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CAPACITY BUILDING AND ITS INFLUENCE ON LEADERSHIP DEVELOPMENT OF SUNDAY SCHOOL TEACHERS IN THE ANGLICAN CHURCH OF KENYA, NAIROBI DIOCESE

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DECLARATION

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DEDICATION

This dissertation is dedicated to myself for the discipline and determination that guided me through this academic Journey.

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With great joy, I acknowledge and thank Almighty God for His assistance in accomplishing this endeavour. This project was accomplished through His heavenly wisdom, fortitude, and favour. Lord, I am forever grateful, and you deserve all praise and honour.

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ABSTRACT

Sunday school ministry within the Anglican Church of Kenya (ACK) plays a vital role in children's spiritual formation and biblical education. Despite training programs implemented by ACK Nairobi Diocese, limited evidence exists on how capacity building translates into leadership development. Therefore, this study examined how capacity building influences leadership development among Sunday school teachers. The study was guided by the following research objectives: to determine the influence of stakeholder engagement on leadership development among Sunday school teachers, to examine the influence of financial sustainability on leadership development among Sunday school teachers, to assess the influence of skills on leadership development among Sunday school teachers, and to establish the influence of efficiency on leadership development among Sunday school teachers of ACK churches in Nairobi Diocese. The target population comprised all Sunday school teachers serving in 77 ACK Nairobi Diocese parishes. Stratified random sampling selected 268 teachers across nine archdeaconries using proportionate allocation. Primary data were collected through structured questionnaires, cleaned, edited, and coded. Descriptive statistics included frequencies, mode, mean, percentages and standard deviations. SPSS V.28 analyzed data, while regression analysis examined capacity building and leadership development. The study may benefit stakeholders in the Sunday school ministry, namely teachers and children, as well as ACK Nairobi Diocese leadership, including the bishop, archdeacons, and diocesan board members, as they formulate policies and strategies for children's ministry development. The major findings of the study include the existence of a statistically significant relationship between capacity building (stakeholder engagement, financial sustainability, skills, and efficiency) and leadership development. Financial stability in the Sunday school ministry in ACK churches of Nairobi diocese is a major concern due to inadequate finances. Therefore, the budget allocated to Sunday school programs should be increased, necessary supplies provided, and financial support offered to Sunday school teachers.

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ABBREVIATION OF ACRONYMS

ACK: Anglican Church of Kenya

NACOSTI : National Commission for Science, Technology and Innovation

SPSS: Statistical Package for Social Sciences

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DEFINITION OF OPERATIONAL TERMS

Capacity building refers to the specialized processes and activities that Sunday school teachers undertake to enhance their knowledge, skills, efficiency, and teaching practices, with the aim of improving learning effectiveness.

Efficiency This is the best use of resources, time, money, and knowledge by the Sunday school teacher to achieve the best learning outcome with minimum wastage.

Leadership development is the process of improving Sunday school teachers' ability to function in leadership roles and responsibilities within organizations.

Stakeholder engagement refers to the systematic process of engaging with, reaching out to, and working with those impacted by a development initiative, including churches, civil society groups, and beneficiaries.

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CHAPTER ONE

INTRODUCTION

1.0 Chapter Overview

This chapter provides the study's background, statement of the problem, purpose, objectives, and research questions. The chapter also presents the study's justification, significance, assumptions, scope, limitations, and delimitations, key terms, and abbreviations.

1.1 Background of the Study

Capacity building has become a core element in organizational development across industries worldwide. Organizations invest significantly in developing the skills and capabilities of their workforce to enhance performance and achieve strategic objectives. According to Saputra et al. (2024), capacity building involves developing and enhancing the skills, abilities, processes, and resources organizations need to succeed and remain competitive in changing landscapes. Capacity building is equally important in religious institutions, where ministry workers need the skills required to effectively carry out their spiritual and educational mandate. An organization's effectiveness depends on the quality of its human resources and their ongoing development through systematic training and capacity-building programs, as stated by Kothari and Garg (2023). In many parts of the world, Sunday school ministry is an important part of Christian education and a foundation for spiritual formation, biblical education, and moral development in children and young people.

From a global perspective, according to Woodger (2020), leadership development helps individuals enhance their capacity to perform leadership roles and responsibilities within organizations. Leadership development within religious organizations has gained considerable attention in recent years as faith-based institutions recognize the need for structured approaches to preparing their workforce. Churches and religious organizations worldwide have implemented various programs to equip staff with the leadership skills needed for effective ministry. Sunday school ministry represents a significant component of Christian education across denominations globally. These programs provide a foundation for spiritual formation, biblical education, and moral development among children and young people. Research by Gandhi and Johnson (2016) indicates that effective religious education programs depend heavily on the quality and preparedness of teachers who facilitate learning experiences. Sunday

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school teachers function not only as instructors but also as spiritual mentors, role models, and leaders within their religious communities.

1.1.1 Components of Capacity Building

Stakeholder engagement emerges as a critical factor in capacity building for Sunday school teachers. Stakeholders in Sunday school ministry include church leadership at various levels, parents and guardians of children, fellow teachers, and the broader congregation. Ezeh et al. (2024) argue that effective stakeholder engagement ensures that capacity-building initiatives align with community needs and receive the necessary support for successful implementation. Yuntasilo and Sutheejariyawattana (2023) note that teachers who actively participate in stakeholder meetings and collaborative activities demonstrate stronger leadership qualities than those who work in isolation.

Financial sustainability represents another crucial dimension of capacity building that affects the development of leadership skills among Sunday school teachers. Financial resources determine the quality and frequency of training programs, availability of teaching materials and resources, and the level of motivation and support that teachers receive. Rop et al. (2021) note that Sunday school programs in many churches rely heavily on voluntary contributions. Without proper financial support, even well-designed capacity building programs may fail to achieve their intended objectives of developing competent and confident leaders among Sunday school teachers.

Skills development is central to capacity-building efforts in any organizational context. For Sunday school teachers, relevant skills include biblical and theological knowledge, pedagogical skills, an understanding of child development and psychology, classroom management, and leadership abilities. Siregar (2023) emphasizes that effective capacity building programs should systematically develop these skills through structured training, mentorship relationships, and practical learning opportunities. Gandhi and Johnson (2016) suggest that teachers who receive training that goes beyond basic instructional methods are more likely to take on leadership roles within their churches and communities.

Efficiency represents important outcomes of capacity building that relate directly to leadership development. Efficient teachers use available resources effectively, manage their time well, and achieve desired learning outcomes with their students. Putra et al. (2024) explain that productive teachers engage consistently in their work, contribute to program growth and

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improvement, and inspire others by example. Ayeni and Joshua (2020) indicate that teaching efficiency extends beyond technical skills to include the ability to create meaningful learning experiences that genuinely impact children's lives and spiritual development.

The relationship between capacity building and leadership development requires careful examination within the specific context of ACK Sunday school ministry. While capacity building programs aim to enhance the skills of teachers, leadership development focuses more broadly on preparing individuals to take on greater responsibilities, influence others, and contribute to strategic direction and decision-making within the organization. Kothari (2004) explains that organizational research should clearly define relationships between variables and examine how specific interventions lead to desired outcomes.

1.1.2 Sunday School Ministry and Teacher Development in East Africa

In East Africa, the Anglican Church has established a strong institutional presence with structured religious education programs serving communities across Tanzania, Uganda, and Kenya. The region faces distinct challenges in volunteer management and delivering religious education in resource-constrained environments. According to Ngunyi (2018), churches in East Africa rely heavily on volunteer teachers who often serve without formal theological training or pedagogical preparation. In Tanzania, the Anglican Church runs over 500 Sunday school programs, and teachers receive sporadic training through diocesan workshops. Uganda's Anglican Church and Kenya, particularly in the Nairobi Diocese, have implemented teacher certification programs in select dioceses, though coverage remains limited. Minzner et al. (2013) found that churches and other faith-based organizations in resource-limited contexts must develop innovative capacity-building approaches that maximize available resources while addressing the specific needs of volunteer workers. Gandhi and Johnson (2016) found that effective religious education programs depend heavily on the quality and preparedness of teachers who facilitate learning experiences.

1.1.3 The Anglican Church of Kenya and Sunday School Teacher Capacity Building

The Anglican Church of Kenya is one of the country's largest and most influential religious institutions. The church operates under an episcopal governance system with hierarchical, geographically organized leadership. According to the ACK organizational structure, the church maintains a system of geographical parishes organized into dioceses, each headed by a bishop who oversees spiritual and administrative matters. The ACK comprises forty-one

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dioceses spread across Kenya, serving millions of adherents through thousands of parishes and sub-parishes. Each diocese functions semi-autonomously under the oversight of the Provincial Synod, the church's highest governing body. The synod consists of three houses, namely the House of Bishops, the Clergy, and the Laity, which collectively deliberate on matters pertaining to church doctrine, spiritual discipline, and organizational policy. Within the ACK structure, dioceses are further subdivided into archdeaconries, each headed by an archdeacon, a priest with supervisory responsibilities over multiple parishes.

The ACK has historically prioritized children's ministry as a strategic area for investment and development. The church recognizes that effective children's ministry lays a foundation for lifelong faith commitment and participation in the church. ACK's Sunday school programs serve as the primary vehicle for systematic biblical instruction and spiritual formation for children from early childhood through adolescence. According to Mambo (2023), ACK has implemented several initiatives to strengthen children's ministry, including curriculum development, teacher training programs, and the establishment of Children's Ministry departments at both the provincial and diocesan levels. However, the effectiveness of these initiatives in producing competent, confident Sunday school teachers remains an area that requires further investigation.

Nairobi Diocese represents one of the oldest and most established dioceses within the ACK. The diocese is organized into nine archdeaconries, namely Cathedral, Embakasi, Githurai, Kasarani, Kayole, Langata, Ruai, Westlands, and Zimmerman. Together, these archdeaconries oversee seventy-seven parishes across Nairobi County and its environs. The Children's Ministry department within Nairobi Diocese coordinates Sunday school programs across all parishes. The diocese has identified children's ministry as a strategic area that requires adequate resources and systematic development. Nairobi Diocese has implemented various training initiatives, including conferences, workshops, and seminars, aimed at equipping Sunday school teachers with the necessary skills for effective ministry.

Despite these efforts, Sunday school teachers in Nairobi Diocese face numerous challenges that limit their ability to serve effectively as ministry leaders. Many teachers serve on a voluntary basis without formal preparation or ongoing support (Rop et al., 2021). Resource constraints limit access to teaching materials, training opportunities, and physical infrastructure necessary for quality Sunday school programs. Rop et al. (2021) observe that while churches

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recognize the importance of Sunday school ministry, a gap often exists between this recognition and actual investment in teacher development and support.

1.2 Problem Statement

Sunday school ministry within the Anglican Church of Kenya plays a vital role in the spiritual formation and biblical education of children across the denomination. In Nairobi Diocese, 77 parishes run Sunday school programs that serve thousands of children each week. The ACK Nairobi Diocese has implemented various training programs to equip Sunday school teachers with the skills needed for effective ministry. These initiatives include diocesan-level workshops, archdeaconry training sessions, and parish-based mentorship programs (Anglican Church of Kenya Diocese of Kitale, 2019). Church leadership recognizes that well-prepared teachers are essential for quality Sunday school programs that effectively nurture children's spiritual development.

However, limited evidence exists regarding how these capacity-building efforts translate into leadership development among Sunday school teachers. Rop et al. (2021) noted that there is insufficient evidence of capacity-building efforts specifically targeting Sunday school teachers in Kenyan churches. Similarly, Mambo (2023) observes that while the Anglican Church of Kenya has implemented various training initiatives for children's ministry workers, evidence on the effectiveness of these programs in developing leadership skills remains limited. Furthermore, Wanjala and Njoroge (2020) found that teachers in church settings often lack systematic development pathways that would enable them to grow from basic instructors to ministry leaders. Sunday school teachers continue to face challenges including limited access to quality training opportunities, inadequate resources for effective instruction, and minimal ongoing support from church structures. The specific mechanisms through which capacity-building dimensions such as stakeholder engagement, financial sustainability, skills development, and efficiency enhancement influence leadership development remain poorly understood. However, despite available theoretical information on capacity building and leadership development, the researcher did not find a recent study that has been done on Sunday school teachers in Nairobi Diocese. It is against this background that the study sought to investigate capacity building and its influence on leadership development of Sunday school teachers in the ACK church of Kenya in Nairobi Diocese.

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1.3 Purpose of the study

The purpose of this study was to examine capacity building and its influence on the leadership development of Sunday school teachers in the ACK church of Kenya in Nairobi Diocese. Specifically, the study seeks to investigate how stakeholder engagement, financial sustainability, skills and efficiency contribute to the development of leadership capabilities among Sunday school teachers. The findings will provide practical insights that can inform the design and implementation of more effective teacher development programs within Nairobi Diocese and similar church settings.

1.4 Objectives of the Study

The study was guided by a general objective and specific objectives.

1.4.1 General Objective of the Study

To examine capacity building and its influence on the leadership development of Sunday school teachers in the ACK church of Kenya in Nairobi Diocese.

1.4.2 Specific Objectives of the Study

The study was guided by the following specific objectives:

i. To determine the influence of stakeholder engagement on leadership development of Sunday school teachers in ACK churches in Nairobi Diocese.
ii. To examine the influence of financial sustainability on leadership development of Sunday school teachers in ACK churches in Nairobi Diocese.
iii. To assess the influence of skills on leadership development of Sunday school teachers in ACK churches in Nairobi Diocese.
iv. To establish the influence of efficiency on leadership development of Sunday school teachers in ACK churches in Nairobi Diocese.

1.4.3 Research Questions

The study was guided by the following research questions: -

i. How does stakeholder engagement influence leadership development of Sunday school teachers in ACK churches in Nairobi Diocese?

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ii. How does financial sustainability influence the leadership development of Sunday school teachers in ACK churches in Nairobi Diocese?
iii. To what extent do skills influence the leadership development of Sunday school teachers in ACK churches in Nairobi Diocese?
iv. How does efficiency influence leadership development of Sunday school teachers in ACK churches in Nairobi Diocese?

1.5 Scope of the Study

This study examined the influence of capacity building on leadership development among Sunday school teachers in the Anglican Church of Kenya, Nairobi Diocese. Geographically, the study was conducted across the nine archdeaconries of Nairobi Diocese: Cathedral, Kayole, Embakasi, Ruai, Githurai, Kasarani, Westlands, Zimmerman, and Langata. These archdeaconries collectively oversee seventy-seven parishes where Sunday school programs operate regularly.

In terms of content, the study examined four key dimensions of capacity building as independent variables, namely stakeholder engagement, financial sustainability, skills, and efficiency. The dependent variable was leadership development among Sunday school teachers. The study examined how each capacity-building dimension influences leadership development among teachers serving in Sunday school ministry contexts.

The target population comprised all Sunday school teachers actively serving in the seventy-seven parishes of Nairobi Diocese. The study focused on teachers who have been involved in Sunday school ministry for at least one year, as this duration provides sufficient exposure to capacity-building initiatives and ministry experiences that may contribute to leadership development. The study did not extend to other dioceses within ACK or to teachers in children's ministry programs beyond Sunday school.

1.6 Justification of the Study

There was a major gap in empirical studies on the connection between capacity building and church-based volunteer leadership development. Although much of the literature on capacity building has been conducted in the corporate world and in educational institutions, little research has looked at how these concepts can be implemented in religious institutions where the majority of the workers are on a volunteer basis and have little formal training.

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Second, the ACK Nairobi Diocese and other religious groups should have evidence-based information to inform their investment in the teacher development programs. The church leaders are confronted with decisions concerning allocation of resources, programs, and strategic priorities with limited empirical data on the most effective approaches in facilitating leadership capabilities in the volunteer workers.

1.7 Significance of the Study

This study will generate findings that will be significant to the stakeholders in the Sunday school ministry and religious education leadership development. The ACK Nairobi Diocese leadership, including the bishop, archdeacons, and diocesan board members, will benefit from the study findings as they formulate policies and strategies for children's ministry development. The diocese can use the findings to strengthen existing teacher development initiatives or design new programs that better address factors critical to leadership development.

Sunday school teachers themselves represent primary beneficiaries of this research. The study will provide insights into the pathways through which they can develop leadership capabilities within their ministry contexts. Teachers will gain an understanding of how engagement with stakeholders, access to financial resources, skills development opportunities, and attention to efficiency contribute to their growth as leaders. This knowledge can empower teachers to advocate for needed support and take proactive steps in their own development.

Children's Ministry coordinators and department officials at diocesan and archdeaconry levels will gain insights useful for strategic planning and program development. The study findings will inform the design of training curricula, mentorship programs, resource allocation frameworks, and teacher support structures. Scholars and researchers in religious education, organizational development, and volunteer management will benefit from this study's theoretical and empirical contributions. The research will add to the limited body of knowledge regarding capacity building and leadership development in church contexts, particularly in African settings.

1.8 Assumptions of the study

This study proceeded on several assumptions necessary for the research design and methodology to function effectively. First, the study assumed that Sunday school teachers in ACK Nairobi Diocese were exposed to various forms of capacity-building initiatives through

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their involvement in ministry. This assumption was reasonable because the diocese implemented training programs, workshops, and support structures for Sunday school teachers, although the extent and quality of exposure may vary across parishes and individual teachers.

Second, the study assumed that leadership development among Sunday school teachers can be observed and measured through appropriate research instruments. Third, the study assumed that Sunday school teachers willingly participated in the research and provided honest, thoughtful responses to the research questions. This assumption was critical to obtaining valid, reliable data that accurately represents teachers' experiences and perceptions of capacity building and leadership development.

Fourth, the study assumed that respondents had a sufficient understanding of capacity building and leadership development as they relate to their ministry work. Although teachers do not necessarily use these academic terms, they were able to understand and answer questions on training, support, stakeholder relationships, resources, skills development, and growth as leaders when these terms were broken down.

Fifth, the study assumed that the teachers sampled were representative of Sunday school teachers in Nairobi Diocese. This assumption is supported by relevant sampling techniques that provide sufficient diversity in archdeaconry, parish size, teacher experience, and other factors.

1.9 Limitations of the Study

This study was limited by self-reported data from Sunday school teachers, which may contain response bias due to social desirability and/or loyalty to church leadership. Further, different conceptions of important concepts, such as capacity building and leadership development, may impact on the uniformity and validity of responses.

Second, the study was confined to the Anglican Church of Kenya Nairobi Diocese and included only Sunday school teachers who had served for at least one year. This limits generalizability because the results may not transfer to other rural church buildings, churches of other denominations, or dioceses with different structures and leadership development systems.

Third, time and budget constraints prevented a full analysis of all factors influencing leadership development. Personal, spiritual, organizational, and socio-cultural factors influence leadership, but only selected capacity-building aspects were explored in this study, ignoring

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factors like personal calling, spiritual maturity, theological training, and external socio-economic factors.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on capacity building and leadership development among Sunday school teachers. The review is organized across a number of sections that consider theoretical and empirical views of the study variables. The theoretical literature section discusses the theories anchoring the study: leadership development as the dependent variable and dimensions of capacity building as independent variables. The empirical literature section reviews the latest studies on stakeholder engagement, financial sustainability, skills, and efficiency in the context of leadership development in education and religion. The chapter concludes by presenting the conceptual framework and identifying research gaps that justify the current study.

2.2 Theoretical Literature

The study was guided by the theories, namely: Transformational Leadership Theory, Human Capital Theory, and Resource Dependence Theory. All the theories were linked to this study as they were aligned with study objectives of capacity building and leadership development.

2.2.1 Transformational Leadership Theory

Transformational leadership theory provides the primary theoretical foundation for understanding leadership development among Sunday school teachers in this study. Originally developed by Burns in 1978 and later expanded by Bass in 1985, this theory explains how individuals develop into leaders who inspire and transform others through vision, communication, and personal example. According to Northouse (2019), transformational leadership involves four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These components represent the qualities and behaviors that effective leaders demonstrate as they influence and develop others.

In Sunday school ministry, transformational leadership theory helps explain how teachers grow from basic instructors into leaders who inspire children, influence parents and congregation members, and contribute to the church's broader mission. According to Bass and Riggio (2006), idealized influence refers to leaders serving as role models whose behavior and character inspire others to follow their example. Sunday school teachers who demonstrate strong faith

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commitment, biblical knowledge, and genuine care for children exemplify idealized influence in their ministry contexts. Inspirational motivation involves communicating a compelling vision that energizes and motivates others toward shared goals (Northouse, 2019). Teachers who effectively communicate the value of spiritual formation and biblical instruction to children exemplify this.

Intellectual stimulation is how the leaders stimulate followers to be creative, innovative, and think critically (Bass & Riggio, 2006). Intellectual stimulation is evident in Sunday school teaching where teachers plan stimulating lessons, ask probing questions, and help pupils to reflect deeply on the teaching of the Bible. Individualized consideration is identifying and catering to a person's individual needs, skills, and potential (Northouse, 2019). Teachers who can modify their teaching to suit children's varying needs and guide and support them according to their developmental stages demonstrate this leadership.

This theory posits that leadership development involves learning, practicing, and internalizing these transformational qualities (Bass & Riggio, 2006). Sunday school teachers gradually acquire the confidence, skills, and character qualities of transformational leadership as they receive training and as they gain experience and interact with a variety of stakeholders. This theoretical view aligns with Wuttaphan's (2017) view that leadership is not just a set of skills, but also about personal development, character building, and inspiring and influencing others to achieve meaningful goals. The theory also highlights the importance of supportive environments for leadership development, which include mentoring, feedback, and opportunities for individuals to engage in leadership behaviors (Northouse, 2019). This theory can be used to measure leadership development as the dependent variable.

2.2.2 Human Capital Theory

Human capital theory provides a theoretical underpinning for the contribution of skills to leadership development. Economists Gary Becker and Theodore Schultz advanced the idea that investing in education, training, and skill development improves individual efficiency and organizational effectiveness. Human capital is the knowledge, skills, abilities, and other attributes individuals have that are useful for their economic and social productivity, according to Becker (2010). Organizations that invest in human capital development through training and education reap benefits in the form of better performance, innovation, and competitiveness.

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Human capital theory can be understood in the context of Sunday school ministry as a way to understand how capacity development, which builds teacher skills, translates to better leadership. Providing opportunities for churches to strengthen their Sunday school staff's biblical knowledge, pedagogical skills, understanding of child development and classroom management abilities is investing in the human capital of Sunday school teachers. The quality of any educational programme will largely hinge on the competence and commitment of people who are to facilitate learning (Kothari, 2004). Teachers with stronger human capital possess greater confidence in their abilities, demonstrate more effective teaching practices, and are better positioned to take on leadership roles within their church communities.

The theory posits that different forms of training and education affect human capital development in different ways. Formal training programs are structured learning opportunities in which teachers learn basic knowledge and skills (Becker, 2010). Mentorship relationships and peer interactions provide informal learning opportunities that help teachers acquire practical wisdom and contextual understanding. Learning by doing through actual teaching practice helps teachers build their skills and confidence (Kothari, 2004). All these types of capacity building help build human capital ready to take on a broader role as a teacher leader.

However, human capital theory has faced several criticisms. Tan (2014) argues that the theory is too simplistic because it focuses mainly on economic returns and fails to account for the social, cultural, and emotional aspects of learning. Critics also point out that the theory assumes rational decision-making regarding an investment in education, which might not be the case in the context of teachers, where monetary returns are not available. As Marginson (2019) notes, the human capital theory does not sufficiently consider equity and access issues because not everyone actually has equal opportunities to acquire human capital, even if they want to.

Despite these limitations, recent advancements have extended human capital theory to better explain development in non-profit and volunteer contexts. Wuttaphan (2017) combined the concepts of human capital with the theory of leadership development, showing that developing leadership capacity contributes to the organization's benefits, not only in economic terms. In addition, today's researchers have extended the concept to incorporate social capital and psychological capital, where relationships and networks, along with hope, resilience, and self-efficacy, all play a role in the effectiveness of individuals and organizations (Luthans et al., 2015). These developments make human capital theory more relevant to understanding how

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investments in capacity building for Sunday school teachers can support their leadership development. This theory is in favor of skills variable.

2.2.3 Resource Dependence Theory

Resource dependence theory can serve as a conceptual framework for explaining how financial sustainability affects the leadership development of Sunday school teachers. According to Pfeffer and Salancik (1978), this theory helps explain an organization's dependence on its external environment and how that dependence shapes its behavior and outcomes (Cobb & Wry, 2014). Pfeffer and Salancik argue that organizations need sufficient resources from their environment to execute their activities successfully (Cobb & Wry, 2014). Resources limit or facilitate what an organization can do and impact the growth of the members of the organization..

In religious education contexts, resource dependence theory helps explain why financial sustainability matters for teacher development and leadership growth. Sunday school programs mainly obtain financial resources from the church budget, congregational giving, and occasionally outside donors to support teacher training, purchase teaching materials, and sometimes provide infrastructure for children's ministry (Mawudor, 2016). Teachers are provided with good training, curriculum materials and suitable facilities for good teaching when sufficient financial resources are available. However, when resources are limited, teachers may struggle to access development opportunities, lack necessary resources, and feel frustrated, which can negatively affect their ability to become leaders (Tibane et al., 2024).

Despite its utility, resource dependence theory has limitations. Critics argue that it overemphasizes external constraints and underestimates organizational agency in shaping resource environments (Coupet & McWilliams, 2017). The theory has been criticized for being deterministic and for not considering how organizations can create resources through innovation and collaboration. In recent years, researchers have moved to combine resource dependence theory with institutional theory and social network approaches, suggesting that organizations can alleviate dependence by forming strategic partnerships, sharing resources, and building networks (Jiang et al., 2022). These developments are especially significant for how resource-poor churches can overcome limitations by working together to develop teachers. The theory is backed up by the financial stability variable.

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2.3 Empirical Literature

This section presents an in-depth analysis of studies that have been undertaken in relation to capacity building and leadership development by other scholars both locally and regionally. It further brings out the empirical literature linkages with the four variables and research gap analysis. Literature sources include books and journals.

2.3.1 Stakeholder Engagement and Leadership Development

Recent research demonstrates the important role that stakeholder engagement plays in developing leadership capabilities among teachers and ministry workers. Yuntasilo and Sutheejariyawattana (2023) examined how teacher involvement in stakeholder activities improves student leadership skills. They discovered that teachers who were involved in stakeholder meetings, collaborative planning, and community engagement activities had significantly stronger leadership attributes than those who worked in isolation. The study included 120 teachers from various schools in Thailand, and it used quantitative surveys and qualitative interviews to evaluate leadership skills. Teachers who had frequent contact with parents, administrators, and community members indicated that they felt more confident in decision-making, better in communication, and more willing to take initiative in solving education problems.

Similarly, Ezeh et al. (2024) investigated stakeholder engagement strategies in organizational contexts and their influence on project success. In their study, they analyzed 45 energy projects in Nigeria and discovered that effective stakeholder engagement played a vital role in building energy project managers' and team members' leadership skills. The study found a number of ways in which stakeholder engagement can lead to leadership development, such as exposure to a variety of viewpoints, opportunities for negotiation and conflict resolution, learning about political and social awareness, and engaging in collaborative decision-making. The results indicate that those who can interact and communicate effectively with stakeholders have a deeper, more nuanced understanding of organizational dynamics and are better prepared to take on leadership roles.

Research by Kagunya & Caleb (2017) examined stakeholder involvement in church programs in Kenya and its impact on program effectiveness. They studied ministry programs in some Nairobi churches and concluded that youth ministry leaders who interacted with elders, parents, and youth demonstrated strong leadership and achieved better ministry outcomes. The study

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included 80 youth ministry leaders and used structured questionnaires to measure indicators of stakeholder engagement practices and leadership development. The study found positive relationships between the frequency of stakeholder meetings, the quality of stakeholder relationships, and self-reported leadership confidence among ministry leaders.

However, Ndung'u and Munyiri (2021) present a more nuanced picture of stakeholder engagement effects. In their study of community development projects in rural Kenya, they found that stakeholder involvement generally supported leadership development, but the quality and type of involvement mattered more than the frequency of interactions. Superficial or tokenistic involvement, with little collaboration or mutual learning, had little effect on leadership development. The research indicates that stakeholder involvement must be meaningful, respectful, and mutually beneficial to effectively advance stakeholders' leadership development.

In Sunday school ministry, the child is the primary stakeholder and beneficiary of the teaching and leadership process. In some ways, the quality of the leadership of Sunday school teachers can only be reflected in the involvement, spiritual growth and behavioural change of their children, unlike in corporate or formal educational settings, where it may be measured through performance indicators. The connection and interaction with children provide teachers with immediate feedback, enabling them to adjust their teaching and communication styles and develop empathy and patience, which are essential leadership qualities. In addition, children's responses, involvement, and spiritual development provide feedback to the teacher, either encouraging or challenging the teacher's leadership techniques. Expanding the concept of stakeholder engagement to be relational and transformational by recognizing the child as the key stakeholder.

These studies reveal a consistent pattern: stakeholder engagement can facilitate leadership development in various contexts. However, most existing research has focused on formal educational settings and corporate environments. This study builds on this research by investigating the impact of stakeholder engagement among volunteer Sunday school teachers at a Kenyan church, where stakeholder dynamics may differ from those in formal organizations.

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2.3.2 Financial Sustainability and Leadership Development

Empirical research demonstrates clear connections between financial sustainability and leadership development in educational and ministry contexts. Putra et al. (2024) have carried out a comprehensive study on capacity building through professional development, mentoring, and organizational support to improve teacher performance. The study included 200 teachers across various schools in Indonesia and focused on the availability of financial resources for accessing development opportunities. The research found that teachers with sufficient funding for professional development programs had significantly higher scores in teaching effectiveness, professional confidence, and leadership readiness than those with limited funding. The study used regression analysis, which showed that investment in teacher development significantly explained the variance in leadership skills scores.

Mawudor (2016) studied financial resource allocation and its effect on the performance of faith-based organizations in Kenya. They examined several churches in Nairobi County and how financial decisions about ministry programs influenced staff development. The study found that churches investing up to 15 percent of their budgets in training and development had higher staff skills, higher worker retention, and stronger leadership pipelines than those with minimal investment in training and development. Researchers conducted an in-depth analysis of financial data and interviews with church leaders and ministry workers in 30 congregations.

Similarly, Simon and Ronoh (2017) investigated the relationship between resource allocation and worker motivation in non-profit organizations in Kenya. They studied fifty organizations, such as churches, community groups, and humanitarian agencies. Results showed that employees who felt that their employers were making sufficient investment in them financially by providing training materials, training facilities, and program infrastructure were more committed, more productive, and more likely to take leadership. The study employed both quantitative and qualitative approaches and revealed that financial sustainability had an impact on access to development resources as well as workers' perception of the organization's commitment and support. All the studies reviewed show that financial sustainability is a necessary condition for leadership development; it provides access to training resources and demonstrates organizational support for worker development. Most of these studies, however, focus on formal organizations that employ paid workers, not on the context of volunteer ministry. The present research adds to this literature by examining the impact of financial

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sustainability on leadership development for voluntary Sunday school teachers in resource-poor church settings where the financial systems might not be the same as those of well-resourced organizations.

2.3.3 Skills and Leadership Development

Recent studies have consistently shown that skills development is a key factor in leadership preparedness in educational settings. Siregar (2023) analyzed Sunday school teachers' ability to implement the Great Commission through Sunday School Education. Results revealed that the higher the score, the more confident the teacher was in his or her teaching ministry and the more willing the teacher was to assume leadership in the church. Skill assessments and self-efficacy scales were used to determine teacher capabilities and strong positive relationships were found between skill levels and leadership indicators.

Research by Gandhi and Johnson (2016) on creating more effective mentors through mentoring-the-mentor programs provides relevant insights into how skill development contributes to leadership readiness. Their study examined mentorship programs in medical education contexts and found that mentors who received systematic training in mentoring skills, communication techniques, and leadership principles became significantly more effective in their roles and demonstrated greater leadership capabilities in broader organizational contexts.

Similarly, Otieno (2023) investigated teacher training programs and their impact on leadership development in Kenyan secondary schools. Their study assessed changes in teaching skills and leadership readiness. Findings showed that teachers who completed comprehensive training programs covering subject content, pedagogy, assessment methods, and classroom management demonstrated significantly higher leadership aspiration scores and were more likely to pursue administrative positions compared to teachers with minimal training. The study used a longitudinal design, measuring participants before training, immediately after training, and six months post-training to track sustained effects.

Research by Anyanga and Kwaba (2024) examined the relationship between continuous professional development and leadership emergence among teachers in secondary schools. Their study found that teachers who engaged regularly in professional development activities, including workshops, seminars, and self-directed learning, showed higher rates of promotion to leadership positions such as department heads and deputy principals. The research identified

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several mechanisms linking skill development to leadership advancement, including increased confidence, enhanced problem-solving abilities, broader perspective on educational issues, and greater visibility within the school community.

However, research by Jeptepkeny and Keter (2025) provides important context about the relationship between skill development and leadership outcomes. The study examined teacher training programs in rural Kenyan schools and found that while skills and skills were necessary for leadership effectiveness, they were not sufficient on their own. Teachers also needed opportunities to apply their skills, organizational cultures that recognized and rewarded skills, and support structures that enabled leadership emergence. The research suggests that skill development must occur within supportive organizational contexts to effectively promote leadership development. The empirical evidence strongly supports the relationship between skills development and leadership readiness across educational contexts. However, most studies examine formal teacher training programs in conventional school settings. This study adds to the literature by examining how skills development influences leadership growth among Sunday school teachers, who typically receive informal, sporadic training rather than systematic professional development. This focus on informal capacity building in volunteer contexts addresses a key gap in the literature.

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2.3.4 Efficiency and Leadership Development

Empirical research demonstrates connections between teacher efficiency and leadership development in educational settings. Ayeni and Joshua (2020) examined teachers' capacity building and productivity in secondary schools in Ondo State, Nigeria. Their study involved 200 teachers across 20 schools and examined how capacity-building initiatives affected teacher productivity and leadership emergence. The research found that teachers with high productivity, measured through student performance outcomes, lesson preparation quality, and consistent effort, were significantly more likely to be identified by principals and peers as potential leaders. The study used multiple regression analysis and found that productivity indicators accounted for substantial variance in leadership selection decisions.

Research by Malebe et al. (2024) examined teacher effectiveness and career advancement in Kenyan public schools. Their study found that teachers who consistently demonstrated efficient classroom management, effective use of instructional time, and achievement of learning objectives advanced to leadership positions at substantially higher rates than less efficient

teachers. The research identified efficiency and productivity as critical factors principals and education officials considered when promoting teachers to head of department, deputy principal, and principal positions.

Similarly, Joseph et al. (2016) investigated factors influencing leadership development among women teachers in Kenyan secondary schools. They revealed that the perceptions of teaching effectiveness and teaching productivity had a significant impact on the opportunities for leadership development. Colleagues and administrators were more likely to encourage teachers identified as highly effective and productive to pursue leadership opportunities, receive more mentorship, and feel more confident in their leadership skills. This study emphasizes that efficiency and productivity are clear measures of ability that affect organizational perceptions and leadership opportunities.

Koech et al., 2023 conducted a study on the link between teacher performance appraisal results and promotion to leadership positions in private schools. They analyzed performance records and found strong positive relationships between consistently high performance ratings and promotion to leadership positions. At the end of the first three cycles of the teacher evaluation, teachers who performed best were three times as likely to be appointed as leaders as teachers who performed averagely. Research indicates that efficiency and productivity establish track records of success and place people in the running for leadership development.

However, Andafu (2023) offers important qualifications about the relationship between productivity and leadership development. The study investigated the process of teacher promotion in Teachers Service Commission schools in Kenya and concluded that although productivity was a factor in promotion, other factors such as seniority, political connections, and demographic characteristics also played a role in the process. The research indicated that efficiency and productivity can aid leadership development; however, other organizational and social factors also affect leadership opportunities and outcomes. Efforts to increase efficiency and productivity are always shown to be key strategies for career progression in educational institutions. However, existing studies focus primarily on career progression in formal employment settings where leadership positions offer tangible rewards. The present study explores the connections in the context of Sunday school ministry, where opportunities for leadership are unpaid, and where motivations might be different from those in paid employment. Understanding the relationship between efficiency, productivity, and leadership development in this unique context adds to the literature. The literature provides an

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understanding of the relationship between efficiency and leadership development of Sunday school teachers. The empirical literature fills a gap in Sunday school ministry by highlighting the importance of teacher efficiency for leadership development.

2.4 Conceptual Framework

The conceptual framework for this study illustrates the relationships between capacity-building dimensions as independent variables and leadership development among Sunday school teachers as the dependent variable. According to Mugenda and Mugenda (2013), a conceptual framework represents a proposed model that identifies the variables under study and the relationships between independent and dependent variables. The framework serves as a visual and conceptual tool that guides research design, data collection, and analysis by clarifying what will be measured and how different study elements relate to one another. The independent variables of capacity building include: stakeholder engagement, financial sustainability, skills, and efficiency, whereas the dependent variable in this study is leadership development.

The framework identifies four capacity-building dimensions that serve as independent variables in this study. Each dimension represents a specific aspect of organizational investment in developing Sunday school teachers' capabilities. These dimensions are. The framework proposes that each dimension influences leadership development among Sunday school teachers, the dependent variable.

In this study, leadership development among Sunday school teachers is the dependent variable. The conceptual framework proposes direct relationships between each independent variable and the dependent variable. When Sunday school teachers engage meaningfully with church leadership, parents, congregation members, and fellow teachers, they develop relational, communication, and collaborative skills that are fundamental to effective leadership. Stakeholder engagement provides feedback, encouragement, learning opportunities, and social support that build teacher confidence and leadership readiness.

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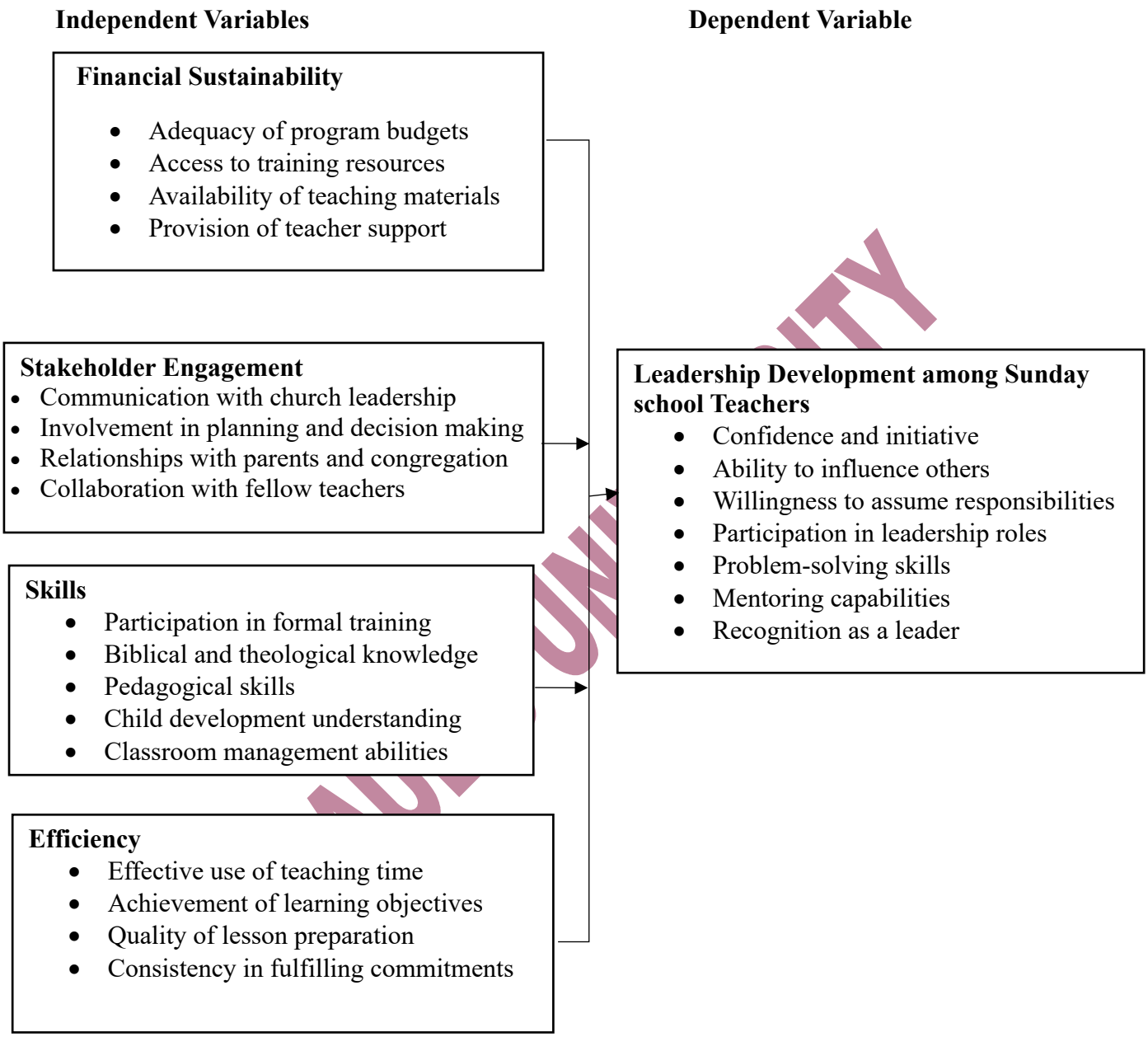


Figure 2.1: Conceptual Framework (Researcher, 2026)

2.5 Research Gap

The review of theoretical and empirical literature reveals several gaps that justify this study. First, while transformational leadership theory and other theoretical perspectives provide frameworks for understanding leadership development, these theories have been developed primarily in corporate and formal educational contexts. Limited theoretical work has examined

leadership development specifically among workers in religious organizations where motivations, organizational structures, and development processes may differ significantly from secular contexts. This study will extend theoretical understanding of leadership development among Sunday school teachers in the ACK church in Kenya.

Second, while human capital theory, resource dependence theory, stakeholder theory, and systems theory provide useful frameworks for understanding how capacity building dimensions contribute to leadership development, these theories have not been systematically applied to Sunday school teacher development. The study will advance theory application by showing how these perspectives illuminate the relationship between capacity building and leadership development in religious education settings.

Third, the empirical literature review reveals that most existing research on capacity building and leadership development has focused on corporate organizations, formal educational institutions such as public and private schools, and development sector organizations. Research by Yuntasilo and Phrakru (2023), Putra et al. (2024), Gandhi and Johnson (2016), and Ayeni and Joshua (2020) offers valuable insights into how capacity-building dimensions relate to leadership development, but these studies examine contexts quite different from Sunday school ministry in African churches. Limited empirical research has examined these relationships specifically within church contexts where most workers are with minimal formal training.

Fourth, while some research has examined children's ministry in Kenyan churches, such as the work by Mambo (2023) on strategizing children's ministry education in the Anglican Church of Kenya and research by Rop et al. (2021) on Sunday school teacher skills, these studies do not specifically investigate the relationship between capacity building and leadership development. Existing Kenyan research tends to focus on program effectiveness, teacher skill levels, or ministry strategies rather than how capacity-building initiatives contribute to leadership development outcomes.

Fifth, no identified studies have specifically examined capacity building and leadership development among Sunday school teachers in ACK Nairobi Diocese. While the diocese has implemented various training and support programs for Sunday school teachers, there is no empirical evidence documenting how these capacity-building efforts influence leadership development. Church administrators make decisions about resource allocation and program

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design without the benefit of research evidence regarding which capacity-building dimensions most significantly influence leadership outcomes in their specific context.

Sixth, the empirical literature reveals limited research that examines all four capacity-building dimensions of stakeholder engagement, financial sustainability, skills, and efficiency in relation to leadership development within a single study. Most existing research examines one or two capacity-building dimensions in isolation. This study will contribute a more comprehensive examination of multiple capacity-building dimensions and their relative influence on leadership development.

Finally, while theory suggests clear connections between capacity building and leadership development, empirical research often presents mixed findings. Some studies show strong positive relationships while others show weak or conditional relationships. For example, Ndung'u and Munyiri (2021) found that the quality of stakeholder engagement mattered more than its frequency, while Dogan et al. (2020) found that financial resources alone did not guarantee development outcomes without quality program design. These mixed findings suggest a need for context-specific research that examines how capacity building-leadership development relationships operate in particular organizational and cultural settings.

This study addresses these gaps by providing empirical evidence on how capacity building influences leadership development among Sunday school teachers in ACK Nairobi Diocese. The research will examine all four capacity-building dimensions within a single study, apply relevant theoretical frameworks to a faith-based context, and generate context-specific insights that can inform practice improvement within the diocese and similar church settings. The findings will contribute to both theoretical understanding and practical knowledge regarding effective approaches to developing leadership capacity of Sunday school teachers in the ACK church in Kenya.

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Table 2.1: Summary of Research Gaps

Gap Area	What Existing Literature Shows	What is Missing	How Current Study Addresses Gap
Theoretical Application	Transformational leadership, human capital, resource dependence, stakeholder, and systems theories developed primarily in corporate and formal education contexts	Limited application of these theories to religious education workers in African church settings	Applies multiple theoretical frameworks to understand capacity building and leadership development among Sunday school teachers in ACK Nairobi Diocese
Research Context	Most capacity building and leadership development research has been conducted in corporations, public schools, and development organizations	Insufficient research examining these relationships in church-based volunteer ministry contexts, particularly Sunday school programs	Focuses specifically on Sunday school teachers serving voluntarily in ACK Nairobi Diocese parishes
Geographical Focus	Existing studies on church ministry largely from Western contexts or Asian countries	Limited research on capacity building and leadership development in Kenyan church contexts	Provides localized evidence from Nairobi Diocese that reflects Kenyan cultural and organizational realities
Variable Integration	Studies typically examine one or two capacity building dimensions in isolation	Lack of comprehensive research examining multiple capacity building dimensions simultaneously in relation to leadership development	Examines four capacity building dimensions (stakeholder engagement, financial sustainability, skills, efficiency) within a single study
Empirical Evidence	General understanding that capacity building supports development, but mixed findings on specific relationships and mechanisms	Insufficient empirical evidence on which capacity building dimensions most significantly influence leadership development in church contexts	Generates quantitative evidence on relative influence of different capacity building dimensions on leadership outcomes among Sunday school teachers
Stakeholder Engagement & Leadership Development	Studies show stakeholder engagement improves leadership through collaboration, communication, and decision-making	Most studies focus on formal education and corporate settings; limited focus on church contexts and quality of engagement.	Examines stakeholder engagement among Sunday school teachers in a Kenyan church setting, emphasizing quality of engagement.
Financial Sustainability & Leadership	Research shows financial resources enable access to training and improve	Focus is mainly on formal organizations with paid staff; little	Investigates financial sustainability effects on leadership development

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Development	leadership readiness.	attention to Sunday school ministry contexts.	among Sunday school teachers.
Skills Development & Leadership Development	Training, skills, and professional development enhance leadership readiness.	Most research centers on structured training; limited focus on informal or sporadic training in church settings.	Explores how informal skills development influences leadership growth in church ministries.
Efficiency & Leadership Development	Efficiency influences leadership selection and advancement.	Emphasis is on formal employment contexts; limited understanding in voluntary roles.	Examines efficiency in leadership development within voluntary Sunday school teaching.

Researcher (2026)

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the research design that guided the investigation, defines the target population, explains the sampling techniques and sample size determination, discusses the data collection instruments and procedures, including pilot testing, validity and reliability testing, presents the data analysis techniques that were employed, and addresses ethical considerations that were observed throughout the research process.

3.2 Research Design

This study adopted a descriptive survey research design to examine the influence of capacity building on leadership development among Sunday school teachers in ACK Nairobi Diocese. According to Aggarwal and Ranganathan (2019), a descriptive survey design is appropriate when the researcher seeks to describe the characteristics of a population or phenomenon being studied and to establish relationships between variables. The design allows the researcher to collect data from a large sample of respondents systematically, enabling them to draw conclusions about the population based on the sample findings.

The descriptive survey design suited this study for several reasons. First, the design enabled the researcher to gather information about capacity-building practices and leadership development outcomes from many Sunday school teachers across multiple parishes in Nairobi Diocese. The study sought to understand the current state of capacity-building initiatives and their relationship with leadership development, which required collecting data from many teachers who had experienced different levels and types of capacity-building support. Second, the design allows the use of structured questionnaires to efficiently collect standardized data from respondents, enabling the quantification of variables and statistical analysis of relationships. Third, descriptive survey research was appropriate because the researcher aimed to establish associations between independent and dependent variables without manipulating conditions, aligning with this study's objectives (Mugenda & Mugenda, 2013).

The descriptive survey design facilitated collecting data on each variable from the same group of respondents, allowing analysis of how the independent variables relate to and predict the dependent variable. The design supports both descriptive analysis to characterize the sample

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and inferential statistical analysis to test relationships between variables. Creswell and Creswell (2018) note that survey designs are particularly useful in educational research when the goal is to understand population characteristics and examine relationships between variables that cannot be directly observed or manipulated.

3.3 Target Population

The target population for this study consisted of all Sunday school teachers actively serving in the parishes of the Anglican Church of Kenya Nairobi Diocese. As of June 2025, diocesan establishment records indicate that the diocese comprises 77 parishes organized within nine archdeaconries, including Cathedral, Kayole, Embakasi, Ruai, Githurai, Kasarani, Westlands, Zimmerman, and Langata. These archdeaconries represent the administrative and geographical structure through which the diocese coordinates children's ministry activities.

This criterion ensured that participants have had adequate exposure to diocesan and parish-level capacity-building initiatives, including stakeholder engagement activities, training programs, and access to ministry resources. The study includes teachers of all experience levels, recognizing that leadership development begins early in a teacher's career and continues over time. Including both less experienced and experienced teachers provides a comprehensive understanding of leadership skills, efficiency, and professional growth.

Preliminary consultations with the diocesan Children's Ministry department and reviews of parish records suggest that the number of Sunday school teachers per parish ranges from approximately three to fifteen, depending on congregation size and the number of classes offered. Larger parishes typically employ more teachers to serve different age groups, while smaller parishes operate with fewer teachers. For sample size estimation, the study adopts a conservative average of eight teachers per parish, resulting in an estimated target population of about 616 Sunday school teachers across the diocese.

This population was appropriate because these teachers are directly involved in and affected by capacity building initiatives within the diocese. They experience stakeholder interactions, resource allocation decisions, training opportunities, and teaching demands, making them well positioned to provide data relevant to leadership development within Sunday school ministry.

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3.4 Sampling Technique and Sample Size

This section outlines the sampling method and sample size to be used, ensuring the selected sample represents the target population and justifying the sample size based on the study objectives, research design, and available resources.

3.4.1 Sampling Technique

This study used stratified random sampling to select participants from the population of Sunday school teachers in the Anglican Church of Kenya Nairobi Diocese. Stratified random sampling involves dividing a population into distinct subgroups, or strata, and then randomly selecting participants from each subgroup (Makwana et al., 2023). In this study, the nine archdeaconries within the diocese formed the strata, ensuring representation from all geographical and administrative areas.

Stratified random sampling was appropriate because it improves representativeness and precision. By including all archdeaconries in proportion to their size, the study accounts for potential differences in resource availability, stakeholder engagement, and access to training across the diocese. This approach allows the sample to reflect the diversity of contexts within the archdeaconries and supports the generalizability of the findings. Stratified sampling is also more efficient than simple random sampling when subgroups are internally homogeneous but differ from one another, as in archdeaconries (Mugenda & Mugenda, 2013).

The sampling process involved several steps. First, the researcher obtained a comprehensive list of eligible Sunday school teachers from the Children's Ministry department, organized by archdeaconry and parish. Eligibility was limited to teachers with at least one year of teaching experience. Second, we used the number of eligible teachers in each archdeaconry to determine the proportionate sample size for each stratum. Finally, the study used simple random sampling within each archdeaconry by assigning identification numbers to teachers and selecting participants using a random number generator. This procedure ensures that every eligible teacher has an equal and known chance of selection (Creswell & Creswell, 2018).

3.4.2 Sample Size Determination

This study determined the sample size using the Taro Yamane (1967) formula for calculating sample size from a finite population (Ahmed, 2024). This formula is widely used in social

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science research and is appropriate when the population size is known and relatively small. The formula is expressed as:

$n = N / (1 + N(e)^2)$

Where n is the required sample size, N is the total population size, and e is the desired margin of error (precision level). For this study, N equals 616, which is the estimated total number of Sunday school teachers in Nairobi Diocese who meet the inclusion criteria. The margin of error will be set at 0.05 (5%), a conventional level in social science research and acceptable for descriptive and correlational studies.

Applying the formula: $n = 616 / (1 + 616(0.05)^2)$

$= 616 / (1 + 616(0.0025))$

$= 616 / (1 + 1.54)$

$= 616 / 2.54$

$= 242.52$

To ensure an adequate sample size, the study required a minimum of 243 Sunday school teachers. However, to account for potential non-responses or incomplete questionnaires, the researcher increased the sample size by approximately 10%. Mugenda and Mugenda (2013) recommend this adjustment to ensure the final usable sample meets the minimum requirement even if some respondents do not participate or provide incomplete data. Therefore, the target sample size for data collection will be 268 teachers.

The sample of 268 teachers was distributed across the nine archdeaconries using proportionate allocation. This means that each archdeaconry contributed to the sample in proportion to its share of the total population. The following table presents the sampling frame, showing the distribution of parishes, estimated teacher population, and proportionate sample allocation for each archdeaconry.

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Table 2: Sampling Frame

Archdeaconry	Number of Parishes	Estimated Population	Proportionate Sample
Cathedral	7	78	24
Kayole	6	70	21
Embakasi	8	81	28
Ruai	6	70	21
Githurai	9	98	31
Kasarani	6	70	21
Westlands	5	62	17
Zimmerman	10	92	35
Langata	5	62	17
Total	**77**	**616**	**268**

This sampling approach ensures that teachers from all parts of the diocese have the opportunity to participate in the study and that the findings reflect the diversity of experiences across different geographical and parish contexts within Nairobi Diocese.

3.5 Data Collection Instruments and Procedures

This section describes the data collection instruments and procedures used in the study. It outlines the data collection tools, the pilot testing process to assess their reliability and validity, and the procedures for data processing and analysis.

3.5.1 Research Instruments

The study used a structured questionnaire as the primary data-collection instrument. A questionnaire consists of systematically organized questions designed to obtain information from respondents and is well suited to survey research (Caduff & Ranganathan, 2023). Its use allows the collection of standardized data from a relatively large number of respondents efficiently, enables respondents to complete the instrument at their convenience, and supports quantitative analysis and comparison of responses across participants.

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The questionnaire comprised six major sections corresponding to the study variables. In Section A, demographic and background information was gathered, such as age, gender, level of education, years of Sunday school teaching, and affiliation to archdeaconry and parish. These data enabled the researcher to describe the sample and investigate potential associations between sample characteristics and the study's major variables.

Section B assessed stakeholder engagement by examining the nature and quality of interactions between Sunday school teachers and relevant stakeholders. Items included: communication with church leaders, participation in planning and decision-making, relationships with parents and guardians, collaboration with other teachers, feedback from the congregation, and attendance at stakeholder meetings. In Section C, financial sustainability was explored, which included perceptions of the level of financial and material resources available and adequate for Sunday school programs and teacher development. These included budget allocation, training support, availability of teaching materials, adequacy of facilities, and organizational commitment to children's ministry.

Section D measured skills associated with effective teaching. Items measured training attendance, biblical and theological knowledge, pedagogical skills, and confidence in teaching skills, as well as classroom management, lesson planning, and understanding of child development. Section E focused on the effectiveness of time, attainment of learning objectives, quality of lesson preparation, reliability of fulfilling responsibilities and contributions to the improvement of the programme. Leadership development (Section F) included confidence, initiative, influence, problem solving, mentoring, participation in leadership roles, and recognition by peers and church leaders.

All sections from B to F used a five-point Likert scale 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The questionnaire was designed to take approximately 20 to 25 minutes to complete and was written in clear and simple English, the primary language used in the Anglican Church of Kenya Nairobi Diocese.

3.5.2 Pilot Testing

Before the main data collection, the questionnaire was pre-tested to detect any difficulties in question wording, response formats and the design of the questionnaire. Pilot testing is crucial for finalizing research instruments and ensuring they work as expected (Mugenda & Mugenda,

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2013). The pilot study was conducted with Sunday school teachers who were not involved in the main study.

During the pilot test, participants completed the questionnaire and provided feedback on its clarity, relevance, and structure. They noted any items that were unclear or difficult to answer, rated how well the response options represented their experiences, and commented on the questionnaire's length, flow, and organization. Feedback was gathered through brief follow-up discussions after questionnaire completion.

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Data from the pilot test were analyzed to identify items with limited variation in responses, which indicated poorly constructed questions. Preliminary reliability coefficients were also computed as a measure of internal consistency, and the time for completion of the questionnaire was recorded. The questionnaire was modified as needed based on the results and participants' feedback for use in the main study.

3.5.3 Validity of Research Instrument

In this study, expert review established validity. Validity is defined by Andersson et al. (2024) as the extent to which a research instrument measures what it is supposed to measure. The development of the questionnaire is also a crucial aspect of this study, as it needs to be valid to accurately reflect the constructs of stakeholder engagement, financial sustainability, skills, efficiency, and leadership development.

Content validity relates to how well the questionnaire items cover the full domain of a construct (Mugenda & Mugenda, 2013). The researcher consulted research supervisors who are experts in research methodology and organizational development to determine whether the questionnaire would measure all aspects of the study variables. The Children's Ministry Coordinator of Nairobi Diocese and some selected experienced Sunday school teachers were also consulted to validate that the items are relevant, understandable, and appropriate for the ministry context and target population.

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The experts were provided with the operational definitions of each variable and the study's conceptual framework. They examined each questionnaire item and rated it for relevance to the intended construct. From these ratings, the researchers calculated a Content Validity Index (CVI) by dividing the number of items rated as relevant by the total number of items. According to Mugenda and Mugenda (2013) a CVI of at least 0.70 was deemed acceptable. Low relevance-rated items were modified or discarded to enhance the instrument.

Face validity was also assessed during the expert review process. Face validity is the superficial appearance of the instrument, indicating whether it measures what it purports to measure. Although it is a relatively weak form of validity, it is important for promoting respondent confidence and cooperation (Connell et al., 2018).

Construct validity was achieved by aligning the questionnaire items closely with the conceptual framework and theoretical literature. The instrument is based on established theories, transformational leadership theory, human capital theory, resource dependence theory, stakeholder theory, and systems theory, used to measure theoretically sound and well-defined constructs.

3.5.4 Reliability of Research Instrument

The study assessed reliability using the Cronbach's alpha coefficient, which is the most widely used measure of internal consistency reliability for instruments using Likert-type scales. Reliability is the consistency and stability of the measurements generated by a research instrument (Mugenda & Mugenda, 2013). A reliable instrument will give similar results when used repeatedly under similar conditions. Reliability was crucial in this study to ensure the questionnaire provided consistent measurements of the study variable.

Cronbach's alpha is used to assess the interrelatedness of the items in a scale and to determine whether they were measuring the same construct. The coefficient value falls in the interval [0, 1], with a higher coefficient representing higher internal consistency. The reliability testing was conducted using data collected from the pilot test. After the researcher entered the pilot test responses into the Statistical Package for the Social Sciences, Cronbach's alpha was calculated for each questionnaire section measuring a different variable. The alpha coefficients for the stakeholder engagement scale, financial sustainability scale, skills scale, efficiency scale, and leadership development scale were calculated separately.

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According to Taber (2017), a Cronbach's alpha coefficient of 0.70 or higher is generally considered acceptable for research instruments in social sciences. However, some researchers accept coefficients as low as 0.60 for exploratory research. The researcher adopted 0.70 as the minimum acceptable level for this study. The researcher analyzed any scale with an alpha coefficient below this threshold to determine which items were lowering overall reliability by examining the item-total correlation. Items with very low correlation with the total scale score were modified/revised or deleted to enhance reliability.

The reliability analysis informed the final version of the questionnaire used for the main data collection. The study produced stable, dependable measurements, as each part of the instrument achieved acceptable internal consistency, a crucial factor in drawing valid conclusions from the data.

3.5.5 Data Collection Procedure

The data collection process followed a systematic procedure to ensure ethical compliance, respondent cooperation, and quality data. Before beginning data collection, the researcher obtained necessary approvals and permissions. First, the researcher sought approval from St. Paul's University Research Ethics Committee to ensure that the research met ethical standards for human subjects research. Second, the researcher applied for and obtained a research permit from the National Commission for Science, Technology and Innovation, which is required for all research conducted in Kenya. Third, the researcher wrote to the Bishop of ACK Nairobi Diocese to request permission to conduct research within the diocese and asked for a letter of introduction to present to archdeacons and parish vicars.

After obtaining these approvals, the researcher met with the Children's Ministry coordinator for Nairobi Diocese to explain the study and to request assistance in accessing the parishes. The coordinator provided updated parish lists for each archdeaconry and facilitated introductions to the archdeacons. The researcher then contacted the archdeacons in each of the nine archdeaconries to explain the research and to request their cooperation in facilitating access to parishes and teachers.

The researcher worked with Sunday school coordinators in each selected parish to identify Sunday school teachers who met the inclusion criteria and to arrange suitable times for questionnaire administration. Participants returned completed questionnaires in sealed envelopes or submitted them online through an anonymous Google Form. The sealed envelopes

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were collected directly by the researcher to ensure that the Vicars did not have access to individual responses, while the Google Form was configured to maintain respondents' anonym. Because Sunday school teachers are volunteers with limited time, the researcher aimed to administer questionnaires at times convenient for teachers, such as immediately after Sunday school sessions, during regular teacher planning meetings, or at times arranged by individual parishes.

For parishes where teachers regularly meet for meetings or training, the researcher attended these gatherings to explain the study and distribute questionnaires to participating teachers. The researcher gave a brief introduction explaining the study's purpose, the voluntary nature of participation, how the data would be used, and assurances of confidentiality. Teachers who agreed to participate received the questionnaire and were given time to complete it on site. The researcher remained available to answer any questions or clarify any items that teachers find unclear.

For parishes where it is not possible to gather teachers together, the researcher arranged to deliver questionnaires to the parish coordinator who distributed them to eligible teachers. Teachers had one week to complete the questionnaires, and the researcher collected the completed questionnaires from the parish. To encourage responses, the researcher sent follow-up reminders to parish coordinators by phone call or text message.

The researcher kept a record of the number of questionnaires sent out and returned, as well as the number of parishes visited. This allowed the researcher to track the participation rate and use strategies to increase participation if necessary. The target response rate is 80%, and therefore at least 214 of the 268 distributed questionnaires should be returned completed. To achieve this goal, the researcher stressed the study's significance to the church leadership, ensured the questionnaire was as convenient as possible for the teachers to complete, and followed up with non-respondent teachers.

The researcher remained professional and sensitive to church contexts and schedules, as well as the volunteer nature of Sunday school teaching ministry, during data collection. The researcher thanked all the respondents, church leaders, and coordinators for their support in conducting the research.

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3.6 Data Analysis and Presentation

This section outlines the methods used to process, analyze, and present the data gathered in the study. It describes the methods used to organize and prepare the data for analysis, the statistical and thematic analyses used to address the research problems, and the approaches used to present the data using tables, figures, and descriptions.

3.6.1 Data Processing

The researcher systematically processed the data for analysis after the data collection. First, the researcher checked all returned questionnaires for completeness. Questionnaires with over 20% missing items were not analysed as this can create bias and make the results unreliable. The researcher kept questionnaires with minor missing data and used appropriate methods to handle missing data in the analysis.

Second, the researcher assigned each questionnaire its own identification code to preserve respondents' anonymity while allowing tracking and verification of data entry. Third, the researcher created a codebook that indicates how a response for each question was coded numerically to be input into the statistical software. Likert scale items were coded as 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Appropriate numerical codes were given to demographic variables.

Fourth, the coded data were entered into the Statistical Package for the Social Sciences (SPSS) software version 26 or above. Data entry was done carefully, with attention to detail. Data cleaning procedures, such as checking out-of-range values, examining the frequency distributions for each variable for unusual patterns, and doing random checks by comparing a sample of questionnaires with the data entered in the spreadsheet, were carried out to minimize entry errors.

Fifth, the researcher screened the data for outliers, which were extreme values that differ substantially from other observations. The researcher investigated outliers to determine whether they reflected genuine responses or data entry errors. The researcher corrected errors and kept legitimate extremes that reflected respondents' opinions. The researcher also analyzed the distributions of the variables to determine if they satisfy the assumptions for the statistical analysis(s) planned.

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3.6.2 Data Analysis Techniques

The study employed both descriptive and inferential statistical techniques to analyze the data and address the research objectives. The researcher summarized and described the sample characteristics and study variables using descriptive statistics. The researcher used frequencies and percentages to show the distribution of respondents across categories for demographic variables and other categorical data. The researcher used means and standard deviations for each variable and for each item within each variable for continuous variables measured on Likert scales.

The means indicated the average level of stakeholder engagement, financial sustainability, skills, efficiency, and leadership development experienced by Sunday school teachers in the sample. The variation of the responses was expressed as standard deviations. The following descriptive statistics provide a clear picture of teachers' capacity building and leadership development in Nairobi Diocese.

Inferential statistics were used to test relationships between variables and the impact of capacity-building dimensions on leadership development. Pearson correlation analysis was used to analyze the bivariate relationship of each independent variables with the dependent variable. Correlation coefficients showed the strength and direction of the associations between stakeholder engagement, financial sustainability, skills, efficiency, and leadership development. Each correlation was tested for statistical significance at the 0.05 level; that is, if the probability of observing the correlation by chance was less than 5%, the correlation was statistically significant.

Multiple regression analysis examined the combined influence of all four independent variables on leadership development and the relative contribution of each variable. Multiple regression is appropriate when the researcher wants to predict a dependent variable from multiple independent variables simultaneously while controlling for the effects of other variables (Sun et al., 2023). The regression model for this study was specified as:

Y is equal to the sum of beta zero and beta one multiplied by X one, beta two multiplied by X two, beta three multiplied by X three, beta four multiplied by X four, and epsilon. In this model, leadership development is the dependent variable (Y). Stakeholder engagement (X one), financial sustainability (X two), skills (X three), and efficiency (X four) are independent variables. The constant term, or intercept, is called beta zero. The regression coefficients (beta

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one to beta four) show the change in leadership development for a one-unit change in each independent variable, holding the other variables constant. Epsilon represents the error term accounting for variation in leadership development not explained by the independent variables.

The multiple regression analysis yielded some key results. First, the R-squared value measures the variance in leadership development explained by the four dimensions of capacity-building. Second, the F-statistic tested whether the overall regression model was statistically significant. Third, individual t-tests for each regression coefficient showed whether the particular independent variable contributes significantly to the prediction of leadership development. Fourth, standardized regression coefficients (beta weights) allowed comparison of each independent variable's relative importance in predicting leadership development.

All statistical tests used a significance level of 0.05, which is the conventional standard in social science research. So, the data were considered significant at the 0.05 level. The researcher verified that the data met the conditions for regression analysis: the model is linear; the errors are independent; the variance of the errors is constant (homoscedastic); and the independent variables are not highly correlated (no multicollinearity). The issue of multicollinearity was checked through the Variance Inflation Factor (VIF), and when detected, corrective measures were taken to stabilize the regression model and improve its reliability, either by combining highly correlated variables or by dropping one of the variables.

3.6.3 Data Presentation

The analyzed data were presented using tables, figures, and narrative descriptions that communicate findings clearly and effectively. Frequency distributions for the demographic variables were presented in tables, showing the number and percent of respondents in each category. Tables also presented means and standard deviations for study variables, correlation coefficients showing relationships between variables, and regression results showing the influence of independent variables on the dependent variable.

The tables were numbered in order and had explicit titles indicating their contents. Clearly labeled column and row headings. Tables were set up in APA style format. For each table, the researcher provided a narrative interpretation, explaining the numbers and the most significant finding.

Figures, including bar charts and pie charts, were used to visually represent selected findings. A bar chart can be used to compare mean scores for each variable, or to illustrate the range of

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responses to important items on the questionnaire. Pie charts showed the proportional distribution of respondents in the demographic categories. Each figure was numbered and labeled appropriately.

The findings were organized according to the research objectives. For each objective, the researcher started with descriptive statistics relevant to the objective and then followed with inferential statistics that test relationships or influences. The story told the statistical results, describing what they mean in real terms for capacity building and leadership development of the Sunday school teachers in Nairobi Diocese.

3.7 Ethical Considerations

This study adhered to ethical principles and standards for research involving human participants. Several measures protected the rights, dignity, and welfare of participating Sunday school teachers.

First, the researcher obtained all required approvals before commencing data collection. The researcher obtained approval from the St. Paul's University Research Ethics Committee, which reviews research proposals to ensure that they are ethically sound. The committee reviews issues such as the informed consent process, participant confidentiality, risk minimization, and the appropriateness of the research methodology. Additionally, a research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) as stipulated in Kenyan law for all research conducted in Kenya. In addition, the researcher received written authorization from the Bishop of ACK Nairobi Diocese to conduct research in the diocese.

Secondly, an informed consent procedure was conducted that respects the participant's autonomy and voluntary participation. The researcher explained the purpose, nature, duration, risks, and benefits of participation, and how the data would be used before the questionnaires were distributed. Participants were informed that participation was completely voluntary and that they could decline to participate or withdraw at any time without any negative consequences. Neither the church nor the researcher pressured the teachers to participate.

Third, the study ensured participants' confidentiality and anonymity. Confidentiality meant the researcher did not divulge any information that could identify individual participants. Anonymity meant that the researcher could not link specific responses to specific individuals. To ensure anonymity, the questionnaires did not ask for names or any other information that

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could identify individual respondents. Demographic information was collected only in aggregate categories that cannot identify individuals.

Fourth, the study implemented appropriate data protection and retention practices. All data was stored securely during the research process. After the study was completed and the research report was approved, the data will be retained for five years, as required by university policy, and then destroyed. During the retention period, the data may be used only for purposes related to this research or for verification of findings if questions arise. The data will not be shared with any other researchers or used for any other purposes without obtaining additional approval and participant consent.

Fifth, the study showed respect for participants and sensitivity to their context. The researcher recognizes that Sunday school teachers are freely given their time to serve in ministry and who have limited availability. The data collection procedures were designed to minimize inconvenience and disruption to teachers' schedules and to church activities. The researcher worked cooperatively with church leadership and respected the organizational structure and cultural norms of the Anglican Church.

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CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The purpose of this study was to examine capacity building and its influence on leadership development of Sunday school teachers in the ACK church of Kenya in Nairobi Diocese. The factors under investigation included stakeholder engagement, financial sustainability, and skills and efficiency in relation to the influence on the leadership development of Sunday school teachers in Nairobi Diocese. A total of 268 respondents were targeted by the study, out of which 179 participated in the study by filling the questionnaire, giving a response rate of 68%. This was considered sufficient for data analysis and generalizing the findings to the target population. The statistical authors have recommended a response rate of at least 50% to be adequate, according to Mugenda and Mugenda (2013). The response rate was therefore sufficient for carrying out the study analysis. The first section of the chapter presents the demographic information of the respondent while the subsequent sections present the findings as per the study objectives.

4.2 Response Rate

The table below represents the number of questionnaires administered and the number that were filled and returned; it is presented in terms of percentage.

Table 3: Response Rate

Number of questionnaires administered	Number of questionnaires filled and returned	Response rate
268	179	68%

Source: Researcher (2026)

4.2.1 Reliability Analysis

A pilot study was carried out to determine the reliability of the questionnaires. The pilot study involved 27 respondents who were excluded from the main study. Reliability analysis was subsequently conducted using Cronbach's Alpha, which measures internal consistency by assessing whether items within a scale measure the same construct. Kiln (2003) established the

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Alpha value threshold at 0.7 thus forming the study's benchmark. Cronbach's alpha was established for every objective that formed a scale. The table shows that all four variables were reliable, as their reliability values exceeded the prescribed threshold of 0.7, with a mean score of 0.816.

Table 4: Reliability Analysis

Scale	Cronbach's Alpha	Number of Items
Stakeholder Engagement	0.810	11
Financial Sustainability	0.814	10
Skills	0.960	11
Efficiency	0.727	11
Leadership Development	0.771	16
Average	**0.816**	**14.75**

Source: Researcher (2026)

In the following section of this chapter, the study findings together with relevant discussions are presented, starting with the requisite demographic information of respondents.

4.3 Descriptive Statistics

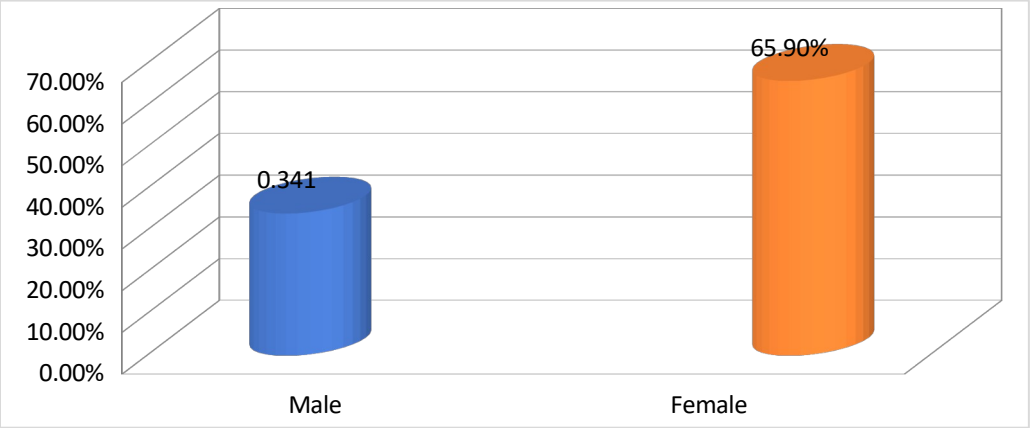
Prior to analysis of data on specific objective areas, the study preliminarily analyzed essential background information to form a basis for subsequent inferences. The particular data included respondents' gender, age, level of education, duration in Sunday school ministry, the archdeaconry parish they belong to, whether they received any formal training for Sunday school teaching, and the type of training they received.

Respondents Gender

The study sought to establish the respondents' gender. The findings are as shown in Figure 2 below:-

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Figure 2: Gender



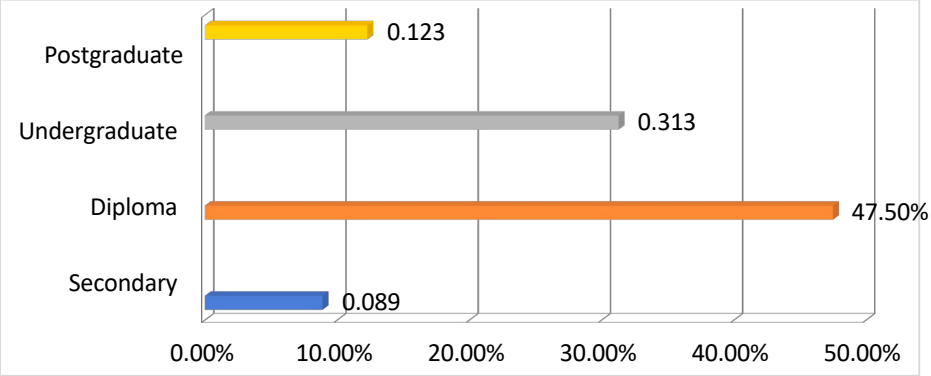
Source: Researcher (2026)

The findings in Figure 2 show that 61 (34.1%) of the respondents were male, while 118(65.9%) were female. Even though female respondents were the majority, responses emanated from both genders; therefore, there was disparity and good representation for the study.

Highest level of Education

Respondents were required to indicate their highest level of education, and the findings are shown in Figure 3.

Figure 3: Highest level of Education



Source: Researcher (2026)

From the findings in Figure 3, 85(47.5%) of the respondents hold a Diploma level of education, 56 (31.3%) had graduated with an Undergraduate degree, 22 (12.3%) had graduated with a postgraduate degree, and 16(8.9%) had reached secondary level of education. Diploma holders were the majority. These findings show that respondents from various education levels were involved, thereby providing information on the different levels of education's perspective on

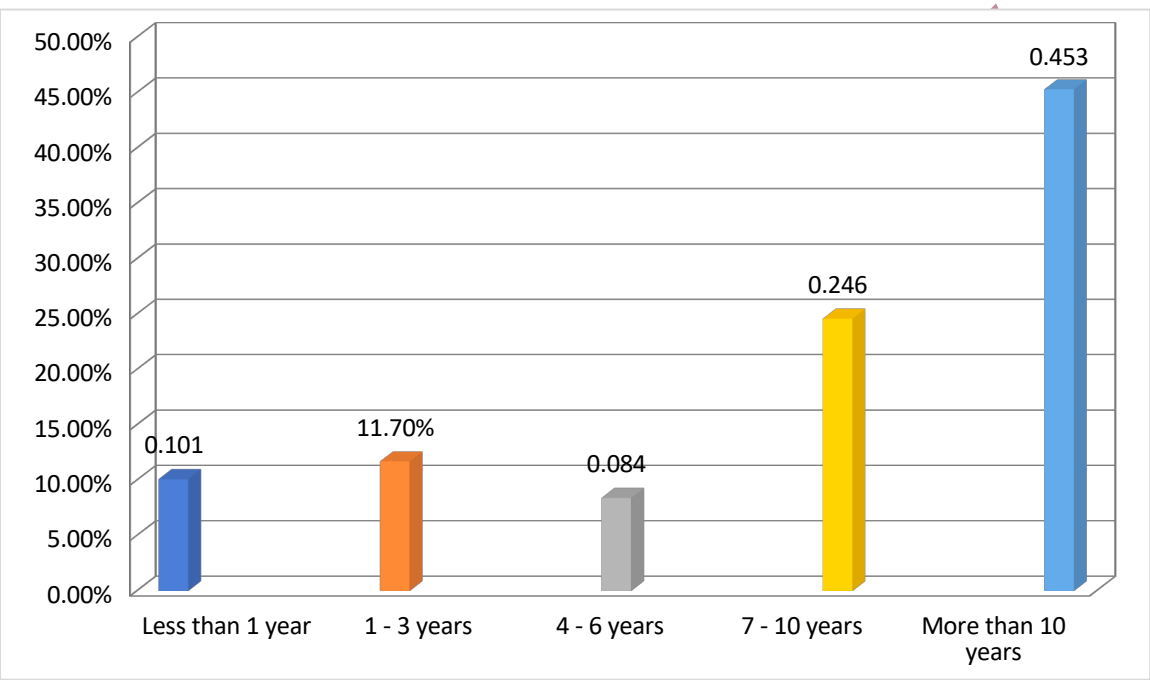
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how capacity building influences leadership development among the Sunday school teachers of ACK church of Nairobi Diocese.

Period in teaching Sunday school department

The respondents were requested to indicate the duration they have been teaching on Sundays in their parish, and the findings are as shown in Figure 4.

Figure 4: Duration in teaching Sunday school



Source: Researcher (2026)

As per the findings in Figure 4, majority 81(45.3%) of the respondents had taught Sunday school for more than 10 years, this was followed by 44(24.6%) had taught for 7 – 10 years, 21(11.7%) had taught for a period of 1 – 3 years, 18(10.1%) and 15(8.4%) had taught Sunday school for less than 1 year and 4 – 6 years respectively.. Most respondents had taught Sunday school for over 10 years. This shows that the findings were relevant and reliable in ascertaining the influence of capacity building on leadership development in the Sunday school department since the respondents had been teaching for a considerable period of time.

The archdeaconry the respondents' parish belongs to

The respondents were required to indicate the archdeaconry their parish belongs to. The findings are as presented in Table 5.

Table 5: Archdeaconry the respondents' parish belongs to

Factor	Frequency	Percentage
Cathedral	23	12.8
Embakasi	11	6.1
Githurai	52	29.1
Kasarani	12	6.7
Kayole	11	6.1
Langata	9	5.0
Ruai	13	7.3
Westlands	8	4.5
Zimmerman	40	22.3
Total	**179**	**100.0**

As showing in Table 5 above majority 52(29.1%) of the respondents were from Githurai archdeaconry, followed by 40(22.3%) from Zimmerman, 23(12.8%) were drawn from cathedral archdeaconry, 13(7.3%) were from Ruai, 12(6.7%) were from Kasarani, 11(6.1%) were drawn from Kayole archdeaconry, 9(5.0%) and 8(4.5%) were from Langata and Westlands respectively. The findings show that all archdeaconries in Nairobi Diocese participated in the study, providing relevant and reliable information.

Received any formal training

The study sought to determine whether the Sunday school teachers have had any formal training on Sunday school teaching, and the responses are illustrated in Table 6 below:-

Table 6: Formal training for Sunday school teaching

Factor	Frequency	Percentage
Yes	179	100.0

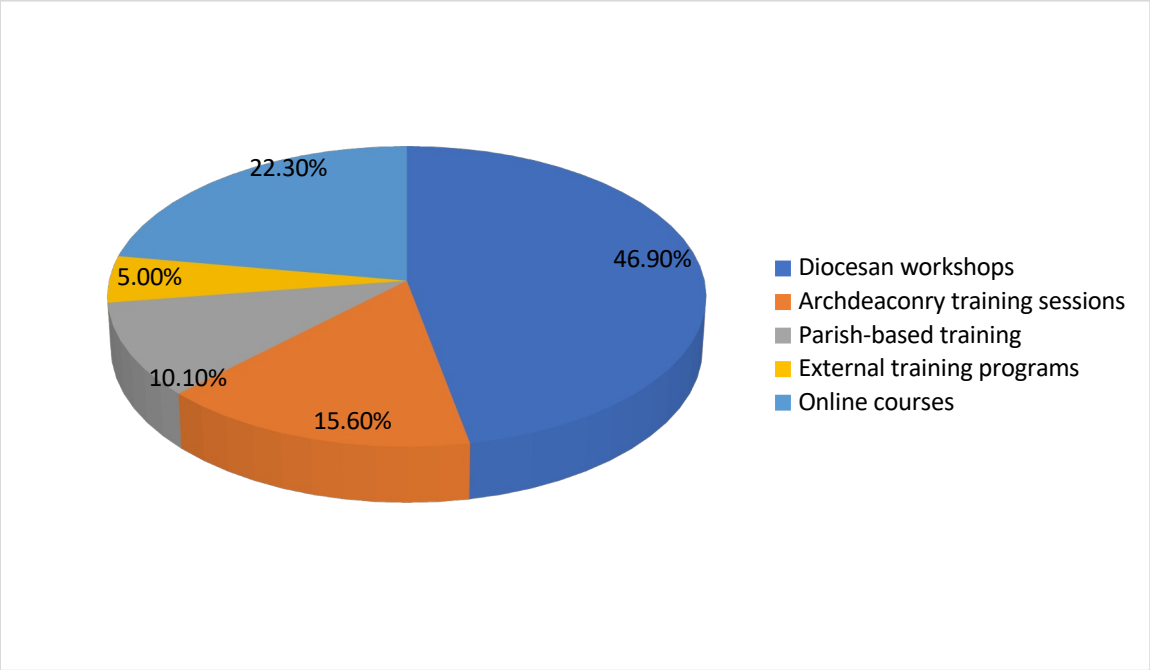
Source: Researcher (2026)

As illustrated in the table above, all respondents, 179(100%), have received formal training for Sunday school teaching.

Additionally, respondents were asked to indicate the type of formal training they received, as shown in Figure 5 below.

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Figure 5: The type of training received



Source: Researcher (2026)

As shown in Figure 5, 84(46.9%) of the respondents indicated that they received training at the diocesan workshops; 40(22.3%) indicated online courses; 28 (15.6%) indicated archdeaconry training sessions; 18(10.1%) indicated parish-level training; and only 9(5%) indicated external training programs. The majority of the respondents have received training at the diocesan workshops. This shows that respondents were trained at different levels, providing information on capacity building and leadership development in the Sunday school department.

4.4 Capacity Building and Leadership Development

The study examines the influence of capacity building on leadership development among the Sunday school teachers of ACK church in Nairobi Diocese. This section shows the findings of the variables examined, which include: stakeholder engagement, financial sustainability, skills, and efficiency.

4.4.1 Influence of Stakeholder Engagement on Leadership Development

The first objective of the study was to establish the influence of stakeholder engagement on leadership development among the Sunday school teachers in Nairobi diocese. Several statements on stakeholder engagement and leadership development were identified, and the

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respondents were required to give a rating and opinion on the extent to which they applied to their parish.

A 5-point scale was used as follows: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree. From the responses, the mean and standard deviation were used for ease of interpretation and generalization of findings. Kothari (2014) and Sekaran (2016) indicate that a positive median should be above 60% (median 3 on the Likert scale). From the responses, the mean and standard deviation were used for ease of interpretation and generalization of findings. The subsequent sections clearly illustrate the findings. On this scale, a score of median 3 was treated as a positive result while a lower score was treated as a negative result. The table below clearly illustrates the findings.

Table 7: Influence of Stakeholder Engagement

	N	Mean	Std. Deviation
I regularly communicate with church leadership about Sunday school matters	179	3.3464	.72872
Church leadership provides clear guidance and support for Sunday school activities	179	3.3352	.58965
I am involved in planning and decision-making for children's ministry programs	179	3.3743	.66164
My opinions and suggestions regarding Sunday school are valued by church leadership	179	3.5140	.75221
I have good relationships with parents and guardians of the children I teach	179	3.3464	.72872
Parents provide helpful feedback about their children's progress and needs	179	3.3352	.58965
Congregation members actively support Sunday school programs	179	3.3743	.66164
I receive encouragement from congregation members for my teaching work	179	3.5140	.75221
I collaborate regularly with fellow Sunday school teachers	179	3.3464	.72872
There are opportunities for sharing best practices with other teachers	179	3.3352	.58965
I participate in stakeholder meetings related to children's ministry	179	3.3743	.66164
Stakeholder engagement has helped me develop confidence in my role	179	3.5140	.75221

Mean average	**3.392**	**0.683**

Source: Researcher (2026)

According to the findings in Table 7, the majority of the respondents generally agreed that capacity building influences the leadership development of Sunday school teachers in Nairobi Diocese. Specifically, findings on my opinions and suggestions regarding Sunday school are valued by church leadership, stakeholder engagement has helped me develop confidence in my role and I receive encouragement from congregation members for my teaching work generated a mean of 3.514 and standard deviation of .752 each. I am involved in planning and decision-making for children's ministry programs, congregation members actively support Sunday school programs, and I participate in stakeholder meetings related to children's ministry, generating the same means of 3.374 and a standard deviation of .661 each. I regularly communicate with church leadership about Sunday school matters; I have good relationships with parents and guardians of the children I teach, and I collaborate regularly with fellow Sunday school teachers, which generated a similar mean score of 3.346 and a standard deviation of .728. Church leadership provides clear guidance and support for Sunday school activities, parents provide helpful feedback about their children's progress and needs, and there are opportunities for sharing best practices with other teachers had a mean of 3.335 and a standard deviation of .589 each.

From the analysis, the study reveals that stakeholder engagement positively influences leadership development of Sunday school teachers in Nairobi Diocese. This is due to the positive responses from the respondents, indicating that they are being involved in planning and decision-making for children's ministry programs in their parishes, and also that parents provide helpful feedback about their children's progress and needs. The engagement makes the Sunday school productive, as the teachers participate in stakeholder meetings related to children's ministry, and their opinions and suggestions regarding Sunday school are valued by church leadership at large.

4.4.2 The influence of financial sustainability on Leadership Development

The second objective of the study was to assess the effect of financial sustainability on leadership development among the Sunday school teachers in Nairobi diocese. From the responses, the mean and standard deviation were used for ease of interpretation and generalization of findings. The subsequent sections clearly illustrate the findings. On this scale,

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a score of median 3 was treated as a positive result, while a lower score was treated as a negative result.

Table 8: The influence of financial sustainability

	N	Mean	Std. Deviation
The budget allocated to Sunday school programs in our parish is adequate	179	1.9888	.83457
Financial resources are available for Sunday school teacher training	179	2.8547	1.26363
I have access to funding for professional development activities	179	2.6648	1.24947
Teaching materials and learning resources are adequately provided	179	2.5866	1.23025
The church provides necessary supplies for Sunday school activities	179	2.5642	1.27643
Physical facilities for Sunday school are appropriate and well-maintained	179	1.9888	.83457
The church provides financial support to Sunday school teachers	179	2.8547	1.26363
I feel the church demonstrates commitment to children's ministry through resource allocation	179	2.6648	1.24947
Lack of financial resources hinders my effectiveness as a teacher	179	2.5866	1.23025
Adequate financial support would enhance my ability to develop as a leader	179	2.5642	1.27643
Average Mean		**2.532**	**1.171**

Source: Researcher (2026)

As per the findings, the mean values for the responses varied from 2.854–1.988, which showed that the respondents disagreed with the statement on the extent to which financial sustainability influences leadership development of Sunday school teachers in Nairobi Diocese. Financial resources are available for Sunday school teacher training, and the church provides financial support to Sunday school teachers had a mean score of 2.854 and a standard deviation of 1.263 each. I have access to funding for professional development activities, and I feel the church demonstrates commitment to children's ministry through resource allocation, which generated a mean of 2.664 and a standard deviation of 1.249. Teaching materials and learning resources are adequately provided and lack of financial resources hinders my effectiveness as a teacher had a mean of 2.586 and standard deviation of 1.230. Adequate financial support would

enhance my ability to develop as a leader, and the church provides necessary supplies for Sunday school activities had a mean of 2.564 and a standard deviation of 1.276. Finally, physical facilities for Sunday school are appropriate and well-maintained had the lowest mean of 1.988 and a standard deviation of .834.

The findings imply general disagreement about financial sustainability in relation to the development of Sunday school teachers. Teachers agreed that financial support for Sunday school ministry is inadequate, even though the budget allocated to Sunday school programs in the parishes is adequate. It was also observed that teaching materials and learning resources are adequately provided in Sunday school ministry, but physical facilities are not appropriate or well maintained. Many parishes do not provide financial support to Sunday school teachers, where a lack of financial resources hinders the effectiveness of teachers and the Sunday school ministry in general.

4.4.3 Skills and Its Influence on Leadership Development

The third objective sought to establish skills and their influence on leadership development of Sunday school teachers in ACK churches in Nairobi Diocese. Again, several statements on skills and leadership were identified, and the respondents were required to give a rating and an opinion on the extent to which they applied to their parish.

Table 9: The influence of skills on leadership development

	N	Mean	Std. Deviation
I have participated in formal training programs related to Sunday school teaching	179	3.7207	.70326
I possess adequate biblical knowledge for teaching	179	3.7151	.66396
I am confident in my understanding of scripture	179	3.7207	.75711
I have developed effective teaching methods and pedagogical skills	179	3.7207	.67887
I know how to make lessons engaging and age-appropriate	179	3.7207	.70326
I understand child development principles relevant to different age groups	179	3.7151	.66396
I can adapt my teaching to meet diverse learning needs of children	179	3.7207	.75711
I have effective classroom management skills	179	3.7207	.67887
I can maintain discipline while creating a positive learning environment	179	3.7207	.70326

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I am able to develop quality lesson plans and instructional materials	179	3.7151	.66396
I feel confident in my overall teaching abilities	179	3.7207	.75711
My skills have grown since I started teaching Sunday school	179	3.7207	.67887
Average Mean		**3.7193**	**0.7008**

Source: Researcher (2026)

The findings as presented in Table 9 above reveal that the majority of the respondents agreed that skills influence the leadership development of Sunday school teachers in ACK church of Nairobi Diocese, as depicted by high mean score values of most statements. Specifically, I have participated in formal training programs related to Sunday school teaching had a mean of 3.720 and a standard deviation of .703. I have developed effective teaching methods and pedagogical skills, with a mean of 3.720 and a standard deviation of .678. I know how to make lessons engaging and age-appropriate, with a mean of 3.720 and a standard deviation of .703. I can adapt my teaching to meet diverse learning needs of children, with a mean of 3.720 and a standard deviation of .757.I have effective classroom management skills, with a mean of 3.72 and a standard deviation of .678. I can maintain discipline while creating a positive learning environment, which had a mean of 3.720 and a standard deviation of .703. I feel confident in my overall teaching abilities, which generated a mean of 3.720 and a standard deviation of .757. My skills have grown since I started teaching Sunday school, generating a mean of 3.720 and a standard deviation of .678. I am able to develop quality lesson plans and instructional materials; I possess adequate biblical knowledge for teaching; and I understand child development principles relevant to different age groups, generating a mean of 3.715 and a standard deviation of .663 each.

This indicates that skills are among the main factors influencing the leadership development of Sunday school teachers in ACK churches. Skills play a vital role, as the teachers pointed out that they have participated in formal training programs related to Sunday school teaching and possess adequate biblical knowledge for teaching. Sunday school teachers are confident in their understanding of scripture, have developed effective teaching methods and pedagogical skills, and know how to make lessons engaging and age-appropriate. The study also reveals that Sunday school teachers in Nairobi diocese understand child development principles relevant to different age groups, can adapt their teaching to meet diverse learning needs of children, have effective classroom management skills, can maintain discipline while creating a positive

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learning environment, and their skills have grown since they started teaching Sunday school in their parishes.

4.4.4 The Influence of Efficiency on Leadership Development

The fourth objective of the study was to establish how efficiency influences leadership development of Sunday school teachers in ACK churches in Nairobi Diocese. A number of statements on efficiency were identified, and the respondents were required to give their opinion on the extent to which they applied to their parish.

Table 10: Efficiency and leadership development

	N	Mean	Std. Deviation
I use available teaching time effectively during Sunday school sessions	179	3.8380	1.25935
I consistently achieve the learning objectives I set for my classes	179	4.0503	1.04006
Children in my class demonstrate progress in their spiritual and biblical knowledge	179	3.2346	1.24554
I prepare thoroughly for each Sunday school lesson	179	3.3743	1.10138
My lesson plans are well-organized and comprehensive	179	3.9218	1.02471
I am consistent and reliable in fulfilling my teaching commitments	179	4.3687	.93516
I rarely miss my scheduled Sunday school teaching sessions	179	4.0503	1.04006
I can effectively manage multiple classroom activities simultaneously	179	3.2346	1.24554
I contribute ideas and suggestions for improving Sunday school programs	179	3.3743	1.10138
I actively participate in efforts to enhance the quality of children's ministry	179	3.9218	1.02471
Other teachers and church leaders recognize me for my teaching effectiveness	179	4.3687	.93516
Average Mean		**3.794**	**1.087**

Source: Researcher (2026)

The respondents were asked to rate the extent to which efficiency influences leadership development. As indicated in Table 10, the mean values for the responses varied from 4.36 to 3.23, which showed that the respondents strongly agreed that efficiency in the Sunday school is a key factor in leadership development. I am consistent and reliable in fulfilling my teaching commitments, and other teachers and church leaders recognize me for my teaching

effectiveness, which generated a similar mean of 4.368 and a standard deviation of .935. I consistently achieve the learning objectives I set for my classes, and I rarely miss my scheduled Sunday school teaching sessions, which had a mean score of 4.050 and a standard deviation of 1.040. I actively participate in efforts to enhance the quality of children's ministry, and my lesson plans are well-organized and comprehensive, generating a mean of 3.921 and a standard deviation of 1.024. I use available teaching time effectively during Sunday school sessions generated a mean of 3.838 and a standard deviation of 1.259. I prepare thoroughly for each Sunday school lesson, and I contribute ideas and suggestions for improving Sunday school programs had a mean of 3.374 and a standard deviation of 1.101. Children in my class demonstrate progress in their spiritual and biblical knowledge, and I can effectively manage multiple classroom activities simultaneously, with a mean score of 3.234 and a standard deviation of 1.245.

The analysis shows that efficiency serves as a visible indicator of capability that shapes church perceptions and leadership opportunities. Efficiency is a significant factor in the Sunday school department or ministry, as the respondents strongly agreed that it influences leadership development in Sunday school teachers in ACK church in Nairobi Diocese. The study reveals that Sunday school teachers are consistent and reliable in fulfilling their teaching commitments and use available teaching time effectively during Sunday school sessions. Children in their class demonstrate progress in their spiritual and biblical knowledge, where the teachers efficiently contribute ideas and suggestions for improving Sunday school programs. Also, the study shows that Sunday school teachers in ACK churches actively participate in efforts to enhance the quality of children's teachings, where other teachers and church leaders recognize their teaching effectiveness. The teachers prepare thoroughly for each Sunday school lesson, and their lesson plans are well-organized and comprehensive, showing that efficiency influences leadership development.

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4.4.5 Leadership Development

The study finally sought to evaluate respondents' leadership development measures, as illustrated in the table below.

Table 11: Measures of Leadership Development

	N	Mean	Std. Deviation
I feel confident in making decisions related to Sunday school activities	179	3.7598	.95597
I am willing to take initiative without waiting for direction from others	179	3.6648	1.00529
I can influence and inspire the children I teach	179	3.3352	1.04368
I have influence over parents through my teaching work	179	3.6872	.68072
I am willing to take on additional responsibilities beyond basic teaching	179	3.3631	.73208
I actively seek opportunities to contribute more to children's ministry	179	3.7598	.95597
I participate in formal or informal leadership roles within the church	179	3.6648	1.00529
I have been given leadership opportunities because of my Sunday school work	179	3.3352	1.04368
I can effectively solve problems that arise in Sunday school contexts	179	3.6872	.68072
I use critical thinking skills to address challenges in my teaching	179	3.3631	.73208
I provide guidance and support to other Sunday school teachers	179	3.7598	.95597
I mentor or help train less experienced teachers	179	3.6648	1.00529
I contribute to vision and strategic planning for children's ministry	179	3.3352	1.04368
Church leadership considers me a capable leader in children's ministry	179	3.6872	.68072
Other teachers view me as a leader among Sunday school staff	179	3.3631	.73208
My leadership capabilities have grown since I started teaching Sunday school	179	3.7598	.95597
Average Mean		**3.574**	**0.888**

Source: Researcher (2026)

According to the findings presented in Table 11, the mean values varied from 3.760 to 3.335, which show that the respondents strongly agreed with the statements on the level of leadership development in Sunday school ministry. Particularly, I feel confident in making decisions related to Sunday school activities, I actively seek opportunities to contribute more to children's ministry, I provide guidance and support to other Sunday school teachers, and my leadership capabilities have grown since I started teaching Sunday school generated the highest mean score of 3.759 and a standard deviation of .955 each. I have influence over parents through my teaching work; I can effectively solve problems that arise in Sunday school contexts; and

church leadership considers me a capable leader in children's ministry generated a mean score of 3.687 and a standard deviation of .680 each. I am willing to take initiative without waiting for direction from others; I participate in formal or informal leadership roles within the church; and I mentor or help train less experienced teachers had a mean score of 3.664 and a standard deviation of 1.005. I am willing to take on additional responsibilities beyond basic teaching, and other teachers view me as a leader among Sunday school staff, had a mean of 3.363 and a standard deviation .73208. I can influence and inspire the children I teach; I have been given leadership opportunities because of my Sunday school work; and I contribute to vision and strategic planning for children's ministry generated a mean of 3.3352 and a standard deviation of 1.043.

The responses suggest that leadership development is strongly influenced by stakeholders, finances, skills, and efficiency in the Sunday school teaching ministry of ACK Church, Nairobi Diocese. Teachers feel confident making decisions related to Sunday school activities and actively seek opportunities to contribute more to children's ministry. Teachers' leadership capabilities in ACK Church have grown since they started teaching Sunday school, and they have provided guidance and support to other Sunday school teachers. The study also revealed that the teachers can effectively solve problems that arise in Sunday school contexts and use critical thinking skills to address challenges in their teaching.

4.5 Regression Analysis

The study aimed to examine capacity building and its influence on the leadership development of Sunday school teachers in the ACK Church in Nairobi Diocese. The study used multivariate regression analysis to establish this relationship. The dependent variable of the study was leadership development of Sunday school teachers of the ACK church in Nairobi Diocese, while the independent variables were: stakeholder engagement, financial sustainability, skills, and efficiency. The regression analysis results are discussed next.

Table 12: Results of Multiple Regression- Model Summary (N=179)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.340	0.116	0.095	0.625

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a. Predictors: (Constant), stakeholder engagement, financial sustainability, skills and efficiency

Source: Researcher (2026)

R-square is a commonly used statistic for evaluating model fit. R-square is 1 minus the ratio of residual variability. The adjusted R2, also called the coefficient of multiple determination, is the percentage of the variance in the dependent variable explained uniquely or jointly by the independent variables. The findings of this study indicate that 11.6% of the changes in capacity building and leadership development of Sunday school teachers in the ACK church of Kenya in Nairobi diocese could be attributed to the combined influence of the predictor variables.

Table 13: Summary of One-Way ANOVA (N=179) Results of the Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.891	4	2.223	5.692	0.0000
	Residual	67.943	174	0.390		
	Total	76.834	178			

a. Predictors: stakeholder engagement, financial sustainability, skills and efficiency

b. Dependent Variable: Leadership development of Sunday school teachers in the ACK church

Source: Researcher (2026)

The probability value of 0.001 indicates that the regression relationship was significant in predicting how stakeholder engagement, financial sustainability, skills, and efficiency influenced leadership development of Sunday school teachers in the ACK church. The $F(4,174) = 5.692$, $p<.001$, indicating that the four variables significantly predict leadership development among Sunday school teachers in the ACK in Nairobi Diocese.

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Table 14: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.768	0.430		6.434	0.000
	Stakeholder engagement	0.175	0.091	0.146	1.915	0.057
	Financial sustainability	0.111	0.063	0.128	1.755	0.081
	Skills	0.166	0.076	0.167	2.183	0.030*
	Efficiency	0.180	0.069	0.193	2.625	0.009*

a. Dependent Variable: leadership development of Sunday school teachers of ACK Church

Source: Researcher (2026)

Y=2.768+0.175(Stakeholder engagement) +0.111(Financial Sustainability) +0.166(Skills) +0.180(Efficiency)

The regression equation established that, taking all factors into account (stakeholder engagement, financial sustainability, skills, efficiency, and leadership development of Sunday school teachers of ACK Church) constant at zero, leadership development of Sunday school teachers of ACK Church will be 2.678. The findings also show that, holding all other independent variables constant, a one-unit increase in stakeholder engagement would lead to a 0.175 increase in the leadership development of Sunday school teachers of ACK Church. A unit increase in financial sustainability would lead to a lead to a 0.111 increase in the leadership development of Sunday school teachers of ACK Church. In addition, the findings show that a unit increase in skills would lead to a 0.166 increase in the leadership development of Sunday school teachers of ACK Church, and a unit increase in efficiency would lead to a 0.180 increase in the leadership development of Sunday school teachers of ACK Church. Overall, financial

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sustainability had the least influence on leadership development of Sunday school teachers of ACK Church, followed by stakeholder engagement and teachers' skills, respectively, while efficiency had the highest effect.

Table 15: Multicollinearity

Variable	Tolerance	VIF	Threshold	Remarks
Stakeholder engagement	0.875	1.143	VIF < 50.	No multicollinearity
Financial sustainability	0.959	1.043	VIF < 50.	No multicollinearity
Skills	0.867	1.154	VIF < 50.	No multicollinearity
Efficiency	0.941	1.062	VIF < 50.	No multicollinearity

In this study multicollinearity was tested using Tolerance and Variance Inflation Factor (VIF). The results showed Tolerance values ranging from 0.87 to 0.95 and VIF values ranging from 1.04 to 1.15, which are well below the threshold of 10 (or above 0.10 for Tolerance), indicating no serious multicollinearity problem (Hair et al., 2019).

4.6 Chapter Summary

This chapter has presented the study results and findings. The major findings include a statistically significant relationship between capacity building (stakeholder engagement, financial sustainability, skills, and efficiency) and leadership development. Overall, financial sustainability had the least influence on the leadership development of Sunday school teachers of ACK Church in Nairobi Diocese, Kenya, followed by stakeholder engagement and skills, respectively; efficiency had the highest effect. The next chapter presents the study discussion, recommendations, and conclusion.

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CHAPTER FIVE

SUMMARY DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the study's discussion, conclusions, and recommendations based on the study objectives and findings. This chapter presents the study's quantitative findings and interprets them in light of the reviewed literature and the researcher's observations. The findings are analyzed according to the research questions and objectives. The outcomes are further compared with other similar studies to help highlights similarities and differences in findings. The study aimed to determine capacity building and its influence on the leadership development of Sunday school teachers in the ACK Church of Kenya in Nairobi Diocese. The objectives of the study were: to determine stakeholder engagement and its influence on leadership development, to examine financial sustainability and its influence on leadership development, to assess skills and their influence on leadership development, and to establish how efficiency influences leadership development of Sunday school teachers in ACK churches in Nairobi Diocese.

5.2 Summary of the Findings and Discussion

5.2.1 Stakeholder Engagement and Leadership Development

The study found that stakeholder engagement influences the leadership development of Sunday school teachers, with a mean of 3.392 and a standard deviation of 0.683. The majority of the respondents generally agreed that capacity building influences the leadership development of Sunday school teachers in Nairobi Diocese. Findings on my opinions and suggestions regarding Sunday school are valued by church leadership; stakeholder engagement has helped me develop confidence in my role; and I receive encouragement from congregation members for my teaching work generated a mean of 3.514 and a standard deviation of .752 each. I am involved in planning and decision-making for children's ministry programs, congregation members actively support Sunday school programs, and I participate in stakeholder meetings related to children's ministry, generating the same means of 3.374 and a standard deviation of .661 each. I regularly communicate with church leadership about Sunday school matters; I have good relationships with parents and guardians of the children I teach, and I collaborate regularly with fellow Sunday school teachers, which generated a similar mean score of 3.346 and a standard deviation of .728. Church leadership provides clear guidance and support for Sunday

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school activities, parents provide helpful feedback about their children's progress and needs, and there are opportunities for sharing best practices with other teachers had a mean of 3.335 and a standard deviation of .589 each.

These study findings concurred with Yuntasilo and Sutheejariyawattana (2023), who conducted a study examining how teacher participation in stakeholder activities enhances student leadership skills development and found that teachers who actively participated in stakeholder meetings, collaborative planning sessions, and community engagement activities demonstrated significantly better leadership qualities compared to teachers who worked in isolation. Also, the findings were similar to those of Ezeh et al. (2024), who investigated stakeholder engagement strategies in organizational contexts and their influence on project success; the authors observed that individuals who engage meaningfully with stakeholders develop a more sophisticated understanding of organizational dynamics and demonstrate greater readiness for leadership responsibilities. Conversely, Ndung'u and Munyiri (2021) pointed out that stakeholder engagement must be substantive, respectful, and mutually beneficial to effectively promote leadership development among participants.

5.2.2 Financial Sustainability and Leadership Development

Financial sustainability in any organization is a key factor, but in ACK church in Nairobi Diocese, the study showed that Sunday school teacher lack funds for their ministry. The mean score for financial sustainability was 2.532. The mean values for the responses varied from 2.854 to 1.988, which showed that the respondents disagreed with the statement on the extent to which financial sustainability influences leadership development of Sunday school teachers in Nairobi Diocese. Financial resources are available for Sunday school teacher training and the church provides financial support to Sunday school teachers had a mean score of 2.854 and standard deviation of 1.263 each. I have access to funding for professional development activities, and I feel the church demonstrates commitment to children's ministry through resource allocation, which generated a mean of 2.664 and a standard deviation of 1.249. Teaching materials and learning resources are adequately provided, and lack of financial resources hinders my effectiveness as a teacher had a mean of 2.586 and a standard deviation of 1.230. Adequate financial support would enhance my ability to develop as a leader, and the church provides necessary supplies for Sunday school activities had a mean of 2.564 and a standard deviation of 1.276. Finally, physical facilities for Sunday school are appropriate and well-maintained had the lowest mean of 1.988 and a standard deviation of .834.

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The findings on financial sustainability were contrary to Putra et al. (2024) who found that capacity building through professional development, mentoring, and organizational support enhances teacher performance, and that teachers who had access to adequately funded professional development programs showed significantly higher levels of teaching effectiveness, professional confidence, and leadership readiness compared to teachers with limited access to such resources. Similarly, Mawudor (2016) examined how financial resource allocation affected performance in faith-based organizations in Kenya. He observed that churches that allocated at least 15 percent of their budgets to training and development activities reported higher levels of staff skills, greater worker retention, and stronger leadership pipelines compared to churches that invested minimally in capacity building.

5.2.3 Skills and Leadership Development

The objective on skills and its influence on leadership development of Sunday school teachers had an average mean of 3.7193. The majority of respondents agreed that skills influence the leadership development of Sunday school teachers in ACK Church, Nairobi Diocese, as shown by the high mean scores for most statements. Specifically, I have participated in formal training programs related to Sunday school teaching had a mean of 3.720 and a standard deviation of .703. I have developed effective teaching methods and pedagogical skills, with a mean of 3.720 and a standard deviation of .678. I know how to make lessons engaging and age-appropriate, with a mean of 3.720 and a standard deviation of .703. I can adapt my teaching to meet diverse learning needs of children, with a mean of 3.720 and a standard deviation of .757. I have effective classroom management skills, with a mean of 3.72 and a standard deviation of .678. I can maintain discipline while creating a positive learning environment, which had a mean of 3.720 and a standard deviation of .703. I feel confident in my overall teaching abilities, which generated a mean of 3.720 and a standard deviation of .757. My skills have grown since I started teaching Sunday school, generating a mean of 3.720 and a standard deviation of .678. I am able to develop quality lesson plans and instructional materials; I possess adequate biblical knowledge for teaching; and I understand child development principles relevant to different age groups, generating a mean of 3.715 and a standard deviation of .663.

The findings of this study are similar to Siregar (2023), who examined the skills of Sunday school teachers in carrying out the Great Commission through education in Sunday schools. Similarly, Gandhi and Johnson (2016) examined how mentoring-the-mentor programs create more effective mentors and provide relevant insights into how skill development contributes to

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leadership readiness. Similarly, Otieno (2023) showed that teachers who completed comprehensive training programs covering subject content, pedagogy, assessment methods, and classroom management demonstrated significantly higher leadership aspiration scores. Anyanga and Kwaba (2024) argued that teachers who engaged regularly in professional development activities, including workshops, seminars, and self-directed learning, showed higher rates of promotion to leadership.

5.2.4 Efficiency and Leadership Development

The respondents were asked to rate the extent to which efficiency influences leadership development. The average mean was 3.794. The mean values for the responses varied from 4.36 to 3.23, which showed that the respondents strongly agreed that efficiency in the Sunday school is a key factor in leadership development. I am consistent and reliable in fulfilling my teaching commitments, and other teachers and church leaders recognize me for my teaching effectiveness, which generated a similar mean of 4.368 and a standard deviation of .935. I consistently achieve the learning objectives I set for my classes, and I rarely miss my scheduled Sunday school teaching sessions, which had a mean score of 4.050 and a standard deviation of 1.040. I actively participate in efforts to enhance the quality of children's ministry, and my lesson plans are well-organized and comprehensive, generating a mean of 3.921 and a standard deviation of 1.024. I use available teaching time effectively during Sunday school sessions, witha mean of 3.838 and a standard deviation of 1.259. I prepare thoroughly for each Sunday school lesson, and I contribute ideas and suggestions for improving Sunday school programs had a mean of 3.374 and a standard deviation of 1.101. Children in my class demonstrate progress in their spiritual and biblical knowledge, and I can effectively manage multiple classroom activities simultaneously, with a mean score of 3.234 and a standard deviation of 1.245.

The findings concurred with Ayeni and Joshua (2020), who found that teachers who demonstrated high efficiency levels, measured through student performance outcomes, lesson preparation quality, and consistency of effort, were significantly more likely to be identified by principals and peers as potential leaders. Also, Malebe et al. (2024) had similar findings to the current research, which pointed out that efficiency is a critical factor that principals and education officials consider when selecting teachers for promotion to head of department, deputy principal, and principal positions. Andafu (2023) provides important qualifications about the relationship between efficiency and leadership development.

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5.3 Conclusions

The study conclusions are based on the study findings. The regression equation established that, taking all factors into account (stakeholder engagement, financial sustainability, skills, efficiency, and leadership development of Sunday school teachers of ACK Church), with leadership development of Sunday school teachers of ACK Church set to zero, the value would be 3.770. The findings also show that, holding all other independent variables constant, a one-unit increase in stakeholder engagement would increase leadership development among Sunday school teachers of ACK Church by 0.627. A unit increase in efficiency would lead to a 0.655 increase in the leadership development of Sunday school teachers of ACK Church. In addition, the findings show that a unit increase in skills would lead to a 0.637 increase in leadership development of Sunday school teachers of ACK Church, and a unit increase in financial sustainability would lead to a 0.518 increase in leadership development of Sunday school teachers of ACK Church. Overall, financial sustainability had the least influence on leadership development among ACK Church Sunday school teachers, followed by stakeholder engagement and teachers' skills, while efficiency had the highest effect.

5.3.1 Stakeholder Engagement

From the foregoing, the most effective ways to motivate Sunday school teachers to achieve the desired goals of leadership development involve empowering them with participation and valuing their opinions and suggestions regarding Sunday school by church leadership. The study revealed that stakeholder engagement positively influences the leadership development of Sunday school teachers in Nairobi Diocese. Engagement makes Sunday school more productive because teachers participate in stakeholder meetings related to children's ministry, and church leadership values their opinions and suggestions regarding Sunday school.

5.3.2 Financial Sustainability

The findings on financial sustainability implied that there is inadequate financial support for Sunday school ministry. The budget allocated to Sunday school programs in the parishes is not enough, which hinders leadership development. The study pointed out that teaching materials and learning resources are not adequately provided in Sunday school ministry; physical facilities for Sunday school are also not appropriate and well-maintained. Many parishes do not provide financial support to Sunday school teacherswhich show that, which shows that a

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lack of financial resources hinders teachers' effectiveness and the Sunday school ministry in general.

5.3.3 Skills

The study findings show that teachers' skills contribute significantly to leadership readiness in Sunday school teaching in ACK churches in Nairobi Diocese. Teachers' skills are among the main factors that influence the leadership development of Sunday school teachers. Skills play a vital role, as respondents reported participating in formal training programs related to Sunday school teaching and possessing adequate biblical knowledge for teaching. Sunday school teachers are confident in their understanding of scripture, have developed effective teaching methods and pedagogical skills, and know how to make lessons engaging and age-appropriate. The study also reveals that Sunday school teachers in Nairobi Diocese understand child development principles relevant to different age groups, can adapt their teaching to meet diverse learning needs of children, have effective classroom management skills, can maintain discipline while creating a positive learning environment, and their skills have grown since they started teaching Sunday school in their parishes.

5.3.4 Efficiency

Perceptions of teaching effectiveness significantly influence opportunities for leadership development of Sunday school teachers in ACK churches in Nairobi Diocese. The study revealed that efficiency serves as a visible indicators of capability that shape church perceptions and leadership opportunities. Efficiency is a significant factor in the Sunday school department or ministry, as the respondents strongly agreed that it influences leadership development in Sunday school teachers in ACK churches in Nairobi Diocese. The study reveals that Sunday school teachers are consistent and reliable in fulfilling their teaching commitments and use available teaching time effectively during Sunday school sessions. Children in their class demonstrate progress in their spiritual and biblical knowledge, where the teachers efficiently contribute ideas and suggestions for improving Sunday school programs. Also, the study shows that Sunday school teachers in ACK churches actively participate in efforts to enhance the quality of children's teachings, where other teachers and church leaders recognize their teaching effectiveness. The teachers prepare thoroughly for each Sunday school lesson, and their lesson plans are well-organized and comprehensive, showing that efficiency influences leadership development.

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5.4 Recommendations

Based on the findings of the study, the following recommendations were drawn;

Regarding stakeholder engagement as the first objective in this study, Sunday school teachers like to be involved in decision-making in Sunday school ministry or department. Communication with church leadership about Sunday school matters should be regular. Sunday teachers should be involved in planning and decision-making for children's ministry programs, and their opinions and suggestions should be valued by church leadership. Parents should provide helpful feedback about their children's progress and needs so that the teachers can communicate to improve collaboration. Stakeholder engagement should be strengthened by encouraging professionals within the church, such as child development specialists, counsellors, mentors, educators, and clergy, to support the Sunday school ministry. Since not all Sunday school teachers have formal training in child development, these experts can provide mentorship, counselling, pastoral care, and other professional services whenever needed, thereby enhancing teachers' capacity and improving the holistic development of children.

The study findings indicate that the ACK Church, Nairobi Diocese, should strengthen Sunday school teachers' professional capacity by instituting systematic training initiatives. These should include regular workshops, refresher courses, and structured programs focused on biblical literacy, pedagogical strategies, child development, classroom management, and inclusive teaching practices. Such sustained investment in skills development is expected to strengthen teachers' skills and confidence, enabling them to address diverse learning needs effectively while preparing them for expanded leadership roles within the Sunday school ministry.

The study further recommends that the ACK Church, Nairobi Diocese, should enhance instructional efficiency by fostering deliberate lesson planning, optimal use of teaching time, consistent attendance, and organized pedagogical approaches among Sunday school teachers. In addition, the church is encouraged to acknowledge and support educators who demonstrate exemplary teaching practices and contribute innovative ideas for improving Sunday school programs. Such recognition not only motivates teachers but also cultivates leadership readiness and broadens opportunities for leadership advancement within the ministry.

The study findings showed that financial stability in the Sunday school ministry in ACK churches of Nairobi diocese is a major concern. The church provides inadequate finances to

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the Sunday school. Therefore, parishes should increase the budget allocated to Sunday school programs. Financial resources should be available for Sunday school teacher training. Parishes should allocate financial support for Sunday school teachers by providing an annual Christmas/Token of appreciation to recognize their voluntary service and motivate continued commitment. Parishes should also provide financial assistance to support teachers' participation in diocesan and church training, workshops, conferences, and other leadership development activities. In addition, parishes should budget for essential items such as uniforms to promote identity, unity, and professionalism among teachers. Such financial support would enhance teachers' motivation, leadership capacity, and effectiveness in ministry. From the findings, the study implied that teaching materials and learning resources are not adequately provided; therefore, the Bishop of Nairobi Diocese should make arrangements and provide the necessary supplies for Sunday school activities, e.g., charts, manuals, etc to improve leadership development of teachers. It was also noted that physical facilities for Sunday school are not appropriate or well maintained. Most Sunday school lessons are often held in unfinished classrooms or outside the church buildings, where excessive noise and frequent interruptions interfere with teaching and learning. Since children naturally enjoy play and interactive learning, many parishes in the Nairobi Diocese should improve their facilities by providing adequate, safe learning spaces; creating playgrounds; planting grass; installing cabro paving; and expanding available space to make Sunday school more conducive, enjoyable, and effective. By doing so, the church will improve teacher leadership development.

Almost all Sunday school teachers are volunteers; the church should provide financial support to Sunday school teachers, and the church should demonstrate commitment to children's ministry through resource allocation because a lack of financial resources hinders the effectiveness of Sunday school teachers. Adequate financial support would enhance teachers' ability to develop as leaders.

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5.5 Recommendation for Further Research

This study sought to determine capacity building and its influence on the leadership development of Sunday school teachers in the ACK church of Kenya in Nairobi Diocese. Further studies are needed to replicate these tests across all dioceses in Kenya, as this study focused on Nairobi Diocese alone. In addition, the study should adopt more variables reflecting capacity building to support the finding that dioceses with strong capacity building have significantly improved leadership development among Sunday school teachers. Researchers

can also employ different mixed methods, such as a combination of qualitative and quantitative data, and consider different denominations, thus incorporating a larger sample. Use of multiple data collection methods like interviews, focus group discussions, and observation can strengthen further research.

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APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE

INSTRUCTIONS TO RESPONDENTS

This questionnaire seeks to collect data on capacity building and its influence on leadership development of Sunday school teachers in ACK, Nairobi Diocese. The information you provide will be used strictly for academic purposes and will be treated with utmost confidentiality. Please answer all questions as honestly and accurately as possible. Do not write your name on this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

Please tick (√) the appropriate box or fill in the blank spaces provided.

1. Gender:

   [ ] Male [ ] Female

2. Kindly indicate your age

3. Highest level of education:

   [ ] Primary [ ] Secondary [ ] Diploma [ ] Undergraduate Degree

   [ ] Postgraduate Degree

   How long have you been teaching in Sunday school?

   [ ] Less than 1 year [ ] 1-3 years [ ] 4-6 years [ ] 7-10 years

   [ ] More than 10 years

4. Which archdeaconry does your parish belong to?

   [ ] Cathedral [ ] Embakasi [ ] Githurai [ ] Kasarani

   [ ] Kayole [ ] Langata [ ] Ruai [ ] Westlands

   [ ] Zimmerman

5. Have you received any formal training for Sunday school teaching?

   [ ]Yes [ ] No

6. If yes, what type of training have you received? (You may tick more than one)

   [ ] Diocesan workshops [ ] Archdeaconry training sessions

   [ ] Parish-based training [ ] External training programs

   [ ] Online courses [ ] Other (please specify) _____

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SECTION B: STAKEHOLDER ENGAGEMENT

The following statements relate to your engagement with various stakeholders in Sunday school ministry. Please indicate your level of agreement with each statement using the scale below:

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No	Statement	1	2	3	4	5
8	I regularly communicate with church leadership about Sunday school matters					
9	Church leadership provides clear guidance and support for Sunday school activities					
10	I am involved in planning and decision making for children's ministry programs					
11	My opinions and suggestions regarding Sunday school are valued by church leadership					
12	I have good relationships with parents and guardians of the children I teach					
13	Parents provide helpful feedback about their children's progress and needs					
14	Congregation members actively support Sunday school programs					
15	I receive encouragement from congregation members for my teaching work					
16	I collaborate regularly with fellow Sunday school teachers					
17	There are opportunities for sharing best practices with other teachers					

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18	I participate in stakeholder meetings related to children's ministry					
19	Stakeholder engagement has helped me develop confidence in my role					

SECTION C: FINANCIAL SUSTAINABILITY

The following statements relate to financial resources available for Sunday school ministry. Please indicate your level of agreement with each statement.

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No	Statement	1	2	3	4	5
20	The budget allocated to Sunday school programs in our parish is adequate					
21	Financial resources are available for Sunday school teacher training					
22	I have access to funding for professional development activities					
23	Teaching materials and learning resources are adequately provided					
24	The church provides necessary supplies for Sunday school activities					
25	Physical facilities for Sunday school are appropriate and well-maintained					
26	The church provides financial support to Sunday school teachers					
27	I feel the church demonstrates commitment to children's ministry through resource allocation					
28	Lack of financial resources hinders my effectiveness as a teacher					
29	Adequate financial support would enhance my ability to develop as a leader					

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SECTION D: SKILLS

The following statements relate to your skills as a Sunday school teacher. Please indicate your level of agreement with each statement.

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No	Statement	1	2	3	4	5
30	I have participated in formal training programs related to Sunday school teaching					
31	I possess adequate biblical knowledge for teaching					
32	I am confident in my understanding of scripture					
33	I have developed effective teaching methods and pedagogical skills					
34	I know how to make lessons engaging and age-appropriate					
35	I understand child development principles relevant to different age groups					
36	I can adapt my teaching to meet diverse learning needs of children					
37	I have effective classroom management skills					
38	I can maintain discipline while creating a positive learning environment					
39	I am able to develop quality lesson plans and instructional materials					
40	I feel confident in my overall teaching abilities					
41	My skills have grown since I started teaching Sunday school					

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SECTION E: EFFICIENCY

The following statements relate to your efficiency as a Sunday school teacher. Please indicate your level of agreement with each statement.

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No	Statement	1	2	3	4	5
42	I use available teaching time effectively during Sunday school sessions					
43	I consistently achieve the learning objectives I set for my classes					
44	Children in my class demonstrate progress in their spiritual and biblical knowledge					
45	I prepare thoroughly for each Sunday school lesson					
46	My lesson plans are well-organized and comprehensive					
47	I am consistent and reliable in fulfilling my teaching commitments					
48	I rarely miss my scheduled Sunday school teaching sessions					
49	I can effectively manage multiple classroom activities simultaneously					
50	I contribute ideas and suggestions for improving Sunday school programs					
51	I actively participate in efforts to enhance the quality of children's ministry					
52	Other teachers and church leaders recognize me for my teaching effectiveness					

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SECTION F: LEADERSHIP DEVELOPMENT

The following statements relate to your leadership development as a Sunday school teacher. Please indicate your level of agreement with each statement.

Scale:

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No	Statement	1	2	3	4	5
53	I feel confident in making decisions related to Sunday school activities					
54	I am willing to take initiative without waiting for direction from others					
55	I can influence and inspire the children I teach					
56	I have influence over parents through my teaching work					
57	I am willing to take on additional responsibilities beyond basic teaching					
58	I actively seek opportunities to contribute more to children's ministry					
59	I participate in formal or informal leadership roles within the church					
60	I have been given leadership opportunities because of my Sunday school work					
61	I can effectively solve problems that arise in Sunday school contexts					
62	I use critical thinking skills to address challenges in my teaching					
63	I provide guidance and support to other Sunday school teachers					

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64	I mentor or help train less experienced teachers					
65	I contribute to vision and strategic planning for children's ministry					
66	Church leadership considers me a capable leader in children's ministry					
67	Other teachers view me as a leader among Sunday school staff					
68	My leadership capabilities have grown since I started teaching Sunday school					

THANK YOU FOR YOUR PARTICIPATION

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APPENDIX II: RESEARCH APPROVAL LETTER

ST. PAUL'S UNIVERSITY

Private Bag 00217 Limuru,
Kenya
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

REF: SPU/759/2026 **Date: 19th May 2026**

TO: Joan Watiri
St. Paul's University

Dear Joan,

==========

REF: Capacity Building and its Influence on Leaderhsip Development of Sunday School Teachers in the Ack Church of Kenya, Nairobi Diocese

==========

Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 769, for the period between 19th May 2026 – 19th May 2027 (1 year).**

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *SPU- Institutional Scientific Ethics Review Committee* within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions.

vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to SPU- Institutional Scientific Ethics Review Committee.
viii. Should there be any publications from your research, note that you are supposed to anonymize the particulars of the respondents, the identifiers and the name of institution (s) where you collected data.
ix. Please note that it is within the ISERC's mandate to monitor your research and to do random visits to the site. All research is subject to post approval monitoring. Kindly provide a closure report after the research.

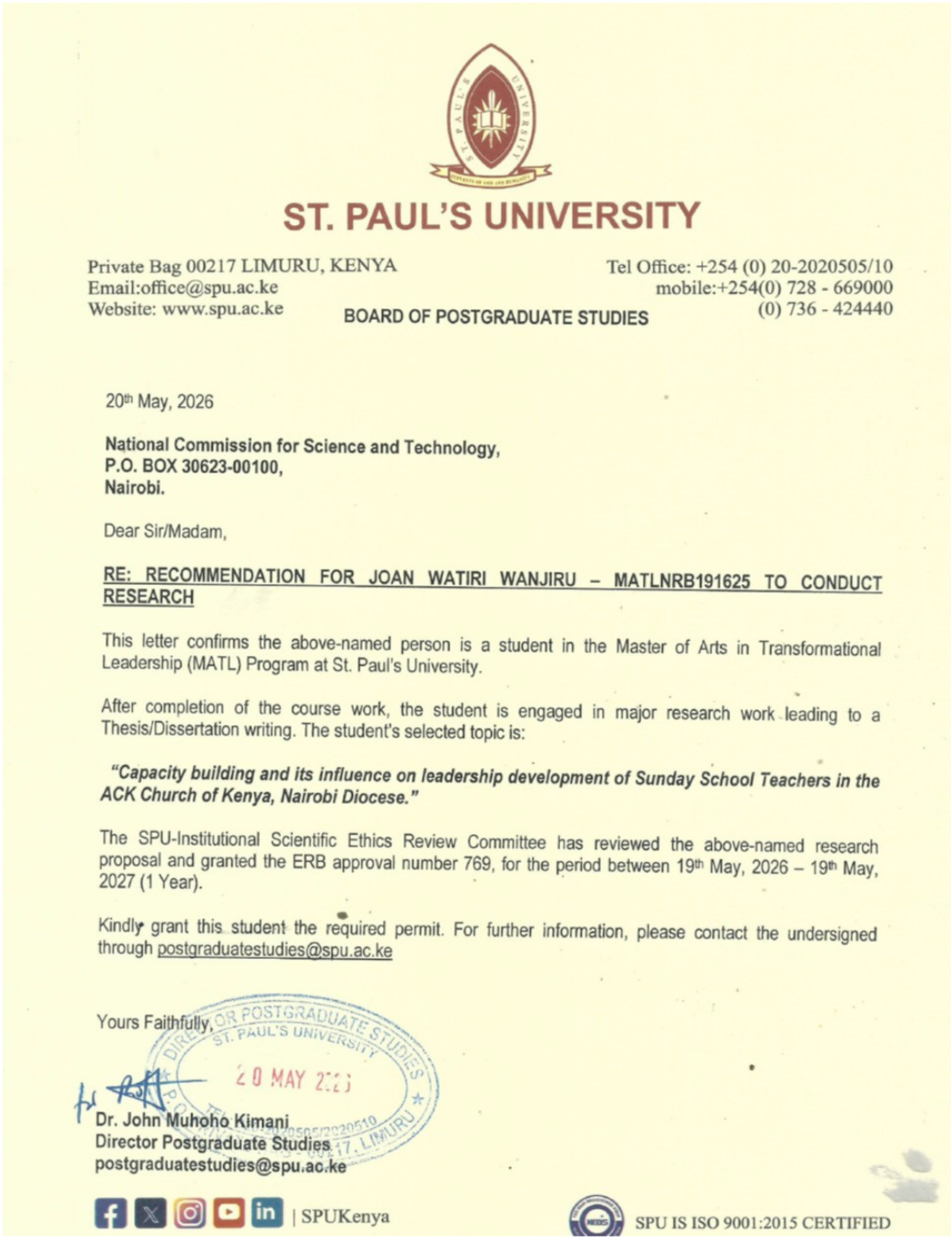
Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) if you are collecting data in the country - https://research-portal.nacosti.go.ke **or obtain other clearances needed in the country where you will collect your data from.**

Yours sincerely,

Dr. Daniel Nzengya, PhD
Chairperson
SPU- Institutional Scientific & Ethics Review Committee

ST. PAUL'S UNIVERSITY
(ISERC)
APPROVAL WITH
CONTIGENCIES
RESEARCH
DIRECTORATE
INSTITUTIONAL SCIENTIFIC ETHICS REVIEW COMMITTEE

APPENDIX III: APPROVAL LETTER



ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email:office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
mobile:+254(0) 728 - 669000
(0) 736 - 424440

BOARD OF POSTGRADUATE STUDIES

20th May, 2026

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

Dear Sir/Madam,

RE: RECOMMENDATION FOR JOAN WATIRI WANJIRU – MATLNRB191625 TO CONDUCT RESEARCH

This letter confirms the above-named person is a student in the Master of Arts in Transformational Leadership (MATL) Program at St. Paul's University.

After completion of the course work, the student is engaged in major research work leading to a Thesis/Dissertation writing. The student's selected topic is:

"Capacity building and its influence on leadership development of Sunday School Teachers in the ACK Church of Kenya, Nairobi Diocese."

The SPU-Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal and granted the ERB approval number 769, for the period between 19th May, 2026 – 19th May, 2027 (1 Year).

Kindly grant this student the required permit. For further information, please contact the undersigned through postgraduatestudies@spu.ac.ke

Yours Faithfully,

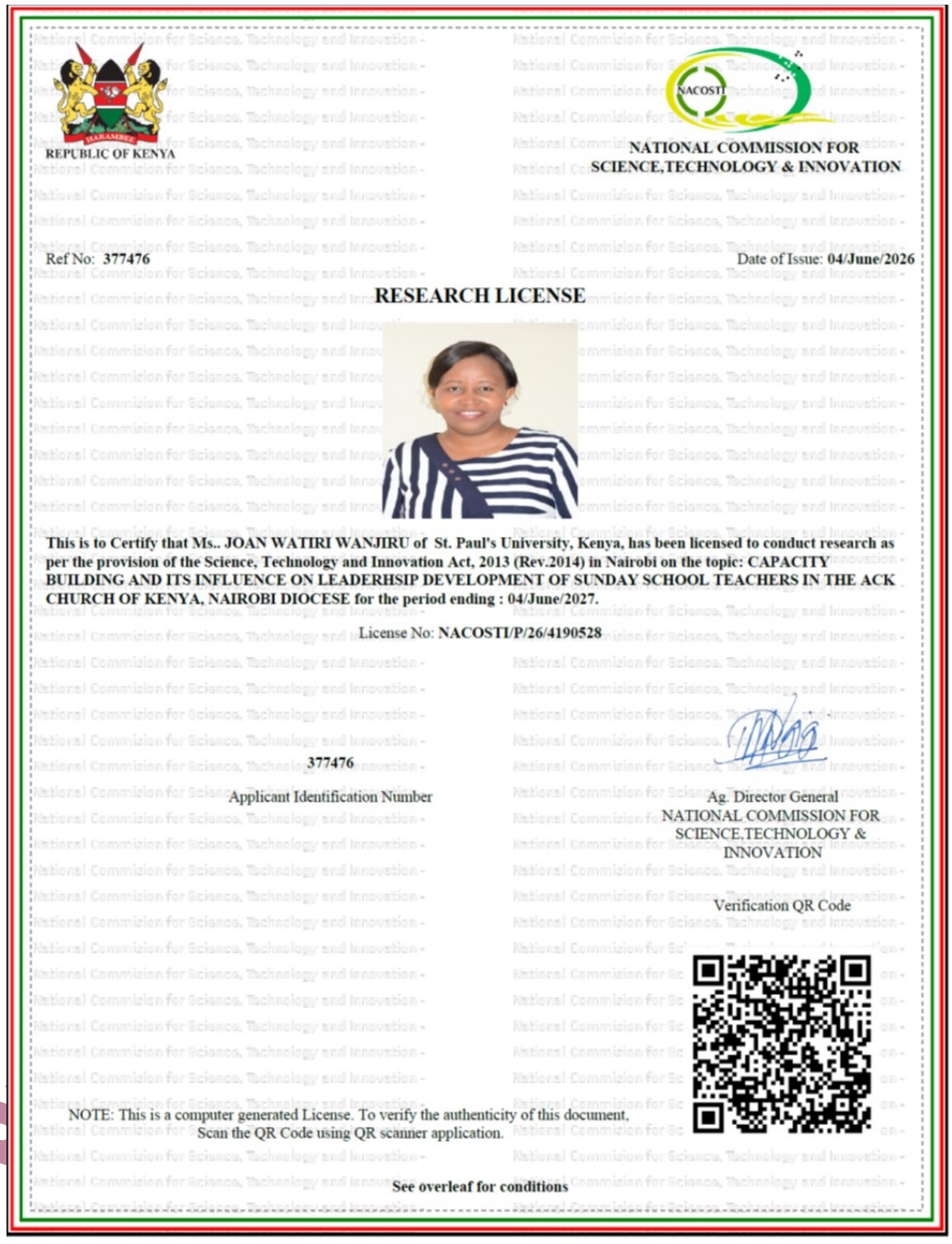
DIRECTOR POSTGRADUATE STUDIES ST. PAUL'S UNIVERSITY 20 MAY 2026 P.O. BOX 217 - 00217, LIMURU

Dr. John Muhoho Kimani
Director Postgraduate Studies
postgraduatestudies@spu.ac.ke

| SPUKenya

SPU IS ISO 9001:2015 CERTIFIED

APPENDIX: VI: NACOSTI RESEARCH PERMIT



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **377476**

Date of Issue: **04/June/2026**

RESEARCH LICENSE

This is to Certify that Ms.. JOAN WATIRI WANJIRU of St. Paul's University, Kenya, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: CAPACITY BUILDING AND ITS INFLUENCE ON LEADERHSIP DEVELOPMENT OF SUNDAY SCHOOL TEACHERS IN THE ACK CHURCH OF KENYA, NAIROBI DIOCESE for the period ending : 04/June/2027.

License No: **NACOSTI/P/26/4190528**

377476

Applicant Identification Number

Ag. Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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See overleaf for conditions

St. Paul's University Repository

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was the established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to.
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
    i. Endanger national security
    ii. Adversely affect the lives of Kenyans
    iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
    iv. Result in exploitation of intellectual property rights of communities in Kenya
    v. Adversely affect the environment
    vi. Adversely affect the rights of communities
    vii. Endanger public safety and national cohesion
    viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. Neither the license nor any rights thereunder are transferable.
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and Innovation(NACOSTI),
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Telephone: 020 4007000, 0713788787, 0735404245
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APPENDIX V: ACADEMIC RESEARCH

DIOCESE OF NAIROBI
THE ANGLICAN CHURCH OF KENYA

Diocesan Bishop: The Rt. Rev. Jonathan Kabiru
Administrative Secretary: Ven Canon Geoffrey Okapisi
Diocesan Office: Muthangari Drive
Westlands

Email: bishop@acknairobidiocese.org
Website: www.acknairobidiocese.org
Tel. Landline: 020-4440524/020 - 4440525
Mobile PABX: 0726 - 610520/0733-226337

P.O. Box 72846
00200 City Square
NAIROBI - KENYA

15th January 2026

Ms Joan Watiri Wanjiru
Phone: 0724784038
Email: anjoywatiri@yahoo.com
NAIROBI

Dear Joan

RE: PERMISSION TO CONDUCT AN ACADEMIC RESEARCH

Christine greetings!

We refer to the letter from your Vicar, ACK St Elizabeth Parish Kahawa West dated 9th June 2026 and your letter dated 3rd June 2026 requesting for permission to conduct academic research. You have also indicated in your letter that you are currently a student pursuing Masters of Arts in Transformational Leadership at St Paul University.

We write to authorized you to carry on with the research in the Anglican Church of Kenya, Nairobi Diocese on your thesis entitled: *"Capacity building and it influence on leadership development of Sunday School Teachers".*

We hope and trust you will give us a copy on the outcome of the research.

We wish you God's blessings in your studies.

Yours in His Service,

ACK DIOCESE OF NAIROBI
MUTHANGARI DRIVE OFF WAIYAKI WAY
P. O. BOX 72846-00200
NAIROBI, KENYA
TEL: 020-4440524/5 / 0726 610 520

The Rt Rev Jonathan Kabiru
DIOCESAN BISHOP