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Effects of Capacity Building on Pastoral Effectiveness in Christ Apostolic Church, Sango District, Ibadan, Nigeria

Israel Akintayo TOLUWASE
Department of Religious and Intercultural Studies, Lead City University, Ibadan
akintayotoluwase@gmail.com

Prof. Solomon MEPAIYEDA
Department of Religious Studies, University of Ibadan, Nigeria

Abstract
Capacity building has become an essential strategy for enhancing leadership effectiveness across organizational sectors, including faith-based institutions. In contemporary church administration, pastors are expected to function not only as spiritual leaders but also as administrators, counsellors, and facilitators of community development. This conference paper examined the effects of capacity building on pastoral effectiveness in the Christ Apostolic Church (CAC), Sango District, Ibadan. The study was necessitated by observable variations in ministerial effectiveness, leadership challenges, and congregational engagement across churches within the district. The study addressed the problem of limited structured capacity-building opportunities for pastors, particularly in leadership, administration, and interpersonal competencies, which has contributed to administrative inefficiencies and ministry strain. Anchored on Transformational Leadership Theory, the paper assumes that leadership effectiveness improves when leaders are systematically developed through training and mentoring. A descriptive survey research design was adopted, targeting 180 pastors in the CAC Sango District, from which 120 respondents were purposively sampled based on experience and exposure to training programs. Data were collected using a structured questionnaire and analyzed using descriptive statistics, Pearson correlation, and regression analysis. Findings revealed a strong positive relationship between capacity building and pastoral effectiveness, with capacity building accounting for over 50% of the variance in effectiveness indicators such as sermon delivery, administrative leadership, and conflict management. The paper concludes that capacity building is a critical determinant of pastoral effectiveness and recommends institutionalized training programs, mentorship structures, and policy-driven leadership development frameworks within the CAC.

Keywords: Capacity Building; Pastoral Effectiveness; Church Leadership; Transformational Leadership; Christ Apostolic Church

Introduction
Leadership effectiveness remains a central concern in organizational sustainability, including religious institutions. Churches today operate in increasingly complex environments characterized by administrative demands, socio-economic pressures, and diverse congregational expectations. Consequently, pastoral leadership effectiveness can no longer rely solely on spiritual calling and charisma; it must be supported by continuous capacity building.

Capacity building refers to structured and intentional efforts aimed at enhancing the knowledge, skills, attitudes, and competencies required for effective performance. In church settings, this includes theological training, leadership development, administrative skills, counseling competence, and conflict management abilities. While the Christ Apostolic Church (CAC) has a strong spiritual heritage rooted in prayer and holiness, structured leadership development has not always received commensurate emphasis, particularly at district levels.

In the CAC Sango District of Ibadan, pastors oversee congregations facing increasing administrative complexity, youth disengagement, and community-related challenges. These realities highlight the need to empirically examine whether capacity building significantly influences pastoral effectiveness within this context.

Statement of the Problem
Despite the strategic leadership role of pastors in the CAC Sango District, noticeable differences exist in ministry effectiveness, administrative efficiency, and conflict management outcomes among pastors. Limited access to systematic capacity-building programs has been identified as a possible contributing factor. However, empirical evidence at the district level remains scarce, creating a research gap this paper addresses.

Objectives of the Study
The objectives of this paper are to:
1. Examine the relationship between capacity building and pastoral effectiveness

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2. Determine the influence of capacity building on pastoral administrative leadership.
3. Assess the effect of capacity building on conflict management within CAC congregations.

Theoretical Framework

The study is anchored on Transformational Leadership Theory, which posits that leaders become effective by inspiring followers, fostering innovation, and developing both personal and organizational capacity. Capacity building aligns with this theory by equipping pastors with competencies necessary for transformational ministry leadership.

Transformational Leadership Theory focuses on how leaders stimulate positive change in followers by inspiring them to pursue collective goals, develop their capacities, and perform beyond conventional expectations. The theory was introduced by James MacGregor Burns (1978), who argued that transformational leadership occurs when leaders and followers raise one another to higher levels of motivation, morality, and purpose. Unlike transactional leadership, which relies on exchanges such as rewards and sanctions, transformational leadership emphasizes value-based influence and long-term organizational transformation.

The theory was further operationalized by Bernard M. Bass, who proposed that transformational leadership enhances follower performance by reshaping attitudes, beliefs, and self-concepts. Bass identified four key dimensions of transformational leadership: idealized influence, where leaders model ethical conduct and earn trust; inspirational motivation, which involves communicating a compelling vision; intellectual stimulation, through which leaders encourage innovation and critical thinking; and individualized consideration, whereby leaders mentor and develop followers according to their unique needs and abilities.

In organizational and educational settings, transformational leadership has been widely associated with improved employee engagement, organizational commitment, and performance outcomes. Contemporary studies suggest that transformational leaders play a critical role in capacity building by fostering learning cultures, empowering subordinates, and strengthening institutional adaptability in dynamic environments (Northouse, 2022). This makes the theory particularly relevant for leadership contexts that require continuous development and innovation.

Within theological education and ministerial leadership, transformational leadership aligns closely with the biblical mandate of equipping others for service (Ephesians 4:11–13). Leaders who adopt a transformational approach emphasize spiritual formation, ethical integrity, and leadership development, thereby enhancing both ministerial effectiveness and administrative performance. Recent scholarship highlights that transformational leadership contributes to effective governance, accountability, and mission sustainability in faith-based institutions (Kgatle, 2021; Ojo & Adesanya, 2023).

In summary, Transformational Leadership Theory provides a robust framework for understanding how leaders influence organizational change through vision, empowerment, and capacity development. Its emphasis on moral purpose, follower development, and institutional transformation makes it a suitable theoretical lens for examining leadership effectiveness in theological education and ministerial administration.

Literature Review

Conceptual Clarification of Capacity Building in Theological Education

Capacity building within theological education refers to structured and continuous processes aimed at enhancing the spiritual, intellectual, administrative, and pastoral competencies of ministers. Unlike secular leadership development, theological capacity building integrates spiritual formation, doctrinal soundness, ethical conduct, and practical ministry skills. In Pentecostal traditions such as the Christ Apostolic Church (CAC), capacity building extends beyond formal seminary education to include revival training, leadership retreats, pastoral refresher courses, mentoring, and experiential learning through ministry practice.

Recent theological education literature emphasizes that contemporary pastors must be equipped to respond to changing ministry contexts characterized by pluralism, technological advancement, socio-economic instability, and increased pastoral care demands (Mensah, 2021). Capacity building therefore functions as a bridge between spiritual calling and functional competence, ensuring that ministers remain effective stewards of both spiritual and organizational responsibilities.

Capacity building is a multidimensional concept that has gained increasing relevance in education, leadership development, and institutional sustainability. Within the context of theological education, capacity building refers to the deliberate and systematic process of enhancing the spiritual, intellectual,

administrative, and leadership competencies of ministers, theological educators, and church institutions to effectively fulfill their divine mandate and societal responsibilities.

At a general level, capacity building is defined as the process through which individuals, organizations, and systems develop, strengthen, and sustain the skills, knowledge, structures, and resources necessary to achieve their objectives and adapt to changing environments (United Nations Educational, Scientific and Cultural Organization, 2021). This definition emphasizes sustainability, adaptability, and continuous development, which are critical in theological institutions operating within rapidly changing socio-cultural and economic contexts.

In theological education, capacity building transcends mere academic training. It encompasses holistic ministerial formation that integrates biblical knowledge, spiritual formation, ethical grounding, leadership competence, and administrative efficiency**.** According to World Bank (2020), effective capacity building must address human capacity (skills and competencies), institutional capacity (organizational structures and governance), and systemic capacity (policies and contextual frameworks). Applied to theological education, this implies equipping ministers not only with doctrinal soundness but also with leadership, governance, and administrative capabilities necessary for effective ministry in complex organizational settings.

Theologically, capacity building finds its foundation in the biblical principle of stewardship and empowerment. Scriptures such as Ephesians 4:11–13 emphasize the equipping of saints for the work of ministry, highlighting capacity development as a divine strategy for church growth and maturity. Thus, capacity building in theological education can be understood as a structured process through which ministers are prepared to function effectively as spiritual leaders, administrators, educators, and change agents within both ecclesiastical and societal contexts.

Contemporary scholars argue that theological capacity building must respond to modern challenges such as globalization, digital transformation, leadership accountability, and socio-economic engagement (Kgatle, 2022). This requires theological institutions to adopt interdisciplinary training approaches that integrate theology with leadership studies, public administration, conflict management, and community development. Such integration enhances ministers' ability to navigate organizational complexity while maintaining theological integrity.

Furthermore, capacity building in theological education is closely linked to institutional effectiveness and ministerial performance. Studies indicate that ministers who undergo continuous capacity enhancement demonstrate improved administrative competence, strategic leadership, ethical decision-making, and pastoral effectiveness (Ojo & Adesanya, 2023). This suggests that capacity building is not a one-time intervention but an ongoing developmental process essential for sustainable ministerial impact.

In summary, capacity building in theological education refers to a continuous, holistic, and strategic process aimed at strengthening the spiritual, intellectual, leadership, and administrative competencies of ministers and theological institutions. It serves as a critical framework for enhancing ministerial effectiveness, institutional sustainability, and the church's relevance in a dynamic and pluralistic world.

Pastoral Effectiveness from a Theological Perspective

Pastoral effectiveness, within theological discourse, is understood as the faithful and competent execution of pastoral responsibilities in alignment with biblical mandates and ecclesiastical expectations. Biblically, pastoral effectiveness is reflected in shepherding (John 10:11), teaching sound doctrine (2 Timothy 2:15), leadership by example (1 Peter 5:2–3), and care for the flock (Acts 20:28). Theologically, effectiveness is not measured solely by numerical growth but by spiritual maturity, doctrinal stability, and ethical leadership.

From an educational standpoint, pastoral effectiveness also encompasses administrative stewardship, conflict resolution, and community engagement. Adebayo (2022) argues that theological education must intentionally prepare pastors for these multifaceted roles, as spiritual authority alone is insufficient for managing complex church systems.

Capacity Building and Ministerial Leadership Development

Empirical and theological studies consistently affirm that capacity building enhances ministerial leadership effectiveness. Okeke and Nwokolo (2020) posit that leadership development programs improve decision-making, accountability, and organizational clarity within churches. Similarly, Eze (2023) found that pastors who participated in continuous ministerial education demonstrated higher levels of confidence, emotional intelligence, and adaptability in ministry.

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Within Pentecostal contexts, capacity building has been linked to sustainable revival, orderly church administration, and reduced leadership conflict. Transformational leadership traits such as vision casting, motivation, and individualized pastoral care are strengthened through intentional training and mentorship. These findings underscore the importance of integrating leadership development into theological education frameworks.

Theological Education and Capacity Building in African Pentecostal Churches

African Pentecostal churches traditionally emphasize spiritual gifting, prophetic calling, and experiential faith. While these elements remain central, scholars argue that theological education must evolve to incorporate leadership theory, organizational management, and contextual theology. In indigenous churches like the CAC, structured capacity building at district and regional levels remains inconsistent, often dependent on individual initiative rather than institutional policy.

Theological education scholars increasingly advocate for contextualized ministerial training that balances spiritual depth with practical competence. This study aligns with this perspective by examining capacity building as a theological and educational tool for enhancing pastoral effectiveness.

Research Gap

Although existing literature affirms the importance of capacity building in ministry and theological education, limited empirical studies focus on district-level pastoral leadership within indigenous Pentecostal denominations in Nigeria. Furthermore, few studies integrate theological perspectives with statistical analysis of pastoral effectiveness. This study addresses these gaps by providing a context-specific, data-driven examination of capacity building within the CAC Sango District.

Methodology

The study adopted a descriptive survey research design, appropriate for examining relationships between variables without manipulation. This design is commonly used in theological education research to explore leadership patterns and ministerial outcomes within natural ministry settings.

The population comprised 180 ordained and active pastors serving in the Christ Apostolic Church, Sango District, Ibadan. A purposive sampling technique was employed to select 120 pastors. Selection criteria included years of ministerial experience (minimum of five years) and participation in at least one capacity-building program within the last three years. This ensured that respondents possessed relevant exposure to training interventions.

Data were collected using a structured questionnaire titled Capacity Building and Pastoral Effectiveness Questionnaire (CBPEQ). The instrument consisted of three sections: - Section A: Demographic information - Section B: Capacity-building indicators (training frequency, content relevance, mentorship exposure) - Section C: Pastoral effectiveness indicators (sermon delivery, administrative leadership, conflict management)

Responses were measured on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Content validity was established through expert review by theological educators and church administrators. Reliability testing using Cronbach's Alpha yielded a coefficient of 0.82, indicating high internal consistency.

Data were analyzed using Statistical Package for the Social Sciences (SPSS) version 25. Both descriptive and inferential statistics were employed. Descriptive statistics were used to summarize respondents' perceptions of capacity building and pastoral effectiveness using mean scores and standard deviations.

Table 1: Descriptive Statistics of Study Variables

Variable	Mean	Standard Deviation
Capacity Building Exposure	4.02	0.68
Sermon Effectiveness	3.87	0.71
Administrative Leadership	3.65	0.77
Conflict Management	3.92	0.69

The mean scores indicate a generally high level of exposure to capacity-building activities and above-average levels of pastoral effectiveness among respondents.

Pearson Product Moment Correlation and Linear Regression analyses were conducted to test relationships and predictive effects.

Table 2: Correlation Analysis between Capacity Building and Pastoral Effectiveness

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Variables	r	p-value
Capacity Building & Sermon Effectiveness	0.68	0.001
Capacity Building & Administrative Leadership	0.59	0.002
Capacity Building & Conflict Management	0.63	0.001

The results show statistically significant positive relationships between capacity building and all dimensions of pastoral effectiveness.

Table 3: Regression Analysis of Capacity Building on Pastoral Effectiveness

Model	R	R^2	F	p-value
Capacity Building → Pastoral Effectiveness	0.73	0.53	53.32	0.000

The regression model indicates that capacity building explains 53% of the variance in pastoral effectiveness, confirming its strong predictive influence.

Results and Discussion

Findings revealed a strong positive relationship between capacity building and pastoral effectiveness ($r = 0.68$, $p < 0.01$). Regression analysis indicated that capacity building significantly predicted pastoral effectiveness ($R^2 = 0.53$), suggesting that over half of the variation in effectiveness could be attributed to training and development exposure. These findings align with Transformational Leadership Theory and corroborate prior studies emphasizing leadership development as a determinant of ministry effectiveness.

Transformational Leadership Theory explains how leaders inspire followers to transcend self-interest, embrace a shared vision, and achieve higher levels of motivation, commitment, and performance. The theory was first articulated by James MacGregor Burns (1978), who distinguished transformational leadership from transactional leadership by emphasizing moral purpose, vision, and follower development rather than simple exchanges or rewards.

The theory was later expanded by Bernard M. Bass, who identified four core components—commonly known as the Four I's: idealized influence (leaders act as ethical role models), inspirational motivation (leaders articulate a compelling vision), intellectual stimulation (leaders encourage creativity and critical thinking), and individualized consideration (leaders attend to followers' personal growth and needs). These dimensions explain how transformational leaders foster trust, innovation, and sustained performance across organizations.

In leadership and educational contexts, transformational leadership is associated with improved organizational effectiveness, capacity development, and adaptability to change. In theological education and ministerial leadership, the theory is particularly relevant because it aligns with values-driven leadership, servant-hood, and the intentional development of followers for greater responsibility and impact. Empirical studies in recent years indicate that transformational leadership positively influences institutional performance, leadership capacity building, and ethical governance, especially in mission-driven and faith-based organizations.

Conclusion

This seminar paper concludes that capacity building is a critical factor in enhancing pastoral effectiveness within the CAC Sango District. Pastors who engage in systematic training demonstrate stronger leadership capacity, improved administrative effectiveness, and better conflict management skills.

Recommendations

1. CAC leadership should institutionalize regular, district-level capacity-building programs.
2. Structured mentorship and peer-learning systems should be strengthened.
3. Leadership development should be integrated into pastoral evaluation and promotion frameworks.
4. Monitoring and supervisions of ministerial duties should be considered not minding the level of the ministers.

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