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Influence of Efficiency On Leadership Development of Sunday School Teachers in ACK Churches in Nairobi Diocese

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Abstract:

Purpose of Study: This study examined the influence of efficiency on the leadership development of Sunday school teachers in Anglican Church of Kenya (ACK) churches in Nairobi Diocese. It sought to establish whether teachers' effective use of time, lesson preparation, reliability, and commitment contribute to leadership growth and identify areas requiring institutional support.

Methodology:

The study adopted a descriptive survey research design targeting approximately 616 Sunday school teachers across 77 parishes in nine archdeaconries.

Stratified random sampling selected 268 teachers, of whom 179 completed structured questionnaires, yielding a 68% response rate. Data were analysed using descriptive statistics and regression analysis in SPSS.

Findings: Teachers rated their efficiency positively (mean = 3.79, SD = 1.09), particularly their reliability and recognition for teaching effectiveness (mean = 4.37). However, lesson preparation and children's spiritual progress received lower ratings. Leadership development was also rated positively (mean = 3.57, SD = 0.89), although opportunities for formal leadership roles and participation in strategic planning remained limited. Regression analysis established a positive and statistically significant relationship between efficiency and leadership development ($B = 0.180$, $\beta = 0.193$, $t = 2.625$, $p = .009$). Efficiency explained 3.7% of the variation in leadership development ($R^2 = 0.037$), indicating that additional factors also influence leadership growth.

Conclusion: Efficiency contributes significantly to leadership development among Sunday school teachers in ACK churches in Nairobi Diocese, although its explanatory influence is modest. Churches should recognise efficient teachers, provide regular training and mentoring, improve teaching resources, and create opportunities for participation in leadership, planning, and decision-making to strengthen leadership development.

Keywords: *Efficiency; Leadership development; Sunday school teachers; Anglican Church of Kenya.*

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1.0 INTRODUCTION

1.1 Background of the Study

Sunday school is one of the main ways in which churches teach children the Christian faith. Its quality depends largely on the teachers, who plan lessons, manage classes and care for children each week. In many churches, these teachers are volunteers. They are therefore recognised and developed through the trust that a church places in them, rather than through salaries or formal promotion. Leadership development refers to the growth of a person's ability to guide, influence and take responsibility for others. It can happen through every day work and through structured training (Lehtonen & Seeck, 2022). For Sunday school teachers, efficiency in the use of time, preparation and commitment is one of the most visible signs of ability that church leaders can observe. This study therefore asked whether efficiency in teaching is linked to the leadership development of Sunday school teachers in ACK churches in Nairobi Diocese.

1.1.1 Global Perspective

Across the world, teacher quality and teacher leadership are treated as central to good education. The Teaching and Learning International Survey (TALIS) 2024 gathered the views of about 280,000 teachers in 17,000 schools across 55 education systems, and it highlighted that successful teaching depends on collaboration among teachers (OECD, 2025). In Europe, Finland gives teachers wide freedom in their classrooms and also involves them in school-level planning. Heikonen and Ahtiainen (2024) surveyed 1,030 Finnish teachers and found that teachers who worked in school leadership groups felt a stronger shared responsibility for school development. Teachers who saw their leaders as consistent and inclusive also reported clearer school goals and more open discussion. In Asia, Singapore offers structured career pathways for teachers. Its Ministry of Education provides a teaching track, a school leadership track and a senior specialist track, so that teachers can grow according to their strengths and interests (Ministry of Education, Singapore [MoES], 2024). These examples show that in Europe and Asia, capable teachers are deliberately guided towards leadership through shared responsibility and clear career routes. Few studies, however, have examined how the same process works in church-based children's ministry, where teachers serve without pay. Taken together, the two countries show that teacher growth is planned and supported.

1.1.2 Regional Perspective

In Africa, teacher leadership has also gained attention, although resources are often limited. In Southern Africa, Bessong and Ogina (2022) studied 20 teachers in four secondary schools in the Vhembe district of South Africa. They found that teachers led through instruction, school-



based curriculum development and activities in the community. The authors recommended that schools be given enough resources and infrastructure to support such leadership. This finding shows that teachers who perform their core duties well often take on wider leadership roles. In West Africa, Angwaomaodoko (2023) examined leadership in secondary schools in Lagos State, Nigeria. The study found that democratic leadership was the most common style and that teachers generally had high job satisfaction. It also found a strong link between school leadership and teacher satisfaction, and it recommended in-service training for teachers. Taken together, the two countries show that supportive leadership, adequate resources and continuous training help teachers to develop and to lead. Most of this evidence comes from formal schools, where teachers are paid and employed by the state. Church-based teachers, who serve as volunteers, have received much less attention in the region. Both studies were carried out in school settings, and both stress the value of support for teachers.

1.1.3 Local Perspective

In Kenya, the Teachers Service Commission (TSC) manages the promotion of teachers in public schools. Promotion is guided by the Code of Regulations for Teachers (2015) and the Career Progression Guidelines for Teachers (2018), and it includes interviews and performance evaluations (Teachers Service Commission, 2023). Local studies also point to the importance of leadership in schools. Mutua et al. (2023) examined how headteachers' leadership styles affect learners' academic performance in public primary schools in Makueni County. They collected data from 74 headteachers, 428 teachers and seven quality assurance officers, and they recommended professional development in leadership for headteachers. These arrangements apply to salaried teachers in public schools. Sunday school teachers in churches are volunteers, and they do not follow a formal promotion system. Their leadership growth depends on how church leaders notice, trust and support them. This makes it important to find out whether efficiency, which church leaders can easily observe, influences leadership development in ACK churches in Nairobi. Evidence from this setting can guide church leaders in Kenya on how to identify, support and prepare capable volunteers for leadership. Such evidence is limited for church-based children's ministry in Kenya. Understanding this link can help churches use their limited resources wisely.

1.1.4 Sunday School Ministry in ACK Churches, Nairobi Diocese

The Nairobi Diocese of the Anglican Church of Kenya has about 616 Sunday school teachers serving in 77 parishes, which are grouped into nine archdeaconries. These teachers prepare lessons, teach children the Bible and help to shape the early faith of the church's youngest members. Many also take part in wider parish activities. Because they serve without pay, they depend on the church for training, teaching materials and recognition. Resource dependence



theory suggests that such resources shape what a church ministry can achieve and how its members grow (Turpin & Shier, 2026). Efficient teachers use time well, keep their commitments and achieve their teaching goals. Such teachers make good use of limited resources. They may therefore be more likely to be trusted with leadership tasks. This study examined that possibility.

Efficiency

In this study, efficiency means the ability of a Sunday school teacher to use time and resources well to achieve the goals of children's ministry. It includes effective use of teaching time, thorough lesson preparation, reliability in keeping teaching commitments and the ability to manage class activities. It also includes the teacher's contribution to improving the Sunday school programme and the recognition the teacher receives from colleagues and church leaders. Studies of school teachers link these qualities to teacher performance and to the way leaders are seen by others (Parveen *et al.*, 2022).

Leadership Development and its Measurement

Leadership development is a continuing process in which individuals gain the confidence, skills and opportunities to lead. It can be viewed at the level of the individual and at the level of the group, and it often takes place in everyday work and not only in formal training (Lehtonen & Seeck, 2022). In this study, leadership development was measured through 16 statements on a five-point scale. They covered confidence in making decisions, willingness to take initiative, influence over children and parents, problem-solving, mentoring of other teachers, and recognition as a leader in children's ministry. A higher mean score showed a higher level of leadership development.

1.2 Statement of the Problem

Sunday school teachers in ACK churches are expected to teach well and also to grow into leaders who can guide other teachers and children's ministry as a whole. Churches have not clearly explained how this growth should happen. Teachers serve as volunteers, and promotion procedures that guide public school teachers do not apply to them (Teachers Service Commission, 2023). Leadership opportunities are therefore often given on the basis of what leaders happen to notice. Efficiency, shown in reliability, preparation and the use of time, is one of the most visible qualities. It is unclear whether it truly leads to leadership growth, and no study in ACK Nairobi Diocese has tested this link. This gap makes it difficult for churches to plan leadership development for their teachers. Existing studies have mostly examined formal schools. They have looked at how school heads' leadership styles affect teacher satisfaction and performance (Angwaomaodoko, 2023; Mutua *et al.*, 2023; Parveen *et al.*, 2022)



and at how school leadership relates to collective teacher efficacy (Demir, 2025). Others have described how teachers lead within and beyond classrooms (Bessong & Ogina, 2022). In each case, the teachers studied were employed in formal schools, where leadership posts carry pay and status. These studies do not tell us whether the efficiency of unpaid church teachers is linked to their own leadership development. Without this evidence, church leaders may overlook capable teachers, spend limited resources on training that is poorly targeted, or fail to recognise the contribution of efficient teachers. This study therefore examined the influence of efficiency on the leadership development of Sunday school teachers in ACK churches in Nairobi Diocese.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of efficiency on the leadership development of Sunday school teachers in ACK churches in Nairobi Diocese.

1.4 Research Hypothesis

H01: Efficiency does not significantly influence the leadership development of Sunday school teachers in ACK churches in Nairobi Diocese.

2.0 LITERATURE REVIEW

2.1 Resource Dependence Theory

Resource dependence theory was proposed by Pfeffer and Salancik (1978). It explains how organisations rely on their surroundings for the resources they need to operate, and how this reliance shapes their behaviour and results. Recent work describes these resources as material, informational, moral and human, including labour and leadership. It shows that organisations are affected by who controls the resources and by how important those resources are (Turpin & Shier, 2026). The theory can help to explain how efficiency relates to the leadership development of Sunday school teachers. Church funds, training opportunities, teaching materials and the time of church leaders are limited. Teachers who use these resources efficiently are more likely to achieve good results with little. Efficient teachers may also attract the trust and support of church leaders, which are the resources that open the way to leadership roles. In contrast, where resources are scarce, teachers may lack training and materials. This can reduce their confidence and slow their growth as leaders. Bessong and Ogina (2022) support this view, as they recommend adequate resources and infrastructure so that teachers can lead effectively.

The theory also has limitations. Turpin and Shier (2026) point out that it often overlooks institutional processes, such as norms and rules, that also influence how resources are used. It



may also give too little attention to the ability of organisations to shape their own situation, for example through partnerships. For this reason, the study treats the theory as a guide and recognises that church culture, personal motivation and the actions of leaders may also matter. The theory supports the study variable of efficiency, because efficiency is the way in which teachers turn limited resources into results.

2.2 Empirical Review

This section reviews recent studies on teachers' efficiency, leadership and leadership development in order to show areas of agreement and gaps that the present study addresses.

2.2.1 Efficiency and Leadership Development

Studies in schools show that the performance of teachers is closely tied to the quality of leadership around them. Parveen et al. (2022) examined how principals' leadership styles relate to teacher job performance and showed that leaders shape how well teachers work. Demir (2025) combined 47 studies from different countries and examined how school leadership relates to collective teacher efficacy. The study confirms that the confidence and effectiveness of teachers are tied to the way schools are led. In Nigeria, Angwaomaodoko (2023) found that democratic leadership by school heads was common in Lagos State and that it was strongly associated with teacher job satisfaction. The study also recommended in-service training for teachers.

Other studies show how teachers who perform well take up wider roles. Bessong and Ogina (2022) found that teachers in Vhembe district led through curriculum work in the classroom, in school activities and in the community. In Finland, Heikonen and Ahtiainen (2024) found that teachers who served in leadership groups felt more responsible for school development. This suggests that experience of leadership strengthens commitment and further growth. In Kenya, Mutua et al. (2023) studied school heads' leadership in Makueni County and recommended continued leadership training. The Teachers Service Commission (2023) uses performance evaluations as part of its promotion process, which shows that performance counts in formal teaching careers.

These studies agree that effective performance, supportive leadership and training are linked to teacher growth. They also differ in important ways. Some focus on school heads rather than on teachers themselves, and others describe leadership practices without testing the link with efficiency. Almost all of them were carried out in paid, formal school settings, where promotion brings clear rewards. The present study explores the link in Sunday school ministry, where leadership roles are not paid and motivations may differ. It therefore adds new evidence on the connection between efficiency and leadership development among church volunteers.



2.2.2 Leadership Development

Leadership development is the process through which people build the knowledge, skills, confidence and relationships that allow them to lead. It is not limited to formal programmes. Lehtonen and Seeck (2022) reviewed studies of leadership development and showed that leadership emerges in everyday activities and in the interactions of a group. The context and the practices of the workplace are therefore central to how leaders grow. The same review stressed that development takes place at two levels. At the level of the individual, a person builds personal skills and identity as a leader. At the level of the group, the capacity of the whole team to lead is strengthened. Both levels are important in children's ministry, where teachers lead children, work with parents and support each other. The review also noted that learning can take place inside and outside the workplace. For Sunday school teachers, this means that training seminars and weekly teaching experience both matter. Church leaders therefore have a responsibility to create both kinds of opportunity.

In schools, leadership development often takes place through shared responsibility. Heikonen and Ahtiainen (2024) showed that Finnish teachers who took part in leadership groups felt more responsible for school development. They also found that teachers who saw their leaders as coherent and participative reported clearer goals and more open discussion. In South Africa, Bessong and Ogina (2022) showed that teachers exercise leadership beyond the classroom through curriculum activities and community work. In Singapore, formal career tracks give teachers a clear route into leadership (Ministry of Education, Singapore, 2024). Taken together, these studies suggest that leadership grows when teachers are given responsibility, trust and support. In a church setting, this may include being asked to guide other teachers, to mentor new teachers, to take part in planning and to speak on behalf of the children's ministry. The 16 measures used in this study reflect these forms of leadership. They include confidence in decision-making, willingness to take initiative, influence over children and parents, mentoring of others and recognition by church leaders and fellow teachers.

2.3 Conceptual Framework

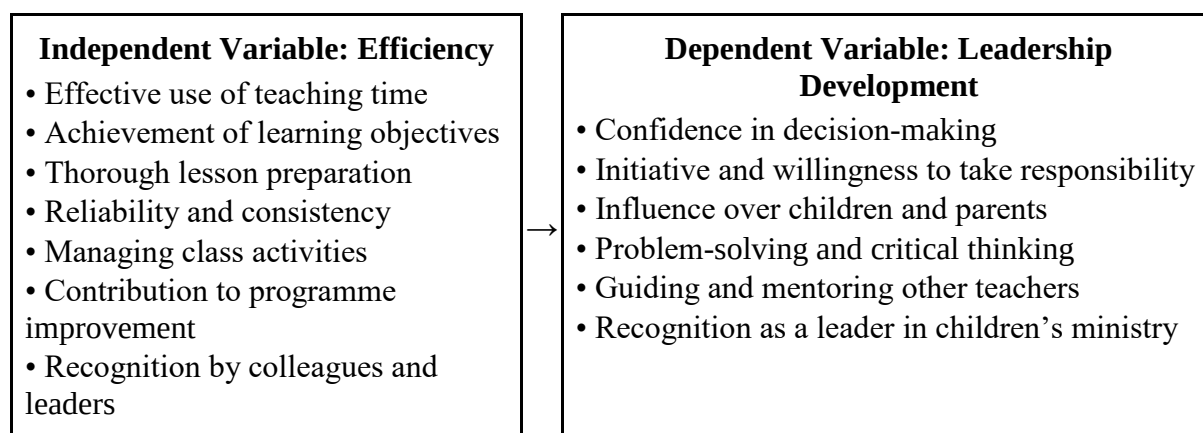
A conceptual framework shows the expected relationship between the independent variable and the dependent variable of a study. In this study, efficiency is the independent variable and leadership development is the dependent variable. Efficiency is described through the effective use of teaching time, achievement of learning objectives, thorough lesson preparation, reliability and consistency, management of class activities, contribution to programme improvement and recognition by others. Leadership development is described through confidence in decision-making, initiative, influence, problem-solving, mentoring of others and



recognition as a leader. The framework expects that higher efficiency among Sunday school teachers will lead to higher levels of leadership development.

Figure 1

Conceptual Framework



Note. Source: Researcher (2026)

3.0 RESEARCH METHODOLOGY

The study used a descriptive survey research design to examine the influence of efficiency on leadership development among Sunday school teachers in ACK churches in Nairobi Diocese. The target population comprised approximately 616 Sunday school teachers from 77 parishes distributed across nine archdeaconries. Stratified random sampling was used, with the nine archdeaconries forming the strata. The Taro Yamane formula, at a 5% margin of error, yielded a minimum sample size of 243 respondents. An additional allowance for non-response increased the target sample to 268 Sunday school teachers, who were proportionately distributed across the nine archdeaconries. Data were collected using a structured questionnaire containing demographic questions and five-point Likert-scale items measuring the study variables, particularly efficiency and leadership development. The questionnaire was administered to selected Sunday school teachers after obtaining the necessary institutional and church permissions. Participation was voluntary, and confidentiality and anonymity were maintained throughout the data collection process. After collection, the questionnaires were checked for completeness, coded, entered into SPSS, and cleaned before analysis. Frequencies, percentages, means, and standard deviations were used to summarise the data. Pearson correlation analysis was used to establish the relationship between efficiency and leadership development, while multiple regression analysis was used to determine the influence of efficiency on leadership development alongside the other explanatory variables. The findings



were presented using tables, figures, and narrative explanations, while ethical principles were observed throughout the research process.

4.0 RESEARCH FINDINGS AND DISCUSSION

4.1 Response Rate

Table 1 shows the number of questionnaires administered, the number that were filled and returned, and the response rate expressed as a percentage.

Table 1

Response Rate

Questionnaires administered	Questionnaires filled and returned	Response rate
268	179	68%

Note. Source: Researcher (2026)

Of the 268 questionnaires administered, 179 were filled and returned, giving a response rate of 68%. This rate is adequate for analysis and for describing the views of Sunday school teachers across the nine archdeaconries.

4.2 Descriptive Analysis

Mean scores were interpreted using a five-point scale. Means of 1.00–1.80 show strong disagreement, 1.81–2.60 show disagreement, 2.61–3.40 show a neutral view, 3.41–4.20 show agreement, and 4.21–5.00 show strong agreement.

The Influence of Efficiency on Leadership Development

The fourth objective of the study was to establish how efficiency influences the leadership development of Sunday school teachers in ACK churches in Nairobi Diocese. Respondents were given statements on efficiency and asked to state the extent to which each applied to their parish. The results are shown in Table 2.



Table 2

Efficiency among Sunday School Teachers

Statement	N	Mean	Std. Deviation
I use available teaching time effectively during Sunday school sessions	179	3.8380	1.25935
I consistently achieve the learning objectives I set for my classes	179	4.0503	1.04006
Children in my class demonstrate progress in their spiritual and biblical knowledge	179	3.2346	1.24554
I prepare thoroughly for each Sunday school lesson	179	3.3743	1.10138
My lesson plans are well-organized and comprehensive	179	3.9218	1.02471
I am consistent and reliable in fulfilling my teaching commitments	179	4.3687	0.93516
I rarely miss my scheduled Sunday school teaching sessions	179	4.0503	1.04006
I can effectively manage multiple classroom activities simultaneously	179	3.2346	1.24554
I contribute ideas and suggestions for improving Sunday school programs	179	3.3743	1.10138
I actively participate in efforts to enhance the quality of children's ministry	179	3.9218	1.02471
Other teachers and church leaders recognize me for my teaching effectiveness	179	4.3687	0.93516
Average Mean		3.794	1.087

Note: Scale 1 = Strongly Disagree to 5 = Strongly Agree.

Source: Researcher (2026)

As shown in Table 2, the mean scores ranged from 3.23 to 4.37, and the average mean was 3.79 (SD = 1.09). This means that respondents generally agreed that they are efficient in their Sunday school work. The highest mean (4.37, SD = 0.94) was recorded for two statements: being consistent and reliable in fulfilling teaching commitments, and being recognised by other teachers and church leaders for teaching effectiveness. These fall within the range of strong agreement. Two statements followed with a mean of 4.05 (SD = 1.04): consistently achieving the learning objectives set for classes and rarely missing scheduled sessions. Having well-organised lesson plans, and taking part in efforts to improve the quality of children's ministry, each recorded a mean of 3.92 (SD = 1.02). Effective use of teaching time recorded 3.84 (SD =



1.26). The wide spread on this item shows that experiences differed from one teacher to another. Four statements recorded lower means that fall in the neutral range. Thorough preparation for each lesson and contributing ideas for improving Sunday school programmes each had a mean of 3.37 (SD = 1.10). Children showing progress in spiritual and biblical knowledge, and managing several classroom activities at once, each had a mean of 3.23 (SD = 1.25).

These results show that Sunday school teachers are strongest in reliability and commitment, which are the qualities that others can easily see. They are weaker in preparation, in managing busy classes and in showing progress among children, which require time, training and teaching materials. This pattern fits resource dependence theory, which explains that limited resources restrict what an organisation can achieve (Turpin & Shier, 2026). It also agrees with Bessong and Ogina (2022), who recommended adequate resources so that teachers can lead. The strong recognition that teachers receive for effectiveness is important. It shows that church leaders and colleagues notice efficient teachers, and this recognition can open the way to leadership roles.

Leadership Development

The study also assessed the level of leadership development among the respondents. The results are shown in Table 3.

Table 3

Measures of Leadership Development

Statement	N	Mean	Std. Deviation
I feel confident in making decisions related to Sunday school activities	179	3.7598	0.95597
I am willing to take initiative without waiting for direction from others	179	3.6648	1.00529
I can influence and inspire the children I teach	179	3.3352	1.04368
I have influence over parents through my teaching work	179	3.6872	0.68072
I am willing to take on additional responsibilities beyond basic teaching	179	3.3631	0.73208
I actively seek opportunities to contribute more to children's ministry	179	3.7598	0.95597
I participate in formal or informal leadership roles within the church	179	3.6648	1.00529
I have been given leadership opportunities because of my Sunday school work	179	3.3352	1.04368



I can effectively solve problems that arise in Sunday school contexts	179	3.6872	0.68072
I use critical thinking skills to address challenges in my teaching	179	3.3631	0.73208
I provide guidance and support to other Sunday school teachers	179	3.7598	0.95597
I mentor or help train less experienced teachers	179	3.6648	1.00529
I contribute to vision and strategic planning for children's ministry	179	3.3352	1.04368
Church leadership considers me a capable leader in children's ministry	179	3.6872	0.68072
Other teachers view me as a leader among Sunday school staff	179	3.3631	0.73208
My leadership capabilities have grown since I started teaching Sunday school	179	3.7598	0.95597
Average Mean		3.574	0.888

Note: Scale 1 = Strongly Disagree to 5 = Strongly Agree.

Source: Researcher (2026)

Table 3 shows that the mean scores ranged from 3.34 to 3.76, with an average mean of 3.57 (SD = 0.89). Respondents therefore agreed that they had developed as leaders. The highest mean (3.76, SD = 0.96) was recorded for four statements: feeling confident in making decisions on Sunday school activities, actively seeking opportunities to contribute more to children's ministry, giving guidance and support to other teachers, and growth in leadership capabilities since starting to teach. Three statements recorded a mean of 3.69 (SD = 0.68): having influence over parents, solving problems that arise in Sunday school, and being considered a capable leader by church leadership. Taking initiative without waiting for direction, taking part in formal or informal leadership roles, and mentoring less experienced teachers each recorded a mean of 3.66 (SD = 1.01).

The lowest means fell in the neutral range. Willingness to take on additional responsibilities, use of critical thinking, and being viewed as a leader by other teachers each recorded 3.36 (SD = 0.73). Influence and inspiration over children, being given leadership opportunities because of Sunday school work, and contributing to vision and strategic planning each recorded 3.34 (SD = 1.04).

These findings show that teachers feel confident and are growing in leadership. However, they have fewer opportunities for formal leadership roles and for taking part in planning. This pattern



agrees with Heikonen and Ahtiainen (2024), who found that sharing leadership responsibility strengthened teachers' commitment to the development of their school. It suggests that confidence alone does not complete leadership development. Teachers also need to be given responsibility. The result also shows that leadership development in the Sunday school ministry is influenced by several factors, including stakeholder engagement, finances, skills and efficiency.

Regression Analysis

Model Summary

Table 4 presents the model summary, which shows how much of the variation in leadership development is explained by efficiency.

Table 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.193	0.037	0.032	0.735

Note. a. Predictor: (Constant), Efficiency.

Source: Researcher (2026)

The correlation between efficiency and leadership development was positive and weak to moderate ($R = 0.193$, $p = .009$). The coefficient of determination ($R^2 = 0.037$) shows that efficiency explains 3.7% of the variation in leadership development of Sunday school teachers. The adjusted R^2 is 0.032, and the standard error of the estimate is 0.735. These results show that efficiency is a real but modest contributor to leadership development. About 96% of the variation is explained by other factors that were not part of this model, such as stakeholder engagement, financial sustainability and skills, which were measured separately in the wider study.

ANOVA of the Regression Model

Table 6 shows the analysis of variance, which tests whether the regression model predicts leadership development significantly.



Table 5

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.721	1	3.721	6.891	0.009
Residual	95.580	177	0.540		
Total	99.301	178			

Note. a. Predictor: (Constant), Efficiency.

b. Dependent variable: Leadership development of Sunday school teachers in ACK churches.
Source: Researcher (2026)

The model was statistically significant, $F(1, 177) = 6.891$, $p = .009$. This means that efficiency is a useful predictor of leadership development. Since the p-value is less than 0.05, the null hypothesis that efficiency has no significant influence on leadership development was rejected.

Regression Coefficients

Table 6 shows the direction and size of the relationship between efficiency and leadership development.

Table 6

Regression Coefficients

Model	B	Std. Error	Beta (β)	t	Sig.
(Constant)	2.768	0.430	—	6.434	0.000
Efficiency	0.180	0.069	0.193	2.625	0.009

Note. a. Dependent variable: Leadership development of Sunday school teachers in ACK churches.

Source: Researcher (2026)

Efficiency had a positive and statistically significant effect on leadership development ($B = 0.180$, $SE = 0.069$, $\beta = 0.193$, $t = 2.625$, $p = .009$). The 95% confidence interval for B ranges from 0.044 to 0.316 and does not include zero. This means that a one-unit increase in efficiency is associated with a 0.180-unit increase in leadership development. The constant of 2.768 shows the expected level of leadership development when efficiency is zero. The regression equation was:

$$\text{Leadership Development} = 2.768 + 0.180 (\text{Efficiency})$$



The findings show that teachers who are consistent, prepared and well organised are more likely to grow as leaders. This agrees with the view that visible performance builds the trust of leaders and colleagues, and that trust opens opportunities for leadership. It also agrees with studies that link strong teacher performance to supportive leadership and to wider roles for teachers (Heikonen & Ahtiainen, 2024; Parveen et al., 2022). The modest size of the effect, however, shows that efficiency alone is not enough. Teachers also need training, resources and real opportunities to lead. Where these are lacking, even highly efficient teachers may not move into leadership roles. This is consistent with the point made under resource dependence theory that resources shape what members of an organisation can achieve (Turpin & Shier, 2026).

5.0 SUMMARY OF THE STUDY

The study examined the influence of efficiency on the leadership development of Sunday school teachers in ACK churches in Nairobi Diocese. Of the 268 questionnaires administered, 179 were returned, giving a response rate of 68%. The scales were reliable, with an average Cronbach's alpha of 0.816. Respondents agreed that they were efficient (mean = 3.79, SD = 1.09). The strongest areas were reliability and recognition for teaching effectiveness (mean = 4.37), while the weakest were children's spiritual progress and managing several activities (mean = 3.23). Leadership development was also rated positively (mean = 3.57, SD = 0.89). Teachers were confident in decision-making and in guiding others, but they reported fewer leadership opportunities and less involvement in planning (means of 3.34 to 3.36). Regression analysis showed that efficiency had a positive and significant influence on leadership development ($B = 0.180$, $\beta = 0.193$, $t = 2.625$, $p = .009$). It explained 3.7% of the variation ($R^2 = 0.037$), and the model was significant, $F(1, 177) = 6.891$, $p = .009$. The null hypothesis was therefore rejected.

6.0 CONCLUSION

The study concludes that efficiency has a positive and significant influence on the leadership development of Sunday school teachers in ACK churches in Nairobi Diocese. Teachers who are reliable, organised and recognised for their effectiveness are more likely to grow as leaders. The influence is modest, which means that efficiency is one of several factors that shape leadership growth. The study also concludes that confidence and willingness to lead are present among teachers, but opportunities for formal leadership roles and for taking part in planning are limited. Lower scores on lesson preparation and on children's progress suggest that teachers need more training and teaching resources. Leadership development in Sunday school ministry therefore depends on both the efforts of teachers and the support they receive from the church.



7.0 RECOMMENDATIONS

Based on the findings, the study makes the following recommendations. First, parish and diocesan leaders should recognise and reward efficient Sunday school teachers. Reliable and effective teachers should be openly appreciated and considered for leadership roles such as coordinators of children's ministry. Second, the diocese should provide regular training in lesson preparation, classroom management and the use of teaching time, since these areas recorded lower scores. Third, experienced teachers should be paired with new teachers through mentoring. This will build confidence and encourage the sharing of good practice. Fourth, churches should give teachers opportunities to take part in planning and decision-making for children's ministry, so that confidence is matched by real responsibility. Fifth, the diocese should provide enough teaching materials and a suitable learning environment, because efficiency depends on the resources available. Finally, church leaders should combine efficiency with other development measures, such as skills training and stakeholder engagement, because efficiency alone explains only a small part of leadership development.

8.0 AREAS FOR FURTHER RESEARCH

Future studies could repeat this research in other dioceses and in other denominations to test whether the findings hold in different settings. Since efficiency explained only 3.7% of leadership development, further research should examine other factors, such as training, mentoring, spiritual motivation and church culture. Longitudinal studies could follow teachers over several years to show how efficiency and leadership roles change over time. Qualitative studies using interviews with church leaders and teachers could also explain why some efficient teachers move into leadership roles while others do not. Comparative studies between church-based volunteers and salaried school teachers would show how motivation and rewards affect the link between efficiency and leadership development.

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