THE INFLUENCE OF LEADERSHIP SKILLS ON PERFORMANCE OF THE MOTHERS UNION IN THE DIOCESE OF MOUNT KENYA SOUTH.

By

CATHERINE WANGUI MUNYUA

A THESIS SUBMITTED TO THE OFFICE OF GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS OF LEADERSHIP OF PAN AFRICA CHRISTIAN UNIVERSITY

OCTOBER 2018
DECLARATION

I hereby declare that this thesis is my own original work and I have not submitted it before to any institution for assessment purposes.

Further, I have acknowledged all sources used and have cited these in the reference section.

SIGN:……………………………..

DATE: ..............................

Catherine W Munyua
MALD/7182/16

This thesis has been submitted for examination with my approval as the University supervisor.

…………………………………………………….

DR WILSON ODIYO-SUPERVISOR
DEDICATION

This work is dedicated to God my Father who saw it fit to make me a woman to fulfil His work, albeit briefly. It also goes to the women who commit their lives to the work of supporting the family and the church of Jesus Christ through their commitment to the Mothers’ Union movement in Kenya.
ACKNOWLEDGMENTS

I would like to acknowledge the contribution of the people who have poured into my life during this period of studying for my doctorate studies. I acknowledge God, my Father, and maker of all that is seen and unseen. This is His world and He has his finger on everything including the knowledge.

I acknowledge the support from my husband, Charles Kiili without whose patience this would never have happened. His love and support for my goals is unquestionable.

I acknowledge my parents Mr. & Mrs. Kennedy Munyua who brought me up in the way of the Lord. I extend my sincere gratitude to my mother, Murugi Munyua who has served in the Mothers Union diligently since 1984 and has been supportive in the research for this project.

I thank Dr. Wilson Odiyo for patiently walking this journey with me as my supervisor and for being available and resourceful. I also acknowledge Dr. Cavens Kithinji who opened my eyes to the brilliance that is research and for breaking it down with patience and engagement. Lastly, I recognize Ron Misiko for going over my work at the very beginning and giving insights, encouragement, and prayer over the process.

I also owe my gratitude to the faculty of Pan Africa Christian University, specifically Prof. Martin Njoroge for his encouragement and continuous accountability, Dr Percy Opio for his patience and sharp teaching skills that kept me on the straight and narrow throughout my programme.
# TABLE OF CONTENTS

**DECLARATION** ....................................................................................................................... ii  
**DEDICATION** ........................................................................................................................... iii  
**ACKNOWLEDGMENTS** ........................................................................................................... iv  
**LIST OF TABLES** ....................................................................................................................... viii  
**LIST OF FIGURES** .................................................................................................................... ix  
**ABSTRACT** .............................................................................................................................. x  
**ABBREVIATIONS & ACRONYMS** ........................................................................................... xi  
**DEFINITION OF TERMS** ......................................................................................................... xii  

## CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY ................................... 1  
  
  - Introduction ............................................................................................................................. 1  
  - Background to the Study ........................................................................................................ 1  
    - Leadership Skills ................................................................................................................. 3  
    - Problem Solving Skills ....................................................................................................... 4  
    - Social Judgment Skills ....................................................................................................... 5  
    - Communication skills ........................................................................................................ 6  
    - Organizational Performance ............................................................................................ 7  
  - Statement of the Problem ....................................................................................................... 7  
  - Purpose of the Study ............................................................................................................. 8  
  - Objectives of the Study ......................................................................................................... 9  
  - Research Questions ............................................................................................................. 9  
  - Significance of the Study ..................................................................................................... 10  
  - Assumptions of the Study .................................................................................................... 10  
  - Delimitation/Scope of the Study ......................................................................................... 11  
  - Limitations of the Study ...................................................................................................... 11  
  - Chapter Summary ................................................................................................................ 11  

## CHAPTER TWO: LITERATURE REVIEW ................................................................................. 12  
  
  - Introduction .......................................................................................................................... 12  
  - The concept of Leadership ................................................................................................ 12  
  - Leadership Skills ............................................................................................................... 13  
    - Problem Solving Skills .................................................................................................... 13  
    - Communication Skills .................................................................................................... 15  
    - Social Judgment Skills ................................................................................................... 17  
    - Knowledge & Technical skill .......................................................................................... 18  
  - Organizational Performance ............................................................................................. 20  
    - Goal and Objectives Outputs ......................................................................................... 21  
    - Efficiency of action ........................................................................................................... 22  

v
Summary of Findings ................................................................................................................. 49
  Leadership Problem Solving Skills .................................................................................. 49
  Social Judgement Skills ................................................................................................. 49
  Leadership Communication Skills .................................................................................. 50
  Knowledge and Technical Skills ..................................................................................... 50
Findings Inferences .............................................................................................................. 50
Recommendations ................................................................................................................ 51
Areas for Further Research ................................................................................................. 53
Conclusion ............................................................................................................................. 53
REFERENCES .......................................................................................................................... 54
APPENDICES ......................................................................................................................... 60
  APPENDIX I-QUESTIONNAIRE ......................................................................................... 60
  APPENDIX II- PAC INTRODUCTION LETTER ............................................................... 62
  APPENDIX III-NACOSTI AUTHORIZATION ...................................................................... 63
  APPENDIX IV-RESEARCH PERMIT .................................................................................... 64
LIST OF TABLES

Table 3.1 Target Population .................................................................25
Table 3.2 Sample Size .................................................................26
Table 4.1 Profile of Respondents .........................................................32
Table 4.2 Rate of Influence Problem Solving Skills .................................36
Table 4.3 Rate of Influence Social Judgement Skills .................................37
Table 4.4 Rate of Influence of Leadership Communication Skills ................38
Table 4.5 Rate of Influence on Knowledge and Technical Skills .................40
LIST OF FIGURES

Figure 2.1 Conceptual Framework......................................................24
Figure 4.1 Response Rate.................................................................32
Figure 4.2 Areas of Performance.......................................................33
Figure 4.3 Thematic Improvement Areas...........................................41
ABSTRACT

The role of the Mothers Union in establishing economic and social stability to the families in the Anglican Church in Kenya remains an important one. This study explored the influence of leadership skills on the performance of the Mother’s Union of the Diocese of Mount Kenya South. Using the three skills leadership approach, the study examined three skills that are problem-solving, social judgment and competency as the variables in this research. Communication skills were included in this study because of the importance they hold as skills crucial to leadership. The study set to find out this influence guided by objectives that identify the impact of problem-solving, communication skills, social judgment and competency on the performance of the organization. In the second chapter, this study explored the leadership skills themes and the organizational themes that define the variables defined. In addition to understanding the history of the Mother’s Union in Kenya, the formation of the Diocese of Mount Kenya South and the current work of the Mothers Union in the diocese, themes on contemporary leadership and performance will feature. This study targeted members of the Mother Union who have served in a position of leadership. The study employed stratified random sampling and drew a sample frame from twenty deaneries and their constituent parishes. The study examined the history of the mothers union in Kenya and compared its performance to other groups around the world. The data collection was by way of a questionnaire initially written in the English language. Data was collected during the leaders meeting organized quarterly and during the Wednesday prayer fellowship for the deaneries. Data was analyzed descriptive statistics and qualitative analysis. The study found that the identified leadership skills influenced the performance of the Mothers Union. The study found that while the leaders were well versed with their work, there were six thematic areas of performance requiring improvement; social action activities, building capacity and advocacy, better governance, income generating projects and recognition for service within the Union.
## ABBREVIATIONS & ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU</td>
<td>Refers to the Mothers Union</td>
</tr>
<tr>
<td>SACCO</td>
<td>Savings &amp; Credit Cooperative Society</td>
</tr>
<tr>
<td>FOSA</td>
<td>Front Office Services Activity</td>
</tr>
<tr>
<td>SASRA</td>
<td>Sacco Societies Regulatory Authority</td>
</tr>
</tbody>
</table>

All quoted scripture verses are derived from the New Living Translation Version (NLT)
<table>
<thead>
<tr>
<th><strong>DEFINITION OF TERMS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Archdeaconry</strong></td>
</tr>
<tr>
<td><strong>Deanery</strong></td>
</tr>
<tr>
<td><strong>Dimkes Sacco</strong></td>
</tr>
<tr>
<td><strong>Diocese</strong></td>
</tr>
<tr>
<td><strong>Leadership Skills</strong></td>
</tr>
<tr>
<td><strong>Mothers Union</strong></td>
</tr>
<tr>
<td><strong>MU Leadership</strong></td>
</tr>
<tr>
<td><strong>Parish</strong></td>
</tr>
<tr>
<td><strong>Performance</strong></td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter is an introduction to the study of the influence of leadership skills on organizational performance of the Mother’s Union (MU) body of the Anglican Church of Kenya’s (ACK) Diocese of Mount Kenya South. The background to the study detailed the history of the organization and its functions at the region and diocese level concerning the study. The statement of the problem will examine the organization’s performance against the leadership skills as will the purpose of the study. The chapter will also outline the objectives, research questions, its significance, assumptions, limitations & delimitations.

Background to the Study

The Mothers Union (MU) is a worldwide charitable organization established to uphold the teachings of Christ on the nature of marriage and to uphold its understanding. It encourages parents to bring up children in the life of the faith and the church, maintain a worldwide fellowship of prayer, promote favourable conditions within the society for the upbringing of children and stability in the family, and help families that have encountered adversity (MU Constitution, 2018).

The organization founded by Mary Sumner, a young mother married to George Sumner, a son to the Bishop of Winchester started in 1876. In Kenya, the Mothers Union (MU) sailed in with the colonial interests in 1918, by Mrs Mary Stewart Lawford who was the wife of a District Commissioner. Membership was however restricted to white women and funded through membership subscriptions as the women met weekly for prayers, bible study, and fellowship (Higgs, 2015). In her discourse, Higgs (2015) discusses the works of Moyse (2009) and Kanogo (2005) who intimate that the women
in this era saw themselves as better than African women and considered themselves purer and more maternal. The African women were however seen as beasts of burden that were highly impressionable and susceptible to sexual immorality. The scales tipped when Gladys Beecher (born Gladys Leakey) collaborated with her husband to write a Gikuyu-English Dictionary as a result of her influence growing up among the Gikuyu in Kabete where her mother ran a school for girls in Kenya which is today the Mary Leakey Girls School (Higgs, 2015). In 1955, she collaborated with a Kenyan woman named Lillian Kariuki, a move that restored the original vision of Mary Sumner for the movement because it opened membership to the Kenyan women. The Mothers Union in Kenya thus aligned to the Anglican Church of Kenya and under Lillian Kariuki and the first Kenyan members registered on March 4, 1956 (Higgs, 2015).

The year 1955 was a turning point for the Anglican Church in Kenya. In addition to the inclusion of Kenyan women into the MU, the year also saw the consecration of the first African Bishops of the church and these were Bishop Festo Olang and Bishop David Kariuki both Kenyans (Church History, 2009). The church in Kabete, today called the Mother Church, was the place where the first African Mothers were admitted as members of the MU. The church today sits in the Diocese of Mount Kenya South, which established in 1975 after a hive off from the larger Diocese of Mount Kenya, which today features nine archdeaconries and serves 90,000 Anglicans, 15,000 of who are MU Members.

The Mothers Union (MU) is involved in several projects across the Diocese. The key project is the Mother Mercy Home (ACK, 2018). The home, located past Ndenderu within Kiambu County, is an early intervention project for disadvantaged children (and) its goal is to provide basic needs like food, shelter, love and education.
This is as part of the mandate in the constitution to address families that have encountered adversity (ACK, 2018).

The MU constitution (2018) also mandates mothers to promote favourable conditions to bring up children and support family life. The MU has continued to perform this mandate in several areas. MU has also initiated a Savings & Credit Cooperative Society (SACCO) initially started as table banking. This is a funding strategy where members place their money on the table, borrow for short or long term initiatives, and has today grown to become a licensed deposit-taking institution called Dimkes SACCO/FOSA. The main aim of the SACCO is to assist MU members save and disrupt the pattern of poverty and lack amongst them.

*Leadership Skills*

Doyle (2017) discusses leadership skills as the abilities existent in a leader that help them perform their duties well. She cites communication, motivation, trustworthiness, creativity, commitment, and flexibility as some of the skills that a leader can harness to stand out in their work. The author, however, identifies these as soft skills of leadership. Mumford, Zaccaro, Harding, Jacobs and Fleishman (2000) assign the definition to leadership skills by illustrating how leaders are novices when they enter an organization and how as they understand how the system works and utilization both their socialization and education, becomes critical as they grasp the culture, purpose, and mission of the organization.

Watt and Voas (2015) undertook a study to measure self-assessed leadership skills among the clergy of the Anglican Church in England. A number of skills stood out that were considered significant in clerical leadership. These were empathy, speaking (communication), innovating, connecting, managing, envisioning, persisting and motivating. In summary, the study identified people-centred skills as among the
most critical skills required by the clergy to effectively achieve their objectives within the church settings.

Women leadership skills in the African context have been significantly ignored and undervalued in comparison to the developed nations (Njenga & Pinto, 2011). However, Llopis (2014) asserts that successful women leaders are usually keen on ensuring that the foundations of the family and a culture of stability are maintained which translates into their ability to motivate and work with teams within the work space. In addition, he identifies the fact that women are purposeful, strategic and passionate as among the leadership skills that are undervalued in them.

*Problem Solving Skills*

The first important leadership skill considered in this study is problem solving. Problem-solving relates to the creative ability to understand an organization’s complex problems, study them and with enough information provide a workable solution to the issue at hand (Dolmans, Michaelsen, van Merriënboer, & van der Vleuten, 2015). Problem-solving skills are contextual and leaders need to understand their capabilities to solve those problems within that context (Mumford et al., 2000).

People often become cognizant of problems when a need motives them to search for a solution to eliminate the problem. Leaders in the workplace lead people in different ways and a key aspect of leadership is the ability to effectively solve problems (Kirschner, Sweller, & Clark, 2006). Consequently, an unknown source of a problem will present significant opportunities for leadership in the organization (Oliveri, Lawless, & Molloy, 2017). This is because a problem is a deviation from the norm and hence leadership presents an important opportunity to address the problem and bring the organization back to its original state (Carmeli, Gelbard, & Reiter-Palmon, 2013).
Problem solving depends significant upon the leader’s understanding of the problem and the goal. The solution to the problem often represents the leadership goal (Oliveri et al., 2017). This means that ill-defined problems present problems to the leader impacting negatively on the organization. Well-defined problems therefore will often entail skills and solutions that are suitable to problem (Mughal & Shaikh, 2018). From this perspective, the ability of the leader to recognize the problem, review existing information, provide solutions and communicate the solutions to the people in the organization has a strong impact on their ability to lead successfully (Mughal & Shaikh, 2018).

Social Judgment skills

A second type of leadership skills also considered in this study are the social judgment skills. Social Judgment Skills speak to the ability of leadership to understand the people they are leading and what matters to those people (Abele, Cuddy, Judd, & Yzerbyt, 2008a). It also refers to the leader’s ability to comprehend people, the context within which they operate, work and their social life (Gilovich, Medvec, & Savitsky, 2000).

Social judgment skills often to help facilitate working with others which has been found to lead change, solve problems and make sense of issues. Mumford et al (2000) indicated that there are four elements important to social judgment skills. These include perspective taking, social perceptiveness, behavioural flexibility and social performance.

Perspective taking refers to sensitivity to other individual’s objectives and perspective (Abele, Cuddy, Judd, & Yzerbyt, 2008b). It is a feeling of empathy in solving problems, which means that the leader will actively seek out knowledge regarding people, their environment and how these intersect in order to respond
effectively. Secondly, social perceptiveness indicates the leader’s ability to know what people will do when confronted with proposed changes (Njenga & Pinto, 2011). Third, behavioural flexibility on the other hand refers to the ability to change what one does when confronted with others’ attitudes and intended actions on the basis of knowledge gained through perspective taking and social perceptiveness (Abele et al., 2008b). Leaders who have this ability tend to understand that there are many different paths to achieving change and the goals and objectives associated with that change (Gilovich et al., 2000). Lastly, social performance refers to the ability of the leader to be skilled in different leadership competencies. These competencies include ability to persuade, communicate, mediate, foster interpersonal interaction, reduce conflict, coach and mentor among others (Carmeli et al., 2013).

In summary, social judgment, skills are about being sensitive to how one’s ideas fit in with others. It is about how one understands other’s, their unique needs, motivations and whether one can work with others even in the context of resistance (Abele et al., 2008a). The vision of the Mother’s Union at its founding was to engage in prayer and family strengthening at the basic social unit of society- family. Mumford et al (2000) specify that this skill features four elements, which are perspective taking, social performance, behavioural flexibility and social perceptiveness.

Communication skills

The third set of leadership skills are communication skills. Communication Skills is the ability of a leader to convey a message to a leader’s followers and share meaning (Carmeli et al., 2013). The study examined the extent of the development of the verbal and non-verbal skills, self-awareness and emotional intelligence aspects.
This skill set is the vehicle by which leadership influences the leader’s followers (Njenga & Pinto, 2011).

Organizational Performance

For the past ten years, McKinsey Consulting has released research in the Women Matter series on women performance. The research has shown a strong relationship between women participation in executive teams and performance in an organization (McKinsey 2016). The study found poor performance for women was contributed to by the lack of a diversified workforce environment in spite of ambitions in women and men being nearly the same at 67% and 68% respectively.

Gicheru and Mtongolo (2017) highlighted the case of Dimkes Sacco, which was established by the Mothers Union of the Diocese of Mount Kenya South in 1998. The Sacco began as a way for the mothers to enhance self-reliance for the organization’s projects and to bring stability to families. With the participation of an all-women board, which was in place until 2017. Dimkes, grew to a membership of 16,000 and a portfolio of Kenya shilling 900 million. “It has been paying high dividends to members and has formed a subsidiary, Dimkes Investment Company that is helping members acquire property and gain financial empowerment.” (Gicheru and Mtongolo, 2017, p. 128). The study also cites the establishment of a housing project started by the mothers who put up rental houses in Ngong to generate income for their activities.

Statement of the Problem

The role of women in the church is one of the few topics that raise passion in debates. This debate however mainly focuses on the imbalance between male and female clergy and not leadership and performance to which the women in the congregation and groups such as the MU contribute(Lalitha, 2017; Min, 2008).
Previous research on the MU leadership, confirms superior achievement through leadership. Beaumont (2017), for instance, studied the MU in the United Kingdom and found that it is one of the longest living women organizations. It has grown and excelled with what seems like a domestic mandate. Moreover, in her examination of the leadership of the MU in the United Kingdom, she found that the organization has been able to lobby the United Nations Commission on the status of Women, for women’s economic empowerment and has had the UK government implement a policy that governs how agencies undertake advertising to children.

Locally, the leadership and achievements of the MU have mostly gone unstated and under-researched. A study, conducted by, Gicheru and Mtongolo (2017) on MU in Kenya indicated the contribution of MU in the establishment of Dimkes Sacco, and the benefits, which include the establishment of a full-fledged microfinance organization. There is however lack of research on the MU in Kenya in terms of leadership skills and its effects of performance of MU and the diocese of Mount Kenya South in particular. This is despite the fact that the MU portrays evidence of innovation and economic growth embedded in the mandate to promote conditions in society favourable to stable family life and the protection of children (MU Constitution, 2018). This gap necessitated the development of this study in order to understand the influence of leadership skills on the performance of the MU within the Kenyan context and in particular, in the Diocese of Mount Kenya South.

Purpose of the Study

The purpose of this study was to examine the influence of leadership skills on the performance of the Mothers’ Union (MU) of the Anglican Church of Kenya, Diocese of Mount Kenya South. The study considered four important leadership skills
as provided by Mumford et al (2000) as a basis for the study, which include problem solving skills, social judgment skills, Knowledge skills and communication skills.

Objectives of the Study

I. To determine the influence of leaders’ problem-solving skills on the performance of the MU

II. To identify the influence of leaders’ communications skills on the performance of the MU

III. To establish the influence of knowledge skills on the performance of the MU

IV. To establish the influence of the leaders’ social judgment skills on the performance of the MU

V. To find out how the practical experience of leadership influences the performance of the MU

Research Questions

This study examined the relationship between the leadership skills and organizational performance of the MU and asked the following questions;

I. How do leadership problem-solving skills influence the performance of the MU?

II. To what extent do communication skills of the leadership influence the performance of the MU?

III. What is the influence of knowledge and technical skills of the leadership on the performance of the MU?

IV. What is the influence of social judgment skills on the performance of MU?

V. How does the practical experience of leadership influence the performance of the MU?
Significance of the Study

The MU holds influence within the community it operates within; and as such can use it to disrupt the social conversations around the community that undermine dignified living. As a worldwide charity, the movement depends on the efforts of women at the grassroots. This study was important in helping to point out to the organization how leadership skills of women at the MU can help improve its organizational performance. It was useful because of its ability to point out how exercising the right kind of leadership can enhance organizational performance. Secondly, it was also important because it identified the influence of leadership skills on MU performance and helped to fill contextual and knowledge gaps existing in this area. The researcher did not encounter previously done studies that relied on the Leadership Model Approach by Mumford et al (2000) pertaining to an organization such as the MU. At the same time, the reliance on the Upper Echelon’s theory based on thoughts by Child’s (1972), has not been applied to studies on the organization of the MU. This study will thus form an important basis for academia in helping to provide background information on the influence of leadership skills on the performance of organizations.

Assumptions of the Study

The study worked with the assumption that the respondents were willing to participate in the study and that they would answer all questions. No problem was experienced with access to participants, as those contacted were willing to take part in the study. The study also assumed that the target population have a good grasp of the Mothers Union establishment in the diocese and its movement into the country. This was also the case as most of those sampled were in the leadership positions. This study did ensure that the sample selected for the study was a true representation of the
population. It also employed data collection methods in this case that are valid and reliable in measuring the constructs established.

Delimitation/Scope of the Study

This study covered the Mother’s Union of the Diocese of Mount Kenya South population. The variables applied in this study are leadership skills covering problem-solving skills, social judgment skills, communication skills and knowledge competence as identified by Mumford et al (2000) as key leadership skills. These variables were examined against organizational performance.

Limitations of the Study

This study faced some limitations. The Mothers Union in the diocese is comfortable in the Gikuyu language and hence completing questionnaires in English required translations. Secondly, the study also used a small sample size, which may mean that the findings may not be generalizable to a large population. This was due to accessibility issues to the participants. However, care was taken to find them during church service, which increased number of participants.

Chapter Summary

This chapter sought to provide a background of the study, the problem statement, the key aim and objectives, the scope of the study and the limitations of the study. It established different associations between leadership skills and organizational performance. Additionally, a limited number of studies have been done on the issue in Kenya, which motivated the development and implementation of this study. The next chapter reviews previous studies on leadership skills and organizational performance.
CHAPTER TWO: LITERATURE REVIEW

Introduction

The purpose of this chapter was to review previous literature on the issue of leadership skills and its influence on organizational performance. This chapter is divided to the following sections: the theoretical framework, the empirical framework and the conceptual framework.

The concept of Leadership

The vastness of the research and the writings done on leadership are a testament to its significance in not just organizations but also to the general running of systems. The concept of leadership has been defined by various scholars in different ways (Njenga & Pinto, 2011). At the centre of these definitions is the perception that leadership is a complex phenomenon. However, there is no consensus among scholars on how to appropriately conceptualize leadership, an aspect that leads to conceptual difficulties in applying the concept on organizations (Carmeli et al., 2013).

There are many perspectives on leadership. These are based on the different types of theories on leadership that have emerged over the years (Min, 2008). In particular, leadership has been defined along doing the leader’s wishes, achieving group or organizational goals, as management, as influence, as traits, as transformation, among others (Min, 2008). The most influential definition of leadership perhaps borrows from the leadership as influence perspective. This has clearly stood out and has been used in a number of studies. It transcends several conceptual frameworks of leadership and is perceived by different studies as key in understanding leadership (MIN, 2008). Bryman (1986) was among the earliest scholars to propose the process perspective of leadership and defined it as a social process in which a leader steers
member of the group towards the achievement of common goal (Njenga & Pinto, 2011). This perspective of leadership is adopted for use in this study.

**Leadership Skills**

Doyle (2017) discusses leadership skills as the abilities existent in a leader that help them perform their duties well and she cites communication, motivation, trustworthiness, creativity, commitment, and flexibility as some of the skills that a leader can harness to stand out in their work. She, however, identifies these as soft skills of leadership. The ability to anticipate, envision and maintain the litheness to give other people power so they can create change that is needed in an organization is how Barine and Minja (2014) define strategic leadership.

Katz (1955) presents a three skills approach on parameters of leadership. The technical skill that defines the leader’s capabilities and education to handle the task, the human skills that relates to how the leader manages the people relationships in the organization and last, the conceptual skills, which has to do with working with ideas to further the course of an organization.

Mumford et al (2000) on the other hand suggested that there were three important leadership skills and competencies, later extended to four in Mumford et al (2000). These include problem-solving skills, social judgment and knowledge skills. Mumford et al (2000) extended the model adding communication skills as important in the process of leadership. This study uses this model in examining leadership skills and competencies.

*Problem Solving Skills*

The concept of problem-solving is captured as one of three competencies that bring on effective leadership. The other two are social judgment and knowledge skills both of which are incorporated in this study. Proposed and fronted by Mumford, et al
(2000), this concept speaks to the creative ability by an organization’s leadership to capture difficult issues, put them in context and provide the solutions necessary to keep the organization running. “Problem-solving skills operate in the context of an organization and its environment and require that leaders be aware of their own capacities and challenges relative to the problem/issue and the organizational context.” (Rowe and Guerrero, 2011).

The work of Katz (1955) also captured the problem-solving skills aptly when he proposed that leadership features three skills, the technical, the human and the conceptual. Later, Katz (1974) asserted that the latter incorporated the ability to see an enterprise in its entirety. The further noted that the identifying the functions within an organization and how this affected all operations formed the core of this thought. Further, he noted that relationships were important to an administrator and consideration of this significance placed when making decisions on the welfare of all in the organization.

Previous studies examining problem solving have indicated that problem solving is part of decision making in leadership. Problem solving therefore should be perceived as a systematic process of analysing a difficult situation and making the right decisions(Carmeli et al., 2013). Problem solving in organizations seek to identify the root cause of a problem and provide solutions for such problems in a manner that enhances organizational success(Kirschner et al., 2006; Mughal & Shaikh, 2018). Therefore, from this perspective, as a leadership skill, leaders must understand how to handle a problem in a manner that enhances organizational performance.

Studies indicate that many individuals approach problem solving by making decisions too quickly and fail to systematically examine the problem or alternative solutions to the problem(Carmeli et al., 2013; Mughal & Shaikh, 2018). Leaders with
problem solving skills focus on a conscious and systematic process of analysing the problem before reaching a solution (Mughal & Shaikh, 2018). However, other studies also indicate that leaders are expected to solve problems quickly, efficiently and decisively in order to achieve organizational effectiveness (Dolmans et al., 2015). It has been suggested however that adopting a structured approach to problem solving using models such as the IDEALS model and intuitive decision making models rather than heuristics can be important for a leader to enhance problem solving success (Kirschner et al., 2006; Oliveri et al., 2017). The study therefore sought to understand how the MU approaches problem solving and with the intention of understanding how the problems are solved versus the level of leadership competence as outlined by (Dolmans et al., 2015).

**Communication Skills**

Miller (2012) while discussing the three levels of communication attributes a quote to Winston Churchill, the former British Prime Minister who noted that the difference between management and leadership is communication. Miller (2012) further notes that there are three levels, core communication skills, team communication skills and strategic/external communication skills which leaders must be aware of and work towards if they are to successfully lead people. Scalco (2017) identified communication skills as being a key leadership skill and assigned importance to the presence of these skills when leading others. He further states that listening, being self-aware and knowing one’s audience are critical skills for any leader.

Communication is critical to successful leadership in organizations. Specifically, previous studies have noted that a leader needs communication skills in order to not only interact with others within the organization but also issue directions and instructions (Dolmans et al., 2015). Because of the complexity of today’s
organizations, communication is key in enhancing organizational performance. In particular, today’s organization are composed of people from different cultures and from different generations and hence understanding how to communicate can make or break an organization (Kirschner et al., 2006).

Key communication skills that leaders must have include interpersonal communication skills (Oliveri et al., 2017). These are more reflective of the leadership role and hence the leader must be sensitive to verbal and non-verbal communication, recognising status, power and other as barriers to leader-subordinate communication and hence identify communication approaches to lower these barriers (Min, 2008). Leaders who are perceptive and sensitive to the environment and people around then have a keen understanding of how the organization functions at any time and hence able to intervene and solve problems appropriately (Carmeli et al., 2013).

Previous studies have indicated that organizational communication often demands management functions and leadership skills (Carmeli et al., 2013). Management functions from this perspective, in communication ensure that employees are productive and that there is appropriate sharing of information across the organization (MIN, 2008). On the other hand, other leadership skills are important in ensuring appraisal and intervention meeting expressed and tacit human resource needs. Leadership skills in communication in particular allow the leader to clarify organizational goals and direct subordinates in reaching the goals (Kirschner et al., 2006). Communication in the organization will fail if both leadership skills and management functions are ineffectively implemented. The understanding of the level of sensitivity and perception by the MU leaders was pertinent to the study’s proposal on the importance of communication to leadership success as opined by (Carmeli et al., 2013)
Social Judgment Skills

Karimi & Minja (2014) define something akin to the result of social judgment and that is transformational leadership. It is a perspective where leaders having understood the vision, systems in the organization and the people, re-organise them to best achieve the vision. The term social judgment was coined by Mumford et al (2000) to denote the ability by leaders to understand social systems and make sound decisions in the light of ambiguous conditions.

Mumford et al (2000) also identifies it as Social Intelligence and defines it as the ability to choose the best way to address a situation. Social Intelligence features two traits namely social perceptiveness and behavioural flexibility. Social Perceptiveness is the “the ability to recognize the needs, the potential problems and the potential abilities for an organization.” (Northhouse, 2000, p. 103). On the other hand, behavioural flexibility is the willingness to change one’s behaviour to respond to a situation. In addition to these two aspects, Mumford et al (2000) also include perspective taking and social performance as attributes of social judgment. The former speaks to the sensitivity of the objectives and perspectives of others, in this case by leadership. Further, it is an empathic view of solving issues within an organization or group.

Social performance speaks to the possession of several leadership competencies that include influence building with a view to share a vision with those being led. Northouse (2010) notes that, “social judgment skills are about being sensitive to how your ideas fit in with others. Can you understand others and their unique needs and motivations? Are you flexible and can you adapt your own ideas to others? Last, can you work with others even when there are resistance and change? Social judgment skills are the people skills required to advance change in an organization,”
This study, for the purposes of measuring work with the definition shared by Mumford (2000), further explored the behaviour and the MU leadership ability to recognize the needs of the MU members. Additionally, it sought to know how those influence the performance of the body. Weiten (2007) asserts that personality and specifically the big five traits; neuroticism, extraversion, openness to experience, agreeableness and consciousness are predictors of important life outcomes such as occupational attainment, health, and even mortality. Motivation and empathy according to Goleman (2005) cover the initiative to strive and overcome setback and frustrations while sensing what others feel are and facilitating rapport with diverse groups. Social skills have to do with, managing relationships well and reading social situations accurately.

Knowledge & Technical skill

Katz (1974) identified that leadership comprises of three skills namely technical skills, human skills, and conceptual skills. Technical skills speak to proficiency or knowledge on a particular kind of work. “To have technical skills means that a person is competent and knowledgeable with respect to the activities specific to an organization, the organization’s rules and standard operating procedures, and the organization’s products and services.” (Katz, 1974; Yukl, 2006). The study sought an understanding of the technical skill that exists within the MU leadership. Further, it sought to bring to link the presence or absence of this competency to the organization’s performance.

Mumford et al (2000) propose that the knowledge skill goes a notch higher and is required of a leader. It is the development of mental structures after gathering information, which is then coded in a meaningful way. The author asserts that
knowledgeable leaders are able to employ appropriate approaches when interacting with complex organizational issues (Rowe & Guerrero, 2013). “It is knowledge and expertise that make it possible for people to think about complex system issues and to identify possible strategies for appropriate change.” (Northhouse, 2010). He further notes that experiences shape the skills and knowledge of leadership within an organizational especially at they address the challenges within their space. “It is the knowledge that allows people to use the past to constructively confront the future.” (Northhouse, 2010).

How do leaders achieve the competency of knowledge? To answer this, the examination of this concept in action points the right direction; the Norwegian military, cognizant of the complex challenges facing their officers while dispensing their duties, developed a programme incorporated into a three-year education programme (Boe, 2015).

He further notes that the subject matter proficiency element relates to the knowledge an officer has within different military subjects. This knowledge creates the basis for the judgments and decisions that he or she will make. This element also focuses on the ability to approach challenges with a critical mind, and the ability to learn. Leadership or officer development, therefore, cannot be seen as separate from subject matter development. During the 3 years of education at the NMA, the cadets are given a solid platform of different military subjects that lead them to understand the military contexts better. Because of this, they will make better decisions based on solid and professional justifications for their decisions. The proficiency to understand military contexts and to make better decisions forms the second part of the development of a strong character (Boe, 2015 p. 290). The definition by Mumford et al (2000) that knowledge is relevant to the competency of a leader was critical to this study in helping
define how knowledgeable the MU leaders were in spite of their seeming domestic mandate.

Organizational Performance

This study has defined organizational performance in four aspects; outputs which spell out the goals and objectives, the efficiency of action, the effectiveness of action and sustainability. The MU operates guided by five mission points. These are drawn from the ideals that Mary Sumner established the Mothers Union these points are; to promote and support married life, to encourage parents in their role to develop the faith of their children. They are to maintain a worldwide fellowship of Christians united in prayer, worship and service, to promote conditions in society favourable to stable family life and the protection of children and to help those whose family life has met with adversity is the mandate of the mothers and this is in line with the MU constitution (2018) expectations.

Gomez Mejia, Berrone, Franco-Santos (2010) in studying organizational performance, discuss how leadership developing performance measures. They further talk about how to compensate against those measures. The implementation of certain systems the leadership is bound to see goals met.

Shields (2016) discusses results saying they “are the most tangible and readily measurable of the horizontal dimension of performance.”(Shields 2016, p. 78). He further explores the six major areas of results measuring namely, product and service quantity and quality, financial outcomes, timelines, innovations and stakeholder reactions. The latter fronts a view for understanding internal and external stakeholders.

Wentland (2017) discusses employees as being at the heart of organizational performance since it is they, “who have always made the difference between a truly successful organization and a mediocre entity.” (p. 4). This study will equally venture
into an understanding of the key stakeholders in the MU and examine the influence of the leadership skills against that particular theory on organizational performance.

**Goal and Objectives Outputs**

The Mothers Union’s outputs as outlined in the 2018 constitution (MU Constitution, 2018, article 2) point four areas to focus upon when assessing the outputs that define performance. Marriage, family, Christianity and support for people who hit by adversity. These four areas define how to asses if the MU has been performing as an organization.

Aguinis (2014) in defining the implementation of performance fronts two pre requisites: an understanding of the organization and knowledge of the work that is to be assessed. The four aspects in the MU look different to the different geographical areas that the MU exists. In assessing the care for those in adversity, the Diocese of Mount Kenya South, which is the focus of this study, runs a home in Ngecha area called Mother Mercy home. In support of families, the mothers also run a bereavement support network where they gather and run the program for bereaved families in addition to financial support. When a, MU member passes on they wear their official uniform on the day of burial, carry the casket and present the membership cards to the church who give it to the family for memorialization. Around the world, MU fellowship are also involved in relief work, prison ministry and refuge programmes all with a view to reach out to those in need.

The analysis of the MU expectation according to Aquinis (2014) helps to understand what constitutes requirements for the work of service within the charity. This provides insight into what knowledge, skills and abilities those within the MU require to be able to perform and achieve their goals and objectives.
**Efficiency of action**

Quain (2018) talks about organizational efficiency and attributes performance to the ability of the firm to achieve high output while using input sensibly and economically. Human capital as a resource is for instance gauged based on how much of it goes to the accomplishing of goals.

**Effectiveness of action**

Quain (2018) also discusses effectiveness within the organization and defines it as being able to figure out if the entity is doing the right thing. At the same time, Aquinis (2014) when discussing a results approach to performance recommends the understanding of the different areas of focus to measure results.

**Sustainability**

Confino (2013) notes that for sustainability and its reporting to make sense, the relationship between each of the parameters requires examination. The primary purpose for sustainability is to gauge how viable a practice or entity is. The study however examined as Aquinis (2014) how behaviour incorporating the clusters of knowledge, skills and abilities determine the leadership practice by the MU.

**Theoretical Framework**

This study is anchored on the Leadership Skills model as discussed by Mumford et al (2000) and the Upper Echelons framework as defined by Childs (1972) that examines leadership and its performance relationships.

**Leadership Skills Model**

The leadership skills model explores the relationship between four specific leadership skills; problem-solving, communication, social judgment, and knowledge competency to study the organizational performance of the MU.
The Leadership Skills model proposes that leaders are not just born but that there is a specific skill set that if acquired can make leaders competent in their delivery. The implication is that many people hold the potential to lead and can become better at it as they put into use the experiences they have undergone during their leadership years. This model moves away from the ‘doing’ of leadership into the exploring the capabilities that make leaders more effective. The approach explores five components and these are, individual attributes, competencies, leadership outcomes, career experiences and environmental influences. The competencies are considered premium in this approach but their component is highly influenced by the individual traits. This approach slightly differs from Katz (1974) who proposed a three skills approach model that suggested the technical, human and conceptual skills were the necessary skills for effective leadership. The deviation from the leadership model skills is that the implication by Katz that leaders required to be doers for their effectiveness. For this reason, this study employed the leadership model approach by Mumford et al (2000).

The competencies cover three areas and these are problem-solving skills, social judgment skills, and knowledge competency, all of which are included in this study. This study has also included communication skills as part of the independent variables to be examined based on the proposition by Childs (1972) that personality determines how leaders make strategic choices that affect organizational performance. The individual attributes speak to four areas and this general cognitive ability, crystallized cognitive ability, personality, and motivations. Leadership outcomes speak to effective problem solving and performance. The career experiences in this model influence the individual attributes and the competencies highlighted in the approach. Finally, the environmental influences speak to the external factors that affect the leader’s ability to be effective specifically in problem-solving.
The Upper Echelons Theory

The Upper Echelons Theory is grounded in Childs (1972) argument that top manager’s strategic choices have an effect on firm performance. The model presumes that strategic decision making in organizations will often take place in uncertain, complex and ambiguous situations (Carmeli et al., 2013). Thus, top manager’s experiences, values and personalities tend to determine which stimuli are perceived and how information is interpreted (Eisenbeiss, van Knippenberg, & Fahrbach, 2015).

From the model, the personal construal of the situation tends to significantly impact manager’s strategic choices and decisions (Peterson, Galvin, & Lange, 2012). As a result, organizations and their performance outcomes tend to be viewed as a reflection of the personal characteristics embodied by the top management of the organization, particularly, the CEO who is responsible for the performance of the organization as a leader (Carmeli et al., 2013). This also means that the leader’s skills and competencies will have a strong impact on how they will lead and enhance the performance of the organization.

The Upper Echelons model has received significant amount of support from previous studies (Eisenbeiss et al., 2015). These studies have indicated that the skills, competencies and character of the leader and the top management impact significant on the performance of the firm (Min, 2008). This link is particularly valid in diverse national, and sectoral contexts and for different forms of organization (Oliveri et al., 2017). The model provided a framework for this study in the examination of the communication skills of the leaders of the MU as well how their experiences shaped the decisions that impacted on performance.
Conceptual Framework

Figure 2.1 below represents the conceptual framework that will guide this study. The perspective is to examine how the components of the dependent variable feed into the independent variable. The framework shall emphasize on the problem solving skills the leaders apply in the course of their work, how they understand the workings of the members and the system of the MU within which they work, the extent of their communication skills and how they are able to apply technical skill and previously held knowledge to dispense their work. The measure of performance is also in the MU constitution (2018) which guides on conduct and how to run the organization.
Figure 2.1 Conceptual Framework
Chapter Summary

This chapter reviewed the theoretical framework that guided the study, analysing the relevant empirical literature for the identified variables. Specifically, it examined the three skills theory by Mumford et al (2000) and the Upper Echelons Theory that opines that a leader’s experiences and personality have an impact on organizational performance. Further, it examined four aspects in the MU (2010) constitution that positioned as the dependent variable.
CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter covers the research design of the study, the target population and the sampling procedure, data collection approach and the data analysis approaches utilized. In addition, the chapter also covers the sample size, research instrument, alongside its reliability and validity. The chapter also highlights the data collection and analysis techniques.

Research Philosophy

The research philosophies focus on the nature of knowledge and how it is gathered or generated. From this perspective, research philosophies explain the assumptions that researchers make in the process of conducting the study. Along this perspective, there are two research philosophies: positivism and interpretivism. This study adopts the positivist research approach and focuses on empirical knowledge that is considered objective and arrived at through scientific methods of observation and experimentation. “As a philosophy, positivism adheres to the view that only “factual” knowledge gained through observation (the senses), including measurement, is trustworthy” (Dudovskiy, 2018). The rationale for this is built on the need to describe causal linkages between phenomena and hence it helps understand the link between leadership skills and organizational performance.

Research Design

Research designs refer to a plan on how a research should be carried out or implemented in order to achieve its objectives. Research designs can be qualitative or quantitative in nature. In the context of this study, a quantitative research design was considered more suitable to achieve the study objectives. The reason for this was the
need to collect and analyse data that would help identify statistical relationships between the key variables in the study. The quantitative approach allows this study to achieve its objectives.

This study employed descriptive quantitative approach. Mugenda and Mugenda (2009) ascribe descriptive quantitative approach as one undertaken to define and account for things as they are. In this design, the study sought to elaborate on the aspects of the leadership skills at MU building on the leadership skills model suggested by Mumford et al. (2000). This produced some numerical data and some quantifiable data to assist the research address the problem stated earlier.

Target Population

The study drew the population from seven parishes drawn from the nine archdeaconries that make up the Diocese of Mount Kenya South present leadership. The population was selected based on the position held within the MU since they have a grasp on the expectation of the office. The target population consisted of MU leaders who are office holders in the congregations represented in twenty-three deaneries each with an average of four parishes. Each parish has an average of four congregations and each congregation has three MU office holders. The total population is 1,154 as shown in Table 3.1 below:

Table 3.1 Target Population

<table>
<thead>
<tr>
<th>STRATA (Office)</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairlady</td>
<td>384</td>
</tr>
<tr>
<td>Secretary</td>
<td>384</td>
</tr>
<tr>
<td>Treasurer</td>
<td>384</td>
</tr>
<tr>
<td>Diocesan Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Diocesan Patron</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1154</strong></td>
</tr>
</tbody>
</table>
Sampling Procedure

The study employed stratified random sampling to achieve the anticipated depiction from the different smaller groups of the population. Mugenda and Mugenda (2009) recommend this technique when this is the desired goal. Using this sampling technique, the researcher divided the population assigning the different offices as depicted in Table 3.1. The sample size was determined by equally apportioning each stratum to ensure inclusion of the target population. In addition to the current MU office holders, and the Diocesan coordinator and MU Patron were included in the study.

Sample Size

According to researchers, Kathuri and Pals (1993) the recommended sample from this target population is 100. This study used a sample of 116 to take care of any attrition during data collection. Stratified random sampling has been used as described in section 3.5 to ensure inclusion of the target population. The sample drawn is presented in Table 3.2 below. This sample considered the MU leadership as those currently holding the position of chairlady, secretary or treasurer in the church, parish, deanery or archdeaconry level. This was done for purposes of their grasp of contemporary leadership issues in the organization. In addition, the researcher collected data from the two top leaders of the MU as well.

Table 3.2 Sampling Matrix

<table>
<thead>
<tr>
<th>STRATA (Office)</th>
<th>Number of People</th>
<th>To be include in Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairlady</td>
<td>384</td>
<td>38</td>
</tr>
<tr>
<td>Secretary</td>
<td>384</td>
<td>38</td>
</tr>
<tr>
<td>Treasurer</td>
<td>384</td>
<td>38</td>
</tr>
<tr>
<td>Diocesan Coordinator</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Diocesan Patron</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1154</td>
<td>116</td>
</tr>
</tbody>
</table>
Research Instruments

This study employed the use of structured questionnaire to collect primary data. The questionnaire was specific to the variables and was administered to the leadership. The data collection took place when the MU members gather at their churches or specified locations for prayer. Secondary data was collected through publications on historical establishment of the Mothers Union in Kenya and how different branches of the Mothers Union are faring in other parts of the world. Additionally, policy documents were also used in the process of collecting data.

Validity of the Research Instruments

According to Mugenda and Mugenda (2009), validity has to do with the accuracy with which the data is obtained by the researcher and how it represents the variables of the study. It is also the meaningfulness of inferences based on the results generated by the researcher. The researcher sought to ensure instrument validity through pretesting on five respondents (a total of 20) from each stratum to ensure clarity of questions. The five respondents were not involved in the actual study. The researcher used the process to identify and rectify any errors or misconceptions.

Reliability of the Research Instruments

Reliability is a measure of the degree upon which an instrument of research gives data that is consistent even after repeated trials (Mugenda and Mugenda, 2009). The researcher checked the reliability by using the split half technique. In split-half reliability, a test for a single area of the questionnaire is split into two parts and then both parts given to one group of participants at the same time. The scores from both parts of the test are correlated. In this study, it was done by comparing the results of one-half of a test with the results from the other half. Both showed a consistent relationship between the independent variables and dependent variable.
Data Collection Procedure

The study employed a data collection procedure that is suited to fit the schedules of the sample population respondents. The questionnaire was distributed during the leadership meetings at Diocese and Deanery meeting frequented by the office holders of the MU. The study trained one research assistant who is currently a member of the Mothers Union for she commanded the respect of the sample population.

Data Analysis Technique

The study analysed the data by examining the variables and the relationship between the independent and dependent variables. Before the data collection, a sample size determination was undertaken based on the sampling matrix described earlier. After collection, the study employed descriptive statistics such as means and standard deviation analyse the data and report on the findings. Presentation was done in tables, bar graphs and pie charts.

Ethical Issues

This study sought to uphold the ethics assigned to the research process which Kamau, Githii and Njau (2014) define as the codes that guide on what is right and wrong in different contexts. While in the process of collecting data, the researcher acquired consent from the relevant church leadership in order to conduct the study. The highest confidentiality was accorded the sample population and their information was only be used for the purposes of this study. The researcher and the team self-disclosed every interest of the study but also accorded the respondents respect and expressed their intentions openly. The research was conducted only after a signed copied of the certificate of corrections was received and a letter from the University issued. The letter facilitated the processing of a research permit from National Commission for Science, Technology & Innovation (NACOSTI).
Chapter Summary

The Chapter discussed the research design, target population, the sampling design, data collection that guided the study. It also discussed the ethical issues in the context of the study.
CHAPTER FOUR: RESULTS AND DISCUSSIONS

Introduction

This chapter presents the analysis of research findings, interprets the results and discusses them in comparison to literature. There are six main sections in the chapter. Section one presents the response rate and demographic profile of respondents while section two analyses respondents’ views on the performance of the MU. The rest of the sections follow in line with the specific objectives of the study. These are titled as follows: Influence of leadership problem solving skills on performance of MU; extent of leadership communication skills influence performance of MU; Influence of social judgment skills of leadership on performance of MU; and influence of leadership experience on performance of the MU. The chapter concludes with a thematic analysis of respondents’ suggestions for improving performance of the MU.

Response Rate and Leadership Profile of Respondents

Response rate

A total of 116 questionnaires were administered, of these, 81 were successfully obtained back. Figure 4.1 shows the response rate. As per figure 4.1 above, 70% of the questionnaires were successfully filled and returned whereas unsuccessful ones were 30%. It can thus be deduced that the response rate was very high. This finds support from the works of Rubin and Babbie (2009) who insinuate that 70 percent response rate is very good. Therefore, the response rate was adequate for data analysis.
Leadership profile of respondents

Table 4.1 presents the findings on leadership profile of the respondents.

Table 4.1: Leadership profile of respondents

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadre of office holder</td>
<td>Current office holder</td>
<td>75</td>
<td>92.6%</td>
</tr>
<tr>
<td>Deanery office holder</td>
<td></td>
<td>4</td>
<td>4.9%</td>
</tr>
<tr>
<td>Archdeaconry office holder</td>
<td></td>
<td>2</td>
<td>2.5%</td>
</tr>
<tr>
<td>Diocesan office holder</td>
<td></td>
<td>0</td>
<td>1.2%</td>
</tr>
<tr>
<td>Years of membership</td>
<td>More than 5 years</td>
<td>79</td>
<td>97.5%</td>
</tr>
<tr>
<td></td>
<td>Less than 5 years</td>
<td>2</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 92.6% of the respondents were current office holders, 4.9% held office at the Deanery level and 2.5% held office at the Archdeaconry level. None of the respondents was an office holder at the Diocesan level. The results suggest that
there was a very low representation of respondents at higher levels of leadership. Nearly all (97.5%) of the respondents had been members of MU for more than 5 years except 2.5% (2) of the respondents who were less than 5 years old in MU. It can be inferred from this finding that respondents views on leadership and organization performance was potentially backed by adequate years of experience.

Influence of Leadership Problem Solving Skills on Performance of MU

This section presents descriptive analysis of influence of leadership problem solving skills on performance of MU. Table 4.2 shows the mean (M) and standard deviation (SD) of respondents’ rating of each individual item on a 6-point scale ranging from 1=Strongly Disagree to 6=Strongly Agree.

<table>
<thead>
<tr>
<th>Item</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am well equipped to handle the problems in the Mothers Union</td>
<td>2</td>
<td>6</td>
<td>4.82</td>
<td>0.66</td>
</tr>
<tr>
<td>I have encountered a difficult problem in the MU in the last 12 months</td>
<td>2</td>
<td>6</td>
<td>4.82</td>
<td>0.66</td>
</tr>
<tr>
<td>I have met with MU members to discuss and solve a problem in the last 12 months</td>
<td>2</td>
<td>6</td>
<td>4.87</td>
<td>0.65</td>
</tr>
<tr>
<td>I have attended a seminar on problem solving in the Mothers Union</td>
<td>2</td>
<td>6</td>
<td>4.89</td>
<td>0.63</td>
</tr>
</tbody>
</table>

Table 4.2 reveals that a very high mean score was obtained on a scale of 1 to 6 on all the 4 items used to measure the construct of leadership problem solving. Specifically, a high mean score was obtained on being well equipped to handle the problems in the MU with a relatively small deviation (M=4.82, SD=0.66) and having encountered a difficult problem in the MU in the last 12 months with a similar deviation (M=4.82, SD=0.66). A high mean score was also computed on a 6-point scale regarding leadership meeting with MU members to discuss and solve a problem in the last 12
months with a relatively small deviation (M=4.87, SD=0.65) and attending a seminar on problem solving in the MU with a similar deviation (M=4.89, SD=0.65). The results suggest that on aggregate, the respondents rated the influence of leadership problem solving skills on the MU performance highly, with each individual respondent’s views being close to this aggregate. This finding is supported by extant literature (Harding et al., 2002; Mumford et al., 2000). It means that equipping leaders with the skills to solve Union problems, through among others, seminars, and meeting members to discuss and solve problems were key antecedent skills to performance of the MU.

Influence of Social Judgment Skills on Performance of MU

Table 4.3 displays the mean (M) and standard deviation (SD) scores of respondent’s rating of influence of social judgment skills of leaders on performance of MU on a 6-point scale.

<table>
<thead>
<tr>
<th>Item</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I recognize the needs of the Mothers Union</td>
<td>4</td>
<td>6</td>
<td>5.03</td>
<td>0.27</td>
</tr>
<tr>
<td>I can clearly describe the potential problems of the Mothers Union</td>
<td>3</td>
<td>6</td>
<td>4.84</td>
<td>0.51</td>
</tr>
<tr>
<td>There are chances that Mothers Union can undertake to better its performance</td>
<td>3</td>
<td>6</td>
<td>5.00</td>
<td>0.48</td>
</tr>
<tr>
<td>I feel confident that the approach of the current leadership is positive for the Mothers Union</td>
<td>2</td>
<td>6</td>
<td>4.64</td>
<td>0.66</td>
</tr>
</tbody>
</table>

On a 6-point scale, a very high mean score was obtained on respondents’ recognition of the needs of the Mothers Union with a very small deviation (M=5.03, SD=0.27). A high mean score was also obtained regarding respondents’ clear description of the potential problems of the Mothers Union with a small deviation (M=4.84, SD=0.51). A very high mean score was also established on respondents’ recognition of changes that Mothers Union can undertake to better its performance with
a small deviation (M=5.00, SD=0.48). Finally, a high mean score was obtained on respondents’ sense of confidence in the positive approach of current leadership for the Mothers Union with a small deviation (M=4.64, SD=0.66). The results imply that on aggregate, the influence of social judgment skills of leaders on the performance of the MU was highly rated, and the rating by each individual being close to the aggregate. This agrees with the findings of a study in the Anglican Church in England by Watt (2013) which suggested that social judgment was an important skill for church leaders and contributed immensely to the performance of the MU. Other studies however have also found a positive association between the two variables but outside the context of the MU (Carmeli et al., 2013).

Influence of Leadership Communication Skills on Performance of MU

Table 4.4 shows the mean (M) and standard deviation (SD) scores of respondents’ rating of influence of leadership communication skills on performance of MU.

**Table 4.4: Rating of the influence of leadership communication skills on performance of MU**

<table>
<thead>
<tr>
<th>Item</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have confidence in my interpersonal communication skills</td>
<td>2</td>
<td>6</td>
<td>4.98</td>
<td>0.47</td>
</tr>
<tr>
<td>I have encountered a difficult communication problem in the last 12 months</td>
<td>2</td>
<td>6</td>
<td>4.72</td>
<td>0.78</td>
</tr>
<tr>
<td>I communicate well with my fellow Mothers Union members/leaders</td>
<td>4</td>
<td>6</td>
<td>4.96</td>
<td>0.43</td>
</tr>
<tr>
<td>I can openly raise an issue with members /leaders without fearing how things will look.</td>
<td>3</td>
<td>6</td>
<td>4.86</td>
<td>0.51</td>
</tr>
</tbody>
</table>
The results indicate that a high mean score with a small deviation was obtained on a 6 point scale in terms of respondents’ confidence in their interpersonal communication skills as leaders (M=4.98, SD=0.47). With respect to encountering difficult communication problem in the last 12 months, a high mean score was also obtained with a small deviation (M=4.72, SD=0.78). Similarly, a high mean score was obtained on a 6-point scale with a small deviation regarding the wellness of respondents’ communication with fellow Mothers Union members/leaders (M=4.96, SD=0.43). The findings reveal that on aggregate, the influence of leadership communication skills on MU performance received a high rating among respondents and each individual rating did not vary so much from this aggregate. This finding is line with the viewpoints of Doyle (2017) who identified leadership communication as critical to organizational performance. Consistent with this view, all the dimensions of leadership communication skills such as interpersonal skills and openness are suggested in the current study as integral to leadership effectiveness. The results are also in agreement with the perspective of Scalco (2017) who assigned the importance of these skills for leading others. The results further affirm Decker (2006) who theorized that effectiveness is the junction where leadership and communication meet and make a difference in an organization’s performance.

Influence of Leadership Knowledge and Technical Skills on Performance of MU

Table 4.5 indicates the mean (M) and standard deviation (SD) scores for rating of respondents’ perception of the influence of leadership knowledge and technical skills on performance of MU.
Table 4.5: Rating of the Influence of leadership knowledge and technical skills on performance of MU

<table>
<thead>
<tr>
<th>Item</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel the leadership has the capability to ably lead the Mothers Union</td>
<td>2</td>
<td>6</td>
<td>4.86</td>
<td>0.50</td>
</tr>
<tr>
<td>The leadership has been trained for the duties and the requirements of the office of the MU</td>
<td>2</td>
<td>6</td>
<td>4.81</td>
<td>0.53</td>
</tr>
<tr>
<td>The proficiency of the Mothers Union can be improved to produce better results</td>
<td>4</td>
<td>6</td>
<td>5.04</td>
<td>0.25</td>
</tr>
<tr>
<td>The members/leadership of the Mothers Union provide direction for the group</td>
<td>3</td>
<td>6</td>
<td>4.91</td>
<td>0.56</td>
</tr>
</tbody>
</table>

Table 4.5 reveals that a high mean score with a small deviation was established on a 6-point scale on respondents’ feeling that leadership has the capacity to lead the Mothers’ Union (M=4.86, SD=0.50). A high mean score with a small deviation was also obtained regarding the leadership having been trained for the duties and the requirements of the office of the MU (M=4.81, SD=0.53). A very high mean rating with a small deviation was obtained regarding whether proficiency of the Mothers Union can be improved to produce better results. Lastly, a high mean score with a small deviation was also obtained regarding leadership’s provision of direction for the group (M=4.91, SD=0.56). Therefore, the findings reveal that aggregate, the influence of leadership knowledge and technical skills was highly rated by the respondents in terms of organization performance, with a small variation from this aggregate. This affirms current literature that holds that to have technical skills means that a person is competent and knowledgeable with respect to the activities specific to an organization (Katz, 1974; Yukl, 2006). It also affirms the leadership Skills model which proposes that leaders are not just born but that there is a specific skill set that if acquired can make leaders competent in their delivery.
Appraisal of Performance of MU

Views of respondents were sought as to whether they felt that the Mothers Union has performed, as it should to serve Christ, the church and the family. Quantitative findings revealed a general satisfaction with the performance of the MU, albeit with room for improvement. Thematic analysis of verbatim comments yielded four predominant performance indicators that qualified respondents’ views. These were quantified and presented graphically as shown in Figure 4.1.

Figure 4.2 shows that the MU was seen to be performing to the satisfaction of respondents in terms of member training and capacity building, accounting for 40% of the comments. This was evident in the following verbatim examples:

“Leadership is good; most of us have been trained”.

“Seminars are held frequently to help us become committed to the ideals of the union”.

Figure 4.2: Areas of performance of MU
“The trainings we go through enables us to deal with the areas mentioned easily”.

“Through get-togethers, we have been equipped to become Godly, taking care of our families and being responsible mothers.”

The results suggest that emphasis was being put on member development and skills empowerment. This is both in line with the spirit of the MU Constitution (2018) and in line with the tradition of the MU’s founders as documented by Quain (2018). It means that the MU leadership recognized training as an important tool of empowerment and an indicator of organizational performance.

Figure 4.2 indicates that the theme of active member participation was the second performance area where the MU’s performance was satisfactory, represented by 26% of the theme counts. The following are verbatim excerpts:

“Women are active members of our society and they can easily cover the areas covered above”.

“As a member of the team, we have made use of our knowledge to better the union at our homes and in the church, though there is room for improvement”.

“By attending every prayer day that is set aside by the Diocese (Wednesday) and teaching non-members so that they can join the Mothers Union”.

“Most of the members are so committed to the Mothers Union so that they go an extra mile in improving it”.

Inference can be made from the verbatim comments that there was active participation of members in the affairs of the MU. This means that the members had goodwill for the MU as an organization, along with the leadership practices of the organization’s officials. It can also be argued that the members considered active participation in the MU a key performance measure. This finding affirms the results of
a previous study by McKinsey Consulting that associated organizational performance and women participation in the leadership team (Women Matter, 2016).

Figure 4.2 further reveals that the third theme that was predominant in terms of respondents’ evaluation of MU performance was social action activities (20%), with the mention of an orphanage the most recurring as exemplified by the following verbatim excerpts:

“It has performed well; we have a mother's mercy home (orphanage) which is run by Mother's Union.”

“They have a home for orphans (Mother Mercy Home) which is taken care of by the mothers' union members”

“We have a home in Kianjogu managed by the Mothers Union”

“We have been visiting the sick and running the Mercy home for the orphans”.

“The regular visits and contributions for members in need. Also visitations to other church members”.

The finding suggests that Mother Mercy Home was the epitome and flagship project towards the fulfilment of the organization’s mandate. This aligns with MU (constitution) which mandates members to promote favourable conditions for raising up children and supporting family life.

Figure 4.2 reveals that the fourth thematic area of performance identified by the respondents was growth in membership (14%). This is reflected in the following sample comments:

“Because young women have joined the Mother's Union because of good performance of the members”.

“Many have joined the group in the last ten years or so”.

“Yes, because it has transformed the young mothers to join the MU and can accept to work for God”.

“Yes, because we are recruited, we are taken into seminars to learn the issues mentioned above”.

43
The findings suggest that the MU leadership undertook membership recruitment campaigns that led to significant growth. By extension, it can be argued that the MU was relevant because it was appealing to the values, desires and aspirations of mothers who responded by joining the organization. This is in line with a previous study undertaken in the Diocese of Mount Kenya that recorded exponential growth in membership according to Gicheru and Mtongolo (2017). It is also in agreement with a study reported by Beaumont (2014) about an MU in the United Kingdom described as one of the longest living women organizations that grew and excelled significantly.

Areas for Performance Improvements

Despite the general satisfaction of respondents with the performance of the MU that is reflected throughout the analysis, respondents also highlighted a number of areas for improvement. Qualitative analysis of respondents’ suggestions revealed six predominant thematic areas for improvement. Figure 4.3 ranks the suggestions by frequency of occurrence. As revealed in the figure, the undertaking of more social action activities was the leading suggestion from most (28 percent) of the respondents, followed by more capacity building and advocacy (24 percent). At the same time, more member participation and inclusion stood at (19 percent), better governance of the union (13 percent), undertaking income generating projects (9 percent) and recognition of members for long service (7 percent). The theme of more social action activities is reflected in respondents’ comments as follows:

“Taking care of the people living with disability”.

“The diocese should help the members when they die or are bereaved by buying coffin, and walk with the family left behind”.

“They can visit schools to mentor young girls for adulthood and be good examples to other women”.

“We should arrange to have a special day for tree planting”.

44
“We should identify with the needs of the society, for example, helping the elderly”.

“We should take care of the elderly, especially fathers who have no one to encourage them any more”.

Figure 4.3: Thematic areas for improving performance of the MU

It can be inferred from the results that underlying the verbatim comments is the vision, mission and mandate of the organization as defined in its Constitution. This implies that although the organization is performing well on this respect, the promotion of conditions in society favourable to stable family life and the protection of children is an ideal for which the leadership needs to remain faithful, which aligns with the spirit and purpose of the MU Constitution (2018). This area requires prioritization in terms of resource allocation and leadership attention. The theme of capacity building and advocacy underlie the following verbatim excerpts:

“Exchange programmes with other dioceses to improve ourselves”.
“Mother's Union should be empowered more so that they also can participate in the government i.e. having a member of parliament from this union”.

“The area of the family and this can be done through workshops and seminars”.

“To being visiting other provinces, see how they work and to stand with our country when our youth and children are not carried away by politicians and other vices like drugs”.

The finding underscores the respondents’ recognition of capacity building and advocacy as strategies that are important to the achievement of the MU’s mandate. This is in line with results of a study of MU in the UK by Beaumont (2014) who found that the organization had been able to lobby the United Nations Commission on the status of Women, for women’s economic empowerment and has had the UK government implement a policy that governs how agencies undertake advertising to children. As suggested by respondents in the current study, exchange programs can foster cross-pollination of such ideas for better performance and achievement of the MU’s mandate.

The theme of member participation and inclusion is carried in the respondents’ views as represented in the following verbatim comments:

“By letting any member air their views in our meetings”.
“Follow up new members for encouragement”.
“I need to own the union as service to God”.
“If we fully commit, the union will grow”.
“Trust all mothers equally regardless of their marital status”.

As is quite apparent from the verbatim, the theme of member participation and inclusion point towards democratic ideals and the need for the voices of the members to be heard and represented in the affairs of the MU. This means that respondents recognize ownership and involvement as a vehicle for higher performance. The
finding agrees with the result of a previous study on women and organization performance, which linked women participation and performance in an organization (Women Matter, 2016).

The theme of better governance is reflected in the following sample comments:

“Being faithful to take care of the projects”.

“Improve on how we lead and through clear communication and meeting attendance”.

“In all projects, our leaders must be accountable so as to encourage members to fund projects”.

“Mothers Union should take charge of the small groups and lead by examples in terms of character and output”.

An examination of the verbatim comments reveals that stewardship of the organization’s agenda and resources through ethical principles such as integrity, transparency and accountability are integral to organization effectiveness.

The theme of more income generating projects is indicated in the following sample comments.

“By investing in nursery schools and transport so we can make income to move on”.

“If the mothers union can get land from the government, they can dig a borehole to sell water to the community”.

“We can hire 20 hectares of land to compliment the Mercy Children's home food budget”.

“Start income generating projects to help the union achieve its objectives”.

From the results, the need for sustainability is clearly depicted in the suggestions made by respondents about income generating projects. This means that sustainability is another measure of performance cherished by the respondents. This resonates well with the definition of sustainability as put forward by Confino (2013).
The theme of recognizing members for long service is carried in the following sample views:

“The retiring members of the Mothers Union should be given a good send-off”.

“Mothers Union members above 60 years should be given special recognition”.

“Mothers Union members who are over 60 years should be given special recognition”.

Underscored in the findings about recognition is the need for appreciation of not only long serving members by honouring the elderly. This means that the organization’s leaders need to sharpen their social skills in order to meet the needs of its key constituencies. This affirms’ the MU’s mandate as protected in the MU Constitution (2018) which is anchored on love.

Chapter Summary

This chapter has analysed the data and discussed the findings of the study. The analysis proceeded thematically based on the study objectives and key variables. The findings of the analysis indicated that leadership skills (problem solving, communication, knowledge competence and social judgment) were effective in enhancing organizational performance in MU. The findings were established to be similar to previous studies that have been conducted examining the same issue. In the next chapter, the major findings are summarized and implications discussed.
CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS, AREAS FOR FURTHER RESEARCH AND CONCLUSION

Introduction

This chapter discusses the summary of findings, recommendations, areas for further research in this study. It will also discuss conclusions arrived at the end of the study.

Summary of Findings

This section highlights the summary of findings against the objectives and research questions guiding the study.

Leadership Problem Solving Skills

The study found that equipping the MU leaders with problem solving skills was key to the performance of the Mothers Union. The study showed that the respondents’ ability to solve issues helped them to perform better during their tenures. This resonates with Mumford et al (2000) who advocate for awareness by leaders on the quality of solutions provided within the organization that they serve. They have further noted the ability to provide quality solutions effects performance something this study affirmed.

Social Judgement Skills

The study found that the influence on social judgement skills of the MU leaders on performance was highly rated. The respondents were found to know how the Mothers Union works and were able to align to the vision of the Union and effectively align their decisions and actions. When Watt (2013) conducted a study on the Church of England, he found that it was considered good leadership when those leading identified issues by understanding the make-up of the organization.
Leadership Communication Skills

The study found that leadership communication skills rated highly as being critical to performance in any office in the Mothers Union. This skill rates highly among the respondents. This observation points to Scalco’s (2007) observation that communication skills are a key leadership trait for performance. Additionally, the ability to listen, be self-aware and know the aspects of an audience are critical to being able to articulate the goals that bring forth performance. The respondents showed the ability to articulate goals and objectives of the Mothers Union to the members. These findings further affirm Decker (2006) who theorized that effectiveness is the junction where leadership and communication meet and make a difference in an organization’s performance.

Knowledge and Technical Skills

The study found that the knowledge and technical skills of leaders in the Mothers Union were not only rated highly but also that performance is dependent on the level of these skills amongst the women leaders. This observation is aligned to observations that both Katz (1974) and Yukl (2006) recorded when they noted that technical skills accord leaders the competence to run the organization. The respondents showed response to training and mentoring provided by Mothers Union to better their knowledge and leadership skills.

Findings Inferences

The results of the study show that there is a strong relationship between how MU leaders conduct their terms and the Mothers Union constitution (2018), which defines the parameters of performance for efficiency, effectiveness, goals and objectives and sustainability. The research questions whose foundation was based on the independent variable of leadership skills reflect the relationship between these skills
and the performance based on the MU constitution (2018). The study established that problem solving skills, communication skills; knowledge and competence skills as well as social judgement skills have an influence on the performance of the MU as an organization. The reflection on the Transformational Leadership theory (Burns, 1978) applies. Two relationships; the one with Christ and the one with their followers influence the MU leadership. Burns (1978) did front that leaders need to form a relationship with those they are leading. The MU leadership the study shows exercises this and further holds the members in high regard based on their leadership skills influence. The study found that the experiences of the women leaders showed a need for sustainability, stewardship, integrity and the need to appreciate members as important factors shaped by the experience of the MU leaders.

Recommendations

The findings of this study can be helpful to the future leadership of the Mothers Union as well as the administration of the Diocese of Mount Kenya South and generally the Anglican Church under which the Mothers Union operates

The Mothers Union should keep up the opportunities for enhancing the problem solving skills of the leadership through seminars and workshops and other interactions. This was seen to be already working and the charity may want to consider having specific programmes on problem solving in its annual calendar.

Additionally, the MU should consider the continual improvement of the communication skills of current and incoming leadership through mentorship, experience exchange and formal programmes since the study showed the importance of this skill on the performance of leaders. It should take advantage of its other programmes to have this communication skills building for instance the recruitment
drive meetings, the Wednesday fellowship meetings and should consider coaching programmes for the same. Rowe and Guerrero (2011) note that good communicators are good for organizations and they inspire those they are leading hence this recommendation.

On performance, this study unearthed six thematic areas that the respondents felt needed attention. These are social activities, capacity building and advocacy, member participation and inclusion, better governance, income generating projects and recognition for service. The study therefore recommends that the senior diocesan leadership consider addressing the mandate of the mothers so that they can be involved in social action activities such as community outreach. The uniform of the MU is distinct and if mothers can be allowed to for instance hold sessions to counter diocesan social issues such as alcoholism and governance issues within the community. The influence of the movement and the finding that the MU leaders want to be involved in capacity building and advocacy also give weight to this recommendation. In addition, the movement should seek to have deliberate member inclusion in the decision making process to get a buy in from members. Activities such as recruitment drives may also act a data collection opportunities to understand the requirements of the members as well. The MU should also consider governance across all leadership platforms, which include accountability for projects within the movement.

The top leadership should also consider incorporating income-generating projects to supplement the food budget of Mother Mercy home to ease on the recurrent expenditure budget. Finally, the leadership should consider long service recognition for leaders and members in long service and use these opportunities to recruit new members as well.
Areas for Further Research

The following areas are recommended for further research about the MU movement in Kenya.

The influence of leadership skills on church women’s movements in Kenya.

The factors affecting the longevity of the Mothers Union in Kenya.

The comparison between women and men leadership and performance in church movements in Kenya.

Conclusion

The results of the study show the importance leadership skills on the performance of the Mothers Union. It speaks to the importance of continually developing these skills as exhibited by the women leaders. It further showed the emergence of six thematic areas of performance worth looking at in further studies on the performance of the Mothers Union. The leaders were clear on the need for social involvement within the community, a deliberate effort at advocacy and capacity building. Thirdly, there is a need for member participation and inclusion in the work of the charity, the clamour for better governance, more income generating projects across the parishes and finally recognition for service by those who have served long and those who have dedicated their skills and time to serve the Mothers Union.
REFERENCES


APPENDICES

APPENDIX I-QUESTIONNAIRE

QUESTIONNAIRE

Good Afternoon, my name is Wangui Kiili and I am doing a research to understand how leadership has influenced the performance of the Mothers Union in the Diocese of Mount Kenya South. As a leader / member of the MU, please take some time to answer these questions to help me understand this issue better. God bless you!

SECTION 1

Q1. Please indicate which applies to you.

☐ I am a current office holder
☐ I am a deanery office holder
☐ I am an archdeaconry officer holder
☐ I am a Diocesan officer holder

Q2. How long have you been a member of the Mothers Union?

☐ More than 5 Years
☐ Less than 5 years

SECTION 2  PROBLEM SOLVING

Tick the most appropriate answer as it applies to you. Use the key below to guide you:

SD-Strongly Disagree, D-Disagree, SLD-Slightly Disagree, SLA-Slightly Agree A-Agree, SA-Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>SLD</th>
<th>SLA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3</td>
<td>Do you feel you are well equipped to handle the problems of being the Mothers Union?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td>I have encountered a difficult problem in the MU in the last 12 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q5</td>
<td>I have met with MU members to discuss a solve a problem in the last 12 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q6</td>
<td>I have attended a seminar on problem solving in the Mothers Union</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

60
SECTION 3 COMMUNICATION SKILLS

<table>
<thead>
<tr>
<th>Q7</th>
<th>I have confidence in my interpersonal communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8</td>
<td>I have encountered a difficult communication problem in the last 12 months</td>
</tr>
<tr>
<td>Q9</td>
<td>I communicate well with my fellow Mothers Union members/leaders</td>
</tr>
<tr>
<td>Q10</td>
<td>I can openly raise an issue with members/leaders without fearing how things will look</td>
</tr>
</tbody>
</table>

SECTION 4 SOCIAL JUDGEMENT SKILLS

<table>
<thead>
<tr>
<th>Q11</th>
<th>I recognize the needs of the Mothers Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q12</td>
<td>I can clearly describe the potential problems of the Mothers Union</td>
</tr>
<tr>
<td>Q13</td>
<td>There are changes that Mothers Union can undertake to better its performance</td>
</tr>
<tr>
<td>Q14</td>
<td>I feel confident that the approach of the current leadership is positive for the Mothers Union</td>
</tr>
</tbody>
</table>

SECTION 5 KNOWLEDGE & TECHNICAL SKILLS

<table>
<thead>
<tr>
<th>Q15</th>
<th>I feel the leadership has the capability to ably lead the Mothers Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q16</td>
<td>The leadership has been trained for the duties and the requirements of the office of the MU</td>
</tr>
<tr>
<td>Q17</td>
<td>The proficiency of the Mothers Union can be improved to produce better results</td>
</tr>
<tr>
<td>Q18</td>
<td>The members/leadership of the Mothers Union provide direction for the group</td>
</tr>
</tbody>
</table>

SECTION 6 PERFORMANCE

Q19. Do you feel that the Mothers Union has performed, as it should to serve Christ, the church and the family? Y/N

Please explain your answer.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Q20. What ONE area of improvement do you feel is needed in the Mothers Union to better its performance

___________________________________________________________________________

___________________________________________________________________________

Thank you for your time!
TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: CATHERINE W. MUNYUA REG. NO (MALD/7182/16)

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

She is at the final stage of the programme and she is preparing to collect data to enable her finalise on her thesis. The thesis title is ‘The Influence of Leadership Skills on the Performance of the Mothers Union of the Anglican Church of Kenya, Diocese of Mount Kenya South’.

We therefore kindly request that you allow her conduct research at your organization.

Warm Regards,

Dr. Lilian Vikuru
Registrar Academics

10th July, 2018
APPENDIX III - NACOSTI AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dp@nacosti.go.ke
Website: www.nacosti.go.ke

Ref. No. NACOSTI/P/18/60981/23568

Date: 1st August, 2018

Wangui Muyuna Catherine
Pan Africa Christian University
P.O Box 56875 – 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The influence of leadership skills on the performance of the mothers union of the Anglican Church of Kenya, Diocese of Mount Kenya South” I am pleased to inform you that you have been authorized to undertake research in KIAMBU COUNTY for the period ending 25th July, 2019.

You are advised to report to the County Commissioner and the County Director of Education, KIAMBU COUNTY before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
KIAMBU COUNTY.
APPENDIX IV-RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. WANGUI MUNYUA CATHERINE
of PAC UNIVERSITY, 892-902
KIKUYU, has been permitted to conduct
research in Kiambu County

on the topic: THE INFLUENCE OF
LEADERSHIP SKILLS ON THE
PERFORMANCE OF THE MOTHERS UNION
OF THE ANGLICAN CHURCH OF KENYA,
DIOCESE OF MOUNT KENYA SOUTH.

for the period ending:
25th July, 2019

Applicant’s Signature

Director General
National Commission for Science,
Technology & Innovation

Permit No: NACOSTI/P/18/60981/23568
Date Of Issue: 1st August, 2018
Fee Received: USD 9.60