INFLUENCE OF LEADERSHIP PRACTICES ON EMPLOYEE DEVELOPMENT IN THE PRESBYTERIAN CHURCH OF EAST AFRICA: A CASE OF EASTERN REGION, KENYA

BY

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DECLARATION AND APPROVAL

I declare that this dissertation is a product of my own work and is not the result of anything done in collaboration and has not been previously presented for award of degree to any other institution.

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DEDICATION

This work is dedicated to my darling wife Alice Muthoni, and our children Kelvin, Christine, Emmanuel and Esther. Your immense support was a source of my strength and inspiration.

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ABSTRACT

The Church has an elaborate employee structure that makes it possible to achieve her mission. The practice of Church leadership is key to the growth and development of the employees. However, little information regarding leadership practices that influence employee development in the Kenyan context exists. Specifically, the study examined the influence of leaders' status quo practices, policy implementation practices and leadership role modeling practices on employee development in the Presbyterian Church of East Africa. The study adopted a descriptive research design using survey method. The study population was 291 church leaders comprising of 255 elected leaders from the 47 Parishes and 4 mission areas and 36 elected leaders drawn from the 9 Presbyteries of Eastern Region of the Presbyterian Church of East Africa. Stratified sampling method was used to select a sample of 145 parish leaders and 20 Presbytery leaders totaling to 165 respondents.Questionnaires were personally administered to the respondents. A pilot study on a sample of 17 respondents was conducted in Mount Kenya region of PCEA. Both descriptive and inferential statistics were adopted for data analysis. The study established that PCEA leadership challenges the status quo,sets clear goals and advocates for innovative ways in promoting employee development. It was also established that strategies such as training, financing, offering study leaves with pay and promotions have been adopted to promote staff development. Practices that were found to have a slight influence on employee development included creating standards of excellence in staff development and leading by example for staff to emulate. The study will have implications for church leadership and employee development in Kenya. Based on the findings it was concluded that the church leadership in PCEA sets clear employee development goals, empowers employees under their jurisdiction to challenge the status quo with respect to development, identifies ideas that stand a better chance of success with regard to employee development, advocated innovative ways of promoting employee development as well as proposing improvement in efficiency. Leaders in PCEA also implemented the strategies such as personnel training, financing employees to undertake further training, and offering study leaves with pay and promotions to enhance employee development and productivity. The study further concluded that creating standards of excellence and leading by example constituted much of modeling the way practices adopted by PCEA leadership in promoting staff development. The study recommends that Church leaders should shift their focus of management and leadership from control of work or overt efforts to influence employee behaviors to an emphasis on collaborating with employees in challenging the status quo and helping them to do their jobs better by taking on professional courses, among others.The study will be of great importance to different stakeholders among them the church leaders in the PCEA and beyond, as well as in the academic front. The study findings will also be of great importance in influencing employee development practices.

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ABBREVIATIONS AND ACRONYMS

GA	:	General Assembly
NACOSTI	:	National Commission of Science Technology and Innovations
PCEA	:	Presbyterian Church of East Africa

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Professional development is directly related to the day-to-day activities of workers and should be part of a broader process of continuous learning (Hill, Beisiegel& Jacob, 2013). It is composed of a series of events and activities related to a particular profession, creating or developing sets of skills, knowledge, and attitudes in the areas of people's performance(Dobos,2014). Professional development encompasses a variety of practices, such as: in-service training (Stewart, 2014); participation in communities of practice (Korthagen, 2017); participation in processes of continuous professional development (Kock, Ellström, 2011); peer collaboration mediated by technological resources (Lauber, Taylor, Decker & Knuth, 2010); mentoring programs (Shah, Sultana, Hassain& Ali, 2011); and specific leadership development programs(Korthagen, 2017).In this sense, the focus of the concept of professional development is on a combination of cognitive, affective, and behavioral processes, involving formal and informal learning strategies throughout the career.Professional development corresponds to the growth and maturation of the knowledge, skills, and attitudes acquired throughout the workers' lives, as a result of formal and informal actions of learning at work (Anagnou&Fragoulis,2014). In this sense, it is necessary to understand that, besides the individual characteristics, other variables such as leadership practices can influence the development process of the people.Thus, we can consider that professional development is supported by the leadership practices adopted by leaders.Therefore, a contribution of the leaders to the professional development of their subordinates needs to be furher explored.

Leadership has an effect on the organization's performance, on the processes of change, on the commitment, satisfaction, and well-being of employees (Lacerenza, Reyes, Marlow, Joseph & Salas,2017).A church leader is a person of vision, action, steadfastness, servanthood, and dependence. Malphurs (2013) addresses that the church really needs to have creative and effective leadership for leading through the change, uncertainty, and complexity of the given age. However, reflecting on the real situation of the current church and its leadership, it is an undoubted fact that the church does not have suitable leaders for both the church itself and the world that the church relates. The primary reason for this phenomenon is the lack of appropriate

leadership that fits into the church and the world. Therefore, leadership and its practices are key issues in church growth and impact on the world.The link between leadership styles and subordinate professional development concepts is supported by different scholars (Lacerenza et al., 2017). Haemer, Borges-Andrade andCassiano(2017) asserts that developmental leadersare associated with individualized consideration, one of the most important dimensions of the transformational leadership. This point involves career counseling, careful observation of staff, recording followers' progress, and encouraging followers to attend technical courses. Ham (2012) contends that supportive leaders provide emotional, informational, instrumental, and appraisal support to followers. Thus, leadership can be characterized as a process of social influence, since it establishes the relationship between groups of people around individual, group, or institutional goals (Ham, 2012). Therefore, leadership involves influencing other people's attitudes, beliefs, behaviors, and feelings toward achieving a goal in a given situation.

Considering that professional development depends essentially on formal and informal actions of learning at work, it is important that leadership stimulates these two areas. With reference to church leadership, church leaders should offer guidance, motivate, reprimand and develop goals along with his church and resolve the needs of those in the group (Kouzes & Posner, 2018). It is evident that the way the leaders practice and implement their leadership styles remaoins vital to influencing employee development. Underdeveloped employees are not productive and their performance is wanting. The church leaders have a mandate to practice their leadership in a way that will influence the employees positively for performance addressing the needs of the employee as aligned to the objectives of the organization (Wheatley, 2010).Kouzes and Posner (2006) identified five leadership features of successful leaders: challenges the status quo,inspires a common perception, allows others to act, leads by example and encourages heartily.Kouzes, andPosner (2018) summarized these five practices by assertingthat effective leaders confront the status quo and challenge old habits, inspire others to envision positive expectations and promotes interactive relationships. Therefore, leadership practices of church leaders and church growth are related to each other.

In America, Covey (2004) lists roles of leadership as being a model, empowering others, aligning efforts to achieve objectives and path finding, alignment, and empowerment.

Coveystresses that the fundamental duty of a leader is to be a role model among his/her followers. Allen (2015) points outthat spiritual leaders do not force others to serve the church. Rather, they set an example for them so that they motivate followers' heart to change. The author calls it servant leadership. Whittington (2017) mentions servant leadership as one unique leadership style for Christian. This scholar argue that God has given us Jesus Christ as a perfect example of servant leadership, and church leaders have to follow Jesus example as a unique model. Thus, leadership practices are significantly related to church growth in various different areas: challenging, inspiring, enabling, modeling, and encouraging. A study conducted in the United States shows that most chief executives believe that building and maintaining a skilled workforce is the most important challenge of the decade (Allen, 2015). Although this research was done at the beginning of the 21stcentury, this challenge of developing and maintaining a properly qualified workforce is still present not only for American organizations but also as a global challenge. In Brazil, a survey of 1150 organizations (public, private, and third sector) identified that 42% of organizations invest in training actions within or outside the workplace (Lauber et al., 2010). These results allow an association between the growth of the organization and the level of investment in the professional development of the employees.These results suggest, therefore, that investing in more visionary leadership and leadership focused on organizational growth can be useful in shifting the value attributed to the professional development of the workforce of companies.

In Africa, there is a growing concern that people management policies are aligned with the organizational strategy and value their employees (Burnes& Jackson, 2011). The leaders need to invest also in the development of collective competencies, which are anchored in the context. Therefore, the performance of the leader can be of great relevance for the professional development of the subordinates, since the leadership can establish strategies of qualification, as well as create a favorable environment for learning. But this is a two-way street, since analyzing lists of the characteristics of effective professional development is an important strategy to promote visionary leadership or transformational leadership too.

Pastors are ordained to lead congregations, even though very few of them have had any training in leadership (Barna, 2011). Leaders are being beseeched to be more flexible to adapt and

address the challenges of a rapidly changing and complex society. Consequently, research on leadership practices and church employee growth in Africa remains critical. Nkonge (2014) avers that dependable leaders are an essential component of any developing community. The ever evolving African community with its many setbacks calls for dependable leadership. The Church a relied upon institution cannot avail these dependable leaders to the community. Regardless of the reality that the African church is undergoing colossal physical development, it has not been able to offer adequate leaders and those that are available are not skilled to address the necessities of the people. Nkonge (2014) consequently alludes that if the African church wishes to remain pertinent to the community, it will have to revise its training system. The church should fabricate dependable leaders that can be depended upon by people. This is practical if the church fabricates enough skilled leaders to complement a constantly growing African society. Even though the relation between leadership practices and church growth is acknowledged, it needs to be proven that the results of how leadership practices influences employee development have to apply to the African setting.

The Church in Kenya is also a fast growing Church just like in the rest of Africa. The Presbyterian Church of East Africa (PCEA) is one of Kenya's largest and oldest churches. Its origins lie in the late-nineteenth century, with the Church of Scotland Mission to Kenya (CSM) and the Gospel Missionary Society (GMS). The Presbyterian Church of Kenya is the product of the merger of the missionary work of the American Gospel Missionary Society (GMS) and the Scottish Church of Scotland Mission (CSM) in 1946. The two missions had been working independently of each other in central Kenya since 1898. PCEA was started by missionaries from Scotland, most notable of whom was Dr John Arthur in 1898. In 1889 Sir William Mackinnon and Mr. Alexander Low Bruce made plans for a Scottish mission in various parts of Kenya targeting the Kamba, Maasai, and later Kikuyu people. Two years later, the directors of the Imperial British East Africa chartered Company invited a band of missionaries from London who came and set up a mission in Kibwezi under the name "East African Scottish Mission." Progress followed quickly after with a temporary church being opened by Dr James Stewart in Kibwezi. Due to infestation of Malaria in Kibwezi, the mission relocated to Dagorretti were they constituted themselves as the "Church of Scotland Mission (CMS)." Mission work quickly spread with believers growing in various stations in Kikuyu land including Tumutumu, and

among the Meru people in Chuka, Mwimbi, Imenti, and Chogoriacuurently known as the Eastern region.PCEA covers three East African countries which are Kenya, Tanzania and Uganda with the head quarter being in Nairobi Kenya. Further, PCEA is divided into five regions in Kenya namely: Nairobi, Central, Eastern, Mt. Kenya and Rift Valley Region. These regions are further divided into Presbyteries. The Eastern region of the PCEA is geographically located on the Eastern slopes of Mount Kenya and covers the two counties of TharakaNithi and Meru. It comprises of Nine Presbyteries from North namely; Imenti North, Imenti Central, Imenti South, Chogoria North, Chogoria Central, Chogoria West, Chogoria South, Chuka and Magumoni Presbyteries to the South.

Currently, the Church hasmore than 4 million members, over 1500 congregations, over 500 parishes, and 55 presbyteries in Kenya and Tanzania (PCEA Records, 2020). Despite the tremendous physicalgrowth, the Church has minimally grown spiritually or theological due to inadequate skills among her employee (Minatrea, 2012). It is at this level that the church needs to wake up and equip the employee with skills necessary for performance. Like many mainstream churches, The PCEA is experiencing a challenge of how remain to meaningful, relevant, effective, and fruitful among the younger age group(Mathenge, 2015).A study by Ngeere (2012) reports high turnover of staff working in the Eastern region of PCEA commonly moving to Nairobi, Central, Eastern, Mt. Kenya and Rift Valley Region.This is an indication that the turnover has a significant impact on the Church progression in this region. Therefore, there is need to reevaluate, reflect, reexamine and assess the leadership practices and employee development in the PCEA.

Previous research mainly points out on church growth in relation to leadership styles (Noe, Hollenbeck, Gerhart& Wright, 2015). Most of the research on this topic has studied the leadership styles of senior pastors, and highlights the correlation of these styles and the church's development in respect to the number of people who attend Sunday mass services. However, the current study investigated the impact of leadership practices and employee development in the Eastern Region of the Presbyterian Church of East Africa, Kenya.

1.2 Statement of the Problem

The leadership of the church is a very crucial element of the church growth and employee development in the current church setting. The growth and development of the church employee is facilitated by the kind of leadership that exists within the church structure. In Kenya, particular many churches exhibit different church structural systems. Of these are the mainstream churches that were started by the missionaries in the colonial era. These churches have existed until today and have shown tremendous growth as compared to the earlier times. However, this growth has come not without challenges ranging from leadership wrangles, management challenges as well as poor employee development(Rukenya, 2019;Kariuki, 2019).

In the PCEA church, staff in the recent past has had trouble in place of work, ranging remuneration inconsistencies, poor personal growth and lack of proper implementation of employee development policy(Momanyi&Kaimenyi, 2015).Kariuki (2019) states that limited opportunities for internal promotion and career advancement have been reported to impact employees' attitudes and behaviors.Momanyi and Kaimenyi aver that employee turnover in PCEA Eastern region has a cyclic nature and remains a challenging issue.PCEA Chogoria Hospital is one of the largest mission hospitals in Kenya.The Hospital has a total staff strength of 465 members. About 147 members consist of nurses who work in the Main hospital (wards and outpatient clinics), Community health (projects and dispensaries) and College of nursing (nurse tutors). Since the year 2006, PCEA Chogoria (mission) hospital has experienced high rates of employee turnover especially nurses due to job dissatisfaction(Momanyi&Kaimenyi, 2015).

A high turnover rate leads to inability of the Church to provide quality services to adherents (Rukenya, 2019).Miyuki (2009) found that Personnel turnover poses a significant problem through loss of trained employees and is even more problematic when the supply of such skilled and knowledgeable employees is limited, thus leading to a permanent loss of productivity. Unless this situation is arrested, the hospital will experience problems in maintaining sufficient numbers of nurses to provide health care services. Previous studies,have scanty information relating leadership practices with employee encouragement and attitudes.Therefore, this study investigatedinfluence of leadership practices (status quo, policy implementation and

modellingthe way) on employee development in the Eastern Region of the Presbyterian Church of East Africa.

1.3 Objective of the Study

The main objective of the study was to examine the influence of leadership practices on employee development in the Eastern Region of the Presbyterian Church of East Africa.

1.3.1 Specific Objectives

The study was guided by the following specific objectives:

(i) To examine the influence of status quo practices on employee development in the Eastern Region of the Presbyterian Church of East Africa.

(ii) To determine the influence of policy implementation practices on employee development in the Eastern Region of the Presbyterian Church of East Africa.

(iii) To assess the influence of role modeling practices on employee development in Eastern Region of the Presbyterian Church of East Africa.

1.4 Research Questions

This study sought to answer the following research questions:

(i) What are the influences of status quo practices on employee development in the Eastern Region of the Presbyterian Church of East Africa?

(ii) What are the influences of policy implementation practices influence employee development in the Eastern Region of the Presbyterian Church of East Africa?

(iii) What are the influences of role modeling practices on employee development in the Eastern Region of the Presbyterian Church of East Africa?

1.5 Significance of the Study

The findings of this study mayencouragethe management of PCEA to develop appropriate strategies for employee professional development to enhance job satisfaction and reduce turnover.

The findings will also contribute to the scholarly debate in the area of Church development rooted in the theology of reconstruction and skill development as it is the domain of religion central to spiritual, emotional, and relational well-being of people. The study will add relevant literature to the existing body of knowledge forming a basis for further research. The findings of

this study will help leadersin PCEA to understand the state of art of their roles as managers and how they can best use their leadership traits towards building a productive workforce. The results will further provide useful information on the role the Church can play in robust skill development for her employees. It is also hoped that the study may enable the Church to develop on-the-job training programmes aimed at mitigating skill deficiency that partly contributes to disatsfcation with the job hence staff turnover.

1.6 Scope of the Study

The study was conducted in the Eastern Region of the PCEA church comprising of 9 Presbyteries, 47 Parishes and 4 mission areas. Data collection was limited to291 Presbytery leaders drawn from both the church Ministers and church elders within the 9 Presbyteries in Easter region of PCEA. The study took one month in data collectionaimed at getting more insights into the influence of status quo, policy implementation and modelling the ewaypractices on employee development in the Eastern Region of the Presbyterian Church of East Africa. Data was collected using questionnaires.

1.7 Limitation of the Study

Church bureaucracy put constraints to this study with respect to accesing some of the respondents. However, the researcher mitigated this by leveraging on the good raport already established to meet and administer the research instruments and utilizing several call backs.

1.8 Assumption of the Study

This study assumed that the church leadership is trained and adopted practices that promotes employee development in the Eastern Region of the Presbyterian Church of east Africa.

1.9 Definition of Terms

The following terms were operationalized as follows:

Challenge the Status Quo: When you challenge the status quo, it means that you identify new and better ways of doing things on behalf of your project, your client and your organisation. It also means that you add value, and that's the very basis for being successful (Loya& Cuevas, 2010). In

this study challenging the status quo referedto acting or doing something contrary to the generally accepted or expected norms.

Church Leadership: According to Lacerenza, et al. (2017) church leadersipis the process of engaging practices that shape life of congregants in ways that are in line with Christ teachings and the gospel and are acceptable to a particular group's setting, resources and purpose. In this study, the term was used to mean influencing a church staff to engage in professional development.

Church: The word church is derived from the Greek ekklesia and Hebrew qahal which means a meeting or gathering. It is a meeting of people summoned for a common purpose(Hokkanen, 2007). In this study will refer to the Presbyterian Church of East Africa.

Employee Development: Hameed and Waheed(2011)defines employee development asa process where the employee with the support of his/her employer undergoes various training programs to enhance his/her skills and acquire new knowledge and skills. In this study, the term was used to refers to initiatives taken to improve the existing abilities and knowledge of PCEAemployees by her leadership.

Employee: According to Burton (2012),an employee is someone who is hired by an employer to do a specific job and gets paid for the work done.In this study the word employee was used to refer to an individual employed to perform a specific jobby the PCEA.

ModeltheWay. Modelling the way is all about effective movement and action particularly when change is suggested, or when people are prompted to move towards goals (Katene, 2010).Leaders 'modelling the way' break down the bigger picture into small, achievable goals. In this study modeling the way practices refered to leading by example, manifesting the traits you wish others to adopt from you.

Status Quo: Statu quo is a Latin phrase meaning the existing state of affairs, particularly with regard to social or political issues **(**Bowen, Chen &Eraslan, 2014). In this study the term was used to refer to the PCEA traditions, practices and procedures.

1.10 Chapter Summary

This chapter has given a background to the study of leadership practices and its influence on employee developmnet in the Church Ministry. The chapter continues with a rationale for study, limitations, and delimitations of the research. It gives guidance to the study through the research questions raised and significance of the study. It highlights the scope of the study and defines the key terms. The chapter introduces the theoretical framework of the study and its relevance to the problem investigated. Chapter two covers the literature review based on the three research questions of this study.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review which relates to the subject of this study. It also includes the conceptual framework which highlights the variables under consideration. Therefore, this chapter will help to identify and bring out the research gaps.

2.2 Theoretical Review

The trait and transformational theories of leadership guided this study.

2.2.1 Trait Theory

Trait theorists, Gordon Allport (1936),Raymond Cattell and SybilEysenck(1946, 1957) believe that personality can be understood via the approach that all people have certain traits, or characteristic ways of behaving. Trait theorists attempt to explain our personality by identifying our stable characteristics and ways of behaving. They have identified important dimensions of personality. The Five Factor Model is the most widely accepted trait theory today. The five factors are openness, conscientiousness, extroversion, agreeableness, and neuroticism. These traits occur along a continuum. According to trait theorists, people high on the trait of extroversion are sociable and outgoing, and readily connect with others, whereas people high on the trait of introversion have a higher need to be alone, engage in solitary behaviors, and limit their interactions with others. In the neuroticism/stability dimension, people high on neuroticism tend to be anxious; they tend to have an overactive sympathetic nervous system and, even with low stress, their bodies and emotional state tend to go into a flight-or-fight reaction. In contrast, people high on stability tend to need more stimulation to activate their flight-or-fight reaction and are considered more emotionally stable. Based on these two dimensions, the Eysencks' theory divides people into four quadrants. These quadrants are sometimes compared with the four temperaments described by the Greeks: melancholic, choleric, phlegmatic, and sanguine.

The trait theory presumes that individuals are born with specific qualities that make them prosperous in their leadership roles (Colbert, Judge, Choi, & Wang, 2012). The leadership trait theory presumes that leaders are born and due to this credence, individuals that have the correct

features and qualities are better suited to lead. The theory identifies behavioral conducts common in leaders, such as, intelligence, the sense of responsibility, and creativity (Nemerowicz & Rossi, 2014). Trait theorists suggest that leadership is inborn and not developed through learning. There are certain personality features that distinguish leaders from non-leaders. Early research on the relationship between personality and leadership offer little supporting evidence to this proposed fact (Colbert, Judge, Choi, & Wang, 2012). The different presumptions on which the leadership trait theory is based on are that: individuals are born with leadership traits, certain behavioral patterns give raise to specific leadership traits and behavior patterns are irrespective of the situation that is, does not change according to the situation (Mohammed, Yusuf, Sanni, Ifeyinwa, Bature, & Kazeem, 2014). Nevertheless, there is need for studies to focus on the relevance of trait theories on church leadership (Landis, Hill & Harvey, 2014). This is because strong church leadership is an essential element of success. Managers employ a number of leadership techniques, with varying approaches and focus. It is vital that the leadership technique decided upon fits their proficiency and character, which assists them to manage their team efficiently.

The leadership trait theory is based on the practice of revealing certain personality features and qualities that have been proven to make an individual prosperous in their leadership role in a wide variety of contexts. The theory is built on the concept that certain inborn qualities help an individual to be a successful leader easily. The theory is used to identify potential leaders through personality assessment that show likelihood of an individual becoming a successful leader. Numerous studies have been done to find out the major qualities that make a productive leader, and a number of qualities have been identified as the qualities that can project an individual's leadership potential with maximum accuracy (Nichols, & Cottrell, 2014). Empirical studies by Yukl (2012); Deanne & Paul (2013);Colbert, Judge, Choi, & Wang (2012) and Voegtlin, Patzer, & Scherer (2012) established that the behavioral features that indicate a person is likely to be a productive leader include:

i) **Emotional Stability:** Tense conditions are unavoidable in an individual's professional life. A productive leader always finds a way to subdue his/her emotions when they are required to make important decisions.

ii) **Willingness to Accept Responsibility:** productive leaders are responsible and are accountable for their actions and that of their team members

iii) **Action-oriented Thinking:** leaders creatively take actions that are geared at improving their abilities and the abilities of those under their supervisor. They aim at progressively developing the entire team.

iv) **Competence in Completing Tasks:** Effectual leaders lead by example. They have specialized skills and thrive to maintain a high level of proficiency.

v) **Understanding the Challenges of their Subordinates:** effective leaders understand the needs and challenges of their subordinates. They understand the need for individuals to overcome their professional challenges in order for the collective goal of the organization to be achieved.

vi) **Communication and Charisma**: Effective communication skills are vital for the success of every organization. Leaders must be articulate and charismatic to convey company plans, ideas and objectives in a way that they can be easily understood and implemented.

vii) **Ambition and Need for Success:** true leaders hunger for success. Leaders are should be ambitious in order for them to be able to push for and demand results from their subordinates and to seek personal success.

viii) **Motivational Skills**: A leader must be able to inspire those around him to aspire for greatness.

ix) **Courage and Resilience**: leaders embrace challenges with a strong conviction that they can succeed.

x) **Perseverance**: Setbacks happen in the life-cycle of any institution, a leader's ability to persevere when faced with adversity is crucial to the overall success of the group. Even when facing challenges, strong leaders still manage to perform to the best of their ability and influence those around to follow their lead.

xi) **Moral Standing**: leaders must have a strong moral standing. Ethical considerations of the organization's policies are manifested and upheld by leaders. This moral virtue is transferred down from leaders to their subordinates.

xii) **Confident Decision-Making**: critical thinking and important decision making skills help define a leader. An effective leader makes critical decisions, has self-belief and

determination, they are self-assured and encourage others to be confident in their abilities as they are confident with theirs.

xiii) **Adaptability**: Effective leaders are flexible to changes and recognize measures that should be put in place for the good of the institution. They are open-minded and they constantly make themselves better to avoid repeating the same mistakes.

The trait theory is applicable in different institutions regardless of type and size. The theory can be used for self-evaluation by individuals to compare their traits with those of other effective leaders, mostly in the way of a self-analysis questionnaire. By using the leadership Trait theory information, managers can evaluate their current position and be able to improve themselves further. They can acquire a detailed assessment of their abilities, their personality and their impact on others. It gives an individual the chance to know their strengths, weaknesses and the how they can enhance their leadership skills.

The leadership trait theory construct is useful to an institution because it can be used to compare traits in individuals tasked with leadership roles. Personality assessment tools are used to select the right candidates for an institution and to find out the areas where employee qualities are more beneficial to the institution. One can conduct self-assessment and further improve their abilities and fill the gap between qualities needed for leadership and current abilities.

Although the leadership trait theory is criticized for not being able to distinguish certain qualities that are important for leaders in different circumstances, and does not clearly show the relationship between traits, behavior and performance, the theory was useful in this study in the many ways: First, the theory enabled the researcher to gain a proper understanding of traits. By analysing church leaders' qualities using the trait theory of leadership, better insights into their strengths and weaknesses were identified. Second, it was possible to determine how suited the church leaders were in promoting employee development. Since employee development in PCEA Church is dependent mostly on the traits of individual's leaders of the church who make vital decisions and policies of the church. In addition, the study used the trait theory in the self-assessment of the qualities or abilities of church leaders that make them prosperous in their

leadership role in promoting employee development. The main aim was to measure traits of individuals related to the pattern of behavior.

The leadership trait theory provides a basis for the research of leadership features such as: do leaders acquire leadership qualities by birth, or can these qualities be developed over time?. Leadership is an art that needs a particular set of skills. Motivation and development is required by productive leaders, even if their leadership qualities are inborn. This means that leaders can be trained for self-confidence and knowledge of work. Despite this realization, it is shocking that with a corresponding growth in academic interest on the phenomena of leadership, modern scholars have substantially disregarded the issue of religious leadership. Theological perspectives on the process of religious leadership have made very little advances in the 21st century. Church development practitioners and theorists show that from a theoretical viewpoint, there is a correlation between church growth and leadership. This present study is based on the assumption of the church growth theory that presumes there is no developing church without intentional leadership. Research has differed in methodology, scope, and focus. Minimal effort has been put to harmonize these viewpoints to provide a "mega-theory" of the concept. This may be because so much of the philosophical exegetical, theological, and historical context of Christian forms and approaches of leadership have not been explored yet. Areas of convergence have arisen and these areas of convergence could provide a base for further exploration. The adoption of trait theory in this study was aimed at stimulating the debate in the academic research of religious leadership and in particular, a focus on Christian leadership to propose an alternative model of Christian leadership.

2.2.2 Transformational Leadership Theory

The constructs of transformational leadership were brought to prominence by political sociologist James MacGregor Burns, in the late 1970s. Transformational leadership is a concept of leadership where a leader works with teams to identify required change, establishing a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. Transformational leadership involves individuals creating a strong relationship with the person they interact with. The individual inspires a high amount of trust that result to increased motivation for the leader and the acolytes (Northouse, 2016).

The transformational leadership style relies on good communication from management to realize set objectives. Leaders encourage and inspire employees, and enhance efficiency through communication. This leadership style according to Kyome, (2016), demands the inclusion of management to achieve set objectives. Leaders direct their attention to the 'big picture' within an organization and assign minor duties to their subordinates to accomplish its goals. It may be vital to point out that, no single leadership style or trait is good or sufficient on its own. While one leadership style may be adequate in a given situation, it may not work out well in another given situation. In other words, the given situation dictates the leadership style to be adopted. In a situation where you need to take decision quickly or a situation where there is a total breakdown of law and order, the autocratic type of leadership may do better. In a situation where you have highly trained, specialized and reasonable workers or followers, Laissez Faire type of leadership would be better if applied. This is because these groups of personalities usually prefer to work with minimum supervision

Transformational leadership provides for the theoretical framework for this study. Transformational leadership formulates leadership practices and how these practices motivate employees to take on further training and development. Human service provision was the discipline under investigation. The theory tackles the research question of how transformational pastoral leadership practices affect employee development. The theory postulates that managers prompt and encourage acolytes to realize extraordinary goals and grow their leadership capacity" (Bass &Riggio, 2010).

Transformational leaders encourage dedication to the institution's mission, goals, andchallenges leaders to be effective problem solvers (Bass and Riggio 2010). Scholars consider transformational leaders as the more productive type of leaders (Bass &Riggio, 2010). Tucker and Russell (2004) emphasize the demand for transformational leaders since they inspire institutional change, which is required to address contemporary issues. The theory of transformational leadership is practical to this study because it was used as a focal point to evaluate the pastoral leadership style. Transformational leadership concepts suggest that transformational leaders are more progressive and more pivotal (Bass &Riggio, 2010). The research questions for this study pointed out by investigating how transformational pastoral leaders affect employee development. The essence of transformational theory is that progress in

itself is transformative Staff development and leaders positively change their acolytes through their inspirational nature and charismatic personalities.

The matter of leadership is not just an issue of the business world, but also it is a critical issue of the church. Amanchukwu, Stanley and Ololube (2015) address that strong and effective leadership is vital to growth and success in any organization even the church. Sanders (2017) divides leadership into spiritual leadership and natural leadership. Sanders point that people cannot be a great leader without natural leadership skills, but the Holy Spirit gives us gifts and abilities that are inactive beforehand. These shows there are some critical differences between two different leaderships. However, there are also many common elements between them in terms of function: Sanders (2017) continually says, leadership is the ability of a person to impel others. An individual can lead others only to the extent by which he can influence them to follow his lead. The meaning of this conclusion is that leadership is not related to the position that one holds, but to the influence, that one exercises.

Burch and Guarana (2014) also stresses the importance of a leader's influence to followers. Scholars have investigated transformational leadership for more than 30 years; however, the research has mostly been for the for-profit industry'. While there is little research on transformational leadership in non-profit institutions, there is less research on faith-based organizations and especially on pastoral leadership (Carter, 2009; Rowold, 2008). In defining effectiveness, Carter (2009) argues that other features like personality and behavior influence pastoral effectiveness. When Carter explored leadership styles, she found out that leadership style and spirituality are insubstantial in their ability to forecast pastoral productiveness.

McKenna and Eckard (2009) found three effectiveness features, which were not related to a leadership style. Although leadership style was not a projector of productiveness, according to Carter (2009) or McKenna and Eckard (2009), transformational leaders encourage acolytes toact. An assessment of pastoral leadership and follower motivation is needed to determine work effectiveness in the religious arena. This makes transformational theory salient for this study.The influence of this research is far-reaching. Investigating how church leadership traits impact a church's decision to become a provider of human services can shed light on the importance of transformational leadership for employee development.

Ham (2012) cites that Jeffrey Lee Fulks (1994) studied transformational leadership and its relation to the growth of new churches. The main intention of this study was to establish the factors that affect success in planting new churches, and the role of transformational leadership. The author found that LPI-Observer and Multifactor Leadership Questionnaires (MLQ) factors were significantly correlated. The LPI total score explained about 66% of the variance in leader effectiveness ($F=20.2$, $p<.0001$)and 74% of member satisfaction variance ($F=27.3$,$P<.0001$).One of the major findings of the study was that there are no relationship between transformational leadership and church planting success.This study revealed that transformational leadership did not affect church success.

Romerlito(2004) studied the leadership qualities of pastors in large churches in urban metro Manila. The main purpose of this study was to explore the leadership attributes of pastors of large churches and find how these leadership attributes are formed. In this study, most pastors frequently reported that enabling was their major practice among five leadership practices. However, constituents reported that inspiring was their major practices. In this study, the author also found the difference between leadership practices and educational level: pastors who have an undergraduate level of education had a strong point in inspiring and enabling. But pastors who have a graduate level of education were strong in modeling and enabling. There was also difference between the leadership attributes and worship attendance. Pastors who have congregations less than1000 showed themselves as enablers and encouragers. Pastors who have attendees within 1000-3000 were inspirers and challengers. Pastors who have over 3000 attendees had a strong point in modeling and enabling. In this study, the author showed that pastors in large churches had strengths in their leadership practices.

The concept of church leadership may seem to be vague, when we view the entire gamut of the field of leadership. This is more so as it has to do with divine concepts, things that are spiritual, and as it has been classified arguably, that faith organizations are non-profit organization.Leadership has become one of the primary foci for church growth in these days (Getz, 2012). If the church wants to experience growth, it definitely should have excellent and appropriate leadership in the changing world. Allen, Smith & Da-Silva (2013) state that the church really needs to have creative and effective leadership for leading through the change, uncertainty and complexity of the given age. However, reflecting on the real situation of the

current church and its leadership, it is an undoubted fact that the church has not had proper leadership for both the church itself and the world that the church relates to. The primary reason for this phenomenon is the lack of appropriate leadership that fits into the church and the world. Therefore, leadership and its practices are key issues in church growth and impact on the world.

Previous research mainly focused on church growth in relation to leadership styles (Dumdum, Lowe& Avolio, 2013). Most of the research on this topic has studied the leadership styles of senior pastors, and highlights the relation between its styles and the development of the church with respect to the number of people who attend Sunday mass services. However, in this paper, theresearcher will review literature on church growth in relation to leadership practices. There are a lot of theories and models, from natural born leader theory to psychosocial theories. In this era of dynamic changes and evolution in church functions, it was imperative to anchor this study on transformational leadership to explain on leaders' daily practice, personality, skills, and characteristics. In the respect, this literature review focused on leadership practices of challenging the status quo, policy implementation and living by example practices. Kouzes and Posner (2002) insist that effective leaders continually confront the challenges of the changes, and take risks. Effective leaders are not always satisfied with 'the status quo' in order to improve and achieve the organization's goals. For leaders, crisis is not an obstacle, but a great opportunity to grow and move the organizationtoward a better direction. Therefore, effective leaders are always open to the changes and challenges for the future of the organization.

Kotter and Cohen (2002) interviewed over four hundred people from one hundred and thirty organizations and found that successful institutions know how to deal with 'antibodies' that reject anything new. They see change as a natural phenomenon and propose 8 levels of successful large-scale change. As they describe, change is natural and normal. The main issue is how to cope with change and challenges. Lee and Krayer (2003) note that many staff employees do not like change in most facets of the organization. However, the authors claim that the leader of the organization should have initiative for change and be a change manager in order to make an effective and successful organization. They state that transforming change is a critical element to making an effective and successful organization.Books (2017) insists that future leaders are people who do not resist change but embrace it. In his diagnosis, the world has changed in a very profound way, and this change continues to happen all around us. In this situation, future leaders,

he insists, should have three basic functions or activities for change of the future: path finding, aligning, and empowering. These are, he concludes, three main roles of the successful leaders of the future. Day, Fleeno, Atwater, Sturm and McKee (2014) points out an ability to construct and shape change as one of the important behaviors of future leaders. The authors urge leaders to construct and shape change, rather than readily accepting it.

In the church ministry setting, to be sensitive to and transform changes is critical. Organizational change focuses on the way the church ministry is carried out (Cameron&Green, 2019). In the organizational change, the leader as an agent of change has a very important role. This means that the church as an organization can change only if the leader changes. This means that church leader's attitudes and practices toward change can determine the organization's growth or withdrawal. Percy (2016) reveals that the church has been confronted with many socio-cultural changes in the postmodern age. In this confusing situation, the author suggests that the church and its leaders should appropriately prepare its ministries in order to effectively testify to the gospel, and serve God's people in this time of rapid transition and change.

2.3 Empirical Review

Issues of leadership have been a rigorous field of study in the 20th and the 21st Centuries. The age of industrialization ushered in an age of information and immense growth in corporations and organizations hence the need for knowledge in leadership. This has seen the field of leadership develop theories of leadership, styles of leadership and hence the cause and effects.

2.3.1 Leadership Practices Challenging Status Quo

The way the leaders of any organization practices their leadership directly influences the end performance, attitude and overall growth of the organization and the employee. Leadership practices vary from leader to leader depending on the vision of the leader and skills of the leader as aligned to the goals and mission of the organization.

Many organizations have their own way of doing things, which has worked for them for a very long time, some even from the very inception of the organization. These mostly unwritten traditions form the cultures within the organizations and determine the way people relate to one another, commitment to the organization and behavior patterns. Some of these behavior patterns

can be retrogressive to the organization and poor overall growth of the employees by failing to maximize on their potential. As Gregory notes, leaders of organizations in the new century will have to share knowledge with employees and empower all their employees as well as encourage challenging the status quo (Ohly&Flitz, 2007). To have well developed employees, there is need for the leader to propagate a culture of proactive behavior.

Challenging the status quo also translates to challenging the system and the process (Hechanova, &Cementina-Olpoc, 2013). The culture may need challenging but also the systems might as well not be supportive to employee development and it is the obligation of the leader to see to it that the system is employee friendly and the processes of employee development and empowerment are challenged to align with the needs of the workers.

In many circumstances, employees tend to be contented and do not seek new challenges in their places of work and just wait for retirement. They are in a comfort zone that does not engage them in programs for self-development. At any age, personal growth meets the motivational and reward needs of the employee (Tampoe, 2009). It is therefore paramount for any leader worth of leadership to put in place empowerment programs for encouraging and inspiring personal development of the employers to boost their morale and self-worth. Challenged employees will work to improve and develop themselves to another level in performance and job satisfaction. Job satisfaction depends on employees' perception of the degree to which his or her work delivers those things that he or she desires. This is usually achieved depending on the leadership of the organization aligning its goals with those of the personal (Idah& Jacob, 2015).

2.3.2 Leadership Practices: Policy Implementation

Every institution's lifeline is entrenched in its policies, especially on human resource. Policies guide the organizations to many areas relating to well-being of the employees and that of the overall organizational health. Together with employee motivation and good leadership practices, good policies also ensure fair wages and salaries.

Selled and Hasseini (2017) insists on the need to integrate Human Resource Development strategies of any organization within the organizations strategy. This is cardinal to the areas of employee development though his research needs more elaborate methodology of date collection and analysis. It is imperative that research on this very important topic in organization human

resource development was undertaken. Whereas Lara andFarlad(2014) expressed the need for capacity building recommending Human Resource Procedures to be more updated especially on employee recruitment with clear appraisal systems and clear training and development systems, their research basically are more on leadership vested in the chief executive officer than that of organization governed through councils. Again there is need to broaden the scope of sampling.

Some institutions have very sound policies on personal development but as Emmanuel and Millie (2015) notes there are factors that influence implementation of these policies that range from involvement of beneficiaries in the formulation of the policies, to communication of the same and social condition of the community, society of the country that implementation will take place. This again needs to be researched in particular localities.

Implementation of policies by the leaders will ensure a good working environment, assurance of healthcare and retirement (Krishnand, 2013). On the other hand, good policies will solve turnover problems and enhance better performances. Krishnandadvcates for more research in policy issues in leadership and management. Danskaren (2017) posits that purposeful sampling with semi-structured interviews is not sufficient but who brings into light a very important issue on organizational policies and how they should support employees on achieving work life reconciliation. According to this author, there is need for gender consideration in policies, occupational healthcare and professional guidance. More research needed to be done on this.

2.3.3 Leadership Practices: Modeling the Way

Modeling the way is one of the leadership practices embraced by leaders in different setups and different organizations. For any organization to realize its goals, the leader is the driving force behind any organization's success. Leadership influences on goal achievement of any organization is crucial to any performance of the employees. Effective leaders have their own clear values and beliefs, and practice them through choices and actions. In addition to havingclear visions and direction, they set the example for their followers. Through setting the example, effective leaders enable others to commit to the organization and its works (Kouzes& Posner, 2002).

Effective leaders also break projects and works down into achievable and feasible units in order to achieve small wins (Kouzes& Posner, 2002). Small wins strengthen and promote commitment

into the organization's visions. Covey (2002) lists the four roles of leadership: a model, pathfinding, alignment, and empowerment. Covey stresses that the first fundamental role of leadership is to be an example, a model among followers.Ciulla (2014) avers that in the church ministry setting, modeling as a leader's method in church leadership. Spiritual leaders do not force others to serve the church. Rather, they set an example for them so that they motivate followers' heart to change. The authors calls it servant leadership. Servant leaders willingly become a model or example of the Christian life and motivate others to choose to follow Christ through the serving. In the same line, Sipe and Frick (2015)concurs by adding thatservant leadership as one unique leadership style for Christian. In these books, they address that God has given us Jesus Christ as a perfect example of servant leadership, and church leaders have to follow Jesus' example as a unique model.These propositions show that, spiritual leaders do not forcibly push others to follow or achieve the organization's visions. Rather, they become an example of leadership and show others the right way. This is an effective leaders' distinctive characteristic in church ministry.

Employee growth is relies on the kind of leader, their character and ethical standing (Trevino& Brown, 2000). Biplab (2015) notes that leadership skills are essential for Human Resource Development where the follower satisfaction and goal accomplishment depends on leaders. The author further urges that authentic leadership bring about relational transparency and self-awareness of the follower more so when the employee needs to emulate the leader. This is so when the leaders are involved in mentorship programs to ensure continuity of leadership and longevity of life of the organizations (Rothwell, 2010).

The main aim of an institution is to better the skills of its employees so that it can survive today's competitive markets.Surji (2014) insists that to achieve this, there is need for recognition plan by the leader that will in turn influence outcomes and productivity. This is possible when the leader leads by example. The leader determines the levels of morale and motivation of the employee hence the performance and mentorship.

Good leadership brings greater meaning to life (Venket, 2012). Cohesiveness of any institution will come about through inspiration from good leadership; both charisma and character. Authentic leadership is associated with self-awareness, transparency, balanced processing and

internalized moral perspective (Biplab&Datta, 2015). Although there is more emphasis on some styles of leadership arguing that the attain a motivated and happier work force (Venket, 2012) there is need to research more on other styles of proven theories to establish their contribution to the well-being of employees.

Employee morale is one of the most studied areas in organization development. Serra et al. (2018) note that since ethical leaders take action as role models in the organization, they develop ethical behavior among their subordinate and if unethical behavior is ignored employees morale and ethical perception will be damaged. When considering ethical standards, then the need for ethical leadership becomes evident. Karu et al. (2018) insist on mediating effect of trust in leadership and the need for an ethical climate of a leader. This study however, needs more local research and especially in non-governmental organization including Churches hence the current study will focus on the influences of leadership role modeling on the overall employee development in the Eastern region of the Presbyterian church of East Africa.

2.4 Conceptual Framework

A conceptual framework illustrating the relationship between the study variables is shown in Figure 2.1.

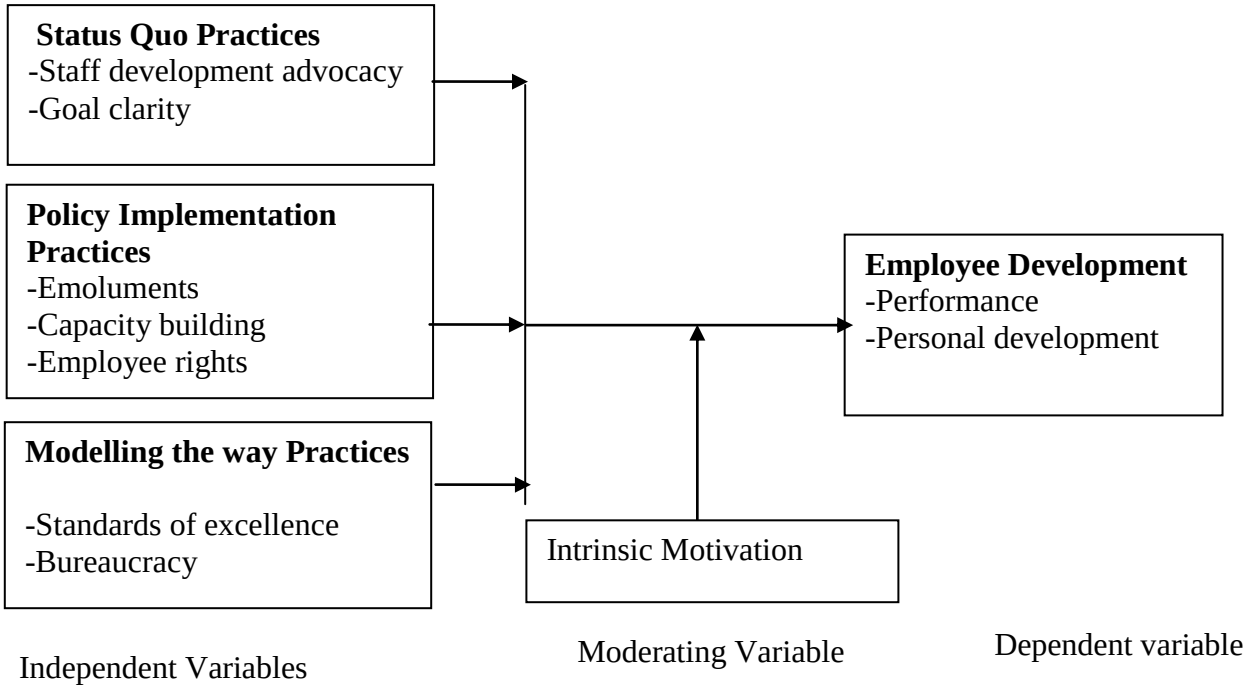


Figure 2.1: Influence of Leadership Practices on Employee Development

The conceptual frameworks shows that the independent variables are status quo practices, policy implemntation practices and modelling the way practices while employee development is the dependent variable. It is worth noting that leadership practices such as the ones investigated play a major role in employee professional development. This rationalizes the study on how their application influences employee development within the realms of the Chiutrch.

2.5 Chapter Summary

Chapter two has provided an analysis of the literature relating to leadership practices based on the three research questions specifically synthesizing the findings of other studies reported on influence of leadership practices on employee development. The chapter also discusses identified gaps in the literature, which provided the basis for this study. The next chapter provides an outline of the research methodology.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines the research design and methodology that will be applied in conducting this study. It covers research design, target population, sample size and sampling design, data collection methods, measurement of variables and model specification and data analysis.

3.2 Research Design

The study adopted the descriptive research design using survey method.Descriptive research is a research method that describes the characteristics of the population or phenomenon that is being studied (Nardi, 2015).Descriptive research desing was an appropriate choice for this study because the research aimedat identifyingleadership practices employed in influencing staff development in PCEA since not much was known about the the study variables.By using the survey method, the study collected the information needed without manipulation of the study variables. It was also possible to collect data from the respondents without influencing them.

3.3 Location of the Study

The study was carried out in the Eastern Region of the Presbyterian Church of East Africa in Kenya. Eastern Region consists of 47 parishes and 4 mission areas within the 9 Presbyteries and geographically covers TharakaNithi and Meru Counties. The study involved leadership of all the parochial areas and Presbyteries. The justification for the selection of Eastern region of PCEA in Kenya is based on several considerations. First, a study on theclergy in the PCEA reveals that rural clergy in Eastern region report high turnover migrating from rural to urban areas (PCEA records, 2019). Second, rural clergy face several unique challenges (such as multi-church ministry and lower salaries), contributing to the high turnover.Third, clergy opt out of rural areas of Eastern region because theydo not have sufficient social and personal resources. Rural life is different fromlife in suburbs and cities economically, culturally and in a variety of other ways (Rural Poverty, 2010) which suggests that rural ministry might be different as well. Anthropologist Sonya Salamon (2003) notes that high rates of rural to urban migration of church employees can spark changes in community priorities and a loss of local identity.Despite the fact

that nearly one third of all PCEA congregations in Kenya are rural, little work has examined how leadership practices might systematically influence employee development for sustainability.

3.4 Population of the Study

Target population is determined using selection criteria thatuncover the most eligible potential participants (Asiamah, Mensah & Oteng-Abayie(2017).The target population for this study comprised of 255 Parish leaders drawn from 47 parishes and 4 Mission areas, and 36 Presbytery leaders drawn from the nine Presbyteries of the Eastern Region of the PCEA totaling to 291.

3.5 Sampling Procedure and Sample Size

Proportionate sampling method was used to sample the Parish and Presbytery leaders in proportion to the way they occurred in the population. According to Kathuri and Pals (1993), for a population of 291, a sample of 165 is adequate.All the parish and Presbytery leaders in the nine Presbyteries of the Eastern Region of the PCEA formed the sampling frame. The list of Parish and Presbytery leaders was obtained from the presbytery moderators. Thus, from 255 Parish leaders proportionate sample of 255/291 x 165 =145 were obtained randomly. Similarly, 36/291 x 165 = 20Presbytery leaders were randomly selected. This brought the sample to 165. A summary of the sampling method and sample size is shown in Table 3.1.

Table 3.1: Distribution of the Sample

Category	Population	Sampling Procedure	Sample Size
Parish Leaders	255	Random	145
Presbytery Leaders	36	Random	20
Total	**291**		**165**

Source: PCEA Records, 2019

3.6 Research Instruments

The study employed a questionnaire to gather data from Parish and presbytery leaders. The questionnaires for parish and presbytery leaders (Appendix A and B) comprised four sections. Section A collected information on the respondents' demographic information. Section B had items seeking to examine how challenging status quo practices influences employee development. Section C contained questions aimed at determining how policy implementation practices influences employee development while section D had questions that sought to assess

the influence of role model practices church on employee development in Eastern Region of the Presbyterian Church of East Africa.

3.7Pilot Study

Prior to actual data collection, the researcher conducted a pilot study was carried out in Mount Kenya region of PCEA. The purpose of carrying out a pilot study was to find out if the instruments are appropriate, unambiguous and practical. The sample for the pilot study comprised of 15 Parish leaders and 2 Presbytery Moderators totaling to 17 respondents. The researcher visited the respondents to book appointments and administered the pilot instrument (questionnaire). Instrument pre-testing helped to ascertain the validity and reliability of the tool intended for use in data collection.This study adopted the split half method in examining the reliability of the questionnaire. This method does not require the researcher to get back to the respondents. The method involves splitting the questionnaire items in the teachers and students questionnaire into odd and even components and analysing their reliability by comparing the totals of the two dichotomies and conducting a Pearson's Product Moment correlation followed by a modified Brown Prophesy estimate formula. A reliability coefficient of about 0.70 justifies the adequacy of the research instruments in generating the desired results (Tabler, 2018).

Validity is the degree to which a test actually measures variables that it claims to measure (Kathuri& Pals, 1993). Two components of validity were ascertained. First, was content validity which refers to the extent to which a measure represents all facets of a given construct. Content validity is most often measured by relying on the knowledge of people who are familiar with the construct being measured. The subject-matter experts were provided with the research tools and were requested to provide feedback on how well each tool measured the construct in questions. Their feedback was then analyzed, and informed decisions made. This was ascertained by inspecting the questionnaire items to see whether they correspond to variables the researcher intended to be covered by the study. Content validity requires the use of recognized subject matter experts to evaluate whether test items assess defined content. The supervisors of this study and other experts in the Department of education evaluated the degree in which the items in the questionnaires would truly measure what they were intended to measure and whether the questionnaire items included all the content of a particular construct and advised accordingly.

Second, was construct validity that has to do with how well a test measures what it purports to measure. This involved a pre-and post-test on different groups, where the researcher obtained test results for two different groups, one with the construct and the other without. A significant difference in the pre and post-tests, results provided good construct validity. Kathuri and Pals (1993) contend that the measurement procedure should provide an accurate representation of the variable (or construct) it is measuring if it is to be considered valid.

Reliability is the measure of the degree to which the research instrument yields consistent results or data after repeated trials (Mugenda&Mugenda, 2005). In order, therefore to make the correct inference about a population the instrument used must be reliable. Reliability of the research instruments was assessed using the Cronbach's Alpha Coefficient. The results found that the range of Cronbach's Alpha Coefficient was 0.721 for parish leaders' questionnaire and 0.723 for presbytery moderators' questionnaire. This resulted in a mean of 0.722 on the reliability test. Fraenkel and Wallen (2009) recommend a reliability coefficient of 0.70 and above. Therefore, a reliability coefficient of 0.722 was considered adequate for the study.

3.8 Ethical Considerations

Cohen and Swerdlik (2005) describe ethics as a body of principles of right, proper and good conduct. Thus, ethical considerations in research pertain to values that guide behaviour of the researcher during the research. Ethical issues in educational research ensure that the rights and welfare of persons and communities that are subjects of the study are protected and guarded (Machmias, 1997). The purpose of the research was explained thoroughly to the participants. The consent of the participants was sought before they were engaged in the study. Participants were clearly informed about the reasons for undertaking the research in order to obtain their full cooperation. Those involved in the study were assured of the confidentiality of the information they gave. The researcher adhered to ethical standards in dealing with reporting of results, no fabrication or plagiarism was practiced, and neither was previously published data written as being original.

3.9 Data Collection Procedure

The researcher obtained clearance from St. Paul's University to seek a research permit from the National Commission for Science Technology and Innovation (NACOSTI). The permit was

presented to the County Commissioners of Meru and TharakaNithi the locale of Eastern Region of the Presbyterian Church of East Africa.The researcher wrote letters to the Presbytery moderators and Parish leaders where the study was carried out two weeks earlier, explaining the purpose of the study and solicited permission and cooperation from respondents. The researcher administered the questionnaires to the respondents and each requested to personally to fill their questionnaire.

3.10 Data Analysis

Data analysis entails doing mathematical computations on the data obtained from the field to generate useful information to facilitate cogent discussion and draw inferences (Peck, Olsen& Devore (2015). Acodebook for data entry for the respective variables was prepared before analysis. Data from the field was cleaned, coded and recorded. Data obtained using questionnaires; were analyzed using Statistical Package for Social Sciences (SPSS) version 21 for windows. Data was analyzed quantitativelyusing descriptive and inferential statistics including frequency counts, percentages and means. Regression analysis was used to find out if a significant influence of challenging the status quo, policy implementation and modelling the practices on employee development. Multiple regression was run to assess the effect of practices of challenging the Status Quo on employee development. In the multivariable regression model, the dependent variable is described as a linear function of the independent variables Xi, as follows: $Y = a + b1 \times X1 + b2 \times X2 + \ldots + bn \times Xn$

Where;

Y = dependent variable

Xi = independent variables

a = constant (y-intersect)

bi = regression coefficient of the variable Xi

The model permits the computation of a regression coefficient for each independent variable. Regression analysis was appropriate due to the continuous dependent variable and the continuous and categorical independent variables.Data has been presented in summary form using the frequency distribution tables.

3.11 Chapter Summary

This chapter has discussed the research methodology; the population, sampling frame, how participants were selected, sample size, data collection and methods of data analysis. Methods of

data collection applied in this study are mentioned in detail and justified accordingly. The next chapter presents the finding and analysis of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the study presents results and discussion of the research findings the influence of leadership practices on employee development in the Eastern Region of the Presbyterian Church of East Africa. The chapter is organized in sections based on the objectives of the study. The first section presents data on demographic characteristics of respondents. The subsequent sections in this chapter present results based on the research objectives.

4.2 Instrument Response Rate

The response return rate is the proportion of the number of usable responses returned in this case questioners against the number of questioners that were given out and is usually calculated in percentage. A survey's response is viewed as an important indicator of survey quality. One hundred and sixty five questionnaires were distributed and returned. According to Mugenda (2003), a return of 50% and above is acceptable. The 100% return rate of the questionnaires was achieved because the instrument was administered to the research participants while attending a residential church leadership workshop, which made it possible to get back all the questionnaires.

4.3 Demographic Characteristics of the Respondents

The respondents in this study included Parish and Presbytery leaders. The demographic characteristics of the respondents that this study sought included gender and highest level of training in church leadership. This information is vital for the reader to understand the characteristics of the study population. The data is presented in tables, figures and text form. The gender of the respondent was established by asking them to indicate their sex. The results of gender distribution of the respondents is shown in Table 4.1.

Table 4.1: Distribution of the Respondents by Sex

Gender	Parish Leaders		Presbytery Leaders	
	Frequency	Percent	Frequency	Percent
Male	87	60.0	13	65.0
Female	58	40.0	7	35.0
Total	**145**	**100.0**	**20**	**100.0**

The results show that out of the 145 Parish and 20 Presbytery leaders that participated in the study, majority were males. A study in Nigeria by Adebola and Jibril (2012) found that the mean score of the male Church leaders is higher than that of the females. This implies that there is gender disparity among Church leaders in favor of males in PCEA. There is need to have parity for both male and female adult role models in the Church for the young to emulate. The reasons for a greater percentage of male church leadership in PCEA can be traced from (Page, 2014) study that attributes the disparity to the stereotyping thinking that an episcopal clergyman has to be more traditionally "masculine" and apt to work for a hierarchical system that women are less interested in. Women themselves take male leaders to be more inspiring, more problem solving which is a key leadership competency. Research findings by Campus (2013) also suggests that female leaders portray feminine characteristics which are seen as "too soft" to lead. These stereotypical perceptions remain consistent in both secular and non-church settings. Thus, our perception of women in Church leadership makes them to feel like the job is more inclined for males than females making them shy away from undertaking clergy courses.

The study also sought todetemine the highest level of training in church leadership held by the respondents. Level of training has been found to impact on leadership approaches and practices (Jefferis, Manor & Power, 2008). Presented in Figure 4.1 is the data obtained in respect of the highest level of training in church leadership.

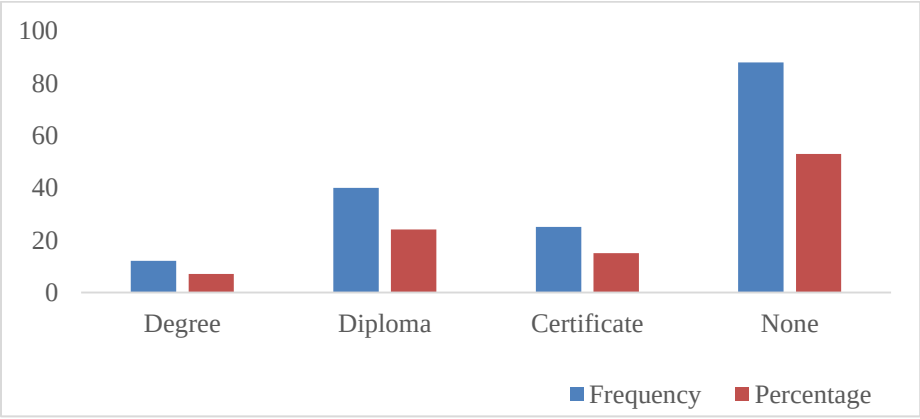


Figure 4.1: Level of Training in Church Leadership

The results show the descriptive information regarding the highest level of training in church leadership held by the parish and presbytery leaders at the time the study was conducted in Eastern Region of the PCEA. The results show that a large number 88(53.0%) of the church leaders had no formal training in leadership and management. This is in agreement with a study by Masenya and Booyse (2016) that showed that many of the clergy and church leaders have undergone more training in theology than in leadership. This implies that the leadership in PCEA may be lacking the requisite skills to enable them challenge the status quo practices and adopt practices that influence employee development. In this ever-changing world, there is need for church leadership to get church and her employees moving in the right direction.

4.4 Challenging the Status Quo Practices and Employee Development

The first objective in this study was to establish how challenging the status quo practices influence employee development in the Eastern Region of the Presbyterian Church of East Africa. A Likert-scale ranging from Strongly Agree = 5, Agree = 4, Not Sure = 3, Disagree = 2, and Strongly Disagree =1 was used to determine the percentage of participants that responded a certain way to each individual item in the questionnaire. Respondents indicated on a metric scale the extent to which they agreed that the practices employed by the Church leadership in challenging the status quo influenced employee development. Typically, the respondents scored each item in the questionnaire and the researcher computed the mean (average) of all of the items to check out which among the responses had higher scores indicating "more" agreement to some aspect. Agreement scales typically portray the presence of a certain trait or the agreement with ascertain position.

The data obtained is presented in Table 4.2.

Table 4.2: Practices for Challenging the Status Quo

Challenging the Status Quo Practices adopted	Responses n = 165										Mean
	SA		A		NS		D		SD		
	F	%	F	%	F	%	F	%	F	%	
Setting clear goals on employee development	65	39	35	21	40	24	14	8.0	11	7.0	3.78
Empowering employees to challenge the status quo	35	21	20	12	60	36	40	24	10	6.0	3.18
Identifying ideas that have the best chance of success	07	4.0	32	19	54	33	0	0	72	44	2.40
Advocating for innovativeness in staff development	20	12	43	26	36	22	60	36	6	4.0	3.06
Proposing improvement in efficiency	59	36	46	28	26	16	18	11	16	10	3.69
Overall Mean											**3.31**

Key: SA = Strongly Agree; A = Agree; NS=Not Sure; D = Disagree; SD=Strongly Disagree

The results indicate that setting clear goals on employee development (mean = 3.78), empowering employees to challenge the status quo (mean = 3.18), advocating for innovativeness in staff development (mean = 3.06) and proposing improvement in efficiency (mean = 3.69) are practices that have an influence on employee development. A detailed thematic discussion of the practices challenging the status quo with regard to employee development is provided in the subsequent sections:

4.4.1 Setting Clear Goals on Employee Development

A goal is a construct of the future or desired outcome that an individual or a group of people envision, plan and commit to accomplish (Schwartz, 2012).A goal is roughly similar to a purpose or aim, the anticipated result which guides reaction, or an end, which is an object, either a physical object or an abstract object, that has intrinsic value (Friston, Rigoli, Ognibene, Mathys, Fitzgerald, & Pezzulo, 2015). Clear goals stands for Collaborative, Limited, Emotional, Appreciable and Refinable. Clear goalsestablish standards of performance. They are measuring sticks to identify the successes and failures of an organization and its employees. According to Locke and Latham (2013) clear goals affect performance in the following ways: 1) goals direct attention and effort toward goal-relevant activities, 2) challenging goals lead to more significant

effort, 3) goals increase persistence, with challenging goals prolonging effort, and 4) goals indirectly lead to arousal, and discovery and use of task-relevant knowledge and strategies.

From the findings of this study, it is evident that the majority (60%) of the respondents agreed that setting clear goals on employee development by leaders influences employee development as compared with 15% that disagreed and 24% that were unsure whether setting clear goals does influence employee development. The findings imply that clear goals set by church leaders on employee development encourages her employees to achieve and develop the necessary knowledge, skills, and competencies to enhance performance in their current role. Thus, the result of this study suggests that employee development can be achieved by adopting clear and robust employee development goals. These findings are consistent with previous research. For example, in a study carried out in Kitale, Kenya by Mukonambi (2016), using mixed methods methodology established that clear goals sets on employee development is significantly associated with their professional growth. Conversely, (Sirota & Klein, 2013) reveal that individuals become more motivated and spirited in their work when they know what is expected of them. They get particularly interested when they learn about the rewards for meeting and exceeding their objectives.

4.4.2 Empowering Employees to Challenge the Status Quo

Status quo refers to how we have done things that may have worked in the past, but may not work now (Polites & Karahanna, 2012). Challenging the status quo is inspiring ordinary people to become extraordinary leaders (Kouzes & Posner, 2012). Hargreaves, & Fink, 2012)argue that nothing great is ever achieved by doing things the way they have always been done. Leaders challenge the status quo to entice improvements. To challenge the status quo, a leader has to have an open heart, open will, and open mind.Empowering employees can include ensuring they have the authority to make decisions critical to their success.

The results of this study show that the majority (36%) of the respondents were not sure that church leaders were empowering employees to challenge the status quo in terms of their professional development as compared to 33% that agreed and 30% that disagreed. This implies that there was a latent feeling among church employees negating practices of church leadership

in empowering them to challenge the status quo with respect to their professional development. Allen (2012) posit that managers maintain the status quo, while leaders challenge it. Challenging the Status Quo as a leadership behavior requires some finesse on the leader's part. The leaders must strike a balance between challenging the status quo respectfully and being a team player. Leaders who are open to new ideas are more effective than leaders who close off new information or approaches. Openness to other's ideas invites participation and increases the quality of interaction between leader and follower. Thus, a key leadership competence in today's world is to continually empower employees to challenge the status quo in the workplace. Employees must be given the confidence and skills to assume an active, involved role in the workplace.

4.4.3 Identifying Ideas with Best Chance of Success

Schmitt (1998)defines an idea as a suggestion or plan for doing something while Hornby, (2010) contends it is a formulated thought or opinion. Ideas are usually taken as mental representational images of some object. Ideas can also be abstract concepts that do not present as mental images Zender(2014).

The results of this study indicate that majority (44%) of the respondents disagreed that identification of ideas that have the best chance of success do not necessarily influence staff development, 33% were unsure while 23% agreed. This is congruent with Gupta and Singh (2013) findings that coming up with successful ideas on staff developmentmay not translate to direct outcomes. That is why brainstorming development with individuals or teams has consistently been found to be such a powerful tool. The findings imply that best ideas do not necessarily translate into action. Thus, church leaders and managersneed to develop a coordinated approach to staff development.

4.4.4 Advocating for Innovativeness in Staff Development

Staff development refers to all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency of both the individual and the organization (Gonzàlez, Miles-Touya&Pazò, 2012). Noe, Wilk, Mullen andWanek (2014) also view Staff development as the activities and programs (formal or informal) that help staff members learn about responsibilities, develop required skills and

competencies necessary to accomplish institutional goals, purposes and grow personally and professionally to prepare themselves for advancement in the institution they work for. Staff development embraces all forms of development activity, including tuition reimbursement, workshops, staff orientation programs, career coaching, job enrichment, e-learning, and release time to take internal or external courses.

The results of this study show that the majority (38%) of the respondents agreed that advocating for innovativeness in staff development by church leaders increases the desire for individual staff members to pursue professional development. This implies that leaders in the PCEA church support innovative employee development programs. Consequently, Church leaders are responsible forensuring that staff is trained to levels appropriate to their roles in order to perform optimally in the best interest of themselves, of others and of the Church as an institution.

The results of this study are in tandem with Bauernschuster, Falck and Heblich's (2009) findings that continuous staff training guarantees access to leading-edge knowledge and thus increase a firm's propensity to innovate. Thus, effective and comprehensive staff development practices must embrace innovative ways derive from a developmental plan, include attention to both process and product, be anchored in day-to-day work, be multifaceted and ever changing, and recognize maturation and growth in staff.

4.4.5 Proposing Improvement in Efficiency

Efficiency is the ability to avoid wasting materials, energy, efforts, money, and time in doing something or in producing a desired result (Bartuševičienė&Šakalytė, 2013). In a more general sense, it is the ability to do things well, successfully, and without waste. (www.researchgate.net) Efficiency signifies a peak level of performance that uses the least amount of inputs to achieve the highest amount of output. Efficiency requires reducing the number of unnecessary resources used to produce a given output, including personal time and energy. It is a measurable concept that can be determined using the ratio of useful output to total input. Employee productivity is the backbone of any organization and business venture and improving it means better tangible deliverables.

The results of this study show that majority (64%) of the respondents agreed that the contribution of leaders in proposing ways to enhance employee efficiency is succinct with employee development. This implies that church leaders prioritize employee development**,** explore and ensure best practices concerning employee development are shared as part of their commitment to improve employee efficiency. This concurs with Odumeru and Ogbonna's (2013) findings that a central goal of any leader or manager is to help their employees produce good work, and enhance their ability to do this work over time through adopting strategies that create a culture that encourages high performance as well as best practices for improving employee performance in the modern workplace.

The results also concur with Mone, London and Mone (2018) findings that employee efficiency may be enhanced through communicating clear expectations, making sure performance appraisals are consistent, making employee development a priority, taking steps towards improving employee morale, empowering employees to do their jobs well and utilizing the right technologies. Multiple regressions were run to assess the effect of practices of challenging the Status Quo on employee development.Table 4.3 provides a summary of regression coefficients.

Table 4.3: Regression Analysis of the Influence of Practices for Challenging the Status Quo onEmployee Development

Predictors	B	SEB	β	t	P-value	Odds Ratio
Constant	.880	.323		6.416	.000	.090
Set clear goals	.833	.380	.085*	.657	.031	2.29
Empower employees to challenge the status quo	.267	.099	.129*	.601	.024	1.34
Identify ideas with the best chance of success	.554	.046	.508*	.741	.028	1.36
Advocates for innovativeness in staff development	.104	.078	.049*	.184	.034	2.31
Proposes improvement in efficiency	.158	.088	.076*	.817	.032	2.38

N= 185; *p < .05; ** p< 0.01; R^2 = .46; F=23.5**

The results indicate that, clear staff development goals (Beta = 0.085, p < .031), empowering employees to challenge the status quo (Beta = 0.129, p < .024), identifying ideas with the best chance of success (Beta = 0.508, p < .028), advocating for innovative ways of promoting

employee development (Beta = 0.049, p < .034) and proposing improvement in efficiency (Beta = 0.076, p < .032) were significant predictors. This implies that clear goals set by PCEA leaders, empowering employees to challenge the status quo, bringing forth ideas with the best chance of success, advocating for innovative ways of promoting employee development as well as communicating to the employees the need to enhance their efficiency influence employee development. These findings are congruent with the findings obtained by Ngima and Kyongo (2013) who established that rigidity in job and employment structures meant that line managers are encouraged to enhance communication networks with the employees for performance and professional development.

4.4Policy Implementation Practices and Employee Development

Objective two of the study determined how policy implementation practices influence employee development in the Eastern Region of the Presbyterian Church of East Africa. Presented in Table 4.4 are the results of the analysis.

Table 4.4:Policy Implementation Practices Regarding Employee Development

Policy Implementation Practices adopted	Responses n = 165										Mean
	SA		A		NS		D		SD		
	F	%	F	%	F	%	F	%	F	%	
Training and personnel development	55	33	20	12	26	16	28	17	36	22	3.18
Staff financing	46	28	27	16	37	22	12	07	43	26	3.13
Study leaves	68	41	49	30	22	13	11	06	15	09	3.87
On job training	12	07	24	15	25	15	66	40	38	23	2.43
Staff promotion	23	14	37	22	07	04	84	51	14	08	2.82
Overall Mean											

Key: SA = Strongly Agree; A = Agree; NS=Not Sure; D = Disagree; SD=Strongly Disagree

The results of this study indicate that the strategies implemented by church leaders in the PCEA supported by the respondents with regard to employee development included training and personnel development (Mean = 3.18), financing employees to further their training (Mean = 3.13), Offering study leaves with pay to church employees (Mean = 3.87), staff promotion (Mean = 2.82). This implies that leaders in PCEA are employing training and personnel development, financing employees to further their training, offer their employees study leaves with pay to

promote professional development as well as employee promotion to enhance employee productivity.According to The PCEA Scheme of Service, (2010- 2013, article 11), the Church employees are indicated as tent-making Ministers who are professional persons in their own right who have received theological training so that they can serve the Church at their places of work or at any other place as may be deemed necessary by the Church. Others are the Sisters, Evangelists, Head Office, Presbytery and Parish employees who include, Church administrators, accountants and bookkeepers, secretaries, gardeners, caretakers, cleaners and security guards. This study examined leadership practices and the influence they had on staff development in the Church. A discussion of the strategies in the subsequent sections is provided.

4.4.1Training and Personnel Development

Training is the most cost-effective intervention for improving human resource competencies in any organization (Rothwell, Hohne& King, 2012). In the church, training plays a key role in improving performance to realize ecclesiastical goals and objectives (Asfaw, Argaw&Bayissa, 2015). This study examined leadership practices adopted to influence staff development in PCEA. The results show that majority (45%) of the respondents generally agreed that the PCEA leadership implements training and personnel development programs contained in her personnel development policy as compared with 39% that disagreed and 22% that were non-committal on this aspect. The purpose of the personnel development policy is to encourage and support employees to actively pursue their professional and career development as an integral element of their employment with the Church. The Church acknowledges that continuing professional development contributes to personal job satisfaction, workplace productivity, reward and recognition. This policy applies to all church employees on fixed-term and ongoing appointments and sets out the principles that underpin professional and career development at the Church.

The findings of this study are in line with Dessler (2013), who found that staff training is essential because it helps avoid personnel mistakes, improve profits and performance. The results are also congruent with Li, Tong and Wong (2014) who established that professional development activities build on the collective knowledge and experience of employees and provide employees with opportunities to acquire, practice and adopt new knowledge, thereby enhancing individual, group and organizational learning and capabilities.

The study also found out through unstructured interview with some key informants that the PCEA has a training and personnel development policy that oversees Church personnel training, recommends licensing and ordination of the candidates for the ministry, organize on the job for Church workers and offer an oversight role to the training institutions/departments.Theological Education by Extension (TEE), a department under the Training and Personnel Development Committee has a mandate to prepare the laity to be preachers, counselors, and child nurturers. The department also sensitizes not only PCEA members but also members of other churches and social organizations to mission work through its 'Adopt an Inmate Initiative' program, commonly known as the Prison Ministry.

The study further established that the PCEA has certain provisions regarding individual training programs. All employees that have worked for the church more than four months are eligible to participate in external training programs individually or in teams. Mwamba (2019) avers that the PCEA is committed to providing a supportive and rewarding environment for employees and recognizes that the quality, responsiveness and professionalism of its workforce are inextricably linked to the Church's achievement of her mission and strategic goals.The Moderator's report to the 21st General Assembly in April 2015 urged the church to have a proactive Human Resource framework that can identify some of these gaps and address them accordingly. The framework should also address itself to issues of training of clergy, laity, and other support staff. It is, therefore vital that the Church ensure there is adequate capacity to manage such growth, including well-trained and adequate personnel.

4.4.1 Staff Financing

This study examined leadership practices concerning financing adopted to influence staff development in PCEA. The results of this study show that the majority (44%) of the respondents agreed that the leadership in the church facilitated the financing of their professional development following established policies as compared with 33% that disagreed and 22% that were unsure about this. Qualitative data obtained showed that massive spending in education financing in PCEA was in equipping teachers with the necessary skills and tools. This collaborates the findings of Asim (2013), who established that the organizational employees are motivated and developed when the employer provides support to her employees enrolled in

approved formal award courses through payment of an Education Support Allowance. The director of Education assisted by a board formulates the modalities of financing employee professional development in PCEA. This implies that the PCEA has a working policy on staff financing to promote the professional development of her employees. Tampoe (2009concurs that when employees feel better about their finances and have the security they need, everyone benefits. The mood in the office and workplaces is much better. Morale improves, and people feel more confident in every area, including their work.

4.4.2 Study Leaves

This study examined how church leaders provision of employees with study leaves influences staff development in PCEA. The results indicate that majority (71%) of the respondents agreed that the leadership in PCEA offering study leaves with pay to employees to pursue professional development as compared with 15% that disagreed and 13% that were non-committal. This implies that the PCEA has an implicit policy on study leave implemented by leaders. The purpose of the study leave is to enhance the professional abilities of the employee, which shall mutually beneficial to both the employee and the Church. This is supported by Gunter's (2016) findings that many churches offer employees study leave to enable them to pursue further training related to their roles not only to make them useful in their local church, but the whole Church.

4.4.3 On Job Training

The results obtained show that the majority (63%) of the respondents generally disagreed that the leadership in PCEA facilitating periodic on the job training for employees in the presbyteries to promote work efficiency as compared with 12% that agreed and 15% remaining non-committal. This implies that employees working for the PCEA were not receiving on-the-job training to enable them to acquire the relevant skills, knowledge, values, attitudes and competencies as well as understanding their organization's culture to effectively discharge their mandate and manage the church in the ever-changing global environment. This concurs with Nkonge's (2011) findings that the majority of the clergy in the Anglican Church of Kenya (ACK) is not receiving on the job training to match the rapidly changing Kenyan society. If the PCEA has to be successful in her mission in this century, it has to reconsider her on-the-job training systems. To effectively

manage the church in the ever-changing global environment, employees need critical training that includes on-the job training.

4.4.4 Employee Promotion

This study sought to assess the effect of promotion practices on employee commitment to pursue professional development in the Eastern Region of the Presbyterian Church of East Africa. The results of this study show that a significant percentage (59%) disagreed, 36% agreed while 4% were non-committal that promotion of employees enhanced professional development hence improving work efficiency. This implies that the implementation of promotion practice and its implications towards employees' professional development and performance is yet to be envisaged in PCEA.

The PCEA scheme of service (2010-2013) stipulate job and career prospects for all cadres of personnel and clearly describes the jobs and give details of entry and promoting conditions where a vacancy exists. However, from the findings of this study, it is evident that though most of the PCEA leadership implements promotion practices, this is not aimed at influencing employee development. The findings agree with the views of Gibbs (2016) that organizations promote employees to maintain them and avoid turnover. The results of this study suggest that employee promotion should not only be considered as a means of merely rewarding employees but also should be taken as a means towards stimulating them to pursue professional development. Therefore, the promotion of employees in PCEA should be carefully implemented to enhance efficiency and effectiveness in the work operations of employees.

Regression analysis was conducted to determine how policy implementation practices influence employee development in the Eastern Region of the Presbyterian Church of East Africa. A mean of responses to the five-point Likert scale was computed for each variable. This was necessary to test the null hypothesis that there was no statistically significant influence in the implementation of various practices on employees' professional development and efficiency in the Eastern Region of the PCEA.

The results obtained are presented in Table 4.5.

Table 4.5: Regression Analysis on Influence of Policy Implementation Practices on Employees' Professional Development

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	sig
Constant	39.20	4.831	.000	7.296	.000
Policy factors:					
Training & Personnel development	.025	.167	.012	.147	.001
Staff Financing	.074	.112	.055	.663	.001
Study Leaves	.002	.090	.013	.023	.001
On Job Training	.005	.007	.004	.022	.508
Staff promotion	.004	.017	.065	.022	.001

N= 165; *p < .05; ** p< 0.01; R^2 = .43; F=22.5**

Regression analysis was done to test if training and personnel development, staff financing, study leaves, on job training and staff promotion predicted employee development. The results of the regression indicates that four out of the five variables predicts employee development as explained by 43.0% of the variance (R^2 =.043, F(4,185) = 22.5, p< 0.01). The results show that personnel development (Beta = 0.012, p < .001), staff financing (Beta = .055, p < .001) study leaves (Beta = .013, p < .001) and staff promotion (Beta = .065, p < .001) were significant predictors. On-the-job training (Beta = .004, p < .508) was not significant. This implies that, there is a significant relationship between training and personnel development, staff financing, study leaves and staff promotion on employees development in PCEA.

4.5Modeling the Way Practices and Employee Development

The third objective sought to investigate how modeling the way practices influence employee development in the Eastern Region of the Presbyterian Church of East Africa. Modeling the way or instead, role modeling is a fundamental practice because it is how leaders earn, sustain, and build credibility. Effective leaders do what they say they will do. Modeling the Way begins with the clarification of personal values and involves building and affirming shared values that all can embrace.

The data obtained is presented in Table 4.6.

Table 4.6:Modeling the Way Practices and Employee Development

Modeling the Way Practices adopted	Responsesn = 165										
	SA		A		NS		D		SD		Mean
	F	%	F	%	F	%	F	%	F	%	
Clarifying values for staff development	10	06	14	08	31	19	78	47	32	19	2.35
Creating standards of excellence in staff development	13	08	20	12	40	24	58	35	34	21	2.52
Unravel bureaucracy when it impedes action in staff development	09	05	11	07	36	22	44	27	65	39	2.12
Setting example by going on further training for staff to emulate you	20	12	28	17	30	18	56	34	31	19	2.69
Building staff commitment through acts that create progress and momentum	19	12	21	13	22	13	63	38	40	24	2.49
Overall Mean											**2.43**

The results show that church leaders' practices that had a slight influence on employee development on a measure of five-point Likert scale were creating standards of excellence in staff development (Mean = 2.52) and setting an example by going on further training for staff to emulate (Mean = 2.69). This implies that church leaders practices of clarifying values for staff development, unraveling bureaucracy when it impedes action in staff development and building staff commitment through acts that create progress and momentum do not significantly influence employee development in PCEA. Leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow. Because the prospect of complex change can overwhelm people and stifle action, they set interim goals so that people can achieve small wins as they work toward broader objectives. They unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory. In the subsequent sections, the study discusses the two practices employed by church leaders that this study finds significant in influencing employee development. These are creating standards of excellence in staff development and role modeling.

4.5.1Creating Standards of Excellence

Standard of excellence means that people can expect great work from you, and if it is not great, you are committed to improving where it matters. Distinction can be both a description of current provision and also a goal or aspiration for institutions (Triolo, 2012). A shared understanding of the term is as a mark of distinction, describing something exceptional, meritocratic, outstanding, and exceeding standard expectations. It is a form of commendation commonly linked to the reputation of institutions and the achievements of students. If some provision is recognized as excellent, it implies that the majority of other providers are merely satisfying standards. Thus, once a standard of excellence is defined, maintaining this standard then becomes a matter of establishing a culture of excellence.

This study sought to find out how practices of modeling the way influence employee development in Eastern Region of the Presbyterian Church of East Africa. Even though a majority (56%) of the respondents disagreed that creating standards of excellence by church leaders do not influence employee development, the weighted mean responses (2.52) indicate otherwise. Caldwell, Dixon, Floyd, Chaudoin, Post and Cheokas (2012) established that excellent leaders sets standards operation procedures to facilitate the achievement objectives of the organization. They develop organizational policies and structures required for sustainable success and implement these via their work functions and personal traits. This suggests that church leaders can promote employee development by developing frameworks for standards of excellence that are achievable.

4.5.2 Role Modelling

This study sought to find out how practices of church leaders to lead by example influences employee development in Eastern Region of the PCEA.The results show that although a majority (53%) of the respondents generally disagreed that examples set by leaders do not necessarily influence employee development, the five-point weighted mean on the Likert scale (2.69) indicates otherwise. The results are in tandem with the findings of Deanne and Paul (2013) that great leaders explicitly set an example for others by behaving in ways that are consistent with their values and those of the organization and plan small wins that promote progress in individuals and teams, and then build on these to maintain momentum. The results of this study bring the expectation that there will be an exponential increase in the number of church leaders

in PCEA, taking up higher levels of professional development to motivate their employees to do the same.

Multiple regression analysis was conducted to identify the extent to which Modeling the Way Practices(creating standards of excellence and role modeling) predicts employee development in Eastern Region of the PCEA. The results of the logistic regression are presented in Table 4.7.

Table 4.7: Regression Analysis Effect of Modeling the Way on Employee Development

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	sig
Constant	18.39	7.301	.000	8.296	.000
Modeling the Way Factors:					
1. Creating standards of excellence	.541	.854	.402	.526	0.0171
2. Role modeling	.539	.728	.549	.459	0.0174

N= 185; *p < .05; ** p< 0.01; R^2 = .141; F=21.4**

The results show that the R^2 value was .141. The results show that creating standards of excellence (Beta = .402, p <0.0171) and role modeling (Beta = .549, p < 0.0174) were significant predictors. This implies that, there is a significant relationship between creating standards of excellence and role modeling in motivating employees to undertake professional development. This confirms the views of Caldwell, et al (2012) that leadership integrates ethical mandates, behavioral assumptions, and standards of excellence, which are fundamental requirements for the effective governance of organizations.

4.6 Chapter Summary

Chapter four provides the findings of the study as emergent themes resulting from analysis of the research data. The Chapter has also provided the analysis, interpretation, and synthesis of findings, based on the findings. The next chapter provides a discussion of the findings and makes interpretations based on the initial research questions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the study presents a summary of the main findings, providesconclusions based on the findings and makes recommendations tied to the objectives and research premises. The chapter ends with presentation of suggestions for further research

5.2 Summary of the Study

This study investigated the influence of leadership practices on employee development in the Eastern Region of the Presbyterian Church of East Africa. The first objective sought to examine the influence of the leader's status quo practices on employee development in the Eastern Region of the Presbyterian Church of East Africa.Significant findings were that the church leadership in PCEA employ the following practices in challenging the status quo with respect to employee development; clear employee development goals setting, empowering employees to challenge the status quo, identification of employee development ideas that stand a better chance of success, advocating for innovative ways of promoting employee development and proposing improvement in efficiency.

Objective two of this study sought todetermine the influence of leaders' policy implementation practices on employee development in the Eastern Region of the Presbyterian Church of East Africa. The main findings show thatleaders in PCEA implemented the following strategies in enhancing employee development and productivity; training of personnel, financing employees to further their training, offering study leaves with pay and promotions.

The third study objective sought to assess the influence of church leadership role modeling practices adopted by the church leadership influences employee's development in Eastern Region of the Presbyterian Church of East Africa.The findings show that church leader's practices that had a slight influence on employee development included creating standards of excellence in staff development and leading by example for staff to emulate.

5.3 Conclusion of the Study

Based on the findings of the study the researcher made the following conclusions:

The first objective sought to examine the influence of status quo practices on employee development in the Eastern Region of the Presbyterian Church of East Africa. Based on the findings obtained, it was concluded that the church leadership in PCEA sets clear employee development goals, empower employees under their jurisdiction to challenge the status quo with respect to development, advocated innovative ways of promoting employee development as well as proposing improvement in efficiency. However, the PCEA leadership seldom identifies ideas that stand a better chance of success with regard to employee development.

The second objective sought to determine the influence of policy implementation practices on employee development in the Eastern Region of the Presbyterian Church of East Africa. From the findings obtained in this study, it was concluded that personnel training, financing employees to undertake further training, and offering study leaves with pay and promotions to enhance employee development and productivity. However, on-the-job training was found to be lacking in practice.

Objective three of the study assessed the influence of role modeling practices on employee development in Eastern Region of the Presbyterian Church of East Africa. Based on the findings, the study concluded that creating standards of excellence and leading by example were the most significant modelling the way practices adopted by PCEA leadership in promoting staff development. The study also concluded that the PCEA leadership were seldom clarifying values for staff development, were rarely unraveling bureaucracy when it impedes action on staff development and rarely engaged in practices that create staff commitment for professional development.

5.3 Recommendations of the Study

The following recommendations are made based on the findings of the study:

Church leaders need to shift their focus of staff development from setting clear goal, empowering them to challenge the status quo, advocating for innovativeness and proposing improvement in efficiency to identifying ideas that have best chance of success with regard to

employee development. This way, the employees will be involved in decision making with regard to their personal development and thus gain more impetus to undertake professional growth.

There is a need for the church leadership to support employee development policies and adopt strategies for the effective operation of processes that involve on-the- job training in addition toemployee financing and offering study leaves and promotions that are currently under practice. On-the-job training will sharpen skills of employees thereby improving their work efficiency. When the church leadership offer their employees study leave and support them in their endevour, this will motivate them and increase their work morale.

Church leaders should strive to clarify values for staff development, reduce bureaucracy in staff development and build staff commitment through acts that creates momentum and progress besides creating standards of excellence. When church leaders adopt transformational leadership and explain the church philosophy on church development, it will be possible for her employees to translate this into tangible deliverables by pursuing knowledge, skills and attitudes that enhance their capaicities in the work place.

5.4 Suggestions for Further Research

The researcher suggests further research to:

i) Determine whether Presbytery size, age of the employees and the work content could affect employee job satisfaction.

ii) Determine other variables that influence staff development for Church employees.

5.5 Chapter Summary

Chapter five has provided a discussion of the findings and makes interpretations based on the objectives of the study. This Chapter concludes with implications for future practice and research.

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APPENDIX A

QUESTIONARE FOR PARISH LEADERS

The purpose of this questionnaire is to solicit information regarding influence of practices of church leaders in PCEA on employee development. The information you provide will be confidential and used only for research purposes.

Section A: General Information

1. Sex Male ( ) Female ( )
2. What is your highest level of training in church leadership?

……

Section B: Challenging the Status Quo Practices

To what extent do you agree with the challenging the status quo practices employed by the leadership in your Presbytery in promoting employee development? Use the scale given to provide your responses

SA- Strongly Agree (scored 5)

A- Agree (scored 4)

NS- Not Sure (scored 3)

D- Disagree (scored 2)

SD- Strongly Disagree (scored 1)

As a Church leader you	SA	A	NS	D	SD
Set clear goals and distinct steps in challenging the status quo with regard to staff development					
Empower church employees to challenge the status quo with regard to staff development					
Identify ideas with the best chance of success with regard to staff development					
Advocates for innovativeness in staff development practices					
Proposes improvement in efficiency with regard to staff development					

Section C: Policy Implementation Practices

To what extent do you agree to implement the following policy practices with regard employee development? Use the scale given to provide your responses

SA- Strongly Agree (scored 5)

A- Agree (scored 4)

NS- Not Sure (scored 3)

D- Disagree (scored 2)

SD- Strongly Disagree (scored 1)

As a church leader you	SA	A	NS	D	SD
Regularly attend staff development planning meeting					
Advocate for staff financing to further their training					
Offering staff under your presbytery study leaves with pay					
Conduct periodic on job training for employees in your presbytery					
Promote staff in your presbytery					

Section D: Modeling the Way

Modeling means going first, living the behaviors you want others to adopt. This is leading from the front. As a church leader, to what extent do you agree in modeling the way with regard to employee development? Use the scale given to provide your responses

SA- Strongly Agree (scored 5)

A- Agree (scored 4)

NS- Not Sure (scored 3)

D- Disagree (scored 2)

SD- Strongly Disagree (scored 1)

As a church leader you model the way through	SA	A	NS	D	SD
Clarifying values for staff development					
Creating standards of excellence in staff development					
Unravel bureaucracy when it impedes action in staff development					

Setting example by going on further training for staff to emulate you					
Building staff commitment through acts that create progress and momentum					

APPENDIX B

QUESTIONARE FOR PRESBYTERY LEADERS

The purpose of this questionnaire is to solicit information regarding practices of church leaders in PCEA and employee development. The information you provide will be confidential and used only for research purposes.

Section A: General Information

3. Sex Male ( ) Female ( )
4. What is your highest level of training in church leadership?

Section B: Challenging The Status Quo Practices

To what extent do you agree with the challenging the status quo practices employed by the leadership in your Parish in promoting employee development? Use the scale given to provide your responses

SA- Strongly Agree (scored 5)

A- Agree (scored 4)

NS- Not Sure (scored 3)

D- Disagree (scored 2)

SD- Strongly Disagree (scored 1)

As a Church leader you	SA	A	NS	D	SD
Set clear goals and distinct steps in challenging the status quo with regard to staff development					
Empower church employees to challenge the status quo with regard to staff development					
Identify ideas with the best chance of success with regard to staff development					
Advocates for innovativeness in staff development practices					
Proposes improvement in efficiency with regard to staff development					

Section C: Policy Implementation Practices

To what extent do you agree to implement the following policy practices with regard employee development? Use the scale given to provide your responses

SA- Strongly Agree (scored 5)

A- Agree (scored 4)

NS- Not Sure (scored 3)

D- Disagree (scored 2)

SD- Strongly Disagree (scored 1)

As a church leader you	SA	A	NS	D	SD
Regularly attend staff development planning meeting					
Advocate for staff financing to further their training					
Offering staff under your parish study leaves with pay					
Conduct periodic on job training for employees in your parish					
Promote staff in your parish					

Section D: Modeling the Way

Modeling means going first, living the behaviors you want others to adopt. This is leading from the front. As a church leader, to what extent do you agree in modeling the way with regard to employee development? Use the scale given to provide your responses

SA- Strongly Agree (scored 5)

A- Agree (scored 4)

NS- Not Sure (scored 3)

D- Disagree (scored 2)

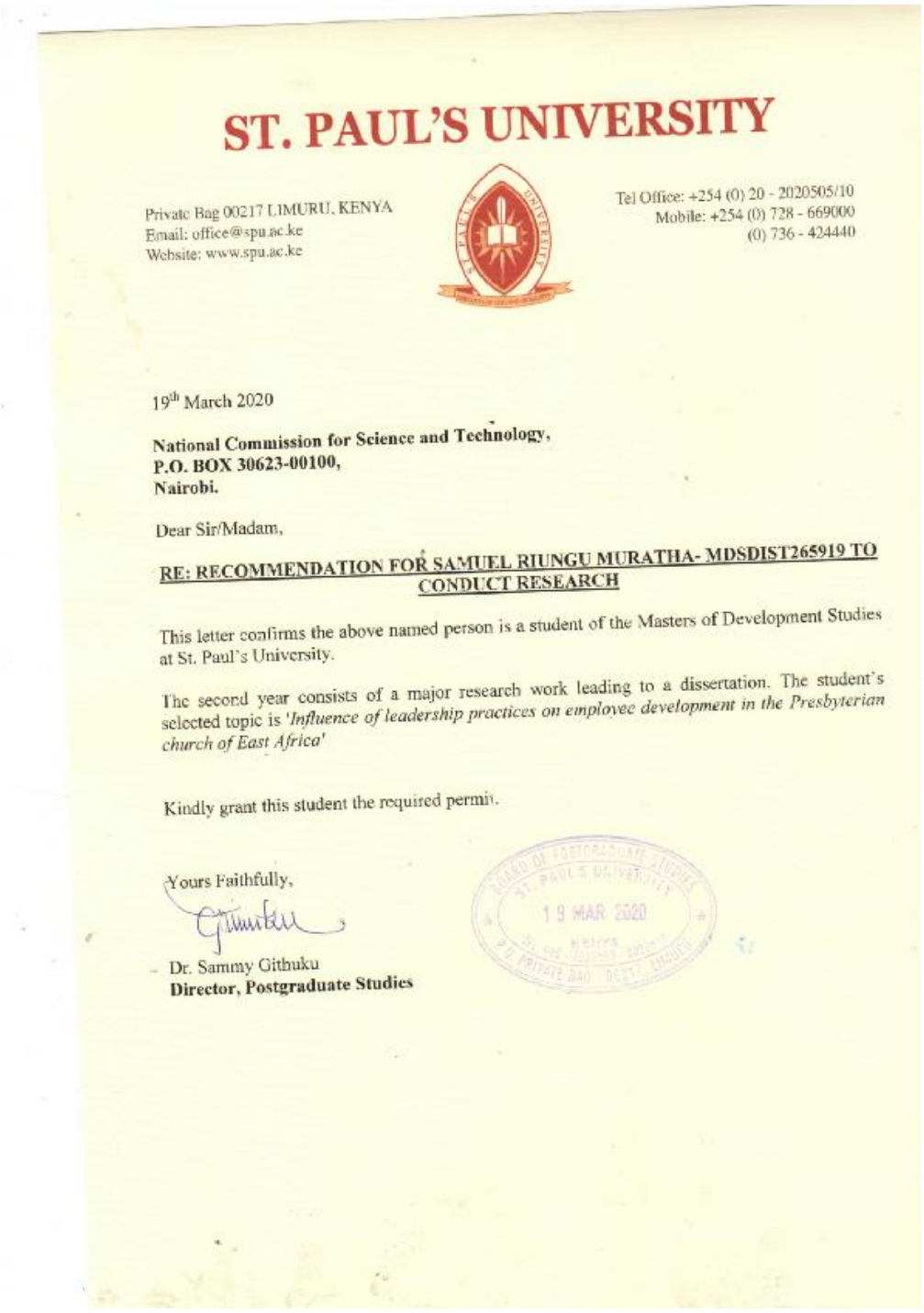
SD- Strongly Disagree (scored 1)

As a church leader you model the way through	SA	A	NS	D	SD
Clarifying values for staff development					
Creating standards of excellence in staff development					
Unravel bureaucracy when it impedes action in staff development					
Setting example by going on further training for staff to emulate you					
Building staff commitment through					

acts that create progress and momentum					

APPENDIX C

RESEARCH AUTHORIZATION



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19th March 2020

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR SAMUEL RIUNGU MURATHA- MDSDIST265919 TO CONDUCT RESEARCH

This letter confirms the above named person is a student of the Masters of Development Studies at St. Paul's University.

The second year consists of a major research work leading to a dissertation. The student's selected topic is '*Influence of leadership practices on emplovee development in the Presbyterian church of East Africa*'

Kindly grant this student the required permit.

Yours Faithfully,

Dr. Sammy Githuku
Director, Postgraduate Studies

BOARD OF POSTGRADUATE STUDIES
ST. PAUL'S UNIVERSITY
19 MAR 2020
P.O. PRIVATE BAG - 00217 LIMURU

APPENDIX D

RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **105073**

Date of Issue: **28/March/2020**

RESEARCH LICENSE



This is to Certify that Rev.. SAMUEL riungu muratha of St. Paul's University, has been licensed to conduct research in Tharaka-Nithi on the topic: influence of leadership practices on employees on development in the presbyterian church of east africa for the period ending : 28/March/2021.

License No: **NACOSTI/P/20/4668**

105073

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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APPENDIX E

TABLE OF SAMPLE SIZEDETERMINATION

Table 4 : Determination of the Size of Randomly Selected Sample.

The table determines the needed Sample Size from given finite population N cases such that the sample proportion P will be within plus or minus 0.05 of the population P with 95 % level of confidence.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	3O2
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1000	278	75,000	382
210	136	1100	285	100,000	384

N=Population Size; S= Sample Size

Adopted from Kathuri and Pals (1993)

APPENDIX F

MAP OF KENYA SHOWING AREAS WHERE PCEA IS FOUND



KEY

---- Distribution of PCEA in Kenya; Eastern Region Comprises

Source: PCEA Head Office

APPENDIX G

CONSENT FORM FOR PARTICIPANTS

Dear Participant,

Request for Consent to Participate in Research Project

I am **Samuel RiunguMuratha** a master's student pursuing developmenta studies at Saint Paul's University. I am conducting research on influence of leadership practices on employee development in the Eastern Region of PCEA**,** and would value your participation in this study.

If you consent, I will humbly request to you to be available for the interview or provide information through filling a questionnaire. Please note that your confidentiality and privacy will be strictly adhered to and protected. In your own preference, you may just provide a pseudonym instead of your real name. In addition, participating in this study is entirely voluntary and you may withdraw at any point depending on your own institution without any consequence.

Kindly sign this form when you are willing to participate in this study.

I understand that my participation is voluntary and that I may withdraw at any time.
I (name)…….consent to participate voluntarily in the above research project.

Signed……. Date…….