

**SITUATIONAL LEADERSHIP AND DEVELOPMENT OF YOUTH LEADERS
IN CITAM SELECTED ASSEMBLIES, KENYA**

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DECLARATION

This Thesis is my original work and has not been presented for academic credit in other Universities or learning institutions.

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DEDICATION

This Thesis is dedicated to my family, specifically my wife and children. This work is also dedicated to my fellow youth pastors at Christ Is the Answer Ministries.

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ABSTRACT

The church continues to be the institution that young people look to for leadership skills in order to fill available leadership positions. However, youth pastors lack the necessary situational leadership capacity, which may have an impact on the development of future youth leaders. This study sought to assess situational leadership and its application by youth pastors in developing youth leaders with specific reference to the selected Christ is The Answer Ministries (CITAM) assemblies in Nairobi, Kenya. The study was anchored on Situational Leadership Theory and supported by Strategic Leadership Theory and Transformational Theory. Target population of this study was the 90 youth pastors and 184 mentees from all the eleven (11) CITAM branches in Nairobi County. The study applied exploratory research design on a sample of 163 respondents (youth pastors & mentees) from eleven CITAM assemblies in Nairobi County. A systematic questionnaire was used to collect primary data. Statistical Packages for Social Sciences (SPSS) version 28 was used to obtain descriptive and inferential statistics from the data. The link between the independent factors and the dependent variable were determined using regression analysis. The study found significant relationship between coaching, directive as well as supportive behaviours and development of youth leaders within selected CITAM Assemblies in Nairobi. On youth pastors' competence, the study has shown that there is significant relationship between youth Pastor' competence and development of youth leaders within selected CITAM Assemblies in Nairobi. According to the study, a unit change in youth Pastor' competence leads a decline development of youth leaders by 42.3% when P value = 0.05. The study has concluded that maintaining coaching behaviour of situational leadership is the key to any development of youth leaders in the selected CITAM assemblies. The study also concludes that youth Pastor' competence was not favourable to development of youth leaders in the study area and therefore, the sampled church branches of CITAM were not keen on interpersonal skills, communication skills, as well as democratic skills. The study recommends the sampled church branches of CITAM in the selected CITAM assemblies to place greater emphasis on coaching behaviour of situational leadership because this has the biggest impact on development of youth leaders in the church. Additionally, it is recommended that the sampled church branches in the research area evaluate the youth pastors' competence within the church as it appears to be negatively associated with development of youth leaders in order to achieve better results in developing of youth leaders in the church.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
ANOVA	Analysis Of Variance
BC	Before Christ
CBD	Community-Based Directing
CITAM	Christ is the answer ministries
GDP	Gross Domestic Product
NACOSTI	National Commission for Science, Technology & Innovation
PAC	Pan African Christian University
SBD	School Based Directing
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
USC	University of Southern California

DEFINITION OF TERMS

Youth leadership development: to support or direct young people gain the skills and knowledge they need to become change agents in their communities (Vipin, 2018).

Situational leadership: the way a leader can partner with his followers in being effective to accomplish organizational objectives (Wyld, 2019).

Coaching: a form of development in which an experienced person such as a youth pastor, supports a learner (youth leader) in achieving a specific personal or professional goal by providing guidance (Griffin, 2015).

Directing: the influence or direction given by a director (youth pastor) in an institution setting to influence the personal and professional growth of a mentee (youth Leader) (Wyld, 2019).

Supporting: entails teaching or developing any skills, knowledge, or fitness that are related to specific valuable competencies in oneself or others (Parker, 2018).

Youth: Persons between the ages of 18 and 35 are considered youth (Martin, Naunton & Peterson, 2021).

Youth leadership: Provide youth with the skills they need to lead others, influence attitudes and legislation, and serve as role models for their peers (Cavaliere, 2017).

Teens: A lower/Junior secondary going student of ages between 13(Thirteen) and 19 (nineteen)

Crossroaders: A campus/college going students/youth of between ages 19 (Nineteen) and 24 (Twenty-four)

Young professionals: A youth that has finished university or college engaged in some professional work of ages between 25 (twenty-five) and 35 (thirty-five)

Youth Pastor: A person responsible for providing guidance to the teens and youth in the church, planning and leading activities as well as fostering spiritual growth (Chang, 2018).

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

The first chapter is divided into the following sections: background of the study, problem statement, research purpose, objectives of the study, research questions, research assumptions, hypotheses justification/importance of the study, scope, limitations and delimitations of the study.

Background to the Study

Leadership is a universal human activity, and the term "leadership" was invented around 427-347 B.C. by the renowned Greek philosopher Plato (Hayashi, 2018). The subject of leadership has had numerous interests; however, it was not until the 1930s and 1940s that it became a subject of scientific research (Cassano, 2017). According to Yukl (2018), since the 1950s, the pioneering research programs at Ohio State University and the University of Michigan have shaped our knowledge of leadership behaviour. During this time, leadership theorists were interested in measuring how often leaders engaged effective leadership behaviours. According to Ryan (2017), there are two types of leaders' behaviour: those who focus on job completion and those that focus on creating relationships with followers.

According to Yukl (2018), leadership entails efforts to influence and support the group's current activity, as well as ensuring that the organization is prepared to face future difficulties. Hemphill and Coons (2016) for example, believe that leadership is defined as an individual's behavior that guides a group's actions toward a common goal. Leadership, according to Katz and Kahn (2017) is the influential increment above and beyond mechanical adherence to the organization's customary orders. Leadership is defined as an individual's, a group's, or an organization's ability to lead, influence, or direct other individuals, teams, or entire organizations (Corlett, 2017). The reason for many

leadership definitions is because many researchers have defined leadership based on their own perspectives, area of interest and certain characteristic of leadership of their interest (Bass, 2015).

According to the situational leadership model, there is no one-size-fits-all leadership style, and it all depends on the type of leadership and tactics that are best suited to the task. The phrase "situational leadership" was coined by Paul Hersey, author of "The Situational Leader," and Kenneth Blanchard, author of "One-Minute Manager" (Boyatzis, 2017). Situational leadership is when a leader or management of an organization must adapt their approach to fit the development level of the followers they are aiming to influence (Goleman, 2016).

It is unnecessary to construct leadership models and theories in the face of rapid change and the demand for competent leaders because classic models exist that are still valid today (Rideout, 2019). The Hersey and Blanchard model; Situational Leadership Model presents several leadership traits such as leading, coaching, assisting, and delegating, which are adaptive to the employee's spectrum of developing behaviour. Leaders must adjust their leadership styles to suit their followers, according to the approach (Tabrizi, 2019).

Situational Leadership

Situational leadership developed by Hersey and Blanchard (1996) argues for a leader to be successful in accomplishing organizational objectives, there is a need in adjustment of leadership style based on the followers. Situational leadership presents the way a leader can partner with his followers in being effective to accomplish organizational objectives. According to Wyld (2019), 'situational leadership brings attention to the role of the follower' (p. 3). In the situational leadership approach, various situations are characterized by the developmental level of the followers who are being

led. According to Lumsden and Wiethoff (2019), situational leadership necessitates adapting to new situations because of the circumstances that govern the leadership style at the time. This leadership approach might look easy in theory, but it is somehow complicated while being practised. While being practised, a leader must identify his followers' skills and competences from a general perspective and relate to the task being undertaken to choose the right leadership style for each situation. For example, followers can be very competent and experienced in their current work undertakings but when faced with a new situation, they might lack experience and skill. Therefore, they can be categorised as competent in relation to the new task.

Situational leadership emphasizes that leadership has two dimensions: directive and supportive, and each must be used effectively in each scenario (Northouse, 2018). Relationship behaviours are like the supportive dimension, while task behaviours are like the directive dimension. Supportive behaviour consists of clarifying decisions, listening, being available for support, having a two-way communication, engaging followers in decision making and problem-solving process. In directive behaviour, the leader gives direction to the follower with supervision on what to do and when to do; it is more of a one-way communication from the leader to the follower.

Situational leadership highlights the significance of youth pastors in learning about their youth leadership team's needs and then modifying their style to meet those needs (Northouse, 2018). For example, if the team lacks confidence, the situational approach indicates that the leader should use a supportive attitude to achieve the best results. Situational leadership, according to Wyld (2019), is about being adaptable and employing the appropriate leadership style to develop a team's or follower's abilities to be successful youth leaders.

Development of Youth Leaders

According to Wehmeyer, Agran and Hughes (2018), by 2025, millennials and members of Generation Z will account for 75% of the world's working population. This means that the future of the economy and the workforce will be heavily influenced by the leadership of today's young people. A survey by Nash and Whitehead (2017). shows that, 63% of Generation Z members want to be managers in the next decade, and this underlines the need for successful youth leadership programs to equip young people with the information and skills they need to become influential leaders.

The United Nations Population Fund, the Global Youth Advisory Panel, and the Global Fund to Fight AIDS, Tuberculosis, and Malaria are among the organizations that work to include youth in decision-making bodies around the world. The youth; however, should be completely imbued with effective and executive duties, in addition to symbolic memberships and flagship roles (Moon, 2018). Two youth-led movements in Senegal and Burkina Faso, Y'en a marre and Balai Citoyen, demonstrate young Africans' ability to lead through enhancing program and policy execution through self-organization and technology integration (Vipin, 2018). To harness the possibilities of the Youths in Africa in developing economic, political, and social policies that will secure their brilliant future, efficient and accountability at all levels of leadership is paramount.

Youth development is an important commitment made by youth pastors to all youngsters, particularly those who aspire to be future leaders. Situational leadership is a framework for analyzing each circumstance depending on the team's needs or readiness to execute a certain task, function, or objective (McKenna, Yost, & Tanya, 2018). To meet the leader's leadership development goals, appropriate relationship behaviour and task behaviour are utilized and communicated to the team or followers centred on the leader's judgment (Jago, 2017). Teenagers who receive leadership training are better prepared to

manage their time, work in a team environment, set objectives, have productive conversations, arrange meetings, and give good presentations, all of which are key life skills they will carry into adulthood.

Between the ages of 10 and 24, there are 1.8 billion people on the planet. In 2020, more than 60% of Africa's population will be under the age of 25, making it the world's youngest continent (Yukl, Mahsud, Prussia & Hassan, 2019). It is projected by 2025, the number of young people will be 72 million more than that of 2018 (Rideout, 2019). As a result, the intention of this research is to investigate situational leadership and how it can be used by youth pastors in the development of youth leaders, with a focus on a few assemblies within Christ is the Answer Ministries (CITAM) assemblies in Nairobi, Kenya.

Church leadership draws its inspiration from the scripture. The concept of reproducing comes from Mathew 28:19 known as the Great Commission, “Go therefore and make disciples”. The idea to “go and make disciples” calls for a continuous Ministry that allows the vision to run freely. Disciples as identified by Vella and Oades (2017) are those who are discipled and with time replicate the process in someone else life. Youth pastors who put their focus on multiplying youth leaders can engage the challenges presented by the youthful generation.

Situational leadership therefore presents several ways a youth pastor can apply to effectively develop youth leaders. This study focused on three key areas: coaching, directing, and supporting. For purposes of this research, coaching is defined as a type of development in which an experienced individual, such as a youth pastor, guides a learner (young leader) toward achieving a specified personal or professional objective (Griffin, 2015). The goal of coaching is to help people enhance their own performance through unlocking their potential. Rather than teaching or instructing people, it assists them in

learning (Blanchard, 2018). Coaching has five basic categories namely; executive coaching, career coaching, skills coaching, relationship coaching, and personal life coaching.

In an institutional context, directing is the influence or guidance given by a director (youth pastor) to impact a mentee's personal and professional growth (youth Leader). The goal of a director is to assist someone in their vocation, such as a young leader, in becoming the greatest version of themselves. This has to do with helping someone to realize his objectives, launching him to new aspects of thinking, challenging their preconceived notions, teaching them life lessons, and much more (Kaifi, 2018). There are three types of directing: traditional one-on-one directing, where a mentee and director are matched, either through a program or on their own; distance directing, a directing relationship in which the two parties (or group) are in different locations; and group directing, whereby a single director is matched with a cohort of mentees (Bass, 2015).

Supporting entails educating, teaching or improving various skills, knowledge, or fitness that are related to specific useful competencies in oneself or others (Parker, 2018). Supporting a person's capability, capacity, productivity, and performance has distinct aims. Supporting, according to Noor (2018), is a powerful instrument that can put a person in a position to accomplish their job accurately, successfully, and conscientiously. Supporting is the process of enhancing a person's knowledge and abilities in preparation for a leadership role. There are various types of supporting such as live seminars and workshops, team building activities, Dale Carnegie supporting, induction supporting, refresher supporting, on the job supporting and supporting for promotions (Wang, 2015).

Christ is the Answer Ministries (CITAM)

Investing in today's youth is necessary in growing the body of Christ. Teaching young people in the church to grow in their relationship with the Lord prepares them to serve Christ in all they do (Bachkirova, 2019). As a result, this nurtures the congregation and allows the church to flourish. Serving young people cannot only prepare them to become future leaders, but also allow them to contribute to the church. Youth need guidance and support as they navigate through the most challenging part of their development and seek to grow in their walk with Christ (Klau, 2017). In order to enhance the effectiveness in developing youth leaders, different churches have designed unique programs. For instance, the Catholic Church has come up with a training manual themed "Train the Trainer in Youth Ministry" where leaders and animators across various Catholic Parishes in Kenya undergo designed to improve the experience of young people in their activities (Mwai, 2018).

Christ is the Answer Ministries started in 1959 and was commonly known as The Nairobi Pentecostal Church (NPC). It was founded on the sound doctrine and ministry of the word to the expatriates and young professionals (Kathuri, Kibett & Konyango, 2017). The changing of the name from Nairobi Pentecostal Church to Christ is the Answer Ministries came about in 2003 to reflect the expansion of the church beyond Nairobi and was registered under the Society Act of Kenya (Kathuri, Kibett & Konyango, 2017). CITAM's vision statement is "A Community of Believers Impacting the World with the Gospel of our Lord Jesus Christ through the Transforming Power of the Holy Spirit". While the Mission is "To Know God and to Make Him known through Evangelism and Discipleship".

CITAM has grown from a small congregation with a morning service attendance of around twenty to thirty people to twenty-seven assemblies with an average Sunday

service attendance of over 45,000 people (Oginde, 2020). CITAM currently has twenty-seven (27) assemblies, nine of which are in Nairobi (Valley Road, Clay city, Parklands, Buruburu, Woodley, Thika Road, Embakasi, Karen and Kiambu Road), and seven in Nairobi's environs (Ngong, Rongai, Athi River, Kitengela, Kikuyu Town, Kangundo Road and Thika Town). Nine are in other towns such as Kisumu, Nakuru, Eldoret, Kapsabet, Meru, Nyeri, Kisii, Mombasa, Naivasha. Another one is in Namibia, and there are two more outside of Africa (Romania and USA). CITAM also has mission stations in the counties of Marsabit, Isiolo, and Turkana, with outreach to the Rendille, Borana, Burji, Gabra, Elmolo, Samburu, and Turkana. CITAM's mission is to plant indigenous assemblies among the world's unreached peoples (Oginde, 2020). CITAM was very key and significant because of its number of assemblies. Many other assemblies look up to CITAM as a model of doing, ministry in Kenya. Carrying out this study within CITAM was significant not only to CITAM but also to other assemblies.

Problem Statement

The church remains the institution that the young people look upon to impart the necessary leadership skills in order to occupy the available leadership positions. Academic institutions have been engaged in developing youth leaders but have failed in producing future leaders (Schusser, 2017). Thus, Youth look upon the church for the direction and as a source of influence (Kent, 2017).

One of the challenges CITAM youth pastors are facing is the lack of necessary situational leadership capacity that could influence development of youth leaders (Oginde, 2020). Additionally, there is need to assess the impact of youth pastors' competence on the development of youth leaders. Out of 47.6 million Kenyans, 35.7 million are youth under the age of 35 years (Kenya National Bureau of Statistics, 2019) whereby 02% or 70,000 youths pass through CITAM youth ministries annually (Oginde,

2020), and therefore if this group is not developed to take up available leadership positions either in the church or elsewhere, the country would not be in peace. The church has no option but to direct, coach or support the youth towards leadership.

The study was also prompted by research gaps identified in earlier research on the subject. Jansen (2017) for example, sampled 400 youths to investigate the importance of situational leadership in the development of group culture in New Zealand. The key findings showed a significant relationship between situational leadership and leadership development. The study presents a contextual gap because leadership needs in New Zealand are different from Kenya and therefore the findings cannot be entirely applied in the Kenyan context. Kathuri, Kibett and Konyango, (2017) steered a study in Kenya to analyze the effects of situational leadership on developing effective leaders and found that an effective leader must recognize that there is no single solution to managing followers or even one optimal leadership style to utilize for all followers. The study presents methodological gap because the focus was on other sectors giving little attention to the Church and especially CITAM. Kaifi, Noor, Nguyen, and Aslami (2016) conducted a study based on gender, place of birth, and generational affiliation in the United States (US). They found out that males have higher situational leadership propensities than females. However, this also presents contextual gap because the demographic characteristics in the US are different from Kenya and therefore the findings cannot be fully applied to the Kenyan context. In addition, studies done in Kenya have majorly focused on leadership in the workplace. Ngetich and Muchemi (2018), for example, investigated the leadership styles and performance of Saccos in Kirinyaga County, Kenya, and discovered that leadership practices and management techniques have a significant impact on youth group project performance. This presents a conceptual gap because the workplace is different from the church and therefore the findings cannot

entirely hold in a church setup. Further, in Nandi County, Kenya, Kipketer (2016) investigated the impact of leadership methods on the performance of youth group initiatives. This presents a conceptual gap because the study did not consider situational leadership behaviours such as directive, coaching nor supportive. In addition to the lack of sufficient empirical evidence, previous studies also failed to document the impact of competence and its application by youth pastors in developing youth leaders. This therefore formed a good basis for the current study.

Objectives of the Study

The overall goal of this research was to evaluate situational leadership and its application by youth pastors in the development of youth leaders, with a focus on selected CITAM assemblies in Nairobi, Kenya.

To address the topic, the following specific objectives guided the study:

- i. To determine the influence of coaching behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi.
- ii. To examine the effect of directive behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi.
- iii. To assess the influence of supportive behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi.
- iv. To evaluate the influence of youth Pastor' competence on developing youth leaders within selected CITAM Assemblies in Nairobi.

Research Questions

- i. What is the influence of coaching behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi?
- ii. What is effect of directive behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi?

- iii. Does supportive behaviour affect developing youth leaders within selected CITAM Assemblies in Nairobi?
- iv. To what extent does youth Pastor' competence affect developing youth leaders within selected CITAM Assemblies in Nairobi?

Hypotheses

The study sought to test the following alternative hypotheses:

- i. **H₁**: Coaching behaviour does not have a significant influence on developing youth leaders within selected CITAM Assemblies in Nairobi.
- ii. **H₁**: Directive behaviour does not have a significant influence on developing youth leaders within selected CITAM Assemblies in Nairobi.
- iii. **H₁**: Supportive behaviour does not have a significant influence on developing youth leaders within selected CITAM Assemblies in Nairobi.
- iv. **H₁**: Youth Pastor' competence does not have a significant influence on developing youth leaders within selected CITAM Assemblies in Nairobi.

Assumptions of the Study

Assumptions in a study are things that are out of our control but which if they appear, make the whole study irrelevant (Simon, 2017). One of the assumptions was that all youth pastors in the selected CITAM assemblies practiced situational leadership.

The second assumption was that the research instruments used in this study elicited reliable and accurate responses. It was also assumed that the sample size from the selected CITAM church branches based in Nairobi County gave a clear picture of the situational leadership practices across others assemblies in the country.

Justification/Rationale of the Study

The lack of research on the impact of situational leadership on the development of youth leaders raises questions that, if answered, would allow for a better understanding of

the impact of coaching behaviour, directing behaviour, supportive behaviour, and the competence of youth pastors on the development of youth leaders.

Significance of the Study

The study is of great significance to the Youth Ministry department- youth ministry department would be able to realize the application of situational leadership in developing Youth ministry Leaders in the church.

Youth pastors - the findings of the study may also assist youth pastors in making changes to their training manuals to reflect situational leadership in order to develop the most well-rounded youth leaders in the most efficient manner.

Mentees - the findings of this study may have a direct impact on mentees by assisting all participants in creating positive and safe environments for participant's growth.

Future research – the findings would also be useful as the basis for future studies by researcher in the field of leadership on how guiding and applying different leadership styles are relevant in developing youth leaders.

Scope of the Study

While acknowledging that other stakeholders like youths, youth leaders and Senior Pastors have a role to play, the study limited itself to Youth Ministers who are the Youth Pastors and youth leaders. The study targeted the Youth Ministers because they are the ones involved with thinking and planning for the Youth Ministry in church to accomplish its purpose and objectives. The study was conducted among selected CITAM Assemblies within Nairobi based on a well-established youth ministry structure, budget allocation to youth ministry, and the number of youths in attendance. The choice of branches within Nairobi was because they are vibrant and are responding to daunting hardships by the urban youth put in their way by the imperatives of a fast uncoordinated

mutations of the city and provide context to which youth leaders are developed. The branches were: CITAM Buruburu, CITAM Karen, CITAM Thika road, CITAM Valley Road, CITAM Ngong, CITAM Embakasi, CITAM Kiambu Road, CITAM Buruburu, CITAM Parklands, CITAM Mlolongo, CITAM Rongai, CITAM Kangundo Road and CITAM Woodley (Oginde, 2020).

Limitations and Delimitations of the study

According to Van Dierendonck & Patterson (2015), limitations are any potential flaws that are usually out of the researcher's control and are closely linked to the chosen research design, model constraints, or financial difficulties. This research was subject to several limitations. The sample bias was the first restriction. In order to address this issue, the following participants were stratified: youth pastors; young professionals; crossroad leaders; and teenage leaders. Additionally, the sample size (163 participants) was adequate to draw reliable results. The absence of prior research works on the subject of development of youth leaders constituted the second constraint. This study used the few research gaps in the literature despite this constraint and suggested areas for further research on the subject under study in order to remedy this constraint.

The other limitation was the insufficient time to access the respondents to gather authentic data on situational leadership and development of youth leaders in CITAM selected assemblies in Kenya. This was largely because Church is a beehive of activities, thus participants were engaged on tight schedules during the time of the study. This limitation potentially rendered the study insignificant by not addressing the study objectives substantively. To overcome this challenge, the researcher negotiated for time to engage the respondents and selected to employ a structured questionnaire with precise closed-ended questions to enhance easier and quicker answers, thus encouraging participants to participate.

The study confined itself to aspects of situational leadership in a case study approach focusing on CITAM selected assemblies in Nairobi because it was feasible within the limit of time for this study. The study was also focused on youth pastors; young professionals; crossroad leaders; and teenage leaders except the non-members of the CITAM selected assemblies because of their limited experience on the church leadership styles and lack of mandate to talk about the church matters.

Chapter Summary

The study's background, problem statement, and purpose were all explained in this chapter. The primary goal of this study was to determine the impact of situational leadership on the development of youth leaders in the selected CITAM assemblies. It has also presented the study's significance and scope, as well as the assumptions, hypotheses and limits that may have occurred during the study. The next chapter is on the literature review.

CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter sought to review relevant literature on situational leadership and its application by youth pastors in developing youth leaders. Specifically, the empirical review critically discussed literature on situational leadership under four variables: coaching; directing; supporting; and competence. The chapter also presents theoretical framework, conceptual framework and established existing research gaps in the reviewed literature.

Empirical Review

This section reviewed literature focusing on the independent variables (coaching; directing; and supporting) with relation to development of youth leaders:

Coaching Behaviour and Development of Youth Leaders

Coaching is defined in this study as a type of development in which an experienced person, such as a youth pastor guides a learner (such as a youth leader) toward achieving a specified personal or professional objective (Griffin, 2015). According to Myers (2016) one of the aspects of the leadership development architecture is coaching, which comprises institutional practices, institutions, and cultural factors that influence the development of youth leaders. Riddle (2017) claims that coaching can be utilized as a stand-alone intervention or as an addition to other leadership development programs.

Passmore (2019) used a census technique to evaluate the influence of coaching on developing effective leaders in a non-profit organization in Ghana. According to the study, coaching for young leadership development has the following advantages: (1) knowledge transfer; (2) skill enhancement; (3) enhanced self-awareness; (4) increased motivation; (5) increased personal confidence and self-esteem; and (6) improved well-

being. To examine the efficiency of a young leadership coaching program, Kombarkaran (2018) conducted a random sampling research of ten (10) community-based organizations (CBOs) in Uganda. Coaching for leadership, according to the study, comprises assisting youth in improving their people management, interpersonal relationships, goal planning and prioritization, engagement and productivity, as well as dialogue and communication.

Bowles (2017) did a descriptive study on the impact of senior US military recruitment coaches on their military recruits. The research looked at the goals that the young coaches established for themselves based on their personal experiences, and how effectively they fulfilled those goals. According to the study, the coaches had substantial senior leadership expertise in recruiting, which translated into excellent coaching skills that assisted in increasing participant buy-in by persuading them of the value and benefits of the coaching process. According to Ocharo (2017), coaching may provide a better level of psychological safety than other approaches to leadership development since it allows the coachee to work on a specified plan and, if necessary, respond to specific occurrences in his or her life and career. According to Kayongo (2016), youth leadership development is a continuous process that begins with parental influence at a young age and continues with the acquisition and application of leadership skills.

According to the study, personality and interpersonal ties are thought to influence this process. Because it gives the appropriate boundaries, time, and attention, coaching appears to be particularly well adapted to the discovery and processing of data relating to childhood and youth, according to the study. While most other leadership development interventions, such as courses, retreats, readings, and experiential learning exercises, cater to a wide range of participants and are largely determined by the provider, leadership development coaching, according to Rhodes (2018), is about individualized treatment of specific issues relevant to a specific group in the context of a specific situation.

According to Chan (2019), coaching, unlike many other leadership development formats, is more likely to follow the participant's growth through all stages of leadership development, such as emerging leader, developing leader, and strategic leader, because each category faces different challenges. According to the findings, coaching has the potential to increase its legitimacy and power in organizations, but it also increases the burden on practitioners to explain how it works, as well as the boundary conditions for its effectiveness and synergy effects with other leadership development methods.

The organizational-input technique, according to Melissa (2017), may be beneficial when the coach is assisting the leader in making sense of the organization's leadership practices or specialized tools. Naida (2017) conducted a descriptive study on executive coaching via proxy as a leadership development technique. The report was based on a case study of a big, geographically distributed organization that used coaching to help young managers understand organizational climate surveys, provide feedback to organizational members, plan action based on survey results, and implement the plan. The coaches' goal was to encourage and support managers in dealing with the survey results on their own, rather than acting as consultants or action plan planners. Because of the bricolage character of coaching interventions, it is impossible to anticipate a 'pure' version of a specific approach or genre in a leadership coaching intervention, according to the study.

Boyatzis (2017) investigated the importance of situational leadership in the workplace by using Slovene's formula to sample 18 private institutions in Nigeria. He discovered that coaching encompasses a variety of relationships between youth groups and individuals who coach or assist them along the way. According to the study, coaching for leadership development is part of a set of activities that are created and paid for by the institutions that employ the coachee or learner who is enrolled in a structured leadership

development program. This study supports Flaxman's (2016) claim that coaching helps the coachee (learner) grow as a leader.

Mwai (2018) used a case study to analyse leadership practices related to the development of youth leaders in Kenya, and discovered that coaching activities currently classed under the broad umbrella of coaching for leadership development include a wide range of purposes. According to the research, coaching can be classified into four types: skills, performance, developmental, and transformative. According to the research, abilities coaching focuses on improving weak skills such as offering feedback to the team, breaking unpleasant news, and managing conflict. The coachee or learner can use performance coaching to apply a number of competencies to a professional job. Taking on new duties can include taking over a new department, initiating and completing a multi-person project, or completing a post-merger integration effort (Zakiya, 2019). Furthermore, developmental coaching, according to Bachkirova (2019), is about aiding the coachee or learner in increasing their competence and evolving as a human being.

In a longitudinal study, Carey (2017) discovered three important types of coaching strategies reported in current research on leadership development: consultant, counselling, and organizational input-based approaches. Consulting, according to the study, is task-oriented, systematic, and includes concrete action plans. The counselling method of judging actions and feelings is less defined. The organizational input-based method refers to a coaching procedure that is tailored to the needs of the organization in order to integrate leadership aspects in the intervention. The suitability of each of these coaching approaches is established by the needs of an institution and a certain individual, according to the study, although it does not go into depth regarding the criteria for such matching. According to Singh (2018), as the coachee's trust in the coaching and coaching process grows, the coachee/learner may realize that her or his problems have deeper roots

and additional connections that need to be explored in order to find the best possible solution to a problem or make the best possible use of an opportunity.

Titah (2017) discovered that coaching supports leadership development by resolving the contradiction between feedback images and self-held views or the expected normative image of a leader in the workplace in a cross-sectional study. According to the study, using the results of the coachee's performance in a formalized assessment center, coaching can help develop awareness of the gap between the coachee's/learners' current state of leadership competences and the desired future state, such as a leader's organizational expectations.

According to Klau (2017), using assessment data as a starting point for coaching work allows for post-intervention evaluation and outcome comparison. In other cases, the research found that coaching for leadership development goals can be a component of or a follow-up to a standard classroom-based leadership development program, with the coaching intervention's goal being to customize classroom learning. According to the findings, coaching should be integrated into the overall program design or provided as a follow-up activity, and it should frequently be based on an agenda inspired by the classroom experience. According to Hirschhorn (2017), coaching a young manager enrolled in a leadership program can serve as a transitional object, with the coachee's subjective motivation to implement action plans as a result of these types of sessions.

Directive Behaviour and Development of Youth Leaders

This study defines directing as the influence or direction given by a director (youth pastor) in an institution setting to influence the personal and professional growth of a mentee (youth leader). As the director is technically directing them, mentees may witness what excellent leadership looks like, as the director uses soft leadership skills to

successfully communicate, leadership skills to inspire and propel them forward, and hard leadership skills to hold them accountable for actual development (Osborn, 2018).

Murray (2017) found that the expansion of School Based Directing (SBD) has been fuelled in part by the proven benefits of Community-Based Directing in a cross-sectional survey done in the United States (CBD). The study discovered that the directing program model, in which matches (director and mentee) meet regularly in their own homes, has produced strong evidence of the directing benefits, such as reduced drug and alcohol use, improved peer and parent-child relationships, improved school attendance, and improved attitudes toward and performance in school.

Allen (2017) found that directed individuals have better objective career outcomes like compensation and promotions, as well as subjective career outcomes like career satisfaction, expectations for advancement, career commitment, and job satisfaction, than their non-directed peers in a meta-analysis on the relationship between directing and youth leadership development. The effect size for objective career outcomes, however, was minor, according to the study. Furthermore, both career-related and psychosocial direction were found to be favourably connected to a variety of professional outcomes in the study. This study, along with directing reviews that address protégé benefits (Dougherty, Dreher, 2017; Noe, Greenberger, 2018), provide general support for widely publicized claims that protégés should seek out and develop relationships with directs to promote their personal and professional development at work. A protégé is a person who is mentored and encouraged by a more senior, experienced, or powerful individual (Norem, 2019).

Protivnak and Foss (2019) discovered that directing was a supportive story for two other themes: young leadership development and social support, in an internet-based qualitative study of 141 counsellor education PhD candidates. In support of Protivnak and

Foss' (2019) findings that directing is an important aspect of developing youth leadership skills and should be a requirement in leadership development, the study found that nearly 94 percent of participants believe directing is an important aspect of developing youth leadership skills and should be a requirement in leadership development, with the remaining participants feeling uncertain or neutral on the subject.

Milne (2017) found that university-level directing programs attempt to promote retention, improve student learning outcomes, enhance academic progression, and/or improve learning and social support for incoming students in a cross-sectional study while referring to student peer directing programs operating in tertiary education institutions in Australia. The majority of peer directing schemes in postsecondary education are based on collaborative learning principles or the closely related cooperative learning paradigm.

Directed programs, according to the report, help students navigate key instructional phases. Most programs include aspects that promote both social and intellectual integration as part of the process of navigating these transitions. Muchiri (2016) conducted a simple random poll to investigate the impact of directing in boosting youth employability in Kenya, and discovered that experienced school librarians relied heavily on directors to help them negotiate the National Board Certification process. The study reported that majority of the participants solicited assistance from directors within and outside of the school librarianship field. According to the study, all of the respondents found the support they received from school library directors helpful.

Hayoung (2019) examined the impact of directing on leadership development among young female counsellor educators utilizing both qualitative and quantitative data in an empirical study. Young people who said their directors knew their parents well had higher GPAs and college enrolment than those who said this wasn't the case, according to

the study. According to the study, children who believed their directors knew their families well were 1.5 times more likely to enrol in college than children who did not believe their directors knew their families well. Even more startling, two years after graduating from high school, these students were nearly three times more likely to be enrolled in college.

In contrast, Kram (2017) discovered that directors who keep in touch with their children and are familiar with their families are more likely to benefit in a time series analysis. Young people whose directors visited them the most had much better results than comparison groups on a variety of variables, including higher grades, college enrolment, homework confidence, fewer school absences, and drug use initiation.

Young people who simply met or spoke with their directors, on the other hand, received no benefits and may have even incurred harm as a result of their participation in the program. According to the study, young people who connected with their directors infrequently had worse self-esteem than non-participants. According to the findings, programs that are more motivated by the needs and interests of youth than than adult volunteer expectations are more likely to succeed.

In a comparative study, Abok (2017) discovered that programs focused on a "leadership developmental" rather of a "prescriptive" approach to directing lasted longer and were more satisfying for both the director and the mentee. The developmental method's directors took their cues from the youth about what activities they would undertake with their mentees at beginning, were flexible in their expectations of the relationships, and spent a lot of time getting to know their mentees. According to the findings, in the prescriptive technique, directors emphasized their goals for the match and urged the kids to share equal responsibility for maintaining and reviewing the connection.

After a nine-month research of 82 Big Brothers/Big Sisters matches, Wasko (2017) revealed that matches based on a prescriptive approach caused escalating tension, which led to the relationship's cessation in part. Two-thirds of prescriptive matching directors and mentees had stopped meeting nine months after the initial study interview, but only around 10% of developmental partnerships had ended.

Melissa Watson (2018) took a sample of 130 adolescent mentees to evaluate the effectiveness of a youth leadership program directed at them. According to the findings, guiding as part of early childhood development can assist close the achievement gap and break the cycle of poverty. According to the report, mentoring is important because it allows young people to see beyond their current circumstances and dream of a better life; it gives them the tools they need to perform better, want more, and make those changes happen. This is founded on the practical trends of guiding.

Caldarella, Gomm, and Shatzer (2016) found that directing in early childhood development is a strategy to address challenges that can arise as a result of decreased adult availability, support, and direction in the lives of many young people. According to the findings, a director can foster a caring and supporting relationship with young people who have had negative experiences with other adults. Directing programs are intended to assist adolescents and adults in developing appropriate, meaningful relationships that result in positive youth outcomes such as improved social skills and self-esteem.

According to Fulton (2017), the presence of a caring adult in the lives of a young person is critical in aiding youngsters to overcome adversity and achieve academically. The study determined that directing is beneficial to secondary school students because it provides them with "real-world" examples, support, advice, and experience that they would not otherwise have access to. Directing also works because it allows them to open up to people other than their parents, instructors, and peers. The study concluded that

guiding programs should be created to meet either instrumental or developmental goals. That instance, the former stresses academic and career-directed skills and goals, whereas the latter focuses on personal psychological development. Despite the fact that they frequently overlap, the study's programs tend to favor one or the other.

In research on the relationship between instructional methodologies and learning styles in establishing leadership qualities, Khatun (2017) discovered that leading efforts to maximize student growth and development academically, professionally, and otherwise. As a result, it must be viewed as a nurturing process in which the director serves as a role model, teacher, sponsor, encourager, counsellor, and friend to the student in order to foster leadership and personal growth in the latter.

At the University level, directing is considered as a process that transcends beyond the basic transmission of subject content, system manoeuvring, or provision of assistance, according to the Walton (2017). The director is actively invested in and conscious of the obligations he or she assumes for influencing the protégé's knowledge, perceptions, and behaviours when directing.

Hughes (2017) concluded that directing may be an ideal medium for allowing college students to extend their knowledge of complicated societal problems in a cross-sectional survey on the role of directing in promoting the student-community nexus. Riley (2019) agrees, noting that leading programs is one of the most successful ways of integrating a person into the lives of adolescents who can reflect the community's concern and support. In many ways, directing is a throwback to the past, needing the community to care for, guide, develop, and push the youth. While such programs cannot address all of the issues that young people experience, Eby (2015) feels that they can have a positive impact on their life. By giving teenagers with camaraderie, guidance, and a positive view on life over a lengthy period of time, directing programs convey that someone cares.

Trepal (2018) did a qualitative study on the experiences of 20 women counsellor educator mothers and found the relevance of directing. Participants discussed a variety of environmental factors that influenced their status as counsellor educator mothers, including job flexibility, discrimination, and feelings of support. Other academic mothers' formal and informal directing at the doctoral and faculty levels was discovered to be an important source of felt support, which may be especially helpful in navigating unsupportive and oppressive situations.

Supportive Behaviour and Development of Youth Leaders

For the sake of this study, supporting is defined as teaching or developing any skills, knowledge, or fitness that apply to specific useful competences in oneself or others. Giving adolescents leadership support teaches them how to manage their time, work in a team atmosphere, create goals, initiate dialogues, facilitate meetings, and give effective presentations, all of which are important life skills that they will carry into adulthood (Russell, 2018). Adolescents who receive support learn to manage their time, work as a team, set goals, initiate debate, schedule meetings, and give effective presentations. In brief, while young leadership programs may provide individual participants with skills and knowledge, the implementation of these skills is intended to have a positive impact on their larger communities (Salehi, 2018).

According to an exploratory content analysis of situational leadership by (Mwinyi, 2015), there is no such thing as a one-size-fits-all approach to supporting or learning, and individuals' preferences for a particular approach to learning situations have an impact on their performance and achievement. The study discovered that knowing the distribution of learning styles is critical to improving the quality of supporting strategies. The study concluded that it is necessary to include the learner's qualities in the formulation, design, and delivery of a supportive program in order for effective learning to occur.

Ogilo (2017) utilized a descriptive design to assess the impact of a support program on the development of leadership abilities among adolescents and young adults in a random sampling study of ten community-based organizations in Tanzania. The study found that supporting is essentially oriented towards personal growth that focuses on improving the learner's knowledge, skills, and attitudes similarly, a case study approach for evaluation of employee supporting programme effectiveness and development program. Similarly, Sogunro (2019) examined the effectiveness of supporting and development of youth leadership. The study found a significant improvement in the leadership behaviour of youth learners after attending a leadership supporting programme.

An empirical analysis done by Howard (2017) reported that supporting the youth on matters leadership can enable the leaders to achieve institutional goals through other people by creating relationships, sharing experiences and supporting others. The study indicate that learning is at the heart of leadership because real leaders must be active and aggressive learners as well as possess the ability to learn from their experiences and remain open to continuous learning.

Sinniah (2019) conducted a cross-sectional study and found that the most successful supporting program prioritizes the learner. The most beneficial young leadership development program is not designed to boost the presenter's talents. Rather, an effective supporting program is focused on identifying ways to engage students at their own level of interest, desire, and aptitude. The content for a supporting program should be designed for inspiration, information, formation, or all three, according to the study. The laser focus that the supporting program should supply for its learners depends on determining the delivery purpose (Reid, 2017).

A supporting program in leadership skills can be delivered in a classroom, online, coaching/directing, or a combined method, according to Pape (2017). Effective supporting programs can help people improve their leadership skills, find skills they didn't even know they possessed, and observe how they react under stress as well as how they connect with others.

Miller, Umble, Frederick, and Dinkin (2018) discovered that certain strategies have stronger effects on specific learning outcomes than others in a descriptive study on the effectiveness of leadership skills development programs for university students. Seminars and conversations, rigorous feedback and personal coaching, readings, difficult work assignments with coaching, leading, and action learning assignments could all be used to help with leadership development, according to the study. Seminars, according to Raelin and Coghlan (2016), can be an effective way to increase declarative and procedural knowledge while also enhancing leadership abilities. According to Raelin (2016), action learning promotes group dynamics awareness and fosters the development of interpersonal skills, which could benefit in the building of partnerships.

Furthermore, Souba (2018) demonstrated that employing several ways boosts learning for individual participants and, as a result, favourable outcomes for the supporting programme in a case study approach for the influence of leadership supporting for vocational high school students in South Africa. Simultaneously, it is critical to create a secure learning environment in which people can try, fail, and try again without fear of harm. According to the findings, the learning environment should encourage active participation while also simulating real-world stressors.

An empirical analysis by Crosbie (2017) on reasons why leadership supporting programme fails found that achieving a balance between supporting success and learning environment is one of the greatest challenges of supporting and critical to its success.

According to the report, today's institutions or organizations have progressed beyond the boring work environment into an independent scenario in which individuals must be worked with and through at all levels of the organization. As a result, employers expect employees to be skilled in soft skills such as communication, interpersonal, and cooperation.

Facey (2016) conducted a comparative study to assess situational leadership style as a predictor of success and productivity among Taiwanese business organizations, and found that dynamic organizations recognize that communication skills are the most important skill for leaders in motivating, inspiring, and informing others. Furthermore, a talented and effective leader must be able to communicate effectively.

Allen (2017) studied the vision of leaders and the development of adaptable and proactive leadership among Kenyan adolescents in 22 non-profit organizations. According to the study, a blended supportive strategy encourages critical thinking, problem solving, communication, and teamwork. According to the research, a blended supportive strategy encourages social engagement and gives students more control over their learning pace and time management. As a result, the study indicated that a blended supportive strategy delivers the social connection that people crave while also combining the convenience and accessibility of online components with traditional classroom training. Mishra (2016), for example, claims that videos combined with discussion give an active learning platform, and that supporting videos are useful for illustrating practical and real-life actions, while group discussion promotes verbal interaction.

Supporting managers should evaluate learning styles, according to Bohlen and Ferratt (2016), because it provides valuable information to trainers regarding both individual and group learning in the classroom and/or organizational setting. Understanding the learners' learning styles makes it easier for the instructor or designer to

create a curriculum that addresses the learners' various demands and aids in the right selection of teaching strategies and procedures to suit the preferences of different individuals.

A case study by Rafindadi and Olanrewaju (2019) applied descriptive research design to examine the role of supporting in development of youth leaders in South Africa and found that supporting programme was not only for the new leader, because according to the study, in order to get exceptional results for the institution, additional leadership support is required to continue to strengthen abilities and stay current with current trends through additional knowledge. Furthermore, according to Minton (2018), a longitudinal study indicated that a leadership development program is typically beneficial in winning the respect of team members since the institution recognizes the dedication. By opting to expand your leadership expertise, you will be able to attain your full potential and, in many cases, receive a higher income, as many organizations prefer to hire individuals that work hard to improve their abilities and strive to be the best.

Youth Pastor' Competence and Development of Youth Leaders

According to Vipin (2018), competence is the skill or ability in a specific field or subject; or the ability to do something well. Situational leaders face different challenges at different levels of any organization. According to the definition, situational leadership competencies such as interpersonal skills, effective communication, democratic leadership skills, problem-solving, ethical decision-making, and goal setting are discussed as some of the moderating parameters that could influence youth pastors in the development of youth leaders (Griffin, 2015). According to Griffin (2015), situational leaders are aware that effective communication is not a one-way street; rather, two basic characteristics complete the communication process: speaking and listening with understanding.

According to Parker (2018), situational leaders cannot effectively deliver their programs unless their team members can hear and understand them. To achieve the communication goals, a situational leader must visualize the team members' points of view, emotions, and knowledge in order for the team to understand the message he/she wishes to deliver (Cavaliere, 2017). Cavaliere emphasizes that effective communication is one of the most fundamental, all-encompassing leadership skills that all situational leaders must develop and refine during youth leader development. Communication is also embedded in a variety of other leadership skills and competencies, such as employee leadership, participative management, and relationship building and repair (Cassano, 2017). Effective communication skills include the ability to write clearly, speak clearly, and use active listening skills.

According to Yukl (2018), communication includes behaviours such as encouraging discussion, building trust, communicating vision and strategic intent, and pulling people along with you. According to Boyatzis (2017), being a prominent communicator does not imply being a great talker. The thrust of acquiring more knowledge distinguishes an excellent communicator from a good talker whose lack of knowledge would get him/her troubled while interacting with others, whereas a great communicator speaks with dependability and confidence and never gets troubled because of the knowledge they acquire.

Rideout (2019) conducted a cross-sectional study in Nigeria to assess the impact of competence skills on top leadership training. The training was evaluated using subordinate feedback from 252 executives from 48 organizations collected before and six months after the training program. The findings revealed that interpersonal skills have a significant impact on top leadership training. Diplomacy, helpfulness, optimism, influence, and flexibility are some of the major factors that make up a person's

interpersonal skills, according to a study by Burrell (2018). Collaboration skills, empathy, tolerance, and candor are also essential. These qualities are crucial in the development of youth leadership. Situational leaders, like all leaders, want to make sure that everyone is on the same page and that training is consistent and cohesive.

Situational leaders use interpersonal skills when communicating and interacting with team members, both individually and in groups. They include a wide range of abilities, but especially communication abilities such as active listening and effective speaking (Tabrizi, 2019). They also include the ability to manage and control one's emotions (Wehmeyer, Agran, & Hughes, 2018). Interpersonal skills, also known as soft skills, enable situational leaders to communicate effectively, handle conflicts, and respond appropriately to the needs of others. Interpersonal skills teach situational leaders how to be agile, solve complex problems, perform critical thinking, and manage diverse relationships both internally and externally in an ever-changing leadership environment (Northouse, 2018).

According to Northouse (2018), situational leaders with strong interpersonal skills are more likely to work well with others, both formally and informally, in teams or groups. They have better relationships and communicate more effectively with others. According to Wyld (2019), having good interpersonal skills promotes approachability, likability, and comfort. A case study conducted to assess the impact of interpersonal skills on leadership training in Kenya discovered that situational leaders with strong interpersonal skills motivate their teams to challenge themselves and do a better job.

In an explanatory study conducted by Vipin (2018) to examine the relationship between competence skills and leaders performance established that democratic leadership skills, also known as participative leadership skills, is a type of leadership skill in which members of the group take a more participative role in the decision-making

process. According to Jago (2017), team members are encouraged to participate while ideas are freely exchanged and discussion is encouraged. When attempting to involve a diverse group of people in decision making or reaching a consensus, democratic leadership is a useful style to employ.

According to Vipin (2018), a situational leader shares the problem with the relevant team members as a group when using democratic leadership skills. They brainstorm and evaluate alternatives while attempting to reach an agreement on a solution. Participation, as a democratic skill, forces consensus. According to Jago (2017), democratic leadership is useful when situations change frequently and provides a lot of flexibility to adapt to better ways of doing things. However, Blanchard (2018) believes that this structure is also somewhat slow to make decisions, so while it may embrace newer and better methods, it may not do so quickly.

According to Kaifi (2018), democratic leadership can bring out the best in an experienced and professional team. It makes use of their skills and talents by allowing them to express themselves rather than simply expecting them to conform. Environments with democratic leaders frequently produce followers with high morale who are more motivated to generate and offer creative solutions, and it fosters a cooperative and team spirit (Kaifi, 2018). Because it is dependent on team members' participation, the democratic leadership style is also known as the "participative" leadership style. According to Noor (2018), the goal of democratic skill is to increase team members' investment. This type of skill encourages members to set attainable goals and collaborate with their leader to devise plans to help them evaluate their own performance.

Development of Youth Leaders

Youth development is described as a coordinated, progressive series of activities and experiences that assist young people in becoming socially, ethically, emotionally,

physically, and cognitively competent in order to confront the difficulties of adolescence and adulthood for the purposes of this study (Chang, 2018).

Team building, ethical decision making, time management, goal planning, public speaking, peer mediation/conflict resolution, negotiation, and interpersonal communication are all important youth leadership qualities. Leadership can also entail the capacity to recognize community resources and use them to build support networks so that people can engage in community life and effect constructive social change. However, according to Boyatzis (2017), how institutions approach youth development is highly reliant on the leadership philosophy used. Positive youth development approaches, in contrast to deficit-based models that focus primarily on youth problems, address the broader developmental needs of youth.

Youth development programs that incorporate youth leadership competencies encompass a broader, more holistic process of developmental growth that occurs during adolescence, and determines both adolescent and adult behaviour by building the capacity of youth to exercise authority over themselves (Iota, 2019). According to Salazar (2017), youth development programs typically adhere to the premise that all youth have the capacity for positive growth and development, and these programs focus on strengths and positive outcomes. Young people obtain the skills and knowledge needed to lead civic participation, civic change, and community organizing activities, according to the youth leadership hypothesis. It's one technique to encourage healthy youth growth.

Delucia (2017), argues that these programs connect youth with knowledge, skills, and resources that empower them to improve their communities, and provide them with opportunities to apply these skills. What distinguishes youth leadership models is that these leadership development programs build the capacity of youth to persuade others, while also exercising authority over themselves (Hayes, 2016).

Avolio (2017) asserts that youth participating in leadership programs may gain skills to analyze one's own strengths and weaknesses, set personal and vocational goals, and build the self-esteem to carry them out.

Theoretical Framework

A theory is defined as a group of principles and statements which give explanation on a particular phenomenon (Cramer, 2018). It is also defined as a fact which has undergone repetitive tests or is widely acceptable and used in prediction of a particular natural phenomenon (Bryman & Cramer, 2016). This study was anchored on Situational Leadership Theory and supported by Transformational Leadership Theory.

Situational Leadership Theory

Paul Hersey and Ken Blanchard developed Situational Leadership Theory, sometimes known as the Situational Leadership Paradigm, while working on organizational behavior management (Kritsonis, 2014). According to this view, there is no such thing as a one-size-fits-all leadership style. Instead, it is defined by the situation's most suited leadership style and techniques. As a result, the development of youth leaders is linked to the Situational Leadership Theory, which aims to assist youth pastors in developing competence and dedication to youth by teaching them how to choose their own route.

Situational leadership creates open communication in the youth ministry and develops self-reliance of the youth leaders. As a situational leader, it is important to acknowledge what Jago (2013) stated: "Good leaders develop through a never-ending process of self-study, education, supporting and experience"

Malphurs (2003) stated that "*your leadership style is how you affect people*". In the youth ministry, youth leaders are exposed to various situations that been changing on a daily basis. In some assemblies' youth pastors get to be transferred from one assembly

to another with a whole different context. The different situations regularly require the youth pastor to adjust the leadership style. There is no right leadership style, each style has a context that it is more appropriate than the other.

Malphurs (2003) supports this by saying, “Ministry context is critical because it affects the amount of influence a leader is able to exercise and it will ultimately determine the leader’s effectiveness”. According to the theory, every leader has a default leadership style and during crisis a leader will naturally react from his strength. The youth pastor as a situation leader needs to develop skills of adopting to situations in ministry and seek to raise leaders.

Youth leadership development is directly connected to situational leadership. The youth ministry presents various situations that a youth pastor needs to navigate and to do so he needs leaders. Therefore, it is imperative for the youth pastors to develop leaders through assessing the developmental level of the leaders in various contexts and apply different leadership styles in practice and theory. The youth pastors as a situational leader has to be flexible and able to adjust the leadership style as youth leaders and situation change over time in the Youth ministry (Kent, 2013). According to situational leadership, in order to be effective managers, we must adapt our styles to the maturity of our people and the task they are working on.

Transformational Leadership Theory

Downton (1973) introduced the concept of transformational leadership. Transformational leaders motivate the followers to change outlook, insights, and inspiration to work towards common goals. Transformational leaders work for the benefit of the team, organization and community. Turner (2012) argues that transformational leaders work together with teams in identification of change, creating the vision for

propelling the change through motivation and accomplishing the change with committed team members.

Transformational leadership offers various mechanisms that promote the moral, motivation and job performance of those being lead. These mechanisms include: having the sense of identity of the those being lead, the task and that of the organization, the leaders being a role model to those being lead for inspiration to accomplish tasks, motivating those lead to take on ownership of tasks, understanding the weaknesses and strengths of the subordinates and lastly, getting the tasks aligned with those undertaking them (Corlett, 2017).

The church in the modern times has been experiencing constant changes (Burns, 1978) and this has forced church leaders to develop new leadership perspectives that can promote, adapt, and survive the changes. The changes in the church as stated by Bennis (1999) forces the church to seek a different view of leadership from the traditional view that included command and control to more flexible, collaborative, and nurturing style that is transformational leadership.

Curtis (2014) claims this forested success in the church and there has been much research conducted that support this position (Kouzes & Posner, 1990). Transformational leadership occurs when people interact with one another in such a way that both the leader and the follower are motivated and morally uplifted. In keeping with Maslow's (1954) hierarchy of needs (Frager, 1987), Walter (2011) thought that transformational leadership might move followers from a lower to a higher degree of need. Burns (1978) thesis that transformational leadership will thrive at the top of the corporate ladder is based on the fact that becoming a transformational leader requires honesty, self-esteem, and self-actualization at the highest levels.

Burns argued that transformational leadership should be placed at the top of the hierarchy because it necessitates a high level of honesty, self-esteem, and self-actualization to succeed as a transformational leader. A transformational leader motivates followers to go above and beyond their expectations by sharing a vision of the future with them, having a deeper grasp of diversity, and sharing a vision of the future with them (Yammarino, 2011). Transformational leaders seek change and follow a three-step process that includes identifying the need for change, developing a new vision, and implementing the new vision (Hancott, 2005). A transformational leader has the ability to shift followers' perceptions of a situation and align their demands with the organization's aims and objectives. Transformational leadership is linked to the growth of youth leadership in that youths are happier in their roles because they are working with a leader who cares about and values their contribution.

Transformational leader inspires followers to identify with leaders' vision and sacrifice their self-interest for that of the organization (Zaleznik, 2013). The correlations between servant, strategic and transformational suggest that leaders who show one behavior will likely show all other element of leadership. In the studies presenting the correlation between transformational leadership and various variables have combined the assessments measures for transformational leadership (Shamir & Chen, 2012). Like other many researches, this research conceptualizes transformational leadership at the broader construct level rather than dimensional level.

Research Gaps

The available evidence and literature on situational leadership and its application by youth pastors in developing youth leaders is indeed substantive but not exhaustive. A body of knowledge exists on the variables such as directive, coaching and supportive; however, these have not been wholly dealt with in the current literature review in

reference to developing youth leaders in Kenya, particularly within the church context. It is therefore significant to note that no research has been conducted on situational leadership and its application by youth pastors in developing youth leaders within CITAM assemblies in Kenya.

The current literature review has indicated that most studies were either descriptive in nature, case studies or empirical analyses. This study is exploratory research. The literature review has established that indeed situational leadership has significant influence on shaping leadership skills for the youth. However, the context of most studies reviewed was different from the current research whose focus is church ministry. The consequence of this gap is that the findings of the reviewed literature cannot be applied to church set up because of differences in organisational goals. Most of the studies in the literature review focused on different age groups other than the youth and different organisations other than religious organisation as the current study did. All these statements appear to point to the fact that there appears to be a gap in research and documentation of situational leadership behaviours with little attention being paid to the significant variables of research in the study such as the youth and the key situational leadership behaviours. The present study sought to assess situational leadership and its application by youth pastors in developing youth leaders with specific reference to the selected CITAM assemblies in Nairobi, Kenya focusing on three key variables: directive behaviour, coaching behaviour and supportive behaviour.

Table 1: Summary of Research Gaps

Author(s)	Context and Focus	Key Findings	Research Gap	Focus of the current Study
Passmore (2019)	To evaluate the influence of coaching on developing effective leaders in a non-profit organization in Ghana	Coaching for young leadership development has the following advantages: (1) knowledge transfer; (2) skill enhancement; (3) enhanced self-awareness; (4) increased motivation; (5) increased personal confidence and self-esteem; and (6) improved well-being	The study presents contextual gap because leadership needs in Ghana are different from leadership needs in Kenyan context and therefore, the findings cannot be entirely applicable to the Kenyan context.	The current study focused on situational leadership behaviours and development of youth leaders in CITAM selected assemblies in Kenya.
Kombarkaran (2018)	The impact of situational leadership on the performance of community based organisation in Uganda.	Coaching for leadership comprises assisting youth in improving their people management, interpersonal relationships, goal planning and prioritization, engagement and productivity, as well as dialogue and communication.	The study presented methodological gap because the sample size was small (10 CBOs) and this may have resulted to sampling bias.	The study was focused on CITAM selected branches using a bigger sample size (163 participants across 11 assemblies).
Bowles (2017)	The efficacy of senior US military recruitment coaches on performance of their military recruits.	The coaches had substantial senior leadership expertise in recruiting, which translated into excellent coaching skills that assisted in increasing participant buy-in by persuading them of the value and benefits of the coaching process	Conceptual gap is present in the study because the focus was on US military recruits and little attention was given to the development of youth leaders especially in a church setup as this study did.	This study was focused on development of youth leaders in a church setup (CITAM assemblies).
Naida (2017)	The effectiveness of coaching	Coaching help young managers understand	The study presented conceptual gap	The scope of this study was different since

	behaviour on development of youth managers in an organisation.	organizational climate surveys, provide feedback to organizational members, plan action based on survey results, and implement the plan.	because the focus was mainly on workplace setup which has different leadership needs form a church setting.	its main focus was a church setting.
Murray (2017)	The effectiveness of directing behaviour on school going children in the US.	School Based Directing (SBD) has been fueled in part by the proven benefits of Community-Based Directing.	The study took a one dimensional approach: focused on school based directing. The study did not consider directing behaviour among church leadership.	The current study was focused on One-on-one directing, distance, directing and group directing in a church context.
Protivnak and Foss (2019)	Effect of directive behaviour on developing youth leadership skills.	Directing was a supportive story for two other themes: young leadership development and social support.	The study presented methodological gaps as this was an internet-based qualitative study of 141 counsellor education PhD candidates.	The research was based on exploratory research approach and used structured questionnaire to collect quantitative data.
Allen (2017)	A meta-analysis on the relationship between directing and youth leadership development.	Directed individuals have better objective career outcomes like compensation and promotions, as well as subjective career outcomes like career satisfaction, expectations for advancement, career commitment, and job satisfaction, than their non-directed peers	The findings presented conceptual gap as the study used different directing indicators other than One-on-one directing, distance, directing and group directing in a church context.	This study was majorly focused on directing behaviour using measures such as one-on-one directing, distance, directing and group directing in a church context.
Hayoung (2019)	Impact of directing on leadership development among young female counsellor educators utilizing both	Children who believed their directors knew their families well were 1.5 times more likely to enroll in college than children who did not believe their	The findings presents methodological gap because the focus was mainly female gender and therefore the findings cannot hold in the male	The current study sought to investigate both development of youth leaders on both genders.

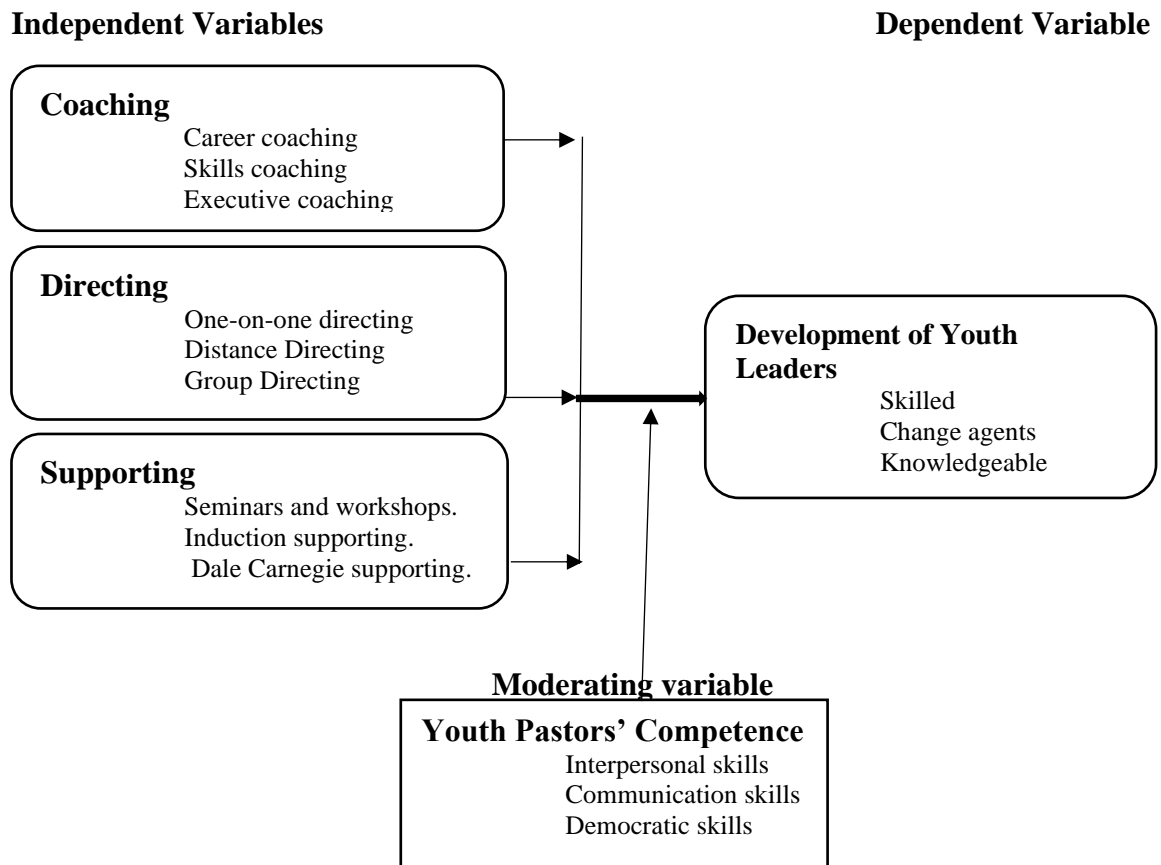
	qualitative and quantitative data in an empirical study.	directors knew their families well.	gender leadership needs.	
Ogilo (2017)	To assess the impact of a support program on the development of leadership abilities among adolescents and young adults.	Supporting is essentially oriented towards personal growth that focuses on improving the learner's knowledge, skills, and attitudes similarly, a case study approach for evaluation of employee supporting programme effectiveness and development program.	The study applied a random sampling study of ten community-based organizations and this presented methodological gap. The context was also different (Tanzania) from the current research which focused on the CITAM church in Kenya.	The study examined four (4) dimensions of servant leadership. The study was focused on CITAM selected assemblies in Kenya.
Sinniah (2019)	The influence of leadership styles on staff productivity in the Malaysian retail business.	Most successful supporting program prioritizes the learner. The most beneficial young leadership development program is not designed to boost the presenter's talents.	This was a cross sectional cross-sectional study while the present study was a case study of CITAM selected assemblies.	This study looked at CITAM
Facey (2016)	To assess situational leadership style as a predictor of success and productivity among Taiwanese business organizations.	Dynamic organizations recognize that communication skills are the most important skill for leaders in motivating, inspiring, and informing others. Furthermore, a talented and effective leader must be able to communicate effectively.	The study presented a methodological gap as it was a comparative study while the present study took a case study approach because this was feasible with the timelines available.	The current study took a case study approach (CITAM).
Rafindadi and Olanrewaju (2019)	To examine the role of supporting in development of	Supporting programme was not only for the new leader, because according to the	The context of the study was different (South Africa) and this makes it difficult	The current study was focused on CITAM

	youth leaders in South Africa.	study, in order to get exceptional results for the institution, additional leadership support is required to continue to strengthen abilities and stay current with current trends through additional knowledge.	to apply the findings entirely on the Kenyan setup because the leadership needs in SA are different from Kenya.	assemblies in Kenya.
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Conceptual Framework

A conceptual framework shows the interaction between independent and dependent variables of the study. It acts as a road map that gives coherence to empirical inquiry (Miles & Huberman, 2016). In this study, the conceptual framework took a relational model whereby the following three independent variables: coaching; directing; and supporting & development of youth leaders (dependent variable). The relationship between development of youth leaders and the aforementioned independent variables was moderated by competence (Figure, 1.1):

Figure 1: Conceptual Framework



Source: Author (2023)

Summary of the Chapter

The relevant literature on situational leadership and the formation of youth leaders directed by specific objectives has been evaluated in this chapter. The anchor hypothesis, situational leadership theory, has been discussed, and it is backed up by strategic leadership theory. In the conceptual framework, the chapter demonstrated the link between the independent and dependent variables. The following chapter three presents the methods and techniques used to undertake the primary study aimed to address the study specific research objectives.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter discusses the procedures that were used to perform the research. The study design, target population, sampling technique, sample size, data collection procedure, pilot study, research instruments, research instrument validity and reliability, data presentation and analysis, and ethical issues are all covered in this chapter.

Research Philosophy

Philosophy is the angle at which a researcher looks at the research problem (Tsoukas & Vladimirou, 2001). There are two common angles of research philosophy: positivism and interpretivist. Positivists claim there is a single, objective reality that can be observed and measured without bias using standardized instruments (Tsoukas & Vladimirou, 2001). Interpretivists accept that there is a reality but argue that it cannot be measured directly, but perceived by people differently through the lens based on their prior experience, knowledge, and expectations (Afsar & Badir, 2017).

This study was informed by positivist philosophy. Positivist is a paradigm that relies on measurement and reason, that knowledge is revealed from a neutral and measurable (quantifiable) observation of activity, action or reaction (Afsar & Badir, 2017). Positivists states that if something is not quantifiable, it cannot be known for certain (Afsar & Badir, 2017). For this reason, this study applied quantitative approach to evaluate situational leadership and its application by youth workers in the development of youth leaders, with a focus on selected CITAM assemblies in Nairobi, Kenya.

Research Design

A research design is the overarching strategy that a researcher chooses to ensure that the many components of a study are combined in a coherent and logical manner to

ensure that the study effectively answers the research problem; it is the blueprint for data collection, measurement, and analysis (Hair, 2017). This study used an exploratory research approach because there has not been much research done on the issue.

Exploratory research entails investigating a topic that has never been properly examined or studied before (Mugenda & Mugenda, 2003). Exploratory research seeks to answer questions like the “what,” “why” and “how” Mugenda and Mugenda (2003). Based on this, this study aimed to test (to accept or reject) the following null hypotheses:

H₁: Coaching behaviour does not have a significant influence on developing youth leaders within selected CITAM Assemblies in Nairobi.

H₁: Directive behaviour does not have a significant influence on developing youth leaders within selected CITAM Assemblies in Nairobi.

H₁: Supportive behaviour does not have a significant influence on developing youth leaders within selected CITAM Assemblies in Nairobi.

H₁: Youth Pastor’ competence does not have a significant influence on developing youth leaders within selected CITAM Assemblies in Nairobi.

Target Population

A target population is the total group of items or objects or even entities that have similar attributes that can be used by the researcher to make generalisations of the research results (Russell, 2013). Target population of this study was the 90 youth pastors/pastors and 184 mentees (Table 1) from all the eleven (11) CITAM branches in Nairobi County: CITAM Buruburu, CITAM Karen, CITAM Thika road, CITAM Valley Road, CITAM Ngong, CITAM Embakasi, CITAM Kiambu Road, CITAM Buruburu, CITAM Parklands, CITAM Mlolongo, CITAM Rongai, CITAM Kangundo Road and CITAM Woodley (Oginde, 2020). The reason for choosing youth pastors was because they are involved directly in shaping the leadership skills of youth leaders at CITAM. A

youth pastor is responsible for providing guidance to young people in the church, planning and leading activities as well as fostering spiritual growth. A young professional in this study is defined as a church member under the age of 35 years who are employed full-time and within two years of graduation from a full-time Diploma program, Bachelors, Masters or PhD program. A crossroad leader is mandated to give counsel to the young church members about their place and worth in life. Teen leaders are young church members (13-19 years) who exercise authority over themselves or others leading by example, demonstrating ethical behaviour, and a commitment to their values to inspire age mates (Chang, 2018).

Table 2: Target Population

Category	Population
Youth Pastors	90
Young professionals	54
Crossroad leaders	60
Teens leaders	70
Total	274

Sampling Procedure

A sampling technique is a plan that assists in establishing the sample size for a particular investigation (Derrickson, 2015). A basic random sample approach was used in this study. Every member of the population had an equal probability of getting chosen in a basic random sampling. The procedure was done as follows: first the researcher obtained a complete list of all the youth Pastors as well as the total number of mentees across the eleven (11) sampled CITAM branches in Nairobi County. Out of the list, the researcher randomly selected individuals from that list for the sample.

The study stratified the participants as either a youth Pastor or a mentee within a particular level. Splitting subjects into mutually exclusive groups and then selecting individuals from those groups is referred to as stratified sampling (Foss, 2013). The following groups were therefore of interest: youth pastors; young professionals; crossroad leaders; and teenage leaders, with the aim of achieving a sample that reflects entire target population.

Sample Size

Sample size is the number of units or persons that are chosen from which data will be gathered. The sample size was calculated using Slovene formula. Slovene formula has been tested and used in similar studies such as; Abok, 2017; Lewis 2017; Creswell, 2007:

$$\hat{n} = \frac{N}{(N*d^2+1)} \quad \text{where: } n = \text{sample size, } N = \text{total population; } d = 1 = \text{degree of confidence}$$

with a desired 95% degree of confidence as shown below:

$$274 / (274 \times 0.05^2 + 1) = 162.6.$$

Therefore, from the calculations, the sample size for the study was 163 participants. This is in line with Mugenda & Mugenda (2013) who observed that 10% - 30% of the target population is a good representation.

Data Collection Method

This study collected both primary and secondary data. A systematic questionnaire was used to obtain primary data. A structured questionnaire is composed of a series of standardized questions that the researcher develops ahead of time (Bell, 2013). The use of a structured questionnaire enabled the researcher to achieve quantitative data. A structured questionnaire was also preferred because it was simple to administer and to analyze. It also ensured confidentiality was upheld during the primary study and hence encouraged open responses to sensitive questions and saved on time as well (Bell, 2013).

Further, the study drafted a few follow questions inform of an interview guide to support the questionnaire responses.

Closed-ended questions were included in the questionnaire in order to obtain quantifiable data that was used to answer the research topics. The questions were yes/no as well as a 5-point Likert scale with 5-strongly agree, 4-agree, 3-neutral, 2-disagree, and 1-strongly disagree as the options.

The questionnaire was ideal since it allowed the author to collect data from a bigger group of people. The questionnaire was administered to respondents through Google forms because most participants in the study area could access internet. Google frame is an online cloud-based programming that enables a survey to be carried over the internet phenomenon (Mathers, 2019). The tool gathers opinions from the respondents and transforms them into people powered data. This was also in adherence to the Covid-19 Pandemic guidelines to ensure physical distance.

Pilot Phase

A pilot study is a small-scale preliminary study that is conducted to assess feasibility, duration, cost, and adverse events, as well as to improve the study design before launching a full-scale research project (Walton, 2017).

Location and participants of pilot phase

To ensure the research instrument's validity and reliability, a pilot study was conducted 1 week before the main study with a random sample of 49 participants (30% of the sample size) from CITAM's eleven branches in Nairobi County (4 members from each branch). This number was based on Mugenda & Mugenda (2013) proposition that 10%-30% of the population is a good representation.

Objectives of the pilot phase

The pilot phase sought to ensure the research instrument's validity and reliability. Mugenda and Mugenda (2003) define validity as the accuracy and significance of conclusions drawn from study findings. It refers to the degree to which data analysis results accurately reflect the study's variables. To increase the quality and dependability of the data, triangulation and crosschecking (validation and or verification) was used throughout data analysis. Reliability of research instruments is critical to the success of any study. The degree to which research instruments produce the same results each time a test is performed under similar conditions on the same subject is defined as reliability (Walton, 2017).

Internal consistency reliability test was performed to ensure that the questionnaire was capable of gathering credible data from the field. This was accomplished by employing Cronbach's alpha to assess the internal consistency reliability of the questionnaire response based on the pilot results. Internal consistency reliability calculates how much the total test scores would differ if slightly different items were used. Finally, an alpha value in the range of 0-1 was used to determine the reliability type, with values greater than or equal to 0.7 implying acceptable reliability (Creswell, 2014).

Pilot phase procedures and activities

A Likert scale was created with 5 questions on 5-point Likert items ranging from "strongly disagree" to "strongly agree" in order to determine whether the questionnaire's questions accurately measured the same latent variable.

Outcomes of the pilot phase

Based on the results, the average Cronbach's alpha (Cronbach's alpha if item deleted), for the variables was 0.794 which signified a high dependability of the research instrument and a high degree of internal consistency for the research tool that was used in this study. Further, the pilot outcomes showed that the lowest corrected correlation was

for variable three (3) which was 0.217 and which could have contributed to a decline in general reliability. The outcomes showed that removal of any variable, with the exception of variable 3, would have brought about a lower Cronbach's alpha. This meant that removal of variable 3 would have prompted a little improvement in Cronbach's alpha (0.890).

Data Analysis Plan

The process of data analysis entails packing and arranging the collected data in such a way that the primary aspects are structured in such a way that the results may be effectively communicated (Bhattacharjee, 2017). Before any further analysis, the primary data acquired through questionnaires was coded, revised, and any data that required cleaning was completed. To acquire the study's results, the Statistical Package for Social Sciences (SPSS) version 28 was utilized to handle and evaluate data. SPSS provides a wide choice of highly adaptable statistical models that are suitable for the study's data analysis needs.

To analyse data and assess the study hypotheses, descriptive and inferential statistics were used. The mean and standard deviations for predictor variables were calculated for descriptive analysis. The aggregate relative application of situational leadership by youth pastors in producing youth leaders among CITAM assemblies based in Nairobi were indicated by mean scores, which demonstrated the ranking of the key dimensions of situational leadership. The standard deviation displayed the range of responses. Findings were presented using Tables. To achieve inferential statistics, the study used multiple regression analysis.

This study's multiple regression model was as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Dependent variable (Y) – developing youth leaders.

Independent variables;

X_1 (coaching),

X_2 (directing),

X_3 (supporting),

β represented the mean change in the response variable for one unit of change in the predictor variable while holding other variables constant.

ε was the error term denoting there may be a non-linear relationship between the independent and dependent variables which is referred to as “noise”.

Ethical Consideration

Ethics are vital in guiding any kind of research. Ethics refers to the legal conduct that a researcher is supposed to follow when conducting research (Munro & Thanem, 2018). As part of the ethical obligation for every study, the researcher sought a permit for data collection from Pan African Christian University (PAC) ethics committee prior to the data gathering activity. Moreover, the researcher sought research authority from National Commission for Science, Technology & Innovation (NACOSTI), the body mandated with licensing of research in Kenya. The researcher sought consent from the sampled CITAM branches as well as the participants so as to observe the principle of sensitivity in order to obtain concurrence with the church and to have access to pastors and youth. Individuals not willing to participate in the study were never forced based on research ethics. Information provided was treated with utmost confidentiality by ensuring that it was only used for academic purposes. The researcher upheld respect for human dignity when gathering data for the research because respondents have a right to privacy and confidentiality. To achieve this, no respondent was coerced to give information and all the data collected from respondents was only used for the purpose of this study.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

Introduction

This chapter is organised in the following sections: response rate, demographic characteristics, descriptive statistics as well as inferential statistics.

Based on this, the chapter presents the findings as per the following research objectives: to determine the influence of coaching behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi; to examine the effect of directive behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi; to assess the influence of supportive behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi; and to evaluate the influence of youth Pastor' competence on developing youth leaders within selected CITAM Assemblies in Nairobi. To accomplish this, the study sought perspectives of staff members of the CITAM Assemblies in Nairobi. The findings are presented in descriptive as well as inferential statistics.

Reliability of the Research Instrument

The reliability test was carried out to ascertain the internal consistency and accuracy of the items in the questionnaire using Cronbach's formula (Blanchard, 2018). A Likert scale was created with 5 questions on 5-point Likert items ranging from "strongly disagree" to "strongly agree" in order to determine whether the questionnaire's questions accurately measured the same latent variable. Forty nine (49) participants or 30% of the sample size made up the pilot test and were used for the Cronbach's alpha test based on Mugenda & Mugenda (2013) proposition that 10% - 30% of the target population is a good representation. The minimum reliable Cronbach's alpha value considered acceptable is 0.7 (Mugenda & Mugenda, 2013).

Cronbach's alpha statistic: $\alpha = (N*r/1 + (N-1)*r)$

Where; N = number of items; and r = average inter-item correlation among the items.

The results of the reliability tests are presented on Table 3 below:

Table 3: Item-Total Statistics

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item- Total Correlation</i>	<i>Squared Multiple Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
V1	13.58	14.992	0.294	0.394	0.825
V2	14.25	9.295	0.278	0.225	0.735
V3	13.83	9.970	0.217	0.645	0.890
V4	14.00	7.455	0.017	0.431	0.724

Based on the findings in Table 3, the average Cronbach's alpha (Cronbach's alpha if item deleted), for the variables was 0.794 which signified a high dependability of the research instrument and a high degree of internal consistency for the research tool that was used in this study. Further, the findings in Table 3 show that the lowest corrected correlation was for variable three (3) which was 0.217 and which could have contributed to a decline in general reliability. The outcomes showed that removal of any variable, with the exception of variable 3, would have brought about a lower Cronbach's alpha. This meant that removal of variable 3 would have prompted a little improvement in Cronbach's alpha (0.890).

Response Rate

Out of the 163 respondents targeted, only 154 questionnaires were successfully completed and were used for analysis. The study had a 94.5% response rate based on Mugenda and Mugenda (2003) suggestion that when there is a distinction between returned and usable surveys, researchers should use the quantity of usable replies as the numerator when computing reaction rate. Further, Mugenda and Mugenda (2003) stated

that a response rate of 50% is sufficient for analysis and reporting, a rate of 60% is good, and a rate of 70% or more is exceptional. The response rate was achieved as follows:

$$r = \frac{154}{163} \times 100 = 94.47 \text{ (where } r \text{ is response rate).}$$

The high response rate was achieved through conducting a pilot study which helped in identifying and correcting the loopholes of the questionnaire. The questions were framed in such a way that they attracted the participants attention by making them concise, clear, unambiguous and appealing to look at.

Demographic Characteristics of the Respondents

This section analysed the respondents' characteristics in five categories: age, gender, level of education, number of years as a member of this church, position in the church and situational leadership dimensions embraced by the church (Table 4).

Table 4: Demographic characteristics of the respondents

Category	Frequency	Percent
Age		
18-22 years	49	31.8
Above 23-27 years	56	36.4
Above 28-32 years	28	18.2
Above 33-37 years	14	9.1
Above 38-42 years	7	4.5
<i>Total</i>	<i>154</i>	<i>100.0</i>
Gender		
Female	70	45.5
Male	84	54.5
<i>Total</i>	<i>154</i>	<i>100.0</i>
Level of Education		
College/Polytechnic	28	18.2
Master's degree	28	18.2
Secondary certificate	7	4.5
University degree	91	59.1
<i>Total</i>	<i>154</i>	<i>100.0</i>
Number of years as a CITAM member		
11-15 years	35	22.7
5-7 years	35	22.7
8-10 years	42	27.3
Above 15 years	7	4.5
Less than 5 years	35	22.7
<i>Total</i>	<i>154</i>	<i>100.0</i>
Position in the Church		
Campus/Crossroad leader	42	27.3
Teens / High school leader	28	18.2
Youth Pastor	84	54.5
<i>Total</i>	<i>154</i>	<i>100.0</i>
Situational leadership dimensions embraced by CITAM		
Coaching behaviour	53	33.1
Supportive behaviour	44	27.3
Directive behaviour	57	39.7
<i>Total</i>	<i>154</i>	<i>100.0</i>

Source: Survey data (2023)

Table 4 above revealed that more than half of the participants (54.5%) in the study area were male within the age bracket, 23 and 27 years. This could mean that males are in the lead when it comes to situational leadership behaviours. However, the gap (which is

about 9%) between the males and the females implies that that women in the study area are well represented and are ready to take up leadership positions just like the males.

The findings also show that majority of the participants (59.1%) were university graduates with more than half of the respondents (54.5%) being youth pastors. This goes to mean that the pastors or the youth pastors at CITAM church branches are keen on raising a young generation of situational leaders within the church. Only 9.1% of the respondents were above 33 to 37 years. Further, as shown by the results in Table 4, a relatively sizeable number (27.3%) of the respondents in the study area were Campus/Crossroad leaders.

It is also important to note that a relatively sizable number (27.3%) of the respondents had been members of CITAM church for a period of between 8 and 10 years. This means that most of the respondents had a good understanding of the situational leadership behaviours embraced by the CITAM church.

As indicated by Table 4 above, the results revealed that directive behaviour of situational leadership was common (39.7%) within the sampled CITAM church branches, followed by coaching behaviour (33.1%). This could mean that the church in the study area was keen on shaping the career and skills of the young leaders either on a one-on-one basis or distant directing.

Descriptive Statistics

This study analysed the extent to which situational leadership behaviour influenced the developing of youth leaders within the selected CITAM Assemblies in Nairobi. The descriptive statistics used mean scores, percentages as well as frequency distribution tables to summarize the outcome variables in the study. To do this, a 5-point Likert scale was used where respondents were asked to indicate the extent to which they

agreed or disagreed with the statement. The responses were coded and each instance of agreement or disagreement was rated from 1 to 5: (5-strongly agree, 4-agree, 3-neutral, 2-dispute, and 1 strongly disagree). To generate descriptive statistics, the data was run via SPSS version 28.

Table 5 analysed the respondents' perspectives on coaching behaviour of situational leadership and development of youth leaders within the sampled church branches of CITAM.

Table 5: Descriptive statistics of coaching behaviour of situational leadership and development of youth leaders

<i>Indicator</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>S Dev.</i>
My pastor appreciates good performance or play.	40.9%	45.5%	13.6%	0.00%	0.00%	1.73	33.789
	63	70	21	0	0		
The pastor doesn't say anything about good performance or play	9.1%	22.7%	4.5%	40.9%	22.7%	3.45	21.913
	14	35	7	63	35		
My pastor ignores errors or poor performance	0.00%	27.3%	18.2%	22.7%	31.8%	3.59	18.913
	0	42	28	35	49		
The pastor appreciates errors or poor performance	9.1%	22.7%	40.9%	22.7%	4.5%	2.91	21.913
	14	35	63	35	7		
The pastor helps members of the group settle their conflicts	50.0%	36.4%	4.5%	9.1%	0.00%	1.73	33.789
	77	56	7	14	0		
My coach does not take into account learners suggestions when making decisions	4.5%	13.6%	9.1%	36.4%	36.4%	3.86	23.531
	7	21	14	56	56		

Source: Survey data (2023)

From the Table 5, the majority of the respondents (72.8%) with the highest mean of 3.86 and a standard deviation of 23.531 disagreed that coaching behaviour of situational leadership did not take into account learners' suggestions during decision making. This suggests that the pastors or the youth pastors in the study area were keen on some of the key aspects of situational leadership such as career and skills development. It

is also important to note that a relatively sizeable number (54.5%) of the respondents with a mean of 3.59 and standard deviation of 18.9 opposed the view that the youth pastors ignored errors or poor performance. This seems to confirm the preceding statement about the pastors in the study area giving more attention to career and skills development of the youth leaders within the sampled church branches. This is significant as it seeks to build skilled leaders.

Table 6 presents the respondents' perspectives on directive behaviour of situational leadership and development of youth leaders within the sampled church branches of CITAM.

Table 6: Descriptive statistics of directive behaviour of situational leadership and development of youth leaders.

<i>Indicator</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>S Dev.</i>
My pastor conveys clear expectations for assignments.	22.7%	62.3%	8.4%	1.9%	4.5%	2.03	38.486
	35	96	13	3	7		
My pastor provides clear directions and defines priorities for the team	22.7%	50.6%	17.5%	9.1%	0.00%	2.13	29.541
	35	78	27	14	0		
My pastor identifies specific actions, steps and accountabilities.	31.8%	46.1%	22.1%	0.00%	0.00%	1.90	31.043
	49	71	34	0	0		
The pastor conveys trust in people's competence to do their jobs.	27.3%	46.1%	13.0%	13.6%	0.00%	2.12	26.938
	42	71	20	21	0		
My pastor values the contributions of all team members.	36.4%	50.0%	9.1%	4.5%	0.00%	1.82	33.789
	56	77	14	7	0		

Source: Survey data (2023)

Table 6 above shows that majority (73.3%) of the participants in the study area with the highest mean of 2.13 and standard deviation of 29.5 reported that the pastor provides clear directions and defines priorities for the team. This implies that the pastors

or youth pastors were focused on integrating the mentees from the different levels of life towards situational leadership.

Further the results as reported by Table 6 revealed that a relatively big number (73.4%; mean = 2.12) of the respondents indicated that the pastor conveys trust in people's competence to do their jobs. This implies that each mentee in the team is stronger because he or she is part of an effective, cohesive group. This is important as it builds strong leaders. It also suggests that the youth pastors or pastors have given the mentees full responsibility without any reasonable doubt and this is significant in helping the mentees to have independent minds in tackling tasks in different situations.

Table 7 analysed the respondents' perspectives on supportive behaviour of situational leadership and development of youth leaders within the sampled church branches of CITAM.

Table 7: Descriptive statistics of supportive behaviour of situational leadership and development of youth leaders.

<i>Indicator</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Mean</i>	<i>S Dev.</i>
My mentor encourages the learners to express their views, even contrary.	36.4%	55.8%	0.00%	7.8%	0.00%	1.79	38.512
	56	86	0	12	0		
My mentor keeps up -to -date professional/ technical developments	18.2%	45.5%	18.2%	18.2%	0.00%	2.36	25.044
	28	70	28	28	0		
My mentor stays informed about new developments and industry practices.	22.7%	50.0%	22.7%	0.00%	31.8%	2.14	30.351
	35	77	35	0	7		
My mentor involves learners in shaping plans and decisions that affect them.	27.3%	54.5%	9.1%	9.1%	0.00%	2.00	33.425
	42	84	14	14	0		
My pastor foster the development of a common vision.	31.8%	50.0%	13.6%	4.5%	0.00%	1.91	31.925
	49	77	21	7	0		

Source: Survey data (2023)

Table 7 reveals that majority of the respondents (63.7%; mean = 2.36) reported that mentors in the study area keep up -to -date professional/ technical developments. This suggests that the youth pastors in the study area are focused on empowering mentees to develop their professional skills and this is significant as it seeks to help the mentees to work well autonomously or with little active management and guidance.

Further findings show that a relatively sizeable number of respondents (77.7%; mean = 2.14) reported that their mentors stay informed about new developments and industry practices. This suggests that the mentors are knowledgeable and keep updating their leadership skills in order to pass supportive behaviour of situational leadership (especially mental qualities) the next generation of young leaders.

In a follow up question (targeting mentors), respondents were asked to rate the satisfaction by the mentees/trainees towards situational leadership dimensions used by the institution. The respondents' perspectives were presented in Table 8 as follows:

Table 8: Satisfaction by the mentees/trainees towards situational leadership behaviours used by the institution

<i>Indicator</i>	<i>Frequency</i>	<i>Percent</i>
Neither satisfied nor dissatisfied	14	9.1
Somewhat satisfied	56	36.4
Very satisfied	54	35.1
Very unsatisfied	7	4.5
Total	154	100.0

Source: Survey data (2023)

As shown in Table 8 above, the findings revealed that the highest number of the respondents (36.4%) reported that the mentees were somewhat satisfied with situational leadership behaviours used by the mentors in the study area. This goes to mean that the church mentors are keen on developing change agents who are skilled and knowledgeable.

In another follow up questions targeting mentors (Table 9), respondents were asked to indicate the percentage of situational leadership attributable to the development of youth leaders in the institution. Table 4.9 reported the following perspectives:

Table 9: Percentage of situational leadership attributed to the development of youth leaders in the institution.

<i>Rate</i>	<i>Frequency</i>	<i>Percent</i>
21-40%	35	22.7
41-60%	14	9.1
61-80%	63	40.9
81-100%	42	27.3
Total	154	100.0

Source: Survey data (2022)

Table 9 above shows that close to half of the respondents were of the view that situational leadership could be attributed to 61% and 80% of the development of youth leaders with the sampled church branches. This suggests that the mentors at selected CITAM assemblies are competent and have managed to control and execute coaching, directive, and supportive behaviours effectively to influence the mentees in all directions: upwards, across and down. This further suggests that the mentors have applied interpersonal communication skills as well as democratic skills to achieve the results.

When asked to state and give reasons on the situational leadership dimensions the institution has embraced, the respondents reported that directive behaviour was common among the CITAM church branches. The following reason stood out from the respondents: Directive behaviour provided the mentees with structure in situations that lacked direction and that the mentees knew exactly what needs be done effectively. In a nut shell, the study has established that under directive behaviour, there is very little room for guessing and confusion.

Inferential Statistics

This was done through Chi square test of independence and regression analysis to determine the relationship between situational leadership and development of youth leaders. Chi square test was used to check whether to accept or reject the null hypotheses while regression analysis to test the strength of the relationship.

Chi square Test of Independence

Chi square test of independence was done to check whether to accept or reject the null hypotheses.

Testing Research Hypothesis 1:

H₁: There is no significant relationship between coaching behaviour and development of youth leaders within selected CITAM Assemblies in Nairobi. The Chi-Square output is presented in Table 10:

Table 10: Chi-Square Tests – Hypothesis 1

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.000 ^a	4	0.048
Likelihood Ratio	3.819	4	0.431
N of Valid Cases	6		

a. 9 cells (100.0%) have expected count less than 5. The minimum expected count is .33.

Table 10 shows that the p-value (Sig = 0.048) was less than the conventional alpha value (0.05). Therefore, we reject the null hypothesis and conclude that; *there is significant relationship between coaching behaviour and development of youth leaders within selected CITAM Assemblies in Nairobi.* This means that coaching behaviour of situational leadership within the study area may be effective in defining career coaching, skills coaching, as well as executive coaching which could eventually enhance the development of youth leaders at selected CITAM assemblies. The findings are supported by the strategic leadership theory as it gives a greater understanding on the importance of

strategic leadership in developing youth leaders as a situational leader causes growth of the Youth leaders.

Testing Research Hypothesis 2:

H₂: There is no significant relationship between directive behaviour and development of youth leaders within selected CITAM Assemblies in Nairobi. Table 11 presents the Chi-Square Tests:

Table 11: Chi-Square Tests – Hypothesis 2

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.000 ^a	6	0.023
Likelihood Ratio	8.376	6	0.212
N of Valid Cases	6		

a. 14 cells (100.0%) have expected count less than 5. The minimum expected count is .29.

Table 11 shows that the p-value (Sig = 0.023) was less than the conventional alpha value (0.05). This indicates that we reject the null hypothesis and conclude that *there is significant relationship between directive behaviour and development of youth leaders within selected CITAM Assemblies in Nairobi*. This implies that directive behaviour of situational leadership within CITAM assemblies may have enhanced a one-on-one directing; distance directing as well as group directing which could eventually boost the development of youth leaders at CITAM.

Testing Research Hypothesis 3:

H₃: There is no significant relationship between supportive behaviour and development of youth leaders within selected CITAM Assemblies in Nairobi. Table 12 presents the Chi-Square Tests:

Table 12: Chi-Square Tests – Hypothesis 3

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.000 ^a	2	0.035
Likelihood Ratio	5.545	2	0.063
N of Valid Cases	6		

a. 6 cells (100.0%) have expected count less than 5. The minimum expected count is 1.00.

The results as shown by Table 12 above reveal that the p-value (Sig = 0.035) is less than the conventional alpha value (0.05). Therefore, we reject the null hypothesis and conclude that *there is significant relationship between supportive behaviour and development of youth leaders within selected CITAM Assemblies in Nairobi*. This implies that the supportive behaviour of situational leadership within the selected CITAM assemblies may have enhanced seminars and workshops; induction supporting as well as Dale Carnegie supporting and ultimate development of youth leaders within selected CITAM Assemblies.

Testing Research Hypothesis 4:

H₄: There is no significant relationship between youth Pastor' competence and development of youth leaders within selected CITAM Assemblies in Nairobi.

Table 13 presents the Chi-Square Tests:

Table 13: Chi-Square Tests – Hypothesis 4

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.500 ^a	2	0.002
Likelihood Ratio	2.093	2	0.351
N of Valid Cases	6		

a. 6 cells (100.0%) have expected count less than 5. The minimum expected count is .67.

The results as shown by Table 13 reveal that the p-value (Sig = 0.002) is less than the conventional alpha value (0.05). Therefore, we reject the null hypothesis and conclude that *there is significant relationship between youth Pastor' competence and development of youth leaders within selected CITAM Assemblies in Nairobi*. This means that the youth Pastor' competence within CITAM church branches may have inculcated interpersonal skills, communication skills as well as democratic skills which could ultimately enhance development of youth leaders within selected CITAM branches.

Diagnostic Tests

To justify the use of regression for predicting development of youth leaders within selected CITAM Assemblies, the following underlying assumptions were tested on the data: Normality test to determine if the data utilized in the study was sampled from a normal distribution; and Multicollinearity test to test the degree of correlation between predictor variables.

Normality Test

The Shapiro- Wilk test was employed to determine if the data for the dependent variable (development of youth leaders) as well as independent variables (coaching behaviour, directive behaviour, supportive behaviour, competence) utilized in the study was sampled from a normal distribution.

Table 14: Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Developing youth leaders	0.215	6	0.200*	0.894	6	0.342
Coaching behaviour	0.276	6	0.170	0.783	6	0.041
Directive behaviour	0.285	6	0.138	0.831	6	0.110
Supportive behaviour	0.215	6	0.200*	0.894	6	0.342
Youth Pastor' competence	0.285	6	0.138	0.831	6	0.110

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results as shown in Table 14 above revealed that the significance values of all variables was greater than the alpha value (0.05). That is development of youth leaders, sig= 0.215; coaching behaviour, sig = 0.276; directive behaviour, sig = 0.285; supportive behaviour, sig = 0.215; competence, sig = 0.285). This indicated that the data came from a normal distribution.

Figure 2 shows that the data for the dependent variable (development of youth leaders) is clustered around the trend line which provides further evidence that the distribution was normal.

Figure 2: Developing of Youth Leaders - Normality Test Graph

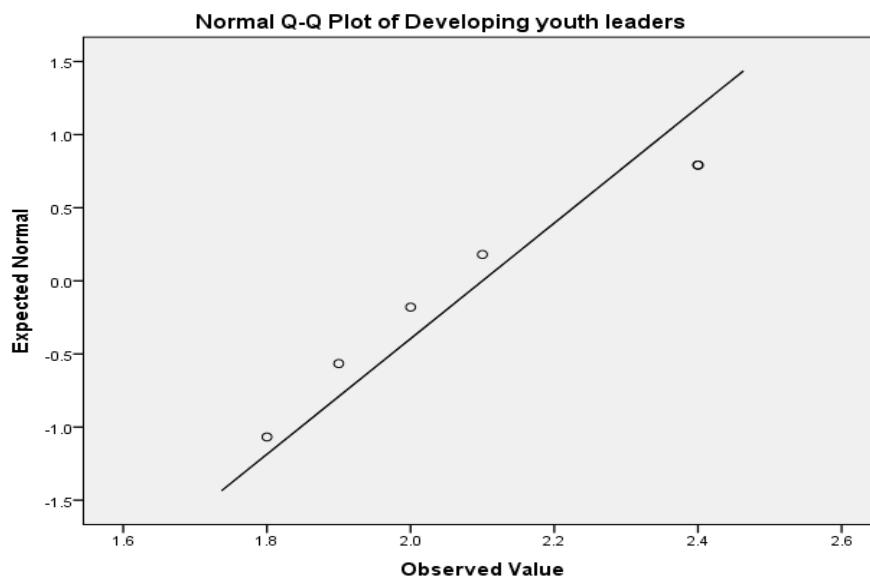
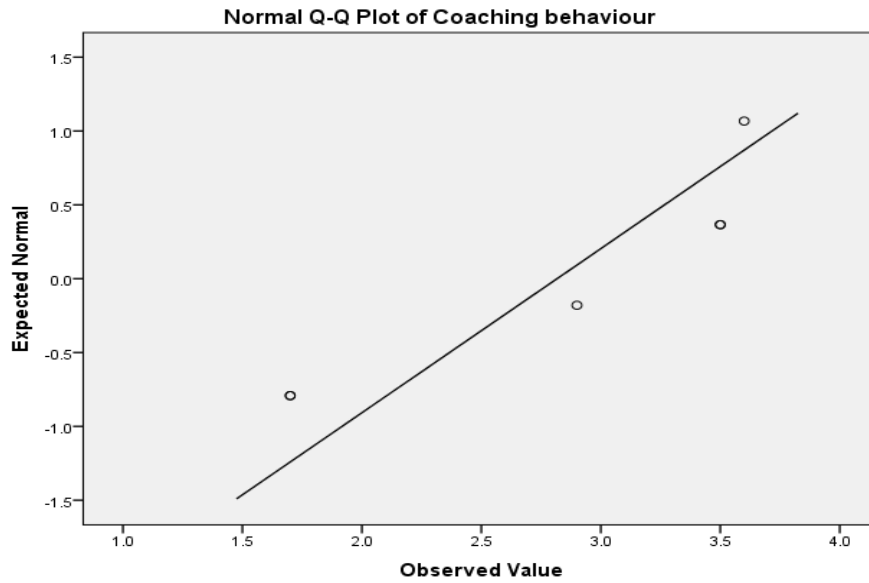


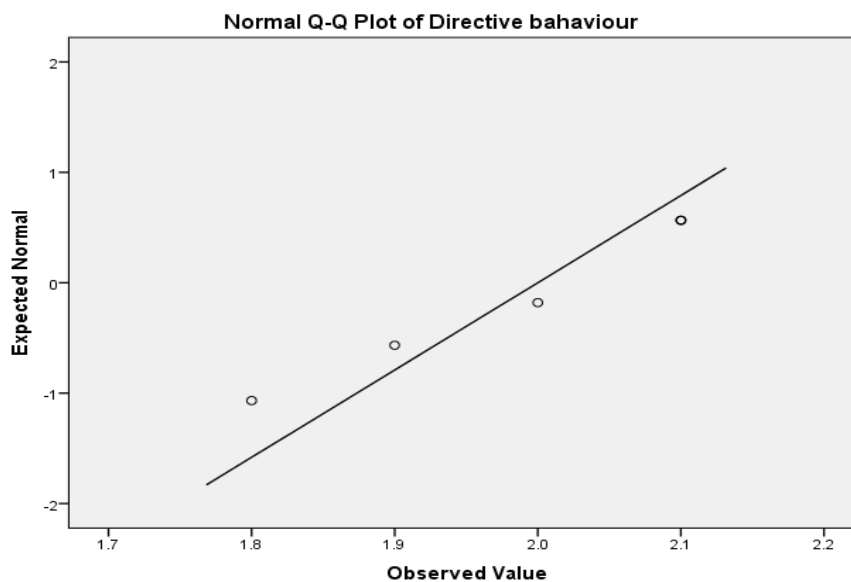
Figure 3 below shows that the data collected for coaching behaviour is clustered around the trend line which confirms that the data was from a normal distribution.

Figure 3: Coaching Behaviour - Normality Test Graph



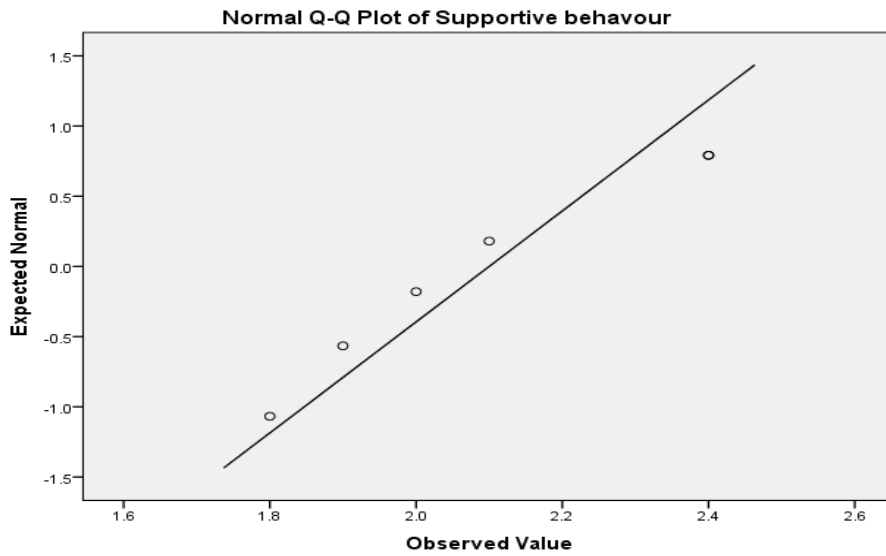
The results as shown in Figure 4 below reveals that the data collected for directive behaviour is clustered around the trend line which confirms that the data was from a normal distribution.

Figure 4: Directive Behaviour - Normality Test Graph



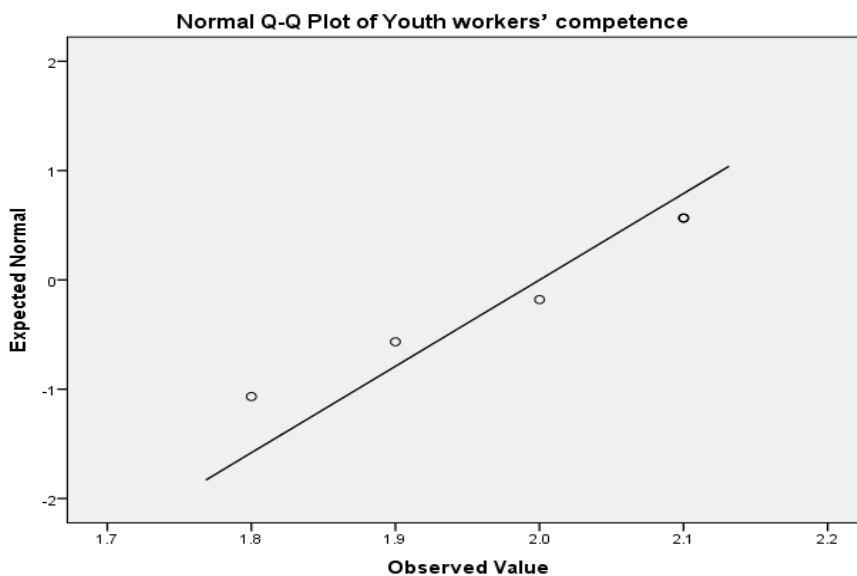
From the Figure 5 below, it can be observed that the data collected for supportive behaviour is clustered around the trend line which provides further evidence that the distribution was normal.

Figure 5: Supportive Behaviour - Normality Test Graph



Finally, from the Figure 6 below, the results reveal that the data collected for youth pastors' competence is clustered around the trend line which provides further evidence that the distribution was normal.

Figure 6: Youth Pastors Competence - Normality Test Graph



Multicollinearity Test

Regression analysis encounters multicollinearity when two or more predictor variables have a high degree of correlation and do not provide unique or independent information to the regression model. A variance inflation factor (VIF) value between 1 and 5 indicates moderate correlation between a given predictor variable and other predictor variables in the model, but this is often not severe enough to warrant attention (Willy, 2013). The results are presented in Table 15:

Table 15: Coefficients - Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	Coaching behaviour	0.241	4.156
	Directive behaviour	0.492	2.031
	Supportive behaviour	0.184	3.423
	Youth Pastor' competence	0.193	2.175

a. Dependent Variable: Developing youth leaders

Source: Survey data (2022)

The results as shown in Table 15 above reveal that the VIF values for the predictor variables in this study are all less than 5, which suggests that multicollinearity was not a concern in the regression model.

Multiple Regression Analysis

The relationship between situational leadership behaviours and development of youth leaders was examined in this section. To achieve this, multiple regression was applied. According to Branco (2013), regression analysis is a statistical method for determining the relationships between variables.

The following equation represented the regression model:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Dependent variable (Y) – development of youth leaders

Independent variables:

X₁ (Coaching behaviour),

X₂ (Directive behaviour),

X₃ (Supportive behaviour),

X₄ (Youth pastors' competence),

β_1 - β_3 = Coefficients of determination,

ε was the error term denoting there may be a non-linear relationship between the independent and dependent variables which is referred to as "noise".

Table 16: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.948 ^a	0.900	0.498	0.1792

a. Predictors: (Constant), Youth Pastor' competence, Directive behaviour, Coaching behaviour, Supportive behaviour

The coefficient of determination (adjusted R Square) illustrates how coaching behaviour, directive behaviour, supportive behaviour and youth Pastor' competence varied with development of youth leaders within the sampled CITAM church branches in Nairobi County.

From the results as shown in Table 16 above, the adjusted R square value is 0.498. This suggests that 49.8% of variation in developing the youth leaders in the research area was accounted for by situational leadership behaviours. As a result, a unit shift in coaching behaviour, directive behaviour, supportive behaviour or youth Pastor' competence should result in 49.8% change in development of youth leaders within the CITAM church. Further, the findings demonstrate a substantial correlation of 90.0

percent (R= 0.900) between the development of youth leaders and situational leadership behaviours (Table 16).

The F-ratio in the ANOVA Table 17 below was used to evaluate how well the entire regression model fits the data.

Table 17: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.288	4	0.072	2.241	0.049 ^b
	Residual	0.032	1	0.032		
	Total	0.320	5			

a. Dependent Variable: Developing youth leaders

b. Predictors: (Constant), Youth Pastor' competence, Directive behaviour, Coaching behaviour, Supportive behaviour

Table 17 above indicate that, at a significance threshold of 0.049, the F statistic of 2.241 was significant. The results also demonstrate a statistically significant relationship between the dependent variable (development of youth leaders) and the predictor factors (coaching behaviour, directive behaviour, supportive behaviour and youth Pastor' competence). This is due to the significance value being less than 0.05 (p = 0.049).

In Table 18, the whole Regression model was displayed as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Based on the coefficients Table 4.14 below, the following was deduced:

$$Y = 0.329 + 0.204 (\text{Coaching behaviour}) + 0.323 (\text{Directive behaviour}) + -0.116 (\text{Supportive behaviour}) + -0.846 (\text{Youth Pastor' competence}) + 0.898.$$

Table 18: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	0.329	0.898		0.084	0.946	-49.199	49.857
1 Coaching behaviour	0.204	0.118	0.724	0.733	0.333	-1.290	1.697
1 Directive behaviour	0.323	1.082	0.662	0.223	0.436	-12.419	15.066
1 Supportive behaviour	0.116	0.549	0.116	0.210	0.868	-6.864	7.095
1 Youth Pastor' competence	-0.846	0.817	-0.423	-1.035	.489	-11.230	9.538

a. Dependent Variable: Developing youth leaders

The regression coefficients illustrated in Table 18 above revealed that coaching behaviour of situational leadership $\beta = 0.724$ or 72.4%, P value = 0.05. This implies that a unit increase in coaching behaviour of situational leadership leads to increased development of youth leaders by 72.4% when other variables are controlled. The T-test is 0.733 more than 0.05 meaning the relationship is statistically significant. This observation agrees with a study by Klau (2017), who reported that a culture aligned with coaching approach is found to be significantly and positively associated with leadership development. The findings are also relevant to the strategic leadership theory which gives a greater understanding on the importance of strategic leadership in developing youth leaders as a situational leader causes growth of the Youth leaders.

Further, the regression coefficients illustrated on Table 18 shows that directive behaviour $\beta = 0.662$, or 66%, P value = 0.05. This implies that a unit increase in directive behaviour of situational leadership leads to increase in development of youth leaders by 66% when other variables are controlled. The T- test is 0.223 larger than 0.05 meaning the relationship is statistically insignificant. This observation agrees with a study by Protivnak and Foss (2019) who found a positive significant influence of directive behaviour of situational leadership on development of youth leaders.

From the Table 18 the regression coefficients show that supportive behaviour of situational leadership $\beta = 0.116$, or 11.6%, P value = 0.05. This implies that a unit increase in supportive behaviour of situational leadership leads to increase in development of youth leaders by 11.6% when other variables are controlled. The T- test is 0.210 greater than 0.05 meaning the relationship is statistically significant. This observation agrees with a study by Ogilo (2017) who explored the impact of situational leadership behaviours on leadership development supportive behaviour was found to have a strong association with development of youth leaders.

Finally, from the Table 18, the regression coefficients shows that youth Pastor' competence $\beta = -0.423$, or 42.3%, P value = 0.05. This implies that a unit decline in youth Pastor' competence leads to a decline in development of youth leaders by 42.3% when other variables are controlled. The T- test is -1.035 less than 0.05 meaning the relationship is statistically insignificant. This observation agrees with a study by Parker (2018), who found that youth Pastor' competence was strongly linked to development of youth leaders. The findings are as well in line with the situational leadership theory, which argues that situational leadership creates open communication in the youth ministry and develops self-reliance of the youth leaders.

Testing for Moderation

Further the study investigated if age moderated the relationship between youth Pastor' competence and developing youth leaders within selected CITAM Assemblies in Nairobi. Age was a moderator variable in this case because age has no cause-and-effect relationship with the independent variable-youth Pastor' competence (youth Pastor' competence cannot change someone's age).

Table 19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.373 ^a	.139	-.435	1.19802427

a. Predictors: (Constant), Youth workers' competence , INT

The results in Table 19 shows that R Square is 0.139 meaning that the youth Pastor' competence and developing youth leaders explains 13.9 percent of the variation in the dependent variable.

Table 20: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.694	2	.347	.242	.009 ^b
	Residual	4.306	3	1.435		
	Total	5.000	5			

a. Dependent Variable: Zscore: *Developing youth leaders*

b. Predictors: (Constant), Youth workers' competence, INT

The one-way ANOVA examined the mean scores of the groups in question and evaluated whether any of them were statistically significantly different from one another. The results in Table 20 shows that P-value is $0.009 \leq 0.05$ and this meant that the relationship between youth Pastor' competence and developing youth leaders was significant.

Table 21: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6.517	12.642		-.516	.642
	INT	-.613	.881	-.551	-.695	.537
	Youth workers' competence	3.207	6.262	.406	.512	.044

Predictors: (Constant), Youth workers' competence, INT

Finally, Table 21 presents the moderation effect results. The results show that the interaction term (INT) has a P-value of 0.044. Since the P-value is lower than 0.05, the study concluded that the moderator variable Age had an effect on the relationship

between youth Pastor' competence and developing youth leaders within selected CITAM Assemblies in Nairobi.

Chapter Summary

Chapter four has analysed and presented the research findings guided by the four key situational leadership behaviour: coaching behaviour; directive behaviour; supportive behaviour; and youth pastor's competence. All findings have been interpreted in the chapter in respect to the body of existing literature. The facts, conclusions, and recommendations are summarized in the next chapter.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Introduction

The purpose of this research was to evaluate situational leadership and its application by youth pastors in the development of youth leaders, with a focus on selected CITAM assemblies in Nairobi, Kenya. This chapter was guided by the following specific objectives: to determine the influence of coaching behaviour on developing youth leaders within selected CITAM assemblies in Nairobi; to examine the effect of directive behaviour on developing youth leaders within selected CITAM assemblies in Nairobi; to assess the influence of supportive behaviour on developing youth leaders within selected CITAM assemblies in Nairobi; and to evaluate the influence of youth Pastor' competence on developing youth leaders within selected CITAM assemblies in Nairobi. The chapter provides a summary of the findings for each objective, the implications of the study discussed and a conclusion is given. Recommendations are provided as well as suggestions for further research.

Summary of Key Findings

To determine the influence of coaching behaviour on developing youth leaders within selected CITAM assemblies in Nairobi.

The study has revealed that there is significant relationship between coaching behaviour and development of youth leaders within selected CITAM assemblies in Nairobi. This suggests that coaching behaviour of situational leadership within the study area were effective in defining career coaching, skills coaching, as well as executive coaching which eventually enhanced the development of youth leaders at CITAM. The regression results indicated that a unit change in coaching behaviour of situational

leadership increased development of youth leaders by 72.4% when P value = 0.05 meaning the relationship is statistically significant. The findings are consistent with research done by Myers (2016) who found that one of the aspects of the leadership development architecture is coaching, which comprises institutional practices, institutions, and cultural factors that influence the development of youth leaders (Myers, 2016).

The findings are supported by Bowles (2017) who did a descriptive study on the impact of senior US military recruitment coaches on their military recruits. The research looked at the goals that the young coachees established for themselves based on their personal experiences, and how effectively they fulfilled those goals. According to the study, the coaches had substantial senior leadership expertise in recruiting, which translated into excellent coaching skills that assisted in increasing participant buy-in by persuading them of the value and benefits of the coaching process.

The findings are also in line Ocharo (2017) who reported that coaching may provide a better level of psychological safety than other approaches to leadership development since it allows the coachee to work on a specified plan and, if necessary, respond to specific occurrences in his or her life and career.

To examine the effect of directive behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi.

The study has reported that there is significant relationship between directive behaviour and development of youth leaders within selected CITAM Assemblies in Nairobi. This suggests that directive behaviour of situational leadership inside CITAM assemblies have improved one-on-one, remote, and group directing behaviour as a dimension of situational leadership, which may ultimately have a positive impact on the

development of youth leaders at CITAM. The findings indicate that a unit change in directive behaviour of situational leadership increased development of youth leaders by 66% when P value = 0.05. This means that the relationship is statistically significant.

The findings are in line with an empirical study by Murray (2017) who found that the expansion of School Based Directing (SBD) has been fueled in part by the proven benefits of Community-Based Directing in a cross-sectional survey done in the United States (CBD). The study discovered that the directing program model, in which matches (director and mentee) meet regularly in their own homes, has produced strong evidence of the directing benefits, such as reduced drug and alcohol use, improved peer and parent-child relationships, improved school attendance, and improved attitudes toward and performance in school.

This is supported by Allen (2017) who found that directed individuals have better objective career outcomes like compensation and promotions, as well as subjective career outcomes like career satisfaction, expectations for advancement, career commitment, and job satisfaction, than their non-directed peers in a meta-analysis on the relationship between directing and youth leadership development. Further, the findings are consistent with a quantitative study by Protivnak and Foss (2019) who discovered that directing was a supportive story for two other themes: young leadership development and social support, in an internet-based qualitative study of 141 counsellor education PhD candidates.

To assess the influence of supportive behaviour on developing youth leaders within selected CITAM Assemblies in Nairobi.

The findings of the study showed that there is significant relationship between supportive behaviour and development of youth leaders within selected CITAM

Assemblies in Nairobi. This implies that the supportive behaviour of situational leadership within the CITAM church branches have enhanced seminars and workshops; induction supporting as well as Dale Carnegie supporting and ultimate development of youth leaders within selected CITAM Assemblies.

The regression results indicated that a unit change in supportive behaviour of situational leadership increased development of youth leaders by 11.6% when P value = 0.05 meaning the relationship is statistically significant. The findings are supported by Ogilo (2017) who utilized a descriptive design to assess the impact of a support program on the development of leadership abilities among adolescents and young adults in a random sampling study of ten community-based organizations in Tanzania. The study found that supporting behaviour is essentially oriented towards personal growth that focuses on improving the learner's knowledge, skills, and attitudes similarly.

Similarly, Sogunro (2019) examined the effectiveness of supporting and development of youth leadership. The study found a significant improvement in the leadership behaviour of youth learners after attending a leadership supporting programme. Further, an empirical analysis done by Howard (2017) reported that supporting the youth on matters leadership can enable the leaders to achieve institutional goals through other people by creating relationships, sharing experiences and supporting others. The study indicate that learning is at the heart of leadership because real leaders must be active and aggressive learners as well as possess the ability to learn from their experiences and remain open to continuous learning.

To evaluate the influence of youth Pastor' competence on developing youth leaders within selected CITAM Assemblies in Nairobi.

The study has shown that there is a significant relationship between youth Pastor' competence and development of youth leaders within selected CITAM Assemblies in Nairobi. This means that the youth Pastor' competence within CITAM church branches may have inculcated interpersonal skills, communication skills as well as democratic skills which could ultimately enhance development of youth leaders within selected CITAM Assemblies. The study revealed that a unit change in youth Pastor' competence leads a decline development of youth leaders by 42.3% when P value = 0.05. This means that the relationship is statistically insignificant.

The findings are supported by Griffin (2015) who reported that situational leaders are aware that effective communication is not a one-way street; rather, two basic characteristics complete the communication process: speaking and listening with understanding. A study by Parker (2018) showed that youth pastors cannot effectively deliver their programs unless their team members can hear and understand them. To achieve the communication goals, a situational leader must visualize the team members' points of view, emotions, and knowledge in order for the team to understand the message he/she wishes to deliver (Cavaliere, 2017).

Further, a study by Burrell (2018) found that collaboration skills, empathy, tolerance, and candor are also essential. These qualities are crucial in the development of youth leadership. The study is also consistent with Vipin (2018) who reported that a situational leader shares the problem with the relevant team members as a group when using democratic leadership skills. They brainstorm and evaluate alternatives while attempting to reach an agreement on a solution. Participation, as a democratic skill, forces consensus. According to Jago (2017), democratic leadership is useful when situations change frequently and provides a lot of flexibility to adapt to better ways of doing things.

Conclusion

The study examined the influence of situational leadership behaviours on development of youth leaders, with a focus on selected CITAM assemblies in Nairobi, Kenya. The findings showed that while there was a significant relationship, there was a varied influence / relationship across the behaviours of situational leadership. The study established that coaching behaviour of situational leadership might accelerate development of youth leaders in the study region if the participants of this study maintained the status quo now and in the future. This is because, coaching behaviour of situational leadership has been found to have the biggest influence on development of youth leaders within the sampled assemblies of CITAM. As a result, it is concluded that maintaining coaching behaviour of situational leadership is the key to any development of youth leaders in the study area. The study also concludes that youth Pastor' competence was not favourable to development of youth leaders in the study area and therefore, the sampled church branches of CITAM were not keen on interpersonal skills, communication skills, as well as democratic skills.

This study contributes to the scanty amount of research that has been done on the role of situational leadership behaviours on development of youth leaders in Kenya, notably in the CITAM church. The study builds on earlier research by first examining the impact of coaching behaviour, directive behaviour, supportive behaviour and youth pastors' competence on development of youth leaders.

Recommendations

The following recommendations were made in light of the study's findings. The recommendations are done as per the specific objectives of the study:

Recommendations to Policy

Coaching Behaviour and Development of Youth Leaders within CITAM Church

Based on the research findings on the first objective, the study recommends the sampled church branches of CITAM in the study area to place greater emphasis on coaching behaviour of situational leadership because this has the biggest impact on development of youth leaders in the church. The study has revealed that the pastors or the youth pastors in the study area were keen on some of the key aspects of situational leadership such as career and skills development which are key indicators of coaching behaviour. For the Church branches of CITAM to build strong relationships with the mentees, the study recommends the youth pastors to stay in close communication with team members in order to create a better coaching environment in which mentees feel valued as individuals.

1. Directive Behaviour and Development of Youth Leaders within CITAM Church

Additionally, it is recommended that the pastors within the church branches of CITAM to consider embracing and implementing directive behaviour of situational leadership. This will provide clear directions and define priorities for the team. To achieve this, the study recommends youth pastor to value the contributions of all team members. Further, the study recommends the mentors to encourage the learners to express their views, even contrary. This will foster the development of a common vision.

2. Supportive Behaviour and Development of Youth Leaders within CITAM Church

Supportive behaviour of leadership has been found to have a positive statistically significant impact on developing of youth leaders within CITAM church. Therefore, a recommendation is proposed for the church to foster positive relationships between mentees and the pastors through supportive behaviour which will ultimately empower the

mentees to develop their professional skills and work well autonomously or with little active management and guidance.

3. Youth Pastors Competence and Development of Youth Leaders within CITAM Church

Moreover, it is recommended that the sampled church branches in the research area evaluate the youth pastor's competence within the church as it appears to be negatively associated with development of youth leaders in order to achieve better results in developing of youth leaders in the church. The study recommends the youth pastors in CITAM to develop relationships with the mentees through clear communication skills because every conversation has the potential to open or close doors for the development of youth leaders. The study recommends that the church branches should ensure that communication with mentees is meaningful to the mentees and one which encourages feedback from them.

Suggestion for Further Research

This research cannot be regarded as conclusive because the results show that the relationship between situational leadership behaviours and development of youth leaders is both broad and dynamic. To further establish the link between situational leadership behaviours and development of youth leaders, particularly within the church, it is proposed that other assemblies be examined and empirically proven. This study concentrated on four situational leadership behaviours (coaching behaviour, directive behaviour, supportive behaviour and competence) as well as three perspectives on development of youth leaders in the context of CITAM church (skills, change agents, knowledgeable). However, if other assemblies and various factors were considered, broader generalizations might be made.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER TO THE PARTICIPANTS

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: REQUESTING FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH

My name is Onguko A. Stephen, a postgraduate student at Pan Africa Christian University (PAC) in Nairobi, pursuing a Masters degree in leadership. As a requirement, I expected to conduct research and develop a project on the same. The purpose of this research is to assess situational leadership and how it is used by youth pastors in the formation of youth leaders, with a focus on the CITAM assemblies in Nairobi, Kenya. I am writing to kindly request you to complete this questionnaire as completely and as honestly as possible on any pertinent information you may have. Any information you provide will be held in strict confidence. Thank you so much for your help.

Yours Sincerely,

Onguko A. Stephen,

PAC University

APPENDIX II: QUESTIONNAIRE

With a focus on the CITAM assemblies in Nairobi, Kenya, the questionnaire aims to analyse situational leadership and how it is used by youth pastors in the formation of youth leaders.

Situational leadership is modifying your management approach to fit the demands of the team or individual team members in each special circumstance or assignment. Situational leadership incorporates various dimensions of leader behaviour in its concept of leadership, and for purposes of this study, three (3) of these aspects—coaching, directive, and supportive will be explored.

Coaching is a form of development in which an experienced person such as a youth pastor, supports a learner/trainee (youth/teen) in achieving a specific personal or professional goal by providing guidance.

Directing is the influence or direction given by a youth pastor in an institution setting to influence the personal and professional growth of a mentee/trainee (youth/teen).

Supporting here means either teaching or developing of mentee's skills, knowledge, or fitness that are related to specific valuable competencies in a mentor or the mentee.

Youth is a person between the ages of 15 and 24 years.

Youth pastor provide youths/teens with the skills they need to lead others, influence attitudes and serve as role models.

The survey is divided into three parts: Demographic characteristics; situational leadership dimensions (coaching, directive & supportive); and follow up questions.

Please provide the most accurate and genuine answers to the questions below. Any information you supply will be kept in full confidence and kept anonymous. Your responses will only be used for academic purposes. Please check the boxes next to your answers to each question in the spaces provided.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

A. General Information

1. Please indicate your age
 - 13-17 years
 - 18-22 years
 - Above 23-27 years
 - Above 28-32 years
 - Above 33-37 years
 - Above 38-42 years
 - Over 43 years
2. State your gender
 - Male
 - Female

3. Indicate your Education level

Primary school	[]
Secondary school	[]
College	[]
University	[]
Postgraduate	[]

4. Indicate years you have been a member of this church?

Less than 5 years	[]
5-7 years	[]
8-10 years	[]
11-15 years	[]
Above 15 years	[]

5. Indicate your position in the church?

Youth pastor	[]
Young professional	[]
Crossroad leader	[]
Teens leader	[]

SECTION B: SITUATIONAL LEADERSHIP DIMENSIONS

KINDLY NOTE: TO BE FILLED BY ALL

6. State the situational leadership dimensions this institution has embraced/is practicing

(Give five reasons why)

- a)
- b)
- c)
- d)
- e)

COACHING BEHAVIOUR

7. Kindly indicate your level of agreement or disagreement on the following statements concerning the influence of coaching behaviour on developing youth leaders in your institution on a scale of 1-5: (where: 5- Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; 1- Strongly Disagree).

<i>No.</i>	<i>Indicator</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1.	My pastor appreciates good performance or play.					
2.	The pastor doesn't say anything about good performance or play					
3.	My pastor ignores errors or poor performance					
4.	The pastor appreciates errors or poor performance					
5.	The pastor helps members of the group settle their conflicts					
6.	My coach does not take into account learners suggestions when making decisions					

DIRECTIVE BEHAVIOUR

8. Kindly indicate your level of agreement or disagreement on the following statements concerning the influence of directive behaviour on developing youth leaders in your institution on a scale of 1-5: (where: 5- Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; 1- Strongly Disagree).

<i>No.</i>	<i>Indicator</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1.	My pastor conveys clear expectations for assignments.					
2.	My pastor provides clear directions and defines priorities for the team					
3.	My pastor identifies specific actions, steps and accountabilities.					
4.	The pastor conveys trust in people's competence to do their jobs.					
5.	My pastor values the contributions of all team members.					

SUPPORTIVE BEHAVIOUR

9. Kindly indicate your level of agreement or disagreement on the following statements concerning the influence of supportive behaviour on developing youth leaders in your institution on a scale of 1-5: (where: 5- Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; 1- Strongly Disagree).

<i>No.</i>	<i>Indicator</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1.	My mentor encourages the learners to express their views, even contrary.					
2.	My mentor keeps up -to -date professional/ technical developments					
3.	My mentor stays informed about new developments and industry practices.					
4.	My mentor involves learners in shaping plans and decisions that affect them.					
5.	My pastor foster the development of a common vision.					

DEVELOPEMENT OF YOUTH LEADERS

10. Kindly indicate your level of agreement or disagreement on the following statements concerning the development of youth leaders in your institution on a scale of 1-5: (where: 5- Strongly Agree; 4-Agree; 3-Neutral; 2- Disagree; 1- Strongly Disagree).

<i>No.</i>	<i>Indicator</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1.	I have gained necessary leadership skills with the support from my mentor.					
2.	I have gained necessary leadership knowledge through coaching by my mentor.					
3.	My mentor has been a wonderful change agent through giving me leadership directions.					
4.	My mentor involves learners in shaping plans and decisions that affect them.					
5.	My pastor has supported my communication skills in a big way.					

10. What other factors, in your opinion affect development of young leaders in the institution? (Give five reasons)

- a)
- b)
- c)
- d)
- e)

**SECTION C: FOLLOW UP QUESTIONS ON YOUTH PASTORS' COMPETENCE
(INTERVIEW GUIDE)**

NOTE: TO BE FILLED BY YOUTH PASTORS

11. Situational leadership is the main reason for the success in the development of young leaders in the institution? (Give five reasons)

- a)
- b)
- c)
- d)
- e)

12. How do you rate the satisfaction by the mentees/trainees towards situational leadership dimensions used by the institution?

- a) Very satisfied []
- b) Somewhat satisfied []
- c) Neither satisfied nor dissatisfied []
- d) Somewhat unsatisfied []
- e) Very unsatisfied []

13. What percentage of situational leadership can be attributed to the development of youth leaders in the institution?

- a) 0-20% []
- b) 21-40% []
- c) 41-60% []
- d) 61-80% []
- e) 81-100% []

14. Which dimension of situational leadership do you think has the greatest impact towards development of young leaders in the institution? (Give five reasons)

- a)
- b)
- c)
- d)
- e)

THANKYOU FOR PARTICIPATING

APPENDIX IV: ETHICAL CLEARANCE FORM

	<h3 style="margin: 0;">Certificate of Ethical Clearance</h3>	 RESEARCH ETHICS REVIEW COMMITTEE (PACURERC)	
<p>This Certificate is awarded to</p> <p style="color: green; font-weight: normal;">Stephen Onguko</p> <hr style="width: 40%; margin: 0 auto;"/> <p>For the research titled</p> <p style="color: green; font-weight: normal;">Situational Leadership and Development of Youth Leaders in CITAM, Kenya</p> <hr/> <p>having complied with PAC University Research Ethics Review Committee's guidelines and Standard Operating Procedures for ethical clearance.</p>			
<p>This Certificate is issued subject to compliance with the following requirements:</p> <ol style="list-style-type: none"> i. Before commencing the study, you are required to obtain a Research Permit from the National Commission for Science, Technology and Innovation (NACOSTI) as well as other institutional clearances as and where needed. ii. Only approved documents including research instruments and informed consent forms will be used. iii. All changes including amendments and/or deviations are to be submitted for review and clearance by PAC University Research Ethics Review Committee before use. iv. Any expected or unexpected changes that may increase the risks to study participants or affect the integrity of the study must be reported to PAC University Research Ethics Review Committee within three days. v. Any request for renewal or approval must be submitted to PAC University Research Ethics Review Committee at least six weeks prior to the expiry of this Certificate and must be accompanied by a comprehensive progress report to support the renewal. 			
Date of issue	14/09/2022	Expiry date	15/09/2023
<p>Signed: </p> <p>Name of Reviewer: Peter Obiria</p> <p>For PAC University Research Ethics Review Committee</p>			

APPENDIX IV: INTRODUCTION FORM



16TH SEPTEMBER, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

P.O. Box 56875 - 00200
Nairobi, Kenya
Lumumba Drive, Roysambu
off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

**RE: RESEARCH AUTHORIZATION & ETHICS CLEARANCE LETTER FOR
ONGUKO STEPHEN ANYONJE REG. NO: MALD/13107/0/19**

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

He is at the final stage of the programme and is preparing to collect data to enable him finalise on his Thesis. The Thesis title is ***"Situational Leadership and Development of Youth Leaders in Christ Is The Answer Ministries, Kenya"***.

We kindly request that you allow him obtain a research permit so as to proceed and conduct research amongst selected groups within the assemblies of Christ Is The Answer Ministries in Kenya.

Warm Regards,

Dr. Lilian Vikiru

Registrar Academic Affairs

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