategies are presented in tables 4.7 and 4.8. The average M-value for Adoption in

table 4.8 (1.19) suggests that there has been Organizational Development (O.D.) management practices initiated by the Institution. The incidences were substantially high for participatory management (1.375), Reward practices (1.412) and communication (1.312). The results suggests that there is Adoption of O.D. intervention strategies in the institution. This is also supported by data on table 4.7 which show the various management innovations that have been introduced in the institution over the last ten years.

#### 5.2.2 Impact of Organizational Development (O.D.) Strategies on Performance and Working Conditions

The findings in respect of the ratings of the experience of the impact of adopted Organizational Development (O.D.) strategies on performance and working conditions are presented in tables 4.9, 4.10, 4.11, 4.12 and 4.13. Ratings for three approaches, namely participatory management, reward practices and communication whose average M- values range between 1.36 and 1.46 were highly rated as having enhanced performance and working conditions. The conclusion drawn from these findings therefore is that Adoption of Organizational Development (O.D.) management practices will influence performance and working conditions.

Two approaches, namely, Team-work practices and collaborative management by objectives are considerably rated low in respect of their impact on working conditions and performance. As can be noted from table 4.8, the levels of Adoption for these two approaches are also rated considerably low and this explains the low ratings on their impact on performance and working conditions. In conclusion, the overall results support the hypothesis that Organizational Development (O.D.) management practices will influence working conditions and performance.

### 5.2.3 Sustainability of Adopted Organizational Development (O.D.) Intervention Strategies

The findings on the sustainability of Adopted Organizational Development (O.D.) management practices are presented in tables 4.14 and 4.15. The sustainability of adopted Organizational Development (O.D.) intervention strategies was examined in terms of their suitability and effectiveness as measures of enhancing working conditions and performance as rated by the top management. It was also examined in terms of viability of the strategies based on how implementable they are, from the management point of view. The findings indicate that the ratings range over 1.0 M-values for both the effectiveness and viability of all the strategies.

The conclusion drawn from the above findings is that Organizational Development (O.D.) management practices are effective measures of enhancing working conditions and performance since they are sustainable in terms of their suitability and viability as measures of enhancing working conditions and performance.

#### 5.2.4 Impact of Organizational Development (O.D.) Strategies on the Overall Performance

The overall impact of Organizational Development (O.D.) management practices, was examined in terms of relating the levels of the management practices and their impact on working conditions and performance. The purpose was to examine the hypothesis that systematic adoption of organizational development strategies will influence working conditions and performance. The findings on this relationship are presented on table 4.16.

These results support the hypothesis that systematic adoption of Organizational Development (O.D.) strategies will influence working conditions and performance as can be noted from the composition drawn between the M-values for the Adopted Organizational Development (O.D.) strategies and their impact on performance and working conditions. The results show that the Organizational Development (O.D.) strategies that are highly rated in adoption influence

working conditions and performance more than the strategies that are substantially rated low in Adoption.

In this case, participatory management, reward practices and communication scored strong positive M-values for both Adoption and their influence on working conditions and performance. On the other hand, team-work practices and collaborative management by objectives scored low positive M-values for both Adoption and their influence on working conditions and performance.

### 5.3 Conclusion

This study was carried out to identify management problems of educational institutions in the 1990s and ways in which adopted Organizational Development (O.D.) strategies have influenced working conditions and performance. The study aimed at identifying management practices that have been more responsive to contemporary challenges in educational institutions, including rationalization of costs, staffing, turnover, productivity, working conditions and staff performance.

Taking Daystar University as the case study, the study sought to answer the following question: "Do Organizational Development (O.D.) strategies influence working conditions and performance?" The background to this question was

based on the fact that dynamic and systematic adoption of Organizational Development (O.D.) management practices as a way of enhancing both individual, institutional performance and working conditions has not been given necessary attention in educational institutions, particularly in developing countries.

In answering the above question, the overall hypothesis examined was that "adoption of Organizational Development (O.D.) strategies will influence working conditions and performance. More specifically, it was predicted that ratings on participatory management, reward practices, communication, team-work practices and collaborative management by objective will be associated with ratings on working conditions and performance.

Performance and working conditions were examined in terms of ratings by staff on various aspects which include sense of responsibility, self-initiative, accomplishment, job satisfaction, job performance and morale. Institutional characteristics were examined in terms of students/staff ratio, income and student/expenditure ratio. Data collected indicated that in comparison to the public universities, Daystar University has been performing better in terms of ratios of students to the teaching staff and in terms of the average expenditure per student per academic

year.

In terms of ratings by staff on various aspects of performance and working conditions, the study found out that the higher the ratings on experiences of Organizational Development (O.D.) strategies adopted, the higher the ratings on their influence on working conditions and performance. The data collected indicated that adoption of participatory management, reward practices, and communication influenced on working conditions and performance.

However, the impact of Team-work practices and collaborative management by objectives was consistently rated lower because of limited or nearly negligible application of these management practices at the institution of study.

Sustainability of the adopted Organizational Development (O.D.) strategies was examined in terms of their effectiveness, suitability and viability as measures of enhancing working conditions and performance from the management point of view. The data collected indicated that all the Organizational Development (O.D.) strategies adopted are suitable interventions of enhancing working conditions and performance. The data also indicated that in terms of implementation, the Organizational Development

(O.D.) intervention strategies are viable. It was therefore concluded that Organizational Development (O.D.) management practices are sustainable measures of enhancing working conditions and performance, both in their effectiveness, suitability and viability.

In terms of the overall impact of organizational development (O.D.) management strategies on working conditions and performance, the data indicated that 87% of variation in working conditions and performance arises from variation in adoption of organizational development (O.D.) management strategies.

In view of the above findings, this study concluded that systematic adoption of Organizational Development (O.D.) strategies has potential to enhance working conditions and performance.

Since the researcher carried out a baseline survey and established that Daystar University is one of the institutions of Higher learning that has highly adopted Organizational Development (O.D.) management practices, these results hold for all organizations which have adopted Organizational Development (O.D.) management approaches. This conclusion is also supported by findings reported in the Literature Review from the various studies carried out in this area where it is reported that adoption of

Organizational Development (O.D.) Management practices will influence working conditions and performance. The question posed at the beginning is therefore answered yes.

#### 5.4 Recommendations

##### 5.4.1 Introduction

This study has established that adoption of Organizational Development (O.D.) Management practices such as participatory management, Reward practices, communication, Teamwork practices enhance performance/productivity and working conditions. However, the study established that there is lack of information and training in the area of Organization Development (O.D.) particularly on the packages of O.D. Intervention Strategies in organizational management as a way of enhancing, working conditions, performance and productivity.

##### 5.4.2 Training of Management in Organizational Development (O.D.) Intervention Strategies

During the study, a few problems became apparent concerning the knowledge of Organizational Development (O.D.) intervention strategies. It was noted that the managers of the institution (top administrators) are not well-informed concerning the purposes, aims and end results of

Organizational Development (O.D.) strategies. This then calls for a need for managers/administrators to often get equipped with relevant knowledge and framework through seminars, papers and other kind of training if they are to be well versed in this important aspect of management.

The study also established some hitches in the implementation of Organizational development (O.D.) packages, whereby packages are designed for specific job groups without taking into consideration the needs for some job groups. Such modes of implementation have generated a lot of complains from the staff who feel left out in such programmes. Whereas organizations can have different programmes for specific job groups, the needs for all the workers/staff should be taken into consideration while considering such programmes so that they are designed in a way that they will compliment one another other than leaving some members with a feeling of isolation. Again, as pointed above, this is an aspect that should be addressed through training in terms of short courses, seminars and paper presentations.

#### 5.4.3 Establishment of a Framework for Organizational Development (O.D.) Intervention Strategies

The study established that there was lack of a system (documentation) of the Organizational Development (O.D.)

strategies in the institution. Such a system in form of a scheme is very crucial as it ought to be the backbone of a proper framework for implementing these intervention strategies and appraising them after a given period of time. The baseline survey carried out before embarking on this research also confirmed that there is lack of information, framework and documentation in organizations investigated. There is therefore need to establish such a framework.

#### 5.4.4 Establishing the Capacities of Public and Private Institutions to Develop and Offer Courses on Organizational Development (O.D.) Intervention Strategies

As reported elsewhere in this study it has been established that Organizational Development (O.D.) intervention strategies are crucial and essential management practices in enhancing, working conditions and performance/productivity. Currently, only longer courses in areas like Sociology and Business Management offer opportunities for learning more about Organizational Development (O.D.). The modes of these courses are not specific in meeting the needs of professional managers and administrators. There is therefore a need for implementation of short courses in the public and private institutions in this area that will meet the immediate needs of professional managers and administrators.

#### 5.4.5 Adoption of Organizational Development (O.D.) Management Strategies as Measures of Enhancing Working Conditions and Performance

Since the study found out that Organizational Development (O.D.) strategies influence working conditions and performance, adoption of these strategies as a process of rationalizing costs, working conditions, performance, staffing, turnover and productivity is highly recommended in all institutions and organizations.

#### 5.4.6 Areas for Further Research

1. Since this study was carried out in a private university, a replica of the same should be carried out in the public universities.
2. Organizational Development (O.D.) intervention strategies are crucial measures of enhancing performance and working conditions in all organizations and therefore, a study of the same nature should be carried out in a sector other than a learning institution.
3. A comparative study of this nature should be carried out for the purposes of comparing modes of implementation in different structures and their respective efficacy.

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## APPENDICES

### THESES

#### Appendix I

**Ambutu, M. 1982.** Research Project. "The Effect Of Middle And Top Level Leadership Styles On Manpower production In The University And Training Institutions", Eastern and Southern Africa Management Institute.

**Kagombe, M. 1972.** Ph.D Thesis: "Bureaucracy and Social Change", New York University.

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specify the number of hours spent in teaching each day

7. How often do you work beyond the normal working hours?

8. List ways and situations in which the following management practices are manifested in the institution:

(1) Participatory management (in terms of staff involvement in decision making, planning and solving problems)

## APPENDICES

### Appendix I

#### QUESTIONNAIRE

1. INSTITUTION OF EMPLOYMENT \_\_\_\_\_
2. DEPARTMENT/SECTION \_\_\_\_\_
3. DESIGNATION \_\_\_\_\_
4. YEARS OF SERVICE AT THE INSTITUTION \_\_\_\_\_
5. LEVEL OF FORMAL EDUCATION \_\_\_\_\_
6. (APPLICABLE TO THE TEACHING STAFF ONLY). Please specify the number of hours spent in teaching each day \_\_\_\_\_
7. How often do you work beyond the normal working hours?  
\_\_\_\_\_  
\_\_\_\_\_
8. List ways and situations in which the following management practices are manifested in the institution:  
\_\_\_\_\_  
\_\_\_\_\_  

(i) Participatory management (in terms of staff involvement in decision making, planning and solving problems)

a. \_\_\_\_\_

- (i) b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

(ii) Collaborative management by objectives (in terms of staff involvement in planning and defining working objectives)

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

iii) Team-work practices (In terms of encouragement of  
(1) Team-work groups and task forces)

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

(iv) Communication (In terms of provision of forums for  
(1) channelling problems, grievances, solving problems and consultation by Supervisors)

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

(v) Reward practices (In terms of any reward apart from regular salary, other packages, gifts or services to staff)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

(iv) Communication

9. Having listed the ways and situations in which the following management practices are manifested in the institution, how would you rate their levels in the institution in the scale below?

5 - Very adequate

(i) Participatory Management

- 1 - Very inadequate
- 2 - Inadequate
- 3 - Fair
- 4 - Adequate
- 5 - Very adequate

(ii) Collaborative Management by objectives:

- 1 - Very inadequate
- 2 - Inadequate
- 3 - Fair
- 4 - Adequate
- 5 - Very adequate

(iii) Collaborative management by objectives:

iii) Team-work practices

1 - Very inadequate

2 - Inadequate

3 - Fair

4 - Adequate

iii) 5 - Very adequate

1 - Very little

(iv) Communication

1 - Very inadequate

2 - Inadequate

3 - Fair

(iv) 4 - Adequate

5 - Very adequate

2 - a little

10. How would you rate the manifestation of the following management in the institution bearing in mind the various forms and ways in which they are manifested as listed in question No. 9? Fill appropriately in the scales provided below each one of them:

2 - a little

(i) Participatory management

1 - Very little

2 - a little

iii) 3 - Substantial

4 - Quite substantial

1 - often are aware

(ii) Collaborative management by objectives

1 - Very little

2 - a little

3 - Substantial

12. 4 - Quite substantial communication throughout with your superiors?

iii) Team-work practices

1 - Very little

2 - a little

3 - Substantial

4 - Quite substantial

13. At what levels are decisions regarding your work made?

(iv) Communication by top

1 - Very little

2 - a little

3 - Substantial

4 - Quite substantial

(v) Reward practices the management involve you in solving

1 - Very little

2 - a little

3 - Substantial

4 - Quite substantial.

4 - I'm always involved in solving problems related to

11. To what extent do your superiors recognize the problems that you encounter in your work?

15. 1 - often are aware

2 - aware of some, unaware of others

- 3 - moderately aware
- 4 - Generally quite aware

12. To what extent is communication throughout with your superiors adequate?

- 1 - usually poor
- 2 - fair
- 3 - good
- 4 - Excellent

13. At what levels are decisions regarding your work made?

- 1 - at the very top
- 2 - largely at the top
- 3 - I'm involved in some cases
- 4 - I'm usually involved in decisions regarding my work.

14. Participatory management (As manifested in any of the

14. How often does the management involve you in solving problems?

- 1 - not at all
- 2 - occasionally consulted
- 3 - usually consulted
- 4 - I'm always involved in solving problems related to

my work.

15. How often has the management sought ideas from all the staff in the last two years?

1 - They seldom do \_\_\_\_\_

2 - Sometimes they do \_\_\_\_\_

3 - usually they get ideas from staff

(iii) 4 - They always get ideas from the staff. of the above ways i.e. Q8)

16. What would you say is the dominant flow of information?

1 - Downward \_\_\_\_\_

2 - Mostly downward \_\_\_\_\_

3 - Down and up \_\_\_\_\_

(iv) 4 - Down, up and with peers. in any of the above ways i.e. Q8)

17. List the ways and situations in which the aspects of management you have listed above have enhanced your performance in your day to day work

(i) Participatory management (As manifested in any of the above ways i.e. Q8)

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

(ii) Collaborative management by objectives (As manifested in any of the above ways i.e. Q8)

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_  
d \_\_\_\_\_

iii) Team-work practices (As manifested in any of the above ways i.e. Q8)

a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_  
4 - Highly

(iv) Communication (As manifested in any of the above ways i.e. Q8)

a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_  
4 - Highly

(v) Reward practices (As manifested in any of the above ways i.e. Q8)

a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_  
4 - Highly

18. Bearing in mind the various ways and situations in which the following management practices have enhanced/improved your performance and working

conditions as listed in question no 17, to what extent would you say they have enhanced or improved your performance and working conditions? Fill in the scales provided below appropriately

3 - Very highly

(i) Participatory management

1 - at a very low level

2 - at a low level

3 - fairly

4 - Highly

5 - Very highly

3 - Very highly

(ii) Collaborative management by objectives:

1 - at a very low level

2 - at a low level

3 - fairly

4 - Highly

5 - Very highly

iii) Team-work practices

1 - at a very low level

2 - at a low level

3 - fairly

4 - Highly

5 - Very highly

(iv) Communication

1 - at a very low level

2 - at a low level

3 - fairly

4 - Highly

5 - Very highly

(v) Reward practices

1 - at a very low level

2 - at a low level

3 - fairly

4 - Highly

5 - Very highly

19. Concerning the above ways in which these management practices have improved your performance and working conditions, circle the no. which best represents your response to each item in the table provided below.

(i) Participatory management has enhanced/improved my general performance	Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
	1	2	3	4	5
Participatory management has improved my productivity	1	2	3	4	5
Participatory management has boosted my work morale	1	2	3	4	5
Participatory management has enhanced my job satisfaction	1	2	3	4	5
Participatory management has increased my sense of accomplishment	1	2	3	4	5
Participatory management has boosted my self-initiative	1	2	3	4	5
Participatory management has boosted my sense of responsibility	1	2	3	4	5

	Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
(ii) Collaborative management by objectives has enhanced/improved my general performance	1	2	3	4	5
Collaborative management by objectives has improved my productivity	1	2	3	4	5
Collaborative management by objectives has boosted my work morale	1	2	3	4	5
Collaborative management by objectives has enhanced my job satisfaction	1	2	3	4	5
Collaborative management has increased my sense of accomplishment	1	2	3	4	5
Collaborative management has boosted my self-initiative	1	2	3	4	5
Collaborative management has boosted my sense of responsibility	1	2	3	4	5

(iii) Team-work practices have enhanced/improved my general performance	Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
	1	2	3	4	5
Team-work practices have improved my productivity	1	2	3	4	5
Team-work practices have boosted my work morale	1	2	3	4	5
Team-work practices have enhanced my job satisfaction	1	2	3	4	5
Team work practices have increased my sense of accomplishment	1	2	3	4	5
Team work practices have boosted my self-initiative	1	2	3	4	5
Team work practices have boosted my sense of responsibility	1	2	3	4	5

(iv) Communication has enhanced/improved my general performance	Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
	1	2	3	4	5
Communication has improved my productivity	1	2	3	4	5
Communication has boosted my work morale	1	2	3	4	5
Communication has enhanced my job satisfaction	1	2	3	4	5
Communication has increased my sense of accomplishment	1	2	3	4	5
Communication has boosted my self-initiative	1	2	3	4	5
Communication has boosted my sense of responsibility	1	2	3	4	5

1	2	3	4	5
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20 Bearing in mind the various ways in which the above management practices have enhanced your working conditions, how would you rate the extent to which they have enhanced your performance and working conditions in the scales provided against each one of them?

(i) Participatory management

1 - In no way at all

(v) Reward practices have enhanced/improved my general performance	Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
	1	2	3	4	5
Reward practices have improved my productivity	1	2	3	4	5
Reward practices have boosted my work morale	1	2	3	4	5
Reward practices have enhanced my job satisfaction	1	2	3	4	5
Reward practices have increased my sense of accomplishment	1	2	3	4	5
Reward practices have boosted my self-initiative	1	2	3	4	5
Reward practices have boosted my sense of responsibility	1	2	3	4	5

20 Bearing in mind the various ways and situations in which the above management practices have enhanced your working conditions, how would you rate the extent to which they have enhanced your performance and working conditions in the scales provided against each one of them?

(i) Participatory management

1 - In no way at all

- 31a) 2 - a little present work. Is it satisfying?  
3 - substantially No \_\_\_\_\_  
4 - quite substantially

b) If it is satisfying, list the aspects of Dayton:

(ii) Collaborative management by objectives

- 1 - In no way at all \_\_\_\_\_  
2 - a little \_\_\_\_\_  
3 - substantially \_\_\_\_\_  
4 - quite substantially \_\_\_\_\_

12. What aspects of Dayton University have been

iii) Team-work practices work harder and perform better in

- 1 - In no way at all \_\_\_\_\_  
2 - a little \_\_\_\_\_  
3 - substantially \_\_\_\_\_  
4 - quite substantially \_\_\_\_\_

(iv) Communication management practices have been initiated by

- 1 - In no way at all \_\_\_\_\_  
2 - a little \_\_\_\_\_  
3 - substantially \_\_\_\_\_  
4 - quite substantially \_\_\_\_\_

(v) Reward practices management practices have enhanced

- 1 - In no way at all working conditions and in which  
2 - a little \_\_\_\_\_  
3 - substantially \_\_\_\_\_  
4 - quite substantially \_\_\_\_\_

21a) Think of your present work. Is it satisfying?

Yes \_\_\_\_\_ No \_\_\_\_\_

b) If it is satisfying, list the aspects of Daystar University that have made it satisfying

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22. What aspects of Daystar University have been motivating you to work harder and perform better in your job?

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23. What new management practices have been initiated by the institution in the last two years?

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24. Which of the new management practices have enhanced your performance and working conditions and in which ways?

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INTERVIEW SCHEDULE FOR THE SUPERIORS

1. What is the mission of the institution?

(i) \_\_\_\_\_  
(ii) \_\_\_\_\_  
(iii) \_\_\_\_\_

2. In which aspects has the institution achieved its goals in the last ten years?

(i) \_\_\_\_\_  
(ii) \_\_\_\_\_  
(iii) \_\_\_\_\_  
(iv) \_\_\_\_\_

3. How would you rate the performance of the institution in the last three years?

	1	2	3	4
1993	Poor	Fair	Good	Excellent
1994	Poor	Fair	Good	Excellent
1995	Poor	Fair	Good	Excellent

4. What have been the major management innovations in the following years?

(i) 1985 \_\_\_\_\_  
(ii) \_\_\_\_\_  
(iii) \_\_\_\_\_  
(iv) \_\_\_\_\_

(iii) 1986

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(iii)

(iii) 1987

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(iii)

(iii) 1988

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(iii)

(iii) 1989

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(iii)

(iii) 1990

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

1991

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

3. (iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

1992

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

6. (iv) \_\_\_\_\_

\_\_\_\_\_

1993

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

7. \_\_\_\_\_

1994

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

3. What 1995 steps have been undertaken to encourage the

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

5. What have been the major management constraints in the last three years?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

6. How has the institution ensured that employees are encouraged to adopt new methods?

(iii) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What new communication procedures have been adopted to ensure communication with staff members regarding their work, problems and decisions taken?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8.) What new steps have been undertaken to encourage the following management practices in the institution?

(i) Participatory management

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9. What methods does the institution use for getting to know the problems of members of staff or any other problem in the organization?

(ii) Collaborative management by objectives

(i)

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(ii)

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(iii)

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10. How many work committees does the institution have?

iii) Team-work practices

11. In which ways has the institution been motivating staff in the last three years?

(i)

---

(ii)

---

(iii)

---

(iv) Communication with staff

12. In what ways have the following management practices been effective in improving/enhancing staff performance, working conditions and productivity?

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(v) Reward practices

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9.1) What methods does the institution use for getting to know the problems of members of staff or any other problem in the organization?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

iii) Team-work practices

10. How many work committee does the institution have?

---

---

11. In which ways has the institution been motivating staff in the last three years?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

12. In what ways have the following management practices been effective in improving/enhancing staff performance, working conditions and productivity?

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---

(i) Participatory management

---

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13. How would you rate the effectiveness of the following management practices as measures of improving working conditions and performance?

(ii) Collaborative management by objectives

(i) Participatory management

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1 - Very ineffective

---

2 - Ineffective

---

3 - Fair

---

4 - Effective

iii) Team-work practices

---

(ii) Collaborative management by objectives

---

1 - Very ineffective

---

2 - Ineffective

---

3 - Fair

(iv) Communication

---

1 - Very effective

---

2 - Effective

---

(iii) Team-work practices

---

1 - Very ineffective

---

2 - Ineffective

(v) Reward practices

---

1 - Effective

---

2 - Very effective

---

(iv) Communication

1 - Very ineffective

2 - Ineffective

13. How would you rate the effectiveness of the following management practices as measures of enhancing working conditions and performance?

(i) Participatory management

1 - Very ineffective

2 - Ineffective

3 - Fair

4 - Effective

5 - Very effective

(ii) Collaborative management by objectives the following

1 - Very ineffective in terms of their implementation

2 - Ineffective in enhancing working conditions and

3 - Fair as far as the experience of Deyota University?

4 - Effective

(iii) 5 - Very effective

1 - Very difficult to implement

iii) Team-work practices

1 - Very ineffective

2 - Ineffective

3 - Fair easy to implement

4 - Effective

5 - Very effective

(iv) Communication management by objectives

- 1 - Very ineffective implement
- 2 - Ineffective implement
- 3 - Fairful
- 4 - Effective able
- 5 - Very effective implement

(v) Reward practices

- 1 - Very ineffective implement
- 2 - Ineffective implement
- 3 - Fairful
- 4 - Effective able
- 5 - Very effective implement

14.) How would you rate the viability of the following management practices in terms of their implementation as measures of enhancing working conditions and performance from the experience of Daystar university?

4 - Implementable

(i) Participatory management

- 1 - Very difficult to implement
- 2 - Difficult to implement
- 3 - Doubtful difficult to implement
- 4 - Implementable implement
- 5 - Very easy to implement

4 - Implementable

5 - Very easy to implement

(ii) Collaborative management by objectives

- 1 - Very difficult to implement
- 2 - Difficult to implement
- 3 - Doubtful
- 4 - Implementable
- 5 - Very easy to implement

iii) Team-work practices

- 1 - Very difficult to implement
- 2 - Difficult to implement
- 3 - Doubtful
- 4 - Implementable
- 5 - Very easy to implement

(iv) Communication

- 1 - Very difficult to implement
- 2 - Difficult to implement
- 3 - Doubtful
- 4 - Implementable
- 5 - Very easy to implement

(v) Reward practices

- 1 - Very difficult to implement
- 2 - Difficult to implement
- 3 - Doubtful
- 4 - Implementable
- 5 - Very easy to implement

**GUIDE FOR CONTENT ANALYSIS**

	1985	1986	1987	1988	1990	1991	1992	1992	1993	1994	1995
No. of members of staff											
No. of students											
Rate of Recruitment											
Rate of Resignation											
Student pass rate											
Management innovations taken											
Total yearly expenditure											
Total yearly income											
Total yearly expenditure on teaching members of staff											

Appendix II *Continued*

RAW DATA ON LEVELS OF ORGANIZATIONAL DEVELOPMENT (O.D.)  
MANAGEMENT PRACTICES

Table 1

MANAGEMENT PRACTICES	OBSERVATION					TOTAL	M-VALUE
	-2	-1	0	1	2		
Participatory management	4	2	8	32	34	80	1.375
Reward practice	0	3	4	36	37	80	1.412
Communication	2	4	9	33	32	80	1.312
Teamwork practices	20	21	28	5	6	80	0.975
Collaborative management by objectives	21	22	30	4	3	80	0.925
Total/Average	47	52	79	110	112	400	1.199

RAW DATA ON IMPACT OF ORGANIZATIONAL DEVELOPMENT (O.D.)  
MANAGEMENT PRACTICES ON PERFORMANCE

Table 2

PARTICIPATORY MANAGEMENT

ASPECTS OF PERFORMANCE AND WORKING CONDITIONS	OBSERVATION					TOTAL	M-VALUE
	-2	-1	0	1	2		
Accomplishment	8	10	9	27	26	80	1.312
Responsibilities	8	5	10	27	28	80	1.3
Self-initiative	7	6	9	28	28	80	1.3
Job performance	6	6	8	28	32	80	1.375
Level of morale	5	4	5	31	35	80	1.438
Job satisfaction	6	6	4	31	33	80	1.437
Total/Average	40	37	45	172	182	480	1.36

Appendix II Continued

REWARD PRACTICES

Table 3

ASPECTS OF PERFORMANCE AND WORKING CONDITIONS	<u>OBSERVATION</u>					TOTAL	M-VALUE
	-2	-1	0	1	2		
Accomplishment	6	4	3	32	35	80	1.475
Responsibilities	5	4	5	30	34	80	1.4
Self-initiative	4	5	4	31	36	80	1.45
Job performance	5	3	3	34	35	80	1.462
Level of morale	2	2	2	36	38	80	1.475
Job satisfaction	4	2	3	35	36	80	1.462
Total/Average	26	20	20	198	214	480	1.45

COMMUNICATION

Table 4

ASPECTS OF PERFORMANCE AND WORKING CONDITIONS	<u>OBSERVATION</u>					TOTAL	M-VALUE
	-2	-1	0	1	2		
Accomplishment	7	3	4	33	33	80	1.45
Responsibilities	4	4	4	36	34	80	1.45
performance	3	5	3	36	33	80	1.413
Self-initiative	5	3	4	35	33	80	1.425
Level of morale	6	4	3	36	31	80	1.425
Job satisfaction	5	3	3	33	36	80	1.475
Total/Average	30	22	21	209	200	480	1.44

Appendix II continued

TEAMWORK PRACTICES

Table 5

ASPECTS OF PERFORMANCE AND WORKING CONDITIONS	<u>OBSERVATION</u>					TOTAL	M-VALUE
	-2	-1	0	1	2		
Accomplishment	17	18	29	6	8	80	0.925
Responsibilities	21	15	34	7	3	80	0.875
Self-initiative	22	19	30	5	4	80	0.95
performance	20	21	31	4	4	80	0.913
Level of morale	19	18	33	6	4	80	0.875
Job satisfaction	19	19	32	5	5	80	0.9
Total/Average	118	110	189	33	28	480	0.9

COLLABORATIVE MANAGEMENT BY OBJECTIVES

Table 6

ASPECTS OF PERFORMANCE AND WORKING CONDITIONS	<u>OBSERVATION</u>					TOTAL	M-VALUE
	-2	-1	0	1	2		
Accomplishment	13	14	35	10	8	80	0.825
Responsibilities	15	14	33	9	9	80	0.887
Self-initiative	12	14	34	13	7	80	0.813
performance	13	13	36	12	8	80	0.837
Level of morale	14	15	32	13	6	80	0.85
Job satisfaction	13	14	36	12	5	80	0.775
Total/Average	80	84	206	69	43	480	0.83

Appendix II Continued

ADDITIONAL DATA ON ENHANCEMENT OF PERFORMANCE BY ORGANIZATIONAL DEVELOPMENT (O.D.) MANAGEMENT PRACTICES (LEVEL AT WHICH THEY HAVE ENHANCED INDIVIDUAL PERFORMANCE)

Table 7

	Quite Substantially		Substantially		A little		In no way at all		Total	
	No.	Percent- age	No.	Percent- age	No.	Percent- age	No.	Percent- age	No.	Percent- age
Reward practices	22	27.5	27	33.75	23	28.75	8	10	80	100
Participatory management	19	23.75	39	48.75	16	20	6	7.5	80	100
Communication	15	18.75	42	52.5	18	22.5	5	6.25	80	100
Team-work practices	7	8.75	10	12.5	43	53.75	20	25	80	100
Collaborative management by objectives	4	5	9	11.25	29	36.25	38	47.5	80	100

Appendix II Continued

STAFF RATING OF THE OVERALL COMMUNICATION

WITH THE SUPERIORS

Table 9

	SCALE	NO.	PERCENTAGE
USUALLY EXCELLENT	4	21	26.25
USUALLY GOODS	3	41	51.25
USUALLY FAIR	2	14	17.5
USUALLY POOR	1	4	5
TOTAL		80	100

Appendix II

WAYS IN WHICH ORGANIZATIONAL DEVELOPMENT (O.D.) MANAGEMENT APPROACHES HAVE ENHANCED PERFORMANCE AND WORKING CONDITIONS

Table 10

Participatory management	%	Reward practices	%	Communication	%	Collaborative management by objectives	%	Teamwork practices	%
Motivation to work harder when staff are involved in the management.	32	Rewards lead to better performance as staff members feel appreciated and recognised.	43.7	Communication counteracts isolation of staff, thereby making them feel part and parcel of the institution and therefore they work hard because they feel they are part of what is happening.		Collaborative management by objectives has been enhancing my performance because once I am involved in defining of the working objectives, they are easier to internalize and achieve.	18.75	Teamwork practices boost the morale among staff as it leads to a spirit of togetherness and enhances good working relationships, thereby enhancing a conducive working atmosphere.	
Motivation to work hard when staff complaints & dissatisfactions are addressed.	42.5	Rewards raise morale among staff members, thereby leading to higher production.	60	Communication provides channels for staff involvement and the more they are involved, the	41.25	Collaborative management by objectives counteracts feelings of dissatisfaction and discontent as		Teamwork practices enhance performance as it facilitates	20
Independence at work results to fulfilment thereby motivating staff to produce more.	23.75	When staff members are rewarded, they work tirelessly							

Appendix II Continued

Table 10 continued

Participatory management	%	Reward practices	%	Communication	%	Collaborative management by objectives	%	Teamwork practices	%
When staff are left on their own, they become more innovative and they take more responsibilities on their own volition.	23.75	as they feel recognised.	41.5	more they get motivated to work harder.	38.75	it provides channels for staff to plan their own work. This leads to better performance.	15	coordination and when staff members work together, in a given exercise, the job becomes easier than would otherwise be.	18.75
Proposal, ideas & complaints channelled through staff Association lead to job satisfaction & hence staff are motivated to work hard.	15.25	Reward practices lead to close identification with goals because when rewarded, staff members feel part and parcel of the organisation and so, they strive to perform better.	43.75	When staff members hear from the task-master, they feel recognised and so, they work hard.	31	48% of staff stated that they have not been involved in collaborative management by objectives. However, they expressed the need for practicing it as a way of encouraging staff to be more committed	48	46% of staff members stated that they had no opinion concerning ways in which Teamwork practices has enhanced	46
		When staff members are given free lunch, they		When staff members realize that they are given a hearing ear, they feel appreciated and relieved and so, one tends to perform better.	28.5				



Appendix II Continued

Table 10 continued

Participatory management	%	Reward practices	%	Communication	%	Collaborative management by objectives	%	Teamwork practices	%
thereby producing more.	20	consult with them. They are also eager to teach up to 9 p.m. since there is free transport after that.	30	conducive atmosphere for good performance since when staff are informed of what is happening they feel secure and part of the organization.	28.25				
Staff Association provides dialogue through which staff are able to talk and find ways of doing things better, therefore enhancing productivity, effective and efficiency.	53.75	Some of the reward practices encourage staff members to keep a good record so that one can be rewarded.	18.3	When members of staff are informed of issues before hand, one works better because they can plan ahead.	26				
When staff members are consulted, they closely identify with	11.25	So, this way, it enhances efficiency and effectiveness	28	Communication channels provide for					

Appendix II continued

Table 10 continued

Participatory management	%	Reward practices	%	Communication	%	Collaborative management by objectives	%	Teamwork practices	%
organisational goals and therefore, work hard.	27.5	Reward practices counteracts discontentment, thereby encouraging staff members to work harder.	38.75	staff involvement and the more they are involved, the more they take initiative in various instances	23				
Participatory management creates checks and balances as it provides room for staff members to give views and suggestions to the management, thereby enhancing productivity, efficiency & effectiveness	11.25	Reward practices raise self-importance among staff and therefore, they are encouraged to perform better.	18.5						
When staff participate	23.3								

Appendix II continued

Table 10 continued

Participatory management	%	Reward practices	%	Communication	%	Collaborative management by objectives	%	Teamwork practices	%
in decision making, it provides a sense of belonging and therefore staff are motivated to work harder.	35	Strongly Agree 20							
When staff are involved, they take more responsibility voluntarily.	40								
Participatory provides staff with the momentum to work hard since they feel they are not coerced.	22.5								

Appendix III

THE ROLE ORGANIZATIONAL DEVELOPMENT (O.D.) MANAGEMENT PRACTICES HAVE PLAYED IN ENHANCING MORALE

STATEMENT:

(Reward practices, communication with superiors, participatory management, Teamwork practices and Collaborative management by objectives have boosted my morale).

Table 11

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reward practices	20	27.5	22	30	10	8.75	16	18.75	12	15	80	100
Participatory management	20	25	21	26.25	12	15	16	20	13	16.25	80	100
Communication from superiors	19	23.75	19	23.75	12	15	15	18.75	15	18.75	80	100
Teamwork practices	15	18.75	13	16.25	16	20	19	23.75	17	21.25	80	100
Collaborative management by objectives	9	11.75	10	12.5	15	18.75	24	30	22	27.5	80	100

Appendix III Continued

THE ROLE THE ORGANIZATIONAL DEVELOPMENT (O.D.) MANAGEMENT PRACTICES HAVE PLAYED IN ENHANCING  
JOB SATISFACTION

STATEMENT: (Reward practices, communication with superiors, participatory management, Teamwork practices and Collaborative management by objectives have made my work more satisfying)

Table 12

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Participatory management	19	23.75	20	25	12	15	15	18.75	14	17.5	80	100
Reward practices	23	28.75	22	27.5	14	17.5	11	13.75	10	12.5	80	100
Communication from superiors	20	25	20	25	14	17.5	14	17.5	12	15	80	100
Teamwork practices	13	16.25	16	20	15	25	20	25	16	20	80	100
Collaborative management by objectives	10	12.5	12	15	16	25	20	25	22	27.5	80	100

Appendix III Continued

THE ROLE THE ORGANIZATIONAL DEVELOPMENT (O.D.) MANAGEMENT PRACTICES HAVE PLAYED IN ENHANCING INDIVIDUAL GENERAL PERFORMANCE

**STATEMENT:** (Reward practices, communication with superiors, participatory management, Teamwork practices and Collaborative management by objectives have enhanced my general performance).

Table 13

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Communication	20	25	21	26.25	12	15.00	16	20	13	16.25	80	100
Participatory management	24	30	25	31.25	7	8.75	14	17.5	10	12.5	80	100
Reward practices	26	32.5	24	30	4	5	14	17.5	12	15	80	100
Teamwork practices	12	15	15	18.75	17	21.25	20	25	16	20	80	100
Collaborative management by objectives	11	13.75	10	12.5	15	18.75	24	30	20	25	80	100

Appendix III Continued

EFFECTIVENESS OF ORGANIZATIONAL DEVELOPMENT (O.D.) STRATEGIES IN ENHANCING  
JOB SATISFACTION AND PERFORMANCE

**JOB SATISFACTION**

Q. If your Job is satisfying, what has made it satisfying?

Table 14

FACTORS	FREQUENCY	PERCENTAGE
Administration's concern of workers welfare through provision of free transport, free meals, salary reviews (Reward practices)	46	57.5
Provision of dialogue by the management through the staff Association, meetings and freedom of expression (Participatory management, communication).	38	47.5
Involvement of staff through consultations, giving proposals and airing of grievances (Participatory management, communication).	40	50
Good Terms of service (Reward practices)	26	32.5
Independence at work as I do not feel harassed (Participatory management)	30	37.5
Appreciation, Recognition of performance normally communicated by the V.C. (Reward practices, communication).	28	35
Conducive working atmosphere	32	40
Good working relations	16	20
Commitment to career	10	12.5
Promotions	8	10

Interviewed : 80 members of staff.

Appendix III Continued

PERFORMANCE

Q. What aspects of Daystar University Management have been facilitating your motivation for better performance in your work?

Table 15

FACTORS	FREQUENCY	PERCENTAGE
Respect of workers by management through provision of dialogue by allowing for formation of Staff Association where management and staff debate issues and resolve grievances (Participatory management, collaborative management by objectives).	26	32.5
Management concern of workers welfare by providing free Transport, Education and free meals (Reward practices)	40	50
Regular salary Reviews, appreciation by management through rewards such as family parties, long service awards. This makes one feel part of Daystar's family (Reward practices).	25	31.25
Management's commitment in creating conducive working atmosphere, freedom of interaction with top management whereby workers feel at home and they do not feel intimidated. They feel respected and recognized (Participatory management, communication).	40	50
The fact that the top management discourages hard-hardiness on the part of supervisors give motivation at work.	18	22.5
Humane attitude of the management	10	12.5
Free atmosphere where one is left to discharge duties freely without harassment (Participatory management).	11	13.75
Free interaction and involvement which make me feel part of Daystar	13	16.25

Interviewed : 80 members of staff, Daystar University.

Appendix IV

WAYS IN WHICH ORGANIZATIONAL DEVELOPMENT (O.D.) MANAGEMENT APPROACHES ARE MANIFESTED

Table 16

Participatory management	%	Reward practices	%	Communication	%	Collaborative management by objectives	%	Teamwork practices	%
Staff-association	56.75	Long service Award	37.5	Staff Association	53.25	Formulation of ideas in meetings among Faculty members	22	General sense of working together among Faculty members	18.75
Meetings (particularly among Faculty members)	23.5	Certificate of recognition	44.5	Meetings (particularly among Faculty members)	26	Submission of proposals through staff Association	33.75	Mutual responsibility & support for one another among staff in various sections and departments	18.75
Encouragement of independence at work	48.5	Training	43	Written & verbal means of communication	23			Various task committees	15
Communication through various publications and forums	51.25	Free meals	62.75	Freedom of interaction with management	42				
Consultation by top Management	40	Free Transport	53	Consultation by management	26.75				
		Family Parties	34						
		Regular Review of Salaries	16.25						
		Prize for the best Lecturer	13.75						

Appendix IV

Table 16 continued

Participatory management	%	Reward practices	%	Communication	%	Collaborative management by objectives	%	Teamwork practices	%
		Payment of Lecturers when they work beyond their normal teaching load	15						
		Promotions	22.5						
		Congratulation letter by the V.C. for exercises well done	7.5						

Appendix V

RAW DATA ON SUSTAINABILITY OF O.D. INTERVENTION STRATEGIES

EFFECTIVENESS OF ORGANIZATIONAL DEVELOPMENT (O.D.) INTERVENTION STRATEGIES AS MEASURES OF ENHANCING PERFORMANCE AND WORKING CONDITIONS

Table 17

O.D. INTERVENTION STRATEGIES	<u>OBSERVATION</u>					TOTAL	M-VALUE
	-2	-1	0	1	2		
Participatory management	2	3	2	13	14	34	1.41
Reward Practices	2	2	1	13	16	34	1.5
Communication	2	4	2	13	13	34	1.38
Team work practices	1	3	4	14	12	34	1.26
Collaborative management by objectives	2	2	2	15	13	34	1.38
Total/Average	9	14	11	68	68	170	1.38

VIABILITY OF ORGANIZATIONAL DEVELOPMENT (O.D.) INTERVENTION STRATEGIES

Table 18

O.D. INTERVENTION STRATEGIES	<u>OBSERVATION</u>					TOTAL	M-VALUE
	-2	-1	0	1	2		
Participatory management	3	4	5	12	10	34	1.23
Reward Practices	1	2	0	16	15	34	1.47
Communication	3	3	6	12	10	34	1.20
Team work practices	4	3	6	10	11	34	1.26
Collaborative management by objectives	2	4	7	10	9	34	1.05
Total/Average	13	16	24	60	55	170	1.24

Appendix V Continued

SUSTAINABILITY OF ORGANIZATIONAL DEVELOPMENT (O.D.) INTERVENTION STRATEGIES

THEIR RELATIVE EFFECTIVENESS AS MEASURES OF ENHANCING PERFORMANCE AND WORKING CONDITIONS

Table 19

PARTICIPATORY MANAGEMENT	REWARD PRACTICES	COMMUNICATION	TEAMWORK PRACTICES	COLLABORATIVE MANAGEMENT BY OBJECTIVE
<ul style="list-style-type: none"> <li>-Conteracts disatification among staff members.</li> <li>- Enhances acceptance of objectives, decisions among staff members. This leads to easier implementation of the goals and objectives.</li> <li>- It enhances close coperation among staff members.</li> </ul>	<ul style="list-style-type: none"> <li>- It raises staff morale. When the morale is boosted it leads to better performace.</li> <li>- It enhances hardwork and better performance among staff as they get motivated.</li> <li>- When staff members are rewarded, they closely identify with the organization and they therefore get more committed to work, leading to hard work and higher performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhances coperation between staff and top management.</li> <li>- It enhances close monitoring and supervision of the work process.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhances implementation of goals and objectives.</li> <li>- Facilitates cordination of tasks and joint exercies.</li> <li>- It enhances close coperation among staff members.</li> <li>- It provides a forum for solving work problems together thereby enhancing better performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Enhances implementation of goals and objectives.</li> <li>- Enhances acceptance of objectives, decisions among staff members. This in turn facilitates implementation of the objectives.</li> <li>- it enhances close coperation among staff members.</li> </ul>

Appendix V Continued

SUSTAINABILITY OF O.D. INTERVENTION STRATEGIES

THEIR RELATIVE EFFECTIVENESS AS MEASURES OF ENHANCING PERFORMANCE AND WORKING CONDITIONS

Table 19 continued

PARTICIPATORY MANAGEMENT	REWARD PRACTICES	COMMUNICATION	TEAMWORK PRACTICES	COLLABORATIVE MANAGEMENT BY OBJECTIVESS
<p>- It provides opportunities for solving problems that would otherwise be a barrier to good performance.</p>	<p>- When staff members are rewarded, they feel recognised and appreciated and they tend to perform better, thereby raising productivity</p>	<p>- It provides opportunities for staff members to air problems, grievances thereby counteracting dissatisfaction among staff which would otherwise be a hindrance to good performance.</p> <p>- Facilitates achievement of organizational goals when staff internalize them.</p>		<p>- It provides a forum for addressing problems that would otherwise be a hinderance to better performance.</p>