

LEADERSHIP STYLES AND THEIR EFFECTS ON STAFF

TURN- OVER IN AN ORGANISATION

A CASE STUDY OF VOLUNTARY

ACTION FOR DEVELOPMENT [VAD]

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### Declaration

I, Abdullahi Yusuf Ali hereby declare that this report is my original work and has not been submitted to any other university or institution of higher learning for any academic award.

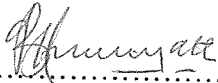
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### Approval

This work has been done under my supervision as a university supervisor, and submitted with my approval.

Signature:..........Date: 25/9/25/9/2010.....  
Dr. Stanley Kinyatta (Ph.D)

## **Dedication**

I dedicate this work to my loving mother, Mrs Waris Muse Magan whose moral and other support has facilitated my academic career.

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**List of Abbreviations and Acronyms**

|      |   |  |
|------|---|--|
| CVI  | : | Content Validity Index                     |
| INGO | : | International Non –Government Organisation |
| NGOs | : | Non Government Organizations               |
| SPSS | : | Statistical Package for Social Scientist   |
| MFI  | : | Micro Finance Institution                  |
| VAD  | : | Voluntary Action for Development           |

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## **Abstract**

This is a report of a study which establishes the effect of good leadership on staff turn over. It is a case study of VAD operating in Wakiso and Mpigi Districts of Uganda. The main research problem was that managers lack knowledge about or there is little documentation of the relationship between leadership and staff turn over. At VAD, there was certainly no such data. The purpose of this study was therefore to provide documented evidence that good leadership is associated with low turn over. The field data was collected during August and September 2009.

The methodology used in data collection was both quantitative and qualitative. A sample of 92 respondents was selected out of 191 and a questionnaire was self administered. The data was then treated statistically using SPSS and Excel software programmes. Essentially, the SPSS programme was used in creating frequency tables. This eased narrative interpretation. The main findings are VAD has good leadership. This is seen in regular communication, good relations with staff, availing training opportunities, a concern for performance and availing a good working environment. The staff turn over is also low with only 3 people having left in 10 years. The conclusion is that good leadership leads to low staff turn over. It is recommended that such good practices be maintained at VAD.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background

Leadership is increasingly being considered a crucial factor in an organization's success. This is on top of the well known factors of production, namely: land, labour and capital. For organizations including NGOs, their success to a great extent depends on how they are managed, other factors notwithstanding. The staff turn-over of employees in Organisations might be related to the style of Leadership by the Managers. This study examines how leadership style of the management of VAD- a local Uganda NGO has affected staff turn-over in its past 10 years of existence.

There is a great deal of contemporary interest in improving Organisation's staff turn-over and successful Leadership is widely accepted as a key constituent in achieving maximal staff turn-over. Board well and Holden (2001) do affirm that Leadership has a powerful impact in securing staff turn-over.

Staff turn-over according to thesaurus is the frequency and magnitude of gains or loss. In this context, staff turn-over means how often staff is leaving and coming into the Organisation and how many.

This particular study therefore establishes the effect of the style of leadership on staff turn-over. The case study is that of a leading, well established Non-Governmental Organisation (NGO) called Voluntary Action for Development. (VAD). The three known

leadership styles that were studied are: Autocratic, laissez-faire and democratic. Some writers have further broken this down into 6 types: coercive, authoritarian, mentor, democratic, coach and affiliator.

#### **1.1.b) Voluntary Action For Development (VAD)**

According to their website (<http://www.vad@vaduganda.org>), VAD is an NGO registered with the NGO board in Kampala, Uganda. VAD operates in Mpigi and Wakiso serving the needy community in areas of water and sanitation, agriculture, education and welfare of communities. The head office plus a Micro-finance Institution (MFI) are located at Nakulabye, Rubaga Division, Kampala. A new MFI structure is located at Wakiso trading centre, about 8 kilometres on Hoima Road in Wakiso District while another branch is at Buwama, Mpigi District, around 40 kilometres on Kampala – Masaka highway.

The founding director is Ben Male Nsereko, sociology graduate. Other founders are: Chris Kayongo, Hon. John Bosco Lubyayi, Angelique Namukasa, Steven Bogere and Isaac Sembatya Wamala who also served as the financial Director until two years ago. VAD has a track record of community work and was awarded the coveted prize of best NGO in water and sanitation interventions in 2006 by SIMAVI, a Netherlands INGO. The prize attracted cash present of 106 million Uganda shillings.

VAD gives out over one billion shillings to the communities of Wakiso and Mpigi annually. With more than 100 permanent staff, VAD is possibly the best local NGO.

## **1.2. Problem statement**

Directors and project leaders of NGOs like those of government agencies wish to acquire and maintain a well motivated staff to ensure maximum staff turn-over. While Voluntary Action for Development (VAD) has at least 100 employees, there is no documentary evidence which shows how leadership affects staff turn over. The problem being the result of this lack of knowledge is that VAD management may spend resources trying to improve turn-over of staff, ignoring leadership. The outcome is that there might occur staff turn, without the managers knowing the cause. The researcher aimed at finding out from a structured research to prove to VAD and other interested parties that leadership affects the turn over of staff.

## **1.3. Purpose of Study**

The purpose of this study was aimed at providing evidence about the effects of good leadership on staff turn over at VAD thereby helping the NGO maintain good leadership for the lowest staff turn over and best programme results.

## **1.4. Specific Objectives**

The objectives which guided the study were as follows:

1. To investigate how leadership style of VAD has been for the last years (1999-2009).
2. To establish the staff turn over rate of VAD since 1999-todate.
3. To find out the effect of the leadership styles on the turn-over of staff in the Organisation over the period under review.

### **1.5. Research questions**

1. How leadership trends have been in VAD over the period 1999-2009?
2. What is the rate of turn over of staff in VAD over the period 1999-2009?
3. What has been the relationship between leadership styles in VAD and its staff turn-over from 1999-2009?

### **1.6. Statement of null hypothesis**

The null hypothesis in this case is that there is no relationship between leadership and staff turn over.

### **1.7. Scope**

Scope involves various aspects: nature of the study, content coverage, geographical area, time frame of the study, study population and sample drawn, variables included in the study and extent of applicability of the research as follows;

#### **1.7.1. Nature**

This is a case study which is exploratory in nature. It also used a mixed method approach of data collection.

### **1.7.2 Content coverage of the investigation**

The study covered leadership styles and what constitutes good leadership. The three main styles presented by a famous management expert (Koontz) lists the following: autocratic, Laissez faire and democratic approaches. The study based on those approaches. In some instances a further sub division was also considered. This breaks down the styles of leadership into 6 parts: Autocratic, democratic, mentor, coach, affiliator and coercer. The major differences being whether leadership is good or not good. In this study, the assumption (based on the literature available on the internet) is that VAD has good leadership. The study therefore wished to investigate how this good leadership has affected staff turn over.

**1.7.3. Geographical scope** – VAD operates in Wakiso and Mpigi Districts with Head office staff at Nakulabye and field staff based at Wakiso and Mpigi offices. Staff at Head offices and VAD Micro Finance in Nakulabye as well as field staff in Wakiso was the study subjects.

### **1.7.4. Time scope:**

The study looked at the period 1999-todate, that is 10 years of existence of the NGO. This period was considered appropriate as it gives enough duration to study staff turn over for the past 10 years including any current or recent changes in staff.

### **1.7.5. Theoretical scope**

In this study, the systems theory postulated by Koontz (1994) was used. Koontz looks at an organisation as a system. In this system, he (Koontz) argues that 4 things come together for good results. These are: the tasks to be done, the kind of leadership, the staff and technology used. The researcher therefore looked at VAD as a system. Then how the various components relate as a system were analysed. In particular, the researcher was interested in how leadership has affected staff as two components within the system theory of Koontz. The other two components: Tasks and Technology which complete the system are intervening variables and were also be given consideration. Other factors which affect staff turn are: remuneration, policies and working environment and formed the intervening variables in this study.

The researcher also designed a conceptual framework to guide the study. In the concept, leadership style was considered the independent variable, while staff over was the independent. Then the other factors like remuneration formed the intervening variable as they affect the staff turn over. In examining leadership, the researcher related to another group of theories which categorises styles of leadership according to the traits, the situational and the behavioural theories of Leadership Style. Finally, gender was analysed as a factor in determining leadership and how staff relate to their leader.

### **1.7.6. Applicability of results**

The results are valid and reliable as no difficulties were faced in retrieval of instruments, there were no absent staff or sick ones and the sample was representative.

### **1.8. Significance of Study**

Various studies have examined factors affecting Organizations' staff turn-over in Uganda but there are no cohort/longitudinal studies which trace a particular Organisation covering change in leadership especially since the government's reform programmes. This study therefore provides new insight on how differences in leadership do actually impact on the staff turn-over of an Organisation. In as much as this undertaking is primarily for academic purposes, its findings and recommendations are important in the following ways:

The proprietors and top Managers have been provided with information that will empower their decisions as regards which methods would bring about better staff turn-over in their respective Organisations and departments. The Managers will get to appreciate the application of various leadership methods. This should ultimately help in guiding these leaders into managing staff better and causing maximum staff retention. The study can also be used to develop and stimulate further research in other leadership methods and how best they can be improved and cause a positive effect on turn-over.

### **1.9 Limitations**

The researcher experienced fewer constraints in terms of money, time and even language barrier than had been expected. Preparation enabled quick data collection as well as entering the data in an SPSS spread sheet. The leaders and staff at VAD were very cooperative and used mostly English so the researcher communicated well with all staff at VAD.



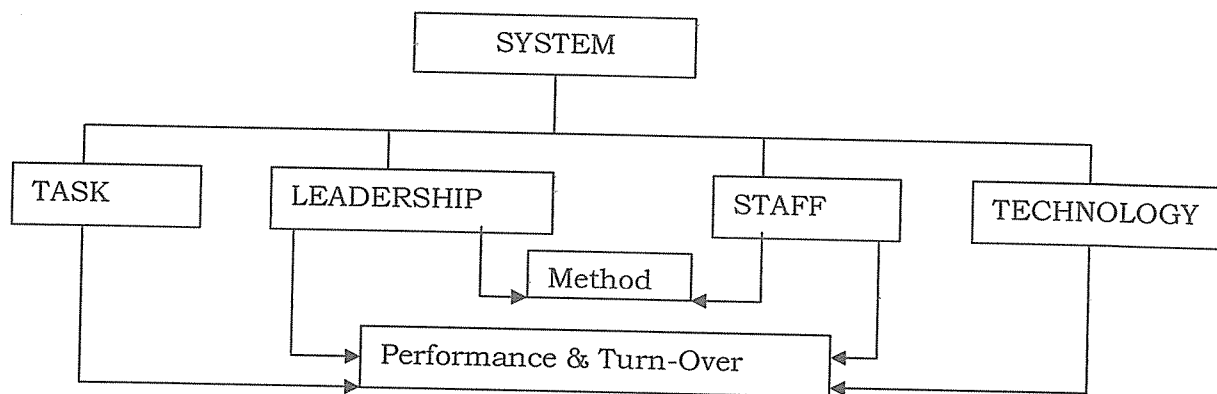
## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Theoretical Framework

The system theory will guide the study as reflected in the figure below:

**Fig 1: System theory's approach to the analysis of organizational performance**

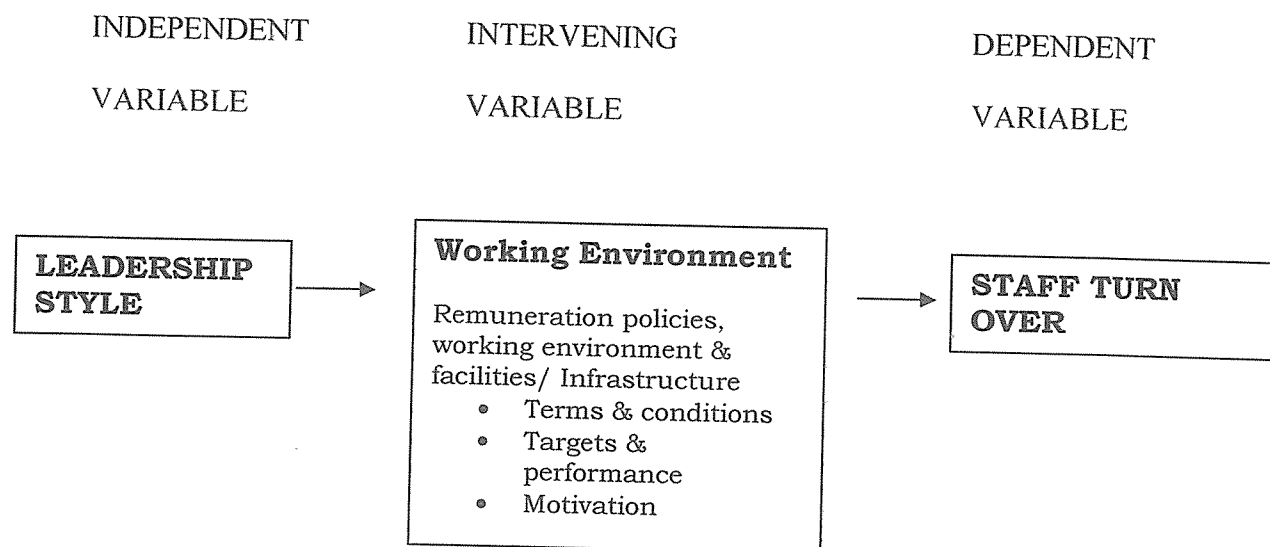


*Source: Adapted from Koontz et al (1994)*

As indicated in Fig.1, the system theory's approach to the analysis of organizational staff turn-over suggests that system functioning is explained by sub-systems that is, task sub-system, people sub-system, method sub-system, technology sub-system and management sub-system. According to Chandan (1999), systems theory views the organization as a whole, defined through a relationship of the technical and social variable within a system. Mullins (1999) equally suggests that organizational study focuses on importance of technology meaning the processes, equipment, work layout, actual method and procedures involved in carrying out the work of the organization and changing into outputs. The above theoretical frame-work is applicable to this research because it reflects the importance of management dealing with staff.

## 2.2. Conceptual framework relating management methods to staff turn-over.

**Fig 2: Conceptual framework**



Source: Researcher's design

According to the researcher's concept presented in figure 2 above, inputs are manipulated and managed invariably by the leadership style to give certain targets/ results in the organisation. These performance targets partly lead to staff motivation which in turn contributes to whether or not staff is retained or leave for more satisfying jobs. On that basis, good leadership methods, good working ethics as well as factors at work that favour staff turn-over, employee outcomes are positive.

The literature attempts an examination of the various aspects of the topic.

### **2.3. Review of related literature**

The effect of Leadership on workers is constantly discussed by various scholars. Antonakis J, Ciancialo and Stenberg (2006) and McGill (2007) are some of the most prolific. They explore an element called "complexity". They reiterate the earlier point that every leader has traits and attributes. They point out factors such as emotional intelligence, tacit knowledge and extroversion determine whether a leader will be good or not. This study hopes to provide the evidence to confirm or to the contrary.

Antonakis J et al (2004) argue that if a leader is not effective, the work place is rocked by problems. These include: Scandals, bankruptcies, conflict, misery and suffering. This applies to Managers as well. There is however, no empirical evidence linking staff turn-over to the Manager let alone a manager of any given firm. It can only be deduced that a well-performing agency like VAD may suggest a correlation between the leadership style of managers and staff turn-over.

#### **2.3.1. Democratic style of Leadership and staff turn-over of Organisations.**

Maden (2001) defines democratic Leadership as a type of Leadership where decision making and communication are based on consultation, participation, and shared among members of the organizations. Rao and Narayana (2000) also observe that in democratic Leadership, there is mutual communication and duties are delegated to staff with full freedom. Chapman (2003) found evidence to support the above assertion from a survey

study carried out by the Department of Education and skills in England (DFES) on the Schools Facing Challenging Circumstances (SFCC).

The study was aimed at finding out successful Leadership in schools under challenging situations. According to the data analysed, there was evidence of improvement of staff turn-over in schools governed by democratic philosophies. Gray (2000), Koontz and Weirich (2005), Halpin (1999), and Good worth (1999), concur with the above findings. They all agree that effective Leadership is based on frequent and mutual communication between leaders and the subordinates, systematic delegation of duty and participatory decision-making.

### **2.3.2. Autocratic style of Leadership and staff turn-over of the Organisation**

According to Terry and Franklin, (2003) autocratic Leadership is a style of Leadership in which the leader has as much power and authority as possible. All decisions originate from the leader, who rarely consults employees nor allows them to give input. Shackleton (2000) describes it as a hard approach to Leadership where a leader retains maximum control of power over the employees.

A survey in England to establish relationship between leadership and work reveals that institutions with many autocratic leaders tended to have high turnover and absenteeism than institutions under democratic leaders (OFSTED, 2000).

The study also indicated that leaders of such institutions neither relied on threats and punishment to influence the employees, as they did not trust the latter nor allowed their input. The conclusion of the study indicated that there is great correlation between the productivity and Leadership.

### **2.3.3. Laissez-Faire style of Leadership and staff turn-over.**

Mullins (2000) defines laissez-faire as a style of Leadership in which the manager provides little or no direction at all, and gives the employees at large to determine their own goals, make decisions and resolve problems on their own. Mullins (2000) also affirms that in laissez-faire Leadership, employees are left to make their own decisions with total autonomy.

Elmore (2000), and South worth (2003), affirm that Laissez-faire style of Leadership is only appropriate when the skill levels and competence of employees are high, or when employees are conversant with the work and can do things on their own.

### **2.3.4. The traits, the situational and the behavioural theories of Leadership Style**

Looking at leadership from another set of theories, it is argued that there are other theories of leadership. Chandan (2003) identifies such theories as the trait theory, which postulates that the individuals who are good leaders are those with those special traits or characteristics such as tact, intelligence, foresightedness and energy. The situation theory

according to Chandan had no one best way to lead the leaders therefore adopt the behaviours suitable to the situations.

Several theories have been developed on leadership. According to Chandan (2003), Mullins (2002), and Robbins and Coulter (2002), there are basically three theories of leadership: The traits, the situational and the behavioural theories. The trait theory postulates that leaders are born and not made; that they possess certain inherent personality traits such as intelligence, charisma, integrity and tact. The theory emphasizes the personal qualities of leaders and attributes their success to the possession of abilities, skill and personality characteristics.

The situational theory or the contingency theory on the other hand, views leadership as the function of situations rather than individual disposition. It focuses on the interactions between the variables involved in leadership. The theory is based on the belief that there is no single style of leadership appropriate to all situations. Situational leadership is dynamic and flexible. Successful leadership therefore is achieved by selecting the right style, which is contingent on the level, need, and maturity of the subordinates.

The behavioural theory however, views leadership in terms of what leaders do and not what they are. The theory therefore emphasizes the leader's actions instead of personality traits. The Ohio state leadership studies carried out by a team of researchers postulated two major dimensions of leadership behaviours namely, consideration and initiating structure (Mullins, 2002). According to this assertion, consideration reflects the extent to

which the leader establishes trust, mutual respect and rapport, and shows warmth support and consideration to the subordinates.

This is associated with two-way communication participation and human relations approach to leadership. Structure initiating on the other hand, reflects the extent to which the leader defines and structures group towards attainment of goals and how he or she delegates tasks communicates and motivates their followers to carry out the prescribed tasks.

More conflicts are likely to occur under a manager with appropriate, heavy handed leadership style. Gootnick M and Gootnick D(2000) observed that such a style can seriously limit the morale and effectiveness of a team resulting in discouraging employees and leads to high turnover. On the contrary, a deterioration of relationship, resulting from reduced interpersonal communication, negatively influences job satisfaction; thus reducing staff performance, and sometimes leads to workers leaving their jobs prematurely and frustrated (Ilozor, Ilozor and Carr 2001)

Gray (2000), Koontz and Weirich (2005), Halpin (1999), and Good worth (1999), concur with the above findings. They all agree that effective leadership is based on frequent and mutual communication between leaders and the subordinates, systematic delegation of duty and participatory decision-making.. They do point out the leadership styles in any work situation influences the staff's behaviours. In the same way, the well-known Hawthorne Studies often provide the key arguments used to build the human relations

case (Clampitt, 2005). This study examines how good relationship with the workers to may help in lowering staff turn over. But this relationship of factors is complex.

The factors sometimes contradict each other. Employees have different ambitions, interests and perspectives. Some employees put money first while others think of career promotion. Even training and travel opportunities do influence job satisfaction. Ahimbazwe in his article “ a challenging or big pay job? “ (New Vision 5<sup>th</sup> October 2009) analyses what makes people stay in jobs. Would one choose a job that is career – building with responsibilities and challenges or a job that pays well?” Quoting Job Yiga , an advertising consultant he argues that building a career is more important than anything else. Yiga also advises if the job has “ no form of motivation in terms of pay rise or promotion is forthcoming, they should also quit.”

#### **2.3.5. Gender issues**

It is a world –wide phenomenon that most women leaders are viewed with scepticism. Many conferences and treaties have been held and signed in this respect. The 1979 Convention secured a pledge from States to develop policies, the legal framework and other measures to abolish all forms of discrimination against women in every aspect of their lives. It goes beyond the usual practice of using men as the norm, to emphasizing "that the distinctive characteristics of women and their vulnerabilities to discrimination merit a specific legal response". Following this, United Nations conferences on women were held in Copenhagen (1980), Nairobi (1985), Beijing (1995) and New York (2000).



The issue therefore speaks directly to the problem of women's participation, and as Chrittister argues, without women's voices what any nation has is male dictatorship masquerading as democracy. This gender situation analysis suggests that even in Organisation, if a CEO is a woman; there is a chance that the male subordinates will not take her seriously and perform to the best of their expectations.

## CHAPTER THREE

### METHODOLOGY

#### 3.1. Research design

The study followed a case study research design. Amin (2005) defines a case study as ‘an empirical inquiry that investigates a contemporary phenomenon within its real-life context’. The choice of the design is made because of need of intensive investigation of the subject under study. It investigated relationships, including cause-and-effect relationships. In this case study the two variables were : good leadership as the independent variable and staff turn-over as the independent variable.

The study followed a quantitative method because it was mostly aimed at establishing the correlation between leadership and staff turn over rate. The in-depth understanding of how a respondent felt is a qualitative approach and was minimally used in this study.

#### 3.2. Study population

The study population was made up of leaders on one hand and all staff of the NGO called Voluntary Action for Development (VAD). This was a total of 191 people.

#### 3.3. Sample and sampling procedure

Selection of the sample of 92 participants was done using purposive sampling technique, to cover 48.2% of the study population.. This sample included: two Board members, the

Executive Director, Programme Manager, Team leader –agriculture, team leader –women projects, Team leader –water projects, Team leader –schools’ projects, The Director of Finance and Administration, technical and non technical staff.

The population of VAD staff was seen to be 191 so a representative sample of 92 respondents (making 48% of population) was considered appropriate as per researcher’s judgement.

### **3.4. Research instruments**

This section addresses the tools and instruments which were employed in data collection and their descriptions section by section. The researcher used semi-structured questionnaires, interview and direct observation.

#### **3.4.1. Questionnaire.**

A questionnaire was a suitable instrument to elicit such information. Since the sample size is fairly large and there is limited time, questionnaire was considered ideal for collecting such data. Besides, the population is literate, thus minimizing the difficulties in responding to questionnaire items. The respondents all responding favourably saving on the time for data collection.

#### **3.4.2. Interview guide**

The other instrument used was an interview guide. Here the researcher asked the respondent questions intended to elicit information or opinions. It permits in-depth expression and the assessment of personality characteristics of the respondents that cannot otherwise be assessed through written questionnaire ( Best & Khan, 2004)

### **3.5. Validity and Reliability of Research instruments**

#### **3.5.1. Validity of research instruments**

Therefore, to examine the content validity of the instrument of this study the researcher tested the instruments collectively and consulted research experts and found the final results. The researcher also exposed the instruments to five different judges to establish the content validity index (CVI) of the research instruments. This process has taken place as the following table shows:

Table: 1 Showing Content Validity Index (CVI).

| Items tested | Number of rater | Valid | Invalid | Inter-rater co-efficient |
|--------------|-----------------|-------|---------|--------------------------|
| 1            | 5               | 3     | 2       | 0.6                      |
| 2            | 5               | 3     | 2       | 0.6                      |
| 3            | 5               | 5     | 0       | 1.0                      |
| 4            | 5               | 4     | 1       | 0.8                      |
| 5            | 5               | 5     | 0       | 1.0                      |
| 6            | 5               | 5     | 0       | 1.0                      |
| 7            | 5               | 2     | 3       | 0.4                      |
| 8            | 5               | 4     | 1       | 0.8                      |
| 9            | 5               | 5     | 0       | 1.0                      |
| 10           | 5               | 5     | 0       | 1.0                      |
| 11           | 5               | 4     | 1       | 0.8                      |
| 12           | 5               | 5     | 0       | 1.0                      |
| 13           | 5               | 4     | 1       | 0.8                      |
| 14           | 5               | 4     | 1       | 0.8                      |
| 15           | 5               | 5     | 0       | 1.0                      |
| 16           | 5               | 5     | 0       | 1.0                      |
| 17           | 5               | 4     | 1       | 0.8                      |
| 18           | 5               | 5     | 0       | 1.0                      |
| 19           | 5               | 5     | 0       | 1.0                      |
| 20           | 5               | 4     | 1       | 0.8                      |
| 21           | 5               | 5     | 0       | 1.0                      |
| 22           | 5               | 3     | 2       | 0.6                      |
| 23           | 5               | 5     | 0       | 1.0                      |
| 24           | 5               | 5     | 0       | 1.0                      |
| 25           | 5               | 5     | 0       | 1.0                      |
| 26           | 5               | 5     | 0       | 1.0                      |
| 25           | 5               | 5     | 0       | 1.0                      |
| 26           | 5               | 4     | 1       | 0.8                      |
| 27           | 5               | 5     | 0       | 1.0                      |
| 28           | 5               | 5     | 0       | 1.0                      |
| 29           | 5               | 5     | 0       | 1.0                      |
| 30           | 5               | 5     | 0       | 1.0                      |
| 31           | 5               | 5     | 0       | 1.0                      |
| 32           | 5               | 5     | 0       | 1.0                      |
| 33           | 5               | 5     | 0       | 1.0                      |
| 34           | 5               | 4     | 1       | 0.8                      |
| 35           | 5               | 5     | 0       | 1.0                      |
| 36           | 5               | 5     | 0       | 1.0                      |
| 37           | 5               | 5     | 0       | 1.0                      |
| 38           | 5               | 5     | 0       | 1.0                      |
| 39           | 5               | 5     | 0       | 1.0                      |
| <b>Total</b> |                 |       |         | <b>37.4</b>              |

No. Of items declared valid (inter-rater co-efficient)

CVI = Total No. Of items

37.4

39 = 0.96

This means here 96% of the research instruments used were valid

### 3.5.2 Reliability of Research Instruments

This study to be more reliable, the reliability of its instruments should be measured. According to Amin (2005), reliability is dependability or trustworthiness. And in the context of a measuring instrument, it is the degree to which the instrument consistently measures whatever it is measuring. In fact, an instrument is reliable if it results the similar outcome whenever it is repeatedly employed to indicate trait or concept from the same respondents even by other researchers.

So, in this study, to fix and clearly show the reliability of the research instruments the following steps have been carried out. To scientifically determine whether the research instruments are reliable or not, the researcher has used “test re-test reliability” method which refers to the degree to which scores on the same test by the same individuals are consistent over period of time. According to Amin (2005), Test re-test reliability provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test re-test administered some other time (re-test). Test –retest reliability is the degree to which the same test score would be obtained on another occasion (Donald, 2001). The following table also shows co-efficient reliability of the study by retesting twenty seven (27) respondents to six (6) selective questions from the questionnaire. These six selected questions, the researcher regarded that they are very important items that can exactly measure the contributions of livestock to the socio-economic development of Somaliland urban families.

Table 2: Showing significance of the research reliability

| Items retested | No. Of respondents participated both tests | Consistent | Inconsistent | Co-efficient stability/reliability |
|----------------|--|------------|--------------|------------------------------------|
| 3              | 27   | 24         | 3            | 0.89                               |
| 5              | 27   | 25         | 2            | 0.93                               |
| 9              | 27   | 25         | 2            | 0.93                               |
| 13             | 27   | 23         | 4            | 0.85                               |
| 17             | 27   | 24         | 3            | 0.89                               |
| 18             | 27   | 25         | 2            | 0.93                               |
| <b>Total</b>   |  |            |              | <b>5.42</b>                        |

$$CS = \frac{\text{Total co-efficient of consistent answers}}{\text{Total items retested}} = \frac{5.42}{6} = 0.903$$

According to Amin (2005), if the resulting co-efficient referred to as the co-efficient of stability/reliability is significant and is high, then the test has good test-retest reliability. And in this study has a high co-efficient stability because it is 0.903 which is appearing in the above.

### **3.6. Data Analysis**

This part addresses processing and analysis. The data was collected from the study area, edited, collated and tabulated. Data was manually entered in an SPSS spread sheet , then tabulated using the programme and analysed. The Researcher first adapted the answers of open ended questions in the questionnaire to fit the SPSS format. Then entered the data and produced frequency tables. The researcher then analysed the data and made a report soon after. Data analysis took 6 days.

### **3.7. Ethical consideration**

Ethics in research is important. It is the practice of following acceptable practices and social norms which are usually practiced with the respondents. In this study the planned consideration were followed properly. The researcher accordingly

1. Agreed to share finding with VAD so they know what findings have been got from the respondents. This will be done as soon as the report is approved.
2. Treated respondents respectfully and avoided tricking them to say what they did not want to.
3. The researcher exercised confidentiality.



## CHAPTER FOUR

### DATA ANALYSIS AND SUMMARY OF FINDINGS

#### 4.1. Introduction

This chapter deals with the analysis of the data. The study findings are presented in relation to the study objectives. Therefore the findings are presented under the following sections: General information about respondents, regular communication between the management and staff, management relations, training in information skills, performance issues,

#### 4.2. General information about respondents

##### 4.2.1. Sex

**Frequency table 3: Showing sex of respondents**

| Sex   |        |           |         |               |                    |
|-------|--------|-----------|---------|---------------|--------------------|
|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male   | 36        | 39.1    | 39.1          | 39.1               |
|       | Female | 56        | 60.9    | 60.9          | 100.0              |
|       | Total  | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

Of 92 respondents sampled as VAD employees, 36 were male and 56 female representing 39.1 % and 60.9% of the sample respectively. Female employees are therefore more than males and seem a deliberate policy to recruit this sex. Considering VAD deals mainly with empowering needy women, this sex ratio and favouritism of female employees is understandable. The other explanation is that female employees tend to have a higher retention and lower staff turn over. ( VAD's HR opinion)

#### 4.2.2. Marital Status

Frequency table 4: Showing marital status of respondents

| Marital status |          |           |         |               |                    |
|----------------|----------|-----------|---------|---------------|--------------------|
|                |          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid          | married  | 36        | 39.1    | 39.1          | 39.1               |
|                | single   | 54        | 58.7    | 58.7          | 97.8               |
|                | widowed  | 1         | 1.1     | 1.1           | 98.9               |
|                | divorced | 1         | 1.1     | 1.1           | 100.0              |
|                | Total    | 92        | 100.0   | 100.0         |                    |

Source: primary data from field work

The highest marital status mentioned by respondents was “single” getting 54 responses (58.7%) followed by “married” which received 36 responses making 39.1% of the sample. The single status suggests that most employees are young and fresh from academic institutions. When probed further, single respondents were also young and just left University.

#### 4.2.3. Age group

Frequency table 5: Showing age group of respondents

| age group |          |           |         |               |                    |
|-----------|----------|-----------|---------|---------------|--------------------|
|           |          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid     | 21-25    | 40        | 43.5    | 43.5          | 43.5               |
|           | 26-30    | 30        | 32.6    | 32.6          | 76.1               |
|           | 31-35    | 19        | 20.7    | 20.7          | 96.7               |
|           | 36-40    | 1         | 1.1     | 1.1           | 97.8               |
|           | above 40 | 2         | 2.2     | 2.2           | 100.0              |
|           | Total    | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

The age group receiving the highest cases is 21-25 years getting 40 cases or 43.5% of the sample. This is followed by age group 26-30 with 30 cases making 32.6% of the respondents. Ages 31-35 were next with 19 cases making 20.7%, while above 40 got only 2 responses. The least cited age group is 36-40 with only 1 employee. This is equivalent to 1.1% of the sample. The implication of having young employees is that given the high graduate unemployment, young graduates are likely to stay on for a couple of years to gain experience before moving on in search of other jobs.

#### 4.2.4. Level of Education

Frequency table 6 : Showing level of education of respondents

| Highest level of Education |                      |           |         |               |                    |
|----------------------------|----------------------|-----------|---------|---------------|--------------------|
|                            |                      | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                      | Certificate          | 31        | 33.7    | 33.7          | 33.7               |
|                            | Ordinary Diploma     | 27        | 29.3    | 29.3          | 63.0               |
|                            | Degree               | 30        | 32.6    | 32.6          | 95.7               |
|                            | Postgraduate Diploma | 1         | 1.1     | 1.1           | 96.7               |
|                            | Masters              | 3         | 3.3     | 3.3           | 100.0              |
|                            | Total                | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

Of the 92 employees sampled, most (31 people) have a certificate of education, namely Primary education, O-level or Advanced level of education. This is 33.7% of the sample. This data tallies with the fact that VAD has a high number of support and field staff. These constitute this category of employees with least education. However, for technical

staff, most employees-30 cases (32.6%) have a degree. One person (1.1) has a post graduate diploma while 3 ( 3.3.%) have a master's degree. This is ample evidence that the NGO has highly educated personnel who are likely to deliver well. It also means ordinarily, if not well motivated and management by the leaders, these high calibre staff have potential either to engage in industrial action or leave for better paying jobs. Given their high retention, it is a sign that they are satisfied with their terms and conditions.

#### 4.2.5. Employment status

##### 4.2.5. Frequency table 7: Showing employment status of respondents

| employment status |          |           |         |               |                    |
|-------------------|----------|-----------|---------|---------------|--------------------|
|                   |          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid             | contract | 92        | 100.0   | 100.0         | 100.0              |

Source : primary data from field work

The researcher wanted to know whether the employee is on contract or permanent. All employees are on contract with none on permanent basis. That is the nature of employment in NGOs since they have limited funding based on time-bound projects. Another interpretation is that as a result of being employed on contract, most employees aim at completing a term or two before changing jobs. A contract also guarantees a terminal benefit which an employee looks forward to. This too, may explain why employees on contract are likely to stay for a given period of time.

#### 4.2.6. Job title of respondents

Frequency table 8: Showing job title of respondents

| job title |                    |           |         |               |                    |
|-----------|--------------------|-----------|---------|---------------|--------------------|
|           |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid     | Accountant/finance | 1         | 1.1     | 1.1           | 1.1                |
|           | Manager            | 4         | 4.3     | 4.3           | 5.4                |
|           | Community worker   | 11        | 12.0    | 12.0          | 17.4               |
|           | Credit Officer     | 19        | 20.7    | 20.7          | 38.0               |
|           | Support worker     | 57        | 62.0    | 62.0          | 100.0              |
|           | Total              | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

When asked their job title, most people (57) were support workers. This is 62% of the sample followed by Credit officers who are 19 (20.7%) and 11 community workers making 12% of sample. There were only four managers and 1 Accountant. The support staff was high because of construction works being undertaken plus drivers, cleaners and security at 3 VAD offices. Credit Officers are also many because VAD has a big and active Micro-Finance Institution Programme.

### Length of service of respondents

Frequency table 9: Showing length of service of respondents

| length of service |            |           |         |               |                    |
|-------------------|------------|-----------|---------|---------------|--------------------|
|                   |            | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid             | 1-2 years  | 28        | 30.4    | 30.4          | 30.4               |
|                   | 3-4 years  | 40        | 43.5    | 43.5          | 73.9               |
|                   | 5-6 years  | 20        | 21.7    | 21.7          | 95.7               |
|                   | 7-8 years  | 3         | 3.3     | 3.3           | 98.9               |
|                   | 9-10 years | 1         | 1.1     | 1.1           | 100.0              |
|                   | Total      | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

Most employees (40 people) have worked for 3-4 years. This is followed by 28 people who have been in service for 1-2 years only and 20 people in service for 5-6 years. 3 for 7-8 years while 1 person has been employed for 9-10 years. This shows low retention hence it is not surprising that most employees are at least 3-4 years.

### 4.3. Regular communication

#### 4.3.1. The supervisor tells respondent about activities of Organisation

**Frequency table 10: Showing whether the supervisor tells respondent about activities of Organisation**

| Supervisor tells me as regards VAD activities |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | rarely    | 4         | 4.3     | 4.3           | 4.3                |
|   | undecided | 4         | 4.3     | 4.3           | 8.7                |
|   | sometimes | 55        | 59.8    | 59.8          | 68.5               |
|   | often     | 29        | 31.5    | 31.5          | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

This data clearly reveals effective regular communication. 55 people said the supervisor sometimes tells the respondent about activities of the organisation while 29 said this is often. This is 59.8 and 31.5%.

It is clear that sometimes and often make up most responses with very few being undecided and mentioning rarely.

#### 4.3.2. Whether respondent often discusses rules and regulations of VAD with the supervisor

**Frequency table 11: Showing respondent's response on discussing rules and regulations of VAD with the supervisor**

| Often discuss rules & regulations with supervisor |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | rarely    | 4         | 4.3     | 4.3           | 4.3                |
|   | undecided | 2         | 2.2     | 2.2           | 6.5                |
|   | sometimes | 80        | 87.0    | 87.0          | 93.5               |
|   | often     | 6         | 6.5     | 6.5           | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

80 responses cite sometimes and 6 mention often. This is 87% and 6.5% respectively.

This is testimony of good leadership at VAD. It is standard practice in Human resource management to do frequent appraisals as well as discuss rules and regulations.

Source: primary data from field work



#### 4.3.3. Whether VAD provides respondent with all information about VAD

**Frequency table 12: Showing whether VAD provides respondent with all information about Organisation**

| VAD provides me with all information about Organisation |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | rarely    | 1         | 1.1     | 1.1           | 1.1                |
|   | undecided | 1         | 1.1     | 1.1           | 2.2                |
|   | sometimes | 9         | 9.8     | 9.8           | 12.0               |
|   | often     | 81        | 88.0    | 88.0          | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source: Primary data from field work

The researcher asked this question to probe whether indeed there is regular communication as mentioned in the two previous variables. Here too, most people (81 people) said this is often. 9 said sometimes and only one person said undecided and another said rarely. This is 88% and 9.8% of the samples

#### 4.3.4. VAD provides respondent with all information about respondent's job

Frequency table 13: Showing whether VAD provides respondent with all information about respondent's job

| VAD provides me with all info about my job |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                      | rarely    | 3         | 3.3     | 3.3           | 3.3                |
|  | undecided | 2         | 2.2     | 2.2           | 5.4                |
|  | sometimes | 48        | 52.2    | 52.2          | 57.6               |
|  | often     | 39        | 42.4    | 42.4          | 100.0              |
|  | Total     | 92        | 100.0   | 100.0         |                    |

Source: primary data from field work

Sometimes had 48 responses (52.2%) and was followed by 39 responses (42.4%). Only 2 people seemed undecided and 3 said rarely. Here the number of those who say "rarely" though insignificant statistically increased to 3 people. The interpretation is that while almost all people get information about the Organisation, not all know well what to do. This is despite regular communication. It is possible these are new staff. It is also possible these are staff with little education and did not quite understand their terms of reference or job description.

#### 4.3.5. Supervisor always explains what respondent is supposed to do

Frequency table 14: Showing response of respondents on whether supervisor always explains what respondent is supposed to do

| supervisor always explains what am supposed to do |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | Never     | 1         | 1.1     | 1.1           | 1.1                |
|   | rarely    | 1         | 1.1     | 1.1           | 2.2                |
|   | undecided | 2         | 2.2     | 2.2           | 4.4                |
|   | sometimes | 44        | 47.8    | 48.4          | 52.7               |
|   | often     | 43        | 46.7    | 47.3          | 100.0              |
|   | Total     | 91        | 98.9    | 100.0         |                    |
| Missing   | System    | 1         | 1.1     |               |                    |
| Total   |           | 92        | 100.0   |               |                    |

Source: primary data from field work

Here the researcher was interested in knowing if always the supervisor explains what one must do. This is a probe to the previous question. There was a near tie between those who say sometimes and those who say the supervisor does it often. 44 people in the first instance making 47.8% and 43 people making 46.7%. This variable got one missing case. 2 respondents were undecided, one said rarely and another said the supervisor has never explained what must be done.

#### 4.3.6. Management gives respondent information about areas of improvement

Frequency table 15: Showing response on whether management gives respondent information about areas of improvement

| Management gives me information about areas of improvement |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | rarely    | 2         | 2.2     | 2.2           | 2.2                |
|  | sometimes | 20        | 21.7    | 21.7          | 23.9               |
|  | often     | 70        | 76.1    | 76.1          | 100.0              |
|  | Total     | 92        | 100.0   | 100.0         |                    |

Source: primary data from field work

Does management give information about areas of improvement? The responses here are : 70 respondents saying often, 20 saying sometimes, and 2 saying rarely. The corresponding percentages are : 76.1%, 21.7% and 2.2%. This data is consistent with previous variables. The majority invariably agree that management gives information about areas of improvement.

#### 4.3.7. VAD provides respondent with information as regards personal health and development

Frequency table 16: showing VAD information as regards personal health and development

| VAD provides me info regards personal health and development |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | rarely    | 3         | 3.3     | 3.3           | 3.3                |
|  | undecided | 1         | 1.1     | 1.1           | 4.3                |
|  | sometimes | 14        | 15.2    | 15.2          | 19.6               |
|  | often     | 74        | 80.4    | 80.4          | 100.0              |
|  | Total     | 92        | 100.0   | 100.0         |                    |

Source: primary data from field work

The researcher in this variable wanted to know about the health and development of an employee. Is the Organisation concerned? Indeed the results were overwhelmingly positive. 74 people constituting 80.4% of sample say VAD provides information about each employee's health and development. This is a major indicator that leadership is good and this may explain low staff turn over.

#### 4.3.8. Supervisor gives respondent room to explain respondent's position

**Frequency table 17: Showing whether supervisor gives respondent room to explain latter's position**

| Supervisor gives me room to explain my position |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | rarely    | 4         | 4.3     | 4.3           | 4.3                |
|   | undecided | 5         | 5.4     | 5.4           | 9.8                |
|   | sometimes | 54        | 58.7    | 58.7          | 68.5               |
|   | often     | 29        | 31.5    | 31.5          | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

Respondents were asked if the Supervisor gives respondent room to explain latter's position. 54 people said this happens sometimes while 29 said often. The percentages are 58.7 and 31.5 respectively. Only 5 said they were undecided. The answer with least responses was rarely which got 4 people who make up 4.3 per cent. This data set also confirms that there is good leadership which is seen in good communication between management and staff. This indeed leads to the question of how the management relates to the staff. Is it OK or not? This is tackled in the next paragraph.

#### 4.4. Management relations

##### 4.4.1. Whether respondent often tells his/her supervisor about respondent's problems

**Frequency table 18: Showing response on whether respondent often tells his/her supervisor about respondent's problems**

| Often tell my supervisor about my problems |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                      | rarely    | 21        | 22.8    | 22.8          | 22.8               |
|  | undecided | 4         | 4.3     | 4.3           | 27.2               |
|  | sometimes | 40        | 43.5    | 43.5          | 70.7               |
|  | often     | 27        | 29.3    | 29.3          | 100.0              |
|  | Total     | 92        | 100.0   | 100.0         |                    |

Source: primary data from field work

To collaborate the findings in earlier questions, the researcher asked whether the respondent often tells his/her supervisor about respondent's problems. Here there were mixed answers. 40 people (43.5%) said sometimes, 27 people (29.3%) said often hence these form those in agreement. Those in disagreement are 21 making a significant 22.8% of the sample. 4 people (4.3%) were undecided. Here a different pattern emerges. Suddenly, respondents reveal they are not comfortable telling the supervisor about their personal problems. Why is this so and what does it mean?

This means despite management taking measures to communicate information about the organisation, the job, the tasks, the challenges, somehow not all employees do not open up. A possible interpretation is that something else hinders staff from revealing their

personal issues. This could be cultural given the tendency of Africans to be secretive. It could also mean that the management style is more top-to bottom that is one way and not two ways. This is the first data set to suggest that leadership may not be as good as initially thought. Conclusive evidence to confirm or refute this will emerge slowly in the chapters which follow.

#### 4.4.2. Whether VAD encourages different groupings

**Frequency table 19: Showing response on whether VAD encourages different groupings**

| VAD encourages different groupings |           |           |         |               |                    |
|------------------------------------|-----------|-----------|---------|---------------|--------------------|
|                                    |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                              | rarely    | 2         | 2.2     | 2.2           | 2.2                |
|                                    | sometimes | 16        | 17.4    | 17.4          | 19.6               |
|                                    | often     | 74        | 80.4    | 80.4          | 100.0              |
|                                    | Total     | 92        | 100.0   | 100.0         |                    |

Source: primary data from field work

Groupings are usually a sign of democratic style of leadership. The researcher therefore tried to establish whether groupings are allowed. 74 people said this is often the case. This is a clear majority of 80.4%. Another 16 people making 17.4 % say groupings are encouraged sometimes. The sum total of those in agreement is 97.8%. This item alone is almost conclusive proof that the leadership style is democratic.

#### 4.4.3. Whether respondent often contributes views to the Organisation

Frequency table 20: Showing responses on whether respondent often contributes views to the Organisation

| I often contribute my views to the Organisation |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | Never     | 3         | 3.3     | 3.3           | 3.3                |
|   | rarely    | 7         | 7.6     | 7.6           | 10.9               |
|   | undecided | 1         | 1.1     | 1.1           | 12.0               |
|   | sometimes | 23        | 25.0    | 25.0          | 37.0               |
|   | often     | 58        | 63.0    | 63.0          | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

58 respondents indicate that they often contribute views. 23 say they sometimes. 1 person was undecided, 7 say it is rare and 3 say it is never possible to contribute views.

As seen, most response is that of “often”, next largest cases are that of “sometimes.”



#### 4.4.4. Showing whether respondent is free to walk into supervisor's office

**Frequency table 21: Showing whether respondent is free to walk into supervisor's office**

| Free to walk into supervisor's office |           |           |         |               |                    |
|---------------------------------------|-----------|-----------|---------|---------------|--------------------|
|                                       |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                 | Never     | 2         | 2.2     | 2.2           | 2.2                |
|                                       | rarely    | 2         | 2.2     | 2.2           | 4.3                |
|                                       | undecided | 3         | 3.3     | 3.3           | 7.6                |
|                                       | sometimes | 2         | 2.2     | 2.2           | 9.8                |
|                                       | often     | 83        | 90.2    | 90.2          | 100.0              |
|                                       | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

This is another conclusive variable indicating clearly the good leadership found at VAD. Unless management is free with staff, they would find it hard to freely walk into the office. Of course the other possibility is that there could be a laissez faire style of leadership which like autocratic are not recommended as they both lead to negative outcomes. But this data when cross tabulated with the previous one shows that leadership is excellent. Here, 83 people making 90.2% indicate that they freely walk into a supervisor's office.

#### 4.4.5. Respondent is always appreciated when respondent does well

**Frequency table 22: Showing whether respondent is always appreciated when respondent does well**

| I am always appreciated when I do well |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                  | Never     | 2         | 2.2     | 2.2           | 2.2                |
|  | rarely    | 2         | 2.2     | 2.2           | 4.3                |
|  | undecided | 3         | 3.3     | 3.3           | 7.6                |
|  | sometimes | 2         | 2.2     | 2.2           | 9.8                |
|  | often     | 83        | 90.2    | 90.2          | 100.0              |
|  | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

This data is identical to that of freely walking into the supervisor's office and also indicates clearly the good leadership found at VAD. Appreciating staff is very motivating to them and a sign of good leadership. But this data when cross tabulated with say the previous one shows that leadership is excellent. Here, 83 people making 90.2% indicate that they are always appreciated when they do well. This is a classic sign of good leadership.

#### 4.4.6. Whether VAD congratulates those who make small achievements

Frequency table 23: Showing whether VAD congratulates small achievements

| VAD congratulates those who achieve |           |           |         |               |                    |
|-------------------------------------|-----------|-----------|---------|---------------|--------------------|
|                                     |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                               | Never     | 2         | 2.2     | 2.2           | 2.2                |
|                                     | rarely    | 2         | 2.2     | 2.2           | 4.3                |
|                                     | undecided | 2         | 2.2     | 2.2           | 6.5                |
|                                     | sometimes | 3         | 3.3     | 3.3           | 9.8                |
|                                     | often     | 83        | 90.2    | 90.2          | 100.0              |
|                                     | Total     | 92        | 100.0   | 100.0         |                    |

Source: primary data from field work

As is the case with being appreciated above, congratulating staff is another factor leading to job satisfaction and likely to contribute to job retention and high performance. 83 respondents said they are often congratulated upon achievement. 3 people say sometimes and 2 people said they are undecided, 2 said it is rare and another 2 said never.

#### 4.4.7. Whether respondent is well satisfied with Organisation's policies

Frequency table 24: Showing whether respondent is well satisfied with Organisation's policies

| Am satisfied with my Organisation's policies |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | rarely    | 4         | 4.3     | 4.3           | 4.3                |
|  | undecided | 6         | 6.5     | 6.5           | 10.9               |
|  | sometimes | 54        | 58.7    | 58.7          | 69.6               |
|  | often     | 28        | 30.4    | 30.4          | 100.0              |
|  | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

This is a crucial question whose answer greatly determines staff retention. About half say they are sometimes satisfied; another 28 say they are often satisfied with the policies. These two give a combined total of responses in agreement as 82 people with only 6 being undecided, and 4 saying they are rarely satisfied. The implication is obvious-staff who are satisfied are more likely to stay and work with one heart.

#### 4.4.8. Whether supervisor often writes to the respondent through latter's email

**Frequency table 25: Showing whether supervisor often writes to me respondent through latter's email**

| My supervisor often writes to me through my email |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | Never     | 76        | 82.6    | 82.6          | 82.6               |
|   | rarely    | 8         | 8.7     | 8.7           | 91.3               |
|   | sometimes | 8         | 8.7     | 8.7           | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

This is the second data set suggesting a gap in leadership practices. The majority of people (76 cases) say never emailed, which is a resounding 82.6% of the sample of 92 respondents. 8 people say rarely and another 8 say sometimes. Communication is a key component of leadership. With modern technology, email becomes a fundamental tool for communication. If the managers do not use email in communicating with colleagues and subordinate, several explanations are possible: Firstly, management lacks skills of ICT. Two, they have negative attitude to use of ICT. Three staff themselves is not ICT inclined.

It is also possible that management does not appreciate the importance of simple inter office communication as opposed to face to face or even telephone. If phones are more commonly used, they have an upside of personalising the message. The downside is increasing the phone bill.

The most significant observation here relates to skills in IT and is explored further below:

#### **4.5. Training in Information Technology skills**

##### **4.5.1. Whether respondent is trained on how to use a computer**

**Frequency table 26: Showing whether respondent is trained on how to use a computer**

| <b>I am trained on how to use a computer</b> |                  |                  |                |                      |                           |
|--|------------------|------------------|----------------|----------------------|---------------------------|
|  |                  | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
| <b>Valid</b>                                 | <b>sometimes</b> | 49               | 53.3           | 53.3                 | 53.3                      |
|  | <b>often</b>     | 43               | 46.7           | 46.7                 | 100.0                     |
|  | <b>Total</b>     | 92               | 100.0          | 100.0                |                           |

Source : primary data from field work

The researcher wished to know if employees are trained in computers. This is significant as it shows the foresight of management in equipping staff with skills for emerging technological challenges. All respondents have been trained invariably. 43 respondents (46.7%) are being trained often and 49 respondents (53.3%) sometimes giving a combined percentage of 100%. Good leaders, among other skills, identify the performance gaps of staff and address them as humanly possible.

An organisation which is fast paced like VAD with several major programmes and international linkages must of necessity equip its staff with IT skills. That this has been done is a credit to the leadership at Voluntary Action for Development (VAD)

#### 4.5.2. Whether respondent usually gets information from recent technologies

Frequency table 27: Showing whether respondent usually gets information from recent technologies

| I usually get info from recent technologies |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                       | sometimes | 49        | 53.3    | 53.3          | 53.3               |
|   | often     | 43        | 46.7    | 46.7          | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

Here VAD employees were asked if indeed any information is usually got from recent technologies. Responses were identical to the previous variable. 43 respondents (46.7%) often get and 49 respondents (53.3%) sometimes get the information from recent technologies giving a combined percentage of 100%.

#### 4.5.3. Whether respondent communicates to co-workers through the internet

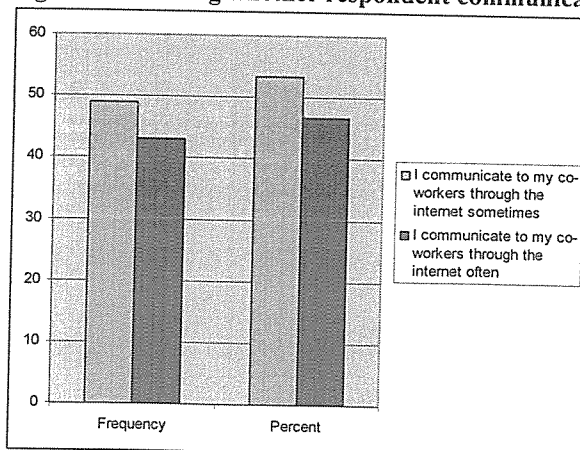
Frequency table 28: showing respondent communicates to co-workers through the internet

| I communicate to my co-workers through the internet |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | sometimes | 49        | 53.3    | 53.3          | 53.3               |
|   | often     | 43        | 46.7    | 46.7          | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

This question seeks to triangulate responses on communication between bosses and staff and between staff. In variable 3.8. above, the question was whether managers communicate through email. In this related question, the researcher wished to know how about the respondent himself. Is the respondent keen to use IT? The answers were identical to above and a marked difference from 3.8. Here 43 often communicate using email, while 49 sometimes.

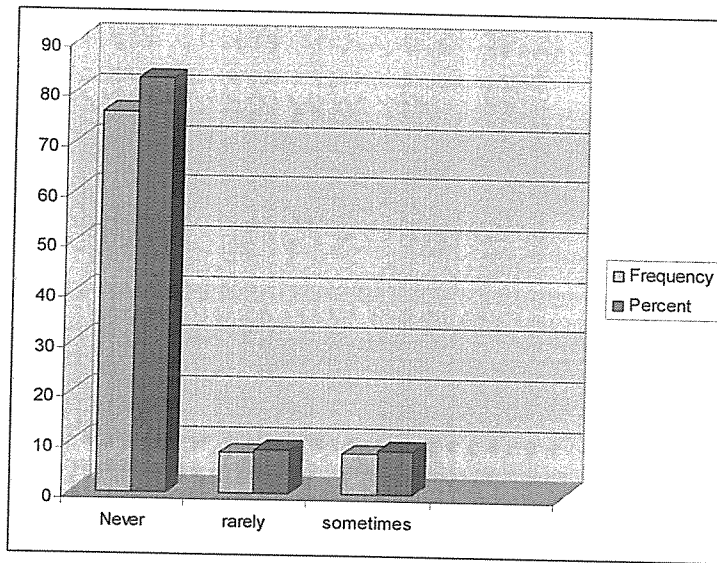
Figure 3 : Showing whether respondent communicates to co-workers through the internet



Source : primary data from field work

This is a total of 100% who agree that email is used often or sometimes to communicate with colleagues. This contrast with 76 people who said management rarely communicate through email.

**Figure 4 : Showing whether managers communicate through email (ibid 4.3.8.)**



Source : primary data from field work

The implication is email is more in use between colleagues but rare if ever between Boss and subordinates. As interpreted in Table 3.8, email offers an easy and cost effective means of communication. It may possibly be less favourite than face to face or phone. The important fact here is that there is a bigger gap between management and staff and between colleagues. This is natural in management and not a discredit to VAD.



#### 4.5.4. Whether respondent's project manager often organises IT skills workshops

**Frequency table 29: Showing whether respondent's project manager often organises IT skills workshops**

| My project manager often organises IT skills workshops |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | sometimes | 49        | 53.3    | 53.3          | 53.3               |
|  | often     | 43        | 46.7    | 46.7          | 100.0              |
|  | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

Asked whether project manager often organises IT skills workshops, the respondents were in agreement. 49 agreed that this is done "sometimes" and another 43 agreed that this is often. These responses make up 53.3% and 46.7% of the sample. As argued in the previous variable, IT training is crucial and VAD management is commended for this initiative. This is because every employee is keen to improve their skills, and in these modern times, all employees cherish computer literacy job satisfaction.

#### 4.5.5. Organise and communicate information within his/her Department

**Frequency table 30 : Respondent organizes and communicate information within his/her department**

| I organize and communicate information within the department |           |           |         |               |                    |
|--|-----------|-----------|---------|---------------|--------------------|
|  |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | rarely    | 4         | 4.3     | 4.3           | 4.3                |
|  | undecided | 6         | 6.5     | 6.5           | 10.9               |
|  | sometimes | 54        | 58.7    | 58.7          | 69.6               |
|  | often     | 28        | 30.4    | 30.4          | 100.0              |
|  | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

At this point a question was raised about whether the respondent organizes and communicates information within the department. 54 cited sometimes, followed by 28 with often, then 6 were undecided and 4 do not agree saying this is rare. The percentages which correspond to these responses are: 58.7%, 30.4%, 6.5% and 4.3%.

A sum total of 91.4% of respondents therefore believe they organize and communicate information within the department. This is a healthy development and further confirms regular communication within VAD. This is important as employees who are well informed remain focused and are more likely to get satisfied about their jobs. That way, they stay longer at the work place.

#### 4.5.6. Clear lines of communication

**Frequency table 31 : Showing whether Superior establishes clear lines of communication between staff and dept.**

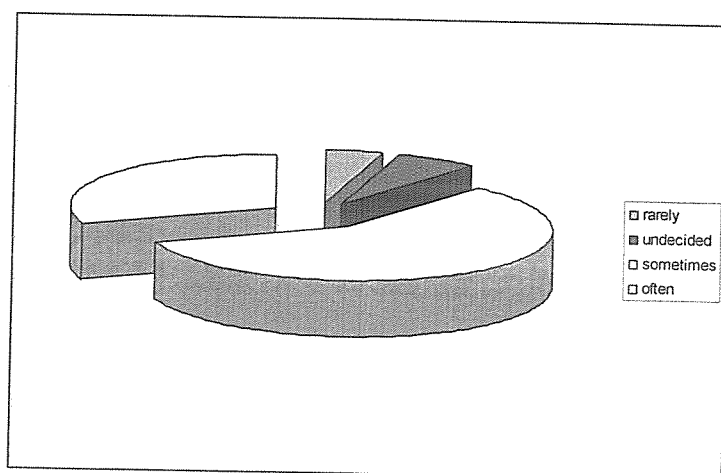
|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | rarely       | 4         | 4.3     | 4.3           | 4.3                |
|       | undecided    | 6         | 6.5     | 6.5           | 10.9               |
|       | sometimes    | 54        | 58.7    | 58.7          | 69.6               |
|       | often        | 28        | 30.4    | 30.4          | 100.0              |
|       | <b>Total</b> | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

The next question was whether the Superior establishes clear lines of communication between staff and the department. The responses were identical to the previous variable.

54 (58.7%) cited sometimes, followed by 28 (30.4%) with “often”, then 6 (6.5%) were “undecided” and 4 (4.3%) do not agree saying this is “rare”. A sum total of 91.4% of respondents therefore believe Superior establishes clear lines of communication between staff and dept.

**Figure 5 : Showing whether Superior establishes clear lines of communication between staff and dept.**



Source : primary data from field work

As the figure shows, this is the way to go in terms of communication for VAD and any other organisation. For as long as there are clear lines of communication, staff will feel free and communicate freely building team work, trust, focused effort and synergy.

#### **4.5.7. Respondent is taken for Information, Education & Communication (IEC) skill training**

**Frequency table 32 : Respondent is taken for IEC skill training**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | sometimes    | 49        | 53.3    | 53.3          | 53.3               |
|       | often        | 43        | 46.7    | 46.7          | 100.0              |
|       | <b>Total</b> | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

On whether the respondent goes for IEC skills workshops, 49 said sometimes and another 43 said this is often. Indeed one employee on managerial level said she just returned from Sweden where she underwent some short but quality IEC training. She was very motivated by the training and looked forward to more.

#### 4.5.8. Program encourages team work

**Frequency table 33 : Showing whether IEC training program encourages team work and cooperation**

|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Never        | 2         | 2.2     | 2.2           | 2.2                |
|       | rarely       | 2         | 2.2     | 2.2           | 4.3                |
|       | undecided    | 2         | 2.2     | 2.2           | 6.5                |
|       | sometimes    | 3         | 3.3     | 3.3           | 9.8                |
|       | often        | 83        | 90.2    | 90.2          | 100.0              |
|       | <b>Total</b> | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

The researcher sought to know whether the IEC training program encourages team work and cooperation. 83 people making 90.2 were in total agreement citing “often”. Another 3 said this is sometimes and the other responses came from only two people each. This question further confirms that all is well between management and staff. The leadership is good and staff are contented and turn over is and will be low if things remain they way they are.

The voices which mention “rarely” and “never” are statistically insignificant as they amount to less than 5 % of the sample studied. This question marked the end of questions on training and the questionnaire proceeded to performance questions.

#### 4.6. Performance

##### 4.6.1. What respondent would wish to achieve from job

Frequency table 34: Respondent wish from job

| what respondent would wish to achieve from job |                               |           |         |               |                    |
|--|-------------------------------|-----------|---------|---------------|--------------------|
|  |                               | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | skills and experience         | 76        | 82.6    | 82.6          | 82.6               |
|  | money and other material gain | 13        | 14.1    | 14.1          | 96.7               |
|  | fame and travel               | 1         | 1.1     | 1.1           | 97.8               |
|  | career development            | 2         | 2.2     | 2.2           | 100.0              |
|  | Total                         | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

The majority of respondents stated that they wished to achieve from the job skills and experience. This category got 76 people saying so and accounting for 82.6 percent of the sample of 92 staff at VAD. It was followed by 13 people whose aim is money and fortune. This response tended to come from young and less educated people. 1 person saw fame and travel as her number one priority and 2 people believed it is all about career development. This variable was collaborated with a question given to the Director about number of staff who have left. In the manager's words, only 3 staff have left and the reasons he furnished are the staff left for overseas jobs and training. The resignation of a high profile employee-the Financial Director is however not a good sign. What was it that compelled such a resourceful employee to leave? Lack of challenges, too much work, little pay or just a desire to move on?

#### 4.6.2. Whether any performance goals were set last year

Frequency table 35 : Performance goals were set last year

| Were any performance goals set last year? |       |           |         |               |                    |
|---|-------|-----------|---------|---------------|--------------------|
|   |       | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                     | yes   | 91        | 98.9    | 98.9          | 98.9               |
|   | No    | 1         | 1.1     | 1.1           | 100.0              |
|   | Total | 92        | 100.0   | 100.0         |                    |

Source: primary data from field work

This was a simple close-ended question on whether any performance goals were set last year. There was an absolute majority of employees who voted yes. Only one staff said no there were none. With 91 people answering yes and only one going for no, this variable almost got a unanimous response. Almost all employees agree that targets were clearly set last year. One of the qualities of good leaders is to set goals. The other is to facilitate and monitor the staff so as to achieve these goals. This question therefore naturally led to the next one.

#### 4.6.3. How successful respondent was in attaining goals

Frequency table 36 : Showing how successful respondent was in attaining goals

If so, how successful were you in attaining goals

|       |     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----|-----------|---------|---------------|--------------------|
| Valid | yes | 92        | 100.0   | 100.0         | 100.0              |

Source : primary data from field work

This question got a unanimous vote. Every employee was sure the performance was slightly higher than goals set and was successful in attaining goals. Though simplistic, the

response points at many achievements. Firstly goals were set. Then staff was well sensitized about these goals. Then staff was equipped and facilitated to achieve these goals. The staff not only implemented the tasks, programs as set out but is affirmative that they did succeed in carrying out their mandate. This in itself is an indicator of good leadership. It also explains why staff turn is low. This is because well motivated staffs that have a sense of achievement have job satisfaction and may stay even when salaries are not competitive.

#### 4.6.4. Showing respondent's rating of employee prospects of promotion

Frequency table 37: Showing respondent's rating of employee prospects of promotion

| Rate employee prospects of promotion |           |           |         |               |                    |
|--------------------------------------|-----------|-----------|---------|---------------|--------------------|
|                                      |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                | Low       | 1         | 1.1     | 1.1           | 1.1                |
|                                      | High      | 70        | 76.1    | 76.1          | 77.2               |
|                                      | Very high | 21        | 22.8    | 22.8          | 100.0              |
|                                      | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

The next question required the respondent to rate the employee prospects of promotion. 70 respondents said prospects are high, coming top in ranking. This was followed by another agreement, namely prospects are very high, which was mentioned by 21 people. The corresponding percentages are 76.1% and 22.8%. only one individual said that prospects are low. The sum total of those in agreement therefore becomes 91 people which are 99% of the sample. Employees at VAD hence almost unanimously agree that

prospects are high. Appraisal, career promotion and incentives are signs of good practice in management.

Employees world over will stay on the job if they are assured of career advancement.

#### 4.6.5. Respondents' general rating of VAD in terms of communicating with staff about results

**Frequency table 38: General rating of VAD in terms of communicating with staff about results**

| Generally rate VAD in terms of communicating with staff about results |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | poor      | 3         | 3.3     | 3.3           | 3.3                |
|   | good      | 62        | 67.4    | 67.4          | 70.7               |
|   | very good | 27        | 29.3    | 29.3          | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

At this stage, it was pertinent to ask the respondents to rate VAD in terms of communicating with staff about results. The responses again were very much in favour of the leadership at VAD. The highest score was "good" with 62 respondents saying so (67.4%) and 27 actually rating it "very good" thus contributing 29.3% of the sample. 3 people however dented the rating by saying communication about results is poor. That score dose not affect the overall rating significantly and it suffices to say employees at VAD feel the leaders amply communicate the results of any programs or the organisation.



There is excellent communication at VAD showing a highly democratic approach of leadership.

#### 4.6.6. Rating of disability, women and children's values in this organisation

**Frequency table 39: Showing respondents' rating of children's, disability and women values in this organisation**

| Rate children's values in this organisation |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                       | low       | 1         | 1.1     | 1.1           | 1.1                |
|   | high      | 88        | 95.7    | 95.7          | 96.7               |
|   | very high | 3         | 3.3     | 3.3           | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

This question was a strategic one. It sought to establish whether VAD conforms to international best practices and legal frameworks of empowering the special interest groups. The question focused on children, also probing disability and women issues. This is in line with the UN declaration on the rights of children, Uganda children statute (1996), government's affirmative action on women following various protocols like the Beijing declaration on women (1995). Uganda also ratified the 2007 UN convention on the rights of people with disabilities. Uganda as well has 3 legal instruments on disability.

These are the Ministry of Gender, Labour and Social Development policy on people with disabilities, (February 2006) and People with Disabilities Act (March 2006). Earlier an oversight body had been created under the National Council for Disabilities Act (2003).

The response was excellent again. 88 people (95.7%) of respondents feel VAD scores highly on values of children and other marginalised people. When probed, they mention that VAD has a major programme of supporting schools and individual needy children. VAD also has a programme for supporting income – generation activities (IGAs) for women. 3 respondents said the values are very high. This makes up 3.3% and only one staff said VAD scores low on these values.

#### 4.6.7. Rating of whether there is good leadership in this organisation

**Frequency table 40: Showing respondents' rating of good leadership in this organisation**

|       |                | Frequency | Percent      | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|--------------|---------------|--------------------|
| Valid | undecided      | 2         | 2.2          | 2.2           | 2.2                |
|       | agree          | 42        | 45.7         | 45.7          | 47.8               |
|       | strongly agree | 48        | 52.2         | 52.2          | 100.0              |
|       | <b>Total</b>   | <b>92</b> | <b>100.0</b> | <b>100.0</b>  |                    |

Source : primary data from field work

The majority - 48 respondents making 52.2% strongly agree while 42 agree. This variable shows that 2 people making 2.2% say they are undecided. This is a crucial variable and captures whether VAD has good leadership. This is a key variable in the research topic.

#### 4.6.8. Relations with Boss compared with other Supervisors or previous times

Frequency table 41: Showing respondents' relations with Supervisor compared with others/previous times

| Relations with Supervisor compared with relations with others/previous times |                             |           |         |               |                    |
|--|-----------------------------|-----------|---------|---------------|--------------------|
|  |                             | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | <b>much improvement</b>     | 62        | 67.4    | 67.4          | 67.4               |
|  | <b>moderate improvement</b> | 27        | 29.3    | 29.3          | 96.7               |
|  | <b>no change</b>            | 1         | 1.1     | 1.1           | 97.8               |
|  | <b>slightly worse</b>       | 1         | 1.1     | 1.1           | 98.9               |
|  | <b>much worse</b>           | 1         | 1.1     | 1.1           | 100.0              |
|  | <b>Total</b>                | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

This is another decisive question. The researcher wanted to know how the respondent's relations with the supervisor compares with relations with others or previous times. 62 people said the relations had improved much. This is 67.4% of sample. Then 27 people said there was moderate improvement. One person saw no change, another thought relations were slightly worse while one other actually feels it is much worse. The sum total of those in agreement is 96.7% which is an absolute majority. This is again an indication of a democratic and even mentorship approach of leadership. It is yet more credit to VAD leadership. This partly accounts for the low staff turn over.

**4.6.9. Frequency table 42 : Showing respondents' rating of the quality of work in VAD**

| Rate quality of work in this organisation |           |           |         |               |                    |
|---|-----------|-----------|---------|---------------|--------------------|
|   |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                     | moderate  | 6         | 6.5     | 6.5           | 6.5                |
|   | high      | 2         | 2.2     | 2.2           | 8.7                |
|   | very high | 84        | 91.3    | 91.3          | 100.0              |
|   | Total     | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

84 respondents rated the work very high, 2 very high, and 6 moderately high. No one rated it poor. The percentages are 91.3%, 6.5% and 2.2%. This is another variable that suggests there is high more and ownership of the organisation and collective accountability. Since staff is confident that work quality is high, this is motivation for even better performance.

The other possible interpretation is that given many staff are new and young; they have no past experience of another Organisation. It is therefore possible that they have no genuine benchmark for comparison. Still this would not arise as several of the employees are over 35 and it can be assumed have worked elsewhere. It therefore becomes valid to analyse this variable as a true reflection of the high standards of work at VAD which again suggests good leadership.

#### 4.6.10. Respondent's opinion on why they think relations are the way they are

**Frequency table 43 : Showing respondent's explanation on why they think relations are the way they are?**

| Why do you think relations are the way they are? |                                  |           |         |               |                    |
|--|----------------------------------|-----------|---------|---------------|--------------------|
|  |                                  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | Focused & considerate management | 3         | 3.3     | 3.3           | 3.3                |
|  | Team work and hard work          | 84        | 91.3    | 91.3          | 94.6               |
|  | quality work force               | 4         | 4.3     | 4.3           | 98.9               |
|  | noble cause                      | 1         | 1.1     | 1.1           | 100.0              |
|  | Total                            | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

This is a probe question. It required respondents to explain why they think relations are the way they are. 91.3% of the sample attributed this high quality work to team work and hard work. These were 84 people. In second place was quality work force with 4 responses or 4.3%. The third most cited response is focused and considerate management which got 3 cases. One person mentioned VAD as being involved in a noble cause.

The choice of team work reveals a fundamental fact – that VAD leadership is more about teams and not manager-subordinate relations. The leaders are also people oriented which in turn leads to high quality results oriented performance. It is not surprising that there is low turn over as teams tend to be focused, motivated and keen to collectively deliver targets. The answer about quality work force is also significant although not cited by

many people. It would still reflect the leaders capacity to engage a good term which is still a credit to them.

#### 4.6.11. Respondents' rating of the staff turn over in the Organisation

Frequency table 44: Rating of the staff turn over in the Organisation

| Rate the staff turn over in this Organisation |          |           |         |               |                    |
|---|----------|-----------|---------|---------------|--------------------|
|   |          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | Very low | 89        | 96.7    | 96.7          | 96.7               |
|   | low      | 3         | 3.3     | 3.3           | 100.0              |
|   | Total    | 92        | 100.0   | 100.0         |                    |

Source : primary data from field work

The researcher here presented the most pivotal question addressing the research questions. The respondent was asked to rate the staff turn over in the Organisation. 89 people who are equivalent to 96.7% say the staff turn over is very low. 3 say it is low. This is certainly commendable and reveals employees in VAD hardly ever leave. The combined total of people in agreement is 100%.

This response was collaborated with questions to the Manager that what has been the staff turn over in VAD since 1995. The answer was that “only 3 people have left and been replaced.” These are the finance Director as well as 2 community workers who were disgruntled.

This sort of turn over is the desire of every manager. High staff turn over disrupts production, demoralise retained staff, creates speculation and requires recruitment process, training and deployment. This question answers the research question in concrete terms that leadership at VAD is good. It proves that good leadership leads to low staff turn over. Naturally this question required one final question. What reason the respondent gave for this staff turn over being low. This is tackled next.

#### 4.6.12. Respondents' explanation of the staff turn over being the way it is

**Frequency table 45: Showing respondents' explanation of the staff turn over being the way it is?**

| Why do you think staff turn over is the way it is? |                          |           |         |               |                    |
|--|--------------------------|-----------|---------|---------------|--------------------|
|  |                          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | Good working environment | 59        | 64.1    | 64.1          | 64.1               |
|  | Team work and hard work  | 3         | 3.3     | 3.3           | 67.4               |
|  | quality work force       | 1         | 1.1     | 1.1           | 68.5               |
|  | noble cause              | 29        | 31.5    | 31.5          | 100.0              |
|  | Total                    |           |         |               |                    |

Source : primary data from field work

Here the majority of respondents (59 people) cited good working environment as the cause. This response accounts for 64.1% of the sample. Many more people here cite VAD having a noble cause which attracted citation from 29 people or 31.5%. 3 people mentioned team work while only one person said it is quality work force.

An attempt to make correlation showed that two important variables are : length of stay and good leadership. These were correlated as :

Frequency Table 46: Showing Correlations

|  |                     | am satisfied with my<br>Organization's<br>policies | Do you agree that<br>there is good<br>leadership |
|--|---------------------|--|--|
| Am satisfied with my<br>Organization's<br>policies | Pearson Correlation | 1.000  | .028   |
|  | Sig. (2-tailed)     | .  | .792   |
|  | N                   | 92   | 92   |
| Do you agree that<br>there is good<br>leadership   | Pearson Correlation | .028   | 1.000  |
|  | Sig. (2-tailed)     | .792   | .  |
|  | N                   | 92   | 92   |

While the correlation is not significant, (P is NOT less than 0.005), when the variables are compounded, the correlation is significant.



#### **4.7. Summary of findings**

Following this data analysis, here below is a summary of findings:

##### **4.7.1. General information**

VAD employs more female than male. Most employees are single and are in the age group 21-25 years. While most are certificate holders, VAD has a considerable number of graduates making it a highly educated work force capable of meeting challenges in office and field. Then without exception, all employees are on contract. The majority are support workers followed by credit officers. Of the 92 employees sampled, most have a certificate of education, namely Primary education, O-level or Advanced level of education.

##### **4.7.2. Regular communication**

The findings turned to regular communication within VAD. The first question was “My supervisor tells me what is going on in relation to the organisation’s activities” –the response “sometimes” was cited by majority of the sample. This data clearly reveals effective regular communication between the leaders and the subordinates. Most people said the supervisor sometimes tells the respondent about activities of the organisation while a few said this is often. The next question was “I often discuss the rules with the supervisor” Here most cite “sometimes” and very few mention “often.” This variable is testimony of good leadership at VAD.

On whether “organisation provides information about my job” often was the absolute majority response. Then the organisation provides me with all the information I need about my job. The highest percentage was “sometimes”.

#### **4.7.3. Management relations**

Another question was “my supervisor always explains what I am supposed to do about my job” There was a near tie between those who say sometimes and those who say the supervisor does it often. Does management give information about areas of improvement? The responses here are: most respondents saying often, less saying sometimes, and just two saying rarely. Then again a majority of the sample say VAD provides information about each employee’s health and development. Again this is a major indicator that leadership is good and this may explain low staff turn over.

After that the researcher was keen to know whether the supervisor offers room to the respondent to express her/his position. A simple majority said this happens sometimes while about a third said often. When asked if the respondent tells the supervisor about his/her problems, here there were mixed answers. A majority was in agreement. Those in disagreement are 21 making a significant portion of the sample.

Whether the organisation encourages different groupings, groupings are usually a sign of democratic style of leadership. The researcher therefore tried to establish whether groupings are allowed. There was another clear majority. “I often contribute my views to

the Organisation” Most indicated that they often contribute views. The most common response is that of “often”, next largest cases is that of “sometimes.” On whether the respondent is free to walk into supervisor’s office, Here, most people indicate that they freely walk into a supervisor’s office. And if appreciated when he/she does well, here, a big proportion of the people indicate that they are always appreciated when they do well. This is a classic sign of good leadership.

Further more, most respondents said they are often congratulated upon achievement. If the respondent is satisfied with the policies, about half say they are sometimes satisfied; a quarter say they are often satisfied with the policies. These two give a combined total of responses in agreement as an absolute majority of satisfied respondents. The implication is obvious-staff who are satisfied are more likely to stay and work whole heartedly. When the researcher asked about being emailed, the response was not favourable to the leaders. This is the second data set suggesting a gap in leadership practices. The majority of people said they are never emailed, which is indication that leaders do not use email. This point alone is however not enough to paint leadership poorly. Email, is a new thing in Africa. Also, culturally, Africans prefer to talk face to face or at least on phone.

#### **4.7.4. Training in information technologies**

Equally, all respondents have been trained invariably. Whatever differences in training, at least all respondents have been trained. All respondents get information from recent technologies.

If respondent communicates with co-workers through the internet, here again all respondents invariably communicate using email. Asked whether the project manager often organises IT skills workshops, the respondents were in agreement. At this point a question was raised about whether the respondent organizes and communicates information within the department. Most agreed.

The next question was whether the Superior establishes clear lines of communication between staff and the department. The responses were identical to the previous variable. Almost all respondents believe Superior establishes clear lines of communication between staff and department. The interpretation is that for as long as there are clear lines of communication, staff will feel free and communicate freely building team work, trust, focused effort and synergy.

On whether the project manager often organizes IT skills workshops, all invariably agreed that this is so.. The researcher sought to know whether the training program encourages team work and cooperation. Most people were in total agreement citing “often”.. This question further confirms that all is well between management and staff. The leadership is good and staff are contented and turn over is and will be low if things remain the way they are.

#### **4.7.5. Performance**

The questionnaire here proceeded to performance questions: The first question was about what the respondent wished to achieve from the job. The majority of respondents stated

that they wished to achieve from the job skills and experience. This category got most people saying so. If goals are set, the majority say so.

When asked if the respondent had attained the set goals, this question got a unanimous vote. Secondly, every employee was sure he or she was successful respondent in attaining goals. The next question required the respondent to rate the employee prospects of promotion. Most respondents said prospects are high, coming top in ranking with only one individual saying that prospects are low.

At this stage, the researcher wanted the respondents to rate VAD in terms of communicating with staff about results. The responses again were very much in favour of the leadership at VAD. The highest score was “good” with most respondents saying so and actually rating it “very good”. Only very few people dented the rating by saying communication about results is poor. Employees at VAD feel the leaders amply communicate the results of any programs or the organisation.

When asked to rate children's values, most rated it high. How are relations with the boss at the present times or with other bosses compared with previous times. Here moderately improved was mentioned most. A majority of respondents also rated the quality of work in the organisation with high. Then again most respondents feel the relationship is the way it is because of team work. Almost all respondents rated the staff turn over as very low. Finally most respondents think it is the way it is because of good working environment. This data analysis and summary of findings forms a foundation for making conclusions and recommendations.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

Voluntary Action for Development (VAD) is an exemplary Organisation in terms of leadership. It is clear that staff turn over is very low. In five years, only 3 employees have been replaced.

#### **5.1. Conclusions on the staff turn over of VAD since 1999 to 2009.**

Staff turn over is often determined by many factors. For most people the working environment and job satisfaction is key. The working environment is in turn determined by management-subordinate relations, regular communication, concern about performance and incentives. At VAD, there is proof that all these factors are well in place enabling job satisfaction and reason to stay at the job.

At VAD, the study has provided evidence that employees are staying. They are motivated about the job, it is challenging but as a team they strive to meet targets. This motivation is often caused by incentives and congratulations by the leaders. This leads to the kind of leaders at VAD.

#### **5.1.1. The differences, in leadership styles in the organization over the period.**

Leadership is a number one factor in the performance of any Organisation. Whether one analyses it from a behavioural trait theory approach, authoritarian –democratic or laissez

#### **5.1.4. Effect of the Democratic leadership styles on the turn-over of staff in the Organisation over the period under review.**

Each of the six leadership styles has advantages and disadvantages. Usually a good leader is a combination of several of these styles. VAD leaders have employed varying styles but mostly cases, democracy has been employed.

The findings do indicate that workers are satisfied, highly motivated and not likely to leave their jobs. All the various aspects of leadership point to this fact. This includes regular communication, healthy management relations, training and use in information technologies, concern for performance and motivation of the employees. The leadership at VAD has clearly put in effort in these aspects of leadership. The leadership has contributed directly to the staff staying and a low staff turn over. Both the managers and staff themselves testify that staff hardly ever leaver.

The cause is the effective and regular communication, appreciation of achievements, congratulations, opportunities for career advancement and generally a good working environment. This study has provided the evidence. In terms of statistical correlation, all variables show a significant correlation between them and staff turn over. It is however hard to aggregate all the variables which point to good leadership and correlate those as one item against staff turn over. In fact, a correlation between length of stay and staff turn over suggests that there is no significant correlation.

#### **5.1.5. The effect of good leadership at VAD on the turn-over of staff in the Organisation over the period under review.**

The leaders in place have been the same since inception. All the responses indicate employees are very satisfied with the leadership. But a few employees consistently expressed dissatisfaction with some aspects. This includes leaders not telling them every thing about the organisation. Also most employees indicate that bosses rarely communication by email. These are seemingly simple issues but a golden opportunity to strengthen the relationship is lost. Management needs to address any dissatisfaction.

It is clear that good leadership leads to low staff turn over as the case has been at VAD. The variables raised in the questionnaire were mostly addressing good leadership. This means since almost all the variables were answered in favour of good leadership; this is evidence that VAD has good leadership. There was only a single variable which directly addressed staff turn over. The question was “rate the staff turn over at VAD.” All respondents agree that staff turn over is low. In addition, there was a direct question to management to state how many staff have left in 10 years. The managers mentioned only 3 staff. This indeed is a low staff turn over. It therefore is valid to state that good leadership has a correlation with low staff turn over.

#### **5.1.6. Overall Conclusion**

This has been a research report about the effects of good leadership on staff turn over of an Organisation. The case study was Voluntary Action for Development (VAD). The research design was a case study and a mixed method approach used combining



quantitative and qualitative methods of data collection. Of a staff of 191, 92 were selected as the sample. The study has established that good leadership has a correlation with staff turn over. It is a significant positive relationship; hence, the null hypothesis is rejected. VAD has had to replace only 3 staff in over 10 years. All staff is highly motivated and keen to stay and contribute to the “noble cause” of empowering the poor. The researcher therefore recommends that such leadership be maintained at VAD, as well as copied in other NGOs, government agencies, and private companies. Only then will managers solve the problem of high staff turn over.

## 5.2. RECOMMENDATIONS

1. It is the recommendation of the researcher that VAD maintains the positive aspects in leadership so as to maintain this high staff retention.
2. VAD leadership should not change since it is a winning team
3. VAD should always explain results of any activity, as Staff is keen to know this as well.
4. VAD leadership should explore use of email because it is cheap compared to telephone or face-to-face and is popular amongst staff.
5. VAD leadership should investigate any causes of dissatisfaction, however slight and address any issues raised.
6. The leadership of VAD is exemplary and should be understudied by other NGOs and government agencies so that various stakeholders understand the relationship between good leadership and low staff turn over.

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## 2.0. INSTRUMENTS

### 2.1. STAFF QUESTIONNAIRE

Dear Respondent,

I am carrying out a study on **leadership style and staff performance in selected non-governmental organizations in Kampala District**. You have been chosen basing on your relevant experience; hence your input will be vital for this study. Please note that the study is purely academic and any responses obtained will be treated with utmost confidentiality.

Thank you:

#### Instructions:

Tick the answer that fits best the statement in the box provided. Where choices are not given, write the answer in the space provided.

#### General Information

1. Sex: Male ☐ Female ☐

#### 2. Marital Status

1. Married ☐ 2. Single ☐ 3. Widowed ☐ 4. Divorced ☐

#### 3. Age Group

1. 15-20 ☐ 2. 21-25 ☐ 3. 26-30 ☐ 4. 31-35 ☐

5. 36-40 ☐ 6. Above 40 ☐

#### 4. Highest level of education attended

1. Certificate ☐ 2. Ordinary Diploma ☐ 3. Degree ☐  
4. Postgraduate Diploma ☐ 5. Masters ☐ 6. PhD ☐

7. Others (Please specify): .....

5. Employment Status

1. Contract ☐

2. Permanent ☐

6. Job Title .....

7. Length of Service

1. 1-2 ☐

2. 3-4 ☐

3. 5-6 ☐

4. 7-8 ☐

5. 9-10 ☐

Please tick in the appropriate box.

**Regular communication**

|    | Regular communication   | Never<br>(1) | Rarely<br>(2) | Undecided<br>(3) | Sometimes<br>(4) | Often<br>(5) |
|----|---|--------------|---------------|------------------|------------------|--------------|
| 1. | My supervisor tells me what is going on in relation to the organization's activities.           |              |               |                  |                  |              |
| 2. | I often discuss the rules and regulations of the organization with my supervisor.               |              |               |                  |                  |              |
| 3. | The organisation provides me with all the information I need about my organization.             |              |               |                  |                  |              |
| 4. | The organisation provides me with all the information I need about my job.                      |              |               |                  |                  |              |
| 5. | My supervisor always explains on what I am supposed to do on my job.                            |              |               |                  |                  |              |
| 6. | Management gives me enough information concerning areas where improvement is needed.            |              |               |                  |                  |              |
| 7. | The organization provides me with information that concerns my personal health and development. |              |               |                  |                  |              |
| 8. | My supervisor gives me room to express my position.   |              |               |                  |                  |              |



### Management relations

|    | Management relation  | Never<br>(1) | Rarely<br>(2) | Undecided<br>(3) | Sometimes<br>(4) | Often<br>(5) |
|----|--|--------------|---------------|------------------|------------------|--------------|
| 1. | I often tell my superior about my problems.                                    |              |               |                  |                  |              |
| 2. | My organization encourages different groupings.                                |              |               |                  |                  |              |
| 3. | I often contribute my views to the organization.                               |              |               |                  |                  |              |
| 4. | I am always free to walk into my supervisor's office                           |              |               |                  |                  |              |
| 5. | I am always appreciated when I do well.  |              |               |                  |                  |              |
| 6. | My organization normally congratulates those that have made small achievements |              |               |                  |                  |              |
| 7. | I am satisfied with my organisation's policies.                                |              |               |                  |                  |              |
| 8. | My supervisor often writes to me through my mail.                              |              |               |                  |                  |              |



### Training in information skills

|    | Training in information skills  | Never<br>(1) | Rarely<br>(2) | Undecided<br>(3) | Sometimes<br>(4) | Often<br>(5) |
|----|---|--------------|---------------|------------------|------------------|--------------|
| 1. | I am trained on how to use a computer.  |              |               |                  |                  |              |
| 2. | I usually get information from recent technologies                                |              |               |                  |                  |              |
| 3. | I communicate to my co-workers through the internet                               |              |               |                  |                  |              |
| 4. | My project manager organizes information skill workshops,                         |              |               |                  |                  |              |
| 5. | I organize and communicate information in my department.                          |              |               |                  |                  |              |
| 6. | My superior establishes clear lines of communication between staff and department |              |               |                  |                  |              |
| 7. | I am taken for an information skill training.                                     |              |               |                  |                  |              |
| 8. | The training program provided to me encourages teamwork and cooperation.          |              |               |                  |                  |              |

## Performance

1. What would you wish to achieve from this job?

.....

2. a) Were any performance goals set for you last year?

1. Yes ☐

2. No ☐

b) If so, how successful were you in attaining the performance goals?

1. Performance was much higher than the goals set. ☐

2. Performance was a little higher than the goals set. ☐

3. Performance was about equal to goals set. ☐

4. Performance was less than the goals set. ☐

3. Rate employees prospects of promotion

1. Very low

2. Low

3. High

4. Very high

4. How do you generally rate your organisation in terms of communicating with staff towards achievement of results?

1. Very poor ☐ 2. Poor ☐ 3. Good ☐ 4. Very good ☐

5. Rate children's values in this organization

1. Very low

2. Low

3. High

4. Very high

6. How do relations with your boss at the present time compare to your relations with him / her or other bosses during previous years?

1. Much improved

2. Moderately impro

3. No change

4. Some what worse

5. Much worse

7. Rate the quality of work in this organisation

1. Very low

2. low

3. Moderate

4. High

5. Very high.

8. Why do you think the relationship is the way it is?

.....

9. Rate the staff turn over in this organisation

1. Very low

2. low

3. Moderate

4. High

5. Very high.

10. Why do you think the staff turn over is the way it is?

.....

Thank you for your co-operation

## 2.2. INTERVIEW GUIDE

Dear Respondent,

This interaction seeks your critical assessment of leadership style and their impact on staff turn over, with particular reference to VAD. Please note that this study is not an investigation into any activities of the organisation as an entity. Responses will be held in strict confidence and shall be used purely for research purposes only. Kindly respond truthfully. Thank you.

## Background Information

1. Sex:     1. Male                                 2. Female
- 2 Age:     1. 25yrs and below     2. 26-35  
            3. 36-45                                 4. 44 and above
3. Title held: .....
4. How long have you been with the organization? .....

### Regular communication

5. How often do you provide members of your organization with the annual reports?
6. What kind of opportunities are put in place to educate workers on their personal health and development?
7. Are your subordinates given a chance to express their position?
8. If yes, how do you do it?

**Management relations**

9. Do you usually have meals with you staff?
10. Are problem related issues usually solved among you and your subordinates? What approaches do you use?
11. Do you encourage different groupings?
12. When appreciating your staff, what do you often do?

**Training in information skills**

13. Do all your departments have computers?
14. What type of training programmes do you provide your staff?
15. Do you ever establish clear lines of communication between staff and departmental heads?
16. If you do, does it seem to encourage teamwork and corporation?

**Performance**

17. What expectations do you have for your staff?
18. Do you set performance goals for your staff?
19. In your opinion which of the three communication strategies lead to highest staff performance.
  1. Regular communication
  2. Management relations
  3. Training in information skills.