Exploring Nontraditional leadership training on Participants’ self-efficacy and latent potential for sustainable leadership skills development in Africa south of the Sahara.

©Sr. Kevin Karimi  School of Professional Studies - Marywood University.

ABSTRACT

The study employed a quantitative cross-sectional survey design, which allows for descriptive, summary and opinion analysis, with data being collected at one point in time (Creswell & Creswell, 2018). The sample size was selected using occulted sampling method (Putnam & Newhart, 2018) where 1,958 participants were identified from the database of participants completed since 2007. For a 95% level of confidence and ± 0.013 confidence interval, a minimum of 322 participants were required (Raosoft.com online sample size calculator, 2019). IRB approval was obtained through the Exempt Review Committee for ethical considerations in conducting research with human subjects.

RESULTS

A factor analysis reveals SLDI effect has no relationship with self-efficacy (F(2, 381) = 4.47, p = .034) and latent potential for sustainable leadership skills development (F(2, 857) = .711, p = .481). Multiple regression analysis reveals that SLDI training (Effect) is neither a predictor variable for self-efficacy (DV1) nor latent potential for sustainable leadership skills development (DV2). A coefficient correlation shows a weak but no significant relationship for SLDI Effect with the two dependent variables. These results reveal there is no significant relationship between the IV and the two DVs.

INTRODUCTION

This study was guided by the question “What is the impact of non-traditional leadership training on Catholic Sisters’ self-efficacy and latent potential for sustainable leadership skills development?” It was hypothesized that there would be no statistically significant difference between the scores of the two dependent variable for participants who have completed and those who have not completed the SLDI training. In Africa south of the Sahara about 80% of Catholic Sisters have been found to lack academic credentials and professional skills to enable them be more effective in their ministries (Wakahiu, 2013; Wakahiu & Skower, 2013). The need to provide these skills led to the development of a nontraditional leadership skills training in ten countries of Africa south of the Sahara since the year 2007 (Wakahiu, 2013). The program runs in Cameroon, Ghana, Kenya, Lesotho, Malawi, Nigeria, South Sudan, Tanzania, Uganda and Zambia.

ACKNOWLEDGMENTS

I acknowledge the support of Sr. Draru Mary Cecilia LSMIG PhD, the Executive Director of ASEC, who permitted me to carry out this study enabling me to explore the impact of non-traditional leadership training on participants’ self-efficacy and latent potential for sustainable leadership skills development.

REFERENCES


METHODS

International Sister Leaders Dodge initiative (2007-2011) and the SLDI program, a non-profit organization founded by the Sisters of St. John the Baptist in the United States and the Center for Catholic higher education.

The effectiveness of SLDI training as a stand alone variable is evident. However, the study fails to reject the null hypothesis that there is no relationship between the nontraditional training with self-efficacy and latent potential for sustainable leadership skills development. Participants who responded to the question on the SLDI training sufficiency compared to other accredited courses (n = 228), show a very high mean score 9.73 for the group mean out of the possible 12 points. However, this score was not generalized for the rest of the participants because the sample size falls below the minimum score for a 95% level of confidence. This was the response rate for the rest of the variables in the study SLDI effect (n = 638), self-efficacy (n = 624) and latent potential for sustainable leadership skills development (n = 788).

The no relationship with the dependent variables regardless of the high group mean scores for self-efficacy 32.82, explains Bandura's self-efficacy theory and tenets—past experience, vicarious experience, social persuasion and physical states more than the SLDI training. The group mean score of 13.42 for latent potential for sustainable leadership skills development fell in the same range of moderate competencies among participants similar to the moderate competencies reported SLDI Effect after the training, with a group mean score of 9.04 out of the possible 2 points for high competencies. This study concludes that because SLDI training cannot be a stand alone player where still 77% do not pursued higher education after SLDI. The situation of Catholic Sisters in Africa south of the Sahara, could be improved by the overwhelming support from participants in this study who somewhat strongly agree to improve and reduce latent potential for sustainable leadership skills development through the following recommendations.

An independent samples t-test revealed a significant difference was found in the scores for self-efficacy (DV1) (M = 2.74, SD = .453) between those who have completed (n = 234) the SLDI training and those who have not completed the training (n = 624) (M = 2.95, SD = .453); (d = .27). There were no statistically significant difference was found in the scores for latent potential for sustainable leadership skills development (DV2) (M = 4.88); (n = 234) and those who have not completed the training (n = 638) (M = 4.24); (n = 624) and those who have not completed the training on the dependent variable self-efficacy (DV1) but no statistically significant differences were found for latent potential for sustainable leadership skills development (DV2).