

Marywood University

Dissertation Defense

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

January 21, 2020

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Dissertation Committee: Dr. Lloyd Lyter, Dr. Mary Gautier & Dr. Lori Swanchak

Readers: Dr. Amy Paciej-Woodruff & Dr. Marie Bonavoglia

Welcome to Africa south of the Sahara from USA



For more information please visit our website at www.asec-sldi.org

Terms in the Study

Non-Traditional leadership – There is no agreed upon definition of non-traditional leadership and some scholars view it as a replacement of outdated traditional theories of leadership (Warren, 2017).

Self-efficacy – the view that people are capable of organizing themselves to execute courses of actions to produce given attainment (Eppel, 2015).

Latent potential – “present and capable of emerging or developing but not now visible, obvious, active or symptomatic” (Merriam Webster online dictionary).

Africa south of the Sahara – The use of the term sub-Saharan Africa has been replaced with ‘Africa south of the Sahara’. It is a more affirmative than sub-Saharan Africa (Obasi, (n.d.)) retrieved December 11, 2019.

Chapter One: The Study Setting

Traditional Leadership Training

Clergy and Men religious formation training in accredited courses, Canon Law, Theology, Philosophy, Church History, Sacred Scripture, the Magisterium (Can. 250). [Minimum six full years for a BA].

Women religious formation training not accredited. Cultivation of Human and Christian Virtue (Can 651§ 2) [Minimum 18 months to 3 years, no certificate].

Non-traditional Leadership Training

Training in SLDI program is not accredited.

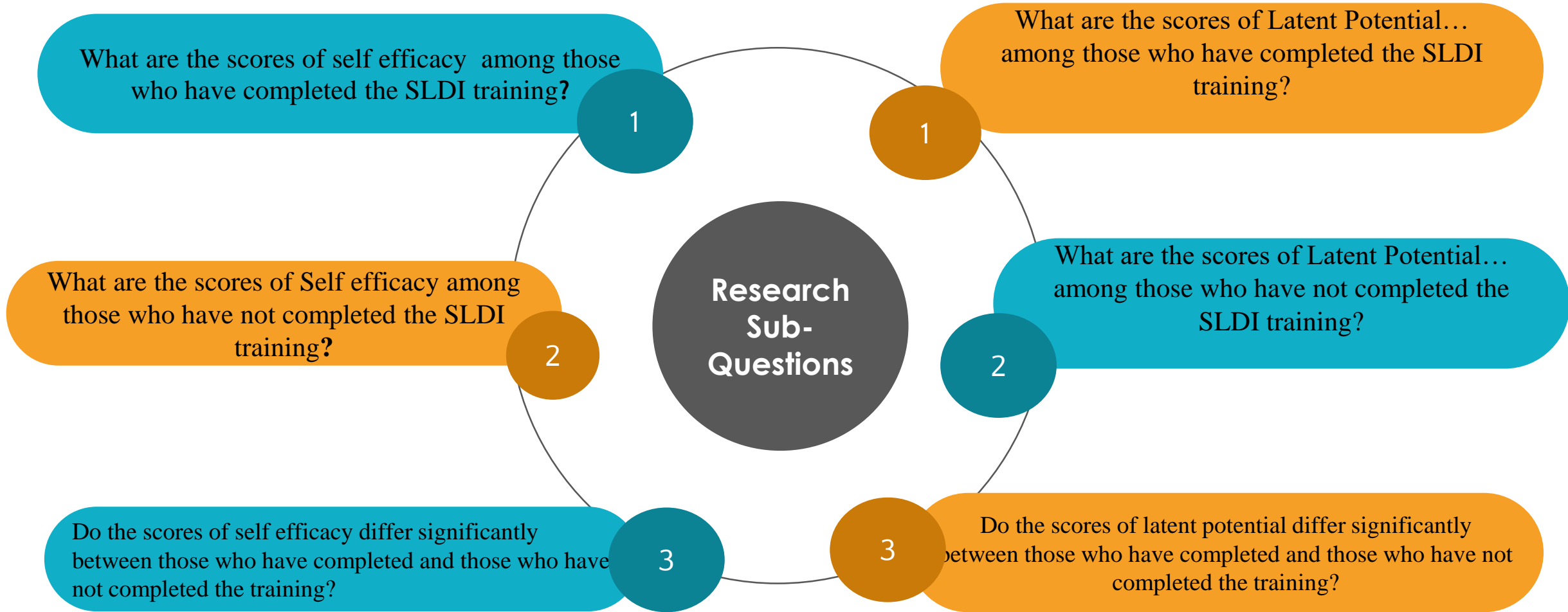
Three-year program lasting One-month long skills training each year in

1. Basic Technology,
2. Administration
3. Finance.

Research Question

“What is the impact of nontraditional leadership skills training [SLDI] on participants’ Self-efficacy and Latent potential for Sustainable leadership skills development?”

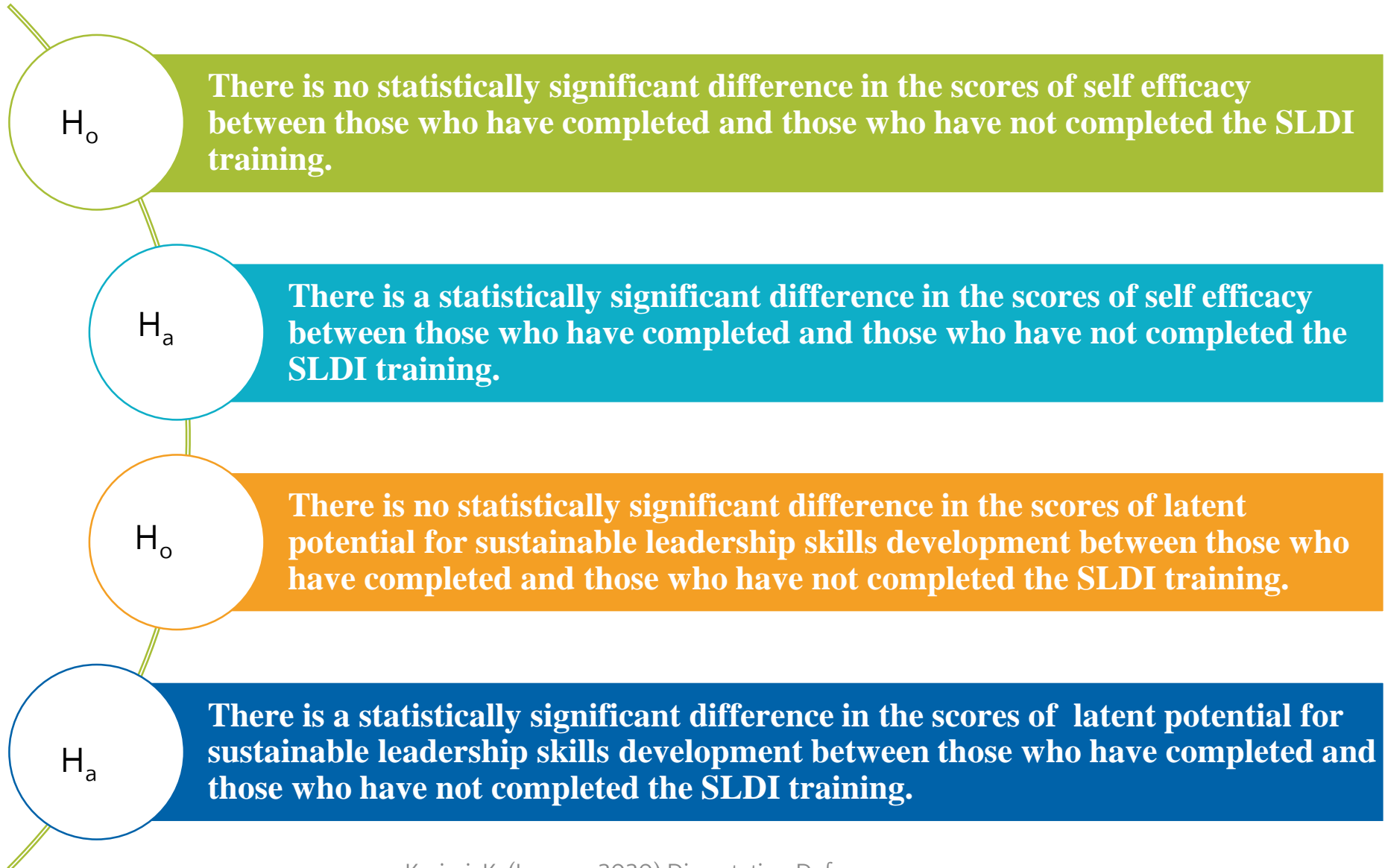
Research Sub-Questions



[Based on 10 GSE scale questions]

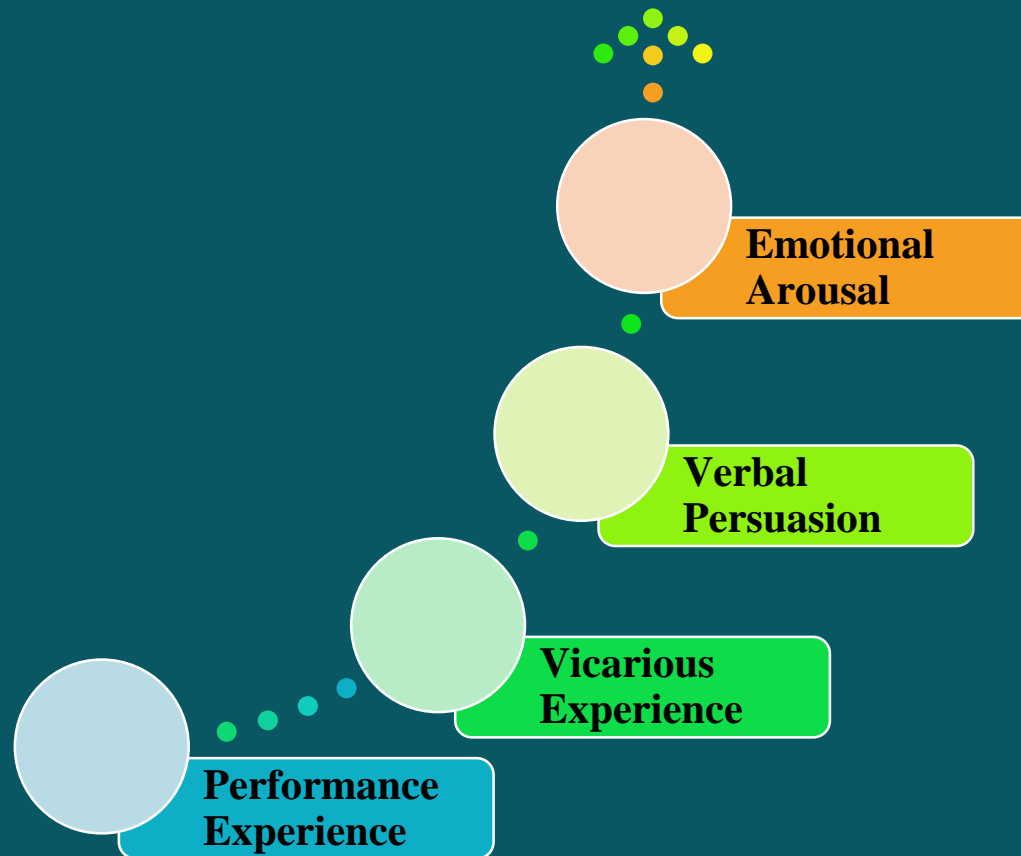
[Based on Can. 250 six approved courses]

Research Hypotheses



Theoretical Framework

Self-efficacy Theory (Bandura, 1977)



Conceptual Framework

Nontraditional Training (IV)
[SLDI]



Self-Efficacy (DV1)

**Latent Potential for
sustainable leadership skills
(DV2)**



Researcher's Construct of the IV and DVs

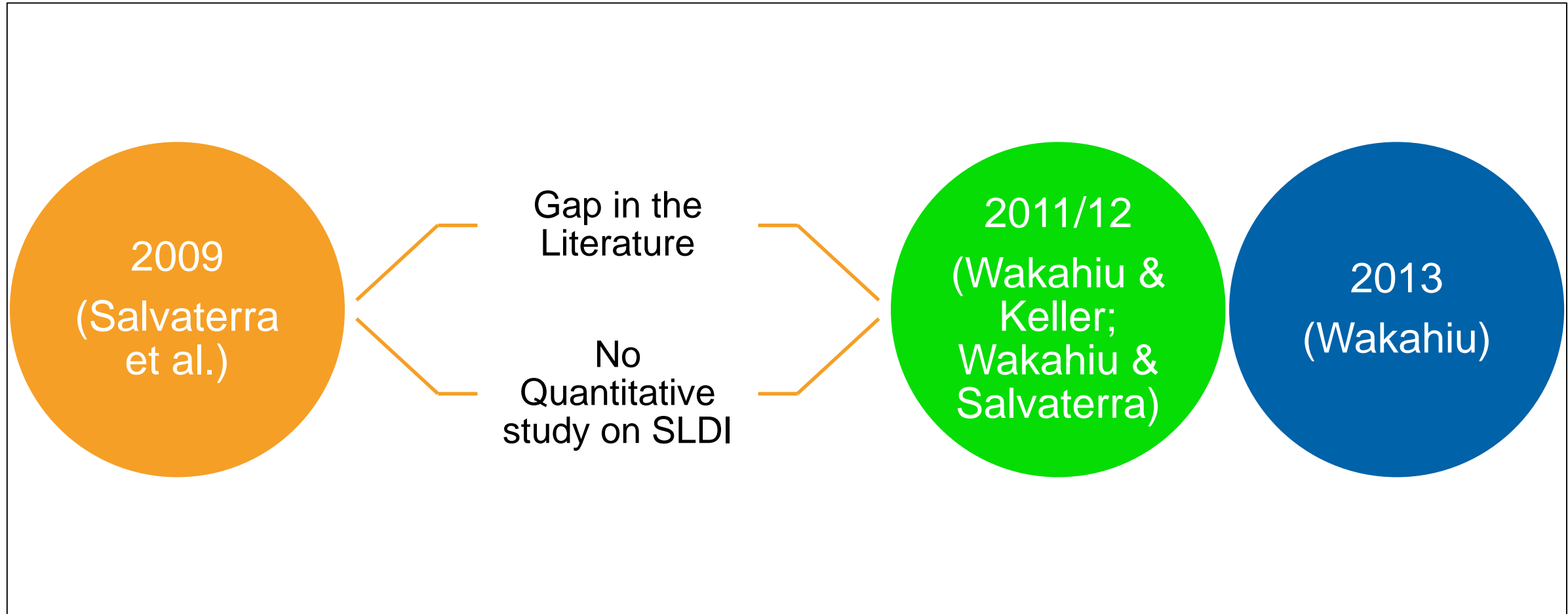
Chapter Two

Review of Literature

- The problem dates to Vatican II recommendations that an up-to date education and professional development among Catholic was deemed necessary (Gaunt, 2018; Mulderry, 2017).
- The SLDI program was started to meet professional skills and credentials gap (Wakahiu, 2013, Wakahiu, 2019; Wakahiu, Gichure & Njageh, 2015,).
- Catholic sisters are under-educated and often possess lower credentials at entrance to religious life (Ngundo & Gautier, 2018; Emurayeveya & Nduaguba, 2019; Lopatosfky, 2019).
- Catholic Sisters now than before require credentials for proper placement in ministries (Bandiho, et al., 2019, Johnson et al., 2019)
- Learning on the job remains a challenge among Catholic Sisters in Africa south of the Sahara (Wakahiu, 2019).
- However, a change is happening with Pope Francis appointing qualified women religious to key positions many which took place in 2019 (Glatz, 2019, McElwee,2019). Take note qualified candidates so credentials still needed.

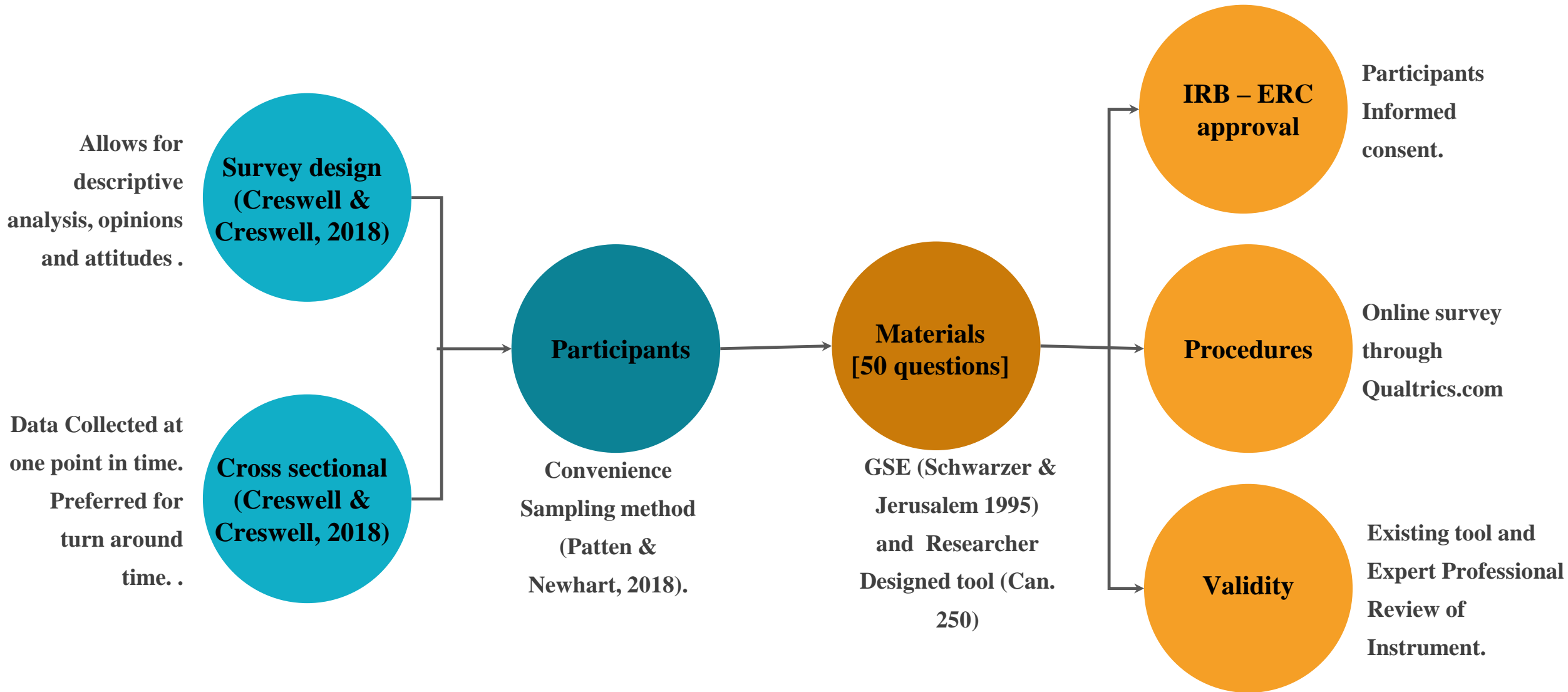
Chapter Two

Review of Literature



Chapter Three

Research Design & Methodology



Chapter Four

Results

Data collection progress for

Survey of SLDI Members

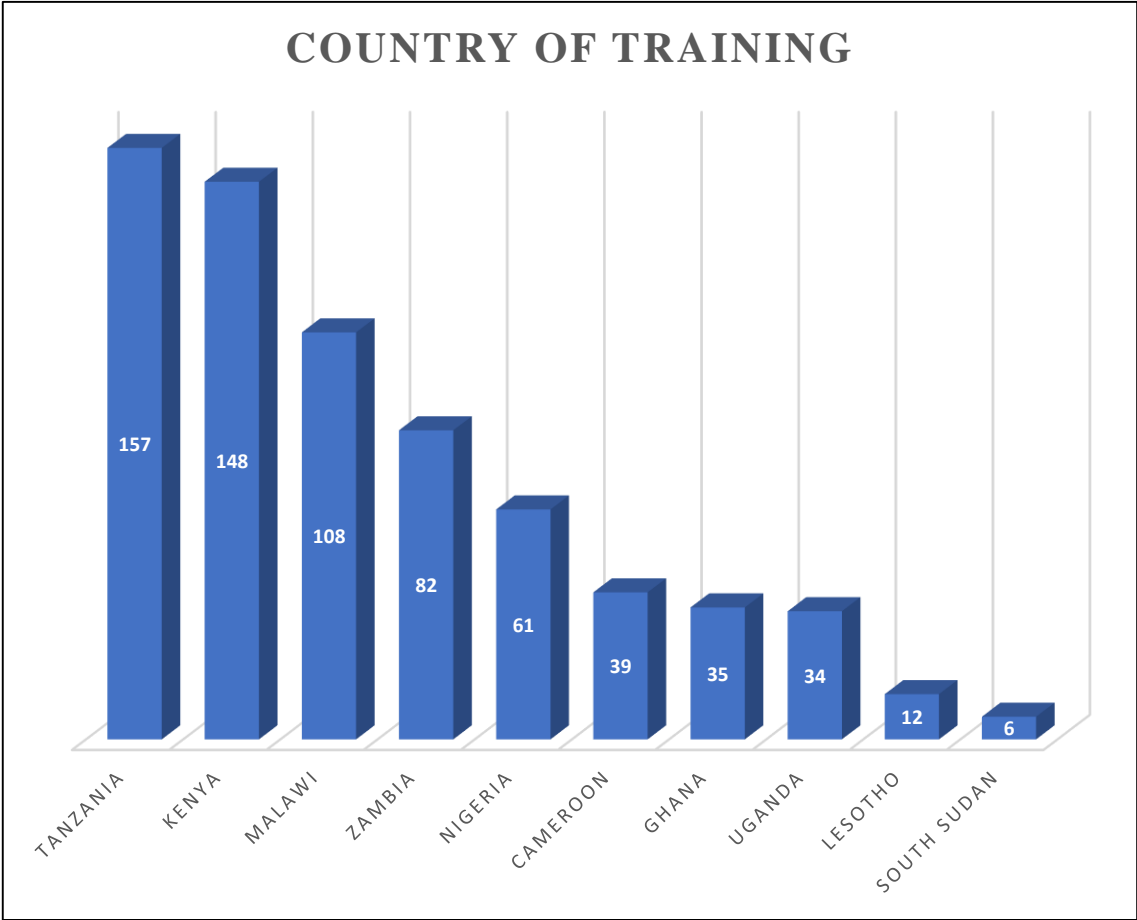
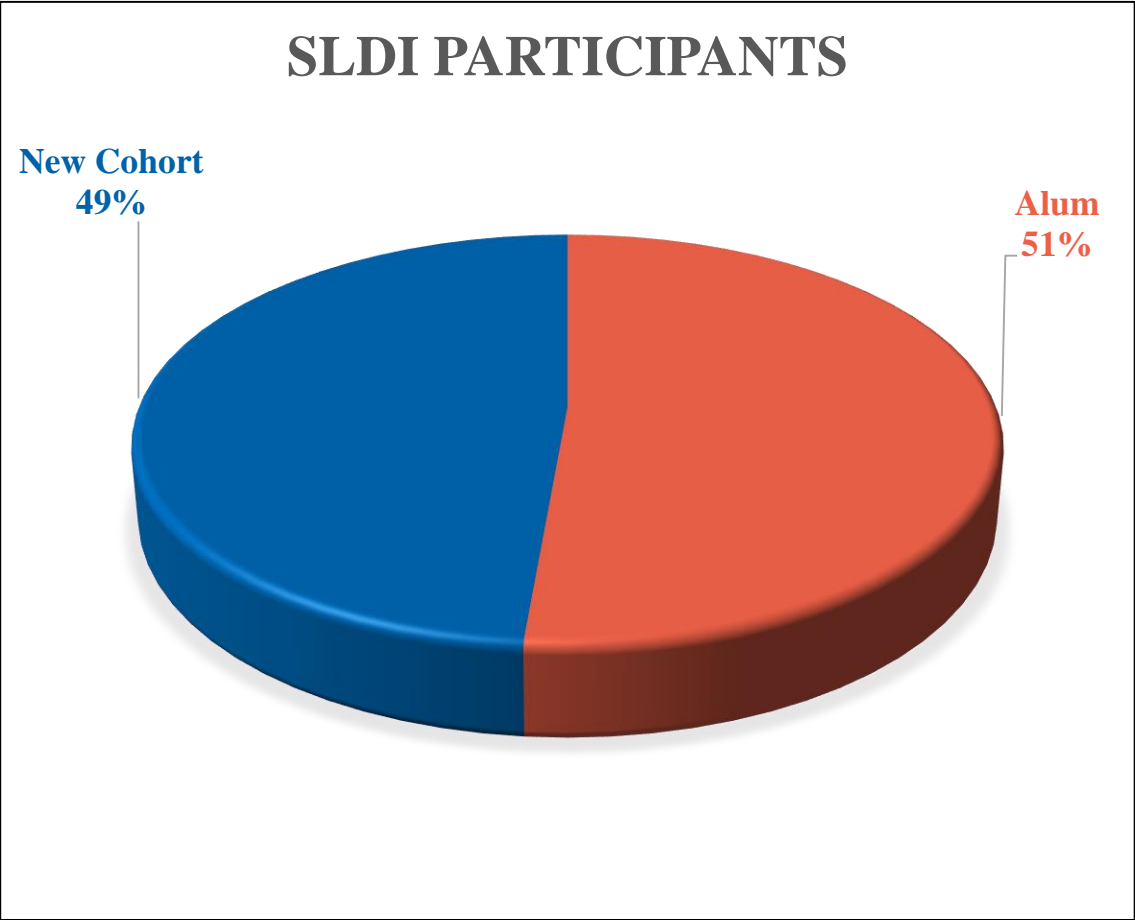
Started: 2019-08-23

Status as of: 2019-09-03

Closed: 2019-09-03

Current Status	#	%
Completed survey	814	42
Started survey	0	0
Sampling frame	1,958	100
Margin of error (at 95% CL)		2.6

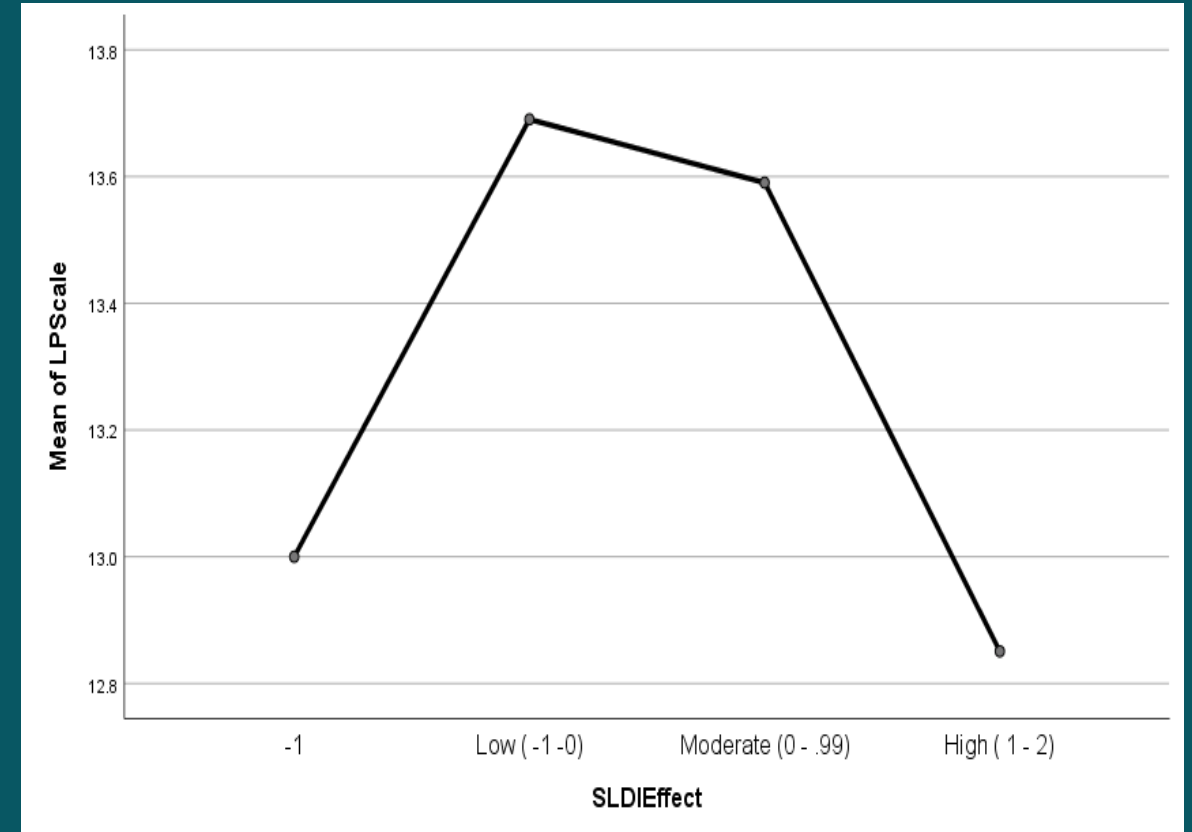
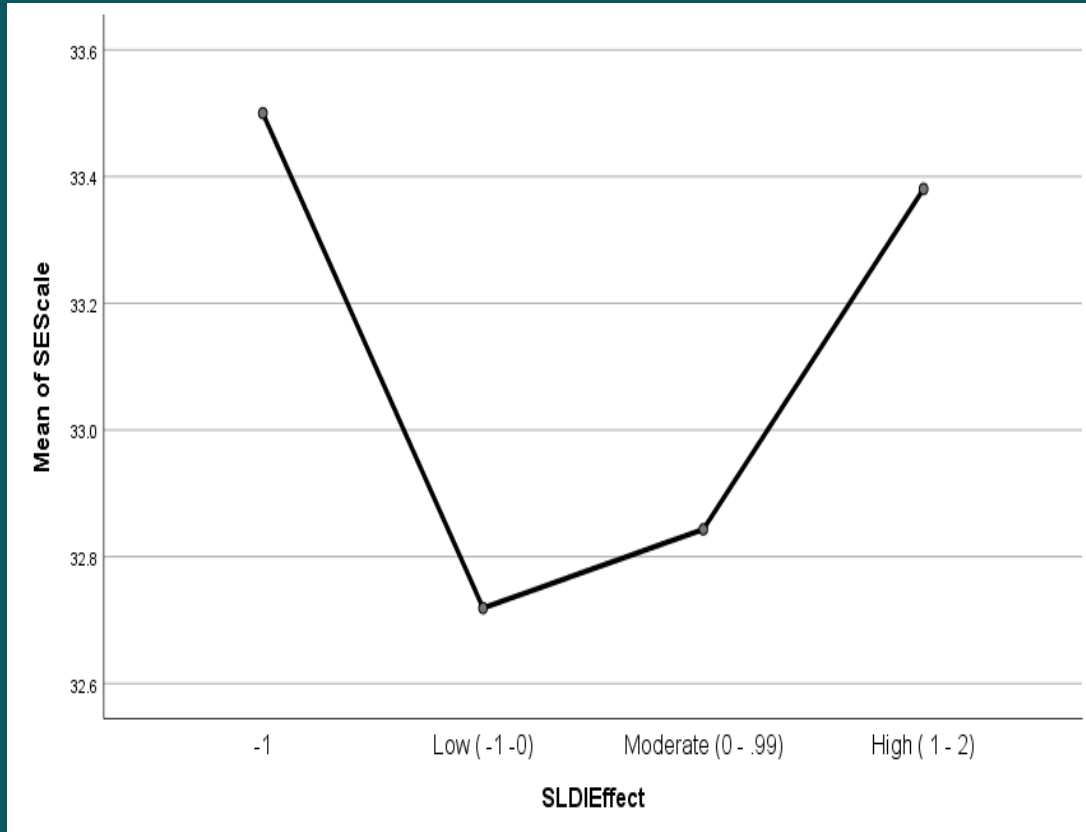
Demographic Data



Analysis of SLDI training Effect

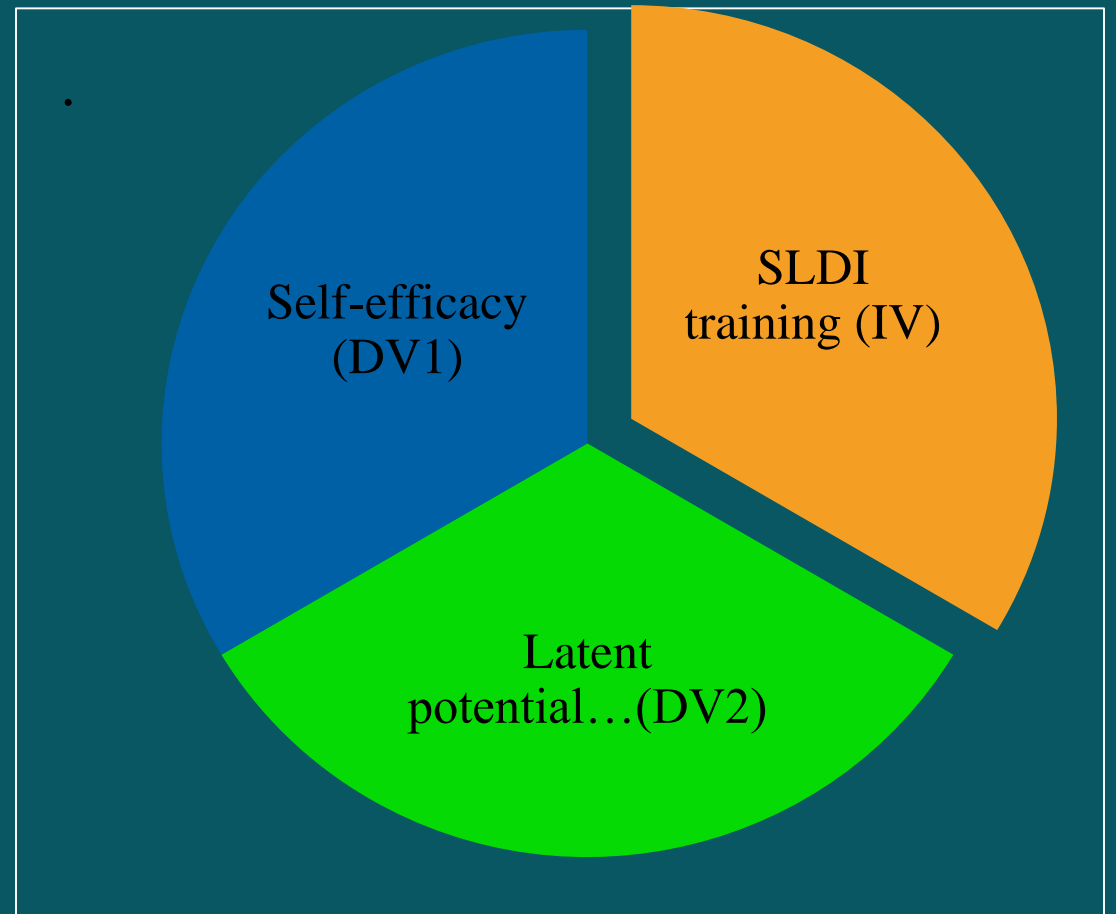
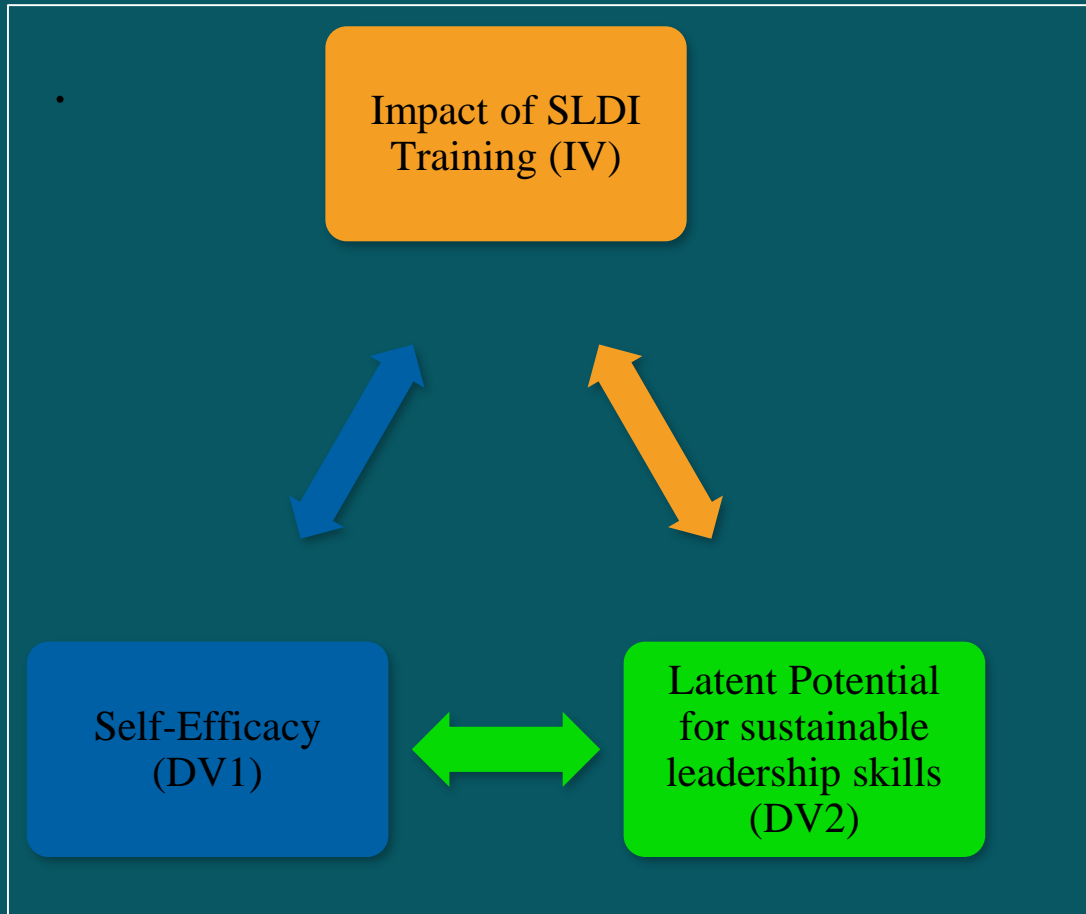
- A paired sample t-test was conducted to test for skills before and after the SLDI training. There was a significant difference found in skill before training ($M=1.80, SD= .578$) and after training ($M = 2.74, SD =.453$) ($t(637) = -38.222, p <.001$).
- A Cohen's d effect was calculated where a very large effect size was found ($d = 1.51$). This result suggests the SLDI training posts a great outcome on participants skills after the training.

Factor analysis for SLDI Effect & the two DVs



No statistically significant difference was found for between and within groups from the factor analysis/One-Way ANOVA for self-efficacy ($F(3, 581) = .427, p = .734 > .05$); and for latent potential for sustainable leadership.... ($F(3, 340) = .771, p = .511 > .05$).

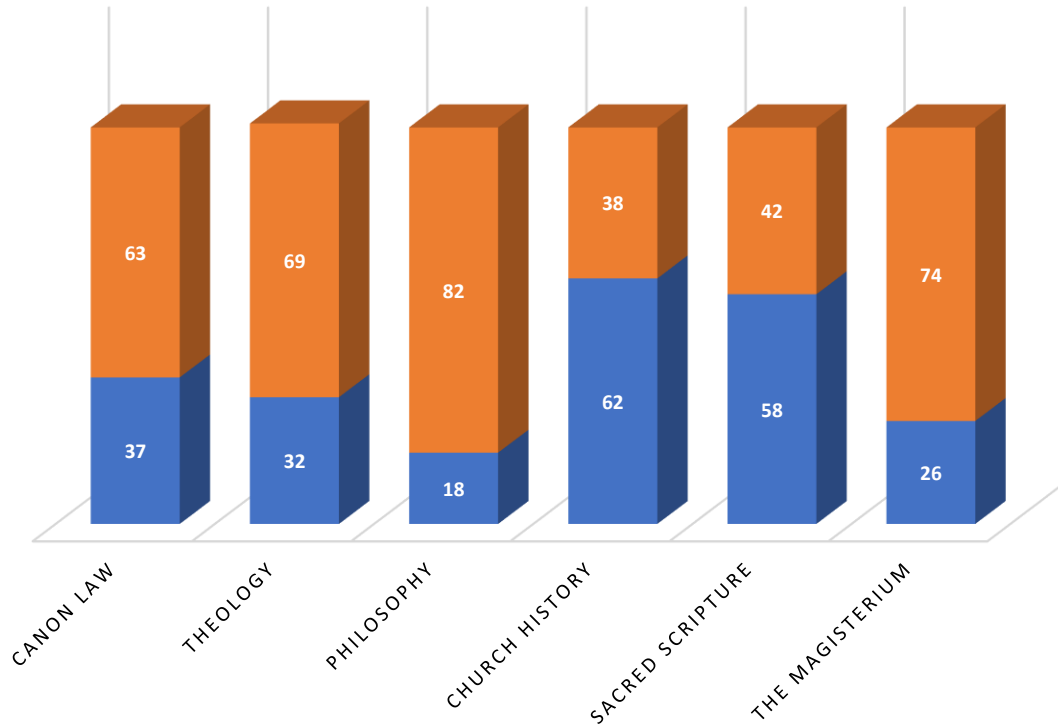
Factor analysis on the Central question



Training in Traditional Courses Trends

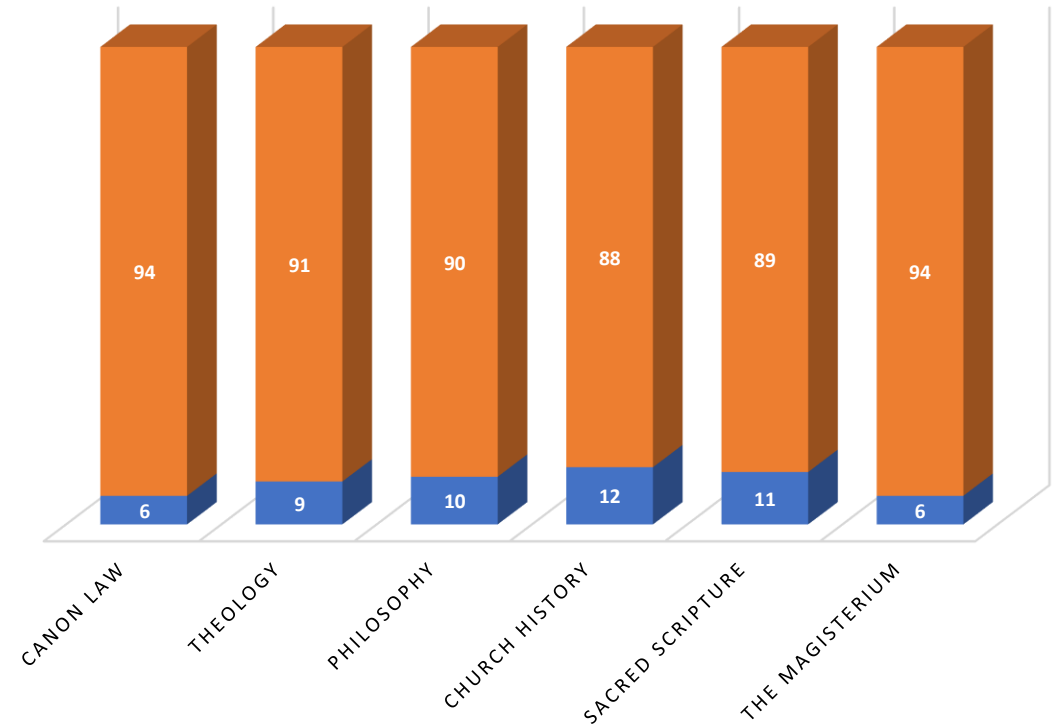
TRAINING AT THE FORMATION

■ Yes - Initial Formation ■ No training

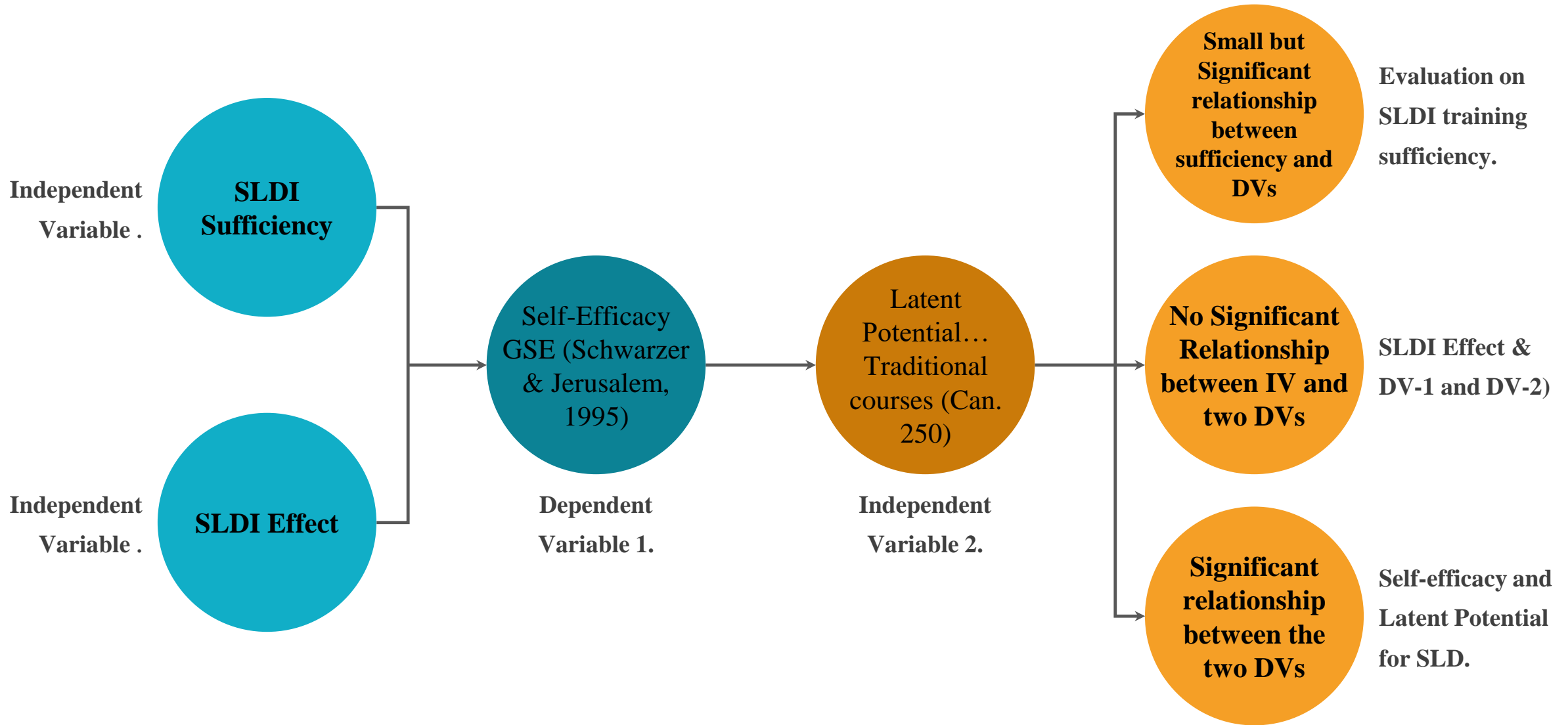


TRAINING IN COLLEGE/UNIVERSITY

■ Yes - College/University ■ No training



Correlation Analysis For the Central Question



Multiple Regressions

For the central question

Predictor Variables

Predictor Variables

SELF-EFFICACY

	B	β	t	p
Constant	25.461		18.983	.000
DLP	.201	.186	4.967	.000**
LP	.161	.098	2.624	.009*
Alum & New	-.897	-.102	-2.748	.006*

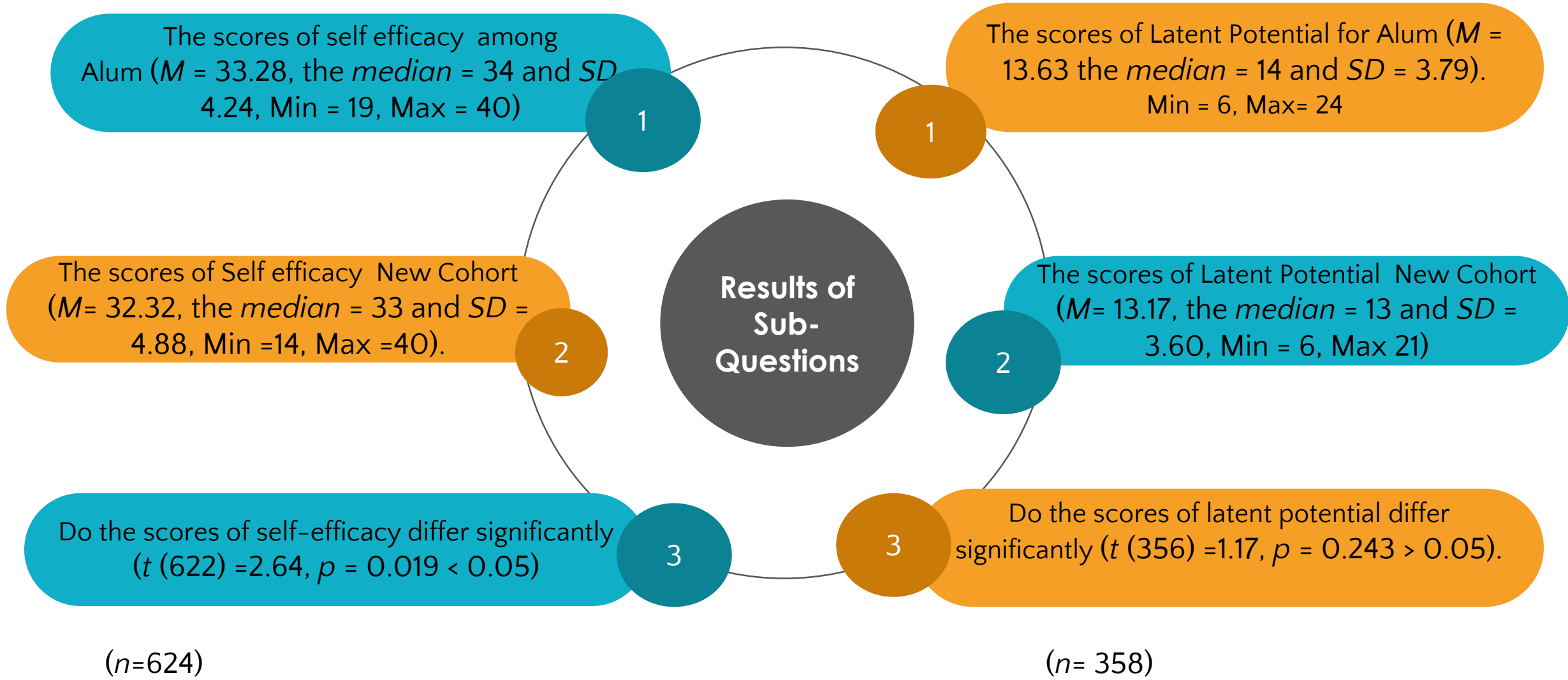
SLDI Effect

Age and year of entrance [*Alum/New Cohort*] were retained in the model, $R^2 = .026$, $R^2_{adj} = .023$, ($F(2, 677) = 9.020$, $p < 0.001$). this model accounts for 2.3% of variance in the competencies obtained after the SLDI training. Participants' predicted level of competencies obtained from SLDI training is equal to $1.186 - .176 [\textit{Alum/ New Cohort}] - .058 [\textit{age}]$.

LATENT POTENTIAL

	B	β	t	p
Constant	6.630		5.271	.000
DLP	.062	.093	2.438	.015***
Self-efficac	.059	.096	2.505	.012*
Education	.411	.126	3.350	.001*

Results for Sub-Questions

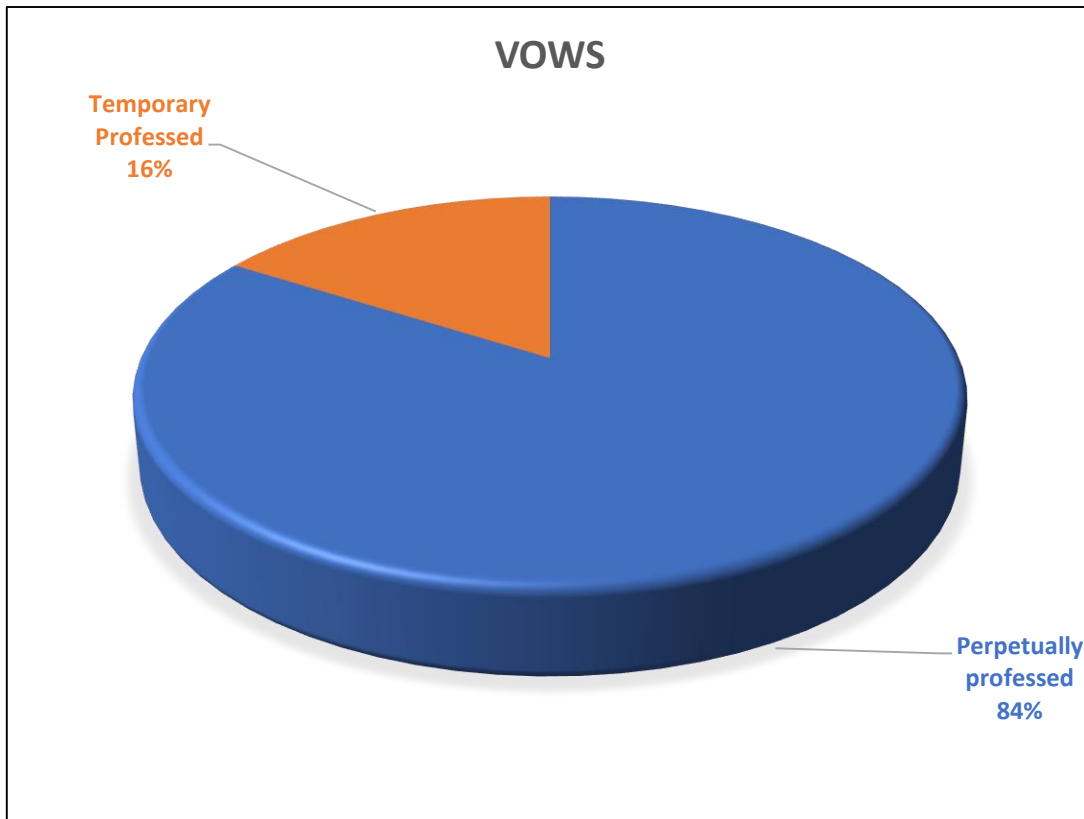


The Null & Alternative hypotheses

- This study rejected the null hypothesis for Self-efficacy and accepted the alternative hypothesis that there is a statistically significant difference in the scores of Catholic Sisters who have completed and those who have not completed the SLDI training. Alum ($M = 33.28, SD 4.24$)
New Cohort ($M = 32.32, SD = 4.88$); ($t(622) = 2.64, p = .008 < .01$).
The effect size is fairly small, Cohen's $d = 0.211$
- The study however, failed to reject the null hypothesis for Latent potential for sustainable leadership skills development as results reveal there was no statistically significant difference in the scores for Catholic Sisters who have completed and those who have not completed the SLDI training.
Alum ($M = 13.63, SD = 3.79$)
New cohort ($M = 13.17, SD = 3.60$) ($t(356) = 1.17, p = .243 > .05$).

Demographic Data Continued...

Participants' by Vows [Perpetually/Temporary]



Congregation Status

58% Pontifical right and 42% Diocesan right

SLDI training sufficiency ($n = 225$)

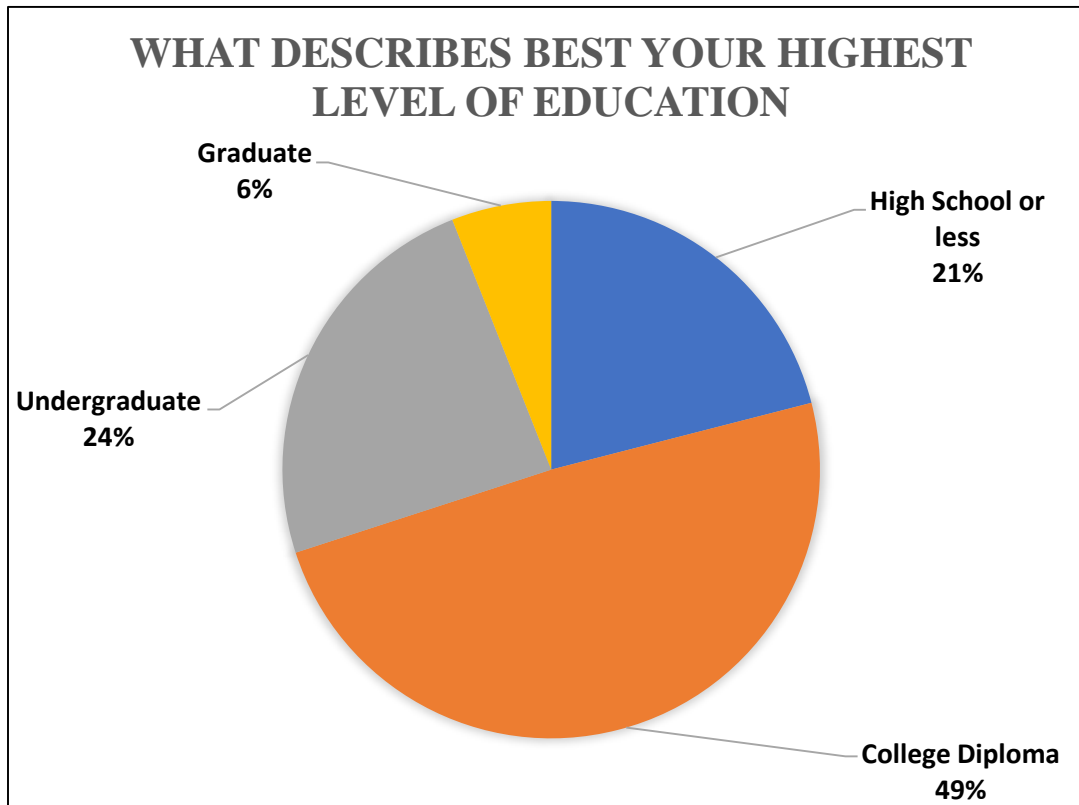
The independent t-test a statistically significant difference between Pontifical congregations ($M = 9.36$, $SD = 2.06$) and Diocesan congregations ($M = 10.12$, $SD = 1.83$), ($t(223) = -2.922$, $p < 0.01$). The results suggest that Catholic Sisters in diocesan right congregations rate the sufficiency of the SLDI training more highly compared to their counterparts from pontifical right congregations.

SLDI training Effect – competencies ($n = 627$)

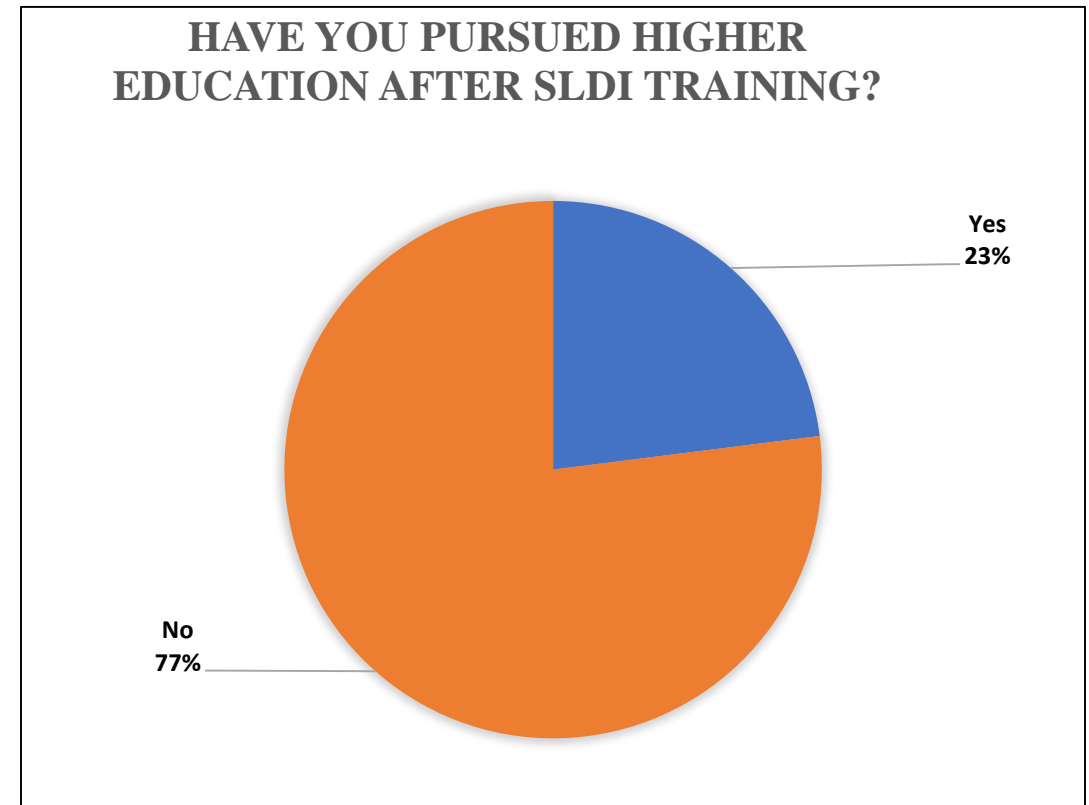
No statistically significant difference was found for pontifical right congregations ($M = .94$, $SD = .587$) and diocesan right congregations ($M = .94$, $SD = .661$), ($t(625) = -.154$, $p > 0.05$).

Demographic Data

Participants' Highest level of Education



Participants' education after SLDI



Age bracket & Track pursued

Age bracket in years	Administration Track (n = 213)	Finance Track (n =165)
Below 30	6%	6%
30 – 39	25%	37%
40 – 49	45%	39%
50 – 59	22%	15%
60 – 69	2%	2%
70 and above	<1%	-

Demographic Data

Participants' Position in the Congregation

Major Superiors

- › Major Superiors 2%
- › Member of the Council 9%

Members

- › Perpetually Professed Sisters 68%
- › Temporary Professed Sisters 21%

Participants' occupations by Numbers

Bursar/Finance	81
Education	67
Healthcare	59
Pastoral work	47
Social Work	40
Congregation Leadership	25
Secretary	25
Formation	19
Projects Coordinator	16
Administration	16
Students	15
Catering/Matron/House keeping	15
Farmer Managers	6
Seamstress	6
Journalism/Communication	4

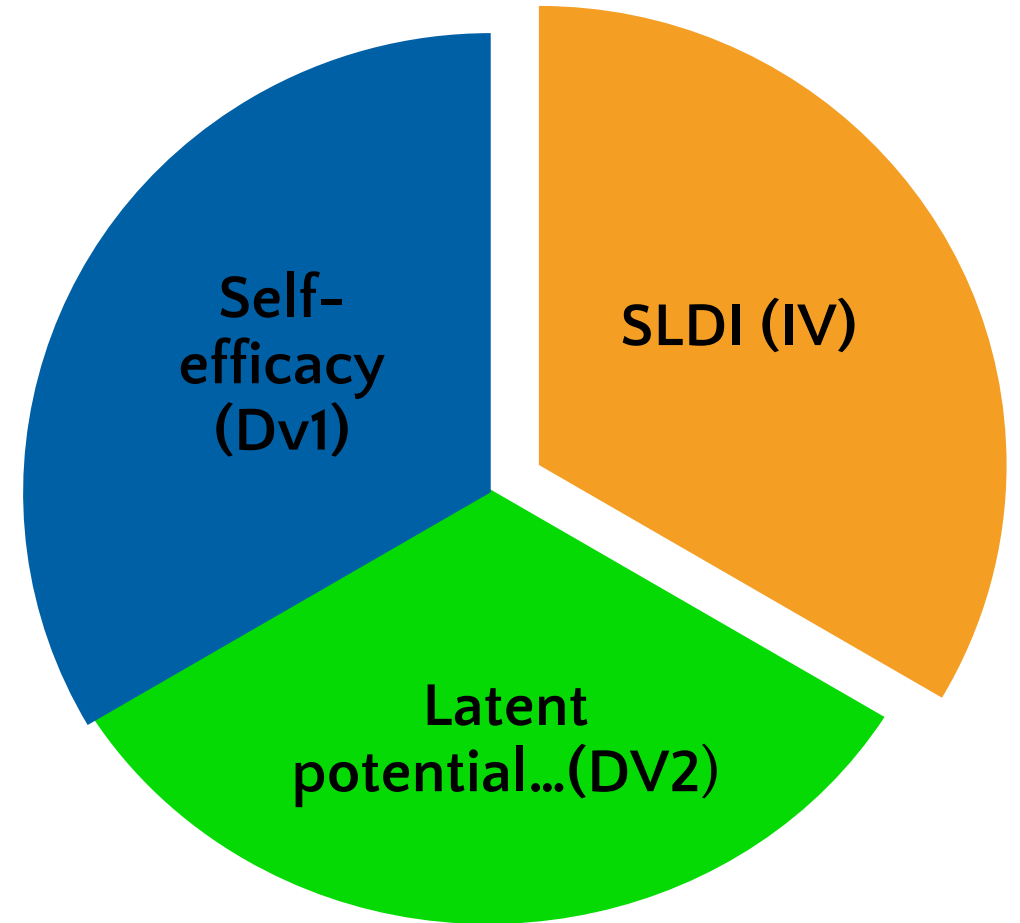
Limitations of the Study

- In a quantitative study there is no room for an in-depth enquiry into meaning-making and experiences of participants.
- Also, the way the survey was set up, the questions allowed participants to skip a question if they did not know the answer. This may have skewed the responses for some questions more than others, probably out of fear or lack of knowledge.
- The SLDI sufficiency was the scale that had the least number of respondents, $n = 228$ compared to all the other scales that were computed in this study. SLDI Effect had ($n = 638$), Self-efficacy ($n = 624$), Latent Potential for sustainable leadership skills development ($n = 358$) and Decrease Latent Potential ($n = 597$).
- Participation across countries was highly skewed, The results therefore are limited to all SLDI participants who were reached by the study but not stratified by country of training.
- Approximately 1,000 participants were not reached for lack of an active e-mail account or they did not provide e-mail contacts at all.

Chapter Five

Discussion and Conclusions from the study

- ASEC is changing lives one day, one life at a time, changing the statistic from 80% in 2016 to 77% in 2020 for those without higher education from this study.
- SLDI as a standalone variable is effective and a good nontraditional model of leadership skills training. However, it falls short when put together with other variables such as self-efficacy and latent potential for sustainable leadership skills development in this study.
- Participants strongly agree and support suggested areas of improvement to provide Catholic Sisters in Africa south of the Sahara with sustainable leadership skills development.

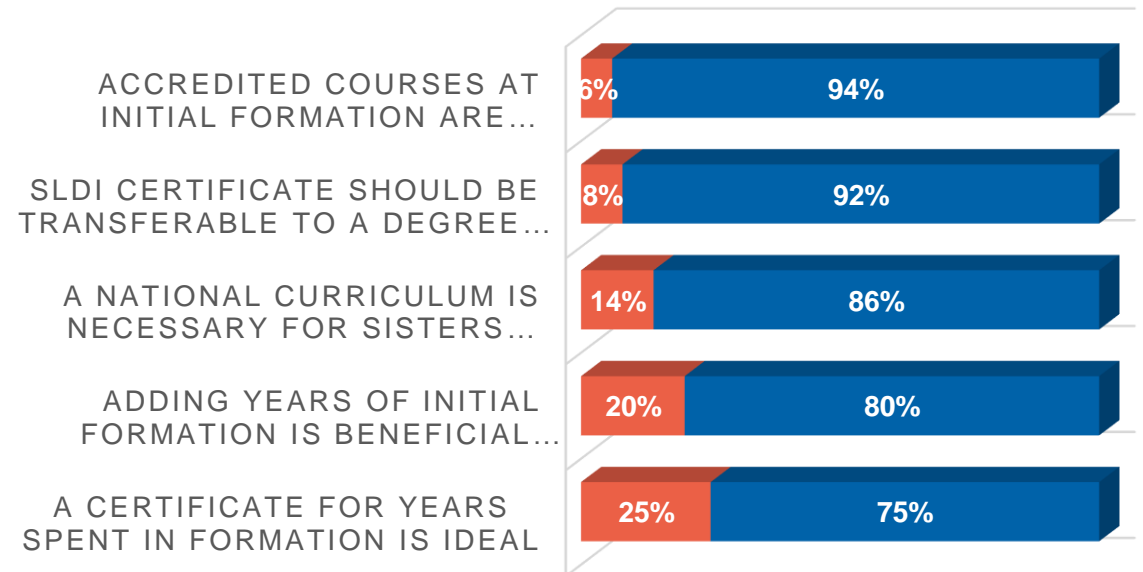


Recommendations & Implication for Practice

- Consider the compatible areas in traditional formation training curriculum for women religious as well.
- One-month long training is not sufficient for transfer of credentials. Consider teaching SLDI at the Novitiate as part of the formation curriculum.
- Different charisms are rich and good but a National curriculum like the one for clergy/men religious is ideal
- 18 months to 3 years may not accommodate all the necessary skills training.
- There is some unaccounted-for time that the general public/employers do not recognize particularly if someone left religious life or when Sisters complete government paperwork for employment.
- Consider the recommendation from participants to include additional courses in the model and duration of the training.
- Probably consider use of other leadership scales apart from the General self-efficacy scale.

HOW MUCH DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

- Strongly disagree and Somewhat disagree
- Somewhat agree and Strongly agree



Future Research



Study Self-efficacy and Latent Potential for Sustainable leadership skills development among Catholic Sisters who have not attended the SLDI program.



Study the relationship between the lack of credentials and financial implication for congregations.



Stratify and study group similarities and/or differences in various SLDI Cohorts over the years 2007 - 2018.

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**Thank You ALL
for being here today
I Treasure you now and hereafter...**

As Mbiti has it in the African saying, I feel

'I am because we are and because we are therefore I am.'

To God be the Glory Now and Forever!

Questions/Comments

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Acknowledgement and Closing Remarks

I would like to appreciate the IHM Sisters my host family when I first landed in the USA, my Academic Sponsors, Professors, Staff of ASEC [USA & Africa] for a life experience I will carry beyond this academic accomplishment. Am forever grateful to a group of classmates who enabled me to stay in the program during the transition from onsite to online.

Navigating a new culture/environment is not easy without the kindness of those who go out of their way to help, such as Brooke Hansen's own initiative to give me rides home when we began and she included me in a study group and stated it to the team in that e-mail, as I was not aware a study group had been formed. Your hospitality means more than you know and am forever grateful.

I don't know how so uniquely different this came about, but Ryan Leckey is one classmate who recognizes and says to me, welcome home or are you back home? Any of those times we had assignments to catch up on, or if I was out of town for an assignment/conferences.

Different from the popular question, "are you going back home?" Which always surprises me because in religious life we do not have such a thing as 'home', even when am in Kenya, I always know that those in religious life are called and sent. So where we are as Sisters at any given time is home and the immediate place to respond to our call to serve as the mission of the Universal Catholic Church not just in the USA.

Thank you all for the insights and life lessons you have enriched me with, I now believe that truly friendship will hold the world together! You have all played a statistically significant difference in my life with the largest effect size. God bless ALL!