# ORGANIZATIONAL DEVELOPMENT AND EMPLOYEE JOB ERFORMANCE IN NON-GOVERNMENTAL ORGANIZATIONS IN KENYA A CASE OF WORLD VISION KENYA

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# DECLARATION

**Declaration by the Candidate**

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## DEDICATION

This work is dedicated to Mr John Aminga Okari, who introduced and mentored me in development work. He was once my manager during my infancy in community development work. It is because of John, that I am an asset that I am today, able to articulate issues of transformational and sustainable development.

**ACKNOWLEDGEMENT**

**ABSTRACT**

Many organizations and institutions continue to develop new organizational development approaches in line with organizational change. These approaches are good and help the organization to focus on its growth. Unfortunately as the new development approaches are developed, the staff working for the same organizations is not trained to enable them get updated on the changes being introduced. This study therefore sought to establish the existing development approaches in World Vision Kenya. Specifically, the study sought to: identify the organizational development approaches utilized in World Vision Kenya, examined the importance of training on the organizational development approaches to employees, assessed the obstacles World Vision Kenya staff face while implementing organization development approaches and examined the appropriateness of Organizational Development Approaches to employee job performance. Descriptive survey design was used in this study to find out the existing organization Development Approaches within World Vision Kenya. The target population for the study was all staff of world vision Kenya that comprised 800. The sample size of the study was 260 respondents selected from five Zones or regions in Kenya. Out of the sample size of 260 the respondents that were available for interview were 210.The instruments used to collect the data were questionnaires and to ensure effectiveness of the research instruments, a thorough pretest was carried out using 10 staff members who were not included among the selected respondents. The data collected was analyzed by the use of frequencies and percentages with aid of Statistical Package for Social Sciences (SPSS). The findings of the study were summarized and presented in tables, pie charts, line graphs and bar graphs for effective communication. Study findings showed that lack of proper orientation was a barrier to implementing World Vision development approaches which meant that employees should be given enough time to understand organizational development approaches especially during orientation stage. The study recommended that World Vision enhance their training strategies on the new and exisiting approaches for the staff who contribute in a great extent to the development approaches within the organization. The study also recommeded that World Vision involve their staff in originating organizational development approaches to enhance individual ownership.

## ABBREVIATIONS

**ADP**   -Area Development Program

**AIDS**   -Acquired Immunodeficiency Syndrome

**CBO**   -Community Based Organization

**CDRA**   -College of Development and Research Acquisition

**EI**   -Employee Involvement

**HIV**   -Human Immunodeficiency Virus

**LEAP**   - Learning through Evaluation with Accountability and Planning

**MIT**   - Massachusetts Institute of Technology

**NGO**   -Non-governmental Organization

**OD**   –organization development

**RCGD**   - Research Center for Group Development

**SDF**   -Survey Data Feedback

**SFP**   -Special funded programs

**SPSS**   -Statistical Package for social sciences

**TDI**   -Transformation Development Indicators

**TD**   -Transformation Development

**TQM**   -Total Quality Management

**UNDP**   -United Nations Development Program

**WVK**   -World Vision Kenya

## DEFINITION OF TERMS

**Development**

This is the systematic use of scientific and technical knowledge to meet specific objectives or requirements. In other words, development can be said to be an extension of the theoretical or practical aspects of a concept, design, discovery or invention. In the context of this research paper development has been taken to mean the process of taking communities through the journey of moving from the undesired conditions of living to the desired.

**Development Approaches**

Organization development approaches are factors that enable the employees to perform their duties. This is because good approaches provide technical direction that the employees follow to enable them work diligently.

**Organization Development**

Organization development is a concept that has been used for more than fifty years and in various ways. Some organizations refer to the term as organizational design while others prefer organizational development, strategy or organizational effectiveness. The use of term has to do with particular school of thought or the organization in point.

Organization Development (OD) is about improving performance at the individual, group, and organization levels. It is about improving the organization's ability to effectively respond to changes in its external environment, and it's about increasing internal capabilities by ensuring the organizational structures, human resources systems, job designs, communication systems, and leadership/managerial processes fully harness human motivation and help people function to their full potential. Done

well, such improvement can be transformational—producing fundamental changes in the way individuals, groups, and organizations function. (Human Synergistics International, 2012)

In this study organizational development was used as a planned, top-down organization-wide effort to increase the organizations' effectiveness and health (Bechhard, (2001).

**Non-Governmental Organization**

Non-governmental Organizations are difficult to define and classify the term 'NGO' is not used consistently as it depends on the nature of activity the organization is involved in. These activities might include human rights, environmental, or development work. An NGO's level of operation indicates the scale at which an organization works, such as local, international or national.

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**CHAPTER ONE**

**INTRODUCTION**

**1.1 Overview**

This chapter discusses the main aspect of organizational development approaches and employee job performance in the non-governmental organizations in Kenya. In this context the chapter provides the background of non-governmental organization development approaches. The chapter also highlights the statement of the problem, purpose of the study, objectives of the study, significance of the study, scope and limitations of the study and finally conceptual framework.

**1.2 Background to the Study**

The history of organizational development (OD) can be traced back to 1946, from the work of Kurt Lewin (a prolific researcher, theorist, and practitioner in interpersonal, group, intergroup and community relations) together with his colleagues during their laboratory training work at the Research Center for Group Dynamics (RCGD) at the Massachusetts Institute of Technology (MIT). This workshop led to the formation of T-groups which refers to a small unstructured group in which participants learn from their own interactions and evolving dynamics about interpersonal relations, personal growth, leadership and group dynamics (Cummings & Worley, 2001; French & Bell, 1995; French & Bell, 1999).

A set of values, assumptions, and beliefs constitutes an integral part of OD, shaping the goals and methods of the field and distinguishing OD from other improvement strategies (French & Bell, 1999). These values, assumptions and beliefs provide structure and stability for people as they attempt to understand the world around them (ibid, 1999). OD values tend to be humanistic, optimistic, and democratic. Humanistic

values proclaim the importance of the individual, respect of the whole person, treating people with respect and dignity, assuming that everyone has intrinsic worth, and viewing all people as having the potential for growth and development (ibid, 1999). These values prompted a search for better ways to run organizations and develop the people in them.

Optimistic values hold the view that people are good, that progress is possible and desirable in human affairs, and that rationality and goodwill are the tools for making progress (French & Bell, 1995). Democratic values assert the sanctity of the individual, the right of people to be free from arbitrary misuse of power, the importance of fair and equitable treatment for all, and the need for justice through the rule of law and due process (ibid, 1995). Thus, the democratic values foster responsible involvement in the organization's goal setting, decision-making and problem-solving in the affairs that concern individuals and organizational work life (Hanson & Lubin, 1995). It is therefore crucial that World Vision Kenya share these basic values, as they are facilitative in helping people and organizations to work more effectively.

The purpose of organizational development is to increase a facility's capacity and potential for effectiveness with main focus on developing systems within the organization that better utilizes the resources and empowers the employees who are the most important assets in any organization (Burke 1987). Since without employees no business can go on as they are the ones that implement the process. However, many organizations and teams unfortunately overlook the need for organizational development, often because of their unfamiliarity with the concept or their emphasis on employees' development. The World Vision Kenya system must have the benefit

of development as well as the individual professional development that are a part of the system. This means that for any organization to grow, the individual employees must be provided with the right skills they need to move the organization upwards and achieve its vision.

However, World Vision management may unwittingly neglect the needs of the staff development in favor of organizational development alone. Indeed, some observers have argued that this is a fundamental part of conflict between World Vision management and staff. With this focus on improving the practice of staff development, managers of World Vision Kenya may overlook the equally important needs of the organization to support its institutional mission as well as individual vocational growth (Nowlen, 1988). He further observed that the most effective staff development is holistic in nature, involving not only the practitioner, but the individuals in the organization as well, so that new behavior and learning can be integrated into the work setting.

Nothing is more frustrating than continuing education that is stopped at the point of entry of the practitioner's work setting. World Vision Kenya management may often feel the limitations of working with professional staff whose practice setting may affect their growth. Indeed organizations like World Vision Kenya, as well as individuals, must be committed to the concept of lifelong learning and continual growth and development. Implementation of the learning in practice depends upon a receptive work environment, as well as effective teaching and interaction in the actual learning environment.

This study therefore examined whether employee job performance depended on organizational development approaches or not. On this basis, this study noted that

World Vision Kenya should come up with approaches that are consistent with the development of their staff, which in turn should bring about improved performance. The staff or employees should also be well trained on the same strategies to enable them master the way in which they should be implemented. Some of the approaches particularly applied by World Vision to enhance development include: learning through evaluation with accountability and planning (LEAP); Transformational development indicators; and participatory learning appraisal among rural and urban communities, local capacity for peace to mention but a few. The researcher wanted to find out if the employees of World Vision are familiar with the development approaches existing in the organization and if they are trained so that they are able to integrate the approaches in their daily activities.

There is no one particular organization that could ever like to remain static in the way they do business. This is because organizations continue changing and invent new ways of doing business. Every organization wants to be the lead and move its own vision forward. This study thought that for World Vision Kenya to do so, it could only employ and adopt organizational development approaches that will help their employees improve on their performance, upscale the skills and more so change their thinking by helping them to work with diverse views. In order for this kind of process to take shape people who make each and every bit to happen should be engaged or employed to facilitate human transformation. This study therefore examined the existing approaches used by World Vision Kenya in facilitating sustainable development.

As coaches, one of the responsibilities we have is to support the work of leaders in building learning organizations. Using Senge's five disciplines as a framework for

development, coaches help ensure the transferring of valuable concepts, tools, and strategies to leaders. Over time, with diligence and persistence, these disciplines flow through the leader to the organization's members, taking root and embedding in the culture. Outcomes that once were generated by charismatic or autocratic leaders alone are now translated into an organizational structure and processes that reproduce and sustain a vital and focused creative energy. This is the legacy of leaders who commit to integrating five learning organization disciplines into their workplaces in an integrated approach. The researcher supports this by putting it that development should take an integrated approach where various interventions in an organization seem to play a role in feeding into the Vision of the organization.

## 1.3 Problem Statement

Within Non-governmental organizations and particularly World Vision, there exist a number of organizational development approaches and more so the organizations continue to develop and introduce more approaches. Despite the fact that all people have the capacity to learn, the structures in which they have to function are often not conducive to reflection and engagement ( Senge 1990). The viability of organizational development approaches on employee job performance is a subject that requires further studies especially in the NGO set up. Schmuck and Runkel (1994) established a link between employees skills and the need for further training, however his study was based in a corporate set up and their seems to be no empirical documentation of a similar case within the NGO setup, this therefore calls for research to fill this gap. All employees need to be trained on all the development approaches as they get introduced to the organization. A study by Bennis indicated that with a changing work force due to organizational and environmental demands there is an increasing trend for organizations to maximize investment in its employees. Bennis noted that Jobs

that previously required physical dexterity now require more mental effort and organizations need employees to "work smarter" and apply creative ideas. This trend is not a reserve for only the corporate world. Though other studies have detailed the strategies to counter these challenges, non of the studies has considered the employees in NGO who also are affected by these trends. This study therefore seeks to establish what world vision Kenya has put in place strategies to deal with these challenges. It is evident that, little research has focused on OD within the NGO set up. This presents an unfilled gap in the literature where it is noted that employees are not conversant with the development approaches existing within these organizations. Though training has featured widely in most of the studies on OD the but it is important to note that there are other approaches that organizations can adopt to help in understanding the trends in the NGO world. This trend has affected the employee's job performance since the development approaches are supposed to be integrated and guide development work that employees are engaged with each and every day.

This study was done to find out if the employees of World Vision Kenya are properly trained on all the development approaches and if in any way lack of proper training affects employee's job performance.

## 1.4 Study Objective

The purpose of the study was to examine the viability of organizational development approaches on employee job performance of World Vision Kenya.

## 1.5 Specific Objectives

The specific objectives in this study include:

a) To establish the organizational development approaches utilized in World Vision

b) To examine the importance of training on organizational development approaches to hasten employee job performance

c) To assess the obstacles faced by employees while implementing the organization development approaches

d) To examine the appropriateness of organizational development approaches to employee job performance.

## 1.6 Research Questions

i. What are the organizational development approaches utilized in World Vision Kenya?

ii. What is the importance of training employees on organizational development approaches?

iii. What are the obstacles faced by employees while implementing the organization development approaches?

iv. How appropriate are the organizational development approaches to employee job performance?

## 1.7 Significance of the Study

According to Brown and Harvey (2006), OD has the potential to "make an organization more effective and to enhance the opportunity for the individuals to develop their potential. This evoked the researchers' interest in exploring the potential of OD to bring about a mindset that makes it possible for an organization to understand the role it could play in bringing about change in a turbulent environment where proactive problem-solving becomes a way of working. On this basis the study could be of potential significance to management and staff of NGOs as they are continuously faced with challenges posed by constant change in managing projects

activities on one hand and circumstances attributed to local organizational contexts on the other.

This situation demands organizational ability to adapt to challenges facilitated by contemporary leadership conception and practices. Through the findings of this study it is expected that World Vision Kenya will strengthen effectiveness of the organization by adopting the recommendations given in the following ways:-

• Organizational survival whether improving basic systems or providing space to understand and address critical transitions, organizations credited OD work with their very survival.

• "Being the lead organization" – by improving the quality of their work through human or technical investments, organizations built their credibility and accountability in the eyes of their constituents and supporters.

• Raising more resources for the mission work as organizations strengthened their capacity for evaluation, communication, collaboration and fundraising; they attracted more resources to increase the level and impact of their program work.

• "Walking the talk" – by focusing on the values that are the foundation of the mission work, OD led organizations to make a commitment to practice internally what they are seeking to accomplish externally.

• Developing staff and board members so they can improve program results – by creating an environment where people feel valued and seek continual learning and improvement, staff and board members increased their energy and effectiveness towards the achievement of mission

**1.8 Scope and Limitations of the study**

This research study was limited to World Vision Kenya and more specifically the staff involved in the implementation of OD approaches within the organization. The data collected during this study was therefore confined to respondents' perception and experience of OD based on their unique organizational culture, the nature of the organization's problems and their level of readiness to change. These can be radically different from one organization to another and may require different OD approaches. Against this background, this study's findings may not be generalized for application in organizations with different contexts from that of this research site. However, there are cases when this research finding can be generalized.

As Stake (1995) argues, "people can learn much that is general from single cases. They do that partly because they are familiar with other cases and they add this one in, thus making a slightly new group from which to generalize". This should be done when "the researcher can provide bases for knowing the validity and relevance of already ready-made generalizations" (ibid, 1995). In light of this view the study findings could be generalized on the basis that during this study validity and quality issues were ensured through piloting the instruments as well as member checking. Furthermore, the findings of the study may be of potential significance to contribute to World Vision Kenya as an organization by improving their development work on the ground. This means that the organization could adopt the findings and integrate them with the already existing strategies to facilitate activities among the communities they serve.

## 1.9 Assumptions of the study

The researcher assumed that the study when completed, it would be of help to all the organizations of the same nature as World Vision Kenya and therefore given the recommendations from the findings, they would be able to apply them to improve on employee's job performance.

## 1.10 Theoretical Framework

This study is based on Peter Senge theory of the fifth discipline which is based on learning organization. The theory states that "learning organization is where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. The five disciplines include the shared vision, mental model, systems thinking, Personal mastery and team learning. (Senge 1990).In view of the researcher this could be interpreted further with an example of a house. The house has got many parts namely the rooms, the doors, the windows, the walls to mention but a few. Every part of the house belongs to the whole and if one part of the house is not well done, the whole house will look bad and will reflect the poor work of the designer and or the contractor. The researcher took the parts of a house to use as an example and compared it with an organization where all the employees belong to the organization hereby referred to as a whole. For an organization to function in the best way possible the employees must regard themselves as part of the organization and they should also be involved in decision making and other functions of the organization to make them part and parcel of the whole. For this to happen, organizations need to discover how to tap people's commitment and capacity to learn at all levels and within the various departments. While all people have the capacity to learn, the structures in which they have to

function are often not conducive to reflection and engagement which the current study started by examining the viability of organizational development approaches on employee job performance of World Vision Kenya. In this theory it could be noted that many people spend better times of their lives looking for ways to recapture that spirit of belongingness and opportunity to grow (ibid, 1990). The theory also insists that real learning gets to the heart of what it is to be human.

This applies to both individuals and organizations. Thus, learning Organization like World Vision Kenya should adopt adaptive learning. In this research study, the theory of the five disciplines by Senge was very relevant and can be developed further. All the employees in an organization must share one Vision and must be able to refer their daily operations to the same common Vision. All the activities they do on a daily basis should be focused to the same common vision. Their mental aspirations and way of thinking as long as they are working in the same organization should be related to the main objectives of the organization and drive the members towards the common goal. The systems put in place to enable the employees work should give them direction and help the employees grow and at the same time create a conducive environment for work. As the employees continue to work as a team they should be able to master their own organization and understand the way to do business so that they represent its vision all the time. The approaches if well mastered will help the employees implement integrated development whereby one person is trained and given full orientation to be able to master various elements within an organization and be able to perform the duties assigned.

**1.11 Conceptual framework**

**Independent Variable**                                    **Dependent Variables**

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┌──────────────────────┐
│ Types of development │
│ approaches           │
└──────────────────────┘                 **Moderating Variables**

┌──────────────────────┐        ┌──────────────────────┐        ┌──────────────────────┐
│ Importance of training│       │ Gender of the        │        │ **EMPLOYEES JOB**   │
│ on development        │       │ respondents          │        │ **PERFORMANCE**     │
│ approaches            │       │                      │        └──────────────────────┘
└──────────────────────┘       │ Level of experience of│
                                │ the respondents      │
┌──────────────────────┐        └──────────────────────┘
│ Obstacles faced in    │
│ implementing          │
│ organization          │
│ development approaches │
└──────────────────────┘

┌──────────────────────┐
│ Appropriateness of    │
│ organization          │
│ development approaches │
└──────────────────────┘
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**Figure 1 Conceptual framework**

This is schematic representation of the research variables. Development approaches
are the independent variable and has a direct influence on the performance of the
workers. For any development approach to take place and be implemented the
employees play the most important role because they make it happen and therefore
they must understand the approaches so as to co-opt them into their job performance.

The employees should also understand the steps desired by the organization in the process of implementing the approaches as they are focused on improving the roadmap for any organization. For the organization to run and achieve its purpose it depends on how well development approaches have been developed and focused. It is in this respect that this study sought review on the approaches that are employed by World Vision and how these affect the employee's job performance.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 Overview**

This chapter is Literature review and examined the works done by other scholars in line to organizational development approaches. The study aimed at conducting an Organization Development (OD) approaches existing in World Vision Kenya with the view of investigating the effectiveness of the approaches and exploring the employees experience and perception in regard to job performance.

**2.2 Influence of Development Approaches Utilized by WVK on Performance**

The first Organization Development Conference for Asia in Dubai-2005 as "Organization Development is a transformative leap to a desired vision where strategies and systems align, in the light of local culture with an innovative and authentic leadership style using the support of high tech tools. Therefore, Organization development approaches are factors that enable the employees to perform their duties. This is because good approaches provide technical direction that the employees follow to enable them work diligently. With this call for reinvention and change, scholars have begun to examine organizational development from an emotion-based standpoint. Due to downsizing, outsourcing, mergers, restructuring, continual changes, invasions of privacy, harassment, and abuses of power, many employees experience the emotions of aggression, anxiety, apprehension, cynicism, and fear, which can lead to performance decreases.

Within World Vision Kenya where the study was conducted there exists several approaches that employees are expected to understand and synthesize as they conduct activities within the community. World Vision Kenya sought to bring about holistic

sustainable transformational development among the poor and marginalized communities. It is anticipated that by addressing the root causes of poverty, the organization is helping to seek 'life in all its fullness' for the poor (World Vision, 2004). World Vision supports long term development interventions through area development programs (ADPs) and special funded projects (SFPs). The ADP is the main and increasingly important approach through which World Vision facilitates community development at grass root level. SFPs are specialized interventions, usually lasting two to five years and are organized around specific sectors such as water or food security. All these programs are integrated and some cover a wider geographical area while some usually take a lifespan of up to 15 years.

The aim of ADPs is to empower local communities so that they can eventually own their development process. Since, World Vision recognizes 'community participation' as vital in development, one of the principles in its policy on transformational development, and as a prerequisite for community ownership of their development process (Living with the Poor, 2002). One of the key approaches used within World Vision is transformational development that does emphasize on life in all its fullness for all men and women. This means that when the approaches are well applied and the community appreciates them and applies them in solving their issues then there is realized complete change. What this means is that in order for transformation development to take place the communities must own the process by participating in development activities. They should be part and parcel of the interventions implemented in their own area of operations and fully be part of the management committees to ensure full participation. When the donor projects face out the communities are left to continue with their own activities on the ground and find ways of sustaining them to continue reaping benefits from interventions.

As an NGO in Kenya World Vision is a child focused and its community based work is based on child-focused approach that emphasize on various aspirations as follows:- all children become the 'domains of change' which TD sought to impact and this include wellbeing (of children, their families and communities), empowerment (of children, to be agents of transformation, and of communities, to function sustainably and interdependently), transformed relationships (with self, God and others, reflecting both love and justice), as well as transformed systems and structures (WV 2003). There are other factors that contribute to good performance and this includes the level of commitment and motivation.

## 2.3 Concept of Organizational Development

Due to socio-economic challenges, change and renewal are perceived as universal requirements for ongoing group and organizational life (Smith, 2003). At the organizational level, the turbulent rate of change and the innovation experienced in the operating context of organizations are equally evident, and the competitive pressures that give rise to major organizational change are becoming stronger (Van Tonder, 2004). This triggers the question of what change really is. Meyer and Botha (2000) define change as the movement of people from a current state to a different one, improved and desired new state. Van Tonder (2004) understands change as a process which is dynamic or bound to time, and clearly not discrete. He argues that "Change is evident in a difference in the state and/or condition within a state of an entity (organization)". These definitions focus on change from an old to a new state of doing things.

Some definitions are more elaborate and have extra features, which confirm Evans's (1996) argument that change means different things to different people; in fact, it

usually means something different to each and every individual in terms of perspective and focus. It is on this basis that the study introduces OD change to participants in a given organization, which has the potential to provide them with new set of lenses to view change. In an attempt to explain how change occurs, James and Connolly (2000) remark that change is simply a matter of learning to do things differently, which in reality is extremely complex, especially if the change is significant.

Furthermore, change may be imposed upon us, or we may initiate it and carry it through ourselves (ibid, 2000). However, change as a process is characterized by particular traits. Some of the characteristics of change, according to Evans (1996), are that most of the changes are slow, incremental, and often barely noticeable; they are rarely rapid, formal, or overt, and some changes are almost never sought (ibid. pg. 25). However, change of any kind "upsets the patterns we are accustomed to and thrusts us into new roles, new relationships, and new perceptions, challenging the way we cope with life" (ibid, 1996). Understanding this feeling is crucial for the effective and successful implementation of change. In most of the communities in the world, people are always yearning to change that comes with a difference and that aims at improving the state of living like having better roads, better health facilities and better education. This is the line of thinking that development approaches are expected to infuse.

Organization development is a concept that has been used for more than fifty years and in various ways. Some organizations refer to the term as organizational design while others prefer organizational development, strategy or organizational effectiveness. The use of term has to do with particular school of thought or the

organization in point. In this study organizational development will be used. The process of implementing these approaches is also particular to the organizations depending on the organizational culture and its environment. Organization development therefore is a planned, top-down organization-wide effort to increase the organizations' effectiveness and health (Bechhard, (2001).

## 2.4 Training on organizational Development Approaches

Schmuck and Runkel (1994) state that training on OD needs formats that are highly structured; hence they require a strong facilitation role. These designs are used effectively and participants expect to be taught some skills and when the organizational problems of the target system are not pressing. Hence, the OD practitioner determines the learning outcomes for a particular period, and organizes and directs the activities (ibid, 1994). During the OD process, training can be necessary, but as a point of departure, it should only be used for staff members who are new to OD. Examples of the OD training activities are communication, problem solving, and team development and many others. When new strategies are developed, it is important that all staff is trained so that they grasp and understand the new change. The employees should not be left to guess the way they should do business. They should be guided by the principles developed and made simple for the employees to be able to assimilate and move the business forward. The researcher was interested in finding out if the employees of World Vision were all trained on all the development approaches and if they were experiencing any difficulty in implementing the approaches by integrating them in daily work. When new employees come into the organization they must also be trained on development approaches. This is expected to form the main part of the orientation so that they are in tandem with the rest and they understand the process of implementing activities. If the employees do

not get proper orientation they may end up doing things the way they perceive or carry with them experiences from other organizations. This may lead to doing business without having a common understanding and it may impact negatively to the organization. All staff should have a way of commonly doing activities so that the communities are not confused or lack direction. This should come from good training and orientation that well guides and directs the staff as at how they should operate at any given time.

**2.4.1 Importance of training employees on OD Approaches**

Although one of the defining characteristics of OD is its basis in the social sciences, its method of research and practice differs from the general social science model. According to (Smither et al, 1996), OD specialists interpret the data they discover in organizational situations within a standard set of values. They do not construct theories from the raw data; rather they interpret whatever they discover within the framework of the traditional values of Ode Hanson & Lubin (1995) note that as OD evolved out of sensitivity training, it carried with it the basic values of this discipline related to human beings, learning and change. These values are not rigidly formulated but are held as guidelines to behavior.

People are the cornerstone of organizational success. (ibid). Organizations are essentially networks of human relationships, and organizations therefore do not exist outside of the people who constitute them. How these people work together affects the quantity and quality of the product and most OD specialists focus a large part of their efforts on interpersonal relations, attitude change and personal growth. A basic value of OD, according to Smither et al, 1996), in which all other values are embedded, is embodied by the term humanism which mandates that behaviors must be guided in a

way that does not discount, diminish or dehumanize any person or group. The belief in personal growth is another basic value of OD, according to French et al, (1995). All OD practitioners believe that situations can be improved by educating employees and by introducing change.

Change in itself will not necessarily bring positive results, but planned change can be effective in helping individuals and organizations to meet challenges. OD practitioners also believe that organizations which can adapt to meet the challenges of changing environments are likely to be the most successful in the long run. This leads to the concept of a "learning organization", which refers to organizations which make a practice of analyzing their experiences in order to respond more effectively to their internal and external environments.

According to Senge (1990), a "learning organization" is the opposite of a "knowing organization". Knowing organizations discover a successful way of accomplishing their goals, and they apply their formula over and over, and at different locations. When standardized procedures lead the organization to fall short of its goals, the procedures are further refined. Very often knowing organizations focus all their attention on refining procedures and never address the real problems which have caused their procedures to become outmoded. In contrast, learning organizations emphasize the need to maximize the learning which comes from meaningful interaction with employees, customers, suppliers and even competitors; such organizations develop cultures in which all organizational members are responsible for learning from experience and for intervening to use their learning to make the organization more effective. The theory of the fifth discipline of Peter Senge which emphasizes on having organizations continue to learn has an advice to all

organizations. It is expected that organizations continue to ensure that their staff are updated with information and should always be on the bleeding edge of information so that they get the most updated theories and principles. When staff get to learn and apply the skills the organization is considered to be learning as well and by the end of the day it is considered to be a learning organization hence it becomes the leading.

OD specialists believe that virtually all workers are open to change and that most people need challenge and growth in their jobs. This belief found expression in McGregor's (1960) Theory X and Theory Y approach to organizations. In McGregor's classification, Theory X organization managers typically believe workers are unmotivated, avoid challenges and dislike responsibility. The job of a manager is therefore to control employee behavior by rewarding and punishing. Theory Y managers, on the other hand, operate from the belief that workers need challenges and growth. Workers like challenges, in fact, and the manager's job is to provide opportunities for the workers to reach higher levels of performance. OD practitioners firmly believe in a Theory Y approach to managing employees).

Another important value of OD, according to Smither (1994), is its recognition that emotions, personal values and interpersonal relationships are a critical part of an organization's success. It sets OD apart from other methods of organizational change which do not recognize the irrational and interpersonal aspects of organizational life. This value acknowledges the field's historical roots in group relations. According to Rothwell et al, 1995, OD specialists also believe that organization functioning is enhanced when people feel comfortable about expressing their opinions and their feelings; that conflict which is expressed and addressed openly can be very helpful in bringing about change. Hanson & Lubin (1995) explain that people will support what

they help create. They will be more highly invested and committed if they participate in decisions and in solving problems that affect their lives both at work and elsewhere.

Another value of OD, according to Smither, Houston & McIntire (1996), is that organizations must be considered as systems with interdependent parts and subsystems. Changes in one area of an organization are likely to affect other areas. This explains the reason why the researcher compared organizations with parts of the house where the various parts of the house seems to be totally depending on others. (Interdependence). The staffs are part of the system and they must be developed to an extent that their capacity affects the organization in a good way. In addition changes in the behaviors of certain individuals in an organization are likely to result in behavioral changes in others, although these resulting changes may not be immediately apparent. For this reason the influence of an OD intervention may not be visible for some time after the intervention has occurred and the delay makes evaluation of the success of change efforts difficult. For Bergquist (1993) the future involves a move from modernism to postmodernism and the postmodern organization will have to deal with both chaos and order. The scenario will include often confusing elements of stability and accelerated, even unpredicted, change. Those organizations which in the future will not only survive but also thrive will have a "core of being" portable across a range of situations. Change will be a constant dynamic and there will be no preoccupation with "unfreezing" behavior (Lewin, 1951) because freezing will no longer have value in the business culture. The aim of every manager will be that every human resource is optimized (Bergquist, 1993). Pascale (1990) says that as managers emerge from the machine era, organizations will feel as well as think. Hard

logic will run alongside soft management dimensions such as shared values and acceptable management styles.

Managers of the future, according to Pascale (1990), will be facilitators whose job will be to empower workers to initiate improvements and change. One of a manager's prime functions in years to come will be the development of the "making sense of" abilities of employees. Drucker (1992) tells us that the organization of the future will have fewer than half present management levels and less than a third of the managers, and will differ greatly from the "manufacturing model" of today. He talks about the information-based organization which will be dominated by service organizations of specialists who direct their own performance through ongoing feedback from colleagues, customers and the head office. Deal & Kennedy (1982,) noted that "people make businesses work. And we need to relearn old lessons about how culture ties people together and give meaning and purpose to their day-to-day lives."

(Ibid, 1982) capture the special link between business success, people at work, and organizational culture. The argument for engaging with behavioral work is powerful, even though it is less comfortable than technical, accounting and procedural work. The primary reason for this is that people are emotional as well as logical. Whitely, (1995) suggests that people are not a "static commodity". It is a sobering thought that, depending on the way people are managed; they can either work to minimal specifications or unleash the sort of enthusiasm, energy, tenacity and synergy which illustrates the potential of human capacity and creativity. Finally, Rothwell et al, (1995) state that the paradox of our times is that change has become the only constant thing.

Changes occur in organizations every day. Organizations are started, some (a small minority) evolve and some dissolve. Some undergo mergers, takeovers or buyouts; some go bankrupt. Changes in corporate ownership may result in corporate downsizing, early retirement offers or various other staffing alterations. To cope with the fierce competition faced by organizations, senior managers may take steps which include the introduction of total quality management (TQM), self-directed work teams, skill-based pay and      business process re-engineering (Organization Development, 1991). But the focus increasingly lies not on just any type of change; it lies rather on planned, systematic, and educationally oriented change that is carried out for organizational improvement (Organization Development, 1991).

It is a focus on OD although the barriers to evaluation can be daunting, it is important that they be overcome because the advantages of planned evaluation make it worthwhile. When a continuing evaluation effort is made, Smither, Houston & McIntire (1996) feel that several outcomes are likely to be realized by responding to the findings. For example, participants are more likely to have a positive attitude about OD and about the organization; the OD intervention will be more efficient and effective; there will be increased quality and productivity in accomplishing organization objectives; additional OD needs arising from a lack of organization support for the change created by the intervention will be identified and may be addressed; and when management requests information to "prove" the value of expenditure for OD, data are available or are in the process of being collected. Major goal of an OD effort is to transfer OD skills to the client organization so that it can use them in the future.

Golembiewski (1972) says that in teaching skills the consultant should place emphasis on factors such as feelings, system culture, organizational processes and learner control, and secondly on the experience of the learners and the organizations within social contexts. Evered (1985) suggests that the competence outlined by Golembiewski (1972) involves enhancing the ability of an organization to be self-reflective. He describes the attributes of a self-reflective organization as including the capacity to examine its own assumptions and to raise pertinent critical questions about its own functioning and reason for being; the willingness to continually ask how to know whether it is performing adequately; the ability to continually assess its own health, including its own criteria for health; the willingness to explore, to test by trying things out and to transform itself continually; the encouragement of both intra-organizational and boundary-spanning change; the tolerance of dissent, criticism and self-doubt; and the continual search for improved ways of understanding its own nature. Once the data from an evaluation are presented, the consultant will need to work with the client and/or change team to apply the lessons from the evaluation in order to improve the OD effort and to facilitate the skills transfer. Effective evaluation allows a consultant to study failures and learn from his/her mistakes. A consultant should also recognize progress and make sure that all those involved know what results have been achieved in order to motivate them to continue the change process.

## 2.5 Obstacles in implementing Organizational Development Approaches

Organizational Development is a conceptual, organization-wide effort to increase an organization's effectiveness and viability. Warren Bennis has referred to OD as a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of an organization so that it can better adapt to new technologies, markets, challenges, and the dizzying rate of change itself. Profitability,

productivity, morale and quality of work life are of concern to most organizations because they impact achievement of organization goals. There is an increasing trend to maximize an organization's investment in its employees. Jobs that previously required physical dexterity now require more mental effort. Organizations need to "work smarter" and apply creative ideas. The work force has also changed. Employees expect more from a day's work than simply a day's pay. They want challenge, recognition, and a sense of accomplishment, worthwhile tasks and meaningful relationships with their managers and co-workers. When these needs are not met, performance declines. The employees are no longer motivated to use their skills more effectively for the benefit of the organization. The challenge must be looked into and adequately addressed and used to guide and direct the employees.

Today's customers demand continually improving quality, rapid product or service delivery; fast turn-around time on changes, competitive pricing and other features that are best achieved in complex environments by innovative organizational practices. The effective organization must be able to meet today's and tomorrow's challenges. Adaptability and responsiveness are essential to survive and thrive. Due to globalization and redefining in the field of Information Technology, the advancement and applicability of Organizational Development has changed. Luckily most of the organizations are adopting various kinds of organizational changes which are inevitable to survive in today's competitive environment. In this regard, Employee Involvement Intervention is adopted to improve the responsiveness and progress of the members of the organizations which directly improves organization's effectiveness and productivity.

 Organizations are adopting Employee Involvement (EI) as an Organizational Development (OD) intervention to face the competitive demands for better performance, increase in the demands of the products, cost reduction and greater flexibility in work. This is to enhance and increase the level of participation of the members of organization, performance improvement and member's satisfaction. Fukuda Parr, Lopes and Malik (2002) pointed out that there is a massive capacity development industry based on the assumption "that developing countries lacked important skills and abilities – and that outsiders could fill these gaps with quick injections of know-how." Unfortunately, capacity building practice in Africa has proven "less effective at developing local institutions or strengthening local capacities" (Berg &UNDP, 1993). This study argues, however, that with a different approach to capacity development of employees, World Vision can benefit and become stronger organization.

This literature offers a variety of definitions of capacity, which often acknowledge its complexity, such as empowerment, democratization, purpose and identity; and contributions to society (Morgan, 2006; Eade, 1997; CDRA, 1995; Pieterse & Donk, 2002; Brews, 1994).

Some organizations in the development sector have similar definitions whereas many have a much narrower understanding. As a result, while there are a variety of capacities building services available for World Vision, these have so far largely focused on the imparting of skills and training to develop systems and procedures that allow an organization to function efficiently and effectively, including task performance, accomplishing project objectives, and the establishment of fiscal operations. There is a general assumption in the development sector that Non-

Governmental organizations like World Vision Kenya capacity could be measured by the degree of formal structure and differentiation in the organization. Donors continue to refer to the absorptive capacity needed to implement large-scale programs (International HIV/AIDS Alliance, 2008). Therefore, World Vision Kenya should be implicitly coerced to develop such capacities in order to gain access to donor resources.

Similarly, in two separate studies, South African Non- Governmental organizations that were asked about their capacity needs would refer to skills around fundraising, financial and project management, planning and report writing (Yachkaschi, 2008; Ndlovu, 2004).

While it is presumed that such skills may bring access to additional funding, it is questionable whether they will enhance Non- Governmental organizations' impact at community-level. Instead, those skills can present a risk to Non- Governmental organizations by distancing them from their constituency with increasing dependency on donor demands. Capacity development approaches for Non- Governmental organizations are often based on short-term training courses that do not take into account existing capacities of NGOs, nor do they address overall organizational needs, as they are geared at skills development for individual participants, as well as imparting formal systems that organizations are expected to implement.

Grassroots organizations vary greatly in their size and in the scope and scale of their services, making the standard application of approaches to organizational development (OD) challenging (Birdsall et al, 2007). At the same time, NGOs have unique strengths that donors and larger NGOs often lack, such as deep contextual knowledge and language skills. Acknowledging such strengths and the resulting inter-

dependence between donors, NGOs, and CBOs can serve as the foundation for sound OD initiatives that will increase their responsiveness and resourcefulness. For organizational development to be sustainable and effective it has to be right for the organization and supported by the people who will have to carry it through implementation process.

## 2.6 Appropriateness of OD Approaches to Employee Job Performance

Evans (1996) argues that our capacity for changing the way we work and the way we educate our workers is critical to our ability to thrive in the 21st century. Fullan (1993) further describes change by saying that what appears to be a linear track becomes a new world. He further argues that it is no longer sufficient to study factors associated with the success or failure of the latest innovation, it is no longer acceptable to separate planned from unplanned change, it is only by raising our consciousness and insight about the totality of change that we can do something about it. He further argues that "it is not possible to solve the 'change problem' but we can learn to live with it more proactively and more productively" (ibid, 1993). He further observed that it is a theoretical impossibility to generate a theory that applies to all situations. Theories of change can simply guide  thinking and actions, but the reality of organization complexity tells us that "each situation will have a degree of uniqueness in its history and make up which will cause unpredictable differences to emerge" (ibid, 1999). Based on Fullan's views, organizations should therefore adapt to the current change and prepare themselves for even greater rates of change in the future, if they are to exist and grow.Evans (1996) argued that, "change does indeed promise growth, mastery, development, and renewal". But according to Fullan and Stiegelbauer (1991) real change, whether desired or not, represents a serious personal and collective experience characterized by ambivalence and uncertainty, as alluded to

earlier, and "if the change works out it can result in a sense of mastery, accomplishment, and professional growth". However, successful organization change requires a concerted effort.

As Fullan (1999) asserts, if change attempts are to be successful, individuals and groups must find meaning concerning what should change as well as how to go about it, and this depends on the response of the organization to change. In addition, Smith (2003) affirms, organizations that will not, that resist, that cannot, that are incapable, that lack the confidence or that believe it is impossible to change, are likely to stagnate and die. While there is a high demand for organizations to maintain constant change and adapt to a complex environment, Fink and Stoll (1998) caution that too much change can sometimes be more harmful than no change at all. Therefore, change agents should strike a balance when introducing change. What this means is that organizations are encouraged to learn but learning should be objectively planned in such a way that the results of the learning will be used to influence change within the organization. The staff should be given room to implement what they learn and should be supported in the process. This is when any learning becomes relevant and when implemented if makes a difference within the organization.

Organizations are living systems and they operate in a complex environment, hence organization change activities can be examined in terms of a framework of systems and complexity theories. OD helps leaders address and embrace change from a different perspective to the top-down approach to change and regard change as an opportunity, not just a threat (French & Bell, 1995).

Understanding the theoretical underpinning of studies of OD, and their impact, requires consideration of the historical development of this broad body of theory.

Organizational development approaches should be integrated and also focus on the behavior of the employees. This is important because employees are the ones who make the approaches change from being a dream or an idea to practical action. The employees' behavior affects the whole process of the approaches implementation and the impact the approaches make in the community. They also determine development of new approaches from the experience of the existing ones.

## 2.7 Indicators of Employee Job Performance

Organization Development (OD) is about improving performance at the individual, group, and organization levels. It is about improving the organization's ability to effectively respond to changes in its external environment, and it's about increasing internal capabilities by ensuring the organizational structures, human resources systems, job designs, communication systems, and leadership/managerial processes fully harness human motivation and help people function to their full potential. OD aims to improve an organization's business performance through positive changes to people management, competence, communication, systems and structures.

Starting with an assessment of the authority's current level of performance and development an OD approach, focuses on the quality of leadership, clarity of purpose, the strength of its systems and the quality of services. Using an OD approach, World Vision Kenya could measure the quality of its leadership using techniques such as 360º appraisal, competency assessment, staff surveys or critical incident analysis. This could identify any skills gaps and provide leaders with structured team or individual development, either formal courses or on the job, to help them grow the qualities needed to direct adaptive organizations delivering better services. Using OD techniques, World Vision Kenya could identify priorities whose success depends on

collaboration, clarify the partnerships it relies on most and its role in leading or supporting them and pinpoint any gaps or duplication of effort. Organizations can fine-tune their level of involvement and ensure they have the right skills to make their partnerships more effective and results focused. The tools provided could help World Vision Kenya identify opportunities for new partnerships, make sure they are well constituted, adequately resourced, have the right personnel and support its objectives.

## 2.8 Critique of the Past Studies

OD practitioners and scholars discuss the theory and practice of organization development as if it is a single entity based on a common set of premises and beliefs. The theoretical basis of Dialogic OD needs to be more finely enunciated. Currently, those who promote Dialogic OD practices differ greatly in how much attention they pay to the epistemological and ontological premises from which they operate, and no unifying theory of change has been offered (which may be a good thing). There appears to be a rather large gap between academics who study change from narrative and interpretive premises and OD practitioners who use dialogical methods. The former tend to provide intellectually coherent discourses that often don't seem to provide much leverage for managers and change agents (Dawson & Buchanan, 2005; Hardy, Lawrence, & Grant, 2005; Heracleous & Barrett, 2001; Reissner, 2005).

The change process emphasizes changing the conversations that normally take place in the system. The change process results in new images, narratives, texts, and socially constructed realities that affect how people think and act. The change process is consistent with traditional organization development values of collaboration, free and informed choice, and capacity building in the client system. Practitioners, like most of those reviewed here; provide useful techniques but not always coherent

theoretical frameworks. Bringing these disparate worlds of organizational change together would be extremely useful for furthering scholarship in OD. The researchers in the past did not study viability of organizational development approaches on employee job performance of World Vision Kenya and that is why the current study sought to fill the gap left. There is only a handful of published studies of appreciative inquiry and even less of Open Space, World Café, the technology of participation, collaborative loops, reflexive consulting, various discursive change processes, or systemic sustainability. OD practitioners and educators, believe in differentiating the philosophical premises underlying diagnostic and dialogic practices would also be beneficial to practitioners.

It would help provide a deeper and more coherent grounding to what is sometimes a confusing mix of classic orthodoxies and newer intervention practices. It would increase their ability to understand the basic assumptions from which they operate and help practitioners think more deeply about innovations in their own practice. This would not only enable more reflective and coherent practice, it would help clarify needed intervention competencies with underlying change premises. Presumably, diagnostic approaches might require greater competencies in positivist data collection and analysis methods as well as project group facilitation skills, whereas dialogic approaches might benefit from greater skills in establishing and facilitating dialogic containers and generative conversations. Importantly, greater clarity and differentiation could also help avoid unknowing mixing and matching of diagnostic and dialogic practices that in combination may be inappropriate, out of alignment, or even counterproductive.

OD approaches will not attempt to diagnose systems so much as attempt to create events and containers where organizational members can increase their awareness of the variety of experiences in the system and how social reality is being constructed in their system with the purpose of creating alignment and support for change. Clearly, a range of competencies and skills in addition to, and sometimes instead of, the classic lists of OD consultant competencies will be needed by OD consultants. Articulating these skills and competencies as well as the underlying philosophical and theoretical premises will be needed to add them to textbooks, curriculums, and training programs. This was indeed fulfilled by the current study. One of the strengths of classical, OD is the solid philosophical base on which it rests. It behooves contemporary OD scholars working with dialogical methods to articulate the philosophical bases for OD. We can be testing alternative theories in practice, looking for where the theory fits with OD and managerial experience. We can be creating and trying out practical applications from the findings of organizational researchers working from alternative premises and sharing these experiments through journal publications. This led the current study to describe the most appropriate conditions of OD and when it forms appropriate effective change and development of organizations.

## 2.9 Summary of the Literature Review

Organizational development is the process through which an organization develops the internal capacity to be the most effective it can be in its mission work and sustain itself over the long term.  If organizational development work is to be valued by these people and organizations, it will be because it connects directly to their passions, particularly the achievement of their missions to make a positive difference in their communities. The work to "walk the talk" involves a commitment to value and

respect people who work with and for the organization as intelligent and capable human beings. This kind of environment allows people to work at their best, not only because they feel valued, but also because there are conditions in place that give room for continued learning and improvement. Today, as in the past, people form community-based organizations because they want to act collectively to do good, to bring justice, and to make their communities better places to live.

Many organizational leaders believe that organizational development work provides them with a way of improving the quality of the work that they do and, as a consequence, building their credibility and accountability in the eyes of their constituents and supporters. The OD approach starts by assessing current service arrangements and provision, and then details targeted interventions to find the roots of any obstacles to good performance and techniques to concentrate resources on improvements that would measurably raise the quality of services and to build in the capacity for continuous improvement. It's in this respect that the current study sought to examine viability of organizational development approaches on employee job performance of World Vision Kenya.

## CHAPTER THREE

## RESEARCH METHODODOLOGY

### 3.1 Overview

This chapter presents the process used in this study. It describes the research design; the population; sample size; sampling procedures; instrumentation as well as data collection and the procedure for analysis.

### 3.2 The Research Design

According to Kothari (2008) a design is away to systematically solve the research problems by considering time and plan. Descriptive survey design was used in this study to find out the existing organization development approaches within World Vision Kenya. This design was suitable for this study because it described existing status of organization development approaches and employees job performance variables at the time of study. It also measured the characteristics of population under study (Mugenda & Mugenda, 1999). Descriptive survey was also designed to obtain information concerning the status of organization development approaches and employees job performance in World Vision Kenya (Lokesh, 1992).

### 3.3 Target Population

The target population for this study was all the staff members of World Vision Kenya, who comprised 800 employees. The target population was obtained from five zones spread within Kenya where World Vision operates. Again the five zones cover the former eight provinces of Kenya. This target population was categorized as per the five zones as shown in table below.

**Table 1: Distribution of World Vision Staff in Kenya**

| ZONE | MALE STAFF | FEMALE STAFF | TOTAL |
|------|-----------|--------------|-------|
| Nairobi | 60 | 49 | 109 |
| Mt Kenya | 112 | 47 | 159 |
| Lake | 134 | 48 | 182 |
| Pwani | 90 | 45 | 135 |
| North Rift | 164 | 51 | 215 |
| TOTALS | 560 | 240 | **800** |
| Percentage | 70% | 30% | **100%** |

## 3.4 Sample size and Sampling Procedure

The sample size of this study was determined using the formula by Mugenda &
Mugenda (2003). The sample size of the study was arrived at as followed:

$$nf = \frac{n}{1 + \frac{(n)}{N}} = \frac{384}{1 + \frac{(384)}{800}} = \frac{384}{1 + 0.48}$$

$$= 384/ 1.48$$

$$= 260$$

nf =Desired sample size when the population is more than 10,000 and recommended
sample size is 384.

N=Estimate of the population size.

Therefore the sample size for this study was 260 respondents.

To be able to get the number of respondents from each zone the researcher used
proportionate sampling and therefore calculated the respondents by the use of the
following formula.

Respondents= actual population divide by the population size multiply by the sample size. (X/800x260). The researcher went ahead and calculated the respondents in the following way:-

**Table 2: Distribution of the population according to zones**

| Zone | Population | Respondents |
|------|-----------|-------------|
| Nairobi | 109 | 35 |
| Mt Kenya | 159 | 52 |
| Lake | 182 | 59 |
| Pwani | 135 | 44 |
| North Rift | 215 | 70 |
| Total | 800 | 260 |

**3.5 Systematic random sampling**

The researcher went ahead and used systematic random sampling to arrive at the particular staff members who were interviewed. This was arrived at by calculating the staff by the use of Kth element which is done by dividing the population of the members by sample size. For example 800/260=3.07692308. In this regard the Kth element was 3 to one decimal place.

**3.6 Data Collection Instruments**

Questionnaires were used to collect data for the study. Questionnaires were preferred for this study because according to Kombo and Tromp (2006) they can collect data over a large sample and save time. They also reduce bias on the side of the researcher and the respondents. This study preferred use of open ended and closed ended questionnaires; they enabled the researcher to get a detailed data on organization

development approaches and employees job performance in World Vision Kenya. The questionnaire was developed in line with the topic objectives and literature review. During the process of developing the questionnaires, research experts were consulted and wide reading was done from those who have done and written on research before.

### 3.6.1 Piloting of Research Instruments

The questionnaire was piloted using 10 respondents outside the selected ones which was in agreement with Mugenda & Mugenda (1999) that a pilot sample of 1% to 10% of the sample size is suitable. Piloting was done to help ensure that the questionnaire was consistent in content. The results of the pilot helped to establish validity which is the measure of the ability of the instrument to measure what it is intended to measure. It was also used to test the reliability of the questionnaire which is the test of the ability of a questionnaire to provide similar results if tested on a different sample from the same population. For this study an alpha reliability of 0.6 and above was considered appropriate for the study.

### 3.6.2 Data Collection Procedure

To obtain information for study the researcher travelled to ten World Vision programs within Kenya to issue the questionnaires. The researcher was given all the names of the staff members and used simple random to select the staff to talk to. In Nairobi Zone 35 respondents were interviewed, Mt Kenya 52, Lake 59, Pwani 44 and North Rift 70.

### 3.7 Ethical Issues of the Study

The researcher sought for authorization to collect data from the National Council Science and Technology through the facilitation of the Moi University. A letter was

also issued to the World Vision Kenya national director to seek for approval to conduct the research. This was granted through an email that is attached to this report. The managers and team leaders in the various zones and programs were conducted in advance and arrangements made to conduct the study. All the regulations of the organization were observed for smooth procedures of the study.

## 3.8 Data Analysis

The study employed quantitative and qualitative approaches to data analysis. The instruments were scrutinized for completeness and adequacy of responses. The researcher checked for any errors, omissions, illegible responses, blankness or irrelevant responses. Then the researcher validated, edited and coded the raw data. The validation process enabled the researcher to determine the return rate of the questionnaires. In the coding process the categories of responses were identified and classified on a prepared code book as per research questions for quantitative analysis.

The quantitative data analysis was done using descriptive statistics which involved use of frequency counts, and percentages. The analysis was done with aid of statistical package for social sciences (SPSS). The findings of the study were summarized and reported using tables, pie charts, line graphs and bar graphs for effective communication accompanied by appropriate descriptions or explanations.

Open ended items constituting qualitative data which was transcribed and then arranged as per emerging themes and the analysis was guided by the research questions that the study sought to answer.

**CHAPTER FOUR**

**DATA PRESENTATIONS, INTERPRETATIONS AND DISCUSSIONS**

**4:1 Overview**

This chapter presents the findings, interpretations and discussions of the study. It summarizes the major outcome of the study in development approaches utilized in World Vision Kenya and how effective they are to enhance employee job performance. The chapter also covers the major findings of the challenges that World Vision staff face while implementing organizational development approaches. The study was mainly a case study of World Vision and it sought to assess organizational development approaches and employee job performance in Non-Governmental organizations in Kenya. The study incorporated 210 respondents who were employees from World Vision Kenya majority of whom had worked with the organization for 4 years and above.

The study distributed a total of 260 questionnaires to the respondents. These were collected after the set period of one week and only 210 questionnaires were collected back and used for analysis. This being a descriptive study the 210(81%) response rate was accepted as being appropriate. This concurs with Mugenda and Mugenda (2003) who indicated that for a descriptive study, a response rate of 70% and above is appropriate for analysis.

**4:2 Social Demographic Characteristic of Participants in the Study**

**4:2:1 Distribution of Respondents by sex**

This variable sought to establish the distribution of the respondents by sex in the study and their influence on implementation of development approaches.

## Distribution of responden[...]

33%
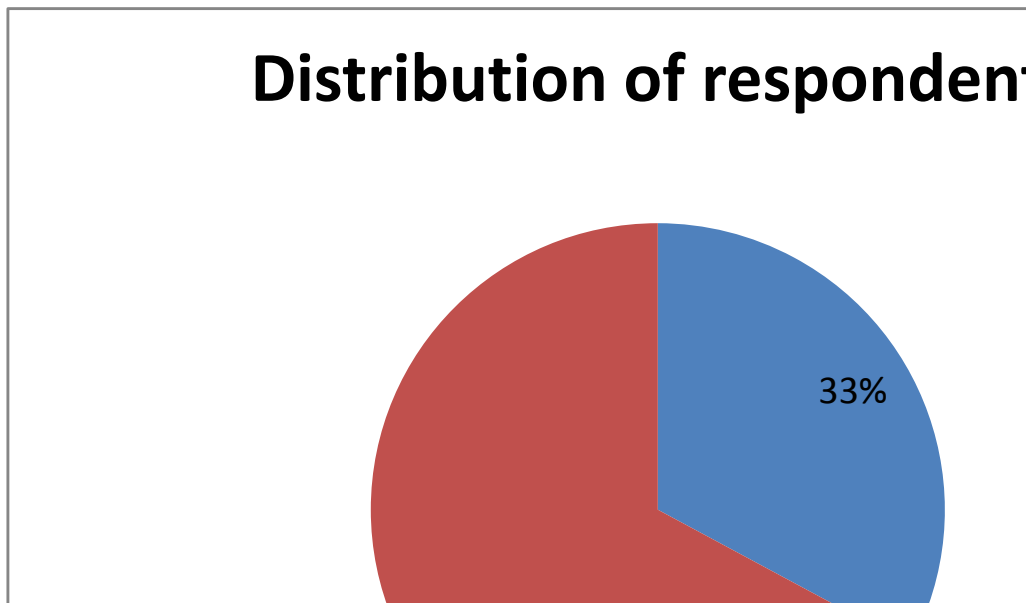
**Figure 2 Sex of the Respondents**

Majority (67.1%) of the employees who participated in the study were female while 32.9% were male. This showed that females formed the highest population of the employees at World Vision Kenya an indication that development approaches could have not been implemented effectively due to the geographical harshness of some areas of operation and the attitude of the people towards women. In some areas where World Vision Kenya works there is predominant existence of the pastoralists who perceive Women as people to be told and to spearhead or manage programs. It takes long before such people buy the ideas and this delays implementation of certain approaches in area development programs.

**4:2:2 Ages of Respondents**

The variable sought to establish the distribution of the respondents by age in the study and their influence on implementation of development approaches.

**Table 3: Age of Respondents**

| | Age group distribution | Frequency | Percentage |
|---|---|---|---|
| 1 | 26-31 | 122 | 58.1 |
| 2 | 32-37 | 28 | 13.3 |
| 3 | 38-43 | 24 | 11.4 |
| 4 | 44-49 | 23 | 11.0 |
| 5 | over 49 | 13 | 6.2 |
| **Total** | | **210** | **100.0** |

The study findings in table 4.1 showed that most of 58.1% of the employees aged 26-31, 13.3% were in the 32-37 age bracket, 11.4% were in the 38-43 age bracket, 11% were in the 44-49 age bracket while only 6.2% were aged over 49 years. This indicated that majority of the workers in World Vision Organization were young adult professionals. The young adult professionals are well trained and have enough knowledge from School. However they may not have the necessary experience to enable them implement the development approaches as it may be expected. They need to work with other staff members who are more experienced so that they can guide and support them till they retain the desired level of experience.

**4:2:3 Academic Qualifications of Participants**

The variable sought to establish the distribution of the respondents by academic qualification and how this influence the implementation of development approaches

**Table 4: Academic Qualifications of Participants**

| Academic Qualifications Distribution | Frequency | Percentage |
|---|---|---|
| 1    Bachelor | 188 | 89.5 |
| 2    Masters | 12 | 5.7 |
| 3    Diploma | 10 | 4.8 |
| Total | 210 | 100.0 |

The study findings show that many (89.5%) of the employees were Bachelor's degree while 5.7% had a Master's degree and only 4.8% were Diploma holders. This showed that majority of the work force were Bachelor's degree holders. According to the study it is clear and evident that World Vision Kenya employs qualified staff that can spearhead implementation of development approaches. Given chance and with the right support the work force already in place would do a great job since they already have the basic and necessary education level to move the organization to the highest level. They may not be having enough experience but if they are well guided they are able to implement most of the development approaches needed to move the organization to the highest level.

**4:2:4 Years worked in the NGOs**

The variable sought to establish the distribution of the respondents according to the time they have been working with World Vision Kenya.

continuity lacks and also there is no one to do follow up or even own the process. This leaves some of the approaches not be implemented since no one person owns the process. Staff members come in and within a short time they leave the organization leaving some of the activities they have been doing with no one to continue. The organization would only employ other people that will have to start afresh and with no information on what had been done earlier.

**4:3 Establish the OD Approaches Used by WVK**

The variable sought to establish the respondent's awareness of development approaches used by World Vision Kenya.

**Table 5:  Organizational Development Approaches Used by World Vision Kenya**

| Organizational Development Approaches | Frequency | Percentage |
|---|---|---|
| Transformational   Development | 87 | 41.4 |
| Transformational  Development Indicators | 47 | 22.2 |
| Participatory Learning and Action | 16 | 7.6 |
| Leaning through Evaluation Accountability and Planning | 60 | 28.5 |
| **Total** | **210** | **100.0** |

Among the respondents, those who knew about transformational development were 41.4% while 7.6 knew about participatory learning appraisals. This indicated that the employees knew only a number of approaches while some of the approaches are not familiar at all. It is very important that all the employees are familiar to and understand all the strategies existing in any organization. This is because the strategies or the approaches guide them in the work they do. Not knowing some of the

approaches will mean that they shall be limited in implementing some of the activities in the way that they are expected to implement. It would be necessary therefore that the staffs familiarize with all the approaches and ensure that they integrate them with the activities they do. No one staff should have excuse of not knowing or just understanding some of the approaches and leaving some.

**4.3:1 Level of Understanding Development Approaches**

This variable sought to establish the understanding of development approaches used by World Vision.

**Table 6: Respondents' level of Understanding Development Approaches**

| | Understanding of Development Approaches | Frequency | Percentage |
|---|---|---|---|
| 1 | Techniques used in society development | 138 | 65.7 |
| 2 | Interventions used to transform people's lives | 42 | 20.0 |
| 3 | Approaches used in service delivery | 30 | 14.3 |
| **Total** | | **210** | **100.0** |

The employees had different understanding of what development approaches were and as stated by 65.7% it is a technique used for developing the society, 20% stated that these are interventions used to transform people lives and 14.3% understood it as a model for service delivery. This showed that the employees lucked a common understanding of what development approaches meant.

It would have been good if all the employees had a common understanding of the development approaches since they belong to one organization and the institution is

expected to move in a uniform manner. When people have diverse understanding of the approaches it means that they would be implementing activities in a diverse way depending on how they understand the approaches. When an organization decides to unify its staff it must do so technically and ensure that they are guided in terms of the techniques they use to move the vision forward. There should not be different ways of looking at things but a common way. This will also reflect on how they implement the activities on the ground. With a common understanding they will implement activities in a unified way and the community will be able to view them as having the same voice.

**4:4 Examine the Importance of Training Employees on OD Approaches.**

The variable sought to establish if the employees were trained on the various development approaches.

**Table 7 Distributions of Individual Training areas**

|   |                                                                  | Frequency | Percent |
|---|------------------------------------------------------------------|-----------|---------|
| 1 | Transformational  Development                                    | 67        | 31.9    |
| 2 | Transformational              Development Indicators             | 47        | 22.4    |
| 3 | Participatory Learning and Action                                | 14        | 6.7     |
| 4 | Learning         through        Evaluation Accountability and Planning | 1   | .5      |
|   | Total                                                            | 129       | 61.4    |
|   | Missing System                                                   | 81        | 38.6    |
| **Total** |                                                          | **210**   | **100.0** |

From the study findings majority (61.4%) of the respondents said that they had received training on the various Organizational Development Approaches within World Vision while 38.6% of the respondents did not respond to the question. The study also showed that the respondents were trained as follows: Transformational development 51.9%; Transformational development indicator 36.4%; Participatory learning10.9% and only 0.8% had received training on LEAP. This indicated that the organization did not train the staff in all the development approaches to enable them get equipped in all the tools needed.

There was a variance in the way the staff was trained. It was realized through the study that the training program was not conclusive. This is because all staff should have been trained on all development approaches since these work as a dictionary from where they refer when they implement development approaches on the ground. It then becomes a tool through which without they may not do things the right way or they end up implementing using their own perception of the way things are supposed to be done.

**4:4:1 Steps Used in Implementing Development Approaches**

The variable sought to establish the steps followed in implementing Development approaches

**Table 8 Steps used to implement Development Approaches**

| Steps used to Implement Development Approaches | Frequency | Percentage |
|---|---|---|
| 1    Mobilization | 113 | 53.8 |
| 2    Implementation | 63 | 30.0 |
| 3    Training | 29 | 13.8 |
| 4    Evaluation | 2 | 1.0 |
| Total | 207 | 98.6 |
| **Total** | **210** | **100.0** |

The findings in table 8 shows that most (53.8%) of the respondents indicated that the organization used mobilization of the target community in implementation of Development Approaches which forms their clients/customer as stated by approximately implementation of activities as expressed by 30.4% of the employees, and training as indicated by 13.8% of the employees while evaluation was rarely done according to only 1% of the employees. This informed that mobilization was done but the training was not conducted as such to take the community through the steps necessary to make them understand the new development approaches.

**4:5 Obstacles Faced by WVK Staff in Implementing Development Approaches**

This objective of the study was to assess the obstacles faced by World Vision staff in implementation of World Vision development approaches. Several potential challenges were cited as whether they were major barriers, minor barriers or not

barriers in implementing World Vision organizational development approaches. The following sections give the detailed discussion of these barriers.

**4:5:1 Lack of Proper Orientation Training**

The variable sought to establish the employee's views as regards proper orientation to the various Development Approaches.

**Table 9 Lack of proper orientation and training**

|   |               | **Frequency** | **Percentage** |
|---|---------------|---------------|----------------|
| 1 | Major Barrier | 189           | 90.0           |
| 2 | Not a barrier | 13            | 6.2            |
| 3 | Minor Barrier | 8             | 3.8            |
| **Total** |       | **210**       | **100.0**      |

Majority (90%) of the respondents felt that lack of proper organizational orientation was a major barrier although 3.8% felt it was a minor barrier while only 6.2% felt it was not any obstacle at all to implementing World Vision development approaches. This showed that majority of the employees within the organization found it difficult to use the development approaches since they are not given any orientation at all.

**4:5:2 Lack of Enough Time to Articulate Development Approaches**

The variable sought to establish if the employees have enough time to articulate development approaches.

**Table 10 Lack of enough time to allow employees articulate development approaches**

|   |                | Frequency | Percentage |
|---|----------------|-----------|------------|
| 1 | Major Barrier  | 197       | 93.8       |
| 2 | Minor Barrier  | 12        | 5.7        |
| 3 | Not a barrier  | 1         | .5         |
|   | **Total**      | **210**   | **100.0**  |

Results of study in table 10 show that majority 93.8% of the respondents said that lack of enough time to articulate development approaches was a major obstacle while 5.7% and only 0.5% felt this was either a minor barrier or not a barrier to implementing World Vision approach to development. This indicated that most of the approaches were introduced to the approaches but were not given time to internalize the development approaches.

**4:5:3 Employees' Attitude towards Development Approaches**

The variable sought to establish employees' attitude towards development approaches as a barrier.

**Table 11 Employees' attitude towards development approaches**

|   |   | Frequency | Percentage |
|---|---|---|---|
| 1 | Not a barrier | 186 | 88.6 |
| 2 | Minor Barrier | 20 | 9.5 |
| 3 | Major Barrier | 4 | 1.9 |
|   | Total | 210 | 100.0 |

The study findings in the table 11 show majority (88.6%) of the respondents said that employees' attitude towards development approaches was not a barrier to implementation of activities in the organization while 9.5% said it was a minor barrier and only 1.9% said it was a major barrier. This showed that attitude towards development approaches among the staff was not a barrier to implementation of activities.

**4:5:4 Lack of Willingness to Accept Change**

The variable sought to examine if the employees were willing to accept change

**Table 12 Lack of Willingness to Accept Change**

|   |   | Frequency | Percentage |
|---|---|---|---|
| 1 | Minor Barrier | 183 | 87.1 |
| 2 | Major Barrier | 24 | 11.4 |
| 3 | Not a barrier | 3 | 1.4 |
|   | Total | 210 | 100.0 |

The study findings showed that majority (87.1%) of the employees said that lack of willingness to accept change was a major hindrance to implementing World Vision's organizational approaches while 11.4 % said that it was a minor barrier and only 1.4

% said that it was not a barrier at all. This indicated that willingness to accept change by the staff hindered implementation of activities within World Vision.

**4:5:5 Lack of Support from Leadership**

The variable sought to examine if there was support from the leadership and if this hindered implementation of the approaches

**Table 13 Lack of support from leadership**

|  |  | **Frequency** | **Percentage** |
|---|---|---|---|
| 1 | Major Barrier | 133 | 63.3 |
| 2 | Minor Barrier | 39 | 18.6 |
| 3 | Not a barrier | 38 | 18.1 |
| **Total** |  | **210** | **100.0** |

The study findings showed that majority 63.3% of the respondents said that lack of support from the leadership delayed implementation of development approaches while 18.6% said that it was a minor barrier and only 18.1% said that this was not a barrier at all. This showed that support from the leadership was required to facilitate implementation of the approaches. The top leadership in the organization should ensure that they give full support to their staff in the process of implementing Development Approaches. They should ensure that all the staff are trained and they understand the approaches in a way that they use the strategies to implement the activities on the ground. The staff represent the organization and if they are not given support to ensure that what they do is properly tracked they may end up either not doing the business in the right manner or they do not implement at all. The leadership at all level within the organization should ensure that all staff are properly equipped to do things right.

**4:5:6 High Staff Turnover**

The variable seek to establish if high staff turnover hindered implementation of the approaches within the organization.

**Table 14 High staff turnover**

|   |               | Frequency | Percentage |
|---|---------------|-----------|------------|
| 1 | Major Barrier | 202       | 96.2       |
| 2 | Minor Barrier | 7         | 3.3        |
| 3 | Not a barrier | 1         | 0.5        |
|   | **Total**     | **210**   | **100.0**  |

The findings showed that majority (96.2%) of the employees felt that high staff turnover was a major barrier to implementing organizational objectives while 3.3% felt it was minor barrier and only 0.5% was not a barrier. This showed that high turnover of employees affected implementation of the approaches.

**4:5:7 Lack of Motivation from the Leadership**

The variable seek to examine if lack of motivation from the leadership affected the work.

**Table 15 Lack of Motivation from the leadership**

|   |               | Frequency | Percentage |
|---|---------------|-----------|------------|
| 1 | Not a barrier | 179       | 85.2       |
| 2 | Minor Barrier | 17        | 8.1        |
| 3 | Major Barrier | 14        | 6.7        |
|   | Total         | 210       | 100.0      |

Findings of the study in the table 15 show that majority (85.2%) of the employees felt that lack of motivation from the leadership was a major barrier to implementation of approaches while 8.1% felt it was minor barrier and only 6.7% was not a barrier. This showed that for employees to implement development approaches they needed to be motivated by the leadership.

## 4:5:8 Lack of Support from the Community

The variable sought to examine if lack of support from the community was a barrier to implementation of the approaches.

**Table 16 Lack of support from the communities**

|   |                | Frequency | Percentage |
|---|----------------|-----------|------------|
| 1 | Minor Barrier  | 161       | 76.7       |
| 2 | Not a barrier  | 45        | 21.4       |
| 3 | Major Barrier  | 4         | 1.9        |
| **Total** |        | **210**   | **100.0**  |

The findings showed that 76.7% of the respondents felt that lack of support from the community was a minor barrier to implementing their organizational objectives while 21.4% said that it was actually not a barrier at all and only 1.9% felt it was a major barrier. This showed that employees had gained support from the community to enable them implement development approaches. Generally the community did not have issues with the Development Approaches in themselves though they had their own dynamics depending on the setting. Earlier in this work it was cited that in some of the communities they did not perceive Women as having a role in community leadership and hence delayed the whole process of accepting the development approaches though it did not affect all the areas of study as such.

**4:5:9 Lack of Sufficient Time to Integrate Development Approaches on Job Performance**

The variable seek to establish if lack of time affected integration of the various development approaches.

**Table 17 Lack of Sufficient Time to Integrate Development Approaches on Job Performance**

|   |               | Frequency | Percentage |
|---|---------------|-----------|------------|
| 1 | Major Barrier | 196       | 93.3       |
| 2 | Not a barrier | 8         | 3.8        |
| 3 | Minor Barrier | 6         | 2.9        |
|   | Total         | 210       | 100.0      |

The findings showed that 93.3% of employees felt that lack of sufficient time to integrate development approaches on job performance was a major obstacle in implementing organizational output while 3.8% said that it was actually not a barrier at all and only 2.9 % felt it was a minor barrier. This showed that employees lacked enough time to implement development approaches and therefore they could not integrate them well.

**4:5:10 Lack of Integration of Development Approaches to Job Appraisals**

The variable sought to establish if the various approaches were reflected in employees job appraisals.

**Table 18 Lack of integration of development approaches to job appraisals**

|   |              | Frequency | Percentage |
|---|--------------|-----------|------------|
| 1 | Major Barrier | 112       | 53.3       |
| 2 | Minor Barrier | 97        | 46.2       |
| 3 | Not a barrier | 1         | .5         |
|   | Total         | 210       | 100.0      |

The findings showed that 53.3% of the employees felt that lack of integration of development approach to job appraisal was a major barrier while 46.2% said it was a minor barrier and only 0.5% felt that it was not a barrier. This showed that employees' job appraisals did not reflect development approaches existing by then.

**4:5:11 Lack of Adequate Resources to Support Implementation Process**

The variable seek to if the employees had enough resources to enable them implement development approaches

**Table 19 Lack of adequate resources to support implementation process**

|   |               | Frequency | Percentage |
|---|---------------|-----------|------------|
| 1 | Not a barrier | 187       | 89.0       |
| 2 | Minor Barrier | 18        | 8.6        |
| 3 | Major Barrier | 5         | 2.4        |
|   | **Total**     | **210**   | **100.0**  |

The findings indicated that 89% of the respondents felt that lack of adequate resources to support implementation process was not an obstacle to implementation of organizational approach while 8.6% of the employees felt it was not a barrier at all

and only 2.4% felt it was a major barrier. This showed that employees needed resources in order to implement development approaches.

## 4.6 Examine the Appropriateness of OD Approaches to Employee Job Performance

The study sought to examine how the development approaches within World Vision Kenya were appropriate depending on time and the work the organization was involved with at the time.

### 4:6:1 Development Approaches helps in Improving Job Performance

The variable sought to establish whether Development approaches helps the employees to improve on job performance.

**Table 20 How Development Approaches help in Improving Job Performance**

|   |                              | Frequency | Percentage |
|---|------------------------------|-----------|------------|
| 1 | Providing sense of direction | 112       | 53.3       |
| 2 | Focused process              | 60        | 28.6       |
| 3 | Measuring performance        | 38        | 18.1       |
|   | **Total**                    | **210**   | **100.0**  |

The study showed that 53.3% of World Vision employees felt that Organizational development approaches were significant in providing a sense of direction on the implementation of plans on activities, 28.6% stated it was useful in focusing the implementation process while 18.1% felt it was relevant in measuring performance of the organization as shown in the table 4.5. This showed that employees realize that development approaches were important though there was a challenge in the process of developing them and using them as strategies of activity implementation.

**4:6:2 Level of Integration of Development Approaches to Daily Activities**

The variable sought to establish if the employees within World Vision integrate development approaches to their daily activities.

**Table 21 Integration of Development Approaches to Daily Activities**

|   |   | Frequency | Percent |
|---|---|---|---|
| 1 | Integrating approaches into activities | 151 | 71.9 |
| 2 | Planning according to approaches | 38 | 18.1 |
| 3 | Practicing what is learnt | 21 | 10.0 |
|   | **Total** | **210** | **100.0** |

The study revealed that 71.9% of the respondents integrated the development approaches in their daily activities by making sure all activities they did were in line with World Vision organizational approach while 18.1% planned their activities according to the Organization's development approach and only10% practiced what they learnt in every work they did. This indicated that development approaches were very important and should guide and inform the way activities are planned and implemented in any organization

## CHAPTER FIVE

## SUMMARY OF STUDY FINDINGS, CONCLUSIONS AND

## RECOMMENDATIONS

### 5:1 Overview

This Chapter gives an overview of the various recommendations that the researcher gave to World Vision Kenya after completing the research. The findings are recommendations are aimed at helping the organization reconsider some of the issues surrounding Development Approaches and enhance the whole process from development of the approaches to implementation.

### 5:2. Summary of Study Findings and Discussions

Analysis done on data collected in this study showed that employee's job performance highly depends on the organizational development approaches and that the approaches must be friendly to the staff for them to move the organization to where it is intended to be. Since World Vision Kenya was taken as a case in this research study, the following summary of study findings was taken seriously to improve on the effectiveness of the organization and move it to a higher level.

### 5:2:1 Development Approaches Used by WVK

Study findings showed that understanding of development approaches used within World Vision was important in terms of planning the interventions used to transform people's lives. The study finding showed that the main approaches that the staff had been trained on included: Transformational development indicators, Participatory learning and appraisals (both urban and rural), local capacity for peace, learning through evaluation accountability and planning.

The study also revealed that some staff integrated the development approaches in their daily activities. This is an indication that development approaches were very important and informed the way activities were planned and implemented.

### 5.2.3 Importance of OD Approaches

The objective sought to establish whether organizational development approaches helps the employees to improve on job performance. The study finding showed that organizational development approaches were significant in providing a sense of direction on the implementation of planned activities. Therefore certain steps should be undertaken while implementing these approaches.

The study finding showed that proper mobilization and training was not conducted to take the community and staff through the steps necessary to make them understand the new development approaches.

### 5:2:4 Obstacles Faced By WVK Staff in Implementing Development Approaches

The third objective of the study was to assess the obstacles faced by World Vision staff in implementation of World Vision development approaches. Several potential challenges were cited as barriers in implementing World Vision organizational development approaches. The study findings showed that lack of proper organizational orientation was a major barrier to implementing World Vision development approaches. The study findings also showed that most of the employees within the organization found it difficult to use the development approaches since they were not given any orientation at all.

The study findings also showed that lack of enough time to articulate development approaches was a major obstacle to implementation of development approaches. This

indicated that most of the employees were not given time to internalize the approaches.

The study findings also showed that lack of support from leadership; lack of sufficient time to integrate development approaches; lack of integration of development approach to job appraisal as well as high staff turnover was major hindrance to implementing organizational development approaches.

## 5.3 Conclusion of the Study

In this kind of a sitiuation the organization may have to rethink its management style so that staff may not move out in such a high rate. The other area that may be observed and has come out clearly in this research is that there is need of coming up with a motivation package for the staff so as to reward those that do better in making some of the approaches work. The study does not assume that there World Vision Kenya does not have motivation package for its staff. What the researcher recommends is that the package could be enhance to ensure that staff own the process of implementation of the Approaches and even reach the point of choosing to remain in the organization instead of leaving some approaches half way done. An organization that does not motivate its employees may have people who are on the waiting list of moving out in case of any opportunity and of course they move to other organization that may motivate them better.

## 5.4 Recommendations of the Study

i.   Proper Orientation for staff on new organizational development. Proper orientation for staff is vital since they need to keenly understand the approaches so as to represent the organization in the right manner of professionalism.

ii.    There is need for staff to be given time to be able to articulate the new approaches as they are the ambasadeurs within the community. This means that when staff is employed they should be provided with an orientation package that includes development approaches so that they are fully equiped to use them as required.

iii.   Consider Diversification of culture while making decisions on the kind of approaches to use in spearheading development.

iv.    Involvement of staff in originating organizational development approaches is key for ownership among the staff.

v.     The Researcher recommends that another research be done to investigate further on what the employees feel or consider to be the best motivation factor. This will help to ensure that employees understand and appreciate the organizations especially in non governmental organization and the leadership also appreciate the people working in certain organizations.

## 5:5 Suggestions for Further Study

- This study was not able to measure performance at a specific period of time. This is because the study was based on generally looking at the influence of the approaches as key indicators of performance. Further study may be done that will look at various approaches and assess a period of implementation and employee job performance at that period.

- The study also suggest that another study be done that will particularly examine the progress one particular approach from inception to implementation

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**APPENDIX I: Questionnaire:**

Organizational Development Approaches and Employee Job Performance in the Non-Governmental Organizations in Kenya: A Case of World Vision Kenya.

My name is Patrick Kisonkoi Mangopea, a post-graduate student in Moi University. I am doing a research to examine the role of organizational development approaches on employee job performance within world vision Kenya. The information you provide will be treated with confidentiality.

**SECTION 1: DEMOGRAPHIC INFORMATION**

Please tick where applicable

1: Your gender

      Male          ( )

      Female      ( )

2: Your age

      20-25        ( )

      26-31        ( )

      32-37        ( )

      38-43        ( )

      44-49        ( )

      Over 49     ( )

3. Your highest academic qualification

    Diploma      ( )

    Bachelor     ( )

    Masters      ( )

    Doctorate    ( )

4. Indicate the number of years you have worked in world vision Kenya:-

Below one year        ( )

One year                ( )

Two years             ( )

Three years          ( )

Four years            ( )

Five years             ( )

Six years               ( )

Seven years         ( )

Over seven years    ( )

## SECTION 11: ORGANIZATIONAL DEVELOPMENT APPROACHES

1. What do you understand by the term development approaches?

2. Does your organization include development approaches in its daily operations?

Yes ( )

No ( )

If yes, mention some of the development approaches that you know.

3.  Are the development approaches in line with your organization vision?

    Yes (   )

    No (   )

4.  How do you integrate these approaches in your daily activities?

    _____

    _____

    _____

    _____

5.  How does development approaches help in improving your job performance?

    _____

    _____

    _____

6.  Does your organization carry out appraisals on development approaches?

    Yes (   )

    No (   )

7.  If yes do the appraisals include new development approaches?

    _____

    _____

    _____

8.  If No would you recommend your organization to include development

    approaches in the appraisals?

    Yes (   )

    No (   )

9. Does your organization follow specific steps while implementing development approaches?

    Yes         ( )

    No         ( )

    NOT SURE   ( )

10. Have you ever participated in developing organizational approaches in world vision Kenya?

    Yes ( )

    No ( )

    NOT SURE ( )

11. If no, how would you have wished to be involved in development of organizational development approaches?_____

_____

_____

15. Have you ever been trained on any organizational development approaches?

    Yes         ( )

    No         ( )

    NOT SURE   ( )

16. If yes, what were you trained on? _____

**SECTION III: CHALLENGES FACED BY WORLD VISION KENYA EMPLOYEES IN IMPLEMENTING ORGANIZATIONAL DEVELOPMENT APPROACHES.**

17. The following is a list of potential challenges in implementing organizational development approaches. Please indicate whether you consider each challenge not

a barrier (NTB), Minor barrier (MIB), Major Barrier (MJB). (Please Tick where

applicable in the following table)

| Potential challenge | NTB | MIB | MJB |
|---|---|---|---|
| i. Lack of proper orientation training. | | | |
| ii. Lack of enough time to articulate development approaches. | | | |
| iii. Negative attitude towards development approaches. | | | |
| iv. Lack of willingness to accept change. | | | |
| v. Lack of support from leadership. | | | |
| vi. High staff turnover. | | | |
| vii. Lack of motivation from the leadership | | | |
| viii. Lack of support from the communities | | | |
| ix. Lack of sufficient time to integrate development approaches on job performance. | | | |
| xi. Lack of integration of development approaches to job appraisals. | | | |
| xii. Lack of technical support in aligning development approaches to daily activities. | | | |
| xiii. Lack of adequate resources to support implementation process. | | | |

18. What possible suggestion (s) would you give your organization on how to

implement organizational development approaches?

_____

_____

_____

_____

19. What possible recommendation (s) would you make towards increasing use of

development approaches to enhance employee job performance in your organization?

_____

_____

_____

_____

**End thank you**