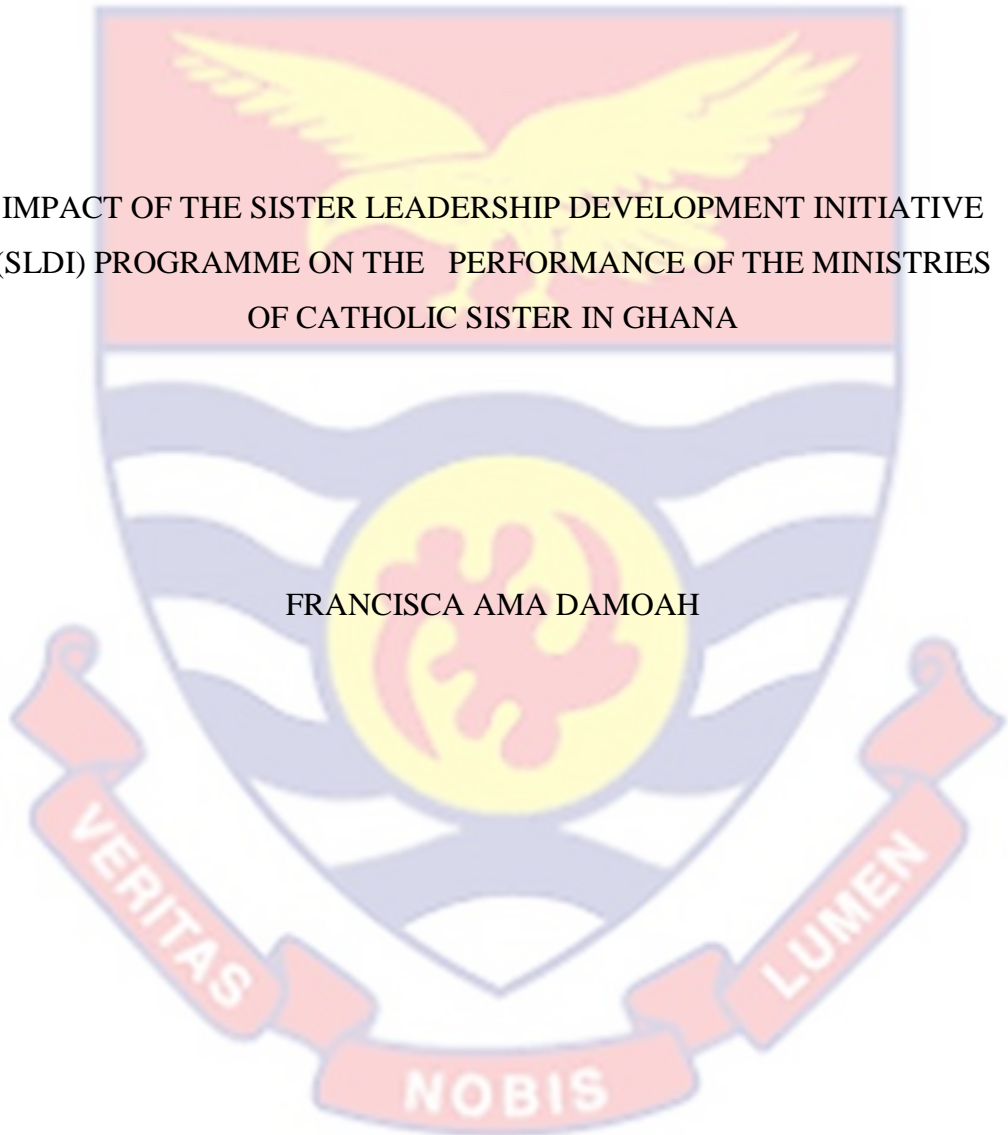UNIVERSITY OF CAPE COAST

IMPACT OF THE SISTER LEADERSHIP DEVELOPMENT INITIATIVE (SLDI) PROGRAMME ON THE   PERFORMANCE OF THE MINISTRIES OF CATHOLIC SISTER IN GHANA

FRANCISCA AMA DAMOAH

2022

UNIVERSITY OF CAPE COAST

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(SLDI) PROGRAMME ON THE   PERFORMANCE OF THE MINISTRIES

OF CATHOLIC SISTER IN GHANA

BY

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Dissertation submitted to the Department of Human Resource Management, School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfillment of the requirements for award of a Master of Business Administration

JANUARY 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

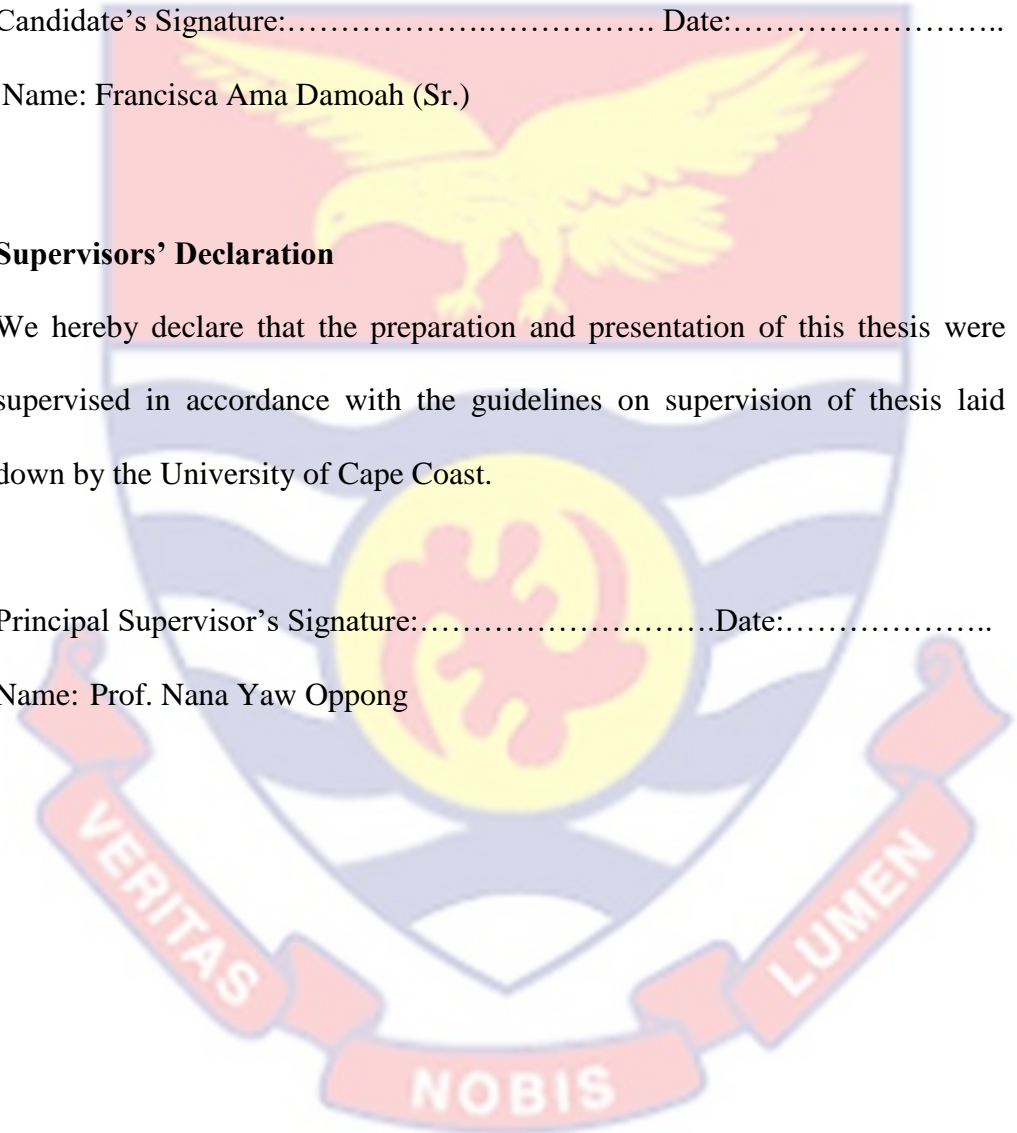Candidate's Signature:……………….…………. Date:……………………..

Name: Francisca Ama Damoah (Sr.)

Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:………………………Date:………………..

Name: Prof. Nana Yaw Oppong

ABSTRACT

The main purpose of this study has been to assess how the Sister Leadership Development Initiative (SLDI) programme has impacted the ministries of Catholic Sister in Ghana; and the communities which have benefited from their services and ministries. Specifically, the study sought to evaluate the relationship between the programme's aim and its acceptance by participants; assess whether the programme has equipped the participants with the competencies they require for the success of their ministries; and the programme's impact on their ministries and communities. The study sought answers to the foregoing by adopting a qualitative study approach and a case study and design. Primary data was collected from Catholic Sister who have participated in the programme. The non-probability sampling method of purposive sampling was used to select the trainee participants. The research instrument used for gathering data for the study was focus group discussion guide. Specifically, a set of focus group guide was developed to gather data from the trainee participants. It was established that trainee participants, fully accepted the programme's aims and objectives. The study concludes that the programme equipped participants with the leadership competencies they require to be successful in their ministries; and that the programme has had enormously positive impact on the Sister, their ministries, and their communities.

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This work was made possible through the enormous support and contributions, both directly and indirectly, from people to whom I owe a lot of gratitude. My sincerest thanks and appreciation go to my Supervisor, Prof. Nana Yaw Oppong, who found time out of his busy and heavy schedule to supervise my work. I am also very grateful to all my lecturers for the knowledge they imparted to me.

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I am also highly indebted to my Family and fellow Sister for their sisterly love, encouragement, and support. I say thank you and God bless you all.

DEDICATION

I dedicate this work to Sr. Jane Wakahiu, LSOSF, PhD, and Former

Executive Director of ASEC/SLDI. You are a mentor and exemplar to me.

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Definition of Terms

The key variables and terms used in the context of the study are explained below:

SLDI   Sister Leadership Development Initiative

ASEC   African Sister Education Collaborative

SDG   Sustainable Development Goals

SSA   Sub-Saharan Africa

Women Religious: Catholic Sister who have devoted themselves to a life of chastity, poverty and obedience

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CHAPTER ONE

INTRODUCTION

Background of the Study

This chapter sets out the background for the study. Consequently, the chapter is divided into four main sections. The first section reviews training and developments of people and it enhancement for organisational achievement. The chapter briefly looks at the call for interventions that can enhance skills and abilities of African Catholic Sister in line with contemporary leadership. The subsequent section provides a brief overview of the statement of the problem, purpose of the study, research objectives, research questions, the significance and delimitation, limitations of the study. The final section of the chapter deals with the organisation of the study.

Training and development have been identified as very important to an organisation and its effectiveness. It is seen as one of the major ways of equipping people with the required knowledge, skills and abilities to enhance the performance of their respective roles (Ali, 2014; Hassan, 2011). Often, it has been used in the human resource field as a collective term, even though it comprises two related terms. For, Megginson, Banfield, and Joy-Matthews (1999), training is, "a relatively systematic attempt to transfer knowledge or skills from one who knows or can do to one who does not know or cannot do," in order to enhance employees competence and effectiveness; whereas development, on the other hand, is "a long-term process designed to enhance potential and effectiveness" (p.6).

In the views of Athar and Shah (2015), training and development interventions play important role in enhancing efficiency and boosting

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performance. Organisations traditionally claim to invest a lot of money and time on training and development with the main objective of closing any skills gap, and with the belief that it would lead to improved performance (Dhal, 2014; Khan, Khan, & Khan, 2011). Thus, training and development plays an important role as it enhances the efficiency of an organisation and helps employees to boost their performance in an efficient manner (Athar & Shah, 2015).

Indeed, globalisation and the fast-changing evolution of technology and innovation have made it imperative for both individuals and organisations to engage in training and development, and retraining programmes to stay abreast with the times and improve on their performance (Otuko, Kimani Chege, & Douglas, 2013). This was also alluded to by Tshikovhi (2012) when he indicated that current demands in business have created a need for employees to acquire new sets of skills and competences that would enhance employee performance. Training and development interventions are gaining much attention among human resource and organisational development scholars who have attempted to establish the link between training and development interventions and improved performance (Abbas, 2014; Athar & Shah, 2015; Dhal, 2014; Khan et al., 2011; Otuko et al., 2013). Scholars such as Asfaw, Argaw and Bayissa (2015) and Elnagal and Imran (2013) have provided evidence to the effect that training, and development interventions have a positive effect on performance.

It must be noted that, often development programmes have training as well as other tools as one of the major ways of making sure they happen. Such tools include coaching, mentorship, education, continuous learning,

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empowerment, project work, job enlargement, job enrichment, deliberate planned exposure to external learning sources and opportunities, and providing feedback and support and encouragement to employees (Armstrong, 2006; Beardwell & Claydon, 2010; Swanson & Holton III, 2008). In line with this, the study would focus on the assessment of the impact of a development programme on the performance of Ministries of Catholic Sister in Ghana.

Undoubtedly, women play a very essential role in all spheres of life in nation building (Fon & Edokat, 2012). In support of this, World Bank (2007) stresses that women make significant contributions towards the agricultural and rural economies of all developing countries. Indeed, women are considered major stakeholders in the development of any society. In developing countries for instance, women have always played five key roles namely; mothers, producers, home managers, community organisers, and social cultural and political activists (Ali, 2014). Generally, the issues of women marginalisation and low participation in decision-making have attracted a lot of attention from scholars (Okafor & Akokuwebe, 2015). Indeed, the low representation of women in positions of leadership within the church, government, corporate and non-profit organisations around the world, and especially in SSA, is said to be prevalent (Madimbo, 2012; Ngunjiri, Gramby-Sobukwe, & William-Gegner, 2012; Wakahiu & Salvaterra, 2012; Wakahiu, 2011).

More so, evidence from literature shows that there is a dire need for quality leadership in SSA (Obiokor, 2004; Wakahiu, 2011), as this particular region of the world is afflicted with poor leadership, political instability, poverty, weak institutions, gender inequality, poor health and education

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services, among others (Collier, 2007; Wakahiu, 2011). Undoubtedly, the greatest challenge of SSA countries is poor leadership. There is therefore the need for effective leaders with the ability and the will to deal with the many challenges confronting the region.

This, therefore, calls for interventions that will enhance leadership skills and abilities in SSA. Thus, the importance of such programmes such as the Sister Leadership Development Initiative, which is aimed at equipping African Catholic Sister to understand their role in leadership and envision ways of addressing the needs of their societies (Wakahiu, 2011). Extant literature indicates the successful contribution of Catholic Sister in the areas of education, healthcare, social and pastoral ministries, both in developed and developing nations (Smyth, 2004). In SSA, Catholic Sister are willing to contribute to poverty alleviation and many social issues. However, they are confronted with situations that hinder them, such as political, economic and cultural barriers (Salvaterra, Wakahiu, Farr, & Safino, 2009). It is believed that the leadership skills of the Sister would help them provide valuable services in society; and the SLDI intends to strengthen the leadership skills of these Sister to enable them provide quality services.

Statement of the Problem

Throughout the world, organisations have devoted a significant portion of their financial and other resources to development, with the expectation of improving on performance. But what is often not clear, is whether the training has made any impact on performance or whether it has resolved specific performance problems. Given the significant allocation of scarce resources to development, organisations need to regularly ask if their developing efforts are

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giving them the desired returns on their investments. Indeed, providing employee development has costs (Dhal, 2014; Khan, Khan, & Khan, 2011): the cost of resources involved in preparing and giving the development; the cost to participating organisations of travelling and lodging; and man-hours lost by staff being away from the workplace (Management Sciences for Health, 1996). To justify these costs, organisations need to feel confident that the development they provide will make a difference in the performance of participants. The development should therefore assess whether participants have not only acquired new knowledge, attitudes, and skills from the development programme; but, also, whether they put them into practice back on the job so as to improve on their performance and that of their organisations.

Over the years, Catholic Sister in Africa have played, and continue to play significant roles not only in the Catholic Church in Africa but also in the broader society. However, not much study has been conducted in Africa to ascertain how these religious women have contributed to the development and growth of Africa. This is, in spite of the evidence of the establishment of key infrastructure such as schools, hospitals, and community programmes by these religious women (Wakahiu & Salvaterra, 2012). Indeed, as has been proven in the past, ASEC has over the years sought to train African Catholic Sister through the Sister Leadership Development Initiatives (SLDI) programme to enhance their potentials, and to help them to properly manage their ministry regarding the enhancement and expansion of the education, health, economic, social, environmental and spiritual services (ASEC, 2016). Thus, it would be beneficial to assess whether the SLDI programme has indeed enhanced the

leadership skills of the Catholic Sister who have participated in these programmes; and whether such enhancement has impacted on the ministry of the Catholic Sister; and their communities.

Since the inception of the SLDI Programme in Ghana from 2007 to 2018, it has successfully graduated 241 Sister; and within the period, four phases or cohorts of students have been trained, spanning the following periods, 2007 to 2009, 2010 to 2012, 2013 to 2015 and 2016 to 2018. The programme covers a period of three years for each of the cohorts; and for a month during each of the years, the cohorts meet with their trainers for the training, i.e. the programme covers three months during the three-year duration. The graduation for the cohort takes place in the third and final year of the programme, when the trainee participants are given a certificate of participation from Marywood University, Scranton, Pennsylvania, USA. In all, 49 Sister graduated with during the 1st phase 2007-2009; 40 Sister in the 2nd phase 2010-2012, 76 Sister in the 3rd phase 2013-2015 and 76 Sister in the 4th phase – 2016 to 2018. This adds up to a total of 241 Sister, as stated previously who have been trained under the programme from 2007 to 2018 in Ghana.

The SLDI programme in Ghana has invested significant financial and other resources in the programme for over 9 years now (Institute for Continuing Formation, 2009, 2012, 2015, 2018); the more reason why such a study is important to establish whether the significant investment of financial and other resources in the programme, in the context of Ghana, has been worth it. Wakahiu (2011) carried out a study on the impact of the SLDI in five African countries, including Ghana. However, no study has been conducted

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entirely in the context of Ghana alone to assess how the SLDI has impacted on the performance of the ministries of Catholic Sister in that country. However, Wakahiu's (2011) study conceded that it relied more on participant trainees in East African Nations, namely Kenya, Uganda and Tanzania, than it did for West Africa; and that it was probable that drawing a more representative sample population from West Africa, and carrying out site visit observations in the region Ghana and Nigeria could have provided varied findings (p.186).

Further, she recommended the replication of the study; where more site-visits should be conducted to more projects in both East and West Africa to provide a bigger picture of their variety and of the vastness of the impact of the SLDI programme in the trainees' projects and in their societies (Wakahiu, 2011: 188). Thus, this study would address these recommendations for further study posited by Wakahiu (2011) in the context of Ghana. Indeed, in 2018, seven years after Wakahiu's (2011) study, three phases of the SLDI programme had been organised in Ghana 2010-2012, 2013-2015, and 2016-2018; with Two hundred and forty-one (241) Catholic Sister having been served and graduated. The study will investigate this development. It will, however, focus on the first to the third phases, since those of the fourth phase which is 2016-2018-year group, had not graduated at the time of this study.

Purpose of the Study

Therefore, this study seeks to assess whether the SLDI graduates are making a difference and an impact with the skills acquired in relation to performance and improvement in their ministries and communities or not. Once this is established, it would provide a great motivation for the programme to continue to receive support and or to be strengthen in Ghana.

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In other words, the main purpose of this study is to assess whether the SLDI programme has impacted the ministries and the communities of participated Sister in Ghana.

Research Objectives

The main objective of this study is to assess the impact of the SLDI programme on the performance of the ministries of Catholic Sister in the context of Ghana; and on the communities which have benefited from their services and ministries. The specific objectives are to:

- Evaluate the relationship between the programme objectives and their influence on the acceptance by participants;

- Explore the competences required versus competencies acquired through the SLDI programme for the success of their ministries;

- Investigate the impact of the SLDI programme on the work of the Catholic Sister in Ghana.

Research Questions

The research questions for the study are as follows:

1. What is the relationship between the programme objectives and programme acceptance by participants?

2. What are the competences required versus competencies acquired through the SLDI programme for the success of their ministries?

3. What is the impact of the SLDI training programme on the work of the Catholic Sister in Ghana?

Significance of the Study

The significance of the study basically refers to the use to which the findings of the study could be put and the impact it would make on

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stakeholders and their environment. Given the important role Catholic Sister play in the socio-economic development in Africa within the specific communities in which they operate, this study could contribute to the benefit of the communities and the ministries the Sister serves with respect to service delivery, and in the wider context as follows:

The model for the SLDI programme is based on the theory-practice-theory approach. As a result, at the end of the programme, the participants are given the opportunity to implement and/or practice the skills they were taught. Thus, a study of this nature would provide input into both policy and practical approaches to leadership development in Africa. As such, governments, institutions and organisations can adopt the model to empower people in community-based leadership development to ensure rapid development and empowerment of communities in Africa towards poverty alleviation and the contribution to the socio-economic development in Africa, especially with focus on African women and children. All these are in fulfilment of the global agenda of the Sustainable Development Goals (SDG).

This study would also give useful information on policy development and practical strategies for future leadership development in Africa, specifically in Ghana. This would help provide valuable input on how leadership programmes for women in Africa and Ghana in particular, could be improved.

In addition, it will establish the impact of the SLDI programmes on the ministries of the Catholic Sister. This will help ASEC to take the right decisions for improving or strengthening the programme.

Furthermore, this work will also give financiers of the programme the

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opportunity to appreciate how their sponsorship is shaping the ministries of Catholic Sister and the communities they serve.

Finally, lessons learnt from this study would provide a vital contribution to the running of SLDI programme and to all the stakeholders involved. It will also add to the body of existing knowledge on similar initiatives, especially in developing countries.

Delimitations

The focus of this study is on the assessment of the impact of the SLDI programme on the ministries of Catholic Sister; and the communities they serve. The SLDI programme is currently run in ten countries in SSA, including Ghana. The ideal situation would have been to conduct the study in all the ten African countries. However, due to lack of time and inadequate resources, the study has been limited to the assessment of the performance of the SLDI programme in Ghana.

Limitations

One of the potential limitations of the study is getting beneficiaries of the programme to engage in face-to-face interviews. This is because the Catholic Sister who have benefited from the SLDI programme are scattered all over the country and so getting all of them for interview will be challenging. Another potential challenge would be with regard to limited sample size. This is so because some of the beneficiaries of the programme might not be accessible. Finally, the cost involved in getting the beneficiaries together for the interview will be a challenge. The ideal study would require financial resources and other logistics such as accommodation, transportation and feeding which would have to be borne by the researcher. And since the

researcher is involved in charity work, it would be challenging for her to raise adequate funds to manage the cost involved. Another limitation of the study is to do with the study method i.e qualitative, which limited to smaller sample size. In addition, also attitudinal perception cannot be easily measured. This method is time consuming. For this reason, the researcher would have to make do with a smaller sample size that her financial resources could support. In spite of this challenge, the researcher would ensure that the quality of the study is not compromised and therefore endeavour to select a representative sample size based on which meaningful conclusions could be drawn.

Organisation of the Study

The study is divided into five chapters. Chapter One comprises the background to the study, the problem statement, purpose of the study, objectives of the study, research questions, delimitation and limitations of the study. Chapter Two discusses the theoretical and empirical review of related literature. Chapter Three, which is the methodology of the study, discusses research design, study population, sample and sampling procedures, research instruments, data analysis and presentation. Chapter Four covers the analysis of the data; and Chapter Five presents the summary of findings, conclusions and recommendations of the study.

Chapter Summary

The chapter has provided a comprehensive background to the study, where the statement of the problem helps to focus on the purpose of the study. The purpose of the study is seeking to make an understanding of whether the SLDI programme has impacted the ministries and the communities of participated sister in Ghana. It is deducing that the findings and lessons learnt

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from the study could have positive impact on various stakeholders of the SLDI programme. The significance of the study and lesson learned will provide an insight which might help to support and strengthen the policy direction of the SLDI programme.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter develops the theoretical and conceptual foundation for the study. It draws on academic literature to review and assess how development initiatives; intervention training seeks to impact on performance of Catholic Sister in rendering service that guides this study. It was organised in relation to the objectives of the study, in order to facilitate readers' appreciation of the researcher's reasoning in the conduct of the review. Firstly, the relationship between the Sister Leadership Development Initiative (SLDI) Programme objectives and its acceptance by Catholic Sister were discussed. This constituted a discussion in relation to the Objective One of the studies. Secondly, a review of the job responsibilities of Catholic Sister and the competences they require versus skills acquired for the success of their ministries were analysed. This constituted a review in relation to Objective Two of the study. Thirdly, there was the review of literature on the impact of leadership development programmes on performance, as well as the evaluation of development programmes, and evaluation techniques and models to guide the assessment of the impact of the SLDI programme on the work or ministries of Catholic Sister in Ghana. This constituted a review in relation to Objective Three of the study.

Sister Leadership Development Initiative (SLDI) Programme and Its Acceptance

The SLDI was initiated in 2007. It was established through a grant award from the Conrad Hilton Foundation to the ASEC with the purpose of providing leadership skills for women religious so that they can expand their ministries and address the sufferings of their people. Conrad N. Hilton recognized the important social contributions of Catholic Sister from his experiences with them as a child, and he directed that funds from his estate be used to support their work. The Catholic Sister Initiative is one of 11 priority-funding areas for the Conrad N. Hilton Foundation (CERC, 2016; CSHC, 2016).

The SLDI programme adopts a transformational model that raises the consciousness of the women religious to make informed decisions; improve their capacity, and productivity; and motivate them to raise other stakeholders' productivity and motivation through mentoring (Wakahiu & Salvaterra, 2012, p. 155). It is a three-year leadership programme that at its inception involved 340 women religious in five countries namely Kenya, Uganda, Tanzania, Ghana, and Nigeria. In the programme, women religious are enrolled in three core tracks relevant to the leadership need that include administration, financial and project management track. The programme is designed with seven objectives outlined: (1) transfer knowledge and skills (2) encourage creative and effective practices (3) identify and mobilize resources (4) expand knowledge of development issues (5) enhance skills in human relations (6) develop skills in strategic planning, and (7) ensure sustainability of the projects (Wakahiu, & Salvaterra, 2012, p. 155).

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Training locations for the programme were selected and equipped with computer labs in each of the countries. Participants gathered in these locations for a total of four-weeks per year over a three-year period. On return to their workplaces, they implemented the action plans they had developed. Instructors were recruited from the United States, and East and West Africa. The mix provided varying perspectives to leadership styles, management, practices and cross-cultural perspectives. To assure sustainability of training and projects, a mentoring process was introduced at the onset of the programme (Wakahiu & Salvaterra, 2012, p. 155).

ASEC (2016) corroborates the foregoing, asserting that the SLDI programme, which is considered the largest programme run by ASEC, has the main purpose of providing leadership and technology training and development to Catholic Sister in Africa. Further, ASEC (2017a, b, c, d) posit that the overarching objective of the programme is to provide comprehensive leadership development to Catholic Sister in Africa to assist them in developing competencies and skills needed to administer projects and programmes that more effectively address poverty that exists among the people they serve and to provide skills that would allow the Sister to have a greater impact on their communities and ministries. Salvaterra, Wakahiu, Farr, and Zaffino (2009) and Wakahiu and Keller (2011) explain that, it is expected that the skills developed through the SLDI programme intervention would help the Sister to serve better in the schools, hospitals and clinics, refugee camps, community farms, and other social agencies they work with.

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Factors which contribute to programme acceptance would be discussed. On the acceptance of the objectives of the SLDI programme objectives by the Catholic Sister, a review of the literature showed overwhelming acceptance of the objectives, with the Sister asking for the continuation and maintenance of the programme (African Sister Education Collaborative, 2016, 2017a, 2017b; Centre for Religion and Civic Culture, 2015; Institute for Continuing Formation, 2009, 2012, 2015, Salvaterra, Wakahiu, Farr, & Safino, 2009; Wakahiu, 2011; Wakahiu, 2013a; Wakahiu & Keller, 2011; Wakahiu & Salvaterra, 2012).

Competences they required versus competencies acquired through the programme for the Success of their Ministries

Evidently, in most patriarchal societies such as those in sub Saharan Africa (SSA), women are often regarded as inferior to men. As a result, most women are denied access to honoured and utilitarian roles or responsibilities considered to be the preserve of men. Such responsibilities as administration and disposal of property, leadership responsibilities in societal affairs including religion and governance exclusively belong to males (Hora, 2014). However, women are said to constitute half of the world's population and have contributed significantly to the well-being of the human race (Ali, 2014). The situation is not too different in Africa and in Ghana. According to the 2010 Population and Housing Census of Ghana, women constitute 51.2% of the population while men constitute 48.8% (Ghana Statistical Service [GSS], 2013). Indeed, the foregoing confirms that there are more women than men in Ghana.

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Notwithstanding, Ngunjiri and Christo-Baker (2012) argue that the access that women have to leadership positions and authority in organisations and society is hindered by social norms, organisational cultures, and structures collectively referred to as 'the glass ceiling'. Further, Ngunjiri and Christo-Baker (2012) posit that, a number of studies have established that, regardless of the context religious denomination, organisation, or country there are many barriers facing African women that prevent them from taking up leadership positions. Nevertheless, resilience and fortitude have seen some women breaking through the glass ceiling. In support of the foregoing, it is widely accepted that women's active participation in decision making is key to development and poverty reduction (Haimanot, 2014). Further, current thinking on leadership argues that leadership can be taught and learnt (Nyirenda, 2015). It is for this reason that, as was earlier alluded to, the Sister Leadership Development Initiative (SLDI) Programme is organised to enhance the leadership skills of Catholic Sister in Africa in the performance of their community development functions in several African countries.

In carrying out their competences required versus competencies acquired through the programme, prayer and contemplation, education, healthcare, religious ministry and social services, and addressing societal needs requires critical competencies. Catholic Sister need some competences in order to discharge their responsibilities effectively. For example, according to Bolman and Deal (2003) to effectively develop an organisation, quality leadership and management skills are imperative for current and upcoming leaders. In other words, the workforce needs to be equipped with knowledge, skills, and abilities to lead and bring desired change in their organisations.

Some of the major competencies Catholic Sister require for the success of their ministries, according to Wakahiu (2011) can be divided into four categories as follows: (a) leadership capacity; (b) resource mobilisation capacities; (c) transfer of skills; and (d) community transformation (p.79).

Under the leadership capacities, the following specific competencies were identified as required by Catholic Sister in carrying out their responsibilities effectively and successfully: Ability to interact and engage socially; creativity or innovation; empowerment skills; ability to set goals and attain them; good time management skills, ability to make strategic decisions, team building skills, motivation of staff and delegation, communication skills including writing of memos and emails, human resource and financial management skills, grant writing skills, mentoring and coaching skills, public speaking skills, negotiation skills, listening skills, conflict management skills, change management skills, self-confidence and self-awareness skills, stress management skills, among other leadership skills (Wakahiu, 2011, p.80).

In line with the foregoing, it was expected that these leadership skills were going to create a path for individual, project, community and societal transformation (Wakahiu, 2011, p.82). Leadership skills were expected to expand the individual leadership perspective and amplify their problem-solving skills (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000; Rohs & Langone, 1993; Wakahiu & Salvaterra, 2012). Wakahiu (2011) asserted that the leadership skills identified above had the greatest impact on the individual including improved personal communication skills, networking within a community and organisation, increased self-awareness and self-confidence and improved motivation and risk-taking among other skills (Wakahiu, 2011).

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With respect to resource mobilisation capacities required by Catholic Sister to carry out their responsibilities effectively, they included financial planning, budgeting and internal control skills. The other skills were grant writing skills, human resource management, needs assessment skills, planning skills, time management and auditing skills (Wakahiu, 2011). Essentially, productivity in an organisation requires a leader's capacity for resource mobilisation, a capacity to identify the needs in programmes and projects, and the ability to provide leadership, direction, support and guidance that is needed to sustain programme and project implementation (Wakahiu, 2011). And thus, it is not surprising that Catholic Sister require these skills, among the other categories to be successful in the ministries.

Further, on the transfer skills required by Catholic Sister to be successful with their job responsibilities, they included Computer skills including competence in the use of Microsoft Word, Excel, and Emails. The other skills are mentorship skills, report writing and record keeping skills, and SWOT analysis skills (Wakahiu, 2011). Primarily, transfer skills referred to the skills that the Catholic Sister needed to transmit or impart skills that they had acquired to their ministries or workplaces. It was expected that these skills if acquired by Catholic Sister would enable them to bring large transformations in their ministries and communities. The skills included Catholic Sister' ability to mentor co-workers in innovative projects they initiated, their ability to select the most effective problem-solving strategies for their ministries and communities. Indeed, mentoring was cited as fundamental in skills transfer (Wakahiu, 2011). Studies explain that mentoring is vital for human resource development (Horvath, Wasko, & Bradley, 2008)

because it increases personnel knowledge and skills practice (Eby, Rhodes, & Allen, 2007), and also builds their confidence and teambuilding competences (Wakahiu, 2011).

Finally, the last category of competences required by Catholic Sister for the successful carrying out of their job responsibilities are community transformation skills which include mentoring, action planning, conflict resolution, and strategic planning (Wakahiu, 2011). Indeed, it can be seen that some of the skills mentioned overlap with the other categories; example being mentoring which was also mentioned under transfer skills and leadership capacity (Wakahiu, 2011). The overarching goal of community transformation skills was to enable the Catholic Sister to provide effective services and broaden their ministries to ease the sufferings of the community people (Wakahiu, 2011). Such skills also enabled the Catholic Sister to gain the ability to operate in complex situations, in strategic problem solving, in networking; in managing high-level relationships locally and internationally and a creation of a work environment that elicits employee motivation, effective communication, the dissemination of skills, and the commitment of staff to action (Gilley, Dixon, & Gilley, 2008; Wakahiu, 2011).

Responsibilities of Catholic Sister

Indeed, African leaders continuously face developmental challenges; and are very much in need of effective leadership skills that will address the problems that are affecting the people of Africa (Masango, 2003). Catholic Sister play an important role in responding to the problems that affect the people of Africa through their ministries by providing housing, education, healthcare, and social services to the elderly, orphans, HIV/AIDS patients,

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battered women and abused girls, and refugees (Wakahiu & Keller, 2011). Catholic Sister are basically, religious women in the Catholic Church who have taken vows of chastity, poverty and obedience, and who have given their lives entirely to the service of humanity. They belong to a religious institution established under Catholic Church Law, Canon Law 607-709 (Wakahiu, & Keller, 2011). They endeavour to achieve a common purpose by responding generously to the needs of humanity. Catholic Sister are also sometimes referred to as "nuns" (Masaku, 2007). Some of the major responsibilities that Catholic Sister engage in include:

Prayer and Contemplation

Nuns are Sister who have taken solemn vows and are permanently bound to a monastery. Nuns are traditionally completely secluded from the outside world; however, smaller communities that cannot function completely autonomously may allow Sister to leave to shop for food or visit the doctor. Because they do not leave or take visitors, traditional nuns spend their time in contemplation, working in the monastery, praying and studying. Sister who take solemn vows devote their lives to contemplating and engaging in communion with God. This lifestyle is meant to preach to others by example (Catholic Education Resource Centre [CERC], 2016; Congregation of the Sister of the Holy Cross [CSHC], 2016).

Education

One of the most common services that Sister provide is education. Religious congregations such as the Society of Holy Child Jesus have historically focused primarily on providing education in a parochial school environment. Sister also teach in rural communities in many countries as well

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as in universities (CERC, 2016; CSHC, 2016). In Ghana, there are a number of secondary, vocational and tertiary schools established by the Catholic Church and Catholic Sister; and where some of these Catholic Sister serve as teachers, administrators, bursars, etc. Some of these institutions are: St. Augustine's College, Holy Child School, OLA College of Education, Archbishop Porter Girls' Polytechnic, Assin Manso Catholic Sewing Centre, Assin Nsuta Catholic Vocational School, St. John the Baptist Vocational School, Assin Bereku; St. Theresa's Vocational School, Infant Jesus Preparatory School, Twifo Praso; OLA. Boarding House, Cape Coast; OLA Boarding House, Elmina; etc. (Catholic Archdiocese of Cape Coast, 2017a).

Catholic Sister have been engaged in the teaching apostolate to empower their students to achieve their full God-given potential to impact their world. Recognising the youth as the future of the Church and of our nation, Catholic Sister endeavour to help students who need to be formed spiritually, emotionally, intellectually, and physically in order to be effective witnesses of Christ to others and impact their world. Catholic Sister also consider the education of the whole child spirit, mind and body as a most worthy and necessary endeavour; and spend themselves in the service of God's little ones with the aim of preparing these students to be effective members of this world and the world to come (Sister of Charity, 2016; Sister of Mercy of the Americas, 2017).

Healthcare

Health care is one of the essential services Catholic Sister engage in. Groups such as the Sister of the Holy Cross work in many countries in small clinics and hospitals and provide a variety of services. In Uganda, the Holy

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Cross order provides pre- and postnatal care, immunizations and AIDS counselling. Catholic Sister played a prominent role during the Civil War and provided medical care for both sides; and groups such as the Sister of Charity treated cholera epidemics and established hospitals such as St. Vincent's Hospital in New York City (CERC, 2016; CSHC, 2016).

In Ghana, for instance, the Catholic Health Service (CHS) of the Archdiocese of Cape Coast was established as a continuation of the healing ministry of Jesus Christ in the 1950's with the advent of Missionaries in Ghana. The purpose of the CHS is to provide and sustain health care services for the poor, neglected and marginalised segments of the society. The office seeks to empower the people it serves to take ownership of their own individual and collective health needs. Some of the health facilities under the Archdiocese are: St. Francis Xavier Hospital, Assin Foso; Our Lady of Grace Hospital, Breman Asikuma; St. Luke Catholic Hospital, Apam; Mercy Rehabilitation Centre Brafoyaw-Cape Coast; St. Gregory Hospital, Gomoa Buduburam; Obstetric Fistulae Centre, Mankessim; and Mercy Women Hospital, Mankessim. Catholic Sister provide services in most of these facilities as doctors, nurses, administrators, midwives, accountant etc. (Catholic Archdiocese of Cape Coast, 2017b).

Religious Ministry and Social Services

In addition to caring for the poor, providing education and helping the sick, Sister also engage in missionary work and religious ministry. One group, for example, the Sister, Servants of the Immaculate Heart of Mary, engage in evangelical ministry through prison outreach, chaplaincy and campus ministry. The Daughters of St. Paul specialise in communicating their order's mission

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and beliefs through modern forms of media. This group provides spiritual ministry through books, podcasts, radio, YouTube, apps and other media (CERC, 2016; CSHC, 2016).

Religious Sister in Africa work as social workers and engage in improving life for communities through a number of activities including job training, home visits, HIV/AIDS care, schools, community health workers, microfinance programmes, and rehabilitation for street children. Their programmes focus on youth, children, and the aged mainly in areas where government services are limited. And these social services are aimed at eradicating poverty through education; and enhancing the professional, social and personal development of those they serve. To enhance their work, Religious Sister in Africa participate in Conrad Hilton sponsored programme, known as "Sister Leadership Development Initiative (SLDI) Programme." This programme is run by African Sister Education Collaboration (ASEC) (CERC, 2016; CSHC, 2016).

Empirical Review on the Impact of the SLDI Programme on the Work of Catholic Sister in Ghana

Under this section, there was a review of literature on the impact of leadership development programmes on performance,

Impact of Development Programmes on Performance

Performance, in the view of Tahir, Yousafzai, Jan, and Hashim (2014) refers to the accomplishment of something or just working effectively. Performance in any organisation can be seen in three main levels organisation, process and individual and how well these three levels interrelate will determine the health of the organisation (Tahir et al., 2014). Indeed, the

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performance of an organisation depends on the performance of its employees. This is because human resource capital of an organisation plays a critical role in its performance and growth (Khan et al., 2011).

Further, Agyei (2014) views performance as how an employee is able to effectively manage and deliver their tasks to reflect the quality of goods or services of their organizations. Therefore, to improve the organisational performance, there is the need to improve on employee performance; and employee development is considered one major way of improving on employee and organisational performance (Khan et al., 2011; Tahir et al., 2014). As earlier on alluded to, skills development is delivered through training. Hence, the literature on the impact of training and development on performance will apply in this study.

There is documented evidence from the literature to support the assertion that employee development has positive impact on performance—both at the individual and organisational levels. Tahir et al. (2014) conducted their study on "The Impact of Training and Development on Employees Performance and Productivity: A Case study of United Bank Limited Peshawar City, KPK, Pakistan" and concluded that there is a positive relationship between employee development and performance. To the authors, it is critical for organisations to get skilled and capable employees for better performance; and employees will be competent only when they have the requisite knowledge and skills; and development interventions provide them with these skills which enable them to perform better. The authors further concluded that there was improvement in the performance of individuals who participated in the development programme.

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Further, Kulkarni (2013) did a literature review on training and development and quality of work life. One of her major conclusions was that training and development play a critical role in every organisation; as it improves employee performance at workplace, upgrades employee knowledge, and enhances their personal skills. The author further indicated that development makes it easier for the management of organisations to evaluate the job performance and accordingly take decisions bordering on employee promotion, rewards, compensation, welfare facilities, and others.

Development interventions also help managers in succession planning, employee retention and motivation; and create efficient and effective employees in the organisation (Kulkarni, 2013). The author further concluded that development enables employees to develop their skills within an organisation; and this helps to increase the organisation's market value, and employees' earning power and job security. This in turn, enhances the overall performance of the organisation.

Contributing to discussions on the impact of training and development on performance, Lerman (2013) argues that what employers need most are employees who have the required skills to perform their tasks, work well in a team, improve on their performance and increase their productivity over time. The author stressed that training and development is one of the major means by which employers can meet these needs. Similarly, Bataineh (2014) asserts that training and development give employees the right knowledge, skills and competencies to effectively handle assigned tasks; leading to the reduction of unnecessary mistakes on the job. They serve to bridge the gap between current employee performance and expected performance. Reassuringly, García and

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Tugores (2015) also researched into "the direct and combined effects of training on hotel performance" and found out that devoting efforts to providing specific training for employees has a positive impact on performance indicators, regardless of the measure of performance employed.

More recently, and in line with earlier studies, Arslan and Uzaslan (2017) conducted a study on the impact of competency-based and target-oriented training on employee performance and revealed that training and development programmes enable organisations to adapt, compete, excel, innovate, produce, be safe, improve service and achieve their goals. Their study further revealed that training and development has been used to successfully reduce errors in high-risk settings; and organisations understand that it pays to provide employees with continuous training and development. Dostie (2017) and Gonza´lez, Miles-Touya, and Pazo (2016) also researched on the impact of training and development on innovation and found that training and development had a significant effect on firm innovation performance. It is evident from the foregoing that training and development have a positive impact on performance; and that the contribution of training and development to overall performance is considered very important for both employees and organisations (Arslan & Kus¸ 2012). From the foregoing therefore, the purpose of this study is to assess whether a development initiative such as the SLDI programme had a positive impact on the performance of the ministries of Sister in Ghana.

Further, Katcher and Snyder (2003), and Kum, Cowden and Karodia (2014) identify some of the reasons why it is important for employers to ensure that their employees continuously learn new skills. The authors argue

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that employees who continuously upgrade their skills will also improve their productivity and performance. Developing employee skills also contributes to their personal and career development. In this regard, Kum, Cowden, and Karodia   (2014) stress that employees are highly motivated to be more productive when their job skills are improved.

Katcher and Snyder (2003) further argue that employee development increases their ability to adapt to change. To them, the more skilled the workforce is, the easier it will be for the entire organisation to adapt to changes that may arise in the domestic and global marketplace in the demand of its products and services. Employee development decreases operational costs. Also, it is expected that employees who benefit from development interventions in line with their individual or organisational goals will become more efficient in what they do. More importantly, development plans that include "train-the-trainer" (training that trains employees to become trainers of a skill) can provide exponential benefits to the organisation. This intervention can be anything from how employees can do their own jobs better to employees being groomed to replace their supervisors. In addition, employees who become trainers might be further inclined to stay with the organisation, and possibly reduce employee turnover (Katcher & Snyder, 2003).

It is however important to note that for development interventions to make the needed impact on performance, the competencies acquired in the training programme must correspond to the demands of the job and the work environment (Boahin, Eggink & Hofman, 2014). It is equally important for trainers to recognise the important roles they play in ensuring that the needed skills, knowledge and competencies are transferred to trainees; and therefore,

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develop and enhance their skills in order to fulfil their responsibilities (Narang & Mahmood, 2011). Again, trainers must always keep in mind that the main purpose of training and development programme is to enhance performance; and thus, clearly point out the actual performance of trainees, explain the consequences to them, and provide them with suggestions for improvement (Narang & Mahmood, 2011).

Evaluation of Development Programmes

Employee development, like any other Human Resource (HR) function, should be evaluated to determine its effectiveness (Konneh, 2009). Naturally, a development programme is followed by an evaluation of its effectiveness to ensure money spent on it is being spent wisely. And a true test of a development programme is whether or not it yields the results it desires to achieve such as an improved performance or a change in behaviour (Charoensap-Kelly, Broussard, Lindsly, & Troy, 2016). Indeed, without evaluation, the outcomes of development interventions will not be known. And as Rae (2003) puts it, the importance of evaluation is such that if one does not fully and completely evaluate the programme, then it is virtually of no use running the programme.

He stressed further that if those implementing the development programme do not evaluate, apart from the highly subjective and personal thoughts of those being developed, the developers would have no concrete evidence of the success or otherwise of their development programme. In addition, there appear to be mounting pressures on development staff, and rightly so, to be more and more accountable for the effectiveness of their programmes (Konneh, 2009); as Farrant (2004) indicated, if any innovation is

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to be successful, there must be a system by which its effects can be tested and the extent to which it has achieved its objectives can be assessed. This makes evaluation imperative. For it is the means by which the achievement or otherwise of the objectives of development interventions could be determined. Evaluation can also assess the value of the development intervention, identify areas for improvement, and determine if such interventions are necessary (Konneh, 2009).

Indeed, evaluation is carried out for varied reasons. For example, Gilley, Eggland, Gilley, and Maycunich (2002) state that evaluation is carried out to see if the needs identified are addressed and to determine if learning objectives have been met. Evaluation is also done to improve the learning activity or programme through learners' critiques and suggestions. It is also done to enable the development intervention staff to defend or justify the continuation of a particular development intervention. If they can produce objective data that reflect the worth of the programme, the reviewer will be able to quickly recognise its value to the organisation (Gilley, Eggland, Gilley, & Maycunich, 2002).

It is as a result of the foregoing that Tamakloe, Amedahe, and Atta (2005) acknowledge the necessity of evaluation; but argue that as a term, evaluation, has no universally accepted definition and opine that generally, evaluation involves gathering information on a person, programme or a process and trying to form judgments about the effectiveness of what is being evaluated. In the view of Tamakloe et al. (2005), evaluation involves determining the worth of a thing, and how this 'worth" can be determined has been defined by various scholars. For instance, Aguinis and Kraiger (2009)

define development evaluation as the systematic investigation of the effect of development, ascertaining whether a particular development intervention programme has resulted in the acquisition of knowledge and skills, or affective changes in learners.

Development intervention evaluation is also considered as measurement technique that assesses the extent to which development programmes meet the stated development objectives (Alvarez, Salas & Garofano, 2004). In other words, development evaluation is a methodological approach for measuring learning outcomes of a development programme. In this regard, development evaluation seeks to identify the benefits of the development intervention to individuals in the form of learning and enhanced on-the-job performance.

Further, evaluation is seen as the process of examining whether a development intervention has had the desired effect. In actual sense, evaluation examines whether or not participants are able to transfer their learning onto their regular work routines (Konneh, 2009). Gilley, Eggland, Gilley, and Maycunich (2002) give a broad definition of evaluation that involves the whole HRD process. They see evaluation as a process and not just an event that involves all key decision-makers, stakeholders and influencers; and which should be influenced by a clear understanding of the organisation's performance and business needs, as well as its strategic goals and objectives.

In the same vein, Rae (2003) also sees evaluation as the process of measuring change and achievement from the start of the development intervention to its final and continued successful application in the workplace.

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He continues that because of its holistic nature, evaluation must be considered earlier in the design and planning and must start long before the development intervention event. According to him, evaluation, may also involve comparing the costs of the development intervention to the benefits received.

On his part, Noe (2008) defines evaluation in terms of what it does. He asserts that evaluation provides information used to determine development effectiveness. To him, evaluation involves identifying the appropriate outcomes to measure; and the outcomes used in evaluating development intervention programmes may include participants' satisfaction with the development programme, learning of knowledge and skill, use of knowledge and skill on the job, and results. For the purpose of this study, development intervention evaluation is defined as the process of measuring the impact of development on the job performance of participants; taking into consideration the objectives of the development intervention, feedback from participants of the development intervention, and the extent to which skills learned could be used by participants to improve on their performance.

Evaluation Techniques and Models

In their classical work, DeSimone and Harris (1997) assert that development programmes are assessed or evaluated by asking those involved in the programme, questions that would uncover reactions to the development process to enable decisions to be taken that would be beneficial to the organisation. Similarly, Pallai and Gregor (2016) posit that the most common technique for development evaluation is that organisers ask participants whether they enjoyed the development intervention or believed that it was valuable for them. On his part, Asare-Bediako (2002) states that evaluation

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can be done through several sources of data collection which include: class discussion, where the development interventionist invites the class to share their perceptions; interviews, which could be in either formal or informal setting; or questionnaire administration, which could be administered at the end of the entire development programme to elicit the participants' reactions, usually on three main aspects of the development intervention—development content, development design and delivery, and development administration.

A number of models have been proposed for the evaluation of development programmes. Undoubtedly, one of the most widely used model for evaluating development programmes is the one proposed in 1959 by Donald L. Kirkpatrick (Alzahrani, 2016; Pallai & Gregor, 2016). Kirkpatrick's four-dimensional evaluation model (i.e., reactions, learning, behaviour, results), is possibly the simplest method for understanding evaluation and the most frequently used. This model indicates four levels at which the quality or effectiveness of a development programme could be measured.

The Level 1 (Reaction) measures how well the participants liked the training, or in the case of this study, the development. Level 2 (Learning) measures the extent to which learning has occurred. Levels 3 and 4 are the response to the call for training or development departments to demonstrate concrete evidence that training or development is achieving its aim of changing behaviour on the job (Level 3) and is also contributing to the company's bottom line (Level 4). Behaviour refers to on-the-job performance and, thus, is measured after training or development; and behaviour is also related to results as they affect the company's bottom-line and are also

measured long after the training, or development (Alvarez et al., 2004; Alzahrani, 2016; Pallai, 2015).

Another evaluation model is the one proposed by Tannenbaum, Cannon-Bowers, Salas and Mathieu (1993) which is actually an expansion of Kirkpatrick's four-dimensional model. In this model, Tannenbaum et al. (1993) added post-training attitudes and divided behaviour into two outcomes for evaluation namely: training performance and transfer performance. In their model, reactions to training and post-training behaviours are not related to any other target of evaluation. Nevertheless, learning is related to training performance, training performance is also related to transfer performance, and transfer performance is related to results.

Another model is the one proposed by Holton in 1996. Holton's (1996) model consists of three evaluation targets learning, transfer, and results. Contrary to Kirkpatrick's model, reactions are not a part of Holton's model because he does not consider reactions to be a primary outcome of training. Rather, he defines reactions as a mediating and/or moderating variable between trainees' motivation to learn and actual learning. In this model, learning is related to transfer and transfer is related to results. In addition, Holton (1996) argued for an integration of evaluation and effectiveness. Thus, in his model, he outlines certain effectiveness variables as important for measurement when evaluating training outcomes.

Not surprisingly, Harris (2000) also came out with an evaluation model similar to that of Kirkpatrick's (Kirkpatrick, Narkus-Kramer, & Salinger, 1989, 1994). Harris (2000) agrees that there are four basic ways to measure the success of a training or development programme, and to get the best

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results, all four levels must be duly assessed. These are: trainees' reactions to training; the amount of learning that took place; behavioural change on the job; and concrete results. Similar to the assertions made by Kirkpatrick, Narkus-Kramer, and Salinger (1989, 1994), Harris (2000) argues that trainees' reactions have to do with the situation where trainees are asked to record their reactions by means of a survey or questionnaire at the end of the training session. He further argued that though trainees' reactions are an important measurement for the success of a training programme, they have several limitations. Notably, just because trainees enjoyed a training programme does not necessarily mean that learning has occurred or that if they learnt anything, they would be able to transfer such to their jobs. Other indications of the success of the programme are, therefore, important.

Harris (2000) further posits that the amount of learning (Level 2) refers to the competencies that the trainees acquired from the programme which are measured in the context of the training or development programme. Though measuring this is important, it is limited in that it only assesses success within the training or development context. But whether the trainees or participants actually use the competencies on the job is a separate issue which is addressed by behaviour change. Behaviour on the job, according to Harris (2000), refers to the degree to which the trainee's behaviour on the job has been affected by the training or development programme. This can be assessed by measuring trainees' or participants' performance on the relevant task.
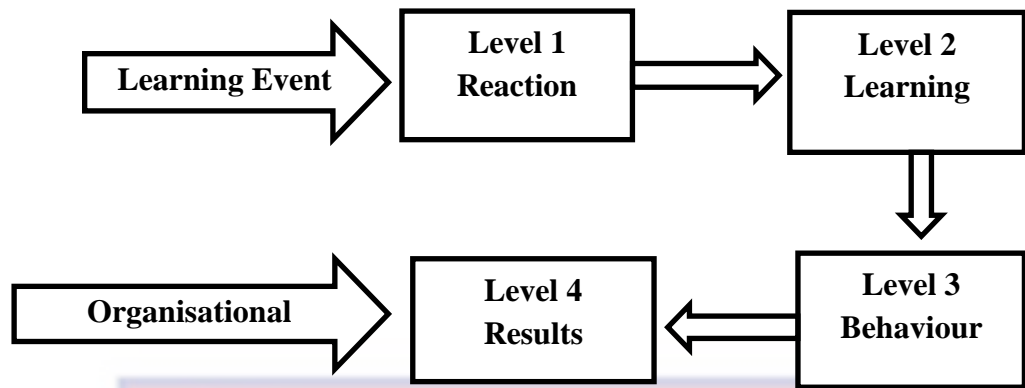
Figure 1: Model for the Evaluation of the Impact of the SLDI Programme on the Performance of the Ministries of the Sister

Source: Adapted from Kirkpatrick & Kirkpatrick (2009); and Kirkpatrick (2013).

On the last level—concrete results, Harris (2000) states that, it measures the success of a training or development programme in terms of how it contributes to the bottom-line outcomes such as increased productivity, reduced accident rates or other training or development programme objectives. He opines that this constitutes the best way to prove the success of a training or development programme and prove its worth. Thus, to get the best results of a training or development programme; and to effectively assess or evaluate the success or otherwise of a training or development programme, evaluation must be done along all these four levels. Though Harris' (2000) model is similar to Kirkpatrick's (1959), it differs in the sense that Harris (2000) argues that all the four areas should be assessed in a single programme; while Kirkpatrick's (1959) could be assessed at Level 1, Level 1-2, Level 1-3, or all four (4) levels.

The final model worth noting is the one provided by Kraiger (2002). This model highlights three multidimensional target areas for evaluation

namely: training or development content and design (made up of design, delivery, and validity of training or development), changes in learners (that is affective, cognitive, and behavioural) and organisational payoffs (comprising transfer climate, job performance, and results). To Kraiger (2002), unlike Holton (1996), reactions are considered a measurement technique for determining how effective training or development content and design were for the tasks to be learned. Kraiger (2002) further asserted that reaction measures are not related to changes in learners or organisational payoffs but that changes in learners are related to organisational payoffs.

This study adopts Kirkpatrick's four-dimensional evaluation model. This is because, as indicated earlier, for decades, Kirkpatrick's (1959) four dimensional model of training evaluation has been the most enduring and widely used (Arthur, Bennett, Edens, & Bell, 2003; McLean & Moss, 2003; Rajeev, Madan, & Jayarajan, 2009; Smidt, Balandin, Sigafoos, & Reed, 2009). Even though this model has come under criticism, especially from Holton (1996) who argued in his article titled "The Flawed Four-Level Evaluation Model" that the four-level system of training or development evaluation is actually not an evaluation model but a taxonomy of outcomes. The author posits that the model is flawed as an evaluation model in that it does not specify outcomes correctly, account for the effects of intervening variables that affect outcomes and does not indicate causal relationships. This major criticism notwithstanding, this study considers the four-level model of training evaluation the best option and the most reliable because there seem to be loopholes in all the other models (For example, Harris, 2000; Kraiger, 2002). Again, Kirkpatrick's model is simple to use and easy to implement.

This model proposed four criteria of training evaluation: reactions, learning, behaviour, and results. The reaction level measures trainees' liking of or satisfaction for a training or development programme. Reaction evaluation measures the extent to which participants react favourably to the learning experience. This level of evaluation is considered practical and relevant in that it is quick and very easy to obtain; it is also not expensive to gather or to analyse (Kirkpatrick, 2013). The learning level is defined as principles, facts, and techniques understood and absorbed by the trainees or participants. Learning evaluation measures the extent to which participants acquire the intended knowledge, skills, and attitudes as a result of the learning intervention. Regarding its relevance and practicability, this level of evaluation is seen to be relatively simple to set up; clear-cut for quantifiable skills, but less easy for complex learning (Kirkpatrick & Kirkpatrick, 2009).

The behavioural level assesses changes in job-related behaviours or performance. This level of evaluation measures the extent to which participants apply what they learned during training or development back on the job. In terms of its relevance and practicability, measurement of behavioural change typically requires cooperation and skill of line-managers; which is sometimes difficult but not impossible to achieve. The last level of evaluation is what Kirkpatrick calls the "Results Level". This level assesses improvements in concrete individual or organisational outcomes such as increased productivity, monetary efficiency, morale, or teamwork (Charoensap-Kelly et al., 2016). It basically measures the extent to which targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement (Kirkpatrick, 2013).

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Assessing the Level 1 (Reaction) of Kirkpatrick's model of training evaluation, Pallai (2015) argues that while it is important to know how participants feel about a training or development intervention, a level 1 evaluation make up only part of a sound assessment. This is because, when used alone, it does not provide concrete evidence that the training or development served its purpose and contributed to improvement in performance. However, satisfaction surveys prevail in training or development assessments because they are the simplest and easiest to implement. In some cases, an additional reason for their exclusive use is that some organisers are not motivated or interested to face the results of the training or development they have delivered: the ''smiley sheets'' are a ''noble way'' to avoid producing more sound performance results (Pallai, 2015). Therefore, this study intends to apply all the four levels of Kirkpatrick's evaluation model to assess the impact of the SLDI programme on the performance of Catholic Sister who have participated in the programme. This is, as a result of the fact that, as has been explained earlier, it is the most effective and suitable model, in the view of the researcher, for assessing the impact of the SLDI programme on the performance of Catholic Sister who have participated in the programme.

Chapter Summary

This chapter presents relevant literature that discussed the evaluation of the impact of a development intervention for Catholic Sister. Specifically, it deliberated on the relation between the objectives of the development initiative and its acceptance by the Catholic Sister. Secondly, it reviewed the job responsibilities of Catholic Sister, and the competences they require for the

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success of their ministries. The job responsibilities of Catholic Sister discussed included prayer and contemplation; education; healthcare; and religious ministry and social services. Also, the competences Catholic Sister require for the success of their ministries were discussed. Finally, the impact of development programmes on performance was examined; and how they were assessed using evaluation techniques and models were explored. Specifically, the Kirkpatrick Four-Level Evaluation Model was adopted for this study because it was the most suitable and effective, in the context of this study. This model will help us to assess the impact of the SLDI programme on the performance of the ministries of Catholic Sister in Ghana.
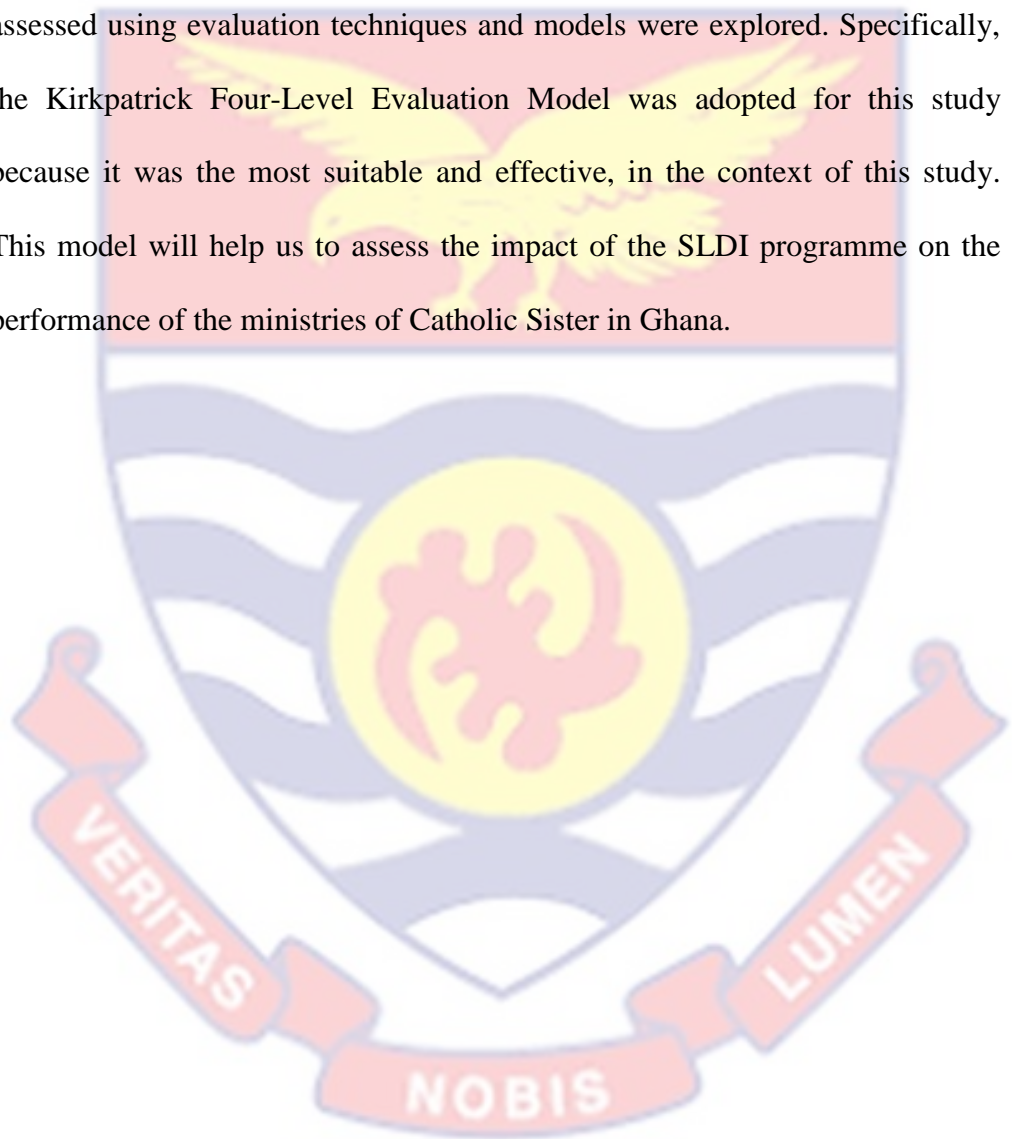
CHAPTER THREE

RESEARCH METHODS

Introduction

The aim of this study is to assess the impact of the SDLI programme on the performance of the ministries of Catholic Sister in the context of Ghana. In that regard, this chapter provides the procedure used in carrying out the empirical study. It includes the research approach and design, sources of data, study population, sample and sampling procedures, research instruments, data analysis and presentation.

Research Approach

A research approach can help decide for yourself and communicate to others your decisions regarding what study design you propose to use. Further, a research design shows how you are going to select your respondents; how you are going to collect information from them; and how you are going to analyse the information; and communicate your findings to stakeholders. In addition, you will need to detail in your research design the rationale and justification for each decision that shapes your answers to the 'how' of the research journey (Kumar, 2011).

According to Kumar (2011), there are two main types of research approaches which are quantitative and qualitative research approaches. This is also corroborated by Neuman (2014). Quantitative research is specific, well structured, has been tested for their validity and reliability, and can be explicitly defined and recognised. Qualitative research either does not have these attributes or have them to a lesser degree. They are less specific and precise, and do not have the same structural depth. Differences in

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philosophical perspectives in each paradigm combined with the aims of a study, to a large extent, determine the focus, approach and mode of enquiry which, in turn, determine the structural aspects of a study design (Kumar, 2011). The main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. One of the main tenets of this type of research method is that, it can generate a vast amount of data and for this study to collect qualitative data through focus groups was very useful.

On the other hand, in quantitative research, the measurement and classification requirements of the information that is gathered demand that study designs are more structured, rigid, fixed and predetermined in their use to ensure accuracy in measurement and classification (Kumar, 2011). Quantitative research deals with numbers. This type of research approach is useful to analyse the relationship between variables.

Mixed methods research approach is where the researcher combines both qualitative and quantitative approaches to the study. The benefit is to capture on the strengths of both approaches and triangulate them for the study. Tashakkori & Creswell (2007:4) defines mixed research as: …research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry'. The main tenets of this approach are to complement the data, which in turn provide 'a better understating of research problems than either approach Creswell & Piano Clark 2007:5). This study did not find the mixed method approach useful.

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For this study, a qualitative study approach was adopted since it was the most appropriate considering the objectives and the nature of the study. Specifically, the qualitative study design of case study was selected. A case study could be an individual, a group, a community, an instance, an episode, an event, a subgroup of a population, a town or a city. To be called a case study it is important to treat the total study population as one entity (Kumar, 2011: 102). For Sarantakos (2005), researchers collect first-hand information through case-study research. He further asserted that, case study research could be a research design, or a method of data collection. When case study is a research design, it is appropriate for qualitative studies (p.134), as is also the case for this study.

In a case study design the 'case' you select becomes the basis of a thorough, holistic and in-depth exploration of the aspect(s) that you want to find out about (Kumar, 2011). It is an approach in which a particular instance or a few carefully selected cases are studied intensively (Gilbert, 2008). It is a very useful design when exploring an area where little is known or where you want to have a holistic understanding of the situation, phenomenon, episode, site, group or community. This design is of immense relevance when the focus of a study is on extensively exploring and understanding rather than confirming and quantifying (Kumar, 2011). It provides an overview and in-depth understanding of a case or cases, process and interactional dynamics within a unit of study but cannot claim to make any generalisations to a population beyond cases similar to the one studied (Kumar, 2011:102).

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Research Design

Research design is a general strategy for solving a research problem. It provides the overall structure for the procedures the researcher follows, the data the researcher collects, and the data analyses the researcher conducts (Leedy & Ormrod, 2005: 85). For DePoy and Gitlin (1998), a research design is 'a plan, or blueprint, that specifies and structures the action processes of collecting, analysing, and reporting data to answer a research question or query' (p.305). Sarantakos (2005) asserts that the research design explains in some details how the researcher intends to conduct the research. Further, he stated that the research design offers a guide that directs the research action, and helps to rationalise the use of time and resources, and to reduce cost, helps to introduce a systematic approach to the conduct of the research, helps to control, minimise, or even eliminate eventual influences on data collection, and through this on the quality of data; and enables accurate assessment of the validity and reliability of the study, among other purposes (Sarantakos, 2005).

In this design the attempt is not to select a random sample but a case that can provide as much information as possible to understand the case in its totality. When studying an episode or an instance, you attempt to gather information from all available sources so as to understand it in its entirety. If the focus of a study is a group or community sufficient time should be spent building a trustworthy rapport with its members before collecting any information about them (Kumar, 2011). The justification for the choice of case study design for this study stems from the fact that, the study sought to collect in-depth, comprehensive and holistic first-hand data from the participants of the SLDI programme. In other words, the investigation being carried out is

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thorough, holistic, and aimed at providing an in-depth and intense understanding and overview of the study.

Sources of Data

The study used both primary and secondary data sources to find answers to the research objectives and questions. Primary data refers to data collected specifically for a research project being undertaken or data that are collected originally for a problem under study (Cohen, Manion, & Morrison, 2007; Saunders, Lewis, & Thornhill, 2009). Secondary data refers to data used for a research project that had been collected for some other research project or purpose (Bhattacherjee, 2012; Saunders, Lewis, & Thornhill, 2009). Examples of the secondary data used for this study were the books, reports, websites and journal articles that provided the information to facilitate the background investigation for this study and also provided the evidence against which the outcomes of the primary data were compared. The primary data collected was from the Sister or the women religious who participated in the SLDI programme; and the data collected were analysed to provide answers to the research objectives and questions.

Study Population

A research population is generally a large collection of individuals or objects that is the main focus of a study. According to Kumar (2011), a study or target population refers to the people individuals, groups and communities from whom information is collected, or is required to find answers to your research questions. Further, population is defined as the abstract idea of a large group of many cases from which a researcher draws a sample and to which results from a sample are generalised (Neuman, 2014: 247). It is for the

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benefit of the population that a research is conducted. For this study, the population consist of Catholic Sister who participated and graduated in the SLDI programme from 2009-2015.

Sampling Procedures and Sample

The non-probability sampling of purposive sampling was used to select the trainee participants. Purposive sampling is also known as judgemental sampling (DePoy & Gitlin, 1998; Kumar, 2011; Sarantakos, 2005). The primary consideration in purposive sampling is your judgement as to who can provide the best information to achieve the objectives of your study. You as a researcher only go to those people who in your opinion are likely to have the required information and be willing to share it with you. In other words, there is the deliberate selection of individuals by the researcher based on predefined criteria (DePoy & Gitlin, 199; Kumar, 2011; Leedy & Ormrod, 2005; Sarantakos, 2005).

With respect to the sample sizes selected, 25 trainee participants or Catholic Sister who participated in the SLDI programme were selected for the focus group discussion during their alumnae meeting from 25th-28th January 2018. It is important to note that, they were the only participants available to the focus group discussion. Clarke & Braun 2013 notes that qualitative studies require a minimum sample size of at least 12 to reach data saturation. So, this justifies the sample size for the qualitative study. So, the sample size spread across the population size for the study. Table 1 below indicate that 165 Catholic Sister participated and graduated from the SLDI programme from the period of the case study. However, 25 Sister attended the alumnae meeting, consequently this number became the sample size for the study.

Table 1: Sample Sizes Selected

Target Population	Population Size	Sample Size
Trainee Participants	165	25

Source: Fieldwork, January 2018

The graduates constituted three phases or cohorts of students who had been covered during the period. From the foregoing, the sample size selected from the population of Sister who had graduated from the programme during the period constituted 10.4%, which was acceptable for a qualitative study, such as this study.

Data Collection Method

The main method used for gathering data for the study was focus group. Specifically, a focus group guide was developed to gather data from the trainee participants on their involvement in the SLDI programme, their expectation of the programme, the aims or objectives of the programme, subjects they were taught, the mode of delivery of the training, and the skills and competences trainees were expected to acquire through the SLDI programme, their assessment of the steps taken to ensure that the topics treated in the programme, delivered the competences that they were expected to deliver to trainees; and how the topics treated helped them to acquire the skills needed to be successful in their ministries.

Data Presentation and Analysis

The data analytical tool selected for the study was constant comparison analysis (CCA) propounded by Glaser and Strauss (1967), the fathers of grounded theory (Leech & Onwuegbuzie, 2007). CCA is also known as constant comparative analysis. It is likely the most commonly used type of

analysis for qualitative data. Some authors use the term "coding" when referring to it (Miles & Huberman, 1994; Ryan & Bernard, 2000). When a researcher is interested in utilizing an entire dataset to identify underlying themes presented through the data, a CCA can be helpful. CCA can be undertaken deductively (e.g., codes are identified prior to analysis and then looked for in the data), inductively (e.g., codes emerge from the data), or adaptively (i.e., codes emerge iteratively) (Leech & Onwuegbuzie, 2007).

To perform a CCA, the researcher first reads through the entire set of data (this also could be a subset of the data). After doing so, the researcher underlines chunks, or phrases of the data which forms meaningful units or parts and assigns each a code. In other words, the researcher labels each chunk with a descriptive title or a "code" (Leech & Onwuegbuzie, 2007). Further, if a new code is to be applied, the earlier codes are checked to see if there is an existing similar code. Otherwise stated, the researcher compares each new chunk of data with previous codes, so similar chunks will be labelled with the same code (Leech & Onwuegbuzie, 2007). After all the data have been coded, the codes are grouped by similarity, and a theme is identified and documented based on each grouping (Leech & Onwuegbuzie, 2007). Thus, from the foregoing, a number of chunks or codes could be subsumed under a theme; and therefore, a chunk or code is not necessarily on the same level as a theme. However, it is acknowledged that, it is a possible to have a single chunk or code under a theme, in which case, the chunk or code could be equated to the theme.

Constant comparative analysis can be used throughout a research study. One way of using the codes is to go back out into the field and

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undertake member checking (Merriam, 1998) with the participants by asking if the themes, arguments, or assertions developed from the codes are accurately describing their statements (Janesick, 2000; Merriam, 1998), leading to descriptive validity (Maxwell, 1992, 2005, 2013). Also, it is helpful for participants to read the definition and explanation of the themes generated from the data in order to assess the accuracy (Leech & Onwuegbuzie, 2007).

Constant comparison analysis originally was developed to analyze data that were collected over a series of rounds. In particular, these rounds of data analyses led to theoretical sampling, which involves the sampling of additional people, groups, events, incidents, activities, documents, and the like, in order to develop emergent themes, to assess the adequacy, relevance, and meaningfulness of themes, to refine ideas, and to identify conceptual boundaries (Charmaz, 2000). However, CCA since has been modified to be used to analyze data collected in one round (e.g., single round of interviews) (Leech & Onwuegbuzie, 2007). CCA is a method of choice when the researcher wants to answer general, or overarching, questions of the data (Leech & Onwuegbuzie, 2007).

CCA was deemed appropriate for this research because the researcher was interested in utilising the entire data collected through interview to identify underlying themes revealed through the data. As the foregoing has established, identifying underlying themes revealed through an entire dataset is a principle of CCA (Leech & Onwuegbuzie, 2007). The researcher read through the entire raw interview data, after which she grouped the data into smaller meaningful parts or chunks. After all the data had been coded, the

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researcher grouped the codes or chunks by similarity, and identified and labelled a theme based on each grouping.

In presenting the raw interview data the researcher used narration(s) from participant(s) that represented what all or most participants said in relation to a given code or chunk. The codes or chunks were further grouped under themes. Put differently, texts or narrations as provided by interviewees were therefore sorted and grouped under relevant chunks or codes that constantly appeared from the analysis of the raw interview data. Finally, themes were identified, under each of which similar categories or chunks of data were presented. The themes were compared for analysis with previous studies reviewed under the literature; and the comparisons were done to ascertain how the themes corroborate or disprove the outcomes from previous studies. Further, the themes were looked at, in terms of how they addressed the research problem and objectives.

Ethical Consideration

Silverman notes that, for ethical issues to be grounded in any research, the following must be ensured:

- voluntary participation and the right to withdraw
- protection of research participants
- assessment of potential benefits and risks to participants
- obtaining informed consent
- not doing harm

It is for these reasons that an ethical consideration was included in this study. A detailed information sheet which explained the time required for the focus group discussion, and participants' willingness to take part in the discussion was addressed. It also covered participants' right to refuse to

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participate or withdraw from the research at any time. A consent form which enabled each interviewee to declare their readiness to take part in the research was an integral part of this study. As a result, the researcher sought permission and consent from the participants. Interviewees were assured of anonymity and confidentiality especially with regards to handling all information generated from interviews. It is important to note that all respondents consented to be identified in the study. Most of the data generated (especially the transcribed information) are stored in clearly marked folders which are saved on an external drive, a memory stick and a shared drive. All the documents in the folders are password protected.

Chapter Summary

This chapter gives an explanation of the research process and the methods adopted for collecting and analysing data in order to achieve the stated research objectives. The methodology applied in this study was based on a qualitative approach. Content analysis of the data transcribed from the focus group discussion conducted with the respondents was employed to find answers to the research questions and problem.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion of the case study. The main objective of this work is to assess how the SLDI programme has impacted the ministries of Catholic Sister in Ghana.   The results of the focus group discussion with the Sister is presented in a thematic order with respect to the specific objectives as follows: the relationship between the programme objectives and programme acceptance by participants; and the competences they require versus acquired for the success of their ministries; and evaluation of the impact of the SLDI training programme on the work of the Catholic Sister in Ghana.

The relationship between the programme objectives and programme acceptance by participants

Under this section, results and discussion related to the aim and objectives of the programme acceptance were presented. Participants were asked for their views on the programme. This was to find out if participants had prior knowledge of what the SLDI programme was set to achieve before they enrolled on the programme. From the data gathered, the trainee participants in the focus group discussion revealed the programme objective, indicating their awareness. They gave the main aim of the SLDI programmeas follows:

to deliver an educational programme that cultivated critical leadership competencies in Catholic Sister, and empowered, and built their capacities to manage or administer projects and programmes that address human suffering and destitution or poverty more effectively and efficiently.

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It was also established that the programme was also aimed at training and enhancing the capacity of the Sister to make use of modern technology to reach out to larger proportions of the needy and marginalized in society to make a positive impact on their lives. Having established their awareness of the programme aim another question was asked to solicit participants view on acceptance of the programme, which forms the second part of research objective 1. Themes that emerged indicated that the educational programme delivered to the Sister covered three core areas relevant in building their leadership capacity, in the areas of administration, financial management, project management and basic technology. Acceptance of the programme was revealed in these areas.

> For me I was asked to participate in this programme in the project management track in 2008 and in the administrative track in 2014; and my participation have helped me to develop my skills and competencies for my work in my ministry. So I am grateful for the opportunity given me to participate in the programme.

Acceptances of other core areas covered by the programme were also revealed as follows:

> I have participated in the basic technology and finance and accounting tracks of the programme from 2013 to 2015. In fact, the programme has helped me a lot. For example, the programme helped me to improve my computer skills greatly previously, I could not create an email address, neither could I use one; but the programme has enabled me to do so now. Again, my participation in the finance and accounting track has enabled me to keep and prepare the accounts for my ministry. I urge every Catholic Sister to take advantage of the opportunities this programme offers Sister.

Apart from the core areas covered by the programme, which participants identified themselves with, specific objectives of the programme were also revealed. These include: (1) transfer of knowledge and skills needed for effective project and financial management to the Sister; (2) encourage creative and effective leadership practices among the Sister; (3) enable the Sister identify, mobilize resources for their activities and projects for their ministries; (4) give the Sister expanded knowledge of development issues that impact the socio-economic and political life of individuals and communities; (5) enhance the skills of the Sister in human relations; (6) help the Sister develop skills in strategic planning for their work in their ministries; and (7) build the capacity of the Sister to ensure sustainability of the projects they carry out for their ministries. These objectives have reflected on the programme delivery and acceptance by participants, thus:

> *I have learnt a lot of things from the programme which have empowered me and are helping me in my ministry. I have never regretted my participation in the programme.*

Data results have revealed participants' acceptance of the programme as all participants indicated that they fully accepted the programme, looking at the aim the core areas, and the specific and objectives of the programme to deliver an educational programme that was going to equip them with critical leadership and technological competencies to enable them manage effectively and efficiently projects and programmes within their ministries and communities. As a result of their acceptance of the programme, the trainee participants call on other Catholic Sister to take advantage of the programmeas is summed up in the narration below.

I urge every Catholic Sister to take advantage of the opportunities this programme offers Sister.

Competences required versus acquired by catholic Sister for the success of their ministries

Participants were asked during focus group discussion for their views regarding competencies required to be effective in their ministries against the competencies expected to derive from the programme. This will help ascertain the relevance of the programme to extent that the purpose of developing the Catholic Sister for their work is achieved. The competencies required by the Catholic Sister are summed up as follows:

Basic project management, participatory leadership, strategic planning, financial management, human resource management, written and oral communication, fund-raising, project cycle, program evaluation and information/communications systems.

On completion of the programme, Sister are expected to acquire the following skills:

Personal leadership skills in communications, teamwork, creative problem solving, interpersonal relationships, self-direction, flexibility, professionalism, resource management and computer literacy skills.

Some of this requirement is confirmed by participants as follows:

Yes I will say that they have equipped me so much to be able to carry out my task as an administrator. And the particular skills that have been so useful is the mentoring skills, coaching delegation and team building; and this I have used so much; and it has yielded results because with my coaching and delegation job my subordinates are able to pick up the administration skills and by this reason three of them have been appointed as assistant heads; and one of them also a headmaster in another school

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and they doing very well where they are.

This narration reveals the extent of the competencies acquired, which goes beyond what the programme intends to achieve. The programme has equipped them with coaching and mentoring skills that not only help the beneficiaries to enhance their performance but also develop subordinates into higher positions. Expectedly, the programme has imparted interpersonal relationship to participants, and this has not only improved their work with employees but also with stakeholders outside the office.

> *As an administrator I got more confidence in my ministry. I was able to relate well with others. I have got more skills in handling children and my staff. And I am able to handle projects and also to guide and help my Sister in my community.*

As a core area of the SLDI programme, project management skills have been revealed to impact across programme participants. As revealed in the narration below every aspect of project management has been covered, developed and the skills acquired by participants which in turn, transferred to co-workers, local communities; therefore, enhancing the outreach work of the ministry.

> *I can say that the training has really equipped me and changed my life in so many things. Through this program I have learned how to write projects, how to develop projects, and identify a viable project. And I can say that through the skills I have written so many projects that have yielded results for my congregation and my local community; and also it has helped me a lot to support my congregation in so many ways like evaluating our projects, designing new projects, and coordinating some of the projects; as well as organizing training sessions for some of our sister who are working on our local projects.*

Teamwork, another area of competencies is also revealed through the training. Teamwork has been one of the target skills to be developed by this competency-based programme. As the narration below indicates, participant narrates the immerse contribution that improved team working skills have done:

> *Through this training I have been able to develop the skills of building teamwork, how I am able to work with the people am working with in the office.*

It was also revealed that not only team building but also communication skills which together have helped move the work of the Ministry forward.

> *Me too I will say yes this program has helped me, especially, the teamwork and communication skills. In my workplace I have able to bring my workers together we do things together, we communicate to each other and with this at the end of the day we are able to achieve our goal. And I think it's a good thing for us.*

Leadership skills also mentioned as one of the benefits from the programme; Grant writing also came up strongly and had already imparted greatly on the work of the Ministry as the participant has already written a grant proposal and hopeful of being granted.

> *Yes the program has helped me a lot especially with my leadership skills and grant writing. Through this program I was able to write projects; and I got about three of them and some of them are still in the pipeline and I know I will get it.*

Through the programme participants have acquired financial literacy that has already earned them related position.

> *The programme has helped me also in my ministry and though this programme though I did not do finance but the knowledge I acquired from*

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> the administration tracks when I was appointed to be the community bursar with all the input that I received from the program I was confident to accept that responsibility. And so far it has helped me to manage that. And I think am doing well because of the knowledge I acquired from this program.

Generally, participant have benefitted greatly from the programme, covering most of the areas/skills intended to be achieved by the programme. These have enhanced their work as Catholic Sister in their ministries to benefit stakeholders including teachers, parents, children and other employees and the communities.

> The skills and the competences that I learned through this SLDI program helped me to be more effective in communication towards my teachers, parent and children and it has also helped me to work as a team and helped organize different committees to do their responsibility and to manage their time to bring the best in the children, to be effective in the teaching and learning, and to bring quality education among these children and it has also helped to bring the presidential award twice to our school. I can say as an administrator I encouraged them to work and challenge them to work as a team.

Impact of the SLDI programme on the work of the African Sister in Ghana

The study established that, indeed, the programme has had enormously positive impact on the Sister, their ministries, and communities. Sister, who participated in the programme, asserted that the programme had built and improved their leadership capacities and effectiveness as the narrations below indicates:

> With the financial skills I gained I encouraged workers to invest their money and not to use them all; and also how to manage their time and through time management I am able to go according to the time; when I am with you I make sure you also do the same.

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Others also revealed that the programme has impacted on their work in the ministry, especially with regard to projects, which is an integral part of their work.

> *Yes the programme has helped me a lot especially with my leadership and **grant writing skills**. Through this programme I was able to write project proposals; and I got the funding for three of the proposals; and some of them are still in the pipeline and I know I will be successful in securing funding for them.*

Some participants narrated some outcomes of their successful project writing skills:

> *Through this program I was able to do a project for the women and girls and got something for them to buy machines and chairs. I also wrote a project for the school children to provide water. This is helping with their livelihood*

Also, the Sister said they used the skills and competencies acquired through the programme to train, mentor and coach their staff; trained them in many areas. For instance a participant narrated that:

> *I am able to support our congregation by organizing training sessions for some of our Sister who are working on our local projects. I organised the training for them on how to design, coordinate, and evaluate projects, which is yielding very positive results for our ministry and community.*

Further, the Sister asserted that the evidence of the impact of the programme on their personal development and how they work in the ministry. For instance:

> *Through this programme I have been able to develop the skills of building teamwork, relating effectively with my fellow Sister and staff.*

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After the training, I don't normally take decisions alone; I make sure I consult. Also, I am able to effectively handle the people who come into our ministry and offices, including the difficult ones.

Some of the respondents revealed their personal skills acquired through the SLDI programme, which are helping to improve service delivery to achieve their organisation goals.

Through this programme, I can now use Microsoft Word to do all my presentations or assignments or anything that has been given to me to do. Also, I have gained team working skills, whereby, I have learnt the essence of co-operating and working with the ideas of others. I have also acquired time management skills, whereby, I am able to manage my time and use it profitably for myself, my ministry, and my community.

Some of the respondents shared their views on how the project has impacted on their time management, which is helping them in their ministry and improving performance.

Through the experience gained especially the time management, I am very conscious of time and therefore I try to impact that into the people I am working with and they know me that as for Sister when she says this time she means it so it's one of the advantages that I have gotten and it is helping my work; and also how to manage resources and as a community bursar I try to cut down unnecessary expenses and try to manage the little that we have.

Other respondent said she has helped in improving the livelihood of disadvantage people in developing income generating project.

I have been able to write and win grants for my ministry; and through this, we have been able to construct a gari processing factory for the widows in my parish

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Another respondent explained that the skills she acquired is making a huge impact in the community, through the provision of potable drinking water, acquisition of a school bus to provide access to school children and resource mobilisation. For instance, a participant narrated:

> *Through the skills acquired I have been able to help a community with funds from Switzerland to put up a junior high school to save the situation of school dropout. I have also helped a couple too who were not on good talking term to reconcile*
> *Through the finance track that I did I acquired the skills to take care of our school canteen. This is making difference*

Mentorship and training of their staff and other Sister with the skills and competencies they acquired through the programme are not impacting only on them but also on their subordinates. It was narrated that:

> *For example, through my use of the mentoring and coaching, team building skills and delegation skills I gained through the programme, my subordinates have able to pick up administrative skills; and by this, three of them have been appointed as assistant headmasters. One of them also is a headmaster in another school; and they are all doing very well where they are.*

They further narrated how the skills gained have been transferred to their subordinates through coaching and mentoring, and these are yielding great results:

> *Also, through the mentoring and coaching of my staff, those who go for interviews for other duties are able to come out successful; and some of them have been able to win national awards, including two who won national best teacher awards.*

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Discussion of Results

From the foregoing, it can be seen that, there is adequate evidence to prove that the skills and competencies— leadership competences; resource mobilisation competencies; transfer of skills competences; and community transformation competencesthe trainee participants gained from the SLDI programme have immensely impacted their ministries and communities. This was made possible by the skills and competences the programme offered equipping the Sister in carrying out their functions in their ministries and the communities effectively and efficiently.

The Conceptual framework selected to guide the evaluation of the impact of the SLDI programme on the Performance of the Ministries of the Sister was the Kirkpatrick's four-dimensional evaluation model, which proposes four criteria of training evaluation, categorised into two, namely, the learning event; and the organisational context. Under the learning event are the two levels of reaction (Level 1), and learning (level 2). Also, under the organisational context are the two levels of behaviour (Level 3), and results (Level 4) (Kirkpatrick, 2013).

Level 1, the reaction level, as was explained in the Chapter Two, measures trainees' liking of or satisfaction with a training programme; and the extent to which they react favourably to the learning experience (Kirkpatrick, 2013). In the context of this study, the trainee participants were favourably disposed to and satisfied with the SLDI programme. To corroborate the preceding, all trainee participants said they would recommend the SLDI programme to other Catholic Sister. The specific objectives enumerated by the Sister were in line with the objectives of the programme which was designed

to achieve for the Sister. The foregoing demonstrates that the programme was doing well in communicating to the Sister the purpose for delivering the programme to them. As it was established in the study, some of the participants' reaction of enjoying the training was remarkable, as some of them had high level involvement to the training. This was a reaction to training and post training behavious which was established by Tannenbaum et al 1993, which is an expansion of Kirkpatrick model discussed in Chapter 2. This provides strong evidence to support level one assertion of Kirkpatrick model of which is reaction with respect to learning and post learning training.

Level 2, the learning evaluation level of the model, is defined as the assessment of the principles, facts, and techniques understood and absorbed by the trainees. In other words, this level measures the extent to which participants acquire the intended knowledge, skills, and attitudes as a result of the learning intervention (Kirkpatrick, 2013). In the context of this study, the trainee participants seemed to have acquired the intended knowledge, skills, and attitudes as all of them said they have been equipped with the competencies for the performance of their duties in their ministries, congregations and communities.

They went further to enumerate a variety and diversity of skills and competencies they had acquired through the programme; and how they had used them to impact their ministries, congregations, and communities. Essentially, the skills and competencies they acquired through the programme were categorised into four main categories, namely, (a) leadership capacity; (b) resource mobilisation capacity; (c) transfer of skills; and (d) community transformation (Wakahiu, 2011). These arguments resonate with both

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Kirkpatrick and Harris (2000) assertion established in Chapter 2 of this study. The evidence of the narrations reported in Chapter 4 has confirmed that the amount of learning and competencies reported are strong evidence to support the outcome of this study.

Level 3, the evaluation of behaviour, assesses changes in job-related behaviours or performance of trainees as a result of the training intervention. This level of evaluation measures the extent to which participants apply what they learned during training back on the job. These are the views of Kirkpatrick and Harris, 2000 as established in Chapter 2. In the context of the study, all the trainee participants said they had used the skills and competencies gained through the training to meet the needs of their ministries, congregations, and communities in a variety of ways that had impacted positively their ministries, congregations, and communities. The narrations reported in Chapter 4 about some of the successful projects the participants undertook after the training supports the argument that the trainers behaviour on the job has been hugely affected positively. This validates the Kirkpatrick and Harris (2000) assertion.

Responses from the Sister in the focus group discussion sums up that, the main components of the educational programme were leadership and technology training to Catholic Sister in Africa. In other words, the programme sought to give hope to Catholic Sister through capacity building and empowerment through education and training to work more efficiently and effectively in their ministries and to discharge their duties in their apostolates effectively. Again, they asserted that the programme also aimed at creating a culture of on-going learning on the job, mentoring and coaching

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continuing education and training for Catholic Sister to continually increase their capacities to perform efficiently and effectively in their ministries (Wakahiu 2013b). In line with organisational content and the behaviour ascertain through transfer of training using Kirkpatrick model, the evidence at some of the workplace of the Sister indicate that the training programme is helping to impact on their work/ministry, through writing good project proposal in soliciting funds, developing policies and procedures in administrative work.

Level 4, the evaluation of results of the training intervention and the last stage of the model, assesses improvements in concrete individual or organisational outcomes such as increased productivity, monetary efficiency, morale, or teamwork (Charoensap-Kelly et al., 2016). Harris (2000) is of the same view that concrete result can be measured with respect to the success of a training development programme when productivity is increased as reported in Chapter 2. From the study sample size of 25 as reported in the narration majority of the participants shared some encouraging success stories that support the argument for increase productivity as a result of the SLDI training. It basically measures the extent to which targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement (Kirkpatrick, 2013). Indeed, in the context of this study, it emerged that the SLDI programme has had a positive learning outcomes and these outcomes must be monitored and reinforced as suggested by Kirkpatrick.

Chapter Summary

This chapter presents the results and discussion of the focus groups. The relationship between the programme objectives and programme acceptance by participants, competences required vs. acquired by Catholic Sister for the success of their ministries. It also looked at the impact of the SLDI Programme on the work of the Catholic Sister in Ghana and the evaluation model used to access the SLDI Programme.

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CHAPTER FIVE

SUMMARY, KEY FINDINGS, CONCLUSION AND RECOMMENDATION

Introduction

The chapter present the summary, key findings, conclusion and recommendations to the study.

Summary

This study sought to assess the impact of the SDLI programme on the performance of the ministries of Catholic Sister in the context of Ghana; and the communities which have benefited from their services and ministries. The specific objectives were to evaluate the relationship between the programme objectives and programme acceptance by participants; and the competences they required versus acquired for the success of their ministries; and evaluate the impact of the SLDI training programme on the work of the Catholic Sister in Ghana. The research instrument used for gathering data from the Sister was the interview guide. The data analytical tool used for the study was constant comparison analysis (CCA) propounded by Glaser and Strauss (1967). With respect to the sample for the study, twenty-five (25) trainee participants were successfully interviewed for the study out of 241 Sister who had participated and graduated from the programme. The study sought answers to the research questions by adopting a qualitative study approach of case study looking at the nature of the study. Specifically, primary data was collected from Catholic Sister who have participated in the SLDI programme. The non-probability sampling method of purposive sampling was used to select the trainee participants.

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Chapter one introduced the background. Extensive literature review and historical evolution of SLDI was discussed in Chapter two. Chapter three discussed the research methods. The empirical data is presented in Chapter 4. The summary, key findings, conclusion, recommendation and suggestion for further research are presented in Chapter 5.

Key Findings

The key findings derived from the outcomes developed from analysis of the qualitative in chapter 4 are presented in this section. The key findings are presented according to the research objectives.

From objective one it is found that the SLDI programme has been accepted by the trainee participants; with some of the trainees emphasizing how the programme has empowered them to discharge effectively their functions in their ministries and communities; and even recommending the programme to other Catholic Sister. The programme has equipped them with critical leadership and technological competencies to enable them to manage effectively and efficiently projects and programmes within their ministries and communities.

The qualitative data analysed reveal that majority of the focus groups respondents attested to the high level of competencies they acquired after the SLDI programme. Some of the skills acquired were related to effective teamwork, professionalism, communication, and personal leadership skills, computer literacy skills, proposal writing, interpersonal skills among others. It also emerged that there was alignment between the competencies that the programme aimed at equipping the Sister; and the competencies they required to perform their functions successfully.

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Further, the Sister said the leadership capacity programme equipped them to enhance their leadership and problem-solving skills in the performance of their duties for their ministries and communities. For the community transformation skills, they asserted that they helped them to bring about positive changes; and alleviate the sufferings of the marginalized people in their communities. Concerning the transfer skills, the programme equipped the Sister to transmit or impart the skills they acquired under the programme to the staff and members of their ministries and communities, and bring major transformations and resource mobilisation skills. The outcome reported here supports the research objective two which is competencies required and competencies acquired through the SLDI programme for the success of their ministry is proven. The programme has equipped them with critical leadership and technological competencies to enable them to manage effectively and efficiently projects and programmes within their ministries and communities.

The findings do strengthen the research objective of evaluating the relationship between the programme objectives and programme acceptance by participants. Participants did not only accept the programme but also asked for the programme sustainability in other to benefit potential candidates. This suggests that the relationship between the programme objectives and programme acceptance by participants is being achieved and must be commended.

The research question two seeks to assess the competencies Catholic Sister require versus competencies acquired through the SLDI programme for the success of their ministries. The study revealed that the competencies the Sister require versus competencies acquired were well established with the

empirical data, for example, interpersonal skills, flexibility, communication, ability to mobilise resources to enhance the work of their ministries. In addition, the evidence gathered also suggests that some of the participants can explore and develop plans to ensure the sustainability of their various projects.

Research question three sought to examine the impact of the SLDI training programme on the work of the Catholic Sister in Ghana? The study reveals that the Catholic Sister who undertake the SLDI training programme are making an impact with the skills acquired through the programme. Some of them can help to improve upon service delivery at their workplaces, strengthen teamwork, therefore enhancing work productivity and mobilise resources for development projects within their respective ministries at the local level. This proves that the impact of the SLDI programme on the work of the Catholic Sister in Ghana is not disputed and therefore reinforces the research objective three that is to evaluate the impact of the SLDI programme on the work of the Catholic Sister in Ghana.

Conclusion

The SLDI programme seeks to promote certain objectives among them is "*to assist the participants and alumnae to use acquired skills and knowledge to enhance and sustain their ministries*". Empirical data has established the extent to which the objectives have been achieved as reported in chapter 4, and the associated reasons, according to the Sister, who participated in the programme, affirmed that the programme had built and improved their leadership capacities and effectiveness; and therefore, helped them to positively impact their ministries, and the communities they serve.

On how the programme impacted them, their ministries, and their communities, the Sister said they used the skills and competencies acquired through the programme to train, mentor and coach their staff; trained them in budgeting, bookkeeping, financial, and resource management; secured funding for projects through project proposal writing; developed and implemented community projects such as boreholes, schools, building of a wall around a hostel for children; facilitated the building of a solar energy system for a school and a community; and empowered women in the communities they served, economically and socially.

Further, the programme impacted, their ministries, and their communities, by the enhancement of their self-confidence, leadership and relational skills and competencies in the performance of their functions; and enabling them in the effective and efficient management of their ministries, staff, and projects. For example, some of the Sister who participated in the programme said they have become computer literate and can now use the computer to type and print their letters and accounts; when they previously could not do so.

The success of the programme validates the overall aim of this study, which is to assess the impact of the SDLI programme on the performance of the ministries of Catholic Sister in the context of Ghana with strong empirical evidence. The extent to which the research aim has been realised has to do with the responses gathered through the focus group discussions where 24 out of the 25 respondents confirmed the SLDI programme have impacted the ministries and the communities of participated Sister in Ghana.

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In exploring the findings of the study in the context of the Kirkpatrick's evaluation model, it is well-known that under the learning event are the two levels of reaction (Level 1), and learning (level 2). Also, under the organisational context are the two levels of behaviour (Level 3), and results (Level 4) (Kirkpatrick, 2013). So, what is the story? The evidence established in the study indicate that 'the trainee participants have acquired the intended knowledge, skills, and attitudes as some of them said they have been equipped with the competencies for the performance of their duties in their ministries, congregations and communities.

Recommendation

Even though, the SLDI programme is making a huge impact on some of the participants, one major challenge confronting some of the participants is to do with the lack of strategic alignment, when it comes to the training, skills and competencies individual Sister acquired through the SLDI programme in relation to the success of their ministries. Most often some participants do not have the opportunity to use the skills and competencies acquired. This challenge must be address.

It is therefore, recommended that Superior Generals and their councillors must ensure that the SLDI programme as a specific training, skills and competencies programme is aligned with the overall strategic direction of the congregation's long-term capacity building planning. With an effective implementation of this recommendation, it is envisaged that this attempt will help transform various participants' congregation ministries and at the same time help the individual congregations to move towards long term sustainability.

Suggestions for Further Research

Further, research with another country which has benefited from the SLDI programme could be useful for comparison using the same research approach and tools.

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APPENDICES

Appendix an Information Sheet

Department of Human Resource Management School of Business,

College of Humanities and Legal studies,

University of Cape Coast

INFORMATION SHEET

This research looks at the "Impact of the Sister Leadership Development Initiative (SLDI) Programme on the performance of the Ministries of Catholic Sister in Ghana". The study is being carried out under the supervision of Prof. Nana Yaw Oppong at University of Cape Coast. Researcher Contact Details: Francisca Ama Damoah, Department of Human Resource Management, College of Humanities and legal studies, University of Cape Coast The time required including explanation will be 40 minutes.

The research will take place in a venue nominated by participants.

Participants will be asked/informed of the following:

Are you willing to participate in this research?

There will be no risks to you and there are no enticements or rewards.

Your personal details will be held securely and will not be given in any form to any person or institution without your permission.

You have the right to withdraw from this research at any time.

You will not be identified by name in this research project. Any information given in the course of interviews may be used in the study, but your privacy will be respected in all other matters.

You will be offered an opportunity to review a transcript of the interview.

If you have any concerns whatsoever about this Research and you wish to contact an independent person, you may contact Research Supervisors, Prof. Nana Yaw Oppong at Department of Management Studies, College of Humanities and Legal studies, University of Cape Coast

The time required including explanation will be 40 minutes.

APPENDIX C CONSENT FORM

Department of Management Studies,

College of Humanities and Legal studies,

University of Cape Coast

CONSENT SHEET

Consent Section:

I, the undersigned, declare that I am willing to take part in research for the project entitled "Impact of the Sister Leadership Development Initiative (SLDI) Programme on the performance of the Ministries of Catholic Sister in Ghana ".

I declare that I have been fully briefed on the nature of this study and my role in it and have been given the opportunity to ask questions before agreeing to participate.

The nature of my participation has been explained to me and I have full knowledge of how the information collected will be used.

I am also aware that my participation in this study may be recorded (audio) and I agree to this. However, should I feel uncomfortable at any time I can request that the recording equipment be switched off. I am entitled to copies of all recordings made and am fully informed as to what will happen to these recordings once the study is completed fully understand that there is no obligation on me to participate in this study fully understand that I am free to withdraw my participation at any time without having to explain or give a reason am willing / not willing to be identified as a participant in this study.

_____   _____

Signature of participant   Date

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APPENDIX

FOCUS GROUP GUIDE FOR TRAINEE PARTICIPANTS

Topic: Impact of the Sister Leadership Development Initiative (SLDI) Programme on the   Performance of the Ministries of Catholic Sister in Ghana

Main Purpose: The main purpose of this study is to assess how the SLDI programme has impacted the ministries of African Sister in Ghana.

Focus Group Questions

1. What was the main aim or objective of the SLDI programme you participated in?

2. Did you accept aim and objectives of programme? Give reasons for your answer?

3. What was the consequence of your acceptance or rejection of the programme?

4. What are the Job Responsibilities of Catholic Sister? Give us details of these job responsibilities?

5. What are the competences required by Catholic Sister for the successful discharge of their job responsibilities?

6. What are the skills and competences you have acquired through the SLDI programme? Please, list all of them.

7. Have the skills and competences you acquired equipped you in the performance of your functions in relation to the ministries of African Sister in Ghana? Yes or No? If Yes, how have they helped you in carrying out your functions?

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8. Did you acquire all the skills and competences you expected to gain in the SLDI programme? Yes, or No? If No, what were the skills and competences you were expecting to acquire; but which you did not acquire? Please, list all of them.

9. How have you used the skills gained in the SLDI programme in your ministries? Specifically, How have the skills you acquired in the SLDI programme helped you to address the needs of the people you serve under your ministry?

10. What was the impact of the SLDI programme on your work/ministries and the community/communities you serve? Give details?