

AN INVESTIGATION INTO THE TYPES OF
STUDENT - TEACHER INTERACTIONS AT NEGST.
SARAH KATISI OKAALET -

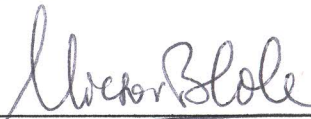
**NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY**

***AN INVESTIGATION INTO THE TYPES OF STUDENT-TEACHER
INTERACTIONS AT NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY***

BY
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A Thesis Submitted to the Graduate School in partial fulfillment of the requirements
for the degree of Master of Arts in Christian Education

Approved:



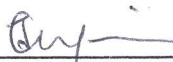
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ABSTRACT

AN INVESTIGATION INTO THE TYPES OF TEACHER-STUDENT INTERACTIONS AT N.E.G.S.T.

BY

SARAH KATISI-OKAALET

The study involved identification and description of types of interactions that exist at Nairobi Evangelical Graduate School of Theology (N.E.G.S.T) with the aim of bringing an awareness to the administration, faculty and students, of the school hoping they will be helped in their interactions with one another.

A survey of some students and teachers was conducted. The independent variables were age, self - esteem, gender, marital status, length of time spent at N.E.G.S.T., and culture. The dependent variables were types of interactions, namely, formal and informal. A response was obtained from fifty nine students who had completed at least one year at N.E.G.S.T. and from twelve faculty members.

Information was collected through questionnaire that was basically closed-ended with a few items that were open-ended.

Important features of this study are the recommendations it offers to improve the teacher-student interactions based on a review of available literature on student-teacher interactions and the survey carried out at N.E.G.S.T. In the survey both teachers and students tended to prefer formal interactions over and above informal ones. Of significance is the knowledge this study avails to all Christian educators who seek to become role models after the manner of Christ and his disciples.

Dedicated to:

My first teachers - Mr. & Mrs. Maina,
My beloved husband Peter,
Our children Emmo, Peter Jr. Jenny Mercy & Faith Linda

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CHAPTER ONE

INTRODUCTION

In an institution of higher learning such as the Nairobi Evangelical Graduate School of Theology (N.E.G.S.T.), there is normally interaction between teachers and administrators, students with administrators and among teachers. Of interest in this study is the interaction between teachers and students. What kinds of interaction does one find at N.E.G.S.T.?

Interaction between teachers and students can occur in the classroom as the teacher responds to students, in the teachers' offices, and in a variety of other contexts. When interaction takes place, the result, though not tangible, is real. As one author puts it, "...When a teacher establishes positive interactions with a student, the student is likely to value his counsel, respect him and want to be like him...."¹ A study designed to assess the development of university students' academic skills (such as critical thinking, evaluation and ability to apply abstract principles) found that among other things, the frequency and quality of students' interaction with faculty outside the classroom played an important role in that development.² Thus one can deduce from the previous information, from preliminary research and logical observation, that there are usually formal and informal interactions between teachers and students.

Formal interaction in a school setting like this one involves activities such as seeking and receiving counsel and advice about an academic programme at the beginning of term, verbal and written advice on a term paper, on the students' scripts, having dialogue on intellectual and course-related matters in class. There is also the actual handing in of a term paper, asking for permission to sit an exam before or after the scheduled time from the Academic Dean, giving and receiving compliments in

class. All these activities will normally take place in an official setting either in class or in the office of the advisor or Academic Dean.

Informal interaction on the other hand, involves activities such as a student seeking and receiving counsel on a disturbing personal problem, discussing a social campus issue, the receiving of compliments out of class, addressing students by name out of class, seeking career guidance and socializing informally at dinner or at games. This interaction mostly occurs out of class or out of faculty offices. While formal interaction occurs in a class setting, informal interaction occurs in an out-of-class setting, to deal with personal matters that are non-academic.

Statement of the Problem

Relationship is one big asset with which God has endowed man, firstly to relate to his Creator, and then to his fellow men. When relationship is cultivated and directed properly, man is enriched but if unwisely exploited, (or not exploited at all), man is left isolated and lonely. In the modern world, relationship is a thing which is being destroyed very fast, yet it is the most sought after by man.³

Modern society, too, is being invaded by a cancer of individualism among the learned and urbanized populations. In the humanities and social sciences this individualistic mode of thought tends to remain throughout graduate education. The modelling and mentoring most theological faculty have received is of this kind. "The concern is, to what degree this individualistic modelling is carried over by the faculty of seminaries and theological schools."⁴ Friedman writes that students in contemporary higher education are disappointed in their academic career by the lack of significant community and relationship with faculty. They note that there is more emphasis on classroom learning accompanied by an absence of relating.⁵

Some scholars have criticized the teacher-student relationship by stating that faculty members and students are no longer connecting.⁶ To that Whitman adds, that "there is a longing among students to find a meeting place with faculty."⁷ The concern about faculty and students' interaction is echoed by Issler when he asks, "Is there continuity between teachers' relationship with students in and out of class?"⁸

Educators agree that teacher-student interaction is a very significant tool in the education process. But from the above foregoing statements and questions raised, there is an indication that all is not well in that relationship. These statements, questions and ideas from literature have provoked the researcher to seek to investigate the kinds of interactions that exist between students and teachers at N.E.G.S.T., the conditions under which each kind of interaction occurs and the kind of interaction that is apparently most preferred.

Purpose of the Study

The purpose of this study is to identify and describe the nature of interaction that exists between students and teachers as perceived by the students of N.E.G.S.T. It is also the purpose of this study to bring to the limelight the type of interaction most preferred by both students and teachers. Areas of interest and focus in this study include, interactions that exist, factors affecting each type of interaction (namely gender, age, self-esteem, length of stay at N.E.G.S.T. and culture.) and the most preferred type of student-teacher interaction. Specific questions under each of these areas of interest are listed in the section that follows, to give guidance in this study.

Research Questions

The study of student-teacher interaction at N.E.G.S.T was based on the following questions under the researcher's areas of interest and focus:

Research Question 1.

What types of interactions exist between teachers and students at N.E.G.S.T.?

Research Question 2.

What conditions affect formal interaction?

Research Question 3.

What conditions affect informal interaction?

Research Question 4.

What conditions affect preferred teacher - student interaction?

The answers to the above key questions served as the basis of the description of the nature of student-teacher interaction at N.E.G.S.T.

Hypotheses

To answer these questions, a major research hypothesis was developed as a basic assumption. It is as follows:

H₁: Differences in student characteristics will account for preferences for formal or informal interactions.

From the literature it was revealed that interactions could be formal or informal. Assuming both types exist at N.E.G.S.T. and in attempting to find out what factors affect formal and informal interactions, six null hypotheses were generated.

They are:

- H₀:1 Gender differences will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.
- H₀:2 Age differences will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.
- H₀:3 Differences of opinion as to the effect of culture on interaction (culture restricts, uncertain, culture doesn't restrict, no response) will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.
- H₀:4 Differences in length of stay at N.E.G.S.T. will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.
- H₀:5 Differences in self-esteem will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.
- H₀:6 Differences in marital status will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.

The hypotheses are rejected or accepted at a significance level of 0.05.

Importance of the study

N.E.G.S.T., being an evangelical school that endeavours to foster a kind of New Testament community life, might benefit from the report and recommendations of the study based on the findings of this research.

The study might help teachers, specifically advisors, to evaluate their strategies for interacting with students. Also the study might help to bring an awareness to christian educators of the kind of interaction that could be fostered in an evangelical theological school.

Definition of Terms

Interaction: In this study the term is synonymous with " a social relationship between people, of such a nature that individuals mutually influence each other."⁹

It is a relationship between students and teachers.

Informal Interaction: In this study, informal interaction is that relationship between teachers and students which occurs naturally, unconventionally, without following prescribed school arrangements.¹⁰

Formal Interaction: This here refers to that official relationship, or contract arranged by the school to deal with academic matters.¹¹

Professional Intimacy: This describes a situation where "teachers are emotionally, academically and spiritually close to students without necessarily being personal friends."¹²

Likert scale: This is "a five-point scale having opposite ends ranging from 5 to 1, where 5 represents the opposite end of 1, where 3 represents no opinion."¹³

Dependent and Independent Variables

Indices of student-teacher formal interaction in this study are:

1. getting advice on courses at the beginning of term;
2. having dialogue on intellectual and course-related matters;
3. asking for extension of a deadline for a term paper;
4. getting clarification on subject matter from the subject teachers in class;
5. written comments on subject matter on a term paper;

Indices of informal interaction include:

1. seeking and receiving counsel by a student on a disturbing personal problem;

2. discussing a social campus issue;
3. career guidance;
4. socializing informally at a dinner, in games,¹⁴ etc;
5. resolving conflicts;

ENDNOTES

¹Neil Whitman, D.C. Spendlove, and Clare H. Clark, Increasing Student's Learning: A Faculty Guide to Reducing Stress Among Students (Washington D.C.: ASHE, 1986), 38.

²Ibid.

³Ernest White, The Art of Human Relations: Recognizing and Building Relationships (Nashville, Tennessee: Broadman, 1985), 10-19.

⁴Fredrick H. Borsch, "Faculty as Mentors and Models," Theological Education 27, no.1 (Autumn 1991): 71.

⁵Matt T. Friedeman, "The Principle of Concentration in the Educational Strategy of Jesus and its Implications for Higher Education" (Ph.D. diss., University of Kansas, 1982), 333.

⁶Ibid.

⁷Neil Whitman, D.C. Spendlove, and Clare H. Clark, 38.

⁸Klaus Issler, "A Conception of Excellence in Teaching," Christian Education Journal 6, no. 1 (1985): 22

⁹J.P. Chaplain, Dictionary of Psychology. 2nd ed. (New York: Dell Publishing Co., 1975), 235.

¹⁰The Shorter Oxford English Dictionary: On Historical Principles, rev. ed., s.v. "Interaction." (London: Oxford University Press, 1973), 1069.

¹¹The Random House Dictionary of the English Languages: The unabridged ed."Formal Interaction." (New York: Random House, Inc., 1983), 1557.

¹²Neil Whitman, D.C. Spendlove, Clare H. Clark, 34-35.

¹³Walter Borg and Meredith D. Gall, Educational Research: An Introduction, 5th ed. (New York: Longman, 1989), 846.

¹⁴Fredricks J. Volwein, M.C. King, and P.T.Terezini, "Student - Faculty Relationships and Intellectual Growth among Transfer Students," The Journal of Higher Education 57, no. 4 (July/Aug. 1986): 417.

CHAPTER TWO

LITERATURE REVIEW

The issue of interpersonal interaction has been an area of interest and concern to spiritual, political, social as well as educational leaders.

Although not so much has been researched on the wider aspect of out-of-class teacher-student interaction, some work has been done on teacher-student interaction within the classroom. Be that as it may, the materials written by social scientists can be applied to education since they are more widely available. Therefore some of the works reviewed here are from sociology and social psychology as related to education.

Various works have addressed definitions, types, principles, outcomes and possible obstacles to meaningful interactions. Specifically this chapter will address the following topics: Definition of relationship, indices of interaction, types of interaction between teachers and students, the value of the interactions and factors that possibly affect student-teacher interaction; and finally the most preferred interaction.

Relationship and Non-relationship

What does a relationship look like? What picture can one draw depicting interaction? To depict what a relationship looks like, White quotes an illustration in Children of a Lesser God in which a deaf bride expressed relationship by "hooking her two thumbs and fore fingers together...."¹ The connection of the fingers, the chaining together of the fingers and thumbs spoke interaction to that lady. As White rightly illustrated, interaction is founded on connection, on linking, which could be mental, physical, social, spiritual or all of those together. White continues to say that, linking involves a flow of something from one idea or person to another and tells something of the interacting entities.²

Interaction has also been compared to nutrients absorbed by the body that facilitate its growth, direction and character.³ From the above illustration and comparison, interaction involves closeness, proximity, a togetherness that is physical, mental, social and spiritual. In the academic context, it is when students are communicating and are close to the teachers.

For one to detect a relationship or an interaction, one has to know a non-relationship. A non-relationship can be equated with non-being, no description at all, totally objective, totally unrelated.⁴

For one to be non-related she or he would be in suspense with no past experience and having no knowledge at all of the past. That is, not being connected at all with any idea, thing or person, which situation is unrealistic and hence non-existent.

A non-relationship is where one is alone, completely cut off or living in isolation. It is hard to imagine the kind of growth one would undergo if one were confined or isolated from everyone else. It is most likely that such an individual would not grow well as interaction is the most conducive environment for proper mental and social growth.

Interaction therefore means, being with others and communicating, having a bond, a connection, a flow of ideas from one person or thing to another. It is the reverse of isolation or solitude.

In a theological school, one cannot afford to be isolated due to the kind of activities that take place. Interaction is unavoidable though it may not be so deep and meaningful in all instances. Here students interact with fellow students, teachers with their colleagues, with administrators, and of interest to this study, there is the teacher-student interaction within class and out-of-class.

Teachers interact with students in class during lectures, in faculty offices for advisory reasons, then outside class at games, in chapel, during educational trips out of school, on tours, in ministry and in their homes, for various reasons.

One would not be wrong to suggest that teaching is one of the occupations where strong relationships can be built between the learner and the teacher.

Indices of Interaction

Before one describes the nature of relationships, one should know the bases and indicators of interaction. What are the "marks" of a relationship? Different people have suggested various variables as indicators of meaningful interaction between teachers and students. Learning or knowing students' names ranks uppermost, because it serves as a point of personal contact, it is an inlet into the life of the student with which one is in contact.⁵

The knowledge of an individual by his or her name, is an attribute that students have been observed to appreciate so much, because it is seen as addressing an individual personally.⁶ It lays a foundation for future rapport between the learner and the teacher.

The second index is professional intimacy, that is, "students are close to their teachers without necessarily being personal friends, that is a situation where teachers relate honestly and openly to students."⁷ That openness and sharing displayed by teachers will encourage students to likewise share their minds, values and lives with them. This professional intimacy ought to begin in class where intellectual freedom is exercised. In such a situation students can express varied opinions which the teacher accepts but does not necessarily agree with. At the same time he does not impose his or her views on the learners.

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There is professional intimacy when a teacher is "comfortable with students of different abilities and backgrounds."⁸ Outside the classroom that intimacy can be experienced when teachers share their interests in campus activities, ministry experiences and their values with students.

Where teachers are conscious of their role as models and exemplify this role, interaction is bound to be initiated and reciprocated. A survey of faculty and students at nine major colleges and universities found that the major difference between influential faculty and their colleagues was the extent to which they interacted with students outside the classroom.⁹

Another index of interaction that applies to learners and teachers is the presence of listening, understanding and loving care. As put by one writer, "In facing today's world, the three L's of listening, leveling and loving are as important as the three R's of reading, Riting and Rithmetic."¹⁰ When one is in a school setting, apart from mastering the academics, the learner at graduate level derives more satisfaction in studies and in life as a whole when she or he experiences understanding, care and love.

Other indices of interaction among Christians (whether students and teachers, students and students or teachers and teachers) are, giving and receiving of support, care, discipline, encouragement, affirmation, corporate stimulation and counsel.¹¹

Some Christian scholars have written that the norms of love, peace, patience, kindness, meekness, compassion, forgiveness, in their biblical meanings, dwell at the centre of all free relationships.¹² It would be difficult to relate meaningfully and constructively where there is no love, that is *agape-love*, for this has all the other interactional attributes already suggested by Alan Storkey. Instead, where there is no *agape-love*, there is bound to be selfishness, exploitation of others, hence no fair interaction.

Dialogue is another indicator of ideal teacher-student interaction, just as it is for any other relationship that thrives. One is able to predict the kind of interaction that exists between any two people by the amount of their dialogue. Where there is no dialogue, there is no meaningful interaction. In school learning situations, for learning to be stimulating and innovative there should be dialogue between the teacher and the student.¹³

A survey was done in which students were asked to describe the teacher who helped each of them most. The attributes most of them gave were, a teacher who was "fair, kind, considerate, well groomed and pleasant." Then (they added), "one who was human, friendly, one of us, interested and understanding."¹⁴

Therefore in a teacher-student relationship, one should see kindness, fairness, friendliness, pleasantness, empathy, the ability to stand in others' shoes, a kind of incarnation (being present) feeling for others, and appreciating one another's needs.

Some of the indices of interaction that the researcher has adopted for this study include, a student getting advice on courses from an advisor at the beginning of term, having dialogue on intellectual and course-related matters, asking for the extension of a deadline on a term paper, getting clarification on subject matter from a subject teacher, written comments on subject matter on a term paper, the seeking and receiving of counsel by a student on a disturbing problem, discussing a social campus issue, complimenting out-of-class on academic achievement, career guidance, socializing informally at dinner, games etc.

Types of Faculty-Student Interaction

Modelling is one kind of student-teacher interaction that has been cited. The teacher who is a model to the learners is known as a mentor; he is the one who shows others how to be and by example, makes being that way seem desirable and

worthwhile.¹⁵ Mentors display excellence, commitment, enthusiasm to work, and above all, they tend to be honest and open with students. That attitude encourages students, too, to be self-revealing and self-disclosing. Though modelling is given as one of the possible types of teacher-student interaction, it is worthwhile to note that not all teachers are mentors and not all students have mentors. For instance, it has been observed that there are few female mentors, not to forget that there are few female teachers at the higher levels of education. The reason given is that most females are beset by the stresses of survival and raising of children! The trend so far is such that, there are few women in higher education to be models for female students. Female students are therefore left either to find their own models elsewhere or to substitute those available and, to a certain extent be modelled by male mentors.

Even with the male students, the teachers who are ready or who have the vision to model others after their like, may be few in number since it is time-consuming, and character is not emphasized in the training of individuals. Besides, not many people are keen to openly and freely share their lives with others, even in evangelical schools.

Another kind of interaction that is cited by scholars is that of the Master-disciple.¹⁶ The learner in that type of relationship is compared to the disciples, and the Teacher is compared to the Lord Jesus Christ. Jesus was with his disciples right from the beginning of his ministry until he finished his earthly ministry at the end of three years. He sat, taught and walked with them, performed miracles as they watched him, sent them out to minister and listened to their reports on their return. He loved them and asked them to support him even at the last hour of trial. On rising from the dead he appeared to them, provided for their needs and finally sent the Holy Spirit to empower, lead and comfort them in his physical absence.

Similarly, the Apostle Paul had that intimate interaction with Timothy, a learner under him, whom he addressed as "son," "a beloved son," "my son" (1 Tim. 1:2, 2 Tim. 1:2, 2 Tim 2:1). Though a student in a higher institution of learning leads an independent life, there is a way in which he depends on the teacher. He is his instructor in God's truths, in its interpretation and in the theological knowledge that the learner will require and use as he or she reaches out to others in the world lost in sin. Even if not living under the same roof, a lot of time is spent by the learners at the feet of their Teachers, during which time, the learners consciously as well as unconsciously learn from their Teachers.

The Bible encourages Christians to imitate the Christ-disciple model of interaction that is built on *agape love*. Christians are called into loving and redeeming relationship one with the other.¹⁷

Another kind of interaction is one that can occur at the professional, intellectual and formal level. That could involve dialogue based on book knowledge, where the teacher and student may interact with only their minds. It could be where one deals with official issues, for example the Advisor-Advisee interaction, which involves each student being assigned to a particular teacher to advise on purely academic matters. This would include how many credit hours one can comfortably offer in a term, which courses to offer first, the advantages of doing one elective and not another, and so on. That kind of interaction is helpful but tends to be shallow, unrevealing and impersonal, because the student will most likely not discuss non-academic issues pertaining to his personal life. Neither will the advisor share his own life with the advisee. That kind of interaction is referred to as intellectual and objective.¹⁸

On the other hand, there could be an interaction that is informal, personal and emotional, where there is transparency, fellowship and intellectual sharing of each

other's academic, social, economic, family and spiritual experiences. That kind of interaction is known as the emotional, subjective and personal mode.¹⁹

That kind of personal interaction is not common even among Christians because each individual fears to expose themselves as they really are. People normally feel that if they expose themselves as they are they will be rejected. There is a failure to realise that it is through wise exposure, sharing, and openness that one can find true acceptance and love in spite of who one is.

The role model interaction and the subjective interaction are similar except that someone can be subjective in his or her interaction, not because he or she necessarily wants to be an example to be imitated, but because they want to help the other person by sharing their personal life experience.

Depending on the type of interaction he chooses to adopt, a teacher can play different roles in the life of the learner. Paul Jewett, a Professor at Fuller Theological Seminary, is said by one of his former students as having been more than a faculty member. "I found in him a teacher, friend and a pastor."²⁰

Factors affecting Teacher-Student Interaction

Like any other relationship, the teacher-student interaction could be affected by many factors, some of which are suggested in the researched literature discussed below.

The first factor is the person-self interaction, which one is often not conscious of, yet it is believed to be the basis of all other relationships.

The person-self relationship has been stressed even by history's giants, for example the ancient Greeks wrote, "know thyself", while Shakespeare is quoted saying, "to thine own self be true".²¹ That implies that if one cares for and relates well with self, accepting one's neediness, other relationships will mirror that care.

On the other hand, if there is an inner conflict with self, where one does not accept himself/herself as he or she is, that conflict will be projected outside to other people.²² When one rates himself or herself too highly, he or she is bound to consider everyone else of a minor status. One who rates himself or herself low is bound to relate poorly, having an inferiority complex at the back of his or her mind. Of course, one who has never experienced love cannot give it. But when one accepts himself or herself as he is or she is, a sinner needing the cleansing blood of Jesus, it is possible to accept other people, relating with them in love, humility and understanding. Thus the researcher agrees with Kelly who says that, "self remains the most important point for relationships."²³

The second factor that follows on from self-worth is personality style, which refers to personality types. Through tests and observations, scientists have identified several personality types and they assert that different personality styles tend to clash. There are extroverts and introverts, abstract thinkers and concrete thinkers, and those who think intuitively. Some feel their way through life, others think their way through life.²⁴

In school, feeling students seek personal and friendly relationships, thinking students are impersonal and business-like.²⁵ Feeling students will easily interact with other people, their teachers included, while the thinking student would avoid meaningful interactions. Whatever the kind of personality disposition, the desire to obey the Biblical teaching such as 'love one another,' 'share one another's burdens,' 'you are your brother's keeper,' should encourage even the business-like individual to have meaningful relationships. In addition, if such a one subjects himself or herself to the leading of and transformation by the Holy Spirit, He can transform their personalities into those that glorify God by living in obedience to the word of God.

Thirdly, and similar to personality types, is what has been described as cognitive style, in which are found field-dependency and field-independency cognitive styles. Scholars have already found that teachers and students viewed one another more positively when matched to each other in cognitive style than when mismatched, and that students sought out field-dependent teachers more than field-independent teachers for private discussion.²⁶ The reason being that field-dependent teachers criticise student opinions less and are more accepting or accommodating. It therefore follows that few students would approach field-independent teachers because they are more critical of students' opinions and are less accepting. Therefore someone's cognitive disposition may influence one's choice of who to relate with and who not to relate to.

Fourthly, attitudes are another factor which affects interaction. Often individuals have preconceived ideas about others that influence the way they interact with them. Those ideas influence the attitudes one may have towards others. The attitude may be drawn in relation to one's background, appearance, previous occupation or character. Those preconceived opinions, though not always justifiable, may determine one's attitudes, the amount of interaction and who to interact with. To help the reader appreciate the seriousness of attitudes, an incident is cited by one professor who had convened a meeting for the Doctor of Ministry supervisors to plan the new academic year's work and also inform them of the doctoral candidates admitted. He reports that when he mentioned one particular candidate's name there were moans all over the meeting from those who knew the student. They all asked why the authority could admit such a candidate, for even though they knew him to be bright, they did not like him. The professor (Head of Department) decided to pass round the young man's life history for those supervisors to read and those who read had tears run down their faces. They said they had not known about his unfortunate

childhood and they wanted to know how they could help.²⁷ Here are teachers who had written off that student but their attitude changed when they were informed. It is possible they later interacted differently with that young man after the change in their attitudes.

Traditionally the system of education (both Western and African) have been such that there are no reciprocal, intimate relationships between faculty and students. To implement a relational strategy, there is need to combat that old resistance. Students in contemporary higher education are said to lament the lack of significant community relationship with faculty. McCarthy attributes the absence of intimate relationships to a preponderance of the lecture and reading methods that rarely allow students the chance to experience relationally holistic education.²⁸

Some authors seem to attribute or explain the absence of intimate relationships between students and teachers to the methods of teaching usually employed at higher educational levels. They instead commend the concentrative method of Jesus Christ as the best method for the development of intimate relationships, and the offering of education that is holistic. How feasible that method can be in a school is something that the researcher is not ready to explore in this work.

Fifthly, some scholars feel that a vital element of personal interaction is missing in Christian education because both the teachers and the learners fear to allow the Spirit of God to control and direct their lives.²⁹ They quote Paul as a teacher who was controlled by the Spirit of God as he intimately involved himself in the lives of the people he taught. As Kirsch correctly puts it, "the Christian teacher needs to stop going it alone and keep step with the Spirit. When the Holy Spirit is left out, the education given and received can only change people cognitively leaving out the whole person."³⁰ Just as Friedman says that when lecture method is emphasised, the

contents, whether values or empirical dimensions of reality tend in the process of being narrated, to become lifeless and petrified.³¹

In a graduate theological school, if there is to be learning and teaching that touches the whole person, there has to be not just the book knowledge but the touch of the Spirit of God, for He is the source of wisdom, the mighty counselor who will show the teacher that which could be hidden in the life of a learner that requires attention. The Holy Spirit will convict a learner to go for counsel to the rightful teacher who can empathize with the learner and give wise counsel.

Another factor that affects the teacher-student interaction is whether the teacher is a clinician at heart or not. To be a clinician at heart means that there is empathetic understanding and positive regard. That involves readiness to feel for the learner, and to try to fit into his or her shoes in whatever hardship he or she could be going through. One is bound to enter the learners' lives more when one has that disposition. Empathetic understanding is very influential in relationships of a parent-child nature and of student-teacher interaction. In teaching, just as in parenting, there is no way meaningful interactions can take place when one cannot empathize with the other and share positive feelings. Where there are negative feelings and no understanding there is bound to be no meaningful interaction.

The Value of Teacher-Student Interaction

Studies done in nine colleges and universities in North Eastern U.S.A. found that teachers who interacted with students outside the classroom were regarded as more effective and were likely to be more influential than their colleagues.³² Academically, the teacher-student interaction provides intellectual stimulation and instills confidence in the students. Because of the confidence gained, students will most likely take on new and difficult tasks.³³ Another survey of large private

universities of North Eastern U.S.A. concluded that student-faculty informal relationships may significantly influence student's academic performance.³⁴

Students expect to be contented with college, their ambitions and achievements in studies, but where there are no positive teacher-student relationships, students will show dissatisfaction with the school, with their achievements and may not pursue their ambitions. Teacher-student interaction in a Christian institution is an appropriate counter-attack to the post-enlightenment evil force of individualism. It will be accomplished when teachers and students as a community of believers live in loving and redeeming relationships following the written Word of God.

Just as students would benefit from relationships, due to the stress encountered by going to college (involving emotional, family and financial problems), teachers also go through stressful experiences (sicknesses, culture shock, classroom challenges, family and financial needs) to the extent that they too would benefit from meaningful mature interactions with their students.

How will church leaders minister to those hidden needs except they establish relationships with the members of their congregations? The art they will use to meet those needs ought to have been partly caught from college interaction, or else the demands of ministry requiring interpersonal interactions may be too challenging and burdensome. In other words, many biblical truths must be taught by example before they can be taught by words.³⁵

To the teacher, his or her relationship with individual students determines the meaning he or she will derive from his work.³⁶ There is bound to be shallow job satisfaction when one confines himself or herself only to the classroom teaching, with no out-of-class interactions. He or she will remain a stranger to the learners just as they remain strangers to him or her.

Another scholar has said that through the relationship the teacher establishes with a student, the teacher reflects his or her own views of the learner and the learning process.³⁷ In life it is often the person one has high regard for that one meaningfully relates to. This is true in teaching as well as in learning. Students will seek counsel and assistance of various kinds from the teacher they respect. And the teacher will do likewise in the sense that he or she will dialogue, share some personal issues with those students he or she respects.

Another contribution of teacher-student interaction is the building of personalities and character in the learners. Like any other meaningful interaction, teacher-student interaction is believed to significantly contribute to the psychological, spiritual and social development of the learner.

A survey was carried out among High school students on the theme: "The Teacher who helped me most". The most frequent responses were, "the one who was kind," "considerate," "well-groomed," "pleasant," "human," "friendly," "one of us," "interested in and understanding the students."³⁸ It is possible too, that the help was both academic and psychological, which may have built up the students into helpful adults with the same qualities as the teachers.

Another study in a large public university in North Eastern U.S.A. found out that faculty play an important role (though it does not state how) through both the quality and frequency of their contact with students.³⁹

There is also evidence that great personalities that have lit up civilization's sky have confessed their dependence on a few significant relationships which have fuelled their accomplishments.⁴⁰ It is possible that those could have included their interaction with their instructors. There were men such as Socrates(with Plato), Paul (with Timothy) in the Bible, and several others.

There is creativity and innovation when one experiences positive relationships; as one writer says, human power when it is turned into loving relationships creates new forms and new energy. He gives an example where, due to the good relationship that existed between the singing teacher and her student, the student put up a very good artistic performance that was new to both the student and the teacher. He adds that students have large reserves of power like undiscovered oil under the sands, that only the drilling of a good teacher-student relationship can tap.⁴¹

To illustrate the importance of the teacher-student relationship to the student's life, Tournier cites his own life experience. He states that he grew up as a child from a family background that left him with a very poor self image, and timid. Whenever his friends were playing, he climbed a tree and hid himself from his fellow children due to timidity. But while at high school he met a teacher who took a keen interest in his life, and gave audience to listen and relate to him. That transformed his self image tremendously as he felt that he too mattered, particularly in the eyes of his teacher, who on many occasions listened to Tournier pour out his heart. Later on Tournier became an actor, writer, debator, a society president and founder of a student's union at the University of Geneva. Spiritually his relationship with God changed. He now saw God differently, as an intimate God he could meet with and listen to as a person, not just as an ideology. He says he became more caring, had and expressed love for others, shared in their problems and even sought restitution with those he had wronged.⁴² Thus the best was brought forth in him.

Lastly, teacher-student interaction is likely to influence the student's perception of self, attitudes to studies and other people, which attitudes will partly depend on reinforcing with statements of support, and comments of praise that are given by the teacher as they interact.

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CHAPTER THREE

METHODOLOGY

Entry

The researcher first obtained permission from the Academic Dean of N.E.G.S.T, which enabled her to carry out the research in the school. Because the research was carried out during examination period and during the holidays, the researcher approached the students and teachers on a personal, individual basis, requesting them to fill in the questionnaires. Through that personal contact, the researcher obtained co-operation from the respondents without a lot of problems. The researcher had also contacted the 1993/94 graduates, asking them to fill in the questionnaires before they left the campus. So, apart from technical handicaps of communication from one country to another that caused some delays, most respondents co-operated.

Aim

The aim in this study was to identify and describe the kinds of interaction existing between teachers and students at N.E.G.S.T., the circumstances under which each interaction occurs and the most preferred kind of interaction.

To achieve the above aim, questionnaires were administered to the following groups:

1. the 1993/94 graduates;
2. the 1994/95 second year students;
3. the 1994/95 third year students;
4. the 1994/95 fourth year Master of Theology students;
5. the 1994-95 ladies in women's programme;
6. all full-time Teachers at NEGST - 1994/95.

Research Design

For this study, the descriptive method was employed and data were collected from the students as well as from the teachers using the questionnaires (see Appendix A for students and Appendix B for teachers).

The students were to identify the types of interaction they were involved in with their teachers, the conditions that possibly affected each kind of interaction and they were to state the type of interaction they preferred most.

Likewise, the teachers were to indicate the contexts in which they normally interacted with students. From these the researcher deduced the kinds of interaction as implied by the contexts in which the interactions took place. The teachers too were to indicate what kind of interaction they preferred.

The responses of the teachers were compared with those of the students and conclusions were drawn following the analysis and interpretation of data from both groups.

The population

As already stated in the earlier paragraph, there were two sets of population. The first population was made up of N.E.G.S.T. students who had finished at least one academic year of study at N.E.G.S.T., or those who had just graduated. (The latter's memories of their interactions with their teachers would still be very fresh in their minds). The distribution of the students by programme is as shown in the table below:

Programme	M.Th.	M.Div.	M.A.C.E.	M.A. Miss.	M.A. Trans.	WP
No. of Students	7	29	8	4	7	17

The second population was made up of 12 full time faculty members who either taught as well as supervised students or who only taught. Apart from one lady, all of the faculty members who taught in the master's programmes were men. Those that taught in the women's ministries department were both male and female. All the teachers were married except one, and they were of mixed backgrounds: 5 whites and 7 Africans.

The questionnaires to both populations were self-administered.

Sampling

There was no sampling as the populations were quite small. An attempt was made to collect information from each member of the two populations.

Instrument Design

The instruments that were used to gather information from each population were self-administered questionnaires, the one for the students is included as Appendix A, while the one for the teachers is Appendix B. Each questionnaire is divided into two parts, A and B. Part A of Appendix A consists of six items focusing on types of interaction between teachers and students. On the other hand, part B consists of 18 items which focus on factors affecting those interactions, and the type of interaction most preferred. Most items in questionnaire Appendix A are closed-ended, only a few are open ended.

The purpose of the closed-ended items was to enable the researcher to quantify those responses that could be quantified. The open-ended items were to enable the respondents to express their opinions freely in ways that best suited them.

Appendix B for teachers consists of items focusing on the number of advisees a given advisor has and the contexts where they mostly meet those student advisees.

The latter part focuses on when teachers most often meet students, and the context teachers would most prefer in general when meeting with students.

The teachers were asked to identify how often they interacted with students, in which context, official (formal) or non-official (informal). They were to state which one they preferred. Although the teachers and students were not asked directly whether they preferred formal to informal interaction, their responses would suggest whether their preference was formal or informal interaction.

To construct the items on the questionnaire three steps were taken by the researcher. Firstly, the researcher gathered the indicators of each type of interaction from the literature. The following are the indicators of formal interaction: getting advice from the advisor on courses at the beginning of term, having dialogue on intellectual and course-related matters, asking for extension of a deadline for a term paper, getting clarification on the subject matter of a term paper from the subject teachers.

On the other hand, the indices of informal interaction include: seeking and receiving counsel by a student on a disturbing personal problem, discussing a social campus issue, complimenting each other out of class on an academic achievement, career guidance and socializing informally at a dinner, at games, etc. Based on those indices, item 6 of the questionnaire, Appendix A, was formulated to find out the kind of interactions that exists at N.E.G.S.T. It is from those indicators that research question 1 was raised.

Gathered also from the literature and the preliminary study, were the factors that affect interaction. They include, self-esteem, personality, cognitive style, attitudes, marital status, culture and programme of study at N.E.G.S.T. It was from these factors that research questions 2 and 3 in chapter one were raised.

Also from the literature reviewed, six null hypotheses were stated and later on tested, using items 1 to 21 of the questionnaire (Appendix A).

For example in seeking to know whether self-worth was a determinant factor as far as the kind of interaction is concerned, the researcher cast null hypothesis 5.

H₀: 5 Differences in self-esteem will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.

To test that hypothesis, items No.11, 18 and 19 in Appendix A were used which states thus:

Item 11. At times I feel I am a useless person. (Please tick one)

- (a) Strongly agree
- (b) Agree
- (c) No opinion
- (d) Disagree
- (e) Strongly disagree

The responses to item No.11 were then compared with responses to item No.8 which focus on the kind of interaction one is usually involved in.

Appendix B was a 10-item questionnaire the researcher used to gather information from the N.E.G.S.T. lecturers. Item 2 focussed on the kind of interaction in which the teachers are normally involved. Items 3 and 5 were used to measure their attitude to formal interaction, while items 4,6,7,9 suggest their opinion on informal interaction, and item 11 was to help know whether culture, as a factor, played a significant role in the nature of one's interaction. Items 3 (b) and 10, were designed to help the researcher know why a given teacher preferred one kind of interaction to another.

Secondly, to construct the questionnaire, the researcher also looked at the School's viewpoint on community life as outlined in the 1993-94 N.E.G.S.T. Prospectus. It is stated there that "...Love for the brethren should be evident in all our relations with each other. 'Behold how they love one another' should characterize the community" (N.E.G.S.T. Prospectus 1993-94). That information prompted the

researcher to ask certain preliminary questions of some students which included the following:

1. How would you describe the student-teacher relationship at NEGST?
2. What determines a student's interaction with a particular teacher?
3. Besides interest in a course, what would usually draw students to interact with one teacher and not another?

From that preliminary study, some of the factors that had been found in the literature review were repeated and emphasized. These are: interaction dependend on personality, age, culture, time spent in a place, marital status, the programme one is enrolled in, self-esteem and one's vision in relation to developing potential future church leaders.

Jury procedure

Thirdly, in building the instrument, a jury of five highly competent and knowledgeable persons checked the items in the instrument for validity and reliability. Each of these persons holds a doctoral degree in his area of specialization. Four of them are full-time lecturers of N.E.G.S.T. while one was a former professor of research at Nairobi University.

In the juror's evaluation of each item on the questionnaire, a validity coefficient of 0.80 was used for passing an item. That means that four out of five jurors agreed on the extent to which an item clearly expressed what it was intended to.

In a similar manner, a reliability coefficient of 0.80 was used for passing an item when it was re-evaluated two weeks after the initial evaluation. This was to ensure consistency or clarity of items over time. In their evaluation, the jurors refined some of the items by suggesting alterations in their construction to ensure validity and clarity. Their suggestions were incorporated into the questionnaire.

Pilot Testing

The questionnaire (Appendix A) for students was pilot-tested among five former N.E.G.S.T. students who were resident on the N.E.G.S.T. campus. The researcher chose that group of people because they had been students at N.E.G.S.T., had lived in the same setting and had gone through experiences similar to those that present students would be going through. The purpose of the pilot test was to determine whether or not the items were clear and valid.

The questionnaire (Appendix B) for the teachers was pilot-tested among four lecturers of N.E.G.S.T. who were also advisors to students. They recommended that some items be re-structured and one other factor, that was deemed significant as it affects interaction, was added. Some of their suggestions were incorporated in the final questionnaire before it was eventually administered.

Administering the Instrument

The researcher personally distributed the questionnaires to the respondents on the N.E.G.S.T. campus, but mailed questionnaires to those living outside the school or out of the country.

Data Analysis

Since most of the items in the questionnaire were closed-ended, the responses of the students were tallied and summed up to show students with good self-image as opposed to those with a poor one, and the kind of interaction they engaged in. Similarly each kind of independent variable, that is, self-esteem, age, marital status, time spent at N.E.G.S.T., programme, culture, sex, was analysed to show how it individually affected each type of interaction, or the dependent variable.

The responses to the closed-ended items in the teachers' questionnaire were tallied and summed up to find the most preferred interaction and context. The statistical findings and the open-ended questions are fully elaborated in chapter four.

Statistical analysis was done using the Statistical Package for Social Sciences(SPSS) programme.

CHAPTER FOUR

DATA FINDINGS AND ANALYSIS

The findings are reported in two parts. the first part deals with returns of the questionnaire, a summary of selected profiles and the general characteristics of the respondents.

The second part deals with survey findings represented in text, tables and then the interpretation of the findings in the light of the research questions.

Questionnaire Returns

Table 1 shows the rate of returns on the questionnaires distributed. From the students 80% response was obtained. Out of 59 that were returned, 90% had been given personally to the students and 10% posted by mail. Of the 12 questionnaires that were mailed, only 50% were returned. All the questionnaires for the lecturers were returned.

Table 1: Returns of Questionnaires

	No. sent out	No. Returned	Percent returned
Students	72	59	80
Lecturers	12	12	100

Summary of Profiles

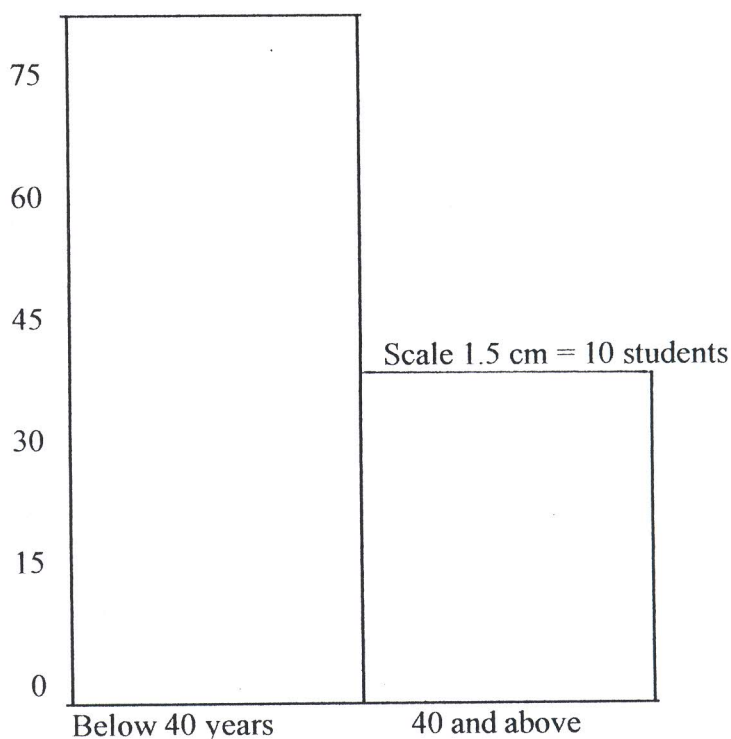
The selected profiles were in the order of age, gender, marital status, self-esteem, years completed at N.E.G.S.T. and culture.

Age

Age was represented in groups and not in absolute years of individual respondents. The ages ranged from 28-50 years. The median was age-group 30-39

years and 64.4% of the respondents were in that age-group, 23.7% were between 40-49 years, 10.2% were 29 or less years old and 1.7% were above 50 years. Those below 40 years (75%) were categorized as "young". Those above 40 years (25%) were categorized as "old". See graph below.

Graph: Age Distribution of N.E.G.S.T. Students



Gender

The population under study was made up of both female and male students. 54.2% of the respondents were male and 45.8% females. (see table 2).

Table 2: Percent Distribution of Respondents by Gender

		Percent Respondents
Male	32	54.2
Female	27	45.8
TOTAL	59	100.0

N=59

Marital Status

47 of the respondents were married, of whom 55.3% were males. Females were fewer because some of the wives of the respondents were studying in other colleges outside N.E.G.S.T. The singles formed 20% of the total population (see table 3).

Table 3: Distribution of Respondents by Marital Status

		Percent Respondents
Married	47	80.0
Single	12	20.0
TOTAL	59	100.0

N=59

Programme of Study

The bigger percentage of respondents (45%) were in the Master of Divinity Programme, 27% in the women's programme, 13% in Master of Arts in Christian Education programme, 10% in Master of Arts in Translations programme, and 5% in Master of Theology programme (see table 4).

Table 4: Distribution of Respondents by Programme of Study

Programme		Percent Respondents
M. Divinity	27	45.0
M.A. Christian Education	8	13.0
Women's Programme	15	27.0
M.A. Translations	6	10.0
M. Theology	3	5.0
TOTAL	59	100.0

N=59

Self-esteem

Out of 59 respondents, 34% expressed low self-esteem, 52% expressed high self-esteem, 12% were uncertain and 2% had no response (see table 5).

Table 5: Distribution of Respondents by to Self-esteem

Level of Esteem		Percent Respondents
High Self-esteem	31	52.0
Low Self-esteem	20	34.0
Uncertain	7	12.0
No response	1	2.0
TOTAL	59	100.0

N=59

Length of stay at N.E.G.S.T

At the time of this study, 45.8% respondents had completed 1 to 2 years at N.E.G.E.S.T., 45.8% completed 3 to 5 years, while 8.48 did not indicate their length of stay at N.E.G.E.S.T. Respondents that had spent up to 2 years were classified as having spent "less" time. Those who had spent 3 or more years were classified as having spent "more" time (see table 6).

Table 6: Distribution of Respondents by years completed at N.E.G.S.T.

		Percent Respondents
Less	27	45.8
More	27	45.8
No response	5	8.4
TOTAL	59	100.0

N=59

Culture:

98% of the respondents were Africans and 2% were whites.

Types of Student-Teacher Interaction

Found at N.E.G.S.T.

The related research question is research question one namely:

RQ1: What types of interactions exist between teachers and students at N.E.G.S.T.?

No hypothesis was cast to answer this question. To find answers to the question. Students were asked: Under which of these circumstances do you usually interact with Teachers? The findings are represented to table 7.

Table 7: Circumstances in which Students Usually Interact with Teachers

Circumstance of interaction	Those who interact	Those who do not interact	Total percentage	Type of interaction
01 (N=58)	91.0	9.0	100.0	official
02 (N=59)	90.0	10.0	100.0	official
03 (N=59)	55.9	44.1	100.0	official
04 (N=59)	33.9	66.1	100.0	official
05 (N=59)	42.4	57.6	100.0	unofficial
06 (N=59)	44.1	55.9	100.0	unofficial
07 (N=59)	61.0	39.0	100.0	unofficial
08 (N=59)	33.9	66.1	100.0	unofficial

Key:

01= When I need advice on course and assignments etc.

02= When I need clarification on a given subject.

03= When seeking permission to sit an exam before or after a stipulated date.

04= When seeking counsel on a disturbing personal problem.

05= When I need to discuss a social campus issue.

06= When seeking career guidance

07= When socializing informally at a dinner, in games, etc.

08=When I need to resolve conflicts that I may have had with a teacher.

Thus, at N.E.G.S.T., there are perceived to be official interactions on academic issues unofficial interactions on personal and social issues (as illustrated in table 7).

Factors Affecting Reported Types of Interactions

Next, the researcher sought to know under what conditions each type of interaction exists. The related questions are 2 and 3.

RQ2: What factors affect formal interactions?

RQ3: What factors affect informal interactions?

To answer these questions, a major research hypothesis was developed as a basic assumption. It is as follows:

H₁: Differences in student characteristics will account for preferences for formal or informal interactions.

From the literature it was revealed that interactions could be formal or informal. Assuming both exist at N.E.G.S.T and in attempting to find out what factors affect formal and informal interactions, six hypotheses were generated. They are each expressed in two parts--the reported and the preferred.

H₀:1 Gender differences will not significantly affect the types of interaction reported or preferred by N.E.G.S.T students.

H₀:2 Age differences will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students

H₀:3 Differences of opinion on the effect of culture on interaction will not significantly affect types of interaction reported or preferred by N.E.G.S.T students.

H₀:4 Differences in length of stay at N.E.G.S.T will not significantly affect the types of interaction reported or preferred by N.E.G.S.T students.

H₀:5 Difference in self-esteem will not significantly affect the types of interaction reported or preferred by N.E.G.S.T students.

$H_0:6$ Marital status differences will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.

Each hypothesis looks at what is reported to be the case and what is preferred. The reported factor will first be addressed as part A, while the preferred factors will be taken up later on in the chapter as part B.

Gender and Reported Types of Interaction

Students were asked where they frequently met their teachers. That was to test the following hypothesis:

$H_0:1a$ Gender difference will not significantly affect the type of interaction reported by N.E.G.S.T. students.

Out of 32 male students, 68.8% indicated that they most frequently met their teachers in official contexts. 31.2% indicated unofficial contexts. Out of 27 female respondents, 63% reported that they most frequently met their teachers in official contexts. 37% indicated unofficial contexts. A chi-square test of independence was performed (see table 8). The obtained chi-square value of 0.002 does not equal or exceed the critical chi-square value (3.84) necessary to reject the null hypothesis at the 0.05 level of significance. Therefore the null hypothesis was not rejected. From table 8 below, both male and female respondents equally reported more instances of official than unofficial interactions at N.E.G.S.T.. Thus there seems to be no significant relationship between what male and female respondents reported to be going on.

Table 8: Gender and Reported Contexts of Interaction

	Official	Unofficial	Row Total Total
Male	22 68.8	10 31.2	32 54.2
Female	17 63.0	10 37.0	27 42.8
Column	39	20	59
TOTAL	66.1	33.9	100.0

$\chi^2 = 0.002$ $df = 1$ Significance level = 0.6

Age and Reported Contexts of Interaction

Students were asked to indicate where they most frequently met their teachers. That was to test the following hypothesis:

$H_{0:2a}$ Age differences will not significantly affect the type of interaction reported by N.E.G.S.T. students.

Out of 44 classified as young students (less than 40 years old), 65.9% reported frequently meeting their teachers in official contexts, 34.1% indicated unofficial contexts. Out of 15 classified as old students (above 40 years old), 66.7% said they frequently met their teachers in official contexts and 33.3% indicated unofficial contexts (see table 9). A chi-square test of independence was performed. It was found that the obtained chi-square value of 0.002 was less than the critical chi-square value (3.84) necessary to reject the null hypothesis at the 0.05 level of significance. Therefore, the null hypothesis was not rejected. There seems to be no significant relationship between the age groups and the reported types of interaction. This shows that there are about equally reported instances of official interactions and unofficial interactions among the two age groupings.

Table 9: Age and Reported Contexts of Interaction

	Official	Unofficial	Row Total
Young (less than 40 years)	29 65.9	15 34.1	44 74.6
Old (above 40 years)	10 66.7	5 33.3	15 25.4
Column	39	20	59
TOTAL	66.1	33.9	100.0

$\chi^2 = 0.002$ $df = 1$ Significance level = 0.9

Opinions on the Impact of Culture on Reported Types of Interaction

Students were asked whether they thought culture (in general) restricted their interaction with teachers to official issues. That was to test the following hypothesis:

H0:3a Differences of opinion on the effect of culture will not significantly affect the type of interaction reported by N.E.G.S.T. students.

Out of 12 respondents who said their cultures would restrict their interaction 91.7% reported they engaged in official interactions, 8.3% indicated unofficial. Out of 6 respondents who were uncertain as to whether culture would restrict them, 16.7% reported official interactions, 83.3 reported unofficial interactions. Out of 34 respondents who said their cultures would not restrict them to official interactions. 70.6% reported they engaged in official interactions. 29.4% indicated unofficial interactions. Out of 7 respondents who did not indicate their opinion of culture's effect. 42.9% reported they engaged in official interactions, 57.1% reported unofficial interactions (see table 10).

A chi-square test of independence was performed. The obtained chi-square value of 12.03 exceeds the critical chi-square value (7.82) necessary to reject the null hypothesis at the 0.05 level of significance. The null hypothesis was rejected.

Table 10: Opinions on the impact of culture on reported types of interactions

	Official	Unofficial	Row Total
Culture restricts	11 91.7	1 8.3	12 20.3
Uncertain	1 16.7	5 83.3	6 10.2
Culture doesn't restrict	24 70.6	10 29.4	34 57.6
No response	3 42.9	4 57.1	7 11.9
Column	39	20	59
TOTAL	66.1	33.9	100.0

$$\chi^2 = 12.03 \quad df = 3 \quad \text{Significance level} = 0.007$$

The results indicate that those who think culture restricts them indicate significantly more instances of official interactions than those who do not feel restricted by culture. But those who were uncertain and those who had no response reported more incidences of unofficial interactions. The trend of interaction changes from official, among those who felt restricted by culture, to unofficial among those uncertain of its effect. It is most likely that culture is an underlying factor in shaping the kinds of interaction reported.

Length of Stay at N.E.G.S.T. vs. Reported Interactions

Students were asked to indicate the context in which they usually met their teachers. That was to test the following hypothesis:

H_0 : 4a Differences in length of stay at N.E.G.S.T. will not significantly affect the type of interaction reported by N.E.G.S.T. students.

Out of 27 students who had spent 2 years or less, 48.1% reported they usually met in official contexts, 51.9% indicated unofficial contexts. Out of 27 who had spent 3-5 years at N.E.G.S.T., 77.8% reported they usually met in official contexts, 22.2% reported unofficial contexts. All five students who did not indicate

how long they had been at N.E.G.S.T., reported they usually met in official contexts (see table 11).

A chi-square of 8.09 exceeds the critical chi-square value (5.99) required to reject the null hypothesis at 0.05 level of significance. The null hypothesis was therefore rejected. Students who had spent less time reported more unofficial interactions than those who had spent more time at N.E.G.S.T.

Table 11: Length of stay at N.E.G.S.T. and reported interactions

	Official	Unofficial	Row Total
2 years or less	13 48.1	14 51.9	27 45.8
3 - 5 years	21 77.8	6 22.2	27 45.8
Not indicated	5 100	—	5 8.5
Column	39	20	59
TOTAL	66.1	33.9	100.0

$\chi^2 = 8.09$ $df = 2$ Significance level = 0.01

This shows that those who had spent 2 years or less reported less cases of official interactions and more cases of unofficial interactions, while those who had spent 3 - 5 years reported more cases of official interactions and less of unofficial interactions.

Self-esteem and Reported Interactions

Students were asked to indicate the context where they most frequently met their teachers. That was to test the following hypothesis:

H_0 :5a Differences in self-esteem will not significantly affect the type of interactions reported by N.E.G.S.T. students.

It was found that out of 20 respondents who expressed a low level of self-esteem, 60% reported meeting their teachers most frequently in official contexts, 40% indicated unofficial contexts.

Out of 31 respondents who expressed a high level of self-esteem 74.2% reported meeting their teachers most frequently in official contexts, 25.8% indicated unofficial contexts.

Out of 8 respondents whose level of self-esteem was not clear, 80% indicated meeting their teachers most frequently in official contexts and 50% indicated unofficial contexts. One of the respondents who did not indicate level of self-esteem reported meeting his teachers most frequently in official contexts (see table 12).

A chi-square test of independence was performed. The obtained chi-square value of 3.43 is less than the critical chi-square value (7.82) necessary to reject the null hypothesis at the 0.05 level of significance. Therefore the null hypothesis was not rejected.

Table 12: Self-esteem and Reported Interactions

	Official	Unofficial	Row Total
Low self-esteem	12 60.0	8 40.0	20 33.9
Not clear	4 50.0	4 50.0	8 13.6
High self-esteem	23 74.2	8 25.8	31 52.6
Column	39	20	59
TOTAL	66.1	33.9	100.0

$\chi^2 = 3.43$ $df = 3$ Significance level = 0.3

This shows that the different levels of self-esteem are not significantly different in their reporting of more official than unofficial interactions at N.E.G.S.T.

Marital Status and Reported Interactions

Students were asked where they most frequently met their advisors/teachers. That was to test the following hypothesis:

$H_0:6a$ Differences in marital status will not significantly affect the type of interaction reported by N.E.G.S.T. students.

It was found that out of 47 married respondents, 66% reported they most frequently met their advisors/teachers in official contexts, 24% reported unofficial contexts. Out of 12 single respondents 66.7% reported they most frequently met in official contexts, 33.3% reported unofficial contexts (see table 13).

A chi-square test of independence was performed. The obtained chi-square value of 0.007 is far less than the critical chi-square value (3.84) required to reject the null hypothesis at the 0.05 significance level. Therefore the null hypothesis was not rejected.

Table 13: Marital Status vs. Reported Interactions

	Official	Unofficial	Row Total
Married	31 66.0	16 34.0	47 79.7
Single	8 66.7	4 33.3	12 20.3
Column	39	20	59
TOTAL	66.1	33.9	100.0

$\chi^2 = 0.007$ $df = 1$ Significance level = 0.9

This shows that both married and single students are not significantly different in reporting more instance of official than unofficial interactions at N.E.G.S.T.

Discussion

From the study it is discovered that there are no significant differences in reporting interactions by age, marital status, self-esteem and gender differences. Thus

the corresponding null hypotheses were not rejected. It seems that for each of those factors the reported official interactions were more than unofficial interactions. Thus, the different categories of respondents said that they most frequently met their faculty advisors/teachers in official contexts.

But there were two factors leading to the rejection of the null hypotheses, namely, length of stay at N.E.G.S.T. and culture's possible impact on type of interaction. There were some significant differences in type of interaction reported under each of these factors. Those who had spent more time at N.E.G.S.T. reported more incidents of official interactions. Conversely, a significant case of reported unofficial interactions was found among those who had spent less time at N.E.G.S.T. This might suggest that there is a keenness to interact informally in the earlier years, but this wanes away with time. One wonders what could be the cause for that decline. Could it be academic pressure? Could it be that both students and teachers are hard pressed for time? Is time not created/planned for things that matter? But do informal interactions matter to policy makers of the school?

On cultures' possible impact on reported interaction, it seems there are more incidences of official interaction reported by those who felt restricted by culture. On the contrary, there were notable cases of unofficial interactions reported by those who were "uncertain" and those who had "no response" on the impact of culture on their interaction. It is possible that the low levels of informal interaction that exist are as a result of students' views on the impact of culture on interaction. Most of the students, 91%, felt restricted to official interaction by culture. Culture seems to restrict or bar informal interaction. It is therefore important that the issue of culture as it relates to unofficial interaction be addressed in future.

Factors Affecting The Most Preferred Type of Student-Teacher Interaction

Next, the researcher sought to know what factors affect the most preferred type of interaction. The related research question is:

R.Q.4. Which is the most preferred student-teacher interaction?

To answer that question students were asked to indicate the context in which they prefer meeting with their faculty advisors. The teachers too, were asked to indicate the context in which they prefer to meet their students. The findings are reported below:

Age vs. Preferred Interactions

The researcher sought to know if there is any relationship between students' age and the type of interaction they preferred to have with their teachers. That was done by cross-matching age with preferences expressed by the students. That was to test the following hypothesis:

H_0 : 1b Age differences will not significantly affect the type of interaction preferred by N.E.G..S.T. students.

It was found that out of 37 respondents classified as "young" students (less than 40 years old) 49% preferred official interactions, 51% unofficial interactions. Out of 10 respondents classified as old students (40 years old or more) 42% preferred official interactions, 58% unofficial interactions (see table 14).

Table 14: Age Difference vs. Preferred Interactions

	Official	Unofficial	Row Total
Young	18 49.0	19 51.0	37 78.7
Old	4 42.0	6 58.0	10 21.3
Column	22	25	47
TOTAL	50	50	100.0

$$\chi^2 = 0.06$$

$$df = 1$$

A Chi-square test of independence was performed. The obtained chi-square value of 0.06 is less than the critical chi-square value (3.84) necessary to reject the null hypothesis at the 0.05 level of significance. The null hypothesis was therefore not rejected. There seems to be no significant relationship between age differences and preferred type of interaction.

Gender and Preferred Interactions

The researcher sought to know if there is any relationship between students' gender and the type of interaction they preferred. That was done by cross-matching gender with responses on preferred interaction with advisors. That was to test the following hypothesis:

$H_0:2b$ Gender differences will not significantly affect the type of interaction preferred by N.E.G.S.T. students.

On relationship between gender differences and preferred interactions with faculty advisors, it was found that out of 25 male students, 52% preferred official interaction while 48 preferred unofficial interactions. Out of 22 female students, 55% preferred official and 45% interactions (see table 15)

Table 15: Gender Difference vs. Preferred Interactions

	Official	Unofficial	Row Total
Male	13 52.0	12 48.0	25 53.2
Female	12 55.0	10 45.0	22 46.8
Column	25	22	47
TOTAL	53.2	46.8	100.0

$\chi^2 = 0.1$ $df = 1$

A chi-square test of independence was performed. The obtained chi-square value of 0.1 is less than the critical chi-square value (3.84) necessary to reject the null

hypothesis at the 0.05 level of significance. The null hypothesis was therefore not rejected. There seems to be no significant relationship between gender differences and preferred type of interaction.

Both male and female respondents have more preferences for official interactions than unofficial interactions.

The effect of Culture on Preferred Interactions

The researcher sought to know if there is any relationship between students' view of culture and the type of interaction they prefer. That was done by cross-matching the responses on the effect of culture on interaction with preferences expressed by students. That was to test the following hypothesis:

H_0 : 3b Differences of opinion on the effect of culture on interaction will not significantly affect the type of interaction preferred by N.E.G.S.T. students.

It was found out that out of 12 students who felt culture could be a restriction 41.7% preferred official interactions, 33.3% unofficial, 16.7% were uncertain and 8.3% had no response. Out of the 34 respondents who did not feel culture could be a restriction 52.9% preferred official interaction, 44.1% unofficial and 3% were uncertain. Out of 6 respondents who were uncertain of their opinions about culture, 16.7% preferred official interactions, 66.7% unofficial and 16.7% were uncertain of their preference. Out of 7 respondents who had no response about the effect of culture, 42.9% preferred official interactions, 28.6% unofficial, 14.3% were uncertain and 14.3% did not respond to the question (see table 16).

A chi-square test of independence was performed. They obtained value of 10.56 was less than the critical chi-square value (16.92) necessary to reject the null hypothesis at 0.05 level of significance. Therefore the null hypothesis was not rejected. There seems to be no relationship between students' view of how culture

might affect interaction and their preference for context of interaction with their faculty advisors.

Table 16: Gender Differences vs. Preferred Interactions

	official	unofficial	undertain	no response	Row Total
Culture restricts	5 41.7	4 33.3	2 16.7	1 8.3	12 20.3
Uncertain	1 16.7	4 66.7	1 16.7	-	6 10.2
Culture doesn't restrict	18 52.9	15 44.1	1 3	-	34 57.6
No response	3 42.9	2 28.6	1 14.3	1 14.3	7 11.9
Column	27	25	5	2	59
Total	45.8	42.4	8.5	3.4	100.0

$\chi^2 = 10.56$ $df = 9$ Significance level = 0.3

The findings show that both groups of students, i.e. those who felt culture could be a restriction and those who felt that it did not indicated a higher preference for official interactions. Even those who had "no response" about the effect of culture on interactions had a higher preference for official interactions. Both those who felt they could be restricted by culture and those who felt they were not restricted expressed lower preference for unofficial interactions. Conversely, those who felt "uncertain" about the effect of culture on interaction expressed a higher preference for unofficial interaction.

Length of Stay and Preferred Interactions with Faculty Advisor

The researcher sought to find out what types of interaction students who had stayed for a shorter time and those who had stayed longer would prefer to have with their faculty advisors. This was achieved through cross-matching length of stay and preferred context for interaction. That was to test the following null hypothesis:

H_0 : 4b Differences in length of stay at N.E.G.S.T. will not significantly affect the type of interactions preferred by N.E.G.S.T. students.

It was found that out of 27 students who had spent 2 years or less, 41% preferred official interactions, 48% unofficial, 7% were not certain and 4% gave no response. Out of 27 who had completed 3-5 years at N.E.G.S.T., 41% preferred official interactions, 44% unofficial, 11% were not certain in their choice, while 4% gave no response.

A Chi-square test for independence was performed. The obtained chi-square value of 6.73 does not equal or exceed the critical chi-square value (7.82) necessary to reject the null hypothesis at the 0.05 level of significance. The null hypothesis was therefore not rejected. There seems to be no significant relationship between length of stay and type of interaction preferred (see table 17.)

Table 17: Length of Stay vs. Preferred Interactions

	official	unofficial	undertain	no response	Row Total
2 years or less	11 41.0	13 48.0	2 7.0	1 4.0	27 45.8
3 - 5 years	11 41.0	12 44.0	3 11.0	1 4.0	27 45.8
No indication	5 100.0	--	--	--	5 8.5
Column	27	25	5	2	59
Total	48.8	42.5	8.5	3.4	100.0

$\chi^2 = 6.73$ $df = 6$ Significance level = 0.3

The findings expressed above show that there seems to be no significant relationship between length of stay and type of interaction preferred. Both the students who had spent less time and those who had spent more time at N.E.G.S.T. expressed equal preference for official interaction but slightly more preference for unofficial interaction.

Self-Esteem vs. Preferred Interactions

The researcher sought to know if there is any relationship between students' self-esteem and the interaction they preferred to have with their teachers. That was done by cross-matching the responses to the level of self-esteem with preferences expressed by students. That was to test the following hypothesis:

H_0 : 5b Differences in level of self-esteem will not significantly affect the type of interaction preferred by N.E.G.S.T. students.

It was found that out of the 20 respondents who expressed low level of self-esteem, 50% preferred official interactions, 40% unofficial and 10% were uncertain. Out of 31 respondents who expressed high level of self-esteem, 48% preferred official interaction, 35 unofficial, 10% were uncertain and 7% did not respond to the question. Out of 7 students whose level of self-esteem was not clear, 14.3% preferred official interactions and 85% unofficial. One respondent who did not indicate his view about his level of self-esteem preferred official interactions with his advisor (see table 18).

Table 18: Level of Esteem and Preferred Interactions

	official	unofficial	undertain	no response	Row Total
Low self-esteem	10 50.0	8 40.0	2 10.0	–	20 33.9
Not clear	1 14.3	6 85.7	–	–	7 11.9
High self-esteem	15 48.0	11 35.0	3 10.0	2 7.0	31 52.5
Not indicated	1 100.0	–	–	–	1 1.7
Column	27	25	5	2	59
Total	45.8	42.4	8.5	3.4	100.0

$\chi^2 = 8.77$ $df = 9$ Significance level = 0.4

A Chi-square test of independence was performed. The obtained value of 8.77 was less than the critical chi-square value (16.92) necessary to reject the null

hypothesis at 0.05 level of significance. The null hypothesis was not rejected. There seems to be no relationship between level of esteem and the context of interaction preferred by the students for meeting their faculty advisors.

The findings show that both students with low self esteem and high self esteem expressed higher preference for official interactions. On the contrary, a higher preference for unofficial interaction is indicated by those whose level of self-esteem was not clear. There appears to be mixed preferences for official and unofficial interactions.

Marital Status vs. Preferred Interactions

The researcher sought to know if there is any relationship between marital status and preferred interaction. Marital status was cross-matched with preferences. That was to test the following hypothesis:

H_0 : 6b Marital status differences will not significantly affect the type of interaction preferred by N.E.G.S.T. students.

It was found that out of 40 married respondents, 75% preferred official interactions, 25% preferred unofficial interactions. Out of 7 single respondents, 71% preferred official interactions, 29% unofficial interactions (see table 19)

A chi-square test of independence was performed. The obtained chi-square value of 0.008 is less than the critical chi-square value (3.84) necessary to reject the null hypothesis. The null hypothesis was therefore not rejected. There seems to be no significant relationship between marital status and type of interaction preferred.

Table 19: Marital Status and Preferred Interactions

	Official	Unofficial	Row Total
Married	30 75.0	10 25.0	40 85.0
Single	5 71.0	2 29.0	7 15.0
Column	35	12	47
TOTAL	74.5	25.5	100.0

$$\chi^2 = 0.008 \quad df = 1$$

This shows that both married and single respondents had a higher preference for official interactions. The proportion of married respondents who preferred official interactions is almost equal to that of single students. Both indicated less preference for unofficial interactions.

The Overall Analysis

Overall, 42% of the students preferred official interactions, 51% unofficial, 7% had no response. Thus the students were about evenly distributed over preference for official or unofficial contexts for meeting their faculty advisors (see table 20).

Students were asked to give reasons for the above preferences.

Reasons given include:

Meeting in unofficial setting provides a relaxed atmosphere for interaction. The scope of issues to be discussed can be extended beyond the official. Some students felt that a relationship can only be developed outside serious class business where, "I am myself and he or she (meaning the lecturer), is himself or herself."

Those students who preferred the official contexts for meeting advisors felt that there were minimal interruptions and the official setting was more private.

Table 20: Overall Reported vs. Preferred Contexts for Interaction Between Advisors and Advisees

	Preferred	Reported
Official	42.2 (25)	86.4 (51)
Unofficial	51.0 (30)	6.8 (4)
No response	7.0 (4)	6.8 (4)
TOTAL	100.0 (59)	100.0 (59)

Teachers too were asked to indicate their preferences of contexts for meeting with students. Out of 12 teachers, 58% indicated preference for unofficial contexts (i.e. anywhere on the compound) for handling official issues with students, 33% preferred official contexts and 9% had no response. By comparison, with the students, 51% preferred unofficial contexts for meeting with advisors, 42% preferred official contexts and 7% did not indicate any contexts (see table 21).

Table 21: Teachers' vs. Students' Context Preferences for Official Interactions

	Teachers	Students
	Teachers (N=12)	Students (N=59)
Official	33.0 (4)	42.0 (25)
Unofficial	58.0 (6)	51.0 (30)
No response	9.0 (2)	7.0 (4)
TOTAL	100.0 (12)	100.0 (59)

The proportion of teachers who preferred unofficial contexts for handling official issues (58%) is higher than that of students who had similar preference (51%).

The proportion who preferred handling official matters in strictly official context is less among teachers (33%), but more among students (42%). But overall, more than 50% of teachers and students would not mind handling official issues in unofficial contexts.

Discussion

There is consistently more preference for official interactions among the students with the exception of those who had spent less time at N.E.G.S.T. who indicated a higher preference for unofficial interaction (see table 17). But when all students are considered as a whole (table 20), 86.4% reported that actual interactions occurred on official basis. However 51% would prefer unofficial interactions. Only 42% preferred official interactions, while 7% had no response.

A comparison between teachers and students (table 21) shows both expressed higher preference for unofficial interactions (58% and 51% respectively) with slightly more proportion of teachers feeling so than the proportion of students. Conversely, a higher proportion of students expressed preference for official contexts than the proportion of teachers who did. It might then suggest that, there is no significant widespread feeling among students that they are not "connecting" with teachers. While students report more incidences of official interactions but would like more unofficial interactions than what is reported, the teachers themselves seem agreed and willing to interact more unofficially than is actually now the case. If the willingness to interact unofficially is present with the teachers and the yearning is also present with the students, a mechanism ought to be put in place to assure the students that their yearning would be met.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this study a survey was done to find out what N.E.G.S.T. students perceived to be the kinds of interactions that exist between them and their teachers. In this chapter, the issue that prompted the study, the major findings from the study, conclusions arrived at recommendations and areas for further research are presented.

Statement of the Problem

It is widely believed and known that students in contemporary higher education are disappointed in their academic career by the lack of significant community and relationship with faculty. Some scholars' criticism is that faculty members and students are no longer connecting. These and other statements indicate that there is a problem with the student-teacher relationship. The issue is, what is that relationship like in an evangelical graduate school like N.E.G.S.T.?

Purpose of the Research

The aim of the study was to identify and describe the nature of interactions between teachers and students at N.E.G.S.T. That was done through asking and finding answers to the research questions listed below:

- R.Q.1. What kinds of interactions exist between teachers and students at N.E.G.S.T.?
- R.Q.2 What conditions affect formal interactions?
- R.Q.3. What conditions affect informal interactions?
- R.Q.4. Which is the most preferred student-teacher interactions.

Significance of the Study

The study brings awareness to the kinds of interaction that are found in an evangelical graduate school. This might help teachers particularly advisors, to evaluate their strategies for interacting with students. It could also help teachers to take interaction as a major part of ministry to students.

Design of the Study

Due to the small population, no sample was drawn for the study. The descriptive method was employed to gather information on types of interaction, factors affecting student-teacher interactions and preferred type of interaction. The instrument that was used to gather data was the closed-ended questionnaire that had been developed from the preliminary study and literature review. The research questions to which answers were sought were developed based on the research of interest and focus of study.

Findings

Types of student-teacher interactions at N.E.G.S.T.

R.Q.1. What kind of interactions exist between teachers and students at N.E.G.S.T.?

To answer that question no null hypothesis was cast. It was generally found that there were formal and informal interactions. More incidences of official interactions (81%) were reported as compared to only 29% informal interactions. Yet the respondents indicated higher preference (51%) for unofficial interactions. The students' longing was backed up by the teachers' preference for unofficial interaction. That agrees with what is already stated in chapter one of this study, that there is a longing among students for meeting with faculty. There is thus a need for a mechanism to meet this yearning. One is then baffled by the little amount of informal

interaction reported compared with the high degree of willingness to interact informally as expressed by teachers.

Factors Affecting Reported and Preferred Interactions

R.Q.2 What conditions affect formal interactions?

R.Q.3. What conditions affect informal interactions?

To answer questions 2 & 3 six hypotheses were statistically tested. Each dealt with factors affecting reported interactions and preferred interactions.

The null hypotheses were generated from a major research hypothesis that had been developed as a basic assumption. It is that.

H_1 : The differences in student characteristics will account for preferences for formal or informal interactions.

Out of this were generated six null hypotheses which are as follows:

$H_0:1$ Gender differences will not significantly affected the types of interaction reported or preferred by N.E.G.S.T. students. This null hypothesis was not rejected. There was no relationship found between gender and types of interaction reported or preferred by N.E.G.S.T. students.

$H_0:2$ Age differences will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students. This null hypothesis was also not rejected. There was no relationship found between age and types of interaction reported or preferred by N.E.G.S.T. students.

$H_0:3$ Differences of opinion on the effect of culture will not significantly affect types of interaction reported or preferred by N.E.G.S.T. students.

The first part of this hypothesis was rejected whereas the second part of it was not rejected. Thus a relationship was found between students' opinion on culture and types of interaction reported. The more students expressed awareness of the effects of culture on interaction the more they

reported official interaction with their teachers. Yet, the less they reported unawareness or uncertainty of the effects of culture, the more they reported unofficial interaction with their teachers. But there was no relationship between students' opinion on culture and preferred types of interaction.

H₀:4 Differences in length of stay at N.E.G.S.T. will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.

The first part of this hypothesis was rejected whereas the second part of it was not rejected. There was a relationship between length of stay at N.E.G.S.T. and reported types of interaction. The longer the time at N.E.G.S.T. (3-5 years) the more students reported official relationship with the teachers. The shorter the time (2 or less years) the more they reported unofficial interaction. But there was no relationship found between length of stay at N.E.G.S.T. and preferred types of interaction.

H₀:5 Differences in self-esteem will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.

This null hypothesis was not rejected. There was no relationship between self-esteem and types of interaction reported or preferred by N.E.G.S.T. students.

H₀:6 Differences in marital status will not significantly affect the types of interaction reported or preferred by N.E.G.S.T. students.

This null hypothesis was not rejected. There was no relationship between marital status and types of interaction reported or preferred by N.E.G.S.T. students.

Conclusions and Recommendations

The results of the study reflect some pattern that can help the teachers and administrators of N.E.G.S.T. to evaluate how best they could relate to their students. From all that has been said the following conclusions are reached. Throughout the study there was evidence that the main interactions between the teachers and students were on official level. There were relatively fewer reported informal interactions between teachers and students. The amount of reported informal interaction was lower among those who had spent 3-5 years at N.E.G.S.T. That is contrary to null hypothesis 4 which presupposes there will be no difference in types of interaction due to differences in time spent at N.E.G.S.T.

High level of informal interactions was reported among students who were uncertain of the impact of culture on types of interactions. Those who were aware of the impact of culture on interaction reported very high incidences of official interaction. This is contrary to null hypothesis 3 which presupposes there will be no difference in reported types of interaction due to differences in opinion on the impact of culture on interaction. The other factors, namely age, gender, marital status and level of self-esteem were not found to significantly influence types of reported interaction. Age, gender, marital status, opinions on culture and length of stay, did not significantly affect preferred interaction. From the findings there was a high prevalence of reported official interaction but at the same time there was a higher preference for unofficial interaction.

From the study there is need to break the cultural barrier that seems to indirectly affect the kinds of interactions that there are reported at N.E.G.S.T. There could be discussion on Christ's interaction with His disciples and how people at N.E.G.S.T. could follow in His footsteps. There should be more deliberate visits by the faculty to students so that students might follow suit.

There is need for the school administration and faculty to plan more avenues and opportunities for informal interaction, for example, testimony sharing in Chapel, in class, etc. Follow up with the faculty member who has shared for more discussions. Besides sermons, teachers could share more personal experiences which students could identify with. Faculty should go out more on missions and ministry together with students. The faculty advisors' scope of interaction with their advisees needs to be reviewed so as to include handling students' personal concerns. The number of meetings could be increased to at least 2 to 3 per term.

Recommendations for Future Research

Traditional African cultures provide for handling of business in informal contexts. In Western cultures official matters are handled in the office. N.E.G.S.T. society has a mixture of African and Western cultures. It is possible that the low levels of informal interaction that exists are as a result of students' views on the effects of culture on interaction. Most of the students (91%) felt restricted to official interaction by culture. Culture seems to restrict or bar informal interaction at N.E.G.S.T. One could do a study to further explore the role of culture in formal and informal interactions at N.E.G.S.T.

On length of stay, a study is needed to establish whether interactions preferred do in fact change over time as may have been implied by the findings in the study.

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APPENDICES

Appendix A Questionnaire

Dear Student,

This is a questionnaire to find out your opinion on the kind of interaction that exists between students and Teachers at N.E.G.S.T. It is hoped that the study will help the community to get the awareness of the specific types of interaction that exist and in return consider more meaningful ways of building one another in Christ through the type of interactions they get involved in.

Kindly complete this questionnaire as frankly as possible by putting a tick on the appropriate responses and also filling in the blank spaces.

Personal Data:

1. Sex: Male
Female

2. Marital status: Married
Single

3. To which of the following age groups do you belong?
 29 years or below
 30-39 years.
 40-49 years.
 50+

4. What is your programme of study at N.E.G.S.T.?
 M.A. Christian Education.
 M.A. (Missions)
 M.A. - Translations
 M.Divinity
 M.TH
 Women's Ministries

5. In which year of the programme are you?
 First year
 Second year
 Third year
 Fourth year
 Fifth year

6. Under which of these circumstances do you usually interact with Teachers: [Tick all those that are applicable].
 (a) When I need advice on Course and assignment, etc.
 (b) When I need clarification on a given subject.
 (c) When seeking permission to sit an exam before or after stipulated date.
 (d) When seeking counsel on a disturbing personal Problem.

- (e) When I need to discuss a social Campus issue.
- (f) When seeking career guidance.
- (g) When socializing informally at a dinner, in games etc.
- (h) When I need to resolve conflicts that I may have had with a teacher.

7. Where do you most frequently meet your faculty advisor? (Tick one)

- (a) Either in the office or in class
- (b) Office only
- (c) Unofficial social contexts such as in homes, sporting events, fellowship meetings, etc.
- (d) In class only
- (e) At daily chapel sessions.

8. Where do you most frequently meet other Teachers (Tick one)

- (a) Either in the office or in class
- (b) Office only.
- (c) Unofficial social context such as in homes, sporting events, fellowship meetings etc.
- (d) In class only.
- (e) At daily chapel sessions.

9. I prefer meeting with my faculty advisor, (Tick one).

- (a) In the office only.
- (b) In class only.
- (c) In informal social contexts such as home, fellowships etc.
- (d) At daily chapel sessions.

10. State reasons for your response in No. 9 above.

11. At times I feel I am a useless person. (Tick one)

- (a) Strongly agree.
- (b) Agree
- (c) No opinion
- (d) Disagree
- (e) Strongly disagree.

12. I have difficulty getting close to people. (Tick one)
- (a) Strongly agree
 - (b) Agree
 - (c) No opinion
 - (d) Disagree
 - (e) Strongly disagree

Please go to Q. 14 if the next question does not apply to you.

13. Being single limits my interactions with my Teachers to official matters only. (Tick one)
- (a) Strongly agree
 - (b) Agree
 - (c) No opinion
 - (d) Disagree
 - (e) Strongly disagree

Please go Q. 15 if the next question does not apply to you.

14. Being female limits my interactions with the male Teachers/advisors to official matters.
- (a) Strongly agree
 - (b) Agree
 - (c) No Opinion
 - (d) Disagree
 - (e) Strongly disagree
15. The age difference between me and my faculty advisor/Teachers limits my discussion to official matters. (Tick one)
- (a) Strongly agree
 - (b) Agree
 - (c) No Opinion
 - (d) Disagree
 - (e) Strongly disagree
16. I have been able to freely discuss my personal problems with some N.E.G.S.T. Teachers.
- (a) Strongly agree
 - (b) Agree
 - (c) No opinion
 - (d) Disagree
 - (e) Strongly disagree

17. I do freely relate with some of my Teachers outside class. (Tick one)
- (a) Always
 - (b) Sometimes
 - (c) No opinion
 - (d) Hardly
 - (e) Not at all
18. I usually take positive attitude towards myself. (Tick one)
- (a) Strongly agree
 - (b) Agree
 - (c) No opinion
 - (d) Disagree
 - (e) Strongly disagree
19. I think I have a number of good qualities. (Tick one)
- (a) Strongly agree
 - (b) Agree
 - (c) No opinion
 - (d) Disagree
 - (e) Strongly disagree

Please go to Q.21 if the next question does not apply to you.

20. Being a married person has enabled me to freely interact with some of my Teachers. (Tick one)
- (a) Strongly agree
 - (b) Agree
 - (c) No opinion
 - (d) Disagree
 - (e) Strongly disagree
21. I feel free to discuss personal problems with N.E.G.S.T. teachers; (Tick one)
- (a) Younger than me
 - (b) My age mates.
 - (c) Older than me
 - (d) Regardless of their age
 - (e) None of the above.

22. State the most memorable experience that you have had in your interaction with your faculty advisor.

23. State the most memorable experience you have had with other N.E.G.S.T. Teachers.

24. My culture restricts my interaction with my advisor/Teachers to official issues only. (Tick one)

(a) Strongly agree

(b) Agree

(c) No opinion

(d) Disagree

(e) Strongly disagree

Appendix B
Questionnaire

Dear Sir/Madam,

I would humbly like to request you to fill this questionnaire. The aim of this study is to investigate the kinds of Teacher-Student interaction at N.E.G.S.T. It is hoped that the findings will assist both the students and Teachers in this important aspect of teaching and learning. All data will be treated with confidentiality.

1. How many student advisees do you have?
 (a) None
 (b) 1-2
 (c) 2-7
 (d) 8-13
 (e) 14-17
 (f) 18+

2. In which of the following contexts do you most frequently meet with your student advisees?
 (a) In the office only.
 (b) In the class only
 (c) Either in the office or class.
 (d) In unofficial social contexts such as homes, fellowships, sporting events etc.
 (e) At daily chapel sessions.

- 3.a) I prefer to meet with students other than my advisees on official matters.
 (a) In the office only.
 (b) In the class only.
 (c) Either in the class or in the office
 (d) Anywhere on the compound.
 (e) None of these.

- 3.b) What are the reasons for your response indicated in 3 (a) above.

4. (a) As an advisor, my advisees come to discuss their pressing and personal problems with me.
 (a) Quite often
 (b) Often
 (c) No Opinion
 (d) Sometimes
 (e) Never
5. My interactions with students should strictly be restricted to official school matters.
 (a) Strongly agree
 (b) Agree
 (c) No opinion
 (d) Disagree
 (e) Strongly disagree
6. Other students who are not my advisees come to discuss their personal problems with me.
 (a) Quite often
 (b) Often
 (c) No opinion
 (d) Sometimes
 (e) Never
7. Advisors should be willing to deal with unofficial and private matters if their advisees so request.
 (a) Strongly agree
 (b) Agree
 (c) No Opinion
 (d) Disagree
 (e) Strongly Disagree.
9. All teachers other than just advisors, should be willing to deal with unofficial matters if students so request.
 (a) Strongly agree
 (b) Agree
 (c) No opinion
 (d) Disagree
 (e) Strongly Disagree

10. Give reasons for response in No.9.

11. My interaction with students is highly influenced by my culture.
- Strongly agree
 - Agree
 - No opinion
 - Disagree
 - Strongly disagree.

CURRICULUM VITAE

PERSONAL AND FAMILY HISTORY.

Name: Ida Sara Katisi Okaalet

Date of Birth - 9th July, 1956

Place of Birth -South Mbale - Uganda

Name of father: Mr. Emmanuel Maina.

Name of the Mother: Mrs. Jane Nalyongo Maina

Marital Status: Married

Name of Spouse: Dr. Peter Okaalet

Number of Children: 4. **Names:** *Emmanuel Adepo*
Peter Okaalet (Jr.)
Jenny Mercy Atema
Faith Linda Katisi.

Educational History:

Primary School

Bupoto Primary School

Bubutu Primary School

Year Attended

1962-64

1965-68

Secondary School

Ngora High School

Kololo S.S.S.

Year Attended

1969-72

1973-74

Colleges

Makerere University

Nairobi Evangelical Graduate School of Theology

Year Attended

1975-78

1990-96

Professional Qualifications:

B.A. (Hons.) in Geography, Economics and a concurrent Diploma in Education (1978)

Work Experience

1978-81 Taught at Gayaza High School in Uganda ('A' level Economics and Geography).

1981 - 1990 Transferred and taught at Tororo Girls Secondary School. While there I served as the:

- ♦ Head of Economics Department,
- ♦ Guidance Counsellor,
- ♦ Housemistress
- ♦ Deputy Headmistress
- ♦ Ag. Deputy Principal for Uganda College of Commerce, Tororo, Uganda.
- ♦

Church and para-Church involvement.

1974 I was born-again while in High School

1977-78 Secretary, Mary Stuart Hall C.U. (Makerere University).
Sunday School Teacher at All Saints Cathedral - Kampala

1980-81 Sunday School Teacher at Gayaza Junior.

1981-90 An executive member of FOCUS - Tororo.
C.U. Patron - Tororo U.C.C.

1984-86 Secretary, Mothers' Union - Tororo - Pro Cathedral

1988-90 Chairman Mothers' Union.

Currently a student at N.E.G.S.T. awaiting to graduate by the grace of God.