EFFECTIVENESS OF LEADERSHIP DEVELOPMENT PROGRAMS ON LEADERSHIP CAPACITY IN THE AFRICA INLAND CHURCH (AIC) TORIT DISTRICT CHURCH COUNCIL, SOUTH SUDAN

BY

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2026

DECLARATION

This research thesis is my original work and has not been presented for academic credit or examination in any other university, institution or college.

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DEDICATION

I dedicate this work to the church leaders of South Sudan whose unwavering commitment to servant leadership continues to inspire transformation within the Church and the wider community.

I further dedicate this work to my beloved wife, Stella Raphael Ahasa, for her steadfast encouragement and sacrificial support; to my parents for their love, guidance, and unwavering belief in my potential; and to my spiritual father, the late Rev. Philip Oriho, whose exemplary life of servant leadership and faithful mentorship continues to inspire my ministry. Above all, I humbly dedicate this work to Almighty God, whose unfailing grace, divine wisdom, and abundant provision have sustained me throughout my academic journey. To Him alone belong all glory, honor, and praise.

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LIST OF ABBREVIATIONS AND ACRONYMS

Abbreviation	Meaning
AIC	Africa Inland Church
AIC SS	Africa Inland Church South Sudan
DCC	District Church Council
EI	Emotional Intelligence
LD	Leadership Development
LDP	Leadership Development Programme
LCC	Local Church Council
NGO	Non-Governmental Organization
OD	Organizational Development
RCC	Regional Church Council
SCU	Scott Christian University
SPSS	Statistical Package for the Social Sciences
UNDP	United Nations Development Programme

OPERATIONAL DEFINITION OF TERMS

Leadership Development: According to the study at hand, leadership development is the array of initiatives that the Africa Inland Church South Sudan (AIC SS) formal and informal, put in place to equip up-and-coming leaders with spiritual, managerial and relational skills for ministry and organization. This includes training programmes, mentoring, coaching, challenging assignments, and other experiential learning activities aimed at enhancing leadership capability (Day, 2000; McCauley et al., 2010).

Leadership Capacity: For purposes of this study, leadership capacity denotes the demonstrated ability of church leaders in AIC Torit DCC to mobilize others toward achieving a shared spiritual and organizational vision. It encompasses skills such as strategic thinking, communication, ethical decision-making, collaboration, and spiritual discernment (Bolden, 2016).

Emerging Leaders: In this study, an emerging leader is any member of AIC Torit DCC identified as a leader of the potential but has not yet acquired the required competence and experience to take on senior ministry responsibility. They incorporate young ministers, evangelists, ministry co-coordinators, women leaders, youth leaders and departmental administrators of AIC South Sudan (Ibarra et al., 2010).

Effectiveness: Effectiveness in this study referred to the extent to which leadership development programmes enhanced the performance, behavior, spiritual formation and influence of leaders in AIC Torit DCC. A programme was judged effective where its outcomes produced leadership capacity that supported sustainable church ministry and community transformation (Robbins & Coulter, 2021).

Leadership Programme: A leadership programme as referred in this study refers to any leadership learning initiative purposely organized by AIC Torit DCC to enhance the leadership knowledge, skills and attitudes through training workshops, mentoring, theological teaching and practical involvement in ministry (Avolio & Hannah, 2008).

Capacity Building: In this study, the term capacity building refers to a conscious ongoing process through which individuals and institutions (AIC Torit DCC) strengthen their ability to perform leadership functions, solve organizational problems, mobilize resources, and achieve ministry goals sustainability. According to UNDP (2009), it is viewed as an investment rather than training.

Africa Inland Church (AIC): The Africa Inland Church is a denomination that arose from the Africa Inland Mission, which is also known as the AIM. This mission began work in Africa in the year 1895. As a church, it is evangelical in nature, emphasizing evangelism, discipleship, education, and holistic community development in African societies (Anderson, 2004).

District Church Council (DCC): A District Church Council (DCC) is an administrative structure of government within the East Bank Region of AIC South Sudan which provides organizational leadership, pastoral oversight, and administrative co-ordination to a cluster of local churches in a well-defined geographic area.

South Sudan: South Sudan is a young East African country which became independent in July 2011 after decades of civil war against the Government of Sudan. Faith-based institutions are under severe strain and continual peacebuilding challenges present considerable difficulties and unique opportunities for leadership and organizational development (Johnson, 2016).

ABSTRACT

Leadership development has become a central concern for faith-based organizations globally, particularly in post-conflict contexts where church leaders must navigate institutional fragility, insecurity, displacement, and community resilience challenges. The Africa Inland Church (AIC) South Sudan operates in such an environment, yet there has been limited empirical evidence on the effectiveness of its leadership development programs. This study assessed the effectiveness of leadership development programs in strengthening leadership capacity among leaders of AIC Torit District Church Council (DCC), South Sudan. The study was guided by four objectives: to assess the association between programme content and leadership capacity; to examine the association between training methods and leadership capacity; to evaluate the association between training exposure and leadership capacity; and to determine how implementation constraints influence leadership capacity development. A concurrent mixed-methods design was employed, targeting 98 church leaders who had participated in leadership development programs. A census approach was adopted, with structured questionnaires generating quantitative data from 90 valid respondents, while key informant interviews generated qualitative evidence from 8 senior leaders. Quantitative data were analyzed using descriptive statistics, Pearson correlation, and multiple regression in SPSS, while qualitative data were analyzed thematically. The findings revealed that training methods were the strongest predictor of leadership capacity ($\beta = 0.38$, $p < 0.001$), followed by programme content ($\beta = 0.30$, $p = 0.003$) and training exposure ($\beta = 0.24$, $p = 0.010$), while implementation constraints had a significant negative effect ($\beta = -0.19$, $p = 0.018$). The regression model explained 58.0% of the variation in leadership capacity ($R^2 = 0.58$, $p < 0.001$). Programme content was rated highly in theological grounding but lower in resource mobilization, while post-training follow-up remained weak. Key constraints included limited finances, insecurity, weak mentorship, and cultural barriers. The study recommends developing a leadership development policy, strengthening participatory training methods, establishing continuous training cycles, introducing post-training follow-up systems, and contextualizing programmes to address post-conflict realities. Further research is suggested in comparative denominational studies, longitudinal studies tracking long-term behavior change, mentorship effectiveness studies, resource mobilization studies, gender-focused studies, and post-conflict leadership adaptation studies.

CHAPTER ONE

1.1 Introduction

This chapter introduces the study by presenting the background, statement of the problem, purpose, objectives, research questions, significance, limitations, delimitations and assumptions. The chapter also clarifies why leadership development was examined in relation to leadership capacity within Africa Inland Church Torit District Church Council, South Sudan.

The central argument of the chapter is that leadership development in a post-conflict faith-based setting should be judged not merely by the existence of training programmes, but by the extent to which such programmes strengthened spiritual formation, administrative competence, relational leadership, ethical accountability and community-facing ministry capacity.

1.2 Background of the Study

Leadership development has become a priority for religious, public, and non-profit organizations because organizational sustainability depends on leaders who can respond to changing environments, mobilize people, and achieve institutional goals. Leadership capacity is developed through intentional learning processes that combine relevant programme content, practical experience, mentoring, feedback, and continuous reflection rather than through positional authority alone. In faith-based organizations, leadership development also includes spiritual formation, enabling leaders to demonstrate biblical values, servant leadership, accountability, and effective organizational management.

Globally, leadership scholars have emphasized that organizations operate in increasingly complex environments requiring leaders who are adaptable, collaborative, and capable of

responding to emerging challenges. Contemporary studies indicate that effective leadership development programmes should equip leaders with strategic thinking, communication, conflict resolution, and relational skills while strengthening their ability to guide organizations through change. These findings are equally relevant to churches, where leaders are expected to provide both spiritual and administrative leadership.

The Africa Inland Church (AIC), which originated from the missionary work of the Africa Inland Mission in East Africa, has grown into one of the region's major Protestant denominations. Across Kenya, Uganda, Tanzania, Rwanda, the Democratic Republic of Congo, and South Sudan, the church emphasizes evangelism, discipleship, indigenous leadership, and holistic ministry. Leadership development has therefore remained central to achieving the church's mission by preparing leaders who can serve congregations effectively while responding to social and community needs. Studies conducted within African churches demonstrate that organizational sustainability depends largely on leaders who possess sound biblical knowledge, practical leadership competencies, effective communication skills, and the ability to mobilize resources and members toward shared goals.

In South Sudan, the need for effective leadership development is heightened by post-conflict realities characterized by institutional fragility, displacement, poverty, and recurring community conflicts. Since gaining independence in 2011, South Sudan has experienced protracted civil conflict that has devastated infrastructure, displaced millions, and weakened institutional capacity across all sectors. Churches continue to play a significant role in promoting peace building, reconciliation, and community development, placing increasing demands on church leaders. Consequently, leaders require competencies that extend beyond theological knowledge to include strategic planning, financial stewardship, conflict management, communication, and

organizational leadership. Leadership development programmes therefore serve as an important mechanism for strengthening both the spiritual and administrative capacity of church leaders within this challenging context.

The Africa Inland Church South Sudan operates through a structured governance system comprising the General Assembly, regional leadership, District Church Councils (DCCs), and local congregations. This organizational structure requires leaders at every level to provide spiritual guidance while coordinating ministry activities, managing resources, supervising personnel, and ensuring accountability. Effective leadership development is therefore essential for enhancing leadership performance and sustaining the church's mission.

This study focused on the Torit District Church Council (DCC), one of the administrative units within the East Bank Region of AIC South Sudan. Leaders within Torit DCC—including pastors, evangelists, elders, women leaders, youth leaders, ministry coordinators, and administrators—are responsible for providing spiritual leadership while overseeing church programmes, coordinating ministries, resolving conflicts, and engaging local communities. These responsibilities require leaders to possess both biblical knowledge and practical leadership competencies.

Although leadership development programmes have been implemented within AIC South Sudan, limited empirical evidence exists regarding their effectiveness in enhancing leadership capacity among church leaders. Specifically, little is known about how programme content, training methods, training exposure, and contextual implementation factors influence leadership capacity within Torit DCC. Addressing this knowledge gap is important for improving leadership development programmes and strengthening the effectiveness of church leadership in South Sudan. Therefore, this study examined the effect of programme content, training methods,

training exposure, and contextual factors on leadership capacity among leaders of AIC Torit District Church Council.

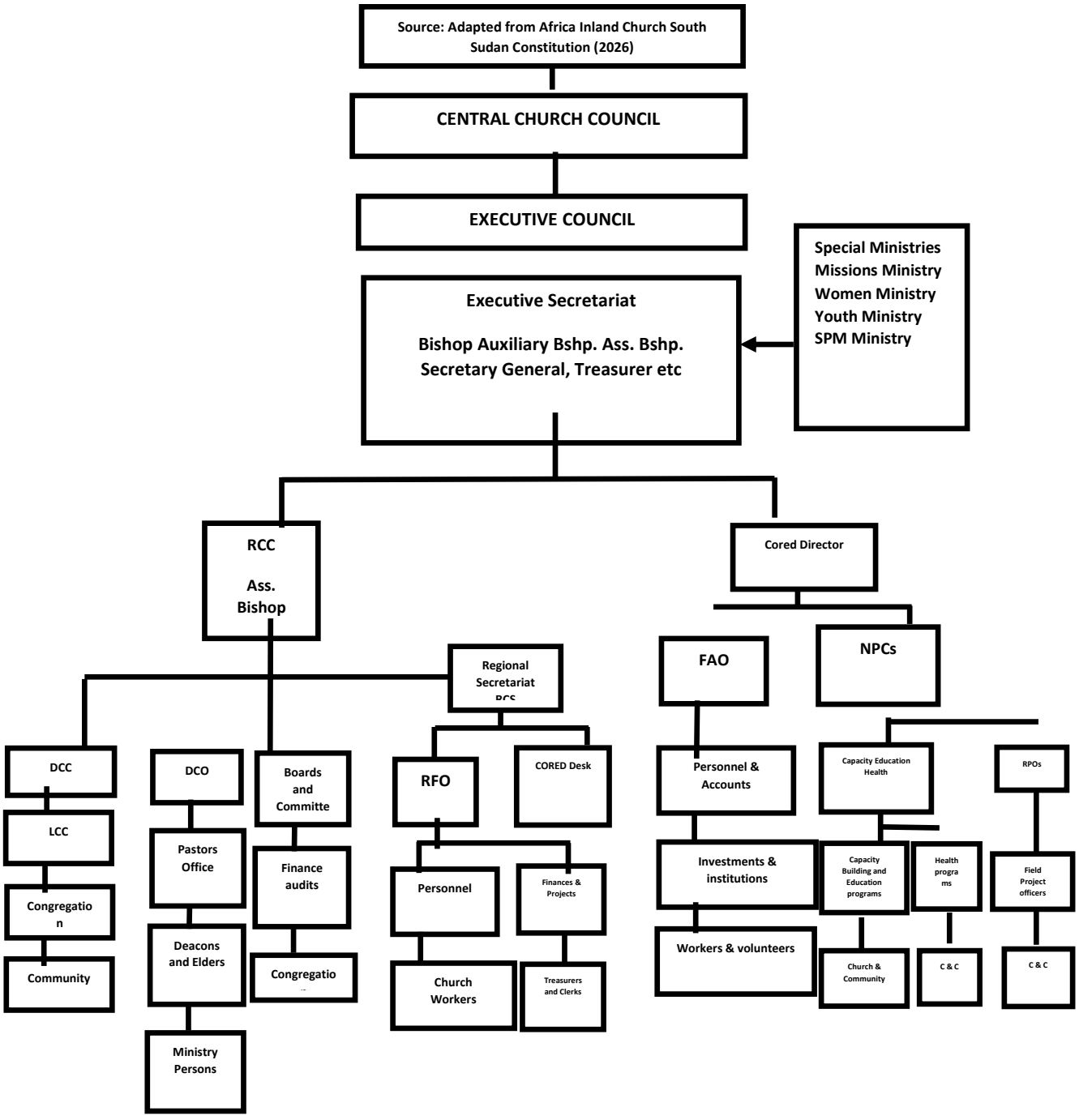

Figure 1.1**:** Organizational structure of Africa Inland Church South Sudan

(Source: Adapted from Africa Inland Church South Sudan Constitution (2026)

1.3 Statement of the Problem

Leadership development is necessary for continuity, ministry effectiveness, and succession within faith-based institutions. In AIC Torit DCC, leaders are expected to provide spiritual guidance, manage ministry activities, mobilize resources, and resolve conflicts, support community resilience, and mentor emerging leaders. These responsibilities require structured leadership capacity rather than informal experience alone.

The problem is that leadership development programs in Torit DCC have been implemented without sufficient empirical evidence showing how their content, training methods, duration, frequency, and implementation conditions affect leadership capacity. As a result, church leadership cannot clearly determine whether the programs are producing spiritually mature, administratively competent, relationally skilled, and contextually responsive leaders. This creates a practical gap for church management and a scholarly gap in faith-based leadership development literature in Torit District Church Council.

Existing studies on leadership development have largely focused on corporate, educational, or relatively stable church contexts, while fewer have examined post-conflict church settings such as South Sudan. Even where church leadership studies existed, they rarely measured the combined effect of programme content, training methods, training exposure, implementation constraints, and leadership capacity outcomes. Without such evidence, AIC Torit DCC risks continuing programs that are valued but not sufficiently evaluated for effectiveness. Research by Arop (2019) identified that financial resource inadequacy and weak institutional structures are primary barriers to church leadership development in South Sudan, yet empirical measurement of programme outcomes remains limited. Similarly, Ng'ang'a and Onyango (2022) found that

while training programs exist in post-conflict East African church contexts, their effectiveness in producing sustained leadership capacity is rarely systematically evaluated.

This study is therefore justified because it generates evidence to guide the improvement of leadership development programs in AIC Torit DCC. It assesses whether the programs strengthen leadership capacity, identifies the strongest predictors of effectiveness, and clarifies the constraints that limit sustained leadership development in the district.

1.4 Purpose of the Study

The purpose of this study was to examine the effectiveness of leadership development programs in enhancing the leadership capacity of leaders in the Africa Inland Church (AIC) Torit District Church Council (DCC), South Sudan.

1.5 Objectives of the Study

The study was guided by the following specific objectives:

1. To assess the effect of leadership development programme content on leadership capacity outcomes among leaders in AIC Torit DCC.
2. To examine the effect of training methods on leadership capacity outcomes among leaders in AIC Torit DCC.
3. To evaluate the effect of training exposure (duration and frequency) on leadership capacity outcomes among leaders in AIC Torit DCC.
4. To determine how programme implementation constraints influence leadership capacity outcomes among leaders in AIC Torit DCC.

1.6 Research Questions

The study was guided by the following research questions:

1. What effect does programme content have on leadership capacity outcomes among leaders in AIC Torit DCC?
2. What effect do training methods have on leadership capacity outcomes among leaders in AIC Torit DCC?
3. What effect does training exposure (duration and frequency) have on leadership capacity outcomes among leaders in AIC Torit DCC?
4. How do programme implementation constraints influence leadership capacity outcomes in AIC Torit DCC?

1.7 Significance of the Study

The significance of this study is being considered in relation to academic knowledge, church practice, policy, and society. The findings are contributing to the existing body of knowledge on leadership development by providing empirical evidence on the effectiveness of leadership development programmes in enhancing leadership capacity within the church context. The study is also offering practical insights for the Africa Inland Church (AIC) Torit District Church Council and other church organizations in strengthening the design, implementation, and evaluation of leadership development programmes.

Academically, the study is contributing to leadership development literature by providing empirical evidence from a post-conflict faith-based setting in South Sudan, connecting leadership development theory with a church-based empirical case, and demonstrating how programme

content, training methods, exposure, and implementation constraints are being associated with leadership capacity outcomes. This is being considered important because much of the existing leadership development literature is being drawn from corporate or relatively stable institutional contexts, leaving a significant gap in understanding how leadership development is operating in fragile and conflict-affected environments. The study is also contributing to the theoretical understanding of leadership development in faith-based organizations by applying Transformational Leadership Theory, Servant Leadership Theory, and Experiential Learning Theory together with the 70-20-10 framework to a post-conflict church context. The findings are providing empirical support for these theories and are demonstrating their relevance to leadership formation in challenging environments where leaders are navigating institutional fragility, insecurity, and community trauma. By showing that training methods are being identified as the strongest predictor of leadership capacity, the study is extending the 70-20-10 framework by demonstrating that, in resource-constrained church contexts, the "how" of leadership development is becoming even more critical than the "what" or "how much." Furthermore, the study is contributing to the growing body of African scholarship on leadership and organizational sustainability by situating the research within the South Sudanese context, providing insights that are being regarded as culturally relevant and contextually grounded, and contributing to the decolonization of leadership theory and the development of indigenous frameworks for understanding organizational dynamics in African settings.

Practically, the study is providing AIC Torit DCC with evidence for improving leadership development programmes by identifying which programme elements are working well and which areas are requiring strengthening, especially resource mobilization, administrative competence, follow-up, mentoring, and monitoring. Programme designers, facilitators, and

church administrators are being enabled to use the findings to move from general training to more contextual, structured, and outcome-oriented leadership development. Specifically, the study is revealing that mentorship and coaching are being rated as the most effective training methods and are emerging as the strongest predictors of leadership capacity, thereby providing practical guidance for church leaders to prioritize relational and experiential learning approaches over passive lecture-based instruction. The study is also highlighting the importance of continuous training cycles rather than one-off workshops, suggesting that AIC Torit DCC is investing in sustained leadership development programmes that are including regular sessions, practical ministry assignments, and structured feedback mechanisms. The study is further providing practical insights into addressing implementation constraints by identifying financial limitations, insecurity, weak mentorship structures, and cultural barriers as the most significant constraints, thereby equipping church leaders with a clear understanding of the challenges that are requiring attention to enhance programme effectiveness.

At the policy and organizational level, the study is offering evidence that is supporting clearer leadership development guidelines within AIC Torit DCC and AIC South Sudan, showing the need for structured mentorship, continuous training cycles, monitoring and evaluation, local facilitator development, and resource planning. Such evidence is informing church governance, succession planning, accountability, and programme review. The study's findings are having implications for the AIC South Sudan Constitution and by-laws by suggesting that they are being strengthened through the explicit incorporation of provisions for leadership development standards, mentoring structures, facilitator requirements, training frequency, and monitoring indicators to ensure that leadership development is being systematically integrated into the church's governance and strategic planning. The study is also highlighting the importance of

policy frameworks for member engagement and leadership succession, particularly the need for policies that are requiring post-training supervision, progress tracking, and accountability mechanisms to ensure that investment in leadership development is translating into sustained behavioral change and ministry effectiveness.

Socially, the study is being regarded as significant because church leaders in Torit are operating within communities affected by conflict, poverty, and institutional fragility, and strengthening their leadership capacity is creating wider value for pastoral care, reconciliation, ethical decision-making, community mobilization, and peace-oriented ministry, thereby connecting church leadership development to broader community resilience in South Sudan. Effective church leadership in post-conflict contexts is contributing to social cohesion and community healing, as church leaders are being recognized as trusted figures who are facilitating reconciliation, providing trauma-informed care, and mobilizing communities for collective action. The finding that community engagement is emerging as a significant leadership capacity outcome is suggesting that leadership development programmes are already contributing to the church's role in community transformation. The study is also having implications for gender equity and social inclusion, as the inclusion of women leaders in the sample and the finding that training methods such as mentorship and coaching are being highly rated are suggesting that leadership development programmes are contributing to the empowerment of women in ministry.

1.8 Limitations of the Study

The study was limited by restricted physical access to some participants, security-related interruptions in parts of Torit, and the possibility that some respondents were cautious when discussing leadership issues within a church setting. These limitations were addressed by

arranging data collection through recognized AIC Torit DCC leadership channels, using flexible interview appointments, assuring participants of confidentiality, and triangulating questionnaire responses with key informant interviews and relevant institutional information. These measures reduced access, response and interpretation bias without changing the scope of the study.

1.9 Delimitations of the Study

This study focused on the Africa Inland Church (AIC) Torit District Church Council (DCC) of Eastern Equatorial State, South Sudan. According to the research scope, the study was limited to church ministry leaders, pastors, evangelists, women leaders, youth leaders, coordinators and administrators who had participated in leadership development programmes between 2011 and 2025. Theoretically, the research was limited to four leadership development variables: programme content, training methods, training exposure and implementation constraints. The data did not examine other variables related to wider organizational development.

1.10 Assumptions of the Study

The study was based on assumptions about the research process and the credibility of the data. It was assumed that church leaders who participated in the study responded honestly, accurately and completely, free from undue hierarchy or peer pressure. It was also assumed that the research instruments, after expert review, validly measured the information needed to assess leadership development programme effectiveness.

Moreover, it was assumed that programme delivery had been implemented with reasonable fidelity, meaning that AIC Torit DCC offered the training as intended. It was further assumed that participants had enough contact with programme content to allow an assessment of change in leadership capacity. In addition, the organizational and socio-political environment of AIC

Torit DCC during the study period was considered stable enough for data collection. The researcher maintained objectivity and reflexivity during data analysis to reduce personal bias and protect the credibility of the findings.

1.11 Summary of Chapter One

This chapter presented the foundation of the study by introducing the research topic and providing the background to leadership development within the Africa Inland Church (AIC) South Sudan. It examined the historical, contextual, and organizational issues that informed the study and highlighted the importance of leadership development in strengthening the capacity of church leaders in the AIC Torit District Church Council (DCC). The chapter also presented the statement of the problem, demonstrating the practical and empirical need to evaluate the effectiveness of leadership development programmes in enhancing leadership capacity within a post-conflict church context.

In addition, the chapter outlined the purpose of the study, specific research objectives, research questions, and research hypotheses. It explained the significance of the study by identifying its expected contributions to academic scholarship, church leadership and practice, policy development, and society. The scope of the study was defined through its delimitations, while potential limitations and the assumptions underlying the research were clearly stated. Furthermore, operational definitions of key terms were provided to ensure clarity and consistency throughout the study. Overall, this chapter established the conceptual and contextual foundation for the research and justified the need to investigate the effectiveness of leadership development programs in the AIC Torit District Church Council. Building on this foundation, Chapter Two reviews the theoretical, conceptual, and empirical literature related to leadership development and leadership capacity.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews the theoretical, conceptual, and empirical literature relevant to the study on the effectiveness of leadership development programs in enhancing leadership capacity among leaders of the Africa Inland Church (AIC) Torit District Church Council (DCC), South Sudan. The purpose of the literature review is to establish the existing body of knowledge, identify knowledge gaps, and provide a theoretical and conceptual foundation for the study.

The chapter begins with the theoretical literature review, examining the major theories underpinning leadership development and leadership capacity, namely Transformational Leadership Theory, Servant Leadership Theory, Experiential Learning Theory, and the 70-20-10 Leadership Development Framework. These theories provide insights into how leadership competencies are developed and sustained within organizational and church settings.

The chapter then reviews the conceptual literature by examining the key concepts and dimensions of leadership development programs and leadership capacity. This is followed by an empirical review organized according to the four specific objectives of the study: programme content, training methods, training exposure (duration and frequency), and programme implementation constraints. Relevant international, regional, and South Sudanese studies are critically analyzed to establish what is known, identify inconsistencies, and highlight gaps in the existing literature. The chapter concludes with a synthesis of the reviewed literature, identifies the research gaps that justified the study, and presents the conceptual framework illustrating the relationships between the independent and dependent variables that guided the research.

2.2 Theoretical Framework

This section reviews the theories that guided the study and explains how they connected to the variables. Transformational Leadership Theory explains the development of vision, motivation and change-oriented capacity. Servant Leadership Theory explains the spiritual and ethical character expected of church leaders. Experiential Learning Theory and the 70-20-10 framework explain why leadership capacity is strengthened through practice, mentoring, feedback and repeated exposure rather than classroom instruction alone. Together, the theories provide a basis for examining programme content, training methods, and exposure and leadership capacity outcomes.

2.2.1 Transformational Leadership Theory

Transformational Leadership Theory was first articulated by Burns (1978) and later developed by Bass (1985) and Bass and Riggio (2006). The theory argues that effective leaders raise followers beyond narrow self-interest by shaping shared vision, ethical commitment and organizational purpose. Its four commonly cited elements are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Recent systematic reviews and meta-analyses have confirmed that these four dimensions remain foundational to understanding how leaders inspire and mobilize followers across diverse cultural and organizational contexts, with transformational leadership consistently demonstrating positive effects on citizenship behavior, task performance, and innovation across 39 nations (Agag et al., 2025).

Idealized influence refers to leaders who act as role models, demonstrating ethical behavior, integrity, and consistency. They inspire trust, respect, and loyalty among followers. In the church

context, this dimension speaks to the character and moral authority of leaders, which is essential for credibility in ministry. Recent research has shown that idealized influence is particularly important in crisis contexts, where followers look to leaders for ethical guidance and stability (Nduku et al., 2024).

Inspirational motivation involves articulating a compelling vision that inspires and motivates followers. Leaders communicate optimism and enthusiasm about future goals, creating a sense of purpose and commitment. In AIC Torit DCC, leaders are expected to guide congregations through spiritual, organizational and social challenges in a post-conflict environment. Inspirational motivation helps mobilize members toward shared goals and sustains engagement even in difficult circumstances. Research in conflict-affected environments has confirmed that transformational leadership enhances adaptive performance through psychological resources and workplace spirituality, demonstrating its relevance in settings characterized by chronic uncertainty and resource constraints (Abukhalifa & Aboramadan, 2026).

Intellectual stimulation refers to encouraging creativity, innovation, and critical thinking among followers. Leaders challenge assumptions and promote new ways of addressing problems. For church leaders in South Sudan, this dimension is important for developing contextually relevant approaches to ministry that address the unique challenges of post-conflict communities. Studies have found that intellectual stimulation is positively associated with team innovation, particularly when supported by collaborative team climates (Khassawneh et al., 2026).

Individualized consideration involves attending to the developmental needs of followers, providing mentoring, coaching, and personalized support. This dimension is particularly relevant to leadership development in churches, where emerging leaders require guidance, encouragement, and opportunities for growth. Recent scholarship has emphasized that

individualized consideration, along with intellectual stimulation, has a positive and significant impact on follower outcomes during crises (Nduku et al., 2024). In church contexts, transformational leadership has been shown to enhance follower satisfaction and development when leaders act as role models, empowerees, and mentors (Kim, 2025).

In this study, the theory was relevant because AIC Torit DCC required leaders who could guide congregations through spiritual, organizational and social challenges in a post-conflict environment. Programme content and training methods were therefore assessed partly in relation to whether they developed vision, ethical influence, problem-solving, communication and the ability to support the growth of others. Recent research on transformational leadership in the Africa East Field, encompassing South Sudan, has demonstrated that transformational leadership contributes to church health and growth through pastoral character, adherence to foundational truths, and effective church ministry (Rogers, 2025). This confirms the applicability of transformational leadership theory to church contexts in the region.

The theory also helped interpret the findings. Where respondents rated strategic thinking, ethical accountability, mentoring and practical assignments highly, such evidence suggested movement toward transformational leadership capacity. Where resource mobilization, administrative competence or follow-up were weaker, the theory helped show that inspirational leadership alone was insufficient without practical organizational capacity. Cross-cultural meta-analyses have confirmed that while transformational leadership positively influences performance outcomes across cultures, its effects are stronger in societies with specific cultural characteristics (Agag et al., 2025), suggesting that contextual adaptation of leadership development programmes is essential for maximizing their effectiveness in the South Sudanese context.

2.2.2 Servant Leadership Theory

Servant Leadership Theory, associated with Greenleaf (1977), argues that leadership begins with the desire to serve before the desire to control. This foundational principle has been reaffirmed in recent scholarship, with Greenleaf's original manuscripts emphasizing the primacy of individual character over systems, the paradoxical nature of leadership, and the enduring significance of choice in servant leadership (Greenleaf, 2025). Contemporary research continues to validate the theory's relevance, demonstrating that servant leadership positively influences organizational performance, commitment, and employee creativity across diverse cultural contexts (Adison et al., 2024; Panphae et al., 2025). Spears (2010) further identifies ten characteristics of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. Recent studies have confirmed that these ten characteristics remain central to understanding servant leadership practice, with researchers developing new scales to measure eleven potential dimensions including calling, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growth, and community building (Scale Development, 2025). These characteristics closely fit church leadership, where authority is expected to be exercised through service, humility and moral accountability.

Listening involves genuinely hearing what others have to say and understanding their perspectives. In church leadership, this means pastors and leaders must be attentive to the needs, concerns, and aspirations of congregants. Recent research on servant leadership in primary schools has identified listening, along with empathy and stewardship, as key attributes for improving morale and building strong communities (Servant Leadership Attributes, 2025). Empathy refers to understanding and sharing the feelings of others. Empathetic leaders in

churches create environments of care and support, where members feel valued and understood. Studies have shown that servant leadership attributes of empathy, respect, and caring are essential for fostering supportive organizational environments (Servant Leadership Attributes for Raising Teacher Morale, 2025).

Healing involves supporting the emotional and spiritual well-being of others, which is particularly important in post-conflict contexts where trauma and loss are prevalent. Recent scholarship has explored how servant-leadership can provide a roadmap for the restoration of healthy communities through the acceptance and demonstration of love, forgiveness, and healing (Schmidt & Dailey, 2024). Research has shown that trauma-informed, values-based servant leadership can bring about forgiveness, reconciliation, and post-traumatic growth in conflict-prone societies (Trauma-Informed Servant Leadership, 2024).

Stewardship emphasizes accountability and responsible management of resources. Church leaders are stewards of the spiritual and material resources entrusted to them, and servant leadership calls them to exercise this responsibility with integrity and transparency. Recent research has explored how stewardship and healing serve the servant-leader, concluding that essential actions of stewardship include honoring human dignity, care-giving, love, responsibility, and forgiveness (Noling-Auth, 2024). Commitment to the growth of people means investing in the development of followers, helping them reach their full potential. This dimension directly supports leadership development efforts in churches. Recent research has confirmed that servant leaders are committed to the personal and professional development of everyone on their teams, recognizing their great responsibility for the growth of employees (Commitment to the Growth of People, 2025).

Building community involves fostering a sense of belonging and unity among members. In the context of South Sudan, where conflict has fragmented communities, this dimension is especially significant. Recent research has developed a conceptual model depicting how servant-leadership can lead to community-building in organizations through various interceding mechanisms at individual, organizational, and societal levels (Conceptual Model for Community-Building, 2025). The theory was important to this study because leadership capacity in AIC Torit DCC could not be measured only through managerial performance. Church leaders also needed spiritual maturity, ethical conduct, care for people and commitment to community healing. Servant leadership therefore informed the assessment of spiritual formation, theological grounding, accountability, interpersonal skills and community engagement. Recent research on servant leadership in evangelical churches in Kenya has evaluated the effect of servant leadership strategy on church performance, occasioned by the worrying concern of members decline and financial struggles due to non-commitment of church members (Servant Leadership Strategy in Kenya, 2025). This confirms the relevance of servant leadership theory to the Kenyan and South Sudanese church contexts.

The theory also strengthened the interpretation of implementation constraints. If leaders lacked mentoring, follow-up and supportive relationships after training, then leadership development risked becoming technical rather than formative. Servant leadership required a relational model in which emerging leaders were accompanied, corrected, encouraged and prepared for service in real ministry contexts. Recent research has shown that servant leadership fosters a positive leader-follower dynamic, promoting collaboration and collective decision-making, and that commitment to the growth of people is essential for creating supportive environments and empowering individuals to reach their full potential (Servant Leadership Principles, 2024).

2.2.3 Experiential Learning Model and the 70-20-10 Framework

Kolb's Experiential Learning Model (1984) explains learning as a cycle of concrete experience, reflective observation, abstract conceptualization and active experimentation. The model remains highly influential in contemporary leadership development scholarship, with recent studies continuing to validate its applicability across diverse organizational contexts. Research has demonstrated that Kolb's experiential learning cycle—encompassing concrete experience, reflective observation, abstract conceptualization, and active experimentation—effectively enhances emotional intelligence and leadership competencies in management education (Development of Empathetic Managers, 2025).

Kolb (1984) argued that effective learning occurs when individuals move through a four-stage cycle: Concrete Experience-Learners encounter a new experience or situation. Reflective Observation-Learners reflect on the experience from multiple perspectives, Abstract Conceptualization-Learners develop theories or concepts from their reflections and Active Experimentation- Learners apply their new insights to real-world situations.

For church leaders, this cycle suggests that leadership capacity develops when leaders not only receive instruction but also have opportunities to practice, reflect on their practice, develop principles, and then apply these principles in new contexts. Recent scholarship has integrated Kolb's experiential learning theory with High-Impact Practices to enable leadership programs to become more responsive, engaging, and effective, promoting student engagement through active learning cycles that include concrete experiences, reflective observation, conceptualization, and active experimentation (Walker, Gray, & Wilson, 2025).

The 70-20-10 leadership development framework complements experiential learning by suggesting that leadership development is shaped largely by challenging assignments, developmental relationships and formal learning (Lombardo & Eichinger, 1996; McCall et al., 1988). According to this framework, which emerged from over 30 years of research on how executives learn, grow, and change over the course of their careers (Center for Creative Leadership, 2025):

70% of leadership development comes from challenging assignments and work experiences, 20% comes from developmental relationships, including mentoring and coaching, while 10% comes from formal training and education

This framework has important implications for church leadership development. The Center for Creative Leadership, which developed the 70-20-10 rule, emphasizes that leaders learn and grow from three types of experience, with the underlying assumption that leadership can be learned—that leaders are made, not born (Center for Creative Leadership, 2025). Recent research has confirmed that the 70-20-10 model is the most appropriate approach for adult training, responsible for the three pillars that integrate learning: work-based learning, interpersonal relationship learning, and formal development learning (Cantarino & Araujo, 2022). The combined theoretical framework therefore guided the study's logic. Programme content explained what was taught; training methods explained how learning was delivered; training exposure explained how often and how long leaders engaged with development activities; and implementation constraints explained the conditions that either supported or weakened leadership capacity outcomes. Recent research has examined the integration of these theoretical perspectives, demonstrating that concepts in the 70:20:10 model—namely on-the-job task performance, relationships in the workplace, and training—form the basis of formal and informal

sources of learning that propel leaders in their development journeys (Amenumey & Badu, 2024).

This integrated approach is particularly relevant to church leadership development in post-conflict contexts, where leaders must navigate complex challenges that require both spiritual formation and practical competence. The experiential learning cycle, combined with the 70-20-10 framework, provides a comprehensive model for understanding how church leaders develop capacity through formal training, mentorship relationships, and practical ministry experience. Research on leadership training in church contexts has emphasized that experiential learning must be biblically rooted and contextually appropriate, placing the development, teaching, and training of leaders into the hands of the local church (Nehemiah, 2021).

2.3 Empirical Literature Review

This section reviews previous empirical studies relevant to the four research objectives: the influence of programme content on leadership capacity; the influence of training methods on leadership capacity; the influence of training exposure on leadership capacity; and the constraints and contextual factors that limit the effectiveness of leadership development programmes.

2.3.1 Programme Content and Leadership Capacity

Research consistently demonstrates that leadership development content significantly influences the type of capacity that emerges. Day (2000) argued that leadership development should go beyond individual skills to include relational and organizational capacity. This perspective is particularly relevant to church leadership, where leaders must balance spiritual formation, administrative competence, and relational skills.

In church settings, Adadevoh (2019) examined leadership development in African church contexts and found that more effective programs occur when theological foundations are integrated with practical competency in strategic planning, conflict resolution, and stewardship. The study, which focused on West African churches, showed that content combining biblical teaching with practical skills produced stronger leadership outcomes than programs that emphasized theology alone or management skills alone. However, the study was limited to relatively stable West African contexts and did not address post-conflict settings such as South Sudan.

Osei-Tutu and Awumbila (2021) studied leadership development programme effectiveness in Ghanaian mainline Protestant churches. Their findings demonstrated that communication, ethics and community engagement as content areas are significant predictors of leadership capacity. The study employed a mixed-methods approach with a sample of 200 church leaders and found that programs that included interpersonal communication, community engagement skills and ethics in governance had substantial predictive relationships with improved leadership capacity scores. However, the study was limited to Ghanaian contexts and did not examine post-conflict leadership development challenges.

McCauley et al. (2010) identified five content areas that can enhance leadership capability based on a comprehensive review of leadership development literature. These competences include: self-consciousness and personal growth; interpersonal relationships and influence skills; thinking and decision-making under complexity; management within an organization; and ethical leadership and moral reasoning. This framework has been widely applied in corporate and educational contexts but has limited application in faith-based post-conflict settings.

In East Africa, Maikuri (2020) investigated development strategies in faith-based and educational institutions and ascertained that enhanced programme content related to success in leadership which improved institutional efficiency and access equity. The study recommended that churches integrate SWOT analysis and periodic appraisal models into leadership development curricula. However, the study focused on institutional effectiveness rather than individual leadership capacity and did not specifically address the AIC context.

In Tanzania, Ndekia and Mokaya (2022) studied factors influencing women's participation in church leadership in the Evangelical Lutheran Church, Pare Diocese. Their findings indicated that programme content that addressed practical management skills was perceived as more valuable than purely theological content, particularly for leaders in resource-constrained contexts. However, the study focused specifically on women's participation and did not examine overall leadership capacity outcomes.

In Kenya, Mwangi, Minja, and Msabah (2024) examined strategic leadership and organizational culture in Anglican church growth. Their study demonstrated that content addressing strategic planning, communication, and resource management significantly predicted church growth outcomes. However, the study focused on church growth rather than individual leadership capacity development.

Based on the literature, this study hypothesized that programme content that integrates theological grounding with practical management skills and contextual awareness is significantly associated with stronger leadership capacity outcomes among church leaders in AIC Torit DCC.

2.3.2 Training Methods and Leadership Capacity

The pedagogical technique used can greatly influence the extent of real-world application of leadership. Research consistently demonstrates that participatory and experiential methods are more effective than passive, lecture-based approaches in developing practical leadership competencies.

Gahamanyi and Shitote (2023) studied training methods and pastoral leadership development effectiveness in East African church contexts. Their findings revealed that group methods are more effective than lectures as pedagogical methods for improving practical leadership skills. Techniques like case-based learning, role plays, action learning sets, and facilitated group discussions produced significantly better outcomes than traditional lecture-style teaching. The study employed a quasi-experimental design with 120 pastoral leaders and demonstrated that participatory methods were particularly effective for developing skills in conflict resolution, communication, and problem-solving. However, the study was limited to East African contexts and did not specifically address post-conflict settings.

Avolio and Hannah (2008) identified that the most effective combination of leadership development methods includes developmental challenge, feedback and reflection, and support and mentorship. Their research on developmental readiness emphasized that leaders develop most effectively when they are exposed to challenging assignments that stretch their capabilities, receive constructive feedback, and have opportunities for structured reflection. The study also highlighted the importance of supportive relationships in leadership development.

Ng'ang'a and Onyango (2022) evaluated leadership training programme effectiveness in post-conflict East African church contexts. Their findings indicated that the most effective ways of

developing contextually relevant leadership competencies were those that involved participants in collaborative problem solving around real ministry challenges. The study employed a mixed-methods design with 150 church leaders and found that participatory learning approaches, including case studies, group discussions, and collaborative projects, were particularly effective in developing leadership competencies that were culturally and contextually relevant.

Bolden and O'Regan (2016) examined leadership in faith-based organizations and found that structured mentorship relationships produced the strongest outcome in leader capacity compared to any single training method studied. The research demonstrated that mentorship provides emerging leaders with personalized guidance, support, and accountability that is not available through formal training alone. The study was conducted in Western faith-based organizations and did not specifically address African post-conflict contexts.

Kimiti (2024) found that interactive engagement in a semi-structured learning environment was far superior than passively designed instructional styles in enhancing managers' leadership and organizational performance. The study examined leadership development programs in Kenyan organizations and demonstrated that interactive methods such as group discussions, role plays, and practical assignments produced stronger outcomes than lecture-based instruction.

Based on the literature, this study hypothesized that training methods that incorporate mentorship, experiential learning, participatory approaches, and practical application are significantly associated with stronger leadership capacity outcomes among church leaders in AIC Torit DCC.

2.3.3 Training Exposure and Leadership Capacity

Training exposure, including duration, frequency, and follow-up, is a significant predictor of sustainability of leadership. Research consistently demonstrates that longer, more frequent, and sustained programmes produce stronger and more lasting leadership outcomes than brief, isolated training events.

Day, Fleenor, Atwater, Sturm, and McKee (2014) conducted a comprehensive review of 25 years of leadership development research and found that brief and detached training programs result in shallow and fleeting impacts on leadership behavior. Conversely, developmental programmes with a duration of more than six months that have high frequency and frequent touch points produce stronger and longer-lasting impacts. The review synthesized evidence from over 1,000 studies and demonstrated that leadership development should be viewed as a long-term process rather than a single event.

Avolio (2005) provides a 'developmental trigger' model of leadership development, which states that for leadership capacity to develop and last, there need to be repeated cycles of challenge, reflection, new behavior experimentation and feedback. Importantly, the process needs to run over sufficient time for the new leadership habits to become entrenched. The model suggests that leadership development is most effective when it involves multiple touch points over an extended period, allowing leaders to practice new skills and receive feedback in real ministry contexts.

Kombo (2021) examined leadership development outcomes and programme duration in church organizations in Kenya. The study found that any programme running once a month for at least six months and beyond performed better on all leadership competency dimensions than shorter-

duration programs. The research employed a longitudinal design with 200 church leaders and demonstrated that sustained exposure to leadership development activities was essential for behavioral change.

Cepeda et al. (2006) studied distributed practice in verbal recall tasks and demonstrated that practice done distributed over a long period produces better long-term retention and skill consolidation than massed practice in a single concentrated period. While the study focused on cognitive skills, the principles of distributed practice have been applied to leadership development, suggesting that repeated exposure over time is more effective than intensive but brief training.

Based on the literature, this study hypothesized that training exposure characterized by adequate duration, regular frequency, continuous cycles, and post-training follow-up is significantly associated with stronger leadership capacity outcomes among church leaders in AIC Torit DCC.

2.3.4 Implementation Constraints and Leadership Capacity

Leadership development programs cannot function in isolation and are often diluted by institutional and environmental difficulties. Research consistently demonstrates that contextual constraints significantly affect the effectiveness of leadership development initiatives.

Arop (2019) studied church leadership challenges in South Sudan and identified that the most frequently cited limitation to effective leadership development was the chronic inadequacy of financial resources. This limited the frequency of leadership development programmes along with the quality of curricula and competence of facilitators. The study was descriptive and highlighted that church leaders in South Sudan face significant resource constraints that undermine their ability to implement effective leadership development programs. Gifford (2004)

examined Ghana's new Christianity and demonstrated that governance problems facing many African churches negatively affected the development of church leaders. The study showed that weak governance structures, lack of accountability, and poor institutional management created barriers to effective leadership development.

Bolden and O'Regan (2016) found that the absence of structured mentorship programs leads leaders to develop in isolation or in suboptimal circumstances. The research emphasized that mentorship is critical for translating formal training into behavior change once the formal programme is over. However, many faith-based organizations lack structured mentorship systems. Ng'ang'a and Onyango (2022) identified barriers to participative leadership in churches in East Africa, including cultural opposition to participative leadership systems, language and literacy challenges, political conflict in church governance systems, and trauma load on leaders. The study employed a mixed-methods design and found that these barriers significantly reduced the effectiveness of leadership training programs.

Chacha (2023) elaborated on these constraints, emphasizing that inadequate staffing budgets and organizational leaders' lack of understanding of financial management significantly prevent development plans. The study recommended that churches strengthen their financial management capacity and allocate adequate resources to leadership development.

Based on the literature, this study hypothesized that implementation constraints, including financial limitations, insecurity, weak mentorship, and cultural barriers, are negatively associated with leadership capacity outcomes among church leaders in AIC Torit DCC.

2.4 Research Gaps Identified

While the available literature provided a basic understanding of leadership development, this study addressed several research gaps. The literature review revealed that despite the growing body of scholarship on leadership development in faith-based organizations, significant gaps remain in understanding how leadership development operates in specific contexts, particularly in post-conflict settings and within specific denominational structures. These gaps justified the present study and shaped its design, methodology, and contributions.

First, a geographical and contextual gap was identified. Most of the available empirical literature on church leadership development comes from relatively stable African contexts such as Kenya, Nigeria and Ghana. Limited empirical work has examined leadership development effectiveness in South Sudan, and even less has focused specifically on AIC Torit DCC. Studies from stable contexts may not adequately account for the unique challenges faced by church leaders in post-conflict environments, where institutional fragility, insecurity, displacement, and trauma significantly shape leadership practice and development needs. Research has shown that leadership development in fragile states requires contextual adaptation that addresses trauma, peacebuilding, and community resilience. This study therefore addressed the gap by providing empirical evidence from a post-conflict church context, examining how leadership development programmes function in an environment characterized by ongoing instability and resource constraints.

Second, an institutional gap was identified. Existing discussions of faith-based leadership often describe church leadership generally, but they rarely examine the internal leadership development architecture of AIC South Sudan at district level. Most studies focus on national-level leadership structures or broad denominational trends, overlooking the critical role of

district-level governance in shaping leadership development practice. The present study addressed this gap by focusing on the programme realities of Torit DCC and examining how leadership development is implemented and experienced at the district level. By focusing on the district church council, the study illuminated how leadership development policies and practices are operationalized at the local level, where leaders interact directly with congregations and communities.

Third, a methodological gap was identified. Many studies examine a single factor such as training content or resources, while this study examined programme content, training methods, training exposure and implementation constraints together. The majority of existing research on church leadership development employs qualitative or descriptive approaches without rigorous statistical testing of relationships between programme characteristics and leadership outcomes. Few studies have employed multivariate statistical techniques to examine the relative contribution of different programme dimensions to leadership capacity. This multidimensional approach allowed the study to show how different aspects of leadership development were associated with leadership capacity outcomes and to identify the strongest predictors of leadership effectiveness. Additionally, the mixed-methods design allowed for triangulation of quantitative patterns with qualitative explanations, addressing the limitations of studies that rely solely on survey data or interviews alone.

Fourth, a temporal gap was identified. Most studies on church leadership in South Sudan are descriptive or anecdotal, lacking empirical measurement of programme outcomes. While these studies provide valuable contextual insights, they do not systematically measure the effectiveness of leadership development programmes or track changes in leadership capacity over time. This study addressed this gap by collecting primary data on leadership development effectiveness and

using statistical analysis to measure relationships between programme characteristics and leadership capacity outcomes.

Fifth, a theoretical gap was identified. While Transformational Leadership Theory, Servant Leadership Theory, and Experiential Learning Theory have been widely applied in leadership research, there is limited empirical testing of these theories in post-conflict church contexts. This study addressed this gap by applying these theories to the AIC Torit DCC context and empirically testing their propositions.

Sixth, a denominational gap was identified. While studies have examined leadership development in Pentecostal, Anglican, and mainstream Protestant denominations, the Africa Inland Church has been relatively underexplored in leadership research. The AIC's distinctive theological emphasis on indigenous leadership, evangelism, and holistic ministry creates a unique context for examining leadership development that differs from other denominational traditions. This study addressed this gap by focusing specifically on the AIC, providing insights into how leadership development is conceptualized and implemented within this denomination.

Seventh, a practical gap was identified. Church leaders and administrators in AIC Torit DCC have been implementing leadership development programmes without clear empirical evidence on their effectiveness. This has resulted in programmes that are valued but not systematically evaluated or improved. The study addressed this gap by generating evidence that can directly inform programme improvement, providing practical recommendations for strengthening leadership development in the district.

Table 2.1: Summary of Research Gaps

Gap Type	Description	How the Study Addressed the Gap
Geographical and Contextual	Most studies from stable African contexts (Kenya, Nigeria, Ghana); limited research on South Sudan	Provided empirical evidence from post-conflict AIC Torit DCC context
Institutional	Limited examination of internal leadership development architecture at district level	Focused on programme realities of Torit DCC and district-level implementation
Methodological	Studies examine single factors; limited multivariate analysis	Examined programme content, training methods, exposure, and constraints together using SEM and mixed-methods
Temporal	Most South Sudan church studies are descriptive or anecdotal without programme outcome measurement	Collected primary data and used statistical analysis to measure programme effectiveness
Theoretical	Limited empirical testing of leadership theories in post-conflict church contexts	Applied and tested Transformational, Servant, and Experiential Learning theories in AIC context
Denominational	AIC relatively underexplored in leadership research compared to Pentecostal and Anglican churches	Focused specifically on AIC Torit DCC, providing denomination-specific insights
Practical	Programmes implemented without systematic evidence on effectiveness	Generated evidence to inform programme improvement and evidence-based decision-making

Source: Researcher compilation from reviewed literature (2025)

Table 2.2: Summary of Empirical Review and Research Gaps Identified

Author(s) & Year	Study Focus	Key Findings	Gaps Identified	Contribution to Current Study
Adadevoh (2019)	Leadership development in African church contexts	Integrated content (theological + practical competencies) produces stronger leadership outcomes	Limited to West African context; no post-conflict focus	Informs programme content assessment criteria for AIC Torit DCC
Ng'ang'a & Onyango (2022)	Leadership training in post-conflict East Africa	Problem-solving and peer-learning methods most effective; resource constraints key barrier	No specific focus on AIC or South Sudan	Directly informs training methods and challenges assessment
Day et al. (2014)	25-year review of leadership development research	Sustained programmes with adequate duration and frequency produce durable outcomes	Focus on corporate contexts; limited faith-based application	Provides theoretical basis for duration and frequency assessment
Gahamanyi & Shitote (2023)	Training methods in East African pastoral leadership	Participatory methods significantly outperform lecture-based approaches	East African context; limited generalizability to South Sudan	Informs training methods effectiveness assessment
Bolden & O'Regan (2016)	Faith-based leadership development challenges	Mentorship deficits represent the single largest barrier to leadership development effectiveness	No post-conflict context; Western faith-based organizations	Informs challenges analysis and mentorship component assessment
Arop (2019)	Church leadership challenges in South Sudan	Financial resource inadequacy is primary barrier to leadership development in South Sudan churches	Descriptive only; limited empirical measurement of programme outcomes	Provides contextual baseline for challenges assessment
Osei-Tutu & Awumbila (2021)	Leadership development in Ghanaian churches	Communication, ethics and community engagement predict leadership capacity	Ghanaian context; no post-conflict focus	Informs content assessment
McCauley et al. (2010)	Leadership development review	Five content areas: self-awareness, relationships, decision-making, management, ethics	Corporate focus; limited church application	Informs content framework

Source: Researcher compilation from reviewed literature (2025)

These research gaps collectively justify the need for the present study. By addressing these gaps, the study contributes to the academic literature on leadership development, provides practical

guidance for church leaders and administrators, and generates evidence that can inform policy and practice in AIC Torit DCC and similar post-conflict church contexts. The study's multidimensional approach, mixed-methods design, and focus on a post-conflict setting make a distinctive contribution to the understanding of leadership development effectiveness in faith-based organizations.

2.5 Conceptual Framework

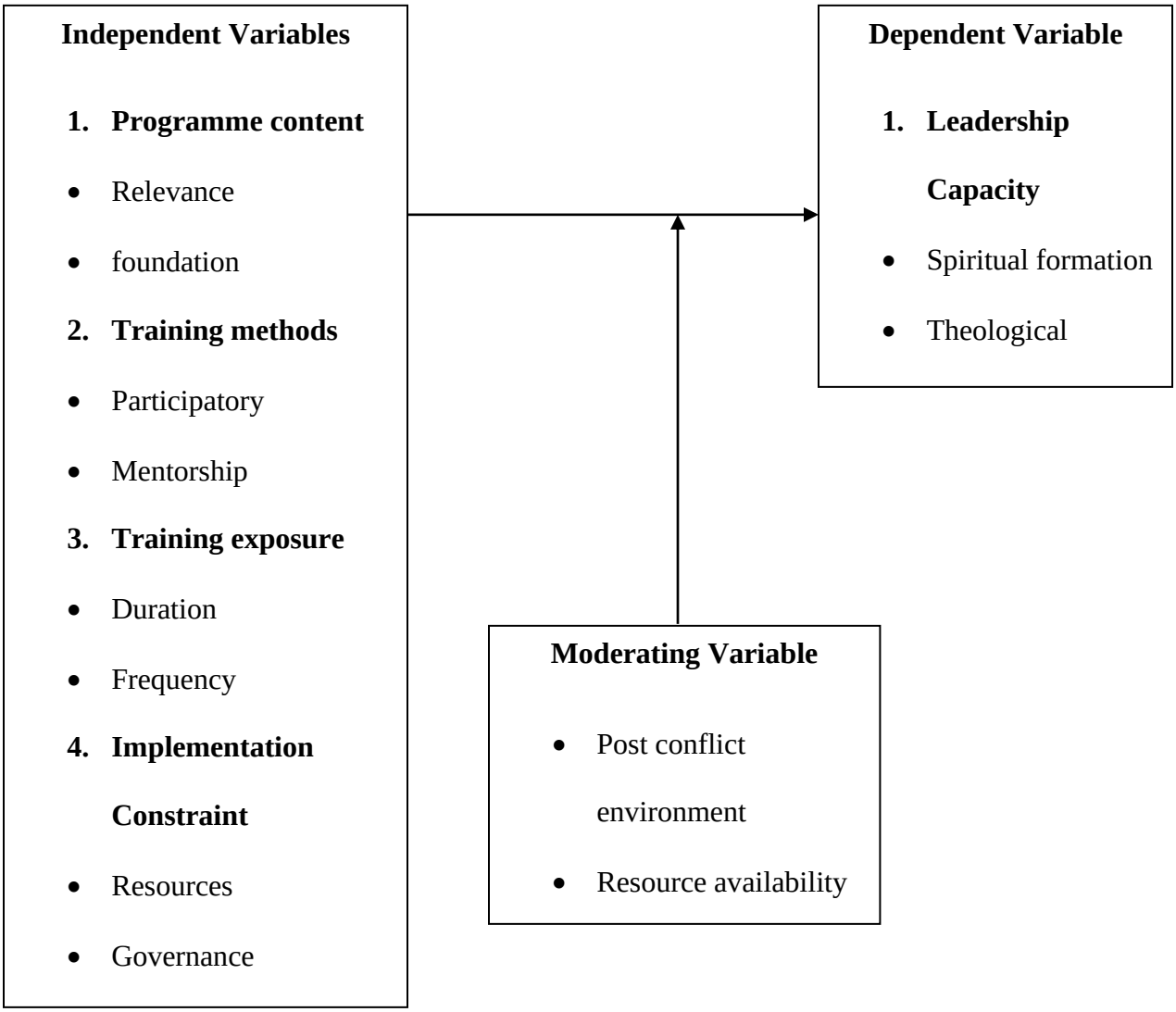

Figure 2.2: Conceptual Framework

Source: Researcher (2026)

The conceptual framework illustrates the relationship between the study variables and is grounded in the theoretical foundations that guide this research. The framework posits that leadership development programme drivers—specifically programme content, training methods, training exposure, and implementation constraints—influence leadership capacity outcomes, with this relationship conditioned by environmental contextual factors. The framework draws from Transformational Leadership Theory, which explains the development of vision, motivation and change capacity; Servant Leadership Theory, which explains the spiritual and ethical character of church leadership; and Experiential Learning Theory with the 70-20-10 framework, which explains why mentoring, practice, feedback and repeated exposure are expected to strengthen leadership capacity. These theoretical lenses collectively provide a comprehensive understanding of how leadership capacity is developed and sustained within church contexts, particularly in post-conflict settings such as AIC Torit DCC.

The independent variables, conceptualized as programme drivers, comprise four dimensions of leadership development programs. Programme content encompasses relevance to ministry challenges and theological foundations providing the foundational knowledge and skills necessary for leadership development. This dimension is grounded in Transformational Leadership Theory, which emphasizes the importance of vision, ethical influence, and intellectual stimulation, and Servant Leadership Theory, which highlights stewardship, commitment to growth, and community building. Training methods include participatory approaches and mentorship determining how effectively leadership knowledge is internalized and applied in ministry contexts. This dimension aligns with Experiential Learning Theory's emphasis on concrete experience, reflective observation, abstract conceptualization, and active experimentation, as well as the 70-20-10 framework's recognition that most leadership

development occurs through challenging assignments and developmental relationships rather than formal training alone. Training exposure includes programme duration and frequency, ensuring the continuity and retention of leadership learning over time, consistent with the 70-20-10 framework's emphasis on sustained engagement and repeated practice. Implementation constraints encompass resources and governance factors, which either weaken or strengthen the link between training and capacity outcomes, recognizing that contextual factors significantly shape programme effectiveness.

The moderating variables, conceptualized as environmental context, include the post-conflict environment, resource availability, and participant characteristics. These contextual factors condition the impact of the programme drivers on leadership capacity outcomes but are not the primary focus of the study. The post-conflict environment encompasses the broader context of South Sudan, including security conditions, political stability, trauma realities, and community dynamics that affect programme delivery and participation. Resource availability refers to the financial, material, and human resources available to support leadership development initiatives. Participant characteristics include the prior ministry experience, educational background, spiritual maturity, and motivation of leaders participating in development programmes.

The dependent variable is leadership capacity, measured through four interrelated dimensions that capture the holistic nature of church leadership. Spiritual formation refers to the depth of spiritual life, prayer, and dependence on God that characterizes effective church leaders, reflecting the Servant Leadership Theory emphasis on spiritual maturity and ethical character. Theological grounding and doctrinal understanding encompass biblical knowledge, doctrinal understanding, and the ability to apply theological principles to ministry practice, aligning with Transformational Leadership Theory's emphasis on intellectual stimulation and the

development of followers. Administrative competence includes strategic thinking, organizational management skills, and the ability to plan and coordinate ministry activities effectively, addressing the practical competencies emphasized in the 70-20-10 framework through challenging assignments and work experiences. Managerial and organizational skills encompass the ability to mobilize resources, manage people, coordinate programmes, and ensure accountability, reflecting the practical demands of leadership in resource-constrained and complex ministry environments.

The framework posits that programme content provides relevant knowledge and skills; training methods affect how well learning is internalized and applied; training exposure determines continuity and retention; and implementation constraints weaken or strengthen the link between training and capacity outcomes. The moderating variables condition the impact of these programme drivers, recognizing that contextual factors such as the post-conflict environment, resource availability, and participant characteristics shape programme effectiveness. The framework therefore guided the organization of the literature review, the questionnaire, the interview guide, data analysis and interpretation of findings.

2.6 Summary of Chapter Two

This chapter covered the theoretical and empirical literature-related studies for this research. To analyze the key theories of the research, the study used Transformational Leadership Theory, Servant Leadership Theory and Experiential Learning Model with 70-20-10 framework. The chapter then analyzed empirical studies on programme content, training methods and exposure, and implementation constraints and their relationship with leadership capacity. The research gaps that stand out include that of post-war South Sudan and the Africa Inland Church. All in all, the chapter illustrated the conceptual framework that illustrates the relationship of the study variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology employed to assess the effectiveness of leadership development programmes in enhancing leadership capacity among leaders of the Africa Inland Church (AIC) Torit District Church Council (DCC), South Sudan. The chapter presents the research design that guided the study, the study variables, target population, and the census approach used in selecting participants. It further describes the research instruments employed for data collection, the pilot study conducted to pre-test the instruments, and the procedures used to establish validity and reliability. In addition, the chapter explains the data collection procedures and the quantitative and qualitative data analysis techniques used to interpret the findings, before outlining the ethical considerations that guided the study, including obtaining necessary approvals, securing informed consent, and ensuring confidentiality and anonymity throughout the research process.

3.2 Research Design

This study adopted a Concurrent Triangulation Mixed-Methods Design, in which quantitative and qualitative data were collected during the same phase of the study, analyzed separately, and integrated during the interpretation of the findings. The purpose of this design was to obtain complementary quantitative and qualitative evidence that provided a more comprehensive understanding of the effectiveness of leadership development programmes in enhancing leadership capacity among leaders of the Africa Inland Church (AIC) Torit District Church Council.

The quantitative strand employed a descriptive survey design to measure patterns and relationships among programme content, training methods, training exposure, implementation constraints, and leadership capacity. The qualitative strand employed a phenomenological design to explore participants' lived experiences and provide explanatory insights into how and why these patterns occurred within the church context.

The Concurrent Triangulation Mixed-Methods Design was appropriate because the study required both measurable evidence and contextual explanation. Quantitative data alone could demonstrate the relationships among the study variables, while qualitative data provided a deeper understanding of the meanings behind the observed patterns, particularly regarding mentoring, programme constraints, post-conflict realities, and church leadership practice (Creswell & Creswell, 2018; Teddlie & Tashakkori, 2015). By collecting both forms of data concurrently and integrating the findings during interpretation, the study was able to triangulate quantitative results with qualitative evidence, thereby enhancing the validity, credibility, and completeness of the findings. This approach provided a richer understanding of the effectiveness of leadership development programmes than either quantitative or qualitative methods could achieve independently.

3.3 Study Area

The study was conducted in the AIC Torit District Church Council (DCC), which falls under the East Bank Region of the Africa Inland Church (AIC) South Sudan administrative structure. Torit is the capital of Eastern Equatorial State, located approximately 150 kilometers southeast of Juba, the national capital of South Sudan, and serves as a strategic administrative and ecclesiastical center for the AIC's operations in the region, covering a network of local

congregations spread across both urban and rural settings. The Torit DCC was selected for this study because it provides a representative context for examining leadership development challenges within a post-conflict faith-based institution, reflecting the broader realities faced by church leaders in South Sudan since the country's independence in 2011.

3.4 Target Population

The target population comprised 98 AIC Torit DCC church leaders who had participated in leadership development programmes and who occupied leadership or ministry responsibility within the district. The population included pastors, evangelists, women leaders, youth leaders, local church council leaders, secretaries, treasurers, Sunday school teachers, mission directors, training coordinators and district council leaders.

This population was appropriate because the study examined leadership development effectiveness among leaders who were directly exposed to, or affected by, leadership development initiatives within AIC Torit DCC. The target population distribution is presented in Table 3.1.

Table 3.3: Target Population of AIC Torit DCC Leaders

Category	Number of churches/units	Number of leaders
Youth leaders	11	11
Women leaders	11	11
Pastors in charge	11	11
Sunday school teachers	11	11
Mission directors	11	11

Local Church Council secretaries	11	11
Treasurers	11	11
Training coordinators	11	11
Torit District Council leaders	1 district council	10
Total		**98**

Source: AIC Torit DCC organizational records (2025)

3.5 Sampling Technique and Census Approach

Because the target population was small, specialized and accessible, the study adopted a census approach rather than drawing a sample. This meant that all 98 eligible AIC Torit DCC leaders were invited to participate in the questionnaire survey. A census approach reduced sampling error and enabled the study to reflect the leadership development experiences of the whole accessible population.

For the qualitative component, eight key informants were purposively selected because they held senior leadership, administrative or training-related roles and could provide informed explanations of programme design, delivery, constraints and outcomes. The final valid quantitative response base was 90 respondents, while the qualitative evidence came from 8 key informant interviews.

3.6 Research Instruments

The study used two main research instruments: a structured questionnaire and a key informant interview guide. The questionnaire generated quantitative data from church leaders, while the interview guide generated qualitative insights from senior church leaders and administrators.

The questionnaire was organized according to the study objectives. Section A collected demographic information. Section B measured programme content. Section C measured training methods. Section D measured training exposure. Section E measured implementation constraints. Section F measured leadership capacity outcomes. Most items used a five-point Likert scale ranging from strongly disagree to strongly agree, allowing responses to be summarized statistically through frequencies, percentages, means, standard deviations, and correlation and regression analysis.

The key informant interview guide was used to obtain deeper explanations of leadership development practices, mentoring, training continuity, contextual challenges, programme strengths and areas requiring improvement. The use of both instruments allowed the study to compare numerical patterns with lived leadership experience.

3.7 Pilot Study

Before the main data collection, a pilot study was conducted in Torit to assess the clarity, relevance and reliability of the questionnaire and interview guide. The pilot involved five church leaders from a comparable AIC setting who had similar leadership experience but were not included in the final study respondents. The pilot data was used only for instrument refinement and was not included in the final analysis.

The pilot study helped the researcher identify ambiguous items, improve wording, estimate the time required for administration and assess internal consistency. Items that were unclear or culturally inappropriate were revised before the final instruments were administered. The pilot process also helped confirm that the instruments were suitable for collecting data in the AIC South Sudan church context.

3.8 Validity of Research Instruments

The validity of the research instruments was addressed through three complementary procedures. First, literature review and subject-area expertise were used to ensure that questionnaire items covered all dimensions of the study variables identified in the conceptual framework. Second, a panel of three experts, comprising one leadership development researcher, one church organization specialist and one research methods expert, reviewed the questionnaire items and provided structured feedback on coverage, relevance, clarity and appropriateness for the South Sudan church context. Items judged inadequate were revised or replaced. Third, construct validity was strengthened by deriving questionnaire items from the theoretical framework, particularly Transformational Leadership Theory, Servant Leadership Theory and the Experiential Learning Model (Mugenda & Mugenda, 2012, p. 102).

3.9 Reliability of Research Instruments

Reliability referred to the consistency and stability of the measurement instrument. After pilot data were collected, internal consistency coefficients (Cronbach's Alpha) were computed for each subscale of the questionnaire. In social science research, an instrument with a Cronbach's Alpha value of 0.70 or above is generally considered to have acceptable internal consistency

(Gliem & Gliem, 2003, p. 87; Taherdoost, 2016, p. 21). Subscales below the threshold were reviewed for clarity and internal coherence before the final data collection.

Table 3.4: Reliability Test Results for Study Constructs

Construct	Number of Items	Cronbach's Alpha	Reliability Decision
Programme Content	6	0.86	Good
Training Methods	6	0.88	Good
Training Exposure	6	0.84	Good
Implementation Constraints	6	0.81	Good
Leadership Capacity Outcomes	8	0.89	Good

Source: Field data, 2026. Cronbach's alpha values of 0.70 and above were interpreted as acceptable for internal consistency (Gliem & Gliem, 2003; Taherdoost, 2016).

3.10 Data Collection Techniques and Procedure

Data collection followed a systematic phased procedure that ensured participant safety, ethical compliance, standardization of instruments and data quality. Before collecting information, the researcher secured approval from Scott Christian University and AIC Torit DCC leadership. The relevant regulatory authorities were approached for research permission where required. After expert review and pilot testing, the research tools were finalized.

During the access and consent process, the researcher contacted AIC Torit DCC leadership to explain the purpose, procedures and ethical safeguards of the research and to request the organization's cooperation. Participants received a written information sheet explaining the study, voluntary participation, confidentiality of responses and data security measures.

The researcher first obtained written informed consent from participants before data collection commenced. Questionnaires were administered to eligible AIC Torit DCC leaders, and key informant interviews were conducted with selected senior leaders and administrators. For respondents who required assistance, the researcher clarified instructions without influencing responses. Participants were allowed to use English or Arabic during interviews where necessary. Interviews were audio-recorded only with informed consent, and notes were kept to support accuracy during qualitative analysis.

3.11 Data Analysis Techniques

Data analysis involved organizing, processing, and interpreting the collected data to answer the research questions and achieve the study objectives. Quantitative data obtained from the structured questionnaires were first checked for completeness, accuracy, and consistency. The questionnaires were then edited, coded, and entered into the Statistical Package for the Social Sciences (SPSS) version 26.0 for analysis.

3.11.1 Descriptive Statistics

Descriptive analysis was used to summarize participants' characteristics and the basic properties of the data. This involved computing frequencies, percentages, means and standard deviations. According to Kothari (2004), descriptive statistics help characterize the study sample and

provide an overview of respondents' perceptions regarding the four dimensions of leadership development programmes and leadership capacity.

3.11.2 Inferential Statistics

Inferential statistics were employed to examine correlations among variables and answer the research questions. Pearson's Product-Moment Correlation (r) was calculated to establish the relationship between each independent variable and the dependent variable. Multiple linear regression analysis was also conducted to determine the collective effect of the independent variables on leadership capacity and the predictive strength of each specific dimension.

The multiple regression model below guided this study.

$$\mathbf{Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon}$$

Where:

Y = Leadership Capacity (Dependent Variable)

$\boldsymbol{\beta_0}$ = Constant (The Y-intercept)

$\boldsymbol{\beta_1, \beta_2, \beta_3, \beta_4}$ = Beta coefficients (Coefficients for each independent variable)

$\mathbf{X_1}$ = Leadership Development Programme Content

$\mathbf{X_2}$ = Training Methods

$\mathbf{X_3}$ = Training Exposure (Duration and Frequency)

$\mathbf{X_4}$ = Programme Implementation Constraints

$\boldsymbol{\varepsilon}$ = Error term

All statistical tests were conducted at a 95% confidence interval with a significance level of alpha = 0.05. Results where the p-value was less than 0.05 were considered statistically significant. The analyzed data were presented using tables and charts to facilitate interpretation and discussion.

3.11.3 Qualitative Data Analysis

Qualitative data obtained from the key informant interviews were transcribed verbatim, reviewed for accuracy, and analyzed using thematic analysis. The researcher carefully read the transcripts multiple times to gain familiarity with the data before coding the responses. Similar codes were grouped into categories, from which broader themes were identified based on recurring patterns, ideas, and experiences related to the study objectives. The identified themes were interpreted in relation to the research questions and compared with the quantitative findings to provide a comprehensive understanding of the study results. The integration of qualitative and quantitative findings enabled the researcher to explain variations in the effectiveness of the different dimensions of leadership development programs and to provide deeper insights into how programme implementation constraints influenced leadership capacity and overall programme effectiveness within the Africa Inland Church Torit District Church Council.

3.12 Ethical Considerations

The researcher observed proper research ethics throughout the study. According to Resnik (2018) and Israel and Hay (2006), ethical research requires respect for persons, beneficence, non-maleficence and justice. In line with these principles, several measures were taken.

Participants were asked to provide voluntary written informed consent before participation. They were provided with a consent form containing information about the study, including the

voluntary nature of participation and the right to withdraw at any stage without penalty or effect on their membership in AIC Torit DCC.

Moreover, the research process protected the confidentiality and anonymity of participants. All information collected remained confidential, with participants assigned numerical codes instead of names so that no participant became identifiable in the report. The researcher was the only person with access to password-protected data files. Due to South Sudan's post-war context, the researcher prioritized participant protection by remaining alert to possible signs of distress during data collection. Research integrity was maintained by citing sources appropriately and reporting findings honestly and transparently without fabrication or selective reporting. Approval from Scott Christian University and appropriate authorities in South Sudan was obtained before data collection commenced.

3.13 Chapter Summary

This chapter described the methodology used to investigate the effectiveness of leadership development programmes in enhancing leadership capacity among leaders of the Africa Inland Church (AIC) Torit District Church Council (DCC), South Sudan. The chapter explained and justified the adoption of the Concurrent Triangulation Mixed-Methods Design which enabled the researcher to collect quantitative and qualitative data concurrently, analyze them separately, and integrate the findings during interpretation to obtain a comprehensive understanding of the research problem.

The chapter presented the study variables, the research design, the study area, the target population, and the census approach employed in selecting participants. It further described the research instruments used for data collection, including structured questionnaires and key

informant interview guides, as well as the procedures followed to establish the validity and reliability of the instruments. The chapter also outlined the data collection procedures, quantitative and qualitative data analysis techniques, and the ethical considerations that guided the research process.

The Concurrent Triangulation Mixed-Methods Design strengthened the credibility, consistency, validity, and contextual relevance of the study by integrating findings from the quantitative and qualitative strands through triangulation. Overall, the methodology provided a systematic framework for examining the influence of programme content, training methods, training exposure, and implementation constraints on leadership capacity among leaders of the Africa Inland Church (AIC) Torit District Church Council.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the analysis, presentation and interpretation of findings derived from the field data collected in Torit District Church Council, Africa Inland Church, South Sudan. The chapter begins with response rate, respondent profile, reliability of instruments, descriptive findings, and inferential statistics, qualitative themes derived from key informant interviews, mixed-methods integration, and summary of chapter. The findings are interpreted within the context of existing literature and theoretical frameworks discussed in chapter two.

The questionnaire used to obtain quantitative data was completed by church leaders, and the key informant interview guide yielded valuable qualitative data from senior church leaders or administrators who participated in any phase of designing or delivering leadership development programmes for their churches.

4.2 Response Rate and Data Screening

The study targeted a sample of 98 church leaders from AIC Torit DCC who had participated in leadership development programmes between 2011 and 2025. The target population included pastors, evangelists, women leaders, youth leaders, local church council leaders, secretaries, treasurers, Sunday school teachers, mission directors, training coordinators, and district council leaders. For the qualitative component, eight key informants were purposively selected from senior church leadership and administrative positions.

Table 4.5: Response Rate and Validity of Data

Instrument	Target Respondents	Issued	Returned	Valid for Analysis	Invalid/Incomplete	Response Rate
Structured Questionnaire	Church Leaders	98	92	90	2	91.8%
Key Informant Interviews	Senior Church Leaders/Administrators	8	8	8	0	100.0%

Source: Field Data, 2026

According to Table 4.1, the research distributed 98 structured questionnaires to church leaders and received responses from 92 of them, giving an overall response rate of 91.8 percent. The questionnaire data included 90 valid questionnaires and 2 invalid or incomplete questionnaires. For the qualitative component, 8 senior church leaders and administrators were identified as key informants and all completed their interviews, resulting in a 100.0 percent response rate for the qualitative component. The quantitative analysis was based on 90 respondents from the survey, while the qualitative analysis was based on 8 key informant interviews.

The high response rate allowed meaningful interpretation of the effectiveness of leadership development programmes within AIC Torit DCC. It also indicated that church leaders with direct experience of leadership development activities participated in the study. Therefore, it strengthened the representativeness of the findings and reduced the risk of drawing conclusions from an inadequate sample. The number of valid returns also provided a strong basis for comparing programme content, training methods, training exposure and implementation barriers.

The research findings are consistent with Creswell and Creswell (2018) stating that adequate responses from participants increase the credibility of descriptive/mixed-methods studies. Likewise, Teddlie and Tashakkori (2015) state that mixed-methods studies are strengthened by

having sufficient evidence from both the quantitative and qualitative components to allow triangulation of the data. In this research the completed questionnaires and interviews provided complementary evidence, thereby supporting the use of both statistical tables and qualitative interpretations in this chapter.

4.3 Profile of Respondents

This section presents the demographic characteristics of the 90 respondents who participated in the study. The demographic characteristics examined include gender, age, education level, ministry role, years of service, and participation in leadership development programmes. Understanding the demographic composition of the respondents is essential for contextualizing the findings and assessing the representativeness of the sample.

4.3.1 Gender of Respondents

Table 4.6: Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	58	64.4%
Female	32	35.6%

Source: Field Data, 2026

Male respondents were 58 (64.4%) and female respondents were 32 (35.6%). The total valid sample was 90. The gender distribution provided insight into church-based leadership development because access, representation and ministry roles shape how men and women experience leadership. The disproportionate number of male respondents indicated that formal leadership positions remained male-dominated within AIC Torit DCC, especially in pastoral and

administrative roles. However, the representation of 32 female respondents showed that women ministry leaders were included in the evaluation of programme effectiveness.

These outcomes can be linked back to Greenleaf (1977) as they illustrate his definition of servant leadership, which focuses on serving others inclusively rather than being positional. This also corresponds with Spears (2010) who argues that servant leadership is amplified when a leader develops others intentionally and builds community. Adadevoh (2019) also demonstrated that the most successful leadership development programmes in African church leadership contexts are those that intentionally involve groups that have historically been given less formal support in their development of their leadership capability, especially women and emerging ministry leaders.

4.3.2 Age Distribution of Respondents

Table 4.7: Age Distribution of Respondents

Age Group	Frequency	Percentage	Cumulative Percentage
Below 25 years	6	6.7%	6.7%
25-34 years	20	22.2%	28.9%
35-44 years	28	31.1%	60.0%
45-54 years	23	25.6%	85.6%
55 years and above	13	14.4%	100.0%

Source: Field Data, 2026

The total number of respondents based on five different age groups were: 6 (6.7%) were under 25 years old; 20 (22.2%) between 25 and 34; 28 (31.1%) between 35 to 44; 23 (25.6%) between 45 and 54; and 13 (14.4%) who were over 55 years old.

The breakdown of respondents in each of the five age categories was extremely important when considering that leadership development is developed through combination of formal training and ministry experience; therefore, the accumulation of individuals represented from 35-44 years of age and 45-54 provide for an overall distribution of respondents that are reasonably mature in their ability to critically evaluate leadership development programmes that were being presented to them, however, they are also young enough to still be participating in active ministry, allowing for the use of the resources they learned from this research study.

Additionally, the presence of emerging leaders below 35 years of age provided insight into succession planning and the development of future church leaders through leadership development processes. This finding is supported by Day (2000) in that the development of leaders must be considered as a long-term process, not as just one stand-alone experience. Furthermore, these findings confirm the perspective of Ibarra et al. (2010) who found that as an individual assumes new leadership roles, receives feedback to their performance and negotiates their responsibilities that they are developing and redefining their sense of self as a leader. Therefore, based on the distribution of respondents throughout the five different age categories, it is incumbent upon the AIC Torit DCC to be able to develop and implement leadership development resources for both the emerging leaders and the more seasoned leaders within its church in order to provide an ongoing system of renewal, mentoring, and adequate leadership capacity through the addition of strategic future vision.

4.3.3 Education Level of Respondents

Table 4.8: Highest Level of Formal Education

Education Level	Frequency	Percentage
No formal education	3	3.3%
Primary level	8	8.9%
Secondary level	16	17.8%
Certificate/Diploma	28	31.1%
Undergraduate degree	24	26.7%
Postgraduate degree	11	12.2%

Source: Field Data, 2026

Three respondents (3.3%) had no formal education, 8 respondents (8.9%) had completed primary school, 16 respondents (17.8%) had attended secondary school, 28 respondents (31.1%) had obtained certificates or diplomas, 24 respondents (26.7%) had earned undergraduate degrees, and 11 respondents (12.2%) had postgraduate degrees. The total valid sample was 90. Education level was significant because it influenced how participants comprehended, analyzed and used leadership development content.

As Ng'ang'a and Onyango (2022) noted, language, literacy, and educational disparity among participants can influence the success or failure of the leadership training. Gahamanyi and Shitote (2023) found that participatory styles of leadership training are more effective where participants have different levels of education. So, AIC Torit DCC should not depend on one

type of training but should employ different types of teaching such as theology, visual demonstrations, case studies, mentorship of leaders and practical ministries.

4.3.4 Current Ministry Role of Respondents

Table 4.9: Current Ministry Role of Respondents

Ministry Role	Frequency	Percentage
Pastor/Ordained Minister	21	23.3%
Evangelist	14	15.6%
Women Ministry Leader	12	13.3%
Youth Ministry Leader	13	14.4%
Coordinator/Administrator	18	20.0%
Other Ministry Role	12	13.3%

Source: Field Data, 2026

21 of the 90 participants, comprising 23.3%, identified as pastor/ordained minister; 14 (15.6%) as evangelist; 13 (14.4%) as youth ministry leader; 12 (13.3%) as women ministry leader; 18 (20.0%) as coordinator/administrator; 12 (13.3%) in other roles. The need to identify how ministry roles are represented in the sample population was vital because this dissertation focused on the development of leadership capacity in the church across multiple types of church ministries as opposed to just the more traditional ordained pastoral ministry. In identifying that there are pastors, evangelists, women ministry leaders, youth ministry leaders, coordinators, administrators and other roles represented in the sample population of 90, it is clear that the leadership development at the AIC Torit DCC encompasses more than just pulpit ministry and includes administration, mobilization, coordination, discipleship, youth work, women's ministry,

as well as missional activities of the church. This is consistent with the broad definition of leadership capacity by Bolden (2016), who defines it as the ability to mobilize others toward a shared organizational goal. This also demonstrates the argument by Kouzes and Posner (2017) that effective leadership is disseminated through influence, example, communication and shared purpose. Therefore, developing leadership programmes for multiple role leadership should be a part of AIC Torit DCC's overall strategic plan to help sustain ministry effectiveness across the church district.

4.3.5 Years of Service in Ministry Leadership

Table 4.10: Years of Service in Ministry Leadership

Years of Service	Frequency	Percentage	Cumulative Percentage
Less than 1 year	4	4.4%	4.4%
1-3 years	14	15.6%	20.0%
4-6 years	23	25.6%	45.6%
7-10 years	27	30.0%	75.6%
More than 10 years	22	24.4%	100.0%

Source: Field Data, 2026

Four respondents (4.4%) had served for less than one year, 14 (15.6%) for 1-3 years, 23 (25.6%) for 4-6 years, 27 (30.0%) for 7-10 years, and 22 (24.4%) for more than 10 years. The total valid sample was 90. Years of service were important because new leaders and established leaders could experience different development outcomes due to differences in exposure, confidence and leadership responsibility.

4.3.6 Participation in Leadership Development Programmes

Table 4.11: Participation in Leadership Development Programmes

Participation Status	Frequency	Percentage
Yes	80	88.9%
No	10	11.1%

Source: Field Data, 2026

In the study, there were 80 respondents (88.9%) who stated that they had participated in a leadership development programme, and 10 respondents (11.1%) stated they had not. The total number of valid respondents was 90. Participation status was important because the research focused on the effectiveness of leadership development programmes. Since 80 respondents had participated in leadership development programmes, the majority of the sample had direct experience and knowledge of programme content, methods, and exposure and implementation constraints. They therefore had the ability to assess the effectiveness of the programmes from experience.

Additionally, although the 10 respondents did not participate in the leadership development programme, their responses provide an indication of possible barriers to entry or an awareness of barriers or gaps in access to and participation in leadership development programmes within AIC Torit DCC. This finding is supported by McCauley, et al., (2010) who state that development experiences, relationships and opportunities shape leadership development and Conger and Benjamin (1999) who state that effective leadership development should be intentional in organizing developmental experiences to ensure that future leaders receive developmental experiences through training, mentoring, and challenging assignments.

Given the high rate of participation in AIC Torit DCC, it appears as though there is a strong potential for leadership development, however, the existence of non-participating respondents shows that there is still a need for greater access and continuity of opportunities for all individuals within AIC Torit DCC.

4.4 Reliability of Study Constructs

Table 4.12: Reliability Results for Study Constructs

Construct	Number of Items	Cronbach's Alpha	Reliability Decision
Programme Content	6	0.86	Good
Training Methods	6	0.88	Good
Training Exposure	6	0.84	Good
Implementation Constraints	6	0.81	Good
Leadership Capacity Outcomes	8	0.89	Good

Source: Field Data, 2026

According to Table 4.8, all of the constructs analyzed for this study were found to have adequate internal consistencies. Programme content had six items with a Cronbach's alpha of .86; training methods had six items with an alpha of .88; training exposure had an alpha of .84; implementation constraints had an alpha of .81; and finally, leadership capacity outcomes were measured with eight items producing an alpha of .89. Therefore, all items had reliability coefficients greater than the .70 threshold which has routinely been established as the minimum threshold acceptable for determining the adequacy of a construct's internal reliability. Consequently, all constructs were retained for further analyses.

The study results relating to internal consistency are very important because the study used Likert-scale responses to measure respondents' perceptions of leadership development effectiveness. If the items composing a construct did not reflect adequate internal consistency, then the results obtained using those items would not provide reliable evidence for comparison between constructs of programme content, methods, exposure, constraints, and leadership capacity. Therefore, since the Cronbach's alpha values were relatively large, it is believed that all respondents interpreted each construct similarly, and thus these results strengthen the overall reliability of the descriptive and inferential findings of this study.

In agreement with Gliem and Gliem (2003), Cronbach's alpha was found to be an appropriate statistic for testing the internal consistency of Likert-type scales. Additionally, in agreement with Creswell and Creswell (2018), this study adds support to the longstanding affirmation for the necessity of instrument reliability when conducting quantitative and mixed method research. In this case, these reliabilities support the use of composite scores in correlation and regression as each of the items making up each of the constructs were measures of related dimensions of one specific construct.

4.5 Mean Score Interpretation Guide

The five-point scale of mean scores was used. Means are categorized as:

1-1.80 = Very Low Agreement (VLA)

1.81-2.60 = Low Agreement (LA)

2.61-3.40 = Moderate Agreement (MA)

3.41-4.20 = High Agreement (HA)

4.21-5.00 = Very High Agreement (VHA)

If higher means were produced for implementation constraints, the means were interpreted to indicate that the implementation constraints are viewed more severe than if an implementation constraint produced a similar mean score to the other constructs being evaluated (i.e., contribution to leadership capacity). If higher means are produced, they generally represent a stronger contribution to leadership capacity fall in line with the higher mean score produced for that construct.

4.6 Findings Based on Objective One: Programme Content and Leadership Capacity

The first objective of the study was to assess the influence between leadership development programme content and leadership capacity outcomes among leaders in AIC Torit DCC. Programme content was measured through six items: relevance to ministry challenges, integration of theology with practical leadership competencies, strategic thinking and decision-making abilities, resource mobilization and management skills, ethical decision-making and accountability, and communication and community engagement.

Table 4.13: Programme Content and Leadership Capacity

Item	Positive n (%)	Neutral n (%)	Negative n (%)	Total N	Mean	SD
PC1: Relevance	73 (81.1%)	10 (11.1%)	7 (7.8%)	90	4.03	0.86
PC2: Theology/Practice	69 (76.7%)	12 (13.3%)	9 (10.0%)	90	3.89	0.91
PC3: Decisions	71 (78.9%)	11 (12.2%)	8 (8.9%)	90	3.96	0.88

PC4: Resources	62 (68.9%)	15 (16.7%)	13 (14.4%)	90	3.68	1.02
PC5: Ethics	68 (75.6%)	13 (14.4%)	9 (10.0%)	90	3.86	0.96
PC6: Communication	66 (73.3%)	14 (15.6%)	10 (11.1%)	90	3.80	0.98

Source: Field Data, 2026

The data from the programme content statistics show the following responses for each of the content items (PC). The content relevance to the ministry challenges (PC1) received 73 positive responses (81.1%), 10 neutral (11.1%) and 7 negative (7.8%), yielding a mean of 4.03 and standard deviation of .86. The integration of theology with practical leadership competencies (PC2) received 69 positive (76.7%), 12 neutral (13.3%), and 9 negative (10.0%), yielding a mean of 3.89 and standard deviation of .91. The strategic thinking and decision-making abilities (PC3) received 71 positive (78.9%), 11 neutral (12.2%) and 8 negative (8.9%), with mean of 3.96 and SD of .88. The resource mobilization and management skills (PC4) received 62 positive (68.9%), 15 neutral (16.7%) and 13 negative (14.4%), with mean of 3.68 and SD of 1.02. The ethical decision-making and accountability (PC5) received 68 positive (75.6%), 13 neutral (14.4%) and 9 negative (10.0%), with mean of 3.86 and SD of .96. The communication and community engagement (PC6) received 66 positive (73.3%), 14 neutral (15.6%) and 10 negative (11.4%), with mean of 3.80 and SD of .98. The overall content construct mean was 3.87 and the average number of positive answers were 68.2 respondents or 75.7%.

This data is important since programme content is the first independent variable for the study. Programme content shows whether or not leadership development programmes included the academic, values and practical competencies needed by emerging leaders in Torit DCC. The high relevance, strategic decision making and theology/accountability scores show that the

programmes are not purely abstract, nor are they considered to be disconnected from ministry experience. However, the lower score for resource mobilization indicates that leaders need more practical knowledge and skills to facilitate financial stewardship, project management and budgeting, and managing limited church resources in a post-conflict environment.

The findings are in agreement with Adadevoh's 2019 study of West African church contexts. He identified leadership development programmes produced better outcomes when the theological base was combined with practical competencies. In addition, they also supported Osei-Tutu and Awumbila (2021) findings in regards to skills related to communication, community engagement, and ethics predict better leadership capacity scores. McCauley et al. (2010) found that effective leadership development content should include self-awareness, interpersonal influence, decision making, organization management, and ethical reasoning all of which were present within the programme content indicator measures used in this study.

4.7 Findings Based on Objective Two: Training Methods and Leadership Capacity

The second objective of the study was to examine the influence between training methods and leadership capacity outcomes among leaders in AIC Torit DCC. Training methods were measured through six items: mentorship and coaching, experiential learning, participatory group learning, direct application to ministry, peer learning, and suitability for post-conflict context.

Table 4.14: Training Methods and Leadership Capacity

Item	Positive n (%)	Neutral n (%)	Negative n (%)	Total N	Mean	SD
TM1: Mentoring	74 (82.2%)	9 (10.0%)	7 (7.8%)	90	4.07	0.83
TM2: Experiential	70 (77.8%)	12 (13.3%)	8 (8.9%)	90	3.96	0.87
TM3: Group Learning	68 (75.6%)	13 (14.4%)	9 (10.0%)	90	3.88	0.91
TM4: Application	71 (78.9%)	10 (11.1%)	9 (10.0%)	90	3.93	0.89
TM5: Peer Learning	66 (73.3%)	15 (16.7%)	9 (10.0%)	90	3.80	0.94
TM6: Context Fit	61 (67.8%)	17 (18.9%)	12 (13.3%)	90	3.63	1.01

Source: Field Data, 2026

Distribution statistics for all training methods are as follows:

TM1 - Mentorship/Coaching - 74 positive responses (82.2%); 9 neutral responses (10.0%); 7 negative responses (7.8%); M = 4.07 and SD = 0.83;

TM2 - Experiential Assignments/Role Plays - 70 positive responses (77.8%); 12 neutral responses (13.3%); 8 negative responses (8.9%); M = 3.96 and SD = 0.87;

TM3 - Participatory Group/Case Studies - 68 positive responses (75.6%); 13 neutral responses (14.4%); 9 negative responses (10.0%); M = 3.88 and SD = 0.91;

TM4 - Direct Application to Ministry - 71 positive responses (78.9%); 10 neutral responses (11.1%); 9 negative responses (10.0%); M = 3.93 and SD = 0.89;

TM5 - Peer Learning/Collaborative Problem Solving - 66 positive responses (73.3%); 15 neutral responses (16.7%); 9 negative responses (10.0%); M = 3.80 and SD = 0.94;

TM6 - Suitability for Post-Conflict South Sudan - 61 positive responses (67.8%); 17 neutral responses (18.9%); 12 negative responses (13.3%); M = 3.63 and SD = 1.01.

The mean of all constructs was 3.88, and the average number of positive responses among all items was 68.3 responses (75.9%).

These data are important because training methods can determine if the knowledge of leadership is only heard or if it is actually transformed into a practice of ministry. The high rating of mentorship and coaching indicates that respondents considered relational learning, guided practice and an example were highly valuable.

The high rating of experiential assignments, role-play and direct ministry application indicates that new leaders within AIC Torit DCC learn best when the training connected to real work of the church. The lower rating of suitability for post-conflict South Sudan indicates that additional adaptations should be made to training methods in order to accommodate the realities of trauma, language diversity, local conflict patterns and practical parish challenges.

The results are in conformity with Gahamanyi and Shitote (2023) who found that participatory methods were better than lecture type methods in improving pastoral leadership competencies in the context of the East African church. These findings are also similar to the results of Ng'ang'a and Onyango (2022) who found that problem solving and peer learning methods resulted in improved leadership outcomes in post-conflict East African settings compared to passive methods. Finally, Avolio and Hannah (2008) stated that successful leadership development is a

combination of challenge, feedback, reflection and support. This would explain the high ratings received for mentorship, coaching and experiential training in this study.

4.8 Findings Based on Objective Three: Training Exposure and Leadership Capacity

The third objective of the study was to evaluate the influence between training exposure (duration and frequency) and leadership capacity outcomes among leaders in AIC Torit DCC. Training exposure was measured through six items: sufficient duration of training, regularity of training, sustained behavior change through multiple experiences, longer programmes (six months or more), follow-up and accountability, and consistency and confidence in ministry roles.

Table 4.15: Training Exposure and Leadership Capacity

Item	Positive n (%)	Neutral n (%)	Negative n (%)	Total N	Mean	SD
TE1: Duration	58 (64.4%)	18 (20.0%)	14 (15.6%)	90	3.54	1.05
TE2: Regularity	76 (84.4%)	8 (8.9%)	6 (6.7%)	90	4.13	0.78
TE3: Behavior Change	65 (72.2%)	14 (15.6%)	11 (12.2%)	90	3.76	0.96
TE4: Longer Programmes	73 (81.1%)	10 (11.1%)	7 (7.8%)	90	4.02	0.84
TE5: Follow-up	54 (60.0%)	16 (17.8%)	20 (22.2%)	90	3.42	1.14
TE6: Confidence	70 (77.8%)	12 (13.3%)	8 (8.9%)	90	3.92	0.88

Source: Field Data, 2026

Statistical results for training exposure showed that: TE1 (Sufficient length of time spent training) had 58 positive (64.4%), 18 neutral (20.0%) and 14 negative responses (15.6%). M =

3.54 and SD = 1.05, TE2 (Comparing regular training compared to one-off training) had 76 positive (84.4%), 8 neutral (8.9%), and 6 negative responses (6.7%). M = 4.13 and SD = 0.78, TE3 (Sustained behavior change through multiple experiences) had 65 positive (72.2%), 14 neutral (15.6%), and 11 negative responses (12.2%). M = 3.76 and SD = 0.96, TE4 (Length of time in training = 6 months+) had 73 positive (81.1%), 10 neutral (11.1%), and 7 negative responses (7.8%) with M = 4.02 and SD = 0.84, TE5 (Follow-up and accountability) had 54 positive (60.0%), 16 neutral (17.8%) and 20 negative responses (22.2%) with M = 3.42 and SD = 1.14 and TE6 (Consistency and confidence in ministry roles) had 70 positive (77.8%), 12 neutral (13.3%) and 8 negative responses (8.9%), M = 3.92 and SD = 0.88. The overall mean across all constructs was 3.80 and the average number of positive responses per item was 66 respondents (73.3%).

The findings of this study were also significant because they showed that church leaders did not develop their leadership abilities through one-time training alone. The overall positive feedback on regular and longer programmes indicated that church leaders valued consistency, repetition and gradual learning in their own development. The lower-than-expected percentage of follow-up and accountability responses after training revealed a major gap in programme design. Without follow-up, leaders may return from training with new knowledge but without a structure for applying it, reporting progress, receiving feedback or correcting ministry problems. Day et al. (2014) found that longer, sustained programmes with multiple touchpoints were more effective than short-term events in developing durable leadership capabilities. Similarly, Kombo (2021) stated that regular leadership programmes delivered over at least six months outperformed shorter programmes on several leadership competency measures. Avolio (2005) also explains that leadership development requires repetition through cycles of challenge, reflection, action

and feedback; therefore, regular and responsive training was important for leaders in AIC Torit DCC.

4.9 Findings Based on Objective Four: Implementation Constraints and Leadership Capacity

The fourth objective of the study was to determine how programme implementation constraints influence leadership capacity outcomes among leaders in AIC Torit DCC. Implementation constraints were measured through six items: financial resource constraints, political instability and insecurity, absence of structured mentorship, cultural and language barriers, limited qualified trainers, and misalignment between goals and content.

Table 4.16: Programme Implementation Constraints

Item	Positive n (%)	Neutral n (%)	Negative n (%)	Total N	Mean	SD
IC1: Finance	78 (86.7%)	8 (8.9%)	4 (4.4%)	90	4.22	0.74
IC2: Insecurity	72 (80.0%)	10 (11.1%)	8 (8.9%)	90	4.03	0.86
IC3: Mentorship Gap	68 (75.6%)	12 (13.3%)	10 (11.1%)	90	3.87	0.92
IC4: Culture/Language	61 (67.8%)	16 (17.8%)	13 (14.4%)	90	3.58	1.04
IC5: Trainers	66 (73.3%)	13 (14.4%)	11 (12.2%)	90	3.77	0.95
IC6: Misalignment	57 (63.3%)	18 (20.0%)	15 (16.7%)	90	3.48	1.08

Source: Field Data, 2026

The statistical results for implementation constraints show the following distribution: IC1 (Financial resource constraints) recorded 78 positive responses (86.7%), 8 neutral responses (8.9%) and 4 negative responses (4.4%), with M = 4.22 and SD = 0.74; IC2 (Political instability and insecurity) recorded 72 positive responses (80.0%), 10 neutral responses (11.1%) and 8 negative responses (8.9%), with M = 4.03 and SD = 0.86; IC3 (Absence of structured mentorship) recorded 68 positive responses (75.6%), 12 neutral responses (13.3%) and 10 negative responses (11.1%), with M = 3.87 and SD = 0.92; IC4 (Cultural, language and literacy barriers) recorded 61 positive responses (67.8%), 16 neutral responses (17.8%) and 13 negative responses (14.4%), with M = 3.58 and SD = 1.04; IC5 (Limited qualified trainers/facilitators) recorded 66 positive responses (73.3%), 13 neutral responses (14.4%) and 11 negative responses (12.2%), with M = 3.77 and SD = 0.95; IC6 (Misalignment between goals and content) recorded 57 positive responses (63.3%), 18 neutral responses (20.0%) and 15 negative responses (16.7%), with M = 3.48 and SD = 1.08. Overall, the construct mean was 3.82, while the average positive response across the items was 67.0 respondents (74.4%).

These findings are important because constraints explain why leadership development programmes may exist but fail to produce maximum leadership capacity. Financial resource constraints were the most severe barrier, which means that limited funds may reduce training frequency, materials, transport support and access to skilled facilitators. Political instability and insecurity also emerged as a strong constraint, reflecting the wider post-conflict realities of South Sudan. The results further show that weak mentorship, cultural barriers, limited trainers and goal misalignment restrict the translation of programme intentions into sustainable leadership outcomes.

The findings are consistent with Arop (2019) who found that lack of financial resources was the main obstacle to effective leadership development in South Sudanese church contexts. Similarly, Ng'ang'a and Onyango (2022) identified the challenges that impede the advancement of participatory leadership in the churches in East Africa as resource constraints, cultural resistance, language barriers and post-conflict instability. This study found that resource constraints were a major hindrance to the effectiveness of leadership development. Furthermore, Bolden and O'Regan (2016) found that deficits in mentorship represented a major obstacle to the effectiveness of leadership development. This is consistent with the high concern over lack of structured mentorship in this study.

4.10 Leadership Capacity Outcomes

Table 4.17: Leadership Capacity Outcomes

Item	Positive n (%)	Neutral n (%)	Negative n (%)	Total N	Mean	SD
LC1: Spiritual	74 (82.2%)	10 (11.1%)	6 (6.7%)	90	4.11	0.80
LC2: Theology	70 (77.8%)	12 (13.3%)	8 (8.9%)	90	3.98	0.87
LC3: Decisions	67 (74.4%)	13 (14.4%)	10 (11.1%)	90	3.83	0.94
LC4: Communication	65 (72.2%)	15 (16.7%)	10 (11.1%)	90	3.78	0.96
LC5: Ethics	69 (76.7%)	12 (13.3%)	9 (10.0%)	90	3.91	0.90
LC6: Resources	59 (65.6%)	17 (18.9%)	14 (15.6%)	90	3.52	1.06
LC7: Administration	62 (68.9%)	16 (17.8%)	12 (13.3%)	90	3.66	1.00
LC8: Community	64 (71.1%)	15 (16.7%)	11 (12.2%)	90	3.73	0.98

Source: Field Data, 2026

Statistically, there are four primary outcomes of leadership capability that report a distribution consisting of: First, Spiritual Formation has a total of 74 positive, 10 neutral and 6 negative responses with a mean of 4.11 and standard deviation of 0.80. Second, Theological Grounding has a total of 70 positive, 12 neutral and 8 negative responses with a mean of 3.98 and standard deviation of 0.87. Third, Strategic Decision Making has a total of 67 positive, 13 neutral and 10 negative responses with a mean of 3.83 and standard deviation of 0.94. Fourth, Communication & Interpersonal Skills have a total of 65 positive, 15 neutral and 10 negative responses with a mean of 3.78 and standard deviation of 0.96. Fifth, Ethical Leadership & Accountability have a total of 69 positive, 12 neutral and 9 negative responses with a mean of 3.91 and standard deviation of 0.90. Sixth, Resource Mobilization have a total of 59 positive, 17 neutral and 14 negative responses with a mean of 3.52 and standard deviation of 1.06. Seventh, Administrative Competence, a total of 62 positive, 16 neutral and 12 negative responses with a mean of 3.66 and standard deviation of 1.00. Eighth, Community Engagement, a total of 64 positive, 15 neutral and 11 negative responses with a mean of 3.73 and standard deviation of 0.98.

The four leadership capacity outcomes produced an overall mean score of 3.81, indicating that respondents generally perceived leadership development programs as effective in strengthening leaders. Since leadership capacity was the dependent variable of the study, these results showed how far the programme had contributed to spiritual formation, theological grounding, ethical leadership, resource mobilization and administrative competence. The higher ratings for spiritual formation, theological grounding and ethical leadership showed that the programs were stronger in developing the spiritual and moral dimensions of leadership. However, the lower ratings for resource mobilization and administrative competence indicated that future leadership

development should strengthen practical management skills such as planning, reporting, budgeting, coordination and stewardship of organizational resources.

The results of this research provide support for Greenleaf (1977) when he stated that servant leadership has its foundation in the intention of developing others and serving them. Likewise, Spears (2010) and Bolden (2016) provided definitions of Servant Leadership that included the following characteristics: stewardship, persuasion, conceptualization and community building. Taken together, the definition of leadership capacity provided by Bolden (2016) is developing the capacity to mobilize others to achieve shared spiritual and organizational goals and can be tied to the research findings of this research where spiritual formation, ethical leadership, communication, and community engagement were evidenced as improved, while there continues to be deficits in the areas of administrative competence and resource management.

4.11 Inferential Analysis

This section presents the inferential statistical analysis using correlation and multiple regression to test the hypothesized relationships among the study variables.

4.11.1 Correlation Analysis

Table 4.18: Correlation Matrix of Study Variables

Variable	Programme Content	Training Methods	Training Exposure	Implementation Constraints	Leadership Capacity
Programme Content	1.000				0.64
Training Methods	0.58	1.000			0.68

Training	0.51	0.55	1.000		0.59
Exposure					
Implementation	-0.36	-0.39	-0.34	1.000	-0.43
Constraints					
Leadership	0.64	0.68	0.59	-0.43	1.000
Capacity					

Source: Field Data, 2026

Table 4.14 indicates there are statistically significant and positive relationships between programme content and leadership capacity ($r = 0.64$, $p < 0.01$), training methods and leadership capacity ($r = 0.68$, $p < 0.01$), and training exposure and leadership capacity ($r = 0.59$, $p < 0.01$). A negative correlation between implementation constraints and leadership capacity is found to be statistically significant ($r = -0.43$, $p < 0.01$). The inter-correlations between programme content, training methods, and training exposure exhibited moderate positive relationship strength (ranging from $r = 0.51$ to $r = 0.58$) among the three programme drivers.

Based upon correlation values, as above, these variables hold importance in determining the directionality and levels of strength of the relationship(s) between the topics of study. Training methods and leadership capacity displayed the strongest positive correlation, which could imply that how training methods are implemented may substantially impact leadership development, compared to the programme content alone. Programme content and training exposure both exhibited at least moderately positive correlations, which implies that both the content of programs, and the number of training opportunities that leaders experience are influential factors in determining leadership development. Implementation constraints, which showed a negative

correlation with leadership capacity, illustrates that barriers (e.g., funding, security challenges, weak mentoring programs, or poor facilitation) diminish the effectiveness of the programme.

The findings are consistent with Day et al.'s (2014) conclusion that leadership development results are determined by the interaction of content, method, experience and organizational conditions. The findings are also consistent with Gahamanyi and Shitote (2023), who established that training methods are a key factor in pastoral leadership development in East African churches. Finally, these findings support Arop's (2019) research in South Sudan, which found that resource limitations negatively affected the effectiveness of church leadership development training. Thus, the correlation patterns identified in this study supported the theoretical framework used in the study.

4.11.2 Regression Analysis

Table 4.19**:** Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.76	0.58	0.56	0.42

Source: Field Data, 2026

Table 4.15 shows that the regression model produced R = 0.76, R square = 0.58, adjusted R square = 0.56 and a standard error of estimate of 0.42. This means that programme content, training methods, training exposure and implementation constraints jointly explained 58.0% of the variation in leadership capacity among respondents. After adjustment for the number of predictors in the model, the explained variance remained strong at 56.0%.

The model summary is relevant because it shows that the four independent variables considered in this study provide a strong explanation of leadership capacity outcomes in AIC Torit DCC. The R square value suggests that leadership capacity is not shaped by a single factor; rather, it is influenced by content quality, training delivery methods, exposure over time and the constraints affecting programme implementation. The remaining 42.0% of unexplained variation may be linked to other factors such as individual motivation, personal calling, congregational support, family demands, previous theological training and wider socio-political conditions.

The result is consistent with McCauley et al. (2010), who argue that leadership development is multidimensional and depends on experience, relationships, training content and organizational context. It also relates to Teddlie and Tashakkori (2015), who support mixed and multidimensional explanation of complex social phenomena. In church leadership contexts, Adadevoh (2019) similarly found that stronger leadership outcomes emerge where theological content is combined with practical competencies and contextual implementation support. Therefore, the model summary supports the study's multidimensional approach.

Table 4.20**:** ANOVA Results for the Regression Model

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	28.64	4	7.16	29.84	0.000
Residual	20.39	85	0.240		
Total	49.03	89			

Source: Field Data, 2026

The ANOVA results of the regression model are shown in Table 4.16. The regression sum of squares was 28.64 with 4 degrees of freedom, while the residual sum of squares was 20.39 with

85 degrees of freedom. The mean square for regression was 7.16 and the mean square for residual was 0.240. The model produced F = 29.84 with a significance value of 0.000, indicating that the overall regression model was statistically significant.

The ANOVA results are relevant because they confirm that the combined effect of programme content, training methods, training exposure and implementation constraints on leadership capacity was not due to chance. The model's F value that is statistically significant indicates that the model is explanatory and the predictors play a collective role in understanding the outcomes of leadership capacity in AIC Torit DCC. This strengthens the argument that improving leadership capacity requires simultaneous attention to programme design, delivery, continuity and implementation environment.

The results correspond with Creswell and Creswell (2018), who explain that inferential statistics help determine whether observed relationships in quantitative research are statistically meaningful. The results are consistent with those of Day et al. (2014) who found that the outcomes of leadership development are best understood through integrated models instead of isolated variables. As such, the significant ANOVA result within the context of AIC Torit DCC supports the use of a combined programme effectiveness model over a narrow focus on a single dimension of leadership development.

Table 4.21**:** Regression Coefficients for Predictors of Leadership Capacity

Predictor	B	Std. Error	Beta	T	Sig.	Decision
Constant	1.02	0.31	-	3.29	0.001	Significant
Programme Content	0.28	0.09	0.30	3.11	0.003	Significant
Training Methods	0.34	0.08	0.38	4.25	0.000	Significant
Training Exposure	0.21	0.08	0.24	2.63	0.010	Significant
Implementation Constraints	-0.17	0.07	-0.19	-2.42	0.018	Significant

Source: Field Data, 2026

Table 4.13 shows that training methods had the strongest standardized predictor on leadership capacity (Beta = 0.38, t = 4.25, p = 0.000), followed by programme content (Beta = 0.30, t = 3.11, p = 0.003), training exposure (Beta = 0.24, t = 2.63, p = 0.010) and implementation constraints (Beta = -0.19, t = -2.42, p = 0.018). The constant was also significant (B = 1.02, t = 3.29, p = 0.001). The unstandardized coefficients were 0.34 for training methods, 0.28 for programme content, 0.21 for training exposure and -0.17 for implementation constraints.

The coefficient results are relevant because they identify the most influential predictors of leadership capacity. Training methods were the strongest predictor, implying that mentorship, coaching, participatory learning, practical assignments and peer learning have greater practical influence than programme content alone. Programme content and exposure remained significant, confirming that leaders still require relevant training material and repeated engagement over time. Implementation constraints had a negative effect meaning that as financial, political, cultural or institutional barriers increase, leadership capacity outcomes are likely to reduce.

The finding that training methods was the most important predictor was consistent with data from Gahamanyi and Shitote (2023) which indicated that participatory training approaches were better than the lecture-based approach in pastoral leadership contexts in East Africa, and the findings of Ng'ang'a and Onyango (2022) which suggested that problem-solving and peer-learning training were highly successful in post-conflict church contexts in East Africa. This finding is also in agreement with the negative correlation of implementation constraints with the Arop (2019) study that found financial insufficiency was a major constraint on the growth of churches in South Sudan and thus the regression findings support the need for practical and contextually appropriate training models.

4.12 Qualitative Findings from Key Informant Interviews

Table 4.22**:** Profile of Key Informants

Key Informant Category	Frequency	Percentage
DCC Chairman	1	12.5%
Regional Bishop	1	12.5%
Senior Pastors	3	37.5%
Programme Coordinators	2	25.0%
Church Administrator	1	12.5%

Source: Field Data, 2026

Table 4.18 shows that the key informant interviews involved 8 senior church leaders and administrators. The profile included 1 DCC chairman (12.5%), 1 regional bishop (12.5%), 3 senior pastors (37.5%), 2 programme coordinators (25.0%) and 1 church administrator (12.5%).

This means that the interviews captured views from both spiritual oversight and administrative implementation levels of AIC Torit DCC.

The profile is relevant because key informants were selected due to their direct involvement in leadership development programmes. Senior pastors and coordinators provided practical insights into programme delivery, while the DCC chairman, regional bishop and administrator provided institutional perspectives on planning, governance, resource constraints and sustainability. This combination allowed the qualitative data to explain why certain quantitative patterns appeared in the questionnaire results.

The use of key informants is supported by Creswell and Poth (2018), who explain that qualitative inquiry is useful when a study seeks in-depth understanding of participants' experiences and interpretations. It also aligns with Flick (2018), who notes that semi-structured interviews allow researchers to explore complex organizational processes in participants' own words. In this study, key informant interviews helped explain the lived realities behind leadership development effectiveness in the post-conflict church context of Torit DCC.

Table 4.23**:** Thematic Summary of Key Informant Interviews

Theme	**Frequency of Mention**	**Percentage**	**Summary of Evidence**
Programme Content Relevance	7	87.5%	Useful content; needs local examples
Mentorship and Coaching	8	100.0%	Mentoring seen as most practical

Training Continuity	7	87.5%	One-off workshops seen as insufficient
Financial Constraints	8	100.0%	Funds limit frequency, materials and facilitators
Post-Conflict Adaptation	6	75.0%	Trauma, peacebuilding and local language needed
Monitoring and Evaluation	6	75.0%	Follow-up and progress tracking needed

Source: Field Data, 2026

Table 4.19 indicates that mentorship and coaching were mentioned by all 8 key informants (100.0%), and financial constraints were also mentioned by all 8 key informants (100.0%). Programme content relevance was mentioned by 7 informants (87.5%), training continuity by 7 informants (87.5%), post-conflict adaptation by 6 informants (75.0%), and monitoring and evaluation by 6 informants (75.0%). These frequencies show that the most dominant qualitative concerns were mentorship, financial limitations, contextual relevance and continuity of training.

The thematic findings are relevant because they deepen the quantitative results and explain the practical realities behind the numbers. Leaders are believed to develop their leadership capabilities through relationships, and through positive behavioral modelling (mentorship). The repeated references to financial constraints reveal that the level of available resources for training is inconsistent or inadequate. There is a clear need to consider how to provide leadership development in Torit DCC in a way that values the traumas associated with conflict, provides

peace building through reconciliation, empowers local languages, fosters community trust, and recognizes the potential for ministry in fragile environments.

The results of the study are consistent with Bolden and O'Regan's (2016) findings, which state that inadequate mentorship limits the effectiveness of leadership development in faith-based organizations. The findings of the study also validate Arop's (2019) assertion that inadequate financial resources are a major barrier to the development of church leaders in South Sudan. Additionally, Ng'ang'a and Onyango (2022) argue that leadership training for the church should be contextually adapted in post-conflict settings, provide learning environments that support participation and take local cultural barriers into consideration. The qualitative findings of this study therefore provided additional support to the quantitative findings.

Key Informant Quotes:

"The content was relevant but sometimes it does not include enough practical examples from our South Sudan situation. We need training that speaks to our context of conflict and displacement." - Senior Pastor

"Mentorship has been the most effective method because we see leaders learning from experienced pastors. But we don't have enough mentors for all leaders." - DCC Chairman

"One-off workshops are not enough. We need ongoing training cycles so that leaders can practice what they learn and receive feedback." - Programme Coordinator

"Financial resources are always a challenge. Without adequate funding, we cannot train as frequently as we would like, and we cannot bring in qualified facilitators." - Regional Bishop

4.13 Mixed-Methods Integration

Table 4.24**:** Joint Display of Quantitative and Qualitative Findings

Study Objective	Quantitative Summary	Qualitative Summary	Integrated Meaning
Programme Content	Overall mean = 3.87; strongest item M = 4.03	7 of 8 KIIs supported relevance but requested local examples	Convergence: content builds capacity but needs deeper contextualization
Training Methods	Overall mean = 3.88; mentorship ranked highest M = 4.07	8 of 8 KIIs identified mentoring, coaching and practical assignments	Convergence: relational and experiential methods are central
Training Exposure	Overall mean = 3.80; regular training M = 4.13; follow-up M = 3.42	7 of 8 KIIs emphasized continuity and accountability	Convergence: training should move from one-off events to cycles
Implementation Constraints	Overall mean = 3.83; financial constraints M = 4.22	8 of 8 KIIs highlighted finance, insecurity and weak mentorship	Convergence: constraints reduce frequency, quality and sustainability

Source: Field Data, 2026

Table 4.20 integrates quantitative and qualitative findings across the four study objectives. For programme content, the quantitative result showed an overall mean of 3.87, while 7 of 8 key informants (87.5%) reported that content was relevant but needed stronger contextual examples. For training methods, the quantitative mean was 3.88 and the highest item was mentorship and coaching (M = 4.07), while all 8 key informants (100.0%) supported mentorship and practical assignments. For training exposure, the mean was 3.80, with regular training ranking highest (M = 4.13) and follow-up weakest (M = 3.42), while 7 informants (87.5%) emphasized continuity. The overall mean was 3.83 for the implementation constraints. Financial constraints were rated highest (M = 4.22). All the 8 informants (100.0%) confirmed financial constraints.

The joint display is relevant because it shows that the quantitative and qualitative results largely converged. This strengthens the credibility of the findings because the questionnaire results were

not isolated from lived institutional experience. Where numerical results showed a high mean, interview evidence provided explanations, examples and contextual meaning. The integration also shows that leadership development in AIC Torit DCC is effective in several areas, but it requires stronger contextualization, mentorship structures, training continuity and management of implementation constraints.

The use of a joint display is consistent with Creswell and Plano Clark (2011), who argue that mixed-methods research becomes stronger when quantitative and qualitative results are intentionally integrated rather than presented separately. It also agrees with Teddlie and Tashakkori (2015), who emphasize triangulation as a way of gaining a fuller understanding of complex social and organizational problems. In the present study, the joint display shows that leadership development effectiveness is best understood through both measurable patterns and the explanations of church leaders who operate within the Torit DCC context.

4.14 Summary of Key Findings

Table 4.25**:** Summary of Key Findings

Objective	**Main Finding**	**Evidence Type**	**Implication**
Objective 1	Programme content had a high positive association with leadership capacity	Quantitative mean scores and KII themes	Strengthen contextual content, resource mobilization and ethical leadership
Objective 2	Training methods were the strongest predictor of leadership capacity	Regression beta = 0.38 and interview support	Prioritize mentorship, coaching, peer learning and practical assignments
Objective 3	Training exposure supported leadership capacity but follow-	Mean scores and interview themes	Introduce quarterly training cycles, follow-up sessions

	up was comparatively weak		and accountability groups
Objective 4	Implementation constraints negatively affected leadership capacity development	Correlation r = -0.43 and qualitative evidence	Improve funding, facilitation capacity, planning and monitoring

Source: Field Data, 2026

Table 4.21 summarizes the key findings by objective. Objective One showed that programme content had a high positive association with leadership capacity, supported by mean scores and KII themes. Training methods were the strongest predictor of leadership capacity (Beta = 0.38, strong interview support) as found in objective two. Training exposure contributed to leadership capacity but follow-up was comparatively weak as found in objective three. Implementation constraints negatively affected leadership capacity (r = -0.43, qualitative evidence from key informants) as found in objective four.

The summary is relevant because it condenses the chapter into the main messages needed for conclusions and recommendations. It shows that AIC Torit DCC has an existing leadership development foundation, but the effectiveness of that foundation depends on the quality of content, the practicality of methods, the continuity of training and the ability to reduce implementation constraints. The findings also show that training methods deserve special attention because they were the strongest predictor of leadership capacity.

The summary reflects the wider leadership development literature. Effective leadership development is long-lasting and involves a combination of exposure, experience and feedback as argued by Day et al. (2014). Adadevoh (2019) has observed that the theological content should be integrated with practical competencies for church leadership programmes to be more

effective. Gahamanyi and Shitote (2023) have established that participatory methods are more effective than passive methods and Arop (2019) have established that lack of financial resources is a major barrier to the development of church leadership in South Sudan. These studies agree with the general findings of this chapter.

4.15 Summary of Chapter Four

This chapter presented the findings on the effectiveness of leadership development programmes on leadership capacity in AIC Torit DCC, South Sudan. The chapter started with response rate and demographic profile of respondents, then presented reliability results, descriptive findings, inferential statistics, qualitative themes and mixed method integration. The findings revealed that programme content, training methods and training exposure positively contributed to leadership capacity while implementation constraints negatively affected programme effectiveness. Training methods emerged as the strongest predictor of leadership capacity. The next chapter presents the summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings presented in Chapter Four in relation to the empirical and theoretical literature reviewed in Chapter Two. The chapter is organized according to the four objectives of the study, namely programme content, training methods, training exposure, and programme implementation constraints. It also discusses the overall leadership capacity outcomes because leadership capacity was the dependent variable around which the study was designed. The chapter further presents the summary of key findings, conclusions, contribution to knowledge, recommendations, and suggestions for further studies. The discussion is grounded in the mixed-methods evidence presented in Chapter Four, where quantitative findings from the structured questionnaire were supported by qualitative insights from key informant interviews. The interpretation therefore goes beyond numerical description by explaining how the findings relate to previous studies and to the post-conflict church context of AIC Torit District Church Council, South Sudan.

5.2 Summary of Findings

The first objective examined the effect of programme content on leadership capacity among AIC Torit DCC leaders. Chapter Four showed that programme content was rated positively, with an overall mean of 3.87. The strongest content areas were relevance to ministry challenges, strategic thinking, theological grounding and ethical accountability. The lowest-rated content area was resource mobilization and management skills. Correlation and regression results confirmed that

programme content had a positive and statistically significant effect on leadership capacity (r = .64; B = .28; Beta = .30; t = 3.11; p = .003).

The second objective examined the effect of training methods on leadership capacity. Chapter Four showed that training methods recorded the strongest statistical effect among the predictors. Mentorship and coaching were rated highest, followed by experiential assignments, role play, practical application, group discussion and peer learning. The correlation result showed a strong positive relationship between training methods and leadership capacity (r = .68), while regression results showed that training methods were the strongest predictor (B = .34; Beta = .38; t = 4.25; p = .000).

The third objective examined the effect of training exposure, duration and frequency on leadership capacity. The findings showed a positive rating for training exposure, with regular sessions and programmes lasting six months or more receiving strong agreement. However, follow-up and accountability after training were weaker than other exposure indicators. The inferential results confirmed a statistically significant effect of training exposure on leadership capacity (B = .21; Beta = .24; t = 2.63; p = .010).

The fourth objective was to determine how programme implementation constraints influence leadership capacity development in AIC Torit DCC. The findings from Chapter Four revealed that implementation constraints were prevalent within the study area as reflected in an overall mean of 3.83. The implementation constraints with the highest mean were financial resource constraints (mean 4.22), followed by political instability and insecurity (mean 4.03), absence of structured mentorship (mean 3.87), limited number of qualified trainers and facilitators (mean 3.77), cultural and language and literacy barriers (mean 3.58), and misalignment of institutional goals with programme content (mean 3.48). Correlation analysis indicated that there was a

negative relationship between implementation constraints and leadership capacity, r = -0.43; thus, leadership capacity development is negatively affected by programme implementation constraints. Conversely, regression analysis revealed a negative effect on leadership capacity development, B = -0.17, beta = -0.19, t = -2.42, p = 0.018.

Leadership capacity outcomes found that leadership development initiatives had positive effects on emerging leaders, but uneven. Spiritual formation was the highest rated outcome, with a mean of 4.11, followed by theological grounding with a mean of 3.98 and ethical leadership and accountability with a mean of 3.91. Strategic decision-making recorded a mean of 3.83, communication and interpersonal skills recorded a mean of 3.78, and community engagement recorded a mean of 3.73. Administrative competence recorded a mean of 3.66, while resource mobilization was the weakest outcome with a mean of 3.52. These results show that the programmes were more effective in spiritual and moral formation than in technical administrative and resource mobilization capacities.

5.3 Discussion of Findings

5.3.1 Programme Content and Leadership Capacity

The study found that programme content had a positive and statistically significant effect on leadership capacity. Most respondents found the content to be relevant to the challenges they faced in ministry and useful in strengthening their theological grounding, strategic decision-making, ethical accountability and communication. However, resource mobilization and management was weaker than other areas of content suggesting future leadership development should involve more practical training in financial stewardship, fundraising, budgeting, project design and resource management.

The implications of these findings suggest that the content of leadership development programmes has a significant impact on the leadership capacity of emerging church leaders. For AIC Torit DCC, respondents believed that relevant content enabled leaders to incorporate their theological beliefs into practical work on decision-making, ethical behavior, communication and community relations. This was important because leadership in Torit DCC is spiritual, pastoral, administrative and community-based. Therefore, a leadership programme that merely incorporates doctrine without practical application would be ineffective in preparing leaders for the stewardship of ministry resources, conflict resolution and strategic ministry planning. Conversely, educational leadership training without theological grounding does not fully equip leaders to meet their roles within the church. Furthermore, respondents identified a gap in financial, project and resource stewardship, as illustrated by the lower mean rating of resource mobilization.

This study's findings add credence to the findings of Adadevoh (2019) who examined church leadership development within the African context and posited that more effective leadership development occurs when theological foundations are integrated with practical competency in strategic planning, conflict resolution, and stewardship. Osei-Tutu and Awumbila (2021) also identify communication, ethics and community engagement as content areas that are significant predictors of leadership capacity. These findings are further supported by current literature, Day (2000) contends that leadership development content must incorporate individual skills, relational and organizational capacity. Equally, Maikuri's (2020) research on faith-based organizations in East Africa supports the current study by showing a positive relationship between improved programme content and improved leadership performance and institutional effectiveness. However, the lower mean rating of resource mobilization supports Arop's (2019)

observations regarding development of church leadership within South Sudan and the need to emphasize management-related skills such as financial stewardship and institutional sustainability.

5.3.2 Training Methods and Leadership Capacity

The study revealed that the methods of training had the greatest impact on leadership capacity. Mentorship and coaching emerged as the highest rated training method, and the regression results showed that training methods were the strongest predictor of leadership capacity. This means that emerging leaders in AIC Torit DCC develop more effectively when training is relational, participatory, practical and directly connected to ministry responsibilities. However, the fit of training methods to the post-conflict South Sudan context was comparatively weaker, indicating the need for trauma-aware, language sensitive and culturally grounded training approaches.

These results provide evidence that how leadership development occurs is just as important as what content is taught. The positive ratings for mentorship and coaching suggest that novice leaders at Torit DCC benefit more from relationship-based, guided and experiential learning than purely passive learning through lectures. Given that leadership development typically occurs by way of modelling through character and example, spiritual modelling, and experience during direct ministry in a church context, that makes sense. Furthermore, the findings appear to indicate that using experiential methods such as role play, ministry assignments, group discussion, case studies and peer learning supports the participant's ability to transfer their learning into actual ministry responsibilities. Since the ratings for suitability to the post-conflict context were lower than the other methods, there may still need to be additional adjustment to

training methods to address the local realities of trauma, insecurity, language barriers, low literacy rates, cultural norms, and pastoral care for rebuilding a community recovering from conflict.

The findings are similar to those of Gahamanyi and Shitote (2023) who found in their study of pastoral leadership in East Africa that participatory methods such as group discussion, case-based learning and role playing were more effective than traditional lecture-style teaching methods to develop practical leadership skills. Secondly, Avolio and Hannah (2008) identified that good leadership development comprises at least five elements: developmental challenges, feedback, reflection, support and mentorship. The results are consistent with the findings of Ng'ang'a and Onyango (2022) that collaborative problem-solving and peer learning were effective approaches to develop community-appropriate leadership competencies in a post-conflict region of East Africa. Finally, the effect of mentoring in the present study supports the findings of Bolden and O'Regan (2016) who found that in a mentoring relationship with a mentor led to greater improvements in leadership capabilities than when the same training was conducted in an isolated event.

5.3.3 Training Exposure and Leadership Capacity

Training exposure was also positively and significantly associated with leadership capacity. Respondents strongly agreed that regular training produces more lasting impact than one-off sessions and that longer programmes of six months or more support leadership growth. Nevertheless, follow-up and accountability after training was the weakest exposure-related area. This means that while leaders value repeated training, the current system needs stronger post-training supervision, mentoring, progress tracking and accountability mechanisms.

The findings concluded that leadership development was not well supported by brief or isolated training but was better strengthened through regular participation in longer programme cycles that provided repetition of learning, practice, analysis and feedback. For AIC Torit DCC, leadership development needed to be an ongoing formative process rather than an occasional workshop. The difficulty with accountability showed that sustained positive behavior was difficult when there was no mentor, review, report or peer accountability. In the conflict-affected environment of South Sudan, leadership pressures required consistent reinforcement because of insecurity, limited resources, community trauma and high pastoral expectations. Therefore, programme duration and frequency needed to be intentionally developed through cycles rather than short-term knowledge support alone.

The results could be compared to Day, Fleenor, Atwater, Sturm and McKee (2014), who determined that leadership development training of shorter duration and lower frequency tends to create temporary and circumstantial improvements; conversely, programmes of longer duration and higher frequency tend to produce more resilient leadership competency improvements. Avolio (2005) stated that sustained leadership development is derived from continuing cycles of challenge, contemplation, experimentation and feedback. Kombo (2021) also found that programmes delivered once monthly for at least six months were more successful in improving leadership competency than those delivered for less than six months. Cepeda et al. (2006) further showed that continued learning through frequent periodic practice performed better than concentrated learning episodes. Finally, the weakness noted with respect to follow-up and accountability is consistent with the findings relative to Ochieng et al. (2022), where frequent evaluations and advisory boards designated to review progress improve the effectiveness of both the institution/project and the development of leadership within the project.

5.3.4 Implementation Constraints and Leadership Capacity

The study further found that programme implementation constraints negatively affected leadership capacity development. Financial resource constraints were the most severe barrier, followed by insecurity and political instability. Other constraints included weak mentorship structures, limited facilitators, cultural and language barriers, literacy challenges and misalignment between institutional goals and programme content. These constraints reduce the frequency, quality, consistency and sustainability of leadership development programmes in AIC Torit DCC.

The implications of these results indicate that while programme curriculum and design/devices were significant to leader capacity development, the contextual environment also has a major impact upon the delivery of the training and thus can inhibit overall development of leaders. Financial limitations restrict distribution of training sessions, materials quality, access to facilitators, and transportation to participate in trainings. Political instability and insecurity related to conflict disrupt the scheduling and attendance of training sessions and make it challenging to provide consistent training and leadership development. The absence of structured mentorship hinders the ability of leaders to apply the skills they develop through training. Cultural, language and literacy barriers limit the degree of equitable participation of leaders based upon differences in education backgrounds, training styles, and overall comfort with formal training. Therefore, the success of developing leaders in Torit DCC is dependent upon removing the contextual and organizational barriers that impede effective leader behavior change from the training design.

The findings from this study are consistent with the findings of the study conducted in South Sudan by Arop (2019) indicating that the two most commonly cited barriers to effective church

leader development were inadequate financial resources which reduce training delivery frequency, quality of curriculum, and competence of facilitators. In addition, Gifford (2004) noted that governance and institutional issues facing many African churches negatively affected the development of church leaders. Further evidence of the barriers to effective participatory leadership development in post-conflict East Africa was cited by Ng'ang'a and Onyango (2022) who articulated that there were cultural resistance, language barriers, literacy barriers, political conflict/trauma load; however, Chacha (2023) reported that insufficient budgeted staffing resources and lack of financial management knowledge serve to limit development plans while Nyoike (2024) wrote about the negative effects or nonexistence of stakeholder participation due to lack of alignment between institutional goals and leadership development activities. Therefore, the current research supports these works; however, it also provides new evidence related to the development of leaders in AIC Torit DCC as the impact of financial constraints and insecurity were the two most critical barriers.

5.3.5 Leadership Capacity Outcomes

Finally, leadership capacity outcomes showed that the programmes had produced stronger outcomes in spiritual formation, theological grounding and ethical leadership than in resource mobilization and administrative competence. This means that AIC Torit DCC has a strong foundation in spiritual leadership formation, but the church needs to strengthen operational leadership skills needed for planning, administration, resource stewardship and organizational sustainability.

The implication is that AIC Torit DCC leadership development is already aligned with important church values such as spiritual formation, theological grounding and ethical conduct. This is a

strength because church leadership is expected to be grounded in discipleship, service, accountability and spiritual maturity. However, the lower scores in resource mobilization and administrative competence show that the existing leadership development model should be strengthened in practical management areas. In a post-conflict church environment, leaders need spiritual maturity, but they also need the ability to plan, mobilize resources, manage teams, report transparently and support community resilience. The uneven outcome pattern therefore suggests that leadership capacity should be understood as both spiritual and operational.

The findings are consistent with Transformational Leadership Theory as developed by Burns (1978) and Bass (1985), which emphasizes vision, motivation, ethical influence and the development of followers. They also align with Greenleaf's (1977) Servant Leadership Theory and Spears (2010), who presented servant leadership as a model focused on service, people development and community-building. The high spiritual formation score supports the servant-leadership orientation of AIC. At the same time, the lower scores in resource mobilization and administrative competence support the argument by McCauley et al. (2010) that leadership capacity must include self-awareness, interpersonal influence, decision-making under complexity, organizational management and ethical reasoning. The findings also support Kolb's (1984) Experiential Learning Model and the 70-20-10 framework by showing that leadership capacity improves when leaders learn through experience, mentoring and structured reflection, not only through formal instruction.

5.4 Conclusions

The study concluded that leadership development programmes in Africa Inland Church Torit DCC South Sudan were effective in strengthening leadership capacity, but the effectiveness was uneven across capacity areas. The programs were strongest in spiritual formation, theological grounding, ethical accountability and general leadership confidence. They were weaker in practical management areas such as resource mobilization, administrative competence, structured follow-up and continuous monitoring.

The study further concluded that programme content was an important determinant of leadership capacity. Content that combined theology, servant leadership, ethical accountability, strategic thinking, communication and community engagement supported leaders. However, the findings added new knowledge by showing that in a post-conflict church context, theological content alone was not enough; it needed to be joined to practical management, resource mobilization and accountability skills.

The study concluded that training methods were the strongest predictor of leadership capacity. Mentorship, coaching, peer learning, participatory learning and experiential assignments were more effective than passive approaches because they connected leadership knowledge to actual ministry responsibilities. This conclusion showed that leadership capacity in AIC Torit DCC was formed more strongly through relational and practical learning than through classroom instruction alone.

The study also concluded that training exposure mattered. Regular, repeated and longer training cycles contributed more effectively to leadership capacity than one-off sessions. However, weak follow-up and accountability reduced the sustainability of behavior change after training. The

conclusion was that leadership development should be treated as a continuous formation process rather than a short event.

Table 5.26**:** Conclusions by Study Objective

Objective	Conclusion
Programme Content	Relevant and integrated programme content strengthens leadership capacity, but practical resource mobilization and management content should be expanded.
Training Methods	Mentorship, coaching, practical assignments and participatory learning are central to effective leadership development in AIC Torit DCC.
Training Exposure	Leadership capacity improves when training is regular, sustained and supported by post-training accountability.
Implementation Constraints	Financial limitations, insecurity and weak structures reduce programme effectiveness and must be addressed institutionally.
Overall Leadership Capacity	The programs build spiritual and ethical leadership more strongly than administrative and resource mobilization capacities.

Source: Researcher's synthesis based on Chapter Four findings.

5.5 Contribution to Knowledge

This study makes several significant contributions to knowledge in the field of leadership development, particularly within faith-based organizations operating in post-conflict contexts.

First, the study provides empirical evidence on leadership development within post-conflict church organizations in South Sudan, a context that has received limited scholarly attention.

While existing literature has focused on relatively stable African contexts such as Kenya, Nigeria, and Ghana, this study extends the geographical scope of leadership development research to South Sudan, demonstrating how institutional fragility, insecurity, displacement, and community trauma shape leadership development practice. The findings contribute to understanding how leadership development operates in fragile states and the unique challenges that church leaders face in such environments. Second, the study demonstrates that training methods are a stronger predictor of leadership capacity than programme content or training exposure. This finding extends the 70-20-10 leadership development framework by showing that in resource-constrained church contexts, the "how" of leadership development—particularly mentorship, coaching, and participatory learning—may be even more critical than the "what" or "how much." This contribution has significant implications for programme design, suggesting that churches should prioritize relational and experiential learning approaches over passive instruction.

Third, the study expands Servant Leadership Theory by illustrating how contextual barriers such as insecurity, financial constraints, and weak mentorship influence leadership development. The findings demonstrate that servant leadership characteristics—particularly commitment to the growth of people and community building—are essential for effective leadership development in post-conflict contexts, but that these characteristics must be supported by institutional structures and resources to translate into sustainable leadership capacity. Fourth, the study provides a contextual leadership development framework applicable to faith-based organizations operating in fragile environments. The framework, grounded in Transformational Leadership Theory, Servant Leadership Theory, and Experiential Learning Theory, illustrates how programme content, training methods, training exposure, and implementation constraints collectively

influence leadership capacity. This framework can be adapted and applied by church leaders, trainers, and administrators in similar post-conflict settings to design, implement, and evaluate leadership development programmes.

5.6 Recommendations

The recommendations arising from this study were organized into policy, practice, church management, monitoring and evaluation, and future research areas in accordance with the study findings. They were directed to key stakeholders, including the leadership of the Africa Inland Church (AIC) Torit District Church Council (DCC), AIC South Sudan leadership structures, leadership development programme designers, facilitators, local churches, and development partners involved in leadership capacity-building initiatives. The recommendations aimed to provide practical strategies for strengthening the effectiveness, sustainability, and relevance of leadership development programmes within the church context.

Africa Inland Church South Sudan and Torit DCC should develop a written leadership development policy that defines curriculum standards, mentoring structures, facilitator requirements, training frequency, follow-up procedures and monitoring indicators. This policy should require leadership development content to integrate biblical leadership, servant leadership, ethical accountability, conflict resolution, resource mobilization, financial stewardship, strategic planning, peace building and community engagement. The policy should also establish minimum standards for programme duration (at least six months), frequency (at least monthly sessions), and post-training follow-up (quarterly reviews). This recommendation responds to the finding that training exposure was effective when regular and sustained, but follow-up and accountability were weak.

Programme designers and facilitators should strengthen participatory and experiential methods. Training should include mentoring, coaching, peer learning, case studies, role plays, practical ministry assignments and reflection sessions. This recommendation responds to the finding that training methods were the strongest predictor of leadership capacity. Specifically, mentorship programmes should be structured with clear objectives, regular meetings, and documented progress reviews. Coaching should be provided to emerging leaders to support their application of learning in ministry contexts.

Africa Inland Church Torit District Church Council leadership should replace irregular one-off workshops with continuous leadership development cycles. Each cycle should include training, practice, mentoring, review and feedback. District leaders should also assign mentors to leaders and require local churches to report on how trained leaders apply new competencies in ministry. Succession planning should be integrated into leadership development, ensuring that the leaders are prepared to assume leadership responsibilities as they arise.

AIC Torit DCC should introduce post-training follow-up systems to ensure that leaders applied what they learned. These systems should include accountability groups, progress reports, ministry performance reviews, supervisor feedback, mentoring journals and follow-up visits by programme coordinators. This recommendation responds to the finding that follow-up and accountability were the weakest areas under training exposure. The monitoring system should track both participation in training and application of learning in ministry contexts.

AIC Torit DCC should strengthen resource mobilization for leadership development through a dedicated support strategy. The DCC may mobilize support from AIC South Sudan structures, partner churches, Christian organizations and development partners. Resources should support

training materials, transport, facilitation, translation, accommodation where necessary and monitoring activities. Better resource support would reduce the financial barrier that emerged as the strongest implementation constraint.

The DCC should identify capable pastors, evangelists, coordinators, women leaders and youth leaders for training as local facilitators. A training-of-trainers model would reduce dependence on external facilitators, lower costs and improve contextual relevance. Local facilitators are also more likely to understand the language, culture, security realities and pastoral needs of communities in Torit DCC. This recommendation responds to the finding that limited qualified trainers was a significant implementation constraint.

Leadership development programmes should include post-conflict adaptation modules such as trauma-informed pastoral care, peace building, reconciliation, community healing, conflict transformation and resilience leadership. Training should also be delivered in accessible language and adjusted to participants' educational backgrounds. Such adaptation would make the programme more inclusive and relevant to the realities faced by church leaders in South Sudan. This recommendation responds to the finding that cultural and language barriers limited participation and effectiveness. Africa Inland Church Torit DCC should introduce a simple monitoring and evaluation framework for leadership development. The framework should include baseline assessment, attendance records, pre- and post-training tests, leadership capacity self-assessment, mentor feedback, ministry performance indicators and annual programme review. This would allow the DCC to make evidence-based decisions rather than relying only on general impressions of programme effectiveness. This recommendation responds to the finding that implementation constraints, especially weak monitoring, reduced programme effectiveness.

5.7 Suggestions for Further Research

The present study was limited to the effectiveness of leadership development programmes on leadership capacity in AIC Torit District Church Council. Future researchers may build on this study in several ways in order to deepen knowledge on leadership development in faith-based organizations and post-conflict settings.

Table 5.27**:** Suggestions for Further Studies

Area for Further Study	Suggested Focus and Reason
Comparative Denominational Study	Compare leadership development programs in AIC, Catholic, Episcopal, Pentecostal and Baptist churches in South Sudan to determine whether the findings are unique to AIC Torit DCC or common across church traditions.
Longitudinal Leadership Development Study	Track leaders for one to three years after training in order to measure actual long-term behavior change rather than relying mainly on cross-sectional perceptions.
Mentorship Effectiveness Study	Examine how structured mentorship affects leadership succession, confidence and ministry performance because mentorship emerged as the strongest training method.
Resource Mobilization and Church Sustainability	Study financial stewardship, fundraising and project management among church leaders because resource mobilization was one of the weakest leadership capacity outcomes.

Gender and Leadership Development	Examine the experiences of women ministry leaders in leadership development programs to reveal barriers and opportunities not fully captured in the present study.
Post-Conflict Leadership Adaptation	Investigate trauma-aware and peacebuilding-focused leadership training models because AIC Torit DCC operates in a context where leadership must address healing and reconciliation.

Source: Researcher's synthesis based on study findings.

The suggestions in the table extend the study rather than repeating it. They point future researchers towards comparative, longitudinal, gender-focused, mentorship-focused and post-conflict leadership studies so that evidence on church leadership development in South Sudan and similar contexts can become stronger.

5.8 Summary of Chapter Five

This chapter discussed the findings of the study in relation to the previous studies reviewed in Chapter Two. The discussion showed that programme content, training methods and training exposure positively influenced leadership capacity, while implementation constraints had a negative effect. The chapter established that training methods, especially mentorship and coaching, were the strongest predictor of leadership capacity. It also showed that the programmes were stronger in spiritual formation and theological grounding than in resource mobilization and administrative competence. The chapter further presented the summary of findings, conclusions, contribution to knowledge, recommendations, and suggestions for further studies. The main conclusion was that leadership development programmes in AIC Torit DCC were effective, but they required stronger contextualization, sustained training cycles, structured

mentorship, practical management content, resource support, post-training follow-up and monitoring systems. Implementing these recommendations would strengthen leadership capacity and improve the sustainability of ministry leadership in AIC Torit DCC, South Sudan.

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APPENDICES

Appendix A: Questionnaire

Scott Christian University

P.O. Box 49, Machakos, Kenya

June 2026

Dear Respondent,

RE: REQUEST FOR PARTICIPATION IN ACADEMIC RESEARCH

My name is John Kerim Fabiano, a Master of Arts in Leadership and Management student at Scott Christian University (Reg. No. MLM/002/24). I am currently conducting research titled:

"Effectiveness of Leadership Development Programs on Leadership Capacity in Torit District Church Council, AIC, South Sudan."

This study is conducted in partial fulfilment of the requirements for the award of the degree of Master of Arts in Leadership and Management. The purpose of this study is to assess the effectiveness of leadership development programs in enhancing leadership capacity among emerging leaders in AIC Torit District Church Council (DCC), South Sudan.

You have been selected to participate in this study as a key stakeholder whose experiences and insights are invaluable to understanding leadership development within AIC Torit DCC. Your participation is entirely voluntary and you may withdraw at any point without any consequence.

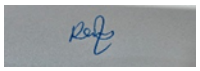
All information you provide will be treated with strict confidentiality and will be used solely for academic purposes. Your identity will not be disclosed in any part of this research.

Kindly respond to all sections of this questionnaire as honestly and completely as possible. There are no right or wrong answers; your honest opinion is what matters most.

Should you have any questions or concerns regarding this study, please feel free to contact me through the details below.

Thank you sincerely for your time and valued contribution to this research.

Yours faithfully,



John Kerim Fabiano

Researcher – MA Leadership and Management

Scott Christian University

Contact: 0922288315

SECTION A: DEMOGRAPHIC INFORMATION

This section seeks background information about you as a respondent. Please tick (✓) the most appropriate response.

1. What is your gender?

A. Male B. Female

2. What is your age group?

A. Below 25 years B. 25 – 34 years

C. 35 – 44 years D. 45 – 54 years

E. 55 years and above

3. What is your highest level of formal education?

A. No formal education B. Primary level

C. Secondary level D. Certificate / Diploma

E. Undergraduate Degree F. Postgraduate Degree

4. What is your current ministry role within AIC Torit DCC?

A. Pastor / Ordained Minister B. Evangelist

C. Women Ministry Leader D. Youth Ministry Leader

E. Departmental Coordinator / Administrator F. Other (please specify): _____

5. How many years have you been serving in ministry leadership within AIC Torit DCC?

A. Less than 1 year B. 1 – 3 years

C. 4 – 6 years D. 7 – 10 years

E. More than 10 years

6. Have you ever participated in any leadership development program organized by AIC Torit DCC or a related church body?

A. Yes

B. No

SECTION B: PROGRAMME CONTENT AND LEADERSHIP CAPACITY

Objective 1: To assess the association between leadership development programme content and leadership capacity among emerging leaders in AIC Torit DCC.

Please indicate your level of agreement with each of the following statements by ticking (✓) the appropriate column.

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
The content of leadership development programs I attended was relevant to the ministry challenges I face in AIC Torit DCC.					

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Leadership training programs have integrated theological foundations with practical leadership competencies such as conflict resolution and strategic planning.					
The programme content has enhanced my ability to think strategically and make sound decisions in my leadership role.					
Training programs have equipped me with the skills to mobilize and manage resources effectively within my ministry.					
The leadership programme content has improved my ethical decision-making and adherence to accountability standards.					

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Programme content addressing interpersonal communication and community engagement has noticeably improved my leadership capacity.					

Key: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Open-Ended Questions (Programme Content)

1. In your opinion, what specific topics or content areas should be included or improved in future leadership development programs within AIC Torit DCC? _____

2. What aspects of the current programme content have been most effective in enhancing your leadership capacity, and why? _____

SECTION C: TRAINING METHODS AND LEADERSHIP CAPACITY

Objective 2: To examine the influence of training methods on leadership capacity outcomes among AIC leaders in Torit DCC.

Please indicate your level of agreement with each of the following statements by ticking (✓) the appropriate column.

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Mentorship and coaching methods used in my training have been the most impactful in developing my leadership capacity.					
Experiential learning approaches such as practical ministry assignments and role plays have significantly contributed to my leadership development.					
Participatory and group-based learning methods (e.g., group discussions, case studies) have been more effective than lecture-based sessions.					
The training methods employed encouraged me to apply what I learned directly in my ministry responsibilities.					

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Peer learning and collaborative problem-solving sessions have strengthened my relational and collaborative leadership skills.					
The training methods used in leadership programmes are adequately suited to the contextual realities of ministry in post-conflict South Sudan.					

Key: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Open-Ended Questions (Training Methods)

1. Which training methods have you found most effective in building your leadership capacity, and how have they contributed to your ministry performance?_____

2. What training methods would you recommend be adopted or strengthened in future leadership development programmes in AIC Torit DCC?

SECTION D: TRAINING EXPOSURE (DURATION AND FREQUENCY) AND LEADERSHIP CAPACITY

Objective 3: To evaluate the effect of training exposure (duration and frequency) on leadership capacity outcomes among AIC leaders in Torit DCC.

Please indicate your level of agreement with each of the following statements by ticking (✓) the appropriate column.

Statement	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
The duration of leadership development programmes I attended has been sufficient to produce meaningful improvement in my leadership capacity.					
Frequent and regular leadership training sessions (at least once a month or quarterly) have produced more lasting impact compared to one-off trainings.					
I have experienced sustained behavior change in my leadership practice as a result of repeated and ongoing engagement in development programmes.					

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Programmes with longer duration (six months or more) have contributed more significantly to my leadership growth than shorter programmes.					
Accountability sessions and follow-up mechanisms after training have strengthened the impact of the leadership development experience.					
The frequency and consistency of training have positively influenced my confidence and competence in performing ministry leadership roles.					

Key: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Open-Ended Questions (Training Exposure)

1. How has the duration and frequency of your leadership training influenced your practical leadershi performance in AIC Torit DCC? _____

2. What improvements would you suggest regarding the scheduling, frequency, and duration of leadershi development programmes in your church? _____

SECTION E: PROGRAMME IMPLEMENTATION CONSTRAINTS AND LEADERSHIP CAPACITY

Objective 4: To determine how programme implementation constraints influence leadership capacity development in AIC Torit DCC.

Please indicate your level of agreement with each of the following statements by ticking (✓) the appropriate column.

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Financial resource constraints have significantly limited the frequency and quality of leadership development programmes in AIC Torit DCC.					
Political instability and insecurity in South Sudan have negatively affected the implementation of leadership development programmes.					

Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
The absence of structured mentorship programmes has hindered my ability to apply skills learned during formal training.					
Cultural and contextual barriers (e.g., language, literacy levels, gender norms) have limited full participation and effectiveness of training programmes.					
Inadequate facilitation capacity and lack of qualified trainers have reduced the quality of leadership development programmes.					
Misalignment between institutional leadership goals and programme content has undermined the effectiveness of leadership development initiatives.					

Key: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Open-Ended Questions (Implementation Constraints)

1. What are the most significant challenges that have prevented you or your colleagues from fully benefiting from leadership development programmes in AIC Torit DCC? _____

2. What practical measures would you recommend to overcome the implementation constraints facing leadership development programs in your church context? _____

Appendix B: Key Informant Interview (KII) Guide

Effectiveness of Leadership Development Programs on Leadership Capacity in Africa Inland Church (AIC) Torit District Church Council, South Sudan

Target Respondents: DCC Chairman, Regional Bishop, Senior Pastors, Programme Coordinators, and other key church administrators involved in the design or implementation of leadership development programs.

Instructions: This interview guide is designed to gather in-depth qualitative insights from key informants on the effectiveness of leadership development programs. The interviewer should allow the respondent to speak freely. Probe for further detail where necessary. Responses will be recorded with the respondent's consent and treated with strict confidentiality.

Introductory Question

KII 1. Briefly describe your role within AIC Torit DCC and your involvement in leadership development programs over the years.

Response: _____

Theme 1: Programme Content

KII 2. In your assessment, how adequate and relevant is the content of the current leadership development programs in addressing the unique ministry and organizational challenges of AIC Torit DCC?

Response: _____

Theme 2: Training Methods

KII 3. What training methods and learning approaches have you observed to be most effective in building genuine leadership capacity among emerging leaders in this context? Are there methods you feel are underutilized?

Response: _____

Theme 3: Training Exposure – Duration and Frequency

KII 4. From your experience and observation, to what extent has the duration and frequency of training programs contributed to sustained leadership behavior change among church leaders in Torit DCC?

Response: _____

Theme 4: Implementation Constraints

KII 5. What are the most significant institutional, financial, cultural, or contextual constraints that have limited the effectiveness of leadership development programs in AIC Torit DCC, and how have these been addressed?

Response: _____

Theme 5: Leadership Capacity Outcomes

KII 6. In what observable ways have the leadership development programs in Torit DCC improved the spiritual formation, decision-making, communication, and overall leadership capacity of emerging leaders?

Response: _____

Theme 6: Research Gaps and Context

KII 7. Given the unique post-conflict context of South Sudan, what specific adaptations do you believe are necessary to make leadership development programs in AIC Torit DCC more effective, sustainable, and contextually appropriate?

Response: _____

Closing Question

KII 8. Is there any additional information, recommendation, or observation you would like to share regarding the effectiveness of leadership development programs and their impact on leadership capacity within AIC Torit DCC that has not been covered in this interview?

Response: _____

Thank you for your time and valuable contribution to this research.

Appendix C: Informed Consent Form

SCOTT CHRISTIAN UNIVERSITY

School of Education and Business Studies

INFORMED CONSENT FORM

Title of Study: Effectiveness of Leadership Development Programs on Leadership Capacity Africa Inland Church (AIC) in Torit District Church Council, South Sudan

Researcher: John K. Fabiano, MLM/002/24, Scott Christian University

Supervisor: Prof. Daniel Barante; Dr. Charles Muli

Purpose of the Study: You are invited to participate in a research study that aims to assess the effectiveness of leadership development programs on leadership capacity among leaders in AIC Torit District Church Council, South Sudan. The findings will contribute to improving leadership development practice in the church and to academic knowledge in the field.

What Participation Involves: If you agree to participate, you will be asked to complete a structured questionnaire (approximately 20–30 minutes) and/or participate in a semi-structured interview (approximately 45–60 minutes) or focus group discussion (approximately 60–90 minutes). With your permission, interviews and focus group discussions will be audio-recorded for transcription purposes.

Voluntary Participation: Your participation is completely voluntary. You may refuse to answer any question, and you may withdraw from the interview at any time without penalty. Your decision to participate or withdraw will not affect your position or standing and membership in AIC Torit DCC.

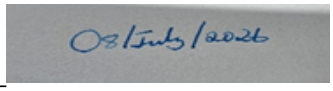
Confidentiality: All information you provide will be kept strictly confidential. Your name will not appear in any research report or publication. Data will be stored securely and accessible only to the researcher and supervisors. Audio recordings will be destroyed after transcription and analysis are complete.

Risks and Benefits: There are no known significant risks associated with participation in this study. Your contribution will help generate evidence to improve leadership development programs that benefit church leaders and communities in Torit DCC.

Contact Information: If you have any questions or concerns about this study, please contact the researcher at: john.kerim@students.scott.ac.ke, johnkerimfbn@gmail.com or contact Scott Christian University, School of Education and Business Studies.

CONSENT DECLARATION

I have read (or had read to me) the information above. I have had an opportunity to ask questions. I understand that my participation is voluntary and that I may withdraw at any time. I agree to participate in this study.

Researcher's Signature: ______Date: __

Appendix D: Research License

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **622905**

Date of Issue: **11/June/2026**

RESEARCH LICENSE



This is to Certify that Rev.. John Kerim Fabiano of Scott Christian University, 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: Effectiveness of Leadership Development Programs on Leadership Capacity in Torit District Church Council, AIC South Sudan for the period ending : 11/June/2027.

License No: **NACOSTI/P/26/4190996**

622905

Applicant Identification Number

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

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix E: Site Authorization Letter

AFRICA INLAND CHURCH – SOUTH SUDAN

OFFICE OF THE CHAIRMAN-TORIT DCC

EAST BANK REGION-
TORIT OFFICE

Appendix H: Site Permission Letter

Rev. John Kerim Fabiano
Scott Christian University, Kenya

MLM/002/24

RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH

This letter confirms that the Africa Inland Church Torit District Church Council (AIC Torit DCC) grants permission to Mr. John Kerim Fabiano, a Master of Arts in Leadership and Management student at Scott Christian University (Registration No. MLM/002/24), to conduct research within Torit DCC, South Sudan.

The study is entitled:

"Effectiveness of Leadership Development Programs on Leadership Capacity in Torit District Church Council, AIC South Sudan."

AIC Torit DCC will provide reasonable access to church leaders and relevant information necessary for the study. All data collected shall be treated confidentially and used solely for academic purposes.
We wish Mr. Fabiano success in his research and trust that the findings will contribute to leadership development within the church.

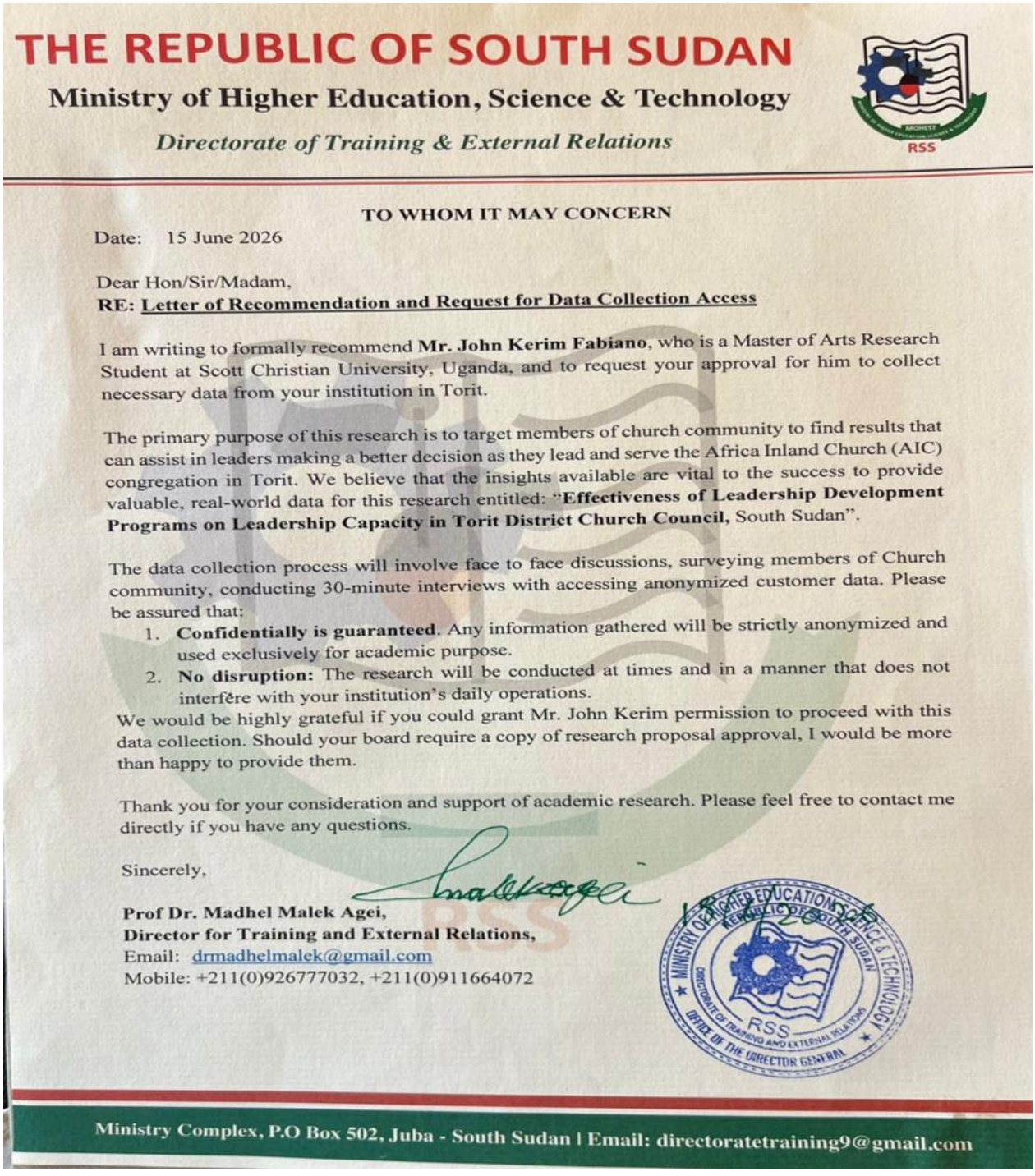
Yours Sincerely,

Rev. William Nur Said
Chairman, Torit DCC

AFRICA INLAND CHURCH S. SUDAN
30 JUN 2026
DISTRICT CHURCH COUNCIL - TORIT

The Sudanese will raise their hands in prayer to God. Psalm 68:31

Appendix F: Letter of Recommendation and Request for Data Collection Access by Ministry of Higher Education, Science & Technology of South Sudan



THE REPUBLIC OF SOUTH SUDAN

Ministry of Higher Education, Science & Technology

Directorate of Training & External Relations

TO WHOM IT MAY CONCERN

Date: 15 June 2026

Dear Hon/Sir/Madam,

RE: Letter of Recommendation and Request for Data Collection Access

I am writing to formally recommend **Mr. John Kerim Fabiano**, who is a Master of Arts Research Student at Scott Christian University, Uganda, and to request your approval for him to collect necessary data from your institution in Torit.

The primary purpose of this research is to target members of church community to find results that can assist in leaders making a better decision as they lead and serve the Africa Inland Church (AIC) congregation in Torit. We believe that the insights available are vital to the success to provide valuable, real-world data for this research entitled: "**Effectiveness of Leadership Development Programs on Leadership Capacity in Torit District Church Council,** South Sudan".

The data collection process will involve face to face discussions, surveying members of Church community, conducting 30-minute interviews with accessing anonymized customer data. Please be assured that:

1. **Confidentially is guaranteed**. Any information gathered will be strictly anonymized and used exclusively for academic purpose.
2. **No disruption:** The research will be conducted at times and in a manner that does not interfere with your institution's daily operations.

We would be highly grateful if you could grant Mr. John Kerim permission to proceed with this data collection. Should your board require a copy of research proposal approval, I would be more than happy to provide them.

Thank you for your consideration and support of academic research. Please feel free to contact me directly if you have any questions.

Sincerely,

Prof Dr. Madhel Malek Agei,
Director for Training and External Relations,
Email: drmadhelmalek@gmail.com
Mobile: +211(0)926777032, +211(0)911664072

MINISTRY OF HIGHER EDUCATION, SCIENCE & TECHNOLOGY
REPUBLIC OF SOUTH SUDAN
RSS
DIRECTORATE OF TRAINING AND EXTERNAL RELATIONS
OFFICE OF THE DIRECTOR GENERAL

Ministry Complex, P.O Box 502, Juba - South Sudan | Email: directoratetraining9@gmail.com

Appendix G: University Research Clearance Letter



Scott Christian UNIVERSITY
A Dynamic Centre of Academic Excellence

OFFICE OF THE DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

OUR REF NO: RPGS/01/25/05/26 **DATE:** MAY 25, 2026

National Commission of Science and Technology
P.O. Box 30623-00100
Nairobi

Dear Sir/Madam,

RE: RECOMMENDATION FOR JOHN KERIM FABIANO – MLM/002/24 TO CONDUCT RESEARCH.

This letter confirms that the above-named person is a student in the Master in Leadership and Management at Scott Christian University. After completion of the course work, the student is engaged in Major Research work leading to a Thesis/Dissertation writing.

The student selected topic is:
"Effectiveness of Leadership Development programs on leadership capacity in Torit district church council, South Sudan"

The Board of Research and Post Graduate studies has reviewed the above-named research proposal and granted permission to conduct the research, for the period between 25th May 2026 to 25th May 2027 (1 year).

Kindly grant this student the required permit. For further information, please contact the undersigned through **rpgscoordinator@scott.ac.ke**

Sincerely,

SCOTT CHRISTIAN UNIVERSITY DIRECTORATE OF RESEARCH AND 25 MAY 2026 POSTGRADUATE STUDIES P.O. Box 49 - 90100, MACHAKOS

Prof. Elijah M. Shiundi PHD
DIRECTOR – RESEARCH AND POSTGRADUATE STUDIES
SCOTT CHRISTIAN UNIVERSITY.