

THE PERCEIVED INFLUENCE OF LEADERSHIP ON ORGANIZATIONAL
PERFORMANCE: A CASE STUDY OF EKHC MINISTRY TRAINING
COLLEGES

By
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DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other University.

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DEDICATION

This thesis is dedicated to Almighty God, my dear wife Ayantu Jegora, sons Melkamu Tadesse and Ephraim Tadesse, parents, brothers and sisters, as well as my Church and all friends who helped and encouraged me to finish my studies.

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ABSTRACT

Educational institutions today operate in an increasingly dynamic environment and with it, a paradigm shift from management capabilities to an interest in leadership capabilities. The dynamism that characterizes the education sector calls for an investigation into the set of leadership competencies that have the greatest impact on organizational performance. This study investigated the perceived influence of the leadership of EKHC on organizational performance of its training institutions. The objectives of the study were: to examine the leadership competencies of EKHC leaders and their perceived influence on the performance of EKMTCs; to establish the perceived leadership style of EKHC leadership and their influence on the performance of EKMTCs, and to determine the perceived leadership strategies that can enhance the performance of EKMTCs. A descriptive research design was used to carry out the research in three EKHC institutions, namely Hosanna and Wolayita and the Jimma Leadership and Community Development College in Ethiopia. A total of 45 respondents was purposively selected and comprised of principals and instructors, students and spiritual ministry leaders from the national headquarters. The zonal and district church leaders were also involved. The type of data was both quantitative and qualitative. Data was collected using questionnaires, interview guide and focus group discussions. Descriptive analysis and content analysis techniques were used to analyse data. Results showed that perceptions of influence of leadership competencies on organization performance were varied, with some viewing the leadership in positive light while others expressed misgivings with the leadership's role in enhancing performance in terms of collaboration and strategic thinking. All the student respondents were positive that the EKMTCs instructors were good role-models in line with servant leadership theory and this potentially meant the training colleges were effective in preparing students for ministry. Most of the respondents perceived that not all colleges were aligned with the overall organizational strategy. The study recommended the need for more participation in planning to enhance a sense of ownership of the EKMTCs, need for restructuring of the EKHC for better integration and reporting and for qualified leaders committed to transformation of the institutions. It was also recommended that the EKHC leadership undertake further research on a suitable model to enable the EKMTCs become financially sustainable.

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DEFINITION OF TERMS

Community development: Development work targeting community improvement

Evangelism: An activity of gospel ministry/ preaching/ to convert other people to Christianity.

Leadership: is a process whereby an individual influences a group of individuals to achieve a common goal.

Pastoral service: Giving care for other believers and fulfilling their needs especially spiritual service.

Servant leadership: A leader style whose first intention is service first.

ABBREVIATIONS AND ACRONYMS

EKHC:	Ethiopian Kale Heywet Church
EKMTC:	Ethiopian Kale Heywet Ministry Training College.
EKHLCDC:	Ethiopian Kale Heywet Leadership and Community Development College.
EOTC:	Ethiopian Orthodox Tewahdo Church
ECFE:	Evangelical Churches Fellowship of Ethiopia
FGD:	Focus Group Discussion

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter introduces provides the background to the study and discusses the research context. It further presents the statement of the problem, justifications, purpose of the study, the objectives of the study, research questions, significance of the study, assumptions, limitations and delimitations of the study.

Background to the Study

The concept of leadership lends itself to many definitions but different scholars have a consensus that it has to do with one's ability to influence others towards the achievement of organizational purpose (Lee, 2015). Organizational purpose is typically reflected in an organization's mission, vision, goals and mandate (Zaccaro & Klimoski, 2002). The definition of leadership as offered by Lee (2015) therefore highlight the fact that leaders cannot be considered successful in an organizational context if the results realized do not measure up to the organization's purpose (Karadag, 2015). This point is especially key to training colleges, whose core business, as the name suggests, is to train and equip people with requisite skills for works of service and productivity.

Studies done on training colleges indicate that most successful colleges in the world started are faith-based colleges and were affiliated with churches. People wanted to go to the faith based educational institutions to be trained and give some service in their community. According to Clark and Wegley (n.d) the reason people wanted to be in faith based colleges and universities was the increasing commitment

and the fact that these institutions met the greater needs of society and produced graduates who were committed to lives of service. The mission of Christian higher education includes an expectation to produce students who, in some form, follows the mission of Christ (Schaffer, 2004). I Peter 4:10 (NIV) states, “Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms”. Research done on the impact of leadership in organizational performance by Raluca-Elena, (2015) shows that transformational leaders change their organization’s culture by inspiring a sense of mission and purpose about the importance of the group’s work by stimulating new ways of thinking and problem solving. They also inspire the individuals within the organization to create a high performing organization (Raluca-Elena, 2015). The study is important because it can help leaders at all levels to understand their role to impact on performance of EKMTCs.

Leadership and Organizational Performance

Leadership is increasingly being recognized as the key to organizational performance in the modern- day world (Hurduzeu, 2015). This recognition has led to an enduring fascination with leadership as a concept and this fascination has inspired numerous studies linking leadership to organizational performance (Odetayo & Sajuyigbe, 2012; Popa, 2012). According to Motilewa, Agboola, and Adeniji (2015), the performance of an organization heavily depends on the skills, knowledge, ability of the leaders at the helm of the organization. Although various dimensions characterize the definition of organization performance, “most organizations view performance in terms of effectiveness in achieving their mission, purpose and goals” (Nasidai, Sikuku, & Muthama, 2013, p.16). Within the education sector,

organizational performance can then be measured, among others, in terms of number of students, number of market-driven programs and effectiveness of such programs (Ng'ang'a & Nyongesa, 2012).

Many leadership theories have been propounded i to explain the relationship between organization performance. Two such theories are of particular interest to the current study. These are: Skills Theory of Leadership (Katz, 1974) and Transformational Leadership Theory (Burns, 1978). These two theories are considered most relevant to the study of leadership effectiveness within a training college such as Ethiopian Kale Heywet Church training colleges.

Ethiopian Kale Heywet Church

The EKHC's formal Theological educational training program began in the 1940s. From the time of its establishment, it focused on preparing evangelists and teachers before sending them out for ministry or assigning them to leadership positions. Grace Bible Institute (GBI) has started by mission organization called Society of International Mission (SIM:-previously Sudan Interior Mission) for EKHC in 1970 but was shut down by communist government after its service of six years. Thirty years ago the EKHC leadership opened higher level Ministry Training colleges (EKMTC) to equip ministers for different ministries within the church. The numbers of EKMTCs continued to grow and currently the denomination has nine EKMTCs offering both Diploma and Bachelor Degree programs (Sahle, 2016).

EKMTCs are located where the church population is high. The colleges are administered from the national headquarters and zone offices by a college principal and an academic dean. Almost all colleges are offering similar curricular disciplines; except for one which specializes in Leadership and Community Development. The

design and intention of these training colleges were to serve the growing needs for trained leaders and pastors for churches in Ethiopia and beyond. However the Owners of the EKMTCs are not satisfying the mission of the churches to train in holistic Ministries since all colleges are focussing only on theological Studies. They have not revised their curriculum to incorporate other disciplines when they are majoring on spiritual training to let all trainers could get all in one place within these colleges.

Sharma and Sharma (2010) argued that visionary leadership is needed when organizations want to drive change and performance. All church leaders in all administrative levels should thus share the vision and mission of these colleges as owners. Regardless of the growing number of EKMTCs Ethiopian Kale Heywet Church in recent times, as a report of the EKHC Theological Department shows, some of EKMTCs are failing to attract students and suffering from low performance (Report document by EKHC Theological Department, 2015). Every EKMTC institution needs a workable structure and firm follow up to enhance its growth and performance.

EKHC, as an organization, needs leadership influence to enhance the performance of the EKMTCs. EKHC also needs appropriate strategic designs in order to see improvements of all its' institutions' performance. According to Hill (2008), in his work titled "Managing Performance through Job Design," the designed job and all its' content should have all relevant tasks to be done as main task of the institution. According to Northouse (2007), the problem solving skill in leadership must start from defining the problem, gathering information of that problem, and generating a solution.

The EKHC has a national office led by the General Secretary and Deputy General Secretary. Under the National office; there are also different departments and

divisions led by department heads. All the nine EKMTCS fall under the Theological Education department. Each college is governed by its own governing board of trustees establishing policy and final approving body for all institutions under EKHC is the General Assembly. The National Board of Trustees prepares and designs policies and regulations with permission from the EKHC General Assembly, which has the final say.

Statement of the Problem

Educational institutions today operate in an increasingly dynamic environment and with it, a paradigm shift from management capabilities to an interest in leadership capabilities (Stein, 2013). The dynamism that characterizes the education sector calls for an investigation into the set of leadership competencies that have the greatest impact on organizational performance. This is of particular importance to EKHC which is increasingly facing challenges in terms of its performance. However, research has not been done in the educational ministries of EKHC before this study. The institutions need clear national strategy and integration among all the institutions. The intention for starting the training colleges was to prepare well-equipped ministers for the growing numbers of churches in Ethiopia and beyond. Some of EKMTCS are performing well while others are struggling. All colleges are in need of strict follow up and positive leadership influence to enhance their performance. It is very important to investigate if the influence of leadership is enhancing the performances of all its' EKMTCS.

Purpose of the Study

The purpose of the study was to investigate the perceived influence of the leadership of EKHC on organizational performance of its training institutions.

Objectives of the Study

The following were the research objectives:

1. To examine the leadership competencies of EKHC leaders and their perceived influence on the performance of EKMTCS.
2. To establish the perceived leadership style of EKHC leadership and their influence on the performance of EKMTCS.
3. To determine the perceived leadership strategies that can enhance the performance of EKMTCS.

Research Questions

The study was guided by research questions as follows:

1. What is the influence of leadership competencies of EKHC leaders on organizational performance of EKMTCS?
2. Is there a relationship between perceived leadership style of EKHC leaders and organizational performance of EKMTCS?
3. What leadership strategies can enhance the organizational performance of EKMTCS?

Assumptions of the Study

The study assumed that the EKMTCS are supported by the leadership of EKHC. It also assumed that instructors and church leaders at all level would cooperate and give enough attention to enhance the performance of all colleges run by the church.

Rationale of the Study

The survival and growth of any organization depends on the quality of leadership offered by those entrusted with management responsibility in the organization. EKHC Ministry Training Colleges, as an organization, is not an exception. Yet the institution is gradually experiencing declining performance that puts to question its ability to remain relevant in its environment. It was therefore necessary to study the role played by the organization's leadership in the performance of its training colleges.

Significance of the Study

This study is beneficial to all stakeholders in the ministry, such as the national department leadership, the regional church leadership, and the district leadership as it will provide useful feedback on the relationship between leadership and organization performance. The study illuminates the leadership issues that need to be addressed to register positive performance as well as identifies the reasons why some of EKMTCS are growing while others are not. The study provides an evidence base upon which policy decisions for improving organization performance can be anchored. Subsidiary organizations such as the various church branches might anchor leadership development practice from the findings of the study. The study would also be

beneficial for future researchers who wish to extend research on the nexus between leadership and organizational performance in tertiary education institutions. It enhances the body of theoretical knowledge in the area of leadership in the education sector.

Scope of the Study

The study focused only on three colleges; namely Hosana, Wolaita and Jimma which are found in the central, south and western parts of the country. The three EKMTCs were chosen because they illustrate different levels of performance and provided a good basis for making comparisons. Data collection was limited to leaders at the EKHC headquarters, zonal leaders, college principals and their respective students. A qualitative approach was used to undertake the study.

Limitations and Delimitations

One of the limitations of this research was the time constraint to conduct the research in all the nine training institutions, thus necessitating the need to undertake the study on selected branches. Another limitation was the geographical distance between these training institutions making which required more time to be allocated for data collection. The study relied on perceptions of respondents to evaluate both leadership and performance of the organizations. The study did not evaluate financial aspects of organizational performance. Further, institutions outside the geographical area of the study were excluded from the sample.

Chapter Summary

This chapter has presented the background and the research context. It has also stated the problem, outlined the research objectives and research questions. The chapter has further discussed the scope, rationale, significance, limitations and delimitations of the study. The next chapter presents the review of relevant literature.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The focus of this chapter is to review what other authors' have written about the influence of leadership in organizational performance especially on the role of Church leadership in influencing organizational performance in ministry training colleges globally, regionally and nationally.

Leadership Competencies and Organizational Performance

Kim and McLean (2015) define competency as an underlying characteristic of a leader including traits, motives, attitudes, knowledge and skills that result in high organizational performance. The performance of an organization is always dependant on a leaders' competency to lead. After extensive research, Kolzow (2014) distilled many critical competencies that are characteristic of leaders in high performing organizations. These are: clarity of direction, visionary, inspirational, ability to communicate properly, collaborative, people development, creativity, continuous learning, continuous improvement, discipline and accountability. Leaders also need problem solving skills, oversight, strategic thinking.

According to Hill (2008), ongoing education and skills of workers can affect organizational performance. Learning behaviour can be managed and improves the performance of workers. According to Ulrich (1999), leaders who are result-based focuses on building other leaders, which helps their organization to be sustainable and continue its' good performance when people are moved from their position. It follows therefore, that organizational leadership can influence performance in organizations by offering timely training to help employees achieve desired results that lead to organizational success.

According to Maxwell (1999), one of the key factors in equipping leaders is training them to perform the specific tasks of the jobs they are to do. That is why training leaders should be done carefully and effectively for optimum organizational performance. Shelley (1997) suggests that training programs can provide everyone with common experiences and vocabulary, making communication easier. That is why training future leaders is very important, because competent organizational leaders have a positive influence on organizational performance.

Bass and Riggio (2006) argue that executive presence of leaders is one of the best knowledge and skills of strategic leaders to influence others through personal reliability, leadership, and an understanding of other peoples' perspectives and interests. This is mostly working when leaders think before saying anything and communicating effectively by using clear and understandable language and satisfying their subordinates as it helps transforming the organization.

Leadership Strategy for Organizational Performance

Allen (2008) define strategy as an overall plan of action embodying certain principles and objectives. Strategic leadership for organizational performance, according to Bass & Bass (2008) should emphasize results in the market place and staying ahead of its competitors. As the market place leaders are logically focusing on profits, strategic leaders should evaluate how the organization they lead could compete with and excel over its competitors. Being competitors helps an organization to perform well and stay in the field as effective organization and performing well.

Hitt, Ireland and Hoskisson (2011) conceptualize strategic leadership as the ability to anticipate, envision, maintain flexibility and empower others to create strategic change as necessary as needed. Strategic leadership is doing the managing through others to manage entire enterprise, rather than functioning with subunit to cope with change that continues to increase in the 21st century (Clark & Waugh, 2013). Due to the growing uncertainty and complexity in the organizations globally, strategic leaders must learn how to effectively influence human behaviour (Clark & Waugh, 2013). Today organizational leaders must think from the perspective of the 21st century.

Therefore Clark and Waugh (2013) contend that strategic planning cusses on selected domains such as analysis of the existing situation in the organization, identifying the necessary measures to be fulfilled and to overcome the situation assessed. Strategy is thus important because it helps the organization to correct its performance for better achievement Strategic planning thus provides a road map and direction for the organization to follow. Phillips and Moutinho (2014) carried out a critical review of strategic planning in hospitality and tourism industries to show that an organization has to be strategic to be efficient and to be world class.

According to Northouse (2007), leaders employ different styles, sometimes based on the situations of their employees adding that a leader's effectiveness depends on the style they employ. The styles may include among others directing, with more supervision with low support to the subordinate. A leader can use coaching, where the subordinate and the leader will work hand in hand and the subordinate is encouraged by the leader. The third style involves the leader's high involvement in providing support and less direction. This approach brings out the

skills of the subordinate to the level of performance expected from him. Lastly, leaders can also be less supportive and give low directives. When this occurs, the subordinate does more because the leaders' approach becomes declarative one after the other until the subordinates in an organization fit the position and perform the work effectively independently and become competent in the given work. A leader of an organization will not be considered competent until the performance of the organization is shown to be effective that is when the desired outcomes of the organization and goals are achieved.

Any strategy designed without consideration of results to be achieved cannot bring success to an organization. According to Ulrich (1999), leaders who are not getting desired results are not truly leading. This means the desired result is normally related with the goal designed to be achieved and the results focus on ends not on the means.

Organizational Structure for Effective Performance

In any organization, there are structures for functions in all levels as each hierarchy is accountable to the next level in which subordinates could report to their leaders for the work entrusted to them. Allen (2008) defines structure as the arrangement and relations between the levels of hierarchies formed for function. The structure of an organization gives leaders of a given organization ways to follow for the development and effective performance of the organization. Depending on the organizational values and the nature of the organization, organizations tend to adopt one of the structures for management purposes (Allen, 2008). According to Jing and Avery's (2008) research, performance of organizations is dependent on leadership. Therefore, this study focused on

identifying the competences of the EKHC leadership and its effectiveness on running its Ministry Training colleges.

Empirical Literature Review

Melchar and Bosco (2010) measured servant leadership at three high performing organizations. Results indicated that servant leaders can develop a culture of followers who are themselves servant leaders, with positive implications on organization performance. The study suggests that servant leadership skills and competencies are needed for organizations to realize high performance. However, the set of servant leadership competencies that organizational leaders should practice was not delineated. Liden, Wayne, Liao and Meuser (2014) investigated the key tenets of servant leadership theory that servant leaders create a serving culture which directly influences performance. Results showed that serving culture was positively related to organization performance. Both studies by Melchar and Bosco (2010) and Liden et al. (2014) therefore seem to emphasize an attitude of service as a desirable trait of an effective leader.

Rofiati (2017) examined the influence of leadership competencies on the performance of a local water supply company in East Java, Indonesia. In contrast to the study by Liden et al. (2014), there was no significant direct influence between leadership competencies and performance, although leadership competencies was found to have an influence on employee motivation, which in turn, significantly influenced employee performance. The study by Rofiati (2017) therefore suggests that the relationship between leadership competencies and organization performance was fully mediated by employee motivation. The implication of this finding is that leaders

should develop human motivation skills in order for their organization to realize performance. Such skills, were however not identified by Rofiati (2017). Anderson (2011) tested a set of leadership competencies known as the leadership effectiveness scale. This scale contained dimensions such as kindness, leading by example and responsiveness. The results revealed a high correlation between leadership effectiveness and organizational performance. Specifically, 37.6 percent of organizational performance was explained by these leadership competencies.

Ismail, Khurram and Ali Jafri (2011) investigated the role of leaders' behavioural integrity in determining organizational performance. They based their study on public hospitals of Pakistan. Their results revealed a strong moderating role of leaders' behavioural integrity on organizational performance outcomes. However, the study did not define behavioural integrity.

Iscan, Ersari, and Naktiyok (2014) conducted a survey in organizations in Turkey and underlined the positive effect of transformational leadership on perceived organizational performance. The results showed that there exist no meaningful cause and effect relationship between transactional leadership and organization performance but transformational leadership did have a significant, albeit indirect effect on organizational performance. A similar study was undertaken by Paracha, Qamar, Mirza, Hassan and Waqas (2012) who investigated the impact of leadership style on employee performance in a private school in Pakistan. It was found that employee performance was positively linked to both transactional and transformational leadership styles but transactional leadership was more significant than transformational leadership.

Odetayo and Sajuyigbe (2012) examined the impact of various leadership dimensions on organization performance. It was found that transformational and

democratic leadership dimensions were significant in determining the level of organization performance. This finding suggests that leaders should practice participatory leadership as well as effect positive change in the organization and its members. Brown (2012) examined the challenges to business excellence and found that the primary challenges include; leadership support, drive and consistency throughout the organization and communicating strategy and making it meaningful for people at all levels. Similarly, Norzailan, Yusof and Othman (2016) proposed that leaders need to develop three key competencies: Strategic thinking, managing politics and change management.

Chan (2010) undertook a study to identify whether a relationship existed between leadership's expertise and the organization's performance in achieving the organization's mission. Leadership with expertise and experience achieved positive organizational outcome, as measured through indicators such as outreach and operating efficiency.

Shahzad, Luqman and Khan (2012) measured organization culture and its impact on organizational performance and found that organizational culture has deep impact on the variety of organizations process, employees and its performance. However, it is important to note that the role of leaders is to influence and transform culture. This puts leadership the matter of leadership competencies ahead of in terms of priority. Motilewa et al. (2015) studied the relationship between organization culture and performance at Covenant University in Nigeria and established that the organization's performance was as a result of core values of the organization which had trickled down through management to both teaching and non-teaching staff.

Summary of Gaps

From the review of empirical literature, it can be inferred that the topic of leadership and organizational performance has attracted a lot of research attention. However, many studies have focused on leadership styles such as transformational leadership style, transactional leadership styles and servant leadership styles (Iskan et al., 2014; Liden et al., 2014; Melchar & Bosco, 2010; Paracha et al., 2012). However, these studies did not delineate the set of leadership competencies that have significant influence on organizational performance. Further, limited studies have attempted to explain the relationship between leadership and organization performance from the perspective of skills theory. In addition, most of the existing literatures linking leadership to organizational performance were undertaken in the western world which contextually differs in various ways from the African context. These are the gaps in literature that the current study sought to fill.

Theoretical Framework

Leadership theories define many kinds of leadership approaches and how they can influence performance of organizations such as Skills theory Approach and Transformational Approach.

Skills Theory

This theory states that learned knowledge and acquired skills/abilities are significant factors in the practice of effective leadership. Skills theory by no means refuses to acknowledge the connection between inherited traits and the capacity to lead effectively, but argues that learned skills, a developed style, and acquired knowledge, are the real keys to leadership performance. A strong belief in skills

theory often demands that considerable effort and resources be devoted to leadership training and development (Wolinski, 2010). This theory was very helpful for this study as it encourages training leadership in all levels to let the organization enhance its performance. The theory was used to explain the importance of training leaders to acquire knowledge and skills that helps them to enhance the performance of EKMTCS as organization.

Relationship/Transformational Theory

Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person engages with others and is able to “create a connection” that result in increased motivation and morality in both followers and leaders. Transformational leaders can share the burden and encourage subordinates to take risk in enhancing responsibility to the work they are assigned to (Bass & Avolio, 1990). Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012).

This study was mostly guided by the transformational leadership theory. According to Bass and Avolio (1990), transformational leadership is the leader moving the follower beyond immediate self-interests through idealized influence, charisma, inspiration, and intellectual stimulation. Transformational leaders influence

organizational performance. According to Achua and Lussier (2013), charismatic and transformational leadership have a similar ability to transform and enhance performance of an organization. The authors add that charismatic and transformational leaders display their beliefs and expectations with powerful words and strong self-confidence. They also show the power of their commitment and energize their followers to be motivated and to perform what they believe.

According to Northouse (2007), transformational leaders are those whose followers are confident because of their leaders are good role models to their followers. Further, he asserts that such leaders encourage their followers to perform even more than expected. Christopher et al., (2013) stated that both charismatic leaders and transformational leaders empower their followers because they are very relational. Followers trust them and they are very effective in enhancing performance through motivating their followers.

According to the review paper by Nanjundeswaraswamy and Swammy (2014), transformational leadership style mostly concentrates on developing followers as well as meeting their needs. Managers with transformational leadership style concentrate on the growth and development of the value system of employees, their inspirational level and morals with the introduction of their abilities (Northouse, 2013). Bass and Avolio (1990) argue that a transformational leader develops his followers to rely on all the process happening within the organization as the leaders hold interests of the employees. Once awareness is developed and accepted for the purpose and assignment of the group, they become good at creativity, excelling and mentoring their followers. This study sought to find out how theological education is undertaken within EKMTCS and to identify how leaders influence the performance of these institutions.

The transformational leadership theory was used for this study to find the organizations' challenges and demonstrate the way to enhance its performance. When leaders train their subordinates, and empower them for better performance in their organization. According to Teshome (2011), a transformational leader sets workable strategies in the organization to enhance its performance and restructuring the organization as much as it needed to let it perform well. The transformational theory holds change as a central concept as the role of leadership. Change is to envision and implement transforming experiences that enhances performance in an organization often through their influences on the workforce (Teshome, 2011).

A study done by Teshome (2011) on the relationship between leadership styles and employee commitment in private higher education institutions at Addis Ababa City found that transformational leadership is a best predictor to employees' commitment and effective in affecting organizational performance. Therefore it shows how much leaders have to understand best their responsibility and perform to transform their organization to be competent enough nationally and internationally.

Conceptual Framework

Figure 1 illustrates the conceptual framework of the study by identifying independent and dependent variables. It also provides the intervening variables. The direction of the arrow demonstrates the influence relationship.

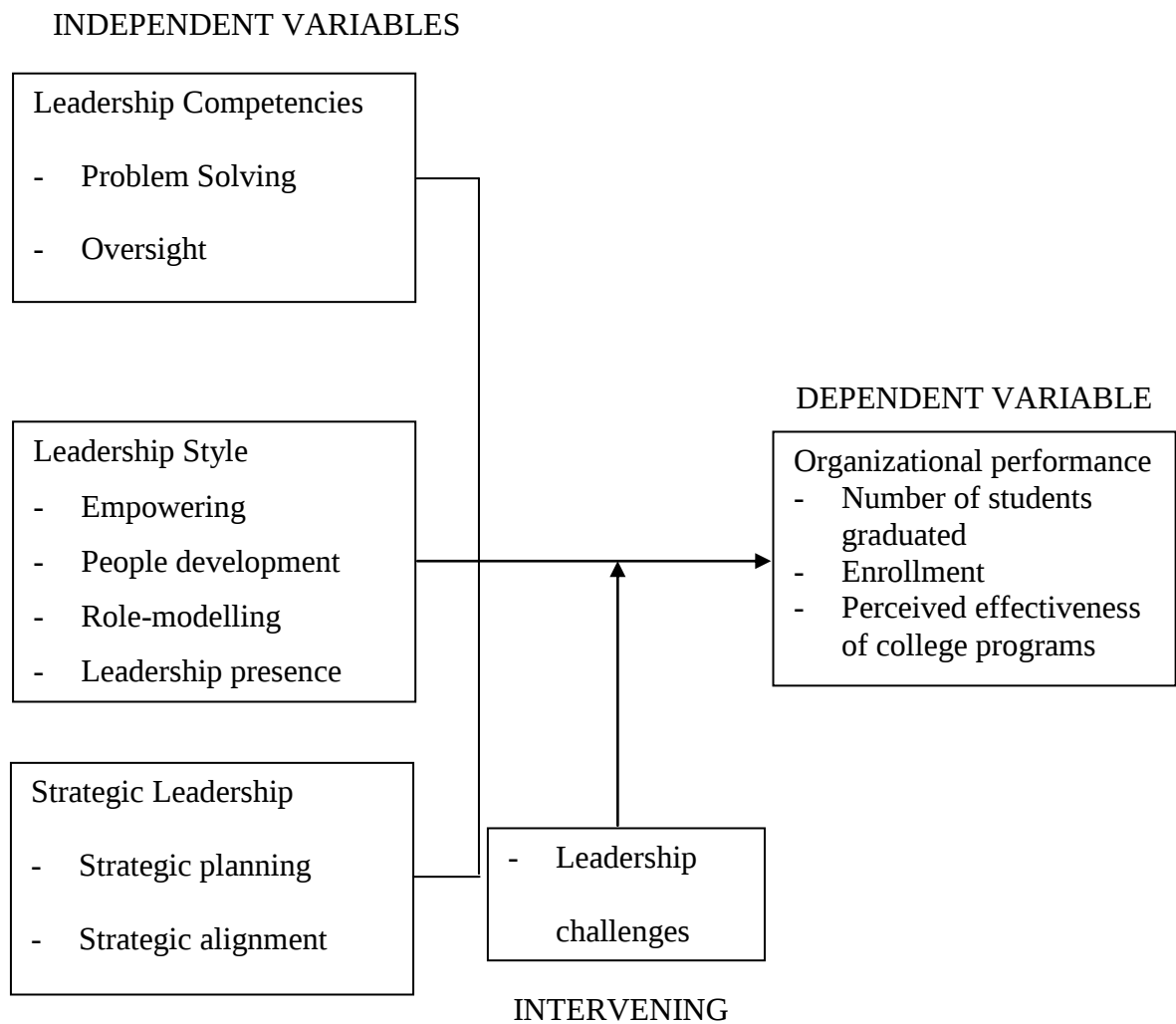


Figure 1 Conceptual Framework

Figure 1 presents the conceptual framework that illustrates the relationship between the study variables. The independent variables are leadership competencies which include problem solving, strategic thinking and oversight; leadership style whose dimensions include empowering, people development, role-modelling and leadership presence; and, strategic leadership that entails strategic planning, strategic alignment and organizational restructuring. The independent variable is organization performance, which is measured in terms of the number of students, enrolled and graduated in the colleges as well as the perceived effectiveness of college programs.

Chapter Summary

This chapter has reviewed the theoretical and empirical literature about leadership and organization performance. A summary of the literature gaps have also been provided. The chapter has also discussed the conceptual framework to be used. The next chapter describes the methodology that was applied.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter describes the methodology used to conduct the study. It covers the research design, population of the study, sample, sampling methods, types of data, data collection methods and procedures, instrument-pretesting, data analysis techniques used and ethical considerations made for carrying out the research.

Research Design

Descriptive research design was used. This type of research design is concerned with establishing facts and association between variables and attempts to answer the what, where, when, why and how questions (Denscombe, 2007). In this study, descriptive research design was preferred because the researcher was interested in the leadership practices at EKHC institutions and the perceived association between leadership and organizational performance measures.

Population

The study was carried out in three Ethiopian Kale Heywet Church Ministry Training (EKHC) institutions, namely Hosanna and Wolayita Kale Heywet Church Ministry Training (KMTCs) located in the central and southern part of the country and the Jimma Leadership and Community Development College found in the western part of the country. These three are part of the nine Ethiopian Kale Heywet Church Ministry Training colleges. These three institutions were selected due to their different levels of performance in order to make comparisons in terms of leadership.

Jimma EKMTTC is one of the first founded colleges, Hosana EKMTTC is one of the well-organized colleges and performing efficiently, and Wolayita EKMTTC, when compared to the rest colleges, is currently well organized and fulfilling the vision of EKMTTCs with all its functions, like in human resource preparation and fulfilling its financial obligations when compared to the rest colleges. The total population under study was 451 in number. As shown in table 1, this population comprised 21 principals and instructors from the three ministerial training colleges, 400 students, 10 spiritual ministry leaders from the national headquarters, and 20 zonal and district church leaders.

Table 1: Population Distribution

Category	Population
Principals	21
Spiritual ministry leaders	10
Zonal and district church leaders	20
Students	400
Total	451
Source (EKHC, 2016)	

Sample

A sample is a small portion of the population used to represent the entire population (Saunders, Lewis, & Thornhill, 2009). According to Mugenda and Mugenda (2003), 10 percent of the population is an adequate representation of the population. This formula was used to determine the sample size used. Thus, the sample size was 45 respondents which accounted for 10% of the population targeted. The sample size was considered adequate because in qualitative research, the number

research participants is not important but the richness of the data collected is what counts (Suter, 2011).

Sampling Methods

Purposive sampling method was used to identify the participants of the study. This is a non-probability technique whereby the sample is selected based on the understanding that the research participants are best placed to answer the research question due to the role they play in the organization and the historical knowledge they have about the organization (Denscombe, 2007). Top leaders of the organization from all levels of the structure whose responsibility is to make policy decisions at national level and make workable decisions in all institutions were selected since they have knowledge about the situation in their institutions. Instructors and principals of the colleges are those whose responsibility is to be models for their students. They were implementers of educational policies and have a role of preparing graduates of future ministry. The students are supposed to be facilitators of future transformation in their localities after graduation. Students join the institutions after some years of service in their area and living within their community, and then are expected to make an impact as future leaders and thus their contribution to the research was very important. Table 2 illustrates the sampling matrix.

Table 2 Sampling Matrix

Category	Population	Sample	Percent
Principals	21	13	29%
Spiritual ministry leaders	10	4	9%
Zonal and district church leaders	20	11	24%
Students	400	17	38%
Total	451	45	100%

Types of Data

Primary data was collected. According to Saunders et al. (2009), primary data is data collected from first-hand information through scheduled interviews, questionnaires filled by informants, and focus group discussions. The type of data was both quantitative and qualitative. Quantitative data was collected in terms of number of graduated students and student enrolment. Qualitative data is data that has textual form. Qualitative type of data is collected when a researcher is interested in gathering the feelings, perceptions and views of respondents. This type of data was relevant to the current study since the subject of leadership is one which lends itself to qualitative approaches.

Data Collection Methods

According to Mugenda and Mugenda (2003), the most commonly used instruments in qualitative researches are questionnaires, interviews, observational forms, and standardized tests. In this study, semi-structured interviews schedules were used. This was applied to all senior leaders at the headquarters and regional level the organization leading from districts, regional and the national headquarters level. Semi-structured interviews were used because it gives the interviewer more freedom to modify the wording and order of his/ her questions and helps the interviewer to collect complex information with higher proportion of opinion based information (Suter, 2014).

Focus Group Discussion (FGD) was also undertaken with selected individual students from one of the colleges. These students had participated in the open-ended questionnaires with all other students. According to Hennink (2014), FGDs typically

involve 6 to 8 participants but can involve between 5 and 10 participants depending on the purpose of the study. In this study, 5 students were involved in FGDs. Data from FGDs helped the researcher gain a deeper understanding of the leadership issues in the college from the perspective of the students.

Open-ended questionnaires were also distributed to all students and all teaching staff from the three Colleges to fill out and returned to the researcher. The aim of the questionnaire was to get a wide perspective concerning the leadership influence on the performance of all EKMTCs. Open-ended questionnaires are very use full for research as the participants can give their opinion without limit by their own words (Kothari, 2004).

The researcher gained approval for conducting the research from the Faculty of Research at Pan Africa University. Permission was also sought from Ethiopian Kale Heywet Church Theological department, which the researcher is part of, and consent was given verbally and an interview was arranged within the national office.

Instrument Pre-testing

Instrument pre-testing is the process of administering the instrument on a few respondents not included in the sample to gauge the effectiveness of the instrument in data gathering (Mugenda & Mugenda, 2017). In this study, the data collection instruments were tested on about 5 respondents outside the sample that included principals, spiritual ministry leaders, zonal and district church leaders. The feedback received helped fine-tune the instruments in order to enhance its clarity. The final instruments were formatted and administered to the 45 respondents.

Ethical Considerations

According to Neuman, (2007) it is researcher's responsibility to protect participants privacy during social research and keep confidential. The researcher followed the necessary ethical procedures including informed consent and voluntary participation. The identity of the respondents were not disclosed to anyone, except to the researcher. However, confidentiality of their participation was ensured since their identity was not revealed anywhere in the data collection instrument or report. They were informed that the purpose of the research and the result of the research is transferable to the next generation on request from the office. The researcher got a letter of approval from the University and oral permission from EKHC. Letters of consent from the university and permission of EKHC were very important for the researcher and helped in maintaining trust for the researcher to be accepted by the interviewees and institutions they represent. Respondent's confidentiality was guaranteed by the researcher during the entire process their names were not revealed in the document and all participants in the research were informed about the purpose of the research individually and assured that the information would only to be used for the research, not for other purposes. Trustworthiness of the research was ensured by disclosing the researcher's intention and explaining that the research was undertaken for academic purposes only and the findings will not be used for any other purpose. Accurate reporting will be ensured by avoiding bias to enhance trustworthiness of the research in line with professional research ethics according to Padgett (2008).

Data Analysis

The process of analysing the data involved first transcribing all data collected by the various instruments and coding them appropriately. The data was further interrogated to identify similarities and differences from the data and themes identified through an inductive thematic analysis which was useful for this research (Javadi & Zarea, 2017). In addition, verbatim excerpts were recounted to enrich the analysis and interpretation. Descriptive approach to data analysis and non-statistical techniques were used to analyse data collected using questionnaires.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The purpose of this study was to investigate the perceived influence of the leadership of EKHC on organizational performance of its training institutions. This chapter presents the results and interpretation of the findings. The chapter comprises of four sections in line with the specific objectives. The first section presents a descriptive analysis of the performance of EKMTCS. Section two analyses of the leadership competencies of EKHC leaders and their perceived influence on the performance of EKMTCS. Section three presents findings on perceived leadership style of EKHC leadership and their influence on the performance of EKMTCS. The last section is the analyses and results of the perceived leadership strategies that can enhance the performance of EKMTCS.

Descriptive Analysis of the Performance of EKMTCS

Four measures of performance were investigated in the study. These were: number of students graduated, number of students enrolled, ratio of students enrolled to graduated students and perceived effectiveness of college programs. This section presents a descriptive analysis of the findings.

Number of Students Graduated

Respective principals of the three EKHC Ministry Training Colleges under review were asked to indicate how many students had graduated in the college. The results are presented in Table 3.

Table 3 Performance of College in terms of Number of Students graduated

College Code	Number of students	Percent
EKMTC 1	355	66%
EKMTCs 2	121	23%
EKMTCs 3	58	11%
Total	534	100%

The results in Table 3 reveal that EKMTC 1 accounted for 66% of the total number of students graduated, EKMTC 2 accounted for 23% of the total number of students graduated whereas EKMTC 3 had graduated only 11% of the students. Therefore, EKMTC 1 was leading in terms of total number of students graduated, suggesting that it recorded the best performance as measured by number students graduated.

Number of Students Enrolled

The study sought to establish the performance of the colleges in terms of number of students enrolled as at the time of the research. Table 4 presents the findings.

Table 4 Performance of College in terms of Number of Students Enrolled

College Code	Number of students	Percent
EKMTC 1	180	88%
EKMTC 2	15	7%
EKMTC 3	11	5%
Total	206	100%

According to Table 4, EKMTC 1 accounted for 88% of the total number of enrolled students, EKMTC 2 accounted for 7% of the total number of enrolled students and EKMTC 3 accounted for only 5% of the total enrolment. The results indicate that the performance of EKMTCs in terms of student enrolment was dominated by a single college, EKMTC1. The principal of EKMTC 2 explained that the enrolment number was affected by rain as accessibility to the school was impeded during rainy seasons.

Ratio of Enrolled Students to Graduated Students

To evaluate the growth performance of the EKMTCs, the ratio of enrolled students to graduated students was analysed as presented in Figure 2. The higher the percentage, the higher the growth.

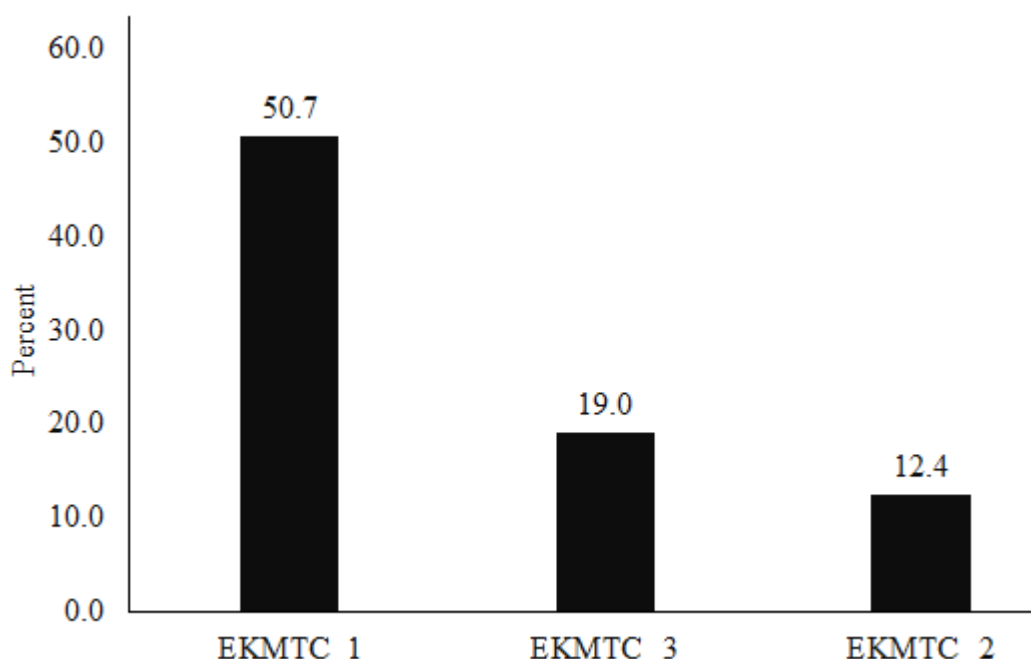


Figure 2 Ratio of enrolled students to graduated students

Figure 2 shows that EKMTC 1 had the highest ratio of enrolled students to graduated students (50.7%), followed by EKMTC 3 (19.0%) and lastly, EKMTC 2 (12.4%). It can be inferred from the results that EKMTC 1 retained the top spot too in terms of enrolment to graduated student's ratio. According to interviews held with leaders at headquarters, there was a perceived need to make changes in the teaching staff. The following excerpts reflect this analysis:

Leaders in all levels have to think on the revision of follow up and monitoring the whole work, we have to have efficient faculty [EKHC-L1].

EKMTC needs change in teaching staff, strategy to perform things, gifted scholars to enhance their performance [EKHC-L2].

All EKMTCs are doing to the extent that they can afford motivation, ambitions and longings are expected. They are performing to some extent. Some are doing well yet others are doing poorly [EKHC-L1].

Colleges are doing well but still there is weakness to play one's role as stakeholder [EKHC-L1].

Perceived effectiveness of college programs

The study sought to establish the perception of the respondents about the EKMTTC programs in terms of preparing ministers for ministry. Content analysis of students' verbatim responses revealed that the EKMTTCs are perceived as performing very well in terms of achievement of the mission and pursuit as a training institution, for ministry work and in terms, the college programs. Some of the comments were as follows;

The College is good place for church ministers to be prepared one thing to be changed is the financial burden which we were suffering for. But in being model our instructors are very Ok and they are our good models [EKMTTC-S1].

Everything is going on well but the college must focus on its growth [EKMTTC-S1].

Instructors are good models for their students and their spiritual life is also very good [EKMTTC-S1].

Leadership Competencies and their Perceived Influence on Organizational Performance

In this section, the leadership competency dimensions such as problem-solving skills, leadership oversight and strategic thinking are analyzed in terms of perceived influence on organizational performance.

Leadership Oversight

The study sought from the students how frequent leaders of the EHKC came to supervise and meet with them at the EKMTC annually. From respondents' feedback, there was a consensus that the leaders visited the EKMTC colleges twice a year and this was perceived as a good follow up of the activities of the colleges. The excerpts indicate that from the perspective of students who are the consumers of college services, the leadership oversight role played by the denomination leaders in terms of supervision and meeting with students was good. Some of the responses were as follows:

There is regular and effective supervision from leaders of District and zonal level who visit twice a year and they communicate with students and staff [EKHC-Z1].

There is regular follow-ups from leaders of national office, and both zonal and District level [[EKHC-Z2].

A follow up question was presented to Zonal and district leaders to gauge their views about how leadership oversight was conducted in the EKMTC colleges. The responses revealed an underlying discontent with the level of oversight played by the leaders. From the respondents, it was evident that leaders were perceived to lack knowledge of their responsibilities. There seemed to be limited linkages between leadership of the church and the colleges they were responsible for. There was no clear strategy for integrating the church and the local churches to work in partnerships and generally for carrying out the oversight function. The following are example of the responses;

Leaders need to understand their responsibilities as leading and they should also know they must be accountable. So then they have to revise the strategy to be effective [EKHC-Z1].

There is no good integration among churches and colleges to do good work and the leadership is not strategized [EKHC-Z2].

There must be clear strategy for integration within the local churches and head quarter as to be partners and stakeholders in the work [EKHC-Z3].

Everybody is not sharing and working for the vision [EKHC-Z4].

Strategic Thinking

Instructors and principals of EKMTTC were asked how their knowledge of strategic planning contributed towards the performance of the training colleges. Feedback received from the respondents revealed that there was a general awareness of organizational strategies and some strategic thinking in terms of linking of strategy with implementation as shown below;

My knowledge and skills is from theological background and it helps the college to fulfill its vision as planting new churches and making disciples [EKHC-Z1].

Our strategy is very special and it is workable strategy, like having income generating activities and all necessary ways to make our college self-sustaining [EKHC-Z1].

Though we are strategic we are practicing normal way to make the institution grow through agricultural income and students' contribution. We are trying to keep it grow but no improvement [EKHC-Z1].

Perceived Influence of Leadership Competencies on EKMTC Performance

The views of EKHC leadership was sought to identify how leadership competencies influenced the performance of EKMTCS. The results showed that the perception of the respondents was varied, with some viewing the leadership in positive light while others expressed misgivings with the leadership's role in enhancing performance.

When we see from the beginning colleges of EKHC were started to answer the inner quest of growing churches of Ethiopia. It was designed to get well equipped servants [EKHC-1].

The leadership competency enhances organizational performance of EKMTCS. I can see how Wolayita and Hosana are doing today as their leadership became competent enough the colleges are keep growing [EKHC-2].

To the least effective way just by providing oversight helping in providing direction. I think it doesn't go with the intention the colleges are opened for [EKHC-3].

Perceived Leadership Capabilities needed to enhance Performance of EKMTCS

The study sought respondents' views on the professional leadership skills and ability that can help enhance the performance of EKMTCS. From the responses, it can be inferred that the overriding capability suggested by respondents was strategic thinking and collaborative and visionary leadership. Their responses were as follows:

The college needs enough research to fill the academic gap it is now experiencing the college I know is not doing its purpose [EKHC-1].

Faculty development and academic strategy has to be implemented [EKHC-2].

Strategic leadership and working integrally will enhance our performance
[EKHC-3].

We need visionary leadership to the coming generation [EKHC-4].

Perceived Leadership Style of EKHC Leadership and their Influence on the Performance of EKMTCS

In this section, perceived leadership style of EKHC leadership was evaluated on the following dimensions: empowerment, role-modelling, leadership presence and people development. The respondents' perceptions of the influence of leadership style on performance of the EKMTCS were as follows:

Role-Modelling

The students were asked to evaluate the performance of the leadership of EKMTCS in terms of modelling for students. All the respondents' evaluation was positive. The positive review made by the respondents on the faculty suggests that the leadership of academic staff in EKMTCS were good role models and made a positive contribution to organizational performance.

The College is a good place to study the word of God in depth and prepare ministers for the future, teachers are showing us good model [EKMTC-S1].

The character of instructors is very good. What we need is a prayer day. This place is the right place to prepare servant leaders [EKMTC-S2].

This college is very important place for God's servants to be prepared in it. I think the college is the right place for ministers of God's word to be prepared in it [EKMTC-S1].

Leadership Empowerment

The study sought to establish measures taken by top level leadership of EKHC check to empower leaders of the colleges. Interviews held with respondents from headquarters revealed that leaders of the colleges underwent professional development courses on leadership to empower them and improve their performance. For example;

We coordinate and carry out trainings and workshop on workable issues such as strategic plan among others, to be improved for leaders and faculty members in colleges to update the level of their skills [EKHC-L1].

Leadership Strategies for Enhancing Organizational Performance

In this section, the participants responses regarding strategic systems used by leaders in enhancing organizational performance are analysed strategies such as strategic planning, strategic alignment and organizational restructuring is analysed.

Strategic Planning

The study sought to establish whether the EKHC organization had a strategic plan. Interviews held with leaders at headquarters revealed that there was a strategic plan in place and consensually agreed that the plan was good. It can be inferred from the finding that the leadership of EKHC practiced strategic leadership as a tool for enhancing organizational performance. Examples of the responses are as follows;

As a National spiritual Training Institution and with the need for the growing churches of Ethiopia, its strategy is to have well equipped pastors and leaders of the churches in Ethiopia and to ensure the church leaders get enough training [EKHC-L1].

There is a good strategic plan and the EKMTTC colleges also have a role to play not everybody is sharing the vision [EKHC-L2].

Strategic Alignment

Respondents were asked to what extent they thought the performance of each EKMTTC was in line with its strategic plan. From the responses, it can be inferred that not all colleges were aligned with the overall organizational strategy. Responses were as follows:

Most of the colleges are doing well and graduates of all EKMTTC are now serving as missionaries, pastors, evangelists, top leaders in the churches at all levels [EKHC-L1].

To some extent the details about clear connection have not yet developed [EKHC-L2].

If all colleges and their leadership understood the strategy it will be good [EKHC-L3].

Each EKMTTC has its own philosophy to act on, so some are adhering to the strategic plan and others do not [EKHC-L4].

Organizational Restructuring

Leaders at headquarters and at the zonal level were asked about which structural level of the EKHC was responsible for policy making and how they can be empowered at all levels. They were also asked to suggest how the structure of the colleges can be better linked with the church to enhance the performance of the institutions. The results suggest that policy for the colleges is made at the national level but there is very little integration and reporting. The responses given were as follows:

National level leadership and board is making decisions but we have to rethink the combination from local area to let them share ideas equally [EKHC-L1].

The National level body, the EKHC Theological education Commission, EKHC executive is responsible for policies. But I believe local levels should participate in decision making [EKHC-L2].

Suggestions on strategies for enhancing performance of EKMTCS

The leaders at the EKHC headquarters were asked to suggest practical ideas that the national leadership could implement to enhance the performance of EKMTCS. The responses indicate that to enhance performance there is need to identify professional leaders committed to achieving transformation of the institutions, and to encourage and enhance participation in planning from all players so that a sense of ownership is promoted in these organizations. Some of their responses include:

I think the board from local and national level should be adjusted, so as to involve the local congregations in planning [EKHC-L1].

Provide direction, develop local sense of ownership, work on quality control, international relations and affiliation [EKHC-L2].

There is need to act on previous recommendations on performance of our institutions [EKHC-L3].

The EKMTCS need right, gifted people to enhance their performance and also need very committed leaders of colleges to bring transformation [EKHC-L4].

Faculties need training on current best practice. Budgets should be allocated appropriately and control measures instituted. There is need to work

with the local churches. The colleges need professional people to lead them to become centres of excellence [EKHC-L4].

Leadership Challenges

The study sought to establish challenges faced by EKMTCs. Results from interviews held with leaders at headquarters as well as Zonal and District Church leaders revealed that the main challenge was financial, followed by lack of resources for teaching and learning. The results suggest that collaboration and integration was a major challenge potentially due to lack of stakeholder involvement. The findings also reveal that the EKMTCs were facing financial instability. This is depicted in the following statements:

All EKMTCs today face financial problems, lack of equipped scholars, and students [EKHC-L1].

Finance personnel, unnecessary competitions, unrealistic strategy and direction sense of ownership [EKHC-L2].

All EKMTCs are facing challenges with financial cases, human resource and library development [EKHC-L3].

The EKMTC board is not as functional as expected as there is not enough collaboration among stakeholders [EKHC-Z1].

Since we observed for long times, poor style of managerial approach is the big obstacle to the colleges for about 4 years and this has resulted in low student uptake [EKHC-Z2].

Suggested Solutions to Leadership Challenges

Zonal and district church leaders were asked to suggest solutions to leadership challenges confronting EKMTCs. From the views of the respondents, the emerging

theme was that there was need to foster collaboration and integration as well as clarity of vision. The following are examples of verbatim comments;

In cases district and zonal level leaders are involved in solving problems that arise from the colleges in their region [EKHC-L1].

Through clear strategy and integration within all levels and head quarter as partners and stakeholders in the work [EKHC-L2].

New strategies need to be designed in collaboration with stakeholders [EKHC-Z1].

Discussions

Leadership Competencies and their Perceived Influence on Organizational Performance

The study established that the leaders visited the EKMTCC colleges twice a year and this was perceived as a good follow up of the activities of the colleges. This is in line with Bass and Riggio (2006) who contend that the presence of leaders is one of the best ways leaders can use to influence others. Thus, the leadership oversight role played by the denomination leaders in terms of supervision and meeting with students was good. However, interviews held with leaders at headquarters revealed an underlying discontent with the level of oversight played by the leaders. The results showed that a common theme from the views expressed was that there was need for better integration, collaboration and clarity of the same among churches and colleges. Leaders were perceived to lack knowledge of their responsibilities. There seemed to be limited linkages between leadership of the church and the colleges they were responsible for. There was no clear strategy for integrating the church and the local churches to work in partnerships and generally for carrying out the oversight function.

This means that there was a gap in leadership skills in terms of executing oversight function as leaders. This potentially reflected in the low student enrolment numbers reported in the EKMTCs.

The study established that strategic thinking and the ability to link strategy with implementation was perceived to have an influence on performance of the EKMTCs. This is in line with strategic leadership literature as propounded by Lusthaus, Adrien, Anderson, Carden and Montlavan (2002) who associated strategic thinking as a fundamental component of strategic leadership that leads to the achievement of higher organizational performance. This means that strategic thinking is a key competency that is desirable of organizational leaders.

The study also established that collaborative and visionary leadership were overriding capabilities perceived to influence organizational performance. The findings agree with Sharma and Sharma's (2010) view that visionary leadership is needed when organizations want to drive change and performance. It is also in line with a previous finding by Kolzow's (2014) who, upon extensive review of literature, associated clarity of direction, visionary, collaborative and strategic thinking with characteristic of leaders in high performing organizations. This is in line with transformational leadership theory which delineates collaborative and visionary leadership with high performing organizations.

Perceived Leadership Style of EKHC Leadership and their Influence on the Performance of EKMTCs

The study established that a positive review was made by students on the example set by academic staff in EKMTCs and associated their good role modelling

with organizational performance. This resonates with both transformational and servant leadership theories which emphasize that role-modelling is an important influence factor for effective performance of organizations (Northouse, 2007). This is depicted in the finding which showed that in terms of program effectiveness, the EKMTCs were perceived as performing very well as a training institution for ministry work. This is consistent with the implied definition of leadership that leaders are considered successful when results realized measure up to the organization's purpose (Karadag, 2015) which, in this case, is the perceived effectiveness of the trainers and the training programs.

The findings showed that leaders of the colleges underwent professional development courses on leadership to empower them and improve their performance. The results are in accord with results-based leadership which, according to Ulrich (1999) focuses on building other leaders, which helps their organization to be sustainable and improve its performance. It also agrees with Skills Theory which puts emphasis on the need for effort and resources to be devoted to leadership training and development (Wolinski, 2010). This means that leadership empowerment was an important antecedent to organizational performance.

Leadership Strategies for Enhancing Organizational Performance

The findings indicated that there was a strategic plan in place which was evaluated as good. The results suggest that leadership plays an important role in charting the direction of an organization. This agrees with a study by Azhar, Ikram, Rashid and Saqib (2010) who associated leadership with strategic planning as a tool for organizational performance. The finding implies that the leadership of EKHC practiced strategic leadership as a tool for enhancing organizational performance.

Subsequent findings however revealed that not all colleges were aligned with the overall organizational strategy and this had a negative influence on the performance of the EKMTCs. The study also established that policy for the colleges was made at the national level but there was very little integration and reporting which was perceived to have contributed to poor performance of EKMTCs. This is in line with the findings of a study by Salimian, Khalili, Nazemi and Alborzi (2012) who drew from past research in the field of strategic alignment to imply that organizations that have not properly aligned their strategy to operations realize suboptimal performance. This means that it is not enough to have a strategic plan in place and as such, leaders must ensure alignment of strategy to various aspects of organizational operations.

The study found that respondents identified the need to develop professional leaders committed to achieving transformation of the institutions, and to encourage and enhance participation in planning from all players so that a sense of ownership is promoted in order to enhance organizational performance. This is in line with the research by Brown (2012) whose study found the primary challenges to include leadership support, and communicating strategy and making it meaningful for people at all levels. This means that leadership strategies for enhancing organizational performance must take leadership development, communication and creation of sense of ownership into consideration when designing strategies that can lead to high organizational performance.

Chapter Summary

This chapter has presented and interpreted the study findings. It has shown that EKMTCs were recording satisfactory levels of performance on some dimensions of performance and poor performance on others. Specifically, the organization was challenged by very low levels of enrolment in most of its colleges. However, programs were perceived as very good and effective. Leadership was perceived as influencing organizational performance. The next chapter summarizes the findings and draws conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS, AREAS FOR FURTHER RESEARCH AND CONCLUSIONS

Introduction

This section summarizes the findings of the study based on the study objectives. The implications of the study are subsequently discussed with respect to the leadership practice. Recommendations are then made in line with the major findings. Areas for further research are similarly discussed. Lastly, the conclusions drawn from the research is made.

Summary of Findings

Perceived Leadership Competencies and their Influence on Performance of EKMTCs

The first objective was to determine the perceived leadership competencies and their influence on organizational performance of EKMTCs. Results showed that students were satisfied with the leadership oversight role played by the domination leaders in terms of supervision and meeting with students. The results also showed that there was a general awareness of organizational strategies and some strategic thinking in terms of linking of strategy with implementation. Perceptions of influence of leadership competencies on organization performance were varied, with some viewing the leadership in positive light while others expressed misgivings with the leadership's role in enhancing performance. The overriding leadership capability suggested by respondents was strategic thinking and collaborative and visionary leadership. These were perceived to have a significant influence on the performance of the EKMTCs.

Perceived Leadership Styles and their Influence on Performance of EKMTCs

The second objective was to establish the perceived leadership style of EKHC leadership and their influence on the performance of EKMTCs. All the respondents made a positive evaluation of the EKMTCs as good role-models in line with servant leadership theory. Leaders of the colleges were developed and empowered through leadership training. This potentially led to a positive evaluation of the training colleges as effective in preparing students for ministry. However, collaborative and visionary leadership which characterize transformational leadership style were recognized as important yet little practiced. This absence of transformational leadership was perceived to have a negative influence on organizational performance as reflected in the low student enrolment numbers.

Perceived Leadership Strategies for enhancing Performance of EKMTCs

With regards to the third objective, namely, perceived leadership strategies that can enhance the performance of EKMTCs, it was established that there was a good strategic plan in place. However, most of the respondents perceived that not all colleges were in alignment with the overall organizational strategy. Policy was being made at the national level structure and restructuring was needed for better integration and reporting. In order to enhance performance, a need for improvement was called in terms of participation in planning to enhance sense of ownership and identification of talented leaders who are committed to achieving transformation of the institutions.

Implications of the Study

The first implication of the study based on the major findings is that in terms of perceived leadership competencies and organizational performance, the allocation

of organizational resources towards the development and equipping of leaders with strategic leadership competencies is called for. A deficit in strategic thinking, team leadership and vision-casting on the part of the leadership and management of the organization is detrimental to the performance of the EKMTCs. The long run performance of the organization depends on the organization making strategic investments in the development of these leadership competencies among its ranks.

The second implication is with regards to leadership styles that EKHC should inculcate. On this respect, servant leadership style best suits faculty who make daily contact with students in order to model an attitude of service in keeping with the mission of the EKMTCs. However, administrative leaders should integrate the merits of servant leadership style with transformational leadership by fostering collaboration and being visionary. This may call for a search for and nurturing of prospective leaders within the organization who can steer the EKMTCs to greater performance levels.

A final implication of the study concerns perceived leadership strategies that can enhance the performance of EKMTCs. On this front, strategic alignment and policy review of the entire EKHC structure and operations is necessary. Further, a participatory approach to leadership that inspires a sense of ownership is emphasized and this calls for a paradigm shift in the leadership culture that currently prevails in the organization.

Recommendations

Drawing from the study findings, the researcher makes recommendations as follows;

- i) EKHC leaders should practice strategic leadership in terms of strategic alignment and integration of the EKMTCS towards the achievement of organizational mission and vision.
- ii) The leadership of EKHC should also think about the value of including all stakeholders in leadership and ownership of each EKMTCS to avoid financial dependency on outside fund and national office.
- iii) Strategic planning should be followed by implementation and periodic review to establish milestones and learn from challenges encountered. Including this should be a review of its business model to ensure sustainability of the respective training colleges.
- iv) EKHC leadership should consider integration and consolidation instead of further institutional expansion to ensure financial stability.
- v) The leadership should leverage on student goodwill and positive image of the EKMTCS institutions to aggressively market the colleges as an effective institute for preparing students for ministry service.
- vi) . The university's leadership should get sponsors for students who cannot pay school fee.
- vii) There was need for revision of strategies for their role to be effective. This calls for a rethinking of the leadership practice and adoption of new leadership culture throughout the organization.

Areas for Further Research

The study focused on the perceived influence of leadership at the EKHC's on organizational performance of EKMTCs. Future studies could expand the methodological scope of the study to use objective measures of performance such as financial ratios to enhance the accuracy of inferences linking the state of performance with the institution's leadership. Further research is also recommended on the underlying environmental factors influencing the organization performance of EKMTC and how EKHC can respond effectively to environmental challenges. The EKHC leadership could also undertake further research on a suitable business model that can enable the various EKMTC campuses to become financially sustainable and enhance student enrolment.

Conclusions

The study concludes that to enhance the organizational performance of EKMTCs and leadership of these institutions there is need to support leadership of the EKMTC and schools under church structure to be more competent. As the findings of the study reveals the leaders of these colleges and the regional leaders do not have the same understanding as the national leaders of the planned strategy for the EKMTCs which they are supposed to implement.

All levels of leaders need to come to their leadership position with a vision to see change and accomplish the mission of the colleges. There is also no clear strategy among colleges and leadership since they are not aware of or owning the national strategy and there is a lack of local sense of ownership within local leaders. All leaders do not seem to be fulfilling their leadership responsibilities.

They mostly end up doing routine work without having a clear strategy to enhance and transform the colleges. Differences are seen between leaders committed to fulfil the work given to them and those leaders who do not give enough attention to improving the EKMTCs.

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APPENDICES

Appendix I: Research Instruments

FOCUS GROUP DISCUSSION QUESTIONS

These FGD questions are aimed at gathering data on “The influence of leadership in organizational performance: A case of EKHC Ministry Training Colleges” Please answer as honestly as possible. Your information will be treated as private and highly confidential. Please fill it sincerely where appropriate do not write your name.

Below is a questionnaire you are required to fill Instructions

Answer the following questions

Year of study Sex ... Age.....

How long have you been in this Bible college?..... Course:

1. Why did you choose this College?
2. Since you came to this College to be prepared for the ministry, how do you evaluate the college in terms of preparing ministers for ministry?
.....
3. What do you think should be changed in its leadership and modelling for students?
4. In your opinion how effective is this college through its program?..... ..
5. How frequently do leaders of the denomination come to supervise this college and meet with you as students within a year?

QUESTIONNAIRES FOR ZONAL AND DISTRICT CHURCH LEADERS

This questionnaire is aimed at gathering data on “The influence of leadership in organizational performance: A case of EKHC Ministry Training Colleges” Please answer as honestly as possible. Your information will be treated as private and highly confidential. Please fill it sincerely where appropriate do not write your name.

Below is a questionnaire you are required to fill Instructions

Position..... Title Dr./Ps/Rev/Mr./Ms

Experience in leadership (tick whichever is appropriate) (3-5yrs)(6- 10).... (10-15).....15 and above....

1. What are the challenges the EKMTCs are currently facing in their performance as an organization? Give brief ideas on these challenges in their performance..... ..
2. How can these challenges be resolved?..... ..
3. What professional leadership skills and abilities can help to enhance the performance of these institutions?..... ..
4. What strategic plan do you have to enhance the performance of these institutions?.....
5. Does your organization have a strategic plan?.....
6. What actions have the leaders undertaken to resolve the challenges?
7. How can the structure of the colleges better be linked with the church denomination to enhance the performance of these institutions?.....

8. How do the leaders oversee the activities of the colleges?.....
9. How is the performance of EKMTCS in line with to the designed strategic plan?
.....
10. What should leaders of EKHC do to enhance the performances of all EKMTC's?.....
11. What should leaders do to become effective servants of God?.....

INTERVIEW SCHEDULE FOR LEADERS AT HEADQUARTERS

This questionnaire is aimed at gathering data on “The influence of leadership in organizational performance: A case of EKHC Ministry Training Colleges” Please answer as honestly as possible. Your information will be treated as private and highly confidential. Please fill it sincerely where appropriate do not write your name.

Below is a questionnaire you are required to fill Instructions

1. How do you think the leadership competency of EKHC enhances organizational performance in EKMTTC.....
2. Does the organization have a strategic plan?
3. To what extent do you think the performance of each EKMTTC is in line with its strategic plan? Explain briefly
4. What challenges do the EKMTTCs currently face ?.....
5. Comment on the performance of the EKMTTCs. Give reasons
6. Which structure level of the denomination is responsible for policy making and how you can empower the leadership in all levels? Explain briefly
7. If some of the colleges are not performing well what measures have been taken by top level leadership to: -
 - a. Empower leaders of the colleges
 - b. To enhance the skills and knowledge of college leaders.....
8. How do you think leadership influences in performance of EKMTTCs?

9. How important is the quality of national leadership for the success of the EKMTCs?
10. What are some practical things national leadership could do to enhance EKMTCs?.....
11. What measures could be taken to enhance organizational performance of your institutions? Explain briefly.....

QUESTIONNAIRES FOR TEACHERS/ INSTRUCTORS

This questionnaire is aimed at gathering data on “The influence of leadership in organizational performance: A case of EKHC Ministry Training Colleges” Please answer as honestly as possible. Your information will be treated as private and highly confidential. Please fill it sincerely where appropriate do not write your name.

Below is a questionnaire you are required to fill Instructions.

Age Responsibility Sex.....

Years of service 2-5 () 6-10 () 10 and above ()

1. How many students have graduated from this college since you started work here?
.....
2. How many students are studying in this college now?.....
3. How does your knowledge of strategic planning contribute toward the performance of this institution?
4. What level of training do you have to enhance organizational performances in EKMTTC?.....
5. Explain how your knowledge and skills inform your role and performance at EKMTTC
6. How your knowledge and skills does influence the performance of EKMTTCs? As a model in innovative work after knowledge and skills you got for your students?
.....

7. What is the indication that this college is growing in terms of quality and performance? Explain briefly.....
8. What measures could be taken to enhance organizational performance of this institution? Explain briefly.....

Thank you!!

APPENDIX II: PAC UNIVERSITY INTRODUCTION LETTER

29th June, 2017



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TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: TADESSE FUFA ABDI REG. NO. MAL/0105/2014

Greetings! This is an introduction letter for the above named person a final year student in Pan Africa Christian University (PAC University), pursuing Master of Arts in Leadership.

He is at the final stage of the programme and he is preparing to collect data to enable him finalise on his thesis. The thesis title is **"The Influence of Leadership in Organizational Performance: A Case of Ekhc Ministry Training Colleges"**.

We therefore kindly request that you allow him conduct research in your organization.

Warm Regards,

Dr. Lilian Vikiro
Registrar Academics

29th June, 2017

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