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 to be more effective in their ministries (Walakira, 2013; Wakikira, 2014). It was the need to provide these skills that led to the development of a non-traditional leadership skills training in ten countries of Africa south of the Sahara since the year 2007 (Wakahiu, 2013). The program ran in Cameroon, Ghana, Kenya, Lesotho, Malawi, Nigeria, South Sudan, Tanzania, Uganda and Zambia.

Qualitative studies on SLDI reveal that the training and mentorship improves professional skills and performance among participants (SLDI Evaluation report, 2016; Wakikira & Keller, 2011). However, no quantitative study has been conducted to test the impact of the program on leadership and professional development, necessitating this current study. This is to determine efforts being made for the much required professional skills to match the increasing socio-economic needs in Africa south of the Sahara in the rapidly changing times among Catholic Sisters.

The need to provide Catholic Sisters with up to date credentials and professional development has been reinforced since the second Vatican Council first by Pope Pius XII (Giant, 2018), Other Popes, including John XXIII, (Mater et Magistra, 1961) and John Paul II (En Comme Exclusoire, 1990) even urged the wealthy nations to support poor nations with provision of quality education as a step toward alleviation of poverty and ignorance in the global community. Catholic sisters from the global North now share their past experience with the global South after organizing themselves with structures and curricula to address their lack of credentials for ministry (Mulderry, 2017). Moreover, Catholic Sisters now than before are past experience with the global South after organizing themselves with structures and curriculars to address their lack of credentials for ministry (Mulderry, 2017).

My profound gratitude to the four founding Women Religious Congregations in Pennsylvania, IHM Sisters-Scranton, Franciscan Sisters, Sisters of St. John the Divine located in Philadelphia and Dallas, respectively, who have over the years provided generous and unselfish support through the African Sisters Education Collaborative (AESC) and AESC would not exist today. Their continued support has been a strong foundation to strengthen them exemplarily from professional skills to higher educational opportunities for Catholic Sisters in Africa.

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INTRODUCTION

The study employed a quantitative cross-sectional survey design, which allows for descriptive, attitudinal and opinion analysis, with data being collected at one point in time (Creswell & Creswell, 2018). The sample size was selected using the following formula:

$$n = \frac{Z^2 \cdot \sigma^2}{d^2}$$

where:
- \(n\) is the sample size
- \(Z\) is the Z-score (1.96 for 95% confidence level)
- \(\sigma\) is the standard deviation
- \(d\) is the margin of error

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In Africa south of the Sahara, for the last 12 years, 2007 - to date. The program is offered in ten countries of Africa south of the Sahara, which include, Cameroon, Ghana, Kenya, Lesotho, Nigeria, Malawi, South Sudan, Tanzania, Uganda and Zambia. It was hypothesized in this study that there would be no statistically significant difference between participants who have completed and those who have not completed the SLDI training. Overall, results reveal that there is no relationship between the IV and the two DVs. However, there is a fairly small but statistically significant difference between those who have completed the training 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).

This study set out to answer the question, “What is the impact of non-traditional leadership skill training (IV) on participants’ self-efficacy (DV1) and latent potential for sustainable leadership skills development (DV2)?” The non-traditional leadership training under scrutiny in this study is SLDI  phase IV Evaluation report. Scranton, Pennsylvania.