

OVERSTAY OF MASTER OF THEOLOGY
STUDENTS AT N.E.G.S.T.

BY
FELICIA O. ADENIJI

JULY 1995

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

OVERSTAY OF MASTER OF THEOLOGY STUDENTS AT NAIROBI
EVANGELICAL GRADUATE SCHOOL OF THEOLOGY:
POSSIBLE FACTORS AND RECOMMENDATIONS

BY

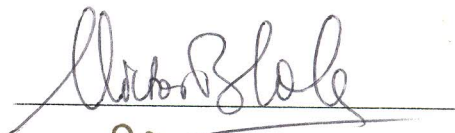
FELICIA OLUPEJU ADENIJI

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY
P.O. BOX 24350, NAIROBI

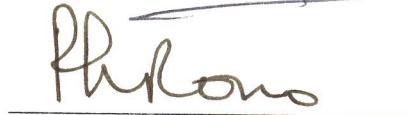
A Thesis submitted to the Graduate School in partial
fulfillment of the requirements for the degree
of Master of Arts in Christian Education

Approved:

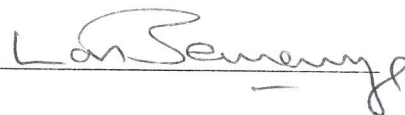
Supervisor



Second Reader



External Reader



ABSTRACT

The purpose of this study was to bring to light the factors that are contributing to the overstay of M.Th students in the programme. Attempt was made to see whether the lecturers and the students agreed on the perceived factors contributing to the overstay. Based on the information gathered recommendations are made to the school and students on how the perceived factors could be minimized.

In order to deal with this subject, three research questions were raised by the researcher and from these research questions ten hypotheses were developed.

Data were collected by means of questionnaires from students who overstayed in the programme and lecturers who supervised them as first readers. Data were also collected from the school records.

Findings of this study showed that lack of good planning by the school and students, lack of clear curriculum and lack of strict deadline by the school from the onset were the contributors to the overstay of M.Th Students. Findings also showed that both students and lecturers were not generally in agreement on the perceived factors thought to contribute to the overstay.

DEDICATED TO

My Loving Husband
John Oluwakayode Adeniji Sr.

and

Our Children, Oluwaseun,
Oluwakayode Jr. and Oluwasesan

ACKNOWLEDGEMENT

I would like to express gratitude to the almighty God who brought me to the end of this study. My special thanks to the following people:

Dr. Victor B. Cole, my main supervisor and lecturer for all his effort to make me a better teacher and to supervise this work.

Dr. P. Rono, who accepted to be my second reader without hesitation despite his busy schedule.

Drs. Habtu, Kasali and Mutunga for their suggestions after reading through the questionnaires.

Dr. and Mrs. Ngewa who prayed for me earnestly before and during the period of writing this work.

Brother and Sister Nwanegbo who prayed and encouraged me before and during the period of this study.

Sis Nike Famonure, for her prayer and encouragement throughout the time she was at NEGST and after.

Dr. Okaalet who encouraged me not to give up on graduate studies and Mrs Okaalet who prayed with me throughout the period of this study.

Mrs. Cole whose love and encouragement kept me going in time of discouragement.

The Director, Board and Staff of Christian Missionary Foundation (Nigeria) for their support.

Dr. and Mrs. Rettew who encouraged us throughout the time they stayed in NEGST.

The Nigerian prayer fellowship who prayed earnestly for me to finish this study.

The Thursday prayer group for their support.

The NEGST community as a whole for their encouragement.

Mrs. Ruth Olubisi Oyebisi for looking after my mother during the time I spent in the Gambia and Kenya.

Mrs. Serah Afolabi for her motherly love.

Mr and Mrs. Omollo for their encouragement and support.

Lastly, I am deeply grateful to my husband for his encouragement and support throughout the period of this study.

TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION.....	1
Problem definition.....	2
Purpose of this Study.....	4
Significance of this Study.....	5
Research Questions.....	5
Hypotheses.....	6
II LITERATURE REVIEW.....	8
Substantive Literature.....	8
Effect of Finance on completion of M.Th Programme at NEGST.....	8
Importance of good Library In Research work.....	10
Economic Crisis in Africa and its effect on Availability of Thesis Supervisors.....	14
Effect of Faculty Turn-over on Duration of M.Th Programme at NEGST.....	16
Importance of Planning.....	16
Unstated Curriculum and the Duration of M.Th Programme.....	18
Relationship Between Student Aptitude and Completion of Programme on Schedule.....	19
Methodological Literature	20
Interview.....	20
Questionnaire.....	22
Data from Records.....	23
Ranking Procedures.....	24
III METHODOLOGY.....	26
The Population.....	26
Sampling.....	27
Designing Instrument.....	27
Jury Procedure.....	30
Pilot Testing.....	31
Entry Process.....	32
Research Design.....	32

Administering Instrument.....	32
Methods of Data Analyses.....	33
IV. DATA PRESENTATION AND ANALYSES.....	36
Introduction	36
Questionnaire Returns.....	36
The Ranked Factors that are Thought by both Groups to be Contributing to Delay.....	37
Possible Factors Contributing to Overstay as Indicated by Students and Lecturers	39
Lack of Finance.....	39
Inadequacy of Library Materials.....	40
Lack of Thesis supervisors.....	43
Faculty Turn- over.....	45
Lack of Good Planning by the School.....	49
Lack of Clear Curriculum.....	53
Lack of Good Planning by the Students.....	55
Lack of a Specified Maximum Time Limit at the Onset.....	61
Faculty Delayed Response to Students' Theses.....	64
Level of Agreement or Disagreement Between Students and Lecturers on the Factors Contributing to Delay.....	66
Ways of Minimizing the Factors that are perceived as Contributing to the Overstay.....	67

V.	SUMMARY, CONCLUSION AND RECOMMENDATIONS	
	Findings.....	68
	Possible Factors Contributing to Overstay from point of view of both Lecturers and Students.....	68
	Level of Agreement or Disagreement between Lecturers and Students on factors Contributing to Delay.....	72
	Recommendations.....	73
	Recommendations for further Study.....	75
	BIBLIOGRAPHY.....	76
	APPENDICES	
	A. Questionnaire for those who have met requirement for Graduation.....	80
	B. Questionnaire for Continuing Students.....	83
	C. Questionnaire for Lecturers.....	86
	D. Information about the Supervisors.....	87

LIST OF TABLES

TABLE	Page
1. How long students took to complete the programme.....	3
2. How long continuing students have been on the programme	4
3. Categories of Students	34
4. Rate of Questionnaire Returns.....	37
5. Students' ranked order of Factors contributing to overstay.....	37
6. Lecturers' Ranked Order of Factors contributing to overstay.....	38
7. Opinion of Students on the extent to which lack of Finance contributed to overstay	39
8. Availability of Information needed in NEGST Library ...	41
9. Availability of Information needed in NEGST and other libraries	41
10. The Ease of Obtaining Supervisors	43
11. Students who changed topics due to lack of experts or other reasons and those who did not	44

12. Rate of change of supervisors	45
13. Reasons for changing supervisors	46
14. Effect of changes of supervisors on students writing.....	47
15. How long it took students to find other supervisors	48
16. Students who agreed that there was/wasn't a clear list of course per term	50
17. Students' opinion on whether the listed courses were followed.....	51
18. Accepted M.Th courses Present/Absent on school schedule.....	52
19. Time of Awareness of all the required courses	54
20. Students who did and those who did not do theses and courses concurrently.....	56
21. Reasons for working on courses and theses concurrently	57
22. A comparison of time taken to complete the programme by those who did courses first and those who combined the two	59
23. Students who claimed to or did not draw up planned schedule.....	59
24. Time candidates took Educational Research course	61
25. Time students realized a deadline	62
26. Students' opinion on average time taken by supervisors in returning theses	64
27. Level of Agreement/Disagreement between students and lecturers on the contributing factors to delay	67

CHAPTER 1

INTRODUCTION

The first set of students were admitted into Nairobi Evangelical Graduate School of Theology (NEGST) when it started in 1983, with the aim that the students would graduate with Master of Theology (M.Th.) degree in July 1986.¹

However, before the first set of students could graduate with M.Th. degree, the school changed its degree to Master of Divinity with provision for any student who would wish to obtain M.Th. degree to spend another one year, if they had maintained an overall B (3.0) average during the M.Div. programme.² Based on the above change, the first set of students graduated with M.Div. degree in July 1986 and the first M.Th. student registered in September of the same year. Also, the students with Bachelor of Divinity with at least 3.0 grade average if it is a second degree were eligible to apply for M.Th. programme.³

Initially the minimum stipulated time for the completion of the programme was one year but the maximum period for the completion was not stipulated. According to Dr. Samuel Ngewa, the then Academic Dean, on the 30th of June 1992, the Faculty members

¹ Nairobi Evangelical Graduate School of Theology, Prospectus (1983):4

² Ibid, (1986 - 1988):5

³ Ibid, (1988 - 1990):22

had a meeting and decided that the maximum time for completion of this programme would be sixteen months with effect from September 1992. He said that they also agreed that any student who is not able to complete his or her work within the maximum time allowed will be asked to go and finish it at home. The maximum time of sixteen months is set for two reasons. The first is that the Master of Theology programme has been restructured to involve a more intensive work than before. Secondly, this time limit would also prevent the students in the programme from staying indefinitely.⁴

A comparison between the 1990-92 and 1993-94 prospectuses reveal a restructuring as follows:

1. The requirements for admission into each of the areas of specializations are now stipulated.
2. There is now a clear curriculum for each of the specialization.

Problem Definition

From the data collected from the school offices, twenty-two students had so far registered for M.Th. programme out of whom fourteen had finished the course work and defended their theses. Out of these fourteen, thirteen had graduated and one is waiting to graduate in July 1995. The table below shows how long it took the students that have met all requirements for graduation to do so.

⁴ Samuel Ngewa of NEGST, interview by author, April 1993, Nairobi, Kenya.

TABLE 1. *How long Students took to complete the Programme*

Time in Months	Number of Students
10 months	1 student
18 months	2 students
22 months	2 students
24 months	3 students
34 months	1 student
36 months	1 student
42 months	1 student
48 months	1 student
58 months	1 student
60 months	1 student

The table above shows that only one student completed the programme in ten months. This student was among the two who registered for M.Th. Programme from the first set of students that were admitted into the school in 1983. Dr. Johnston, who is one of the longest serving members of the faculty, said that the student who completed the programme in ten months had almost finished his thesis for the M.Th. degree before starting on the M.Th. programme due to the explanation earlier given.⁵

⁵ P.J. Johnston of NEGST, Interview by author, April 1994, Nairobi, Kenya.

TABLE II *How long continuing Students have been on the Programme*

Time in Month	Number of Students
68 months	2
40 months	1
30 months	1
18 months	1
10 months	3

From the data in table I it is only one student who had been able to finish within the sixteen months that was later set as the maximum time to complete the programme. It is also known that only two students were able to finish at home, one of whom took five years. The other was on it for four years and ten months. What are the factors that are contributing to the overstay of students in this programme? Do the students and the lecturers agree on the perceived factors contributing to the delay?

Purpose of this study

The purpose of this study was threefold: The attempt was to bring to light the factors which might be contributing to the overstay of most of the M.Th. students in the programme. The second was to see whether the lecturers and the students agree on the perceived factors contributing to the delay. The third was to make useful recommendations to the College and Students based on the information gathered. The following factors were investigated:

Finance, adequacy of library materials, sufficiency of Thesis supervisors, Faculty turn-over, lack of specified maximum time limit at the beginning of the programme, lack of a clear curriculum for M.Th. programme at the onset, possible poor planning by the College and students and Faculty delayed response to student theses. Specific questions under each of these factors were listed in the methodology to give guidance in this study.

Significance of this study

The attempt in this study was to bring to light the factors that might be contributing to the overstay of M.Th. students in the programme. Attempt was also made to see whether the lecturers and students agree on the perceived factors. Based on this information the researcher hopes to make recommendations to the students and the school which may be helpful in finishing the M.Th. programme on time.

Research questions

The following research questions guided the focus of this study. They are:

1. What are the factors that contribute to student overstay in the M.Th. programme?
2. What are the factors most frequently perceived as responsible for overstay of M.Th. students by
 - (a) Students?
 - (b) Lecturers?
3. In what ways can the perceived factors be minimized?

Hypotheses

These hypotheses were based on information gathered from the literature and preliminary study of Master of Theology programme at NEGST. The hypotheses are stated in logical form rather than null form. Based on the research questions raised above, the following hypotheses were tested with respect to the factors that might be contributing to overstay of M.Th. students in the programme.

Hypothesis 1

H1: We would expect that *lack of finance* will be a contributor to the overstay of M.Th students.

Hypothesis 2

H1: We would expect that *lack of adequate materials from the library* will be a contributor to the overstay in of M.Th students.

Hypothesis 3

H1: We would expect that *lack of Theses Supervisors* will be a contributor to the overstay of M.Th students.

Hypothesis 4

H1: We would expect that *Faculty turn-over* will be a contributor to the overstay of M.Th. students.

Hypothesis 5

H1: We would expect that *lack of good planning by the students* will be a contributor to the overstay of M.Th students.

Hypothesis 6

H1: We would expect that *lack of good planning* by the school will be a contributor to the overstay of M.Th students.

Hypothesis 7

H1: We would expect that *lack of a specified maximum time limit* will be a contributor to the overstay of M.Th students.

Hypothesis 8

H1: We would expect that *lack of clear curriculum for M.Th programme* will be a contributor to the overstay of M.Th students.

Hypothesis 9

H1: We would expect that *Faculty delayed response to students' Theses* will be a contributor to the overstay of M.Th students.

With respect to whether the students and the faculty agree on the factors that might be contributing to the overstay of M.Th students, Hypothesis 10 was generated.

Hypothesis 10

H1: We would expect that the lecturers and the students will be in agreement on the factors that contribute to the overstay of M.Th students.

CHAPTER II

LITERATURE REVIEW

The Literature that were reviewed for the purpose of this study are divided into two parts: substantive literature and methodological literature.

Substantive Literature

Effect of Finance on Completion of M.Th

Programme at N.E.G.S.T.

It is a known fact that theological education in the Third World is dependent on foreign resources. As it were, not many theological schools in the Third World have been able to find a way of generating their funds locally. This implies that if there is delay in getting the support from the overseas donors, the programmes in question come to a standstill. According to Zorn, roughly 70% of the running expenses of the Third World theological schools still come from Foreign Countries. He also said that most of the buildings have been built with foreign funds.¹ NEGST, being a theological school, shares in this problem of depending on funds from the same place. Most of the buildings were built with funds from the West and more than 90% of the students are being sponsored by organizations from the West. One of the major donors is Tear Fund and this organization has the policy of not sponsoring a student for a second degree until the student has served for at least one year with the group that recommended

¹Herbert M. Zorn, Viability in Context: The Theological Seminary in the Third World-Seedbed or Sheltered Garden? (England: Errey Printers, Ltd. 1975), 13.

sponsoring a student for a second degree until the student has served for at least one year with the group that recommended him/her for scholarship.²

The M.Th. programme being a second degree at NEGST is bound to be affected by this policy. Some of the students sponsored by Tear Fund International during their M.Div. programme usually find themselves without sponsors during their M.Th. programme. From the data collected from the school office, 44% of the population for this study were sponsored by Tear Fund during the M.Div. programme, but 11.1% were sponsored throughout the M.Th Programme while another 11.1% were sponsored only for a part of the time they were in the M.Th Programme. This situation could contribute to the delay experienced in finishing the M.Th programme on time.

Study on Financial Viability of Theological

Education In The Third World: Dr. Herbert M. Zorn carried out a study of financial viability of Theological Education in the Third World. He studied thirty-three programmes from different parts of the Third World using mailed questionnaire and personal in-depth studies. When he asked for the sources of the capital expenditure which was spent and anticipated during the period 1966-1975, twenty-four out of thirty-three schools responded to this question. The following results were obtained. Eleven Institutions indicated that between 80 - 100% of their capital expenditure came from foreign sources. Two indicated between 50 - 70%, three said

² Patrick Okabe of NEGST, Interview by author, May 1994, Nairobi, Kenya.

local source.³

From this breakdown, more than half of the Theological Institutions still depended on foreign sources for more than 50% of their capital expenditure. This shows that Theological Education in the Third World is still very much dependent on foreign sources.

Importance of Good Library In Research Work

Thesis writing is one of the requirements for completion of the M.Th programme, without which a student cannot graduate. The researcher therefore looked at the importance of good library in research work.

A researcher starts his/her work by looking at various works that are available on his/her area of interest. This is to avoid duplication of effort and also to get a foundation on which to build his/her work. This aspect of research work is done in the library. If there is no good library to do this, it implies the researcher will be handicapped. This situation could contribute to delay in finishing any programme.

Moreover, a researcher cannot provide all the information needed on his/her work, therefore he/she depends on the library for needed information. Apeji, in his research, established the fact that "most researchers throughout the world use the journal more than any other format in their acquisition and dissemination of information."⁴ For a library to be of help to a researcher, it must then have adequate journals which provide current information

³Herbert Zorn pg. 74

⁴E. Adeche Apeji, "Nigerian Journals as Major Source of Information to Researchers in Nigeria," African Research and Documentation 52,(1990):3.

on the subject of interest. Many libraries in the Third World, due to the present economic problems, cannot get the adequate journals that are required for good research work.

This problem is expressed by Avafia who said,

The greatest handicap to libraries starting from scratch in Africa which is far from the world's book centres, is the difficulty of building up runs of journals adequate for teaching and research. Periodicals everywhere are indubitably important and are becoming increasingly expensive.⁵

In fact, many of the Third World libraries, in order to just survive, resort into canceling subscriptions to serial titles and suspending the ordering of books. This leads to deterioration in library collections and creation of gaps in journal collections.⁶ Also, the financial crisis faced by the Third World made it impossible to employ highly qualified professional librarians who could use their knowledge to improve the service needed by the students for their research work.

Apart from the problem of journals, another problem in Africa is that of books. The library is supposed to have books, or to help a student to acquire the needed books which can provide information for research work. Where such books are not available the work will either be less than the required standard or it will take a longer period than expected. The present state of libraries in the Third World does not encourage research work. This could

⁵Kwame E. Avafia, "University Libraries: The African Scene" Aspects of Africa Librarianship: A Collection of Writings, ed. Michael Wise (London: Manshell Publishing Ltd., 1985), 11.

⁶Alemna, A. A. "Libraries in Research and Scholarship in Ghana," African Research and Documentation 57, (1991): 7.

contribute to the delay in finishing any academic programme. To illustrate the point just made, the researcher here provides cases from two universities. These are: University of Kinshasa library and Lumumbashi university library.

The library of Kinshasa University: This library occupies a total floor space of 2470sq. metres and is run by three semi-qualified librarians. In 1960 - 1961, it had five hundred and forty readers. In 1986 - 87, it had eight thousand, seven hundred and twelve readers. (8000 students and 712 lecturers and researchers). In 1981 the library held 300,000 volumes. These volumes consist of old books and bound periodicals without up to date scientific information.⁷ According to Mutaboba, the situation explains why, during a survey carried out for five consecutive days in March 1987, the highest number of recorded readers entering the library in a day was seventeen. When asked why very few readers were coming to the library, librarians and readers agreed that users no longer found the documentation they needed in the University library.⁸

The librarians said that the situation was caused by lack of substantial budgets since 1976.⁹

Lubumbashi University Library:

Mutaboba enumerated the problems of this library as follows:

1. Lack of adequate building and finance;

⁷Wasonga J. Mutaboba, "Development of Libraries in Zaire: Inventory and Review of Literature, Part Two," Africa Research And Documentation 53(1990):8,

⁸Ibid.

⁹Ibid.

2. Shortage of qualified personnel;
3. Stoppage in ordering of books and periodicals as early as 1968 and
4. Lack of interest of the officials in the library.

He supported the last point with the following data. In 1971 - 72, 72 - 73 and 75 - 76 Academic years, 150 Zaires was allocated to the library. This amount was reduced to half during 1973 - 74 and 1974 - 1975 Academic years. In 1973, 12800 Zaires was allocated to buy books and periodicals but only 500 Zaires was released to purchase locally printed materials.

In 1975 - 1976, out of the 2000 Zaires received by the same University authorities, only 495 Zaires was released to the central library.¹⁰

Mutaboba continued by saying that lack of interest in University libraries means that they have to depend exclusively on external assistance.¹¹

According to the librarian of this library, "No acquisitions have been recorded since 1968 and moreover the stock is decreasing because of thefts and the deterioration of documents. In 1971, 520 subscriptions had to be canceled because of budgetary restrictions."¹²

These libraries are typical examples of the deteriorating situation of many of the libraries in Africa. This situation could contribute to production of poor work and delay in finishing of any

¹⁰Ibid:9.

¹¹Ibid.

¹²Ibid:10.

Academic programme.

Economic Crisis in Africa And It's Effect

On Availability of Thesis Supervisors

There are many reasons that contribute to non-availability of Thesis supervisors in Africa. One of such is the brain drain of experts from the continent. Some are attracted by financial reasons since salaries paid in Africa fall far below those of Western World. Others leave the continent for Europe where they would have access to right tools to practice what they have learnt. Those that did not leave the continent leave the universities to take appointment with better paying professional bodies. Financial pressure, which is a contributor to the exodus of many staff, is also preventing the expatriate from coming into the continent, since most of the African currencies are devalued¹³

J.N. Orkar continued by saying that another reason for brain drain is the negative effect of government interference in the affair of the universities. In many African universities, promotion, dismissal and transfer of principal staff are made on the basis of political allegiance, tribal affiliation or personal connections.¹⁴

Also, many of the professors are involved in politics while others leave the continent because of political instability. G.N. Nguru summarised the causes of exodus of academic staff as the following:

- (i) Intolerance of the governments to divergent views.

¹³ J.N. Orkar, "The Plight of African Universities and Scholarship and its Implications for students," Orientation Jan - Dec. (1993):13.

¹⁴ Ibid.

(ii) Poor remuneration and

(iii) Non-conducive environment for scholarly pursuit.¹⁵

Problem of lack of books, journals and opportunity to travel to other countries to attend conferences or conduct research is another reason which may be contributing to non-availability of thesis supervisors. The above situation definitely will not motivate lecturers to supervise research work since most may not be conducting research themselves. The effect of this situation is great on the African academics. Crowder expressed the observations of Professor Roland Oliver during his visit to some of the African countries by saying:

Young lecturers lecture from notes they took when they were students. More senior academics feel in many instances they could not present a paper in an international conference because they have fallen behind in their understanding of the latest research in their own disciplines.¹⁶

Non-availability of supervisors due to the situation expressed above could contribute to the delay in completion of academic programme. It can also reduce the quality of work that is done. It will also result into production of "half baked graduates" who cannot contribute anything useful to the society.

Effect of Faculty Turnover on Duration of M.Th Programme At NEGST

In a school where most of the faculty members are expatriates,

¹⁵ G.N. Nguru, "The Plight of African Universities and Scholarship and its Implications for Students," Orientation Jan. - Dec. (1993): 22-23.

¹⁶Michael Crowder "The Book Crisis: Africa's Other Famine" African Research and Documentation 41,(1986):4-5.

one of the problems that the students may encounter is that continuity in study might not be ensured due to high rate of staff turnover. This effect will be more pronounced where students' work is supervised by an expatriate who had to leave before the work is completed. In this situation the student may find it difficult to locate a supervisor who will be interested in the same topic the student is pursuing. Usually a student has to start all over again depending on the area of the new supervisor, if the student is able to find another one. This situation may be a contributing factor to delays experienced in finishing M.Th programme at NEGST. Another disadvantage is the social, cultural and communication barrier that usually exists between students and expatriate teachers. This can be reduced by indigenization of staff.

Importance of Planning

"Planning is a fact of administrative life"¹⁷ but planning is not only confined to administration. For any programme to be completed on schedule there is need for good planning. Planning is defined as, "the act of identifying a mission, assessing the social environment, anticipating the unexpected, establishing goals, and maneuvering organizational resources in a strategy designed to achieve goals."¹⁸

The above definition shows how important planning is for completion of any programme. Accepted as part of elements of

¹⁷Rex Rogers, "Proactive Stewardship: Planning in the Christian College and University," Faculty Dialogue 16(1992):59.

¹⁸Ibid.

strategic planning is the fact that uncertainty, both within an organization and in the environment outside it must be recognized. Looking at the above element, a student undertaking the M.Th programme must be able to recognize uncertainty such as, supervisor going on holiday, non-availability of relevant literature, insufficient finance and so plan accordingly.

Another element of strategic planning is the fact that longer term views in which the full implications of day to day decisions can be considered must be established.¹⁹ This is applicable to any student who desires to complete his/her work on schedule. He/she should be able to draw a time-table based on the time allocated for his/her programme. This will serve as a guide to the individual. These two elements of strategic planning discussed above are applicable to the administrator of a school such as NEGST. He/she must be able to recognize uncertainty, such as whether an invited lecturer will turn up or not, and make alternative arrangements. He/she must be able to establish long-term view within which day-to-day decisions are made. Lack of good planning by students and administration may be contributing to the delay experienced in completing programmes of study.

A study was conducted by Joseph Yego, the one time Dean of Daystar International Institute.²⁰ This was in attempt to correlate perceived present and future needs of church and church school administrators in Kenya and to develop an appropriate

¹⁹Ibid:62.

²⁰Josephat Yego, "Development of Preparation Programme for Administrators," East Africa Journal of Evangelical Theology. vol.1, Double Issue(1982):37.

preparation programme for pastors and church school administrators based on the results of the analysis of the correlation.

Dr. Yego used a structured questionnaire to collect the needed information. He listed ten administrative functions and responsibilities. They are:

Managing money; planning; motivating; counseling; conducting meetings; decision making; managing conflicts and human relations; managing time; organizing; and working in the organizational structure. He asked the respondents to rank them based on experience from present job and on the future needs of the church.

Planning was ranked as the most important administrative function by all respondents based on present job as well as future needs of administrators. This shows how important planning is, and when it is not properly done, every aspect of an organization will be affected including programme of study, in the case of schools.

Unstated Curriculum And The Duration of M.Th Programme

Looking at the old prospectus, which most of the informants were evaluated by for graduation, there was no specifically stated curriculum for each of the specializations in the M.Th. programme. The researcher therefore decided to look at various literature on curriculum.

Curriculum is defined as, "all that is planned to enable the students acquire and develop the desired knowledge, skills and attitudes."²¹ A curriculum consists of three elements which are, objectives, learning activities and student assessment. For a

²¹G.P. Oluoch, Essentials of Curriculum Development, (Nairobi;Kenya: Elimu Bookshop Ltd. 1982),7.

curriculum to be regarded as being clear, the objectives that are intended to be achieved must be stated. Also, there must be stated learning activities that are planned for, through which desirable learning will be expected to take place. Also, the criteria for evaluation of learning must be stated. All these form the means of acquiring the skills, knowledge and attitudes. Lack of clearly stated curriculum could contribute to the delay experienced in finishing a programme of study in that students may not know the details of what is required of them for graduation, hence they may be busy doing what is not expected of them.

Relationship Between Student Aptitude and Completion of Programme on Schedule

V. B. Cole conducted a study on how aptitude correlates with likelihood to graduate on schedule among JOS ECWA Theological Seminary (JETS) students between 1984 - 1989. He went out with the hypothesis that: high aptitude students in the degree programmes are more likely to finish on schedule at JETS than their counterparts with low aptitude. Conversely, low aptitude students in the degree programmes will tend to become spill-overs. He measured aptitude by Grade Points Average(GPA).

In his study he found out that thirty six candidates had successfully completed degree requirements at the time of the study. Out of this thirty six, only sixteen actually finished on schedule. He found out that the average GPA of the twenty students that did not graduate on schedule was 2.8, while the average GPA of the sixteen students who did graduate on schedule was 3.13.

There was a clear 0.33 difference between the kind of student who was likely to finish on schedule and the kind of student who was likely to become "spill over"²² at JETS, according to this study. From the findings, the researcher's hypothesis that: High aptitude students in the degree programmes were more likely to finish on schedule at JETS than their counterparts with low aptitude was confirmed. Student aptitude could be a contributing factor to the overstay of M.Th students at NEGST.

Methodological Literature.

For this study data was collected by the use of open-ended and closed-ended questionnaires and also data was collected from students' files. Various literature were reviewed on methods of data gathering such as interview, questionnaire and data from records.

Interview: "The interview is in a sense an oral questionnaire. Instead of writing the response, the subject or interviewee gives the needed information orally and face to face."²³ Interview method of gathering data is regarded by many experts as being superior to other forms of data gathering in that people are usually more willing to talk than to write. Also, after the interviewee has been able to develop confidence in the interviewer, certain information that the subject may not be willing to put into writing may be given. This will give more accurate information

²²Victor Babajide Cole, "How Aptitude Correlates with Likelihood to Graduate on Schedule among JETS Students," A paper presented at the meeting of the Board of Governors of JETS, working paper no. 2, 13th and 14th October 1989, p.1, JOS, Nigeria.

²³John W. Best and James V. Khan, Research in Education, 6th ed. (America: Prentice Hall Inc., (1989) 201.

than any other form of data gathering. Another advantage of this method is that questions that are not clear to interviewees may be clarified. Interview provides a way of checking the truthfulness of the responses by seeking the same information in another way.²⁴

The interviewer must make adequate preparations by providing questions which will serve as guide to his/her interview. Such questions must be able to bring out the desired responses. In interview, it is better to provide open-ended questions which will allow the subject to give the response in his/her own words. This will provide a greater depth of response.

Interview may also be structured or unstructured. Structured interview is one in which the procedure to be followed cannot be changed. The interviewer must not rephrase any sentence or word. Questions are presented to all subjects in the same order. This type of interview limits the depth of information that can be collected because of the formality of the questions. The unstructured interview allows for greater depth of responses in that the interviewer is free to change the timing of the questions, rephrase questions depending on the response of the subject.²⁵ The limitation of this method is that the interviewer must be skilled, also some interviewees may not be frank and free in their responses.²⁶ An interview like any other method of data

²⁴ Ibid.

²⁵ Lokesh Konl, Methodology of Educational Research, (New Delhi: Vikas Publishing House PVT Ltd., 1984), 174.

²⁶ Ibid:176.

gathering must be reliable and valid.

Questionnaire:

This is a popular means of collecting all kinds of data in research. A questionnaire is either administered personally to a group of individuals or they are mailed to them. This will save time and money needed to travel. When questionnaire is administered personally, the subject is able to ask for clarification of questions that may not be clear. Also the researcher is able to explain the purpose of the study. Where the members of the population are scattered, it is impossible to administer questionnaire personally. When questionnaires are mailed out many of them may not be returned or the answers provided may be very vague.

A questionnaire may be open-ended or closed-ended. Closed-ended questionnaires are those which call for short responses. The open-ended questionnaire allows for a free response in the subject's own words.²⁷

For this study open-ended and closed-ended questionnaires were used to collect data. This is because the population is small. If it were a large population, an open-ended questionnaire could be administered first to a small percentage of the population and the responses could be used to draw a closed-ended questionnaire which will be used on the wider population. V.B. Cole, in his attempt to investigate the concept of pastoral leadership and the sources from which those concepts were derived among the Evangelical Churches of West Africa (ECWA), interviewed a very small percentage of the population of study by asking open-ended questions. From the

²⁷ Ibid:142,144.

responses of the interviewees he developed closed-ended items.²⁸

Data from Records:

In order to know what data the researcher will collect from the records, the problem of the researcher must be well defined. It is important that the data are copied accurately. It is also important to make the data collected clear by explaining the facts about the data. In copying numerical data it is essential that the researcher anticipates how the data will be recognized and summarized. In the case where data have to be collected from different places, it is important to make sure that the words that are used to describe the data in different places have the same meaning. It is important that accuracy of the source be checked by comparing data from one source with the same data reported in another place. To collect data from students' files, permission must also be taken from the administrator of the school. The data collected must also be treated confidentially.²⁹ Jacob Kibor in his attempt to study the growth and Development of the African Inland Church in Marakwet Kenya collected data from church records, of the Africa Inland Mission Archives.³⁰ Also, John Adeniji in his study of the Dynamics of the Pastors' impact on the Laity for

²⁸ V.B. Cole, "Leadership Criteria and Their Sources Among ECWA Churches of Nigeria: Implications for Curriculum in Ministerial Training," (Ph.D. Diss.; Michigan State University, 1982), 64-65.

²⁹ Max D. Engelhart, Methods of Educational Research, (Chicago: Rand Mc Nally and Company, 1972), 92-95.

³⁰ Jacob Kibor Zablon, "The Growth and Development of the African Inland Church in Marakwet Kenya," (M.Th. Thesis, Nairobi Evangelical Graduate School of Theology, 1992) 2.

Church Growth among the Pentecostal Assemblies of God in Nyamira District of Western Kenya collected data from Church records.³¹ Also, for this study, the researcher collected data from NEGST records.

Ranking Procedure

Ranking procedure is a method widely used by researchers especially in finding out reasons behind particular actions, in that preferences for an act are usually not depending on only one factor but on a number of them. For example there could be many reasons why a person chose to pursue a particular career.

In such cases it will be better to ask the respondent to give two or more reasons in order of importance or preference. This ranking of items makes possible a useful method of analysis. Items may be weighted in inverse order.³² For example, if five items are to be ranked, it is appropriate to assign weighting as follows:

1st choice 5, 2nd choice 4, 3rd choice 3, 4th choice 2,
5th choice 1.

In this study, ranking method was used, in that there might be many factors contributing to the overstay of students in the M.Th. programme. Each factor might also not contribute to the overstay equally. Respondents were asked to rank the first five factors they have identified as contributing to their overstay.

³¹ John Adeniji , "Pentecostal Assemblies of God in Nyamira District of Western Kenya: A Study of the Dynamics of the Pastors' impact on the laity for Church Growth," (M.A. Thesis, Nairobi Evangelical Graduate School of Theology, 1993) 33.

³²John W. Best and James V. Khan , Research in Education, 6th ed. (America: Pretice Hall Inc., 1989), 214.

Holt and Keats in their attempt to investigate (a) the variation in work cognition structure across four ethnic groups, and (b) the effects of multicultural interaction on the modification of work cognition structures of ethnic group members, also asked the respondents to rank the eleven goals which composed of non-work (family and community) and work oriented items.³³ The literature that have been reviewed in this chapter gave the researcher an idea of the factors that could be contributing to the overstay of M.Th students in the programme. They also enabled the researcher to know the appropriate method to use in the investigation of the factors. For example, ranking procedure was used in that there might be many factors contributing to the overstay. Questionnaires were also used to gather information and data were also collected from the school offices.

³³ John Holt and Daphne M. Keats, "Work Cognition in Multicultural Interaction," Journal of Cross Cultural Psychology., Vol. 21, No. 1 (1990): 5-47.

CHAPTER III

METHODOLOGY

To achieve the threefold purpose of this study as stated in chapter one, questionnaires were administered to the M.Th students who registered before September 1993 and all the previous and current first readers of these students. Data were also collected from the Records and Admissions office.

The Population

For this study there were two sets of population. The first was made up of two groups. The first group consisted of students that spent more than one year in the M.Th programme when the minimum time set was one year, but without a maximum time limit. The second group consisted of students that have been in the programme for more than sixteen months after the maximum time for the completion of the programme was set at sixteen months, as explained in chapter one. The two groups of the first population were referred to as students who overstayed in the M.Th programme. This first population included those who have graduated, those who have completed the course work, defended their theses and were waiting for graduation; and those that have not met all requirements for graduation. This population was eighteen in number. Of the eighteen only one individual was a female, and only one other individual who was unmarried.

The second population was made up of nine lecturers who either had supervised or were supervising the students' theses as

first readers. They hold doctoral degrees in their areas of specializations. Two of them had each seen three theses through and one of the two is currently supervising one more. Two others had each seen two theses through. Four had each seen a thesis through, and the last person was supervising a thesis for the first time. All members of this population are men. Due to the fact that it is not all the members of this population that were accessible for interview, a self administered questionnaire was used to collect information from them.

Sampling

There was no sampling because the population was quite small. Attempt was made to collect information from each member of the two sets of population.

Designing Instrument

The instruments that were used to gather information from students were of two types. One was for those who have graduated, and those who have met all requirements for graduation. This is included as appendix A. The other one was for those who have not met all requirements for graduation. This is included as appendix B. Each of the questionnaire is divided into parts A, B and C. The first part(A) consists of twenty six items developed by the researcher. Some of the items are closed-ended while some are open-ended. The purpose of the closed-ended items was to quantify the responses that could be quantified. The open-ended items were to enable the respondents say what they had in mind in their own words.

Part B contains a list of factors which could have contributed to the delay experienced by most of the M.Th students. The students were asked to identify the top five factors that may have contributed to their overstay and to rank them. Part C contains two questions which enabled the respondents to make useful recommendations. Although the students were not asked directly whether a particular factor contributed to their overstay in the programme using the items on the questionnaire, but the responses to each of the items suggested whether a particular factor contributed or not.

In constructing the items on the questionnaire three steps were taken by the researcher. First, the researcher looked through the literature to see the factors that could contribute to delay in completing any Academic programme. From the literature the following factors were gathered. They are: Lack of finance, inadequacy of library materials, insufficient thesis supervisors, high rate of faculty turn-over and lack of good planning by the College and students. Based on these factors, items 3-23 in part A of the questionnaire were generated.

Secondly, the researcher did preliminary study of the M.Th programme at NEGST by studying various prospectuses of NEGST and also by discussing with a few M.Th students. From this preliminary study, the following factors were gathered as those that might be contributing to the overstay of M.Th students in the programme. They are: Initial lack of time limit, lack of stated courses, faculty delay of students' theses, and again lack of good planning by the College and students. Based on the

first three factors, items 24-26 were generated. These items were designed to find out the extent to which any of the factors could have contributed to the overstay of M.Th students in the programme.

Based on the factors gathered from the literature and the preliminary study of the M.Th programme, three research questions were raised in chapter 1. From these research questions, ten hypotheses were stated. Nine of the hypotheses were tested using items 3-26 in part A of the questionnaire. (See Appendixes A & B), while the tenth hypothesis was tested using the responses that were given to part B of the lecturers and students' questionnaires. For example, in asking whether lack of finance was a contributing factor to the overstay of M.Th students in the Programme, a question like this was asked:

To what extent did lack of finance contribute to the delay you experienced in the M.Th. programme? (Please tick one).

- a. Very large extent -----
- b. Large extent -----
- c. Small extent -----
- d. Very small extent -----
- e. Not at all -----

The questionnaire that was used to gather information from the lecturers was also divided into three parts. The first part (A) consists of items 1-6. The responses of lecturers to these items were reported in summary form. The second part (B) of the

questionnaire consists of a list of factors that could have contributed to the overstay of M.Th students in the programme. The lecturers were asked to list the top five factors they thought could have contributed to the overstay of most M.Th students in the programme, in the magnitude they thought each factor was contributing to the delay, starting with the one that was contributing most to the least. The third part (C) enabled the respondents to make useful recommendations as to how the factors that were said to have contributed to the delay could be minimized.

Jury Procedure: The third step in the building of the instrument was the setting up of a jury of five to deal with the issue of validity and reliability. The jury checked the items on the questionnaire for clarity.

The jury was made up of highly competent and knowledgeable persons. Each of them holds a doctorate degree in his area of specialization. Four of them are full-time lecturers at Nairobi Evangelical Graduate School of Theology, while the fifth one is a part-time lecturer at the same institution.

In the juror's evaluation of each item on the questionnaire, a validity co-efficient of 0.80 was used for passing an item. This means that four out of five jurors agreed on the extent to which an item clearly expressed what is intended (that is, validity).

In the same way, a reliability co-efficient of 0.80 was used for passing an item when the jurors re-evaluated the corrected items two weeks after their initial evaluation. The

issue of reliability is an attempt to assess consistency or clarity of the items over time.

In their evaluation, the jurors refined some of the questions through suggestions for clarification of items. These suggestions were incorporated into the questionnaire both after their initial evaluation and their subsequent one.

Pilot Testing

The questionnaire for the students was pilot-tested among M.A. students in the Christian Education programme. The M.A. Christian education students were chosen because thesis writing is a requirement for them just as with the M.Th. programme. Also, it was observed that most of the students in Christian Education had not finished within the stipulated two years. The students for this pilot-test included two students who finished the programme within three years and two who have not finished despite the fact that they have been on the programme for more than three years. The purpose of the pilot test was to see whether the items were clear and valid.

The responses given to the items indicated that all the items were clear and valid except for one. The item that was not clear was reconstructed and taken back to the four students who certified that the item measured what it was intended to measure.

Moreover, the questionnaire for the lecturers were pilot-tested among two of the M.Th. lecturers. Their responses indicated that the items were clear and valid.

Entry Process

The researcher obtained a letter of introduction from the Academic Dean of NEGST which introduced the researcher to the members of the population. In addition, the researcher wrote a personal letter to the respondents to explain the purpose of the research. By doing this, the researcher received co-operation from the respondents.

Research Design

For this research, information was collected from the students using questionnaire and ranking procedure as explained above. The lecturers were provided with the same factors as the students. They were asked to list the top five factors that they thought have contributed to the overstay of most of the M.Th students in the magnitude they thought each factor was contributing to the delay starting with the one that has contributed most to the least factor. The responses of the lecturers were compared with those of the groups of students, that is, those who have met the requirements for graduation and those who have not.

In addition to collecting data from students and lecturers, the following data were collected from the school office: How long it took each student who had finished to do so; How long a student who had not finished had been on the programme. The data collected from the school office are reported using tables as shown in chapter I.

Administering Instrument:

The researcher distributed the questionnaire to the respondents who

were around, but mailed the questionnaires to the respondents who were far away. The respondents self-administered the questionnaires. The questionnaires that were distributed to the students had a 100% returns, while those that were mailed had a 44% returns. The questionnaires that were administered to the lecturers had a 100% returns.

Methods of Data Analyses

Part A of the students' questionnaire consisted of twenty -six items. Some of which are closed-ended items while the others are open-ended. Both qualitative and quantitative methods of analyses were conducted in part A of students' questionnaire. The responses to open ended items which were meant to probe for reasons for the answers given to closed ended items are treated qualitatively. The responses to closed-ended items are treated quantitatively. Due to the limited number of the populations under study, it became unnecessary to perform statistical tests of significance. In qualitative analysis data are studied for the purpose of deriving certain general patterns. The responses to closed-ended items are presented in summary form using tables. Analyses were done in some cases taking into consideration the two categories A & B of the students: The two categories are those that registered for M.Th after 30/6/1992 (A) and those that registered before the same date (B) see table 3.

TABLE 3 *Categories of Students*

Category of Students	No of students
Students who registered after 30/6/92 (A)	2
Students who registered before 30/6/94 (B)	16
TOTAL Number of the population	18

Part B of the students' questionnaire contains nine factors which are the same as those that were tested in part A except that they were expressed differently. Students were asked to rank five out of the nine factors that might have contributed to their overstay in the programme. The ranking order of the factors was calculated and presented in a table. The purpose of the ranking was to check the consistency of the students' over the opinions they expressed to the items in part A of the questionnaire.

Part C consisted of two items which were meant to learn from the students how they thought the factors they identified as contributing to their overstay could be minimized. The responses to these items were presented in summary forms.

The following independent variables were used in the analyses of the students' responses. They are: Lack of finance; Inadequacy of Library Materials; Lack of Thesis supervisors; Faculty turnover; Lack of good planning by the students; lack of good planning by the school; lack of a specified maximum time limit at the onset; lack of clear curriculum and Faculty delayed response to students theses.

Part A of the lecturers' questionnaire contained six items which were meant to gather the informations reported in Appendix D.

Part B of the lecturers' questionnaires consisted of the same factors as in part B of students' questionnaire. Lecturers were also asked to rank the factors they thought could be contributing to the overstay of the students. The rank order of the factors was also calculated and presented in a table form. This was to compare students' and lecturers' responses on the perceived factors.

Part C consisted of only one item which was meant to allow lecturers to suggest how the factors they perceived as contributing to the overstay could be minimized.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

Introduction

Findings are reported in three parts. The first part deals with the rate of returns of the questionnaire, the ranked factors that are thought by both groups to be contributory and findings on the research question 1. Research question I deals with factors that may be contributing to the overstay of M.Th students in the programme, and it covers the research hypotheses 1-9. The second part deals with research question 2. This research question is on whether the lecturers and students are in agreement on the factors perceived as contributing to the overstay. The third part deals with research question 3. This research question deals with the suggestions of students and lecturers on how to minimize the factors perceived as contributing to the overstay.

The findings to the three research questions are presented in this chapter. The ten hypotheses raised in chapter one are also tested. Confirmation or rejection of these hypotheses cannot be taken with any degree of statistical confidence since the researcher did not test for levels of significance. The researcher gave only a face value estimation of confirmation or rejection of the hypotheses.

Questionnaire returns

Table 4 shows the rate of returns on the questionnaire either distributed or mailed out to students and lecturers. Overall

81.5% response was obtained. All the lecturers returned their questionnaires (100%). The students had 72% returns. The students who did not respond to their questionnaire are from those that are in other countries apart from Kenya. The questionnaires were mailed to them. All the students who received questionnaires by hand returned them.

TABLE 4 *Rate of Questionnaire Returns*

	No. of Questionnaire sent out	No. of questionnaire returned	%
Students'	18	13	72.0
Lecturers	9	9	100.0
TOTALS	27	22	81.5

The Ranked Factors That Are Thought by both
Groups to be Contributory to Overstay

Table 5 *Students' ranked Order of Factors contributing to overstay.*

Factors	Mean	Order
1. Inadequacy of library materials	4.28	First
2. Lack of clearly stipulated courses	4.20	Second
3. Lack of finance	3.71	Third
4. Lack of clearly set our list of courses per term	3.40	Fourth
5. High rate of faculty turn-over	3.33	Fifth.

The ranking reported in table 5 suggested that the students

did not perceive themselves as contributing to their overstay in any way. The factors that could have involved them as contributing factors were not ranked as one of the five factors responsible for their overstay. On the other hand, the school to a large degree, and the lecturers to a lesser degree were perceived as the main root cause of the overstay.

TABLE 6 Lecturer's Ranked Order of Factors Contributing to overstay.

Factors	Mean	Order
1. Lack of clearly stipulated courses	4.0	First
3. High rate of faculty turn-over	4.0	First
3. Lack of strict deadlines	4.0	First
4. Faculty delayed response to students' theses	4.0	First
5. Inadequacy of library materials	3.5	Fifth

Table 6 shows that four factors were ranked equally by the lecturers. Tables 5 and 6 are presented at the beginning of this chapter because they are constantly referred to in analysing items one to twenty-six in part A of the student's questionnaire.

The above ranking, like the students', suggested that the lecturers too did not perceive the students as contributing to their overstay in any way. They, like the students, perceived both themselves and the school as contributors to the overstay of students in the M.Th programme.

Possible factors Contributing to Overstay
As indicated By Students and Lecturers.

The related research question is as follows:

Research Question 1

What are the factors that are contributing to student overstay in the M.Th Programme?

Lack of Finance.

The related hypothesis is as follows:

Hypothesis 1

H1: We would expect that lack of finance will be a contributor to the overstay of M.Th students.

TABLE 7 *Opinion of Students on the Extent to which lack of Finance Contributed to the Overstay.*

N=13		
	Frequency	%
Very large Extent	2	15.38
Large extent	4	30.76
Small extent	3	23.07
Very small extent	---	----
Not at all	4	30.76
TOTALS	13	100.00

Table 7 shows that 30.76% of the respondents felt that lack of finance contributed to their overstay to a large extent. On the other hand the same proportion of the respondents felt that lack of finance did not contribute to their overstay in any way.

The data in this table show that this group of students did not agree among themselves on whether lack of finance was either contributing to their overstay or not. This is because 46.14% of the respondents felt that lack of finance either contributed to their overstay very largely or to a large extent. However, 53.83% felt that lack of finance either did not contribute to their overstay at all or it had contributed only minimally. The ranking of this factor by the students seems to be consistent with the opinion they had expressed by ranking it as the third factor. This is a moderate ranking.

The lecturers on the other hand did not perceive this factor as contributing to the overstay of students. They did not even rank it as one of the first five factors that could be contributing to the overstay.

The data available points to the rejection of this hypothesis, but since the researcher did not do test of significance this hypothesis cannot be rejected with any degree of certainty.

Inadequacy of Library Materials.

The related hypothesis is as follows:

Hypothesis 2.

H1: We would expect that lack of adequate materials from the libraries will be a contributor to the overstay of M.Th students.

Table 8 below shows how available were the information needed for theses work at NEGST library.

TABLE 8 Availability of Information Needed in NEGST Library.

	N = 13	
	F	%
Fully available	6	46.16
Partially available	2	15.38
Not available	5	38.46
TOTALS	13	100.00

The data in table 8 show that a good percentage of the respondents (61.53) either got all or some of the information they needed at NEGST library. Only 38.46% said they did not get any information from the same library. The former group is much bigger than the latter.

Table 9 throws more light on how available were the information needed for theses when other libraries are taken into consideration as well.

TABLE 9 Availability of Information Needed in NEGST and Other Libraries.

	N = 13	
	F	%
Fully available	9	69.23
Partially available	3	23.7
Not available	1	7.69
TOTALS	13	99.99 = 100

The situation looks better when other libraries were taken

into consideration. 92.30% of the respondents indicated that they either got all or some of the information they needed from NEGST or other libraries. Only 7.69% said they did not get any information in any of the libraries. 7.69% is not significant when compared with 92.30%. This finding suggests that majority of the respondents had no problem with getting the needed information for theses in the libraries.

However, inadequacy of library materials was ranked by the students as the first factor contributing to their overstay. This ranking is not consistent with 92.30% of the respondents who indicated that they got all or some of the information needed in the libraries accessible to them. The students seem to have exaggerated the problem of inadequacy of library materials by ranking the factor as the first.

The lecturers ranked this factor very low. It was ranked as the fifth factor contributing to overstay. This indicates a disagreement between the two groups on how much inadequacy of library materials may have contributed to the overstay of M.Th students.

However, the lecturers' ranking is more consistent with the other data available than the ranking done by the students or otherwise. The available data discussed above indicates a likely rejection of hypothesis 2 but since a test of significance was not performed this hypothesis cannot be rejected with any level of certainty.

Lack of Thesis Supervisors

Hypothesis 3

H1: We would expect that insufficient thesis supervisors will be a contributor to the overstay of M.Th students.

Table 10 shows that 58.34% of the respondents to this question indicated that they got their supervisors easily, although none indicated finding supervisor to be very easy. 41.66% of the respondents however indicated that it was difficult for them to get supervisors. Although the percentage of the respondents that indicated ease with finding supervisor is slightly higher than those that said they found it difficult to get supervisors, the percentage of the latter group is also high.

TABLE 10 *The Ease of Obtaining Supervisors*

	N = 12	
	F	%
Very easily	-	-
Easily	7	58.34
Difficult	5	41.66
TOTAL	12	100.00

It is worth noting that the only student who said he opted out of the programme willingly stopped responding to questions from this point on. That is why N = 12.

We should now show how rampant it was among these respondents to change thesis topic due to lack of experts.

Table 11 shows that only 16.6% of the respondents changed thesis' topics because of lack of experts in those areas they initially wanted to research on. 8.33% of the respondents changed thesis topic because of other reasons. In all, only 25% changed thesis topic. 75% did not. This data suggest that it is not a common thing among these respondents to change thesis topic for any reasons not to talk of changing of topic because of lack of experts. Lack of supervisor was not among the first five factors ranked by the students. This ranking is consistent with the opinions expressed above. Although 41.6% of the respondents said they found it difficult to find supervisors, only 2 students out of 12 said they changed thesis topics because of lack of experts.

TABLE 11 Students who changed topics due to lack of experts or other reasons and those who did not.

	N = 12	
	F	%
Students who changed topic for lack of experts	2	16.67
Students who changed topic for other reasons	1	8.33
Students who did not change topic	9	75.00
TOTALS	12	100.00

Both the lecturers and the students are in agreement on how much this factor might have contributed to the overstay. Like the students, the lecturers too did not rank lack of supervisors as one of the first five factors contributing to the overstay. Therefore

all the available data would point to the rejection of this hypothesis. However, since the researcher did not do test of significance this hypothesis cannot be rejected with any level of certainty.

Faculty turn-over

Hypothesis 4

H1: We would expect that faculty turn-over will be a contributor to the overstay of M.Th students.

Table 12 shows the rate of change in supervisors.

The data in table 12 shows that 70% of the respondent in category B changed supervisors. Those that changed supervisors are more than half of the total respondent. (58.54%). This is very high. Only 41.66% of the the total respondents did not change supervisors. It is worth noting that the two students in category A did not change supervisors. This may point to a more stable faculty by the time students in category A came into this programme, although they are only two in number.

TABLE 12 *Rate of Change of Supervisors.*

	Category A N=2		Category B N=10		Total N=12	
	F	%	F	%	F	%
Changed Supervisor	-	-	7	70	7	58.3
Did not change Supervisor	2	100	3	30	5	41.6
TOTALS	2	100	10	100	12	100.0

The reasons given by the students for change of supervisors are reported in table 13.

Table 13 *Reasons for changing Supervisors.*

Reasons	F	%
1. Supervisor left NEGST	4	57.1
2. Change of approach to thesis; change of focus	2	28.59
3. Supervisor coming to NEGST one term in one Academic year	1	14.29
TOTALS	7	100.00

The data in table 13 shows that although seven students changed supervisors, only four did so as a result of faculty turn-over. The number of students that changed supervisors due to faculty turn-over is a third of the total respondents in this study. Two others said they changed supervisors because of change of focus or approach to their theses. The last one did so because the supervisor came only one term in an Academic year.

The effects that change of supervisors might have had on thesis writing of students are reported in table 14

TABLE 14 *Effect of changes of supervisors on Students' Writing*

<i>Effect on Thesis Writing</i>	F	%
1. Rewriting of proposals which delayed their approval	4	57.10
2. No effect	1	14.28
3. Slow reading/inconsistent supervision by new supervisors	2	28.56
TOTALS	7	100.00

The data in table 14 shows that four out of seven that changed supervisors complained of having to rewrite their proposals, which delayed the approval of those proposals. Two complained of their new supervisors either not reading their work on time or not consistent in supervision. Only one said change of supervisor had no effect on his writing work. Six out of the seven students (85.66%) said they experienced a slow down in the progress of their thesis as a result of change of supervisors. On the whole change of supervisors seems to have affected the students' writing work.

How long it took students that changed supervisors to find replacements is reported below in table 15:

TABLE 15

*How Long it took Students to Find
other Supervisors*

	N=7	
	F	%
<i>Within 3 months</i>	5	71.43
<i>Within 6 months</i>	2	28.57
<i>Within 9 months</i>	-	-
<i>Within 12 months</i>	-	-
<i>More than 12 months</i>	-	-
<i>TOTALS</i>	7	100.00

The data in table 15 shows that 5 out of 7 students (71.43%) that changed supervisors got replacements within a reasonable time of three months. Only 28.57% indicated that they got replacement within six months.

From the complaints the students that changed supervisors gave in table 14, the cause of delay seemed to be due to working with new supervisors not because it took so much time to get replacements.

However, faculty turn-over was ranked by the students as the fifth factor (last) contributing to their overstay. This is a low ranking and it is consistent with the fact that only a third of the total respondents changed supervisors as a result of faculty turn-over.

On the other hand the lecturers ranked faculty turn-over as the first factor contributing to the overstay of students! This shows a sharp contrast between how the lecturers and students perceived this factor as far as its contribution to the overstay.

Although change of supervisors affected the writing work of students, however, it is only a third of the respondents who changed supervisors as a result of faculty turn-over, therefore the hypothesis seems not to be sustained. Since test of significance was not done we do not know the degree to which it could have been rejected.

Lack of Good Planning by the School.

Hypothesis 5

H1: We would expect that lack of good planning by the school will be a contributor to the overstay of M.Th students.

Table 16 shows the number of students who agreed that there was/wasn't a clear list of courses per term among the two categories of students (A & B).

Table 16 shows a split among the category B students on whether there was a list of courses or not. Students in category A agreed among themselves that there was a list of courses per term, but the sample is small. This data suggest a group of students who did not agree among themselves as to whether there was a clear list of courses or not.

TABLE 16

Students who agreed that there was/wasn't a clear list of courses per term.

	Category A		Category B		Total	
	N=2		N=10		N=12	
	F	%	F	%	F	%
Agreed to existence of clear list of courses	2	100	5	50	7	58.4
Disagreed on existence of clear list	-	-	5	50	5	41.6
TOTALS	2	100	10	100	12	100.0

Table 17 shows the opinion of the students on whether the listed courses were followed as scheduled.

The data in table 17 reveals a split in each of the two categories of students as to whether the courses they said were listed were followed through or not. Therefore the respondents evidence cannot be relied upon at this point.

Since students' opinion were not consistent, the researcher turned to the school record. The researcher collected time tables from September 1986 to May term 1994 to see whether M.Th courses were scheduled, and if they were scheduled to see whether the schedules were followed as planned.

Time tables for January term 1990, May term 1990 and January term 1991 were not available. Courses taken during inter-terms were not considered because most records for inter-terms were not available.

From the examination of the time tables only 1993/94 Academic year time table had four courses designated as M.Th courses. On

TABLE 17 *Students' Opinion on Whether the Listed Courses Were Followed.*

	Category A		Category B		Total	
	N=2		N=5		N=7	
	F	%	F	%	F	%
Agreed listed courses followed	1	50	2	40	3	42.85
Disagreed listed courses followed	1	50	3	60	4	57.15
TOTALS	2	100	5	100	7	100.00

the other time tables there were no specified M.Th courses. The researcher cross-checked the courses that were recorded in the students' transcripts with the courses scheduled on time-tables. This is to see how many of those courses accepted for M.Th programme were planned for.

Table 18 displays the number of courses accepted for M.Th programme, which are either present or absent from the school time-tables in each academic year.

Table 18 shows that 43.13% of the courses accepted for M.Th programme for this group of students were not on the schedule. This implies that they were not planned for by the school. 56.86%, were on the schedule.

TABLE 18

Accepted M.Th Courses Present/Absent on School Schedule.

Academic year	Present	Absent
1986/87	6	8
1987/88	7	2
1988/89	7	6
1989/90	2	3 Two terms missing
1990/91	7	6 One term missing
1991/92	16	5
1992/93	11	13
1993/94	2	1
TOTALS	58	44
% of courses Present or absent	56.86	43.13

Another fact that was revealed was that most of the courses accepted for M.Th programme are for students in the M.Div programme. Also, not only were many courses not on the time table, but some of the courses recorded in the transcripts had no course description. They only bore the description, "independent courses"

These discoveries suggest absence of courses for M.Th programme. Also a good percentage of the M.Div courses which were taken for M.Th programme were not on the schedule. Since there were no courses for M.Th programme, the school had very little to plan for.

Lack of clearly set out list of courses was ranked by students as the fourth factor contributing to their overstay. This is a low ranking when compared with the available data from the records which reveal a degree of non-availability of courses for M.Th programme. The perception of students on this factor is a contrast to the available facts from the record. This factor was not ranked by the lecturers as among the first five factors contributing to the overstay.

However, despite the perception of students and lecturers, since the record suggests wide spread lack of courses for M.Th programme, which points to lack of proper planning by the school, the hypothesis seems to be sustained. Only a test of significance can indicate the degree to which this hypothesis would or would not be confirmed. Even then, respondents' opinions do not match with the facts available on record.

Lack of Clear Curriculum

Hypothesis 6

H1: We would expect that lack of clear curriculum will be a contributor to the overstay of M.Th students.

Table 19 shows when the students said they were aware of all the required courses for the programme.

The data in this table shows that 25% of all the respondent claimed to be aware of all the required courses from the beginning of the programme. All these students are from category B. 75% of all the respondents claimed to be aware of all required courses in

the course of the programme. These students are from both categories. It is interesting to note that out of the three students that indicated that they were aware of all the courses required of them when they started the programme, two did not even

TABLE 19 *Time of Awareness of All the required courses.*

	Category A		Category B		Total	
	N=2		N=5		N=7	
	F	%	F	%	F	%
At the start of the programme.	-	---	3	30	3	25
During the course of The programme	2	100	7	70	9	75
Not at all	-	-	-	-	-	-
TOTALS	2	100	10	100	12	100

set deadlines for finishing. The third student who completed did so in 60 months. Out of nine students that claimed to be aware of all the required courses in the course of the programme, eight had completed the programme. These eight completed in an average time of 32 months. The ninth person was still on the programme at the time of this study. Considering the fact that those who claimed to be aware of all the courses at the start of the programme did not complete earlier than those who claimed not to, one may be tempted to conclude that lack of clear curriculum may not have contributed to the overstay.

On the other hand, lack of stipulated courses was ranked as the second factor contributing to the overstay by the students. This ranking is consistent with 75% of respondents who said they were aware of all the required courses in the course of the programme. This percentage is high when compared with 25% who said they were aware of all the courses at the start of the programme.

The lecturers also shared the same perception with the students in that the same factor was ranked by them as one of the leading contributors to the overstay. All evidences point to confirmation of this hypothesis. Although test of significance was not done by the researcher, the hypothesis cannot be confirmed with any level of certainty.

Lack of Good Planning by the Students

Hypothesis 7

H1: we would expect that lack of good planning by the students will be a contributor to the overstay of M.Th students.

Table 20 shows the students who did the course work concurrently with the thesis and those that did not from the two categories of students.

TABLE 20

Students who did and those who did not do theses and courses concurrently.

	Category A		Category B		Total	
	N=2		N=10		N=12	
	F	%	F	%	F	%
Did Theses and courses concurrently	2	100	6	60	8	66.7
Did courses first	-	-	4	40	4	33.3
TOTALS	2	100	10	100	12	100.00

66.7% of the respondents worked on both the courses and the theses concurrently. These students are from categories A and B. The students who did their course work first before starting on their theses are all from category B. This group who did their course work first is a third of the respondents. The researcher is of the opinion that students who planned well should be able to work on both the thesis and course work concurrently. The respondents who did the course work and theses concurrently gave the reasons reported in table 21 for doing so.

Table 21 *Reasons for Working on Courses and Theses Concurrently.*

Reasons for working of thesis & courses concurrently	Frequency
1. Limitation of time to do M.Th and sometimes, delay in returning the thesis work.	1
2. It was a requirement by the supervisor.	1
3. So as to meet deadline.	1
4. Addition of courses later by the department.	1
5. Needed to complete the programme at the soonest time possible.	1
6. Financial pressure	1
7. The nature of the programme is such that the two can be done concurrently.	2

Out of the three students that gave reasons that point to an attempt to meet a deadline, reported in table 21 only one student belonged to category A. Category A students are those who registered after a deadline was set. The other two students belonged to category B, those who registered before deadline was set. These two could have been under pressure to finish the programme within a specified time because of other reasons.

The students that did course work first said the following for doing so:

1. "No hurry on my part, I did the courses first."
2. Most of the materials needed were being expected from abroad.
3. "I did my course work first."

4. Doing other things apart from studying.

In the researcher's opinion only one student gave a seemingly genuine reason for doing the courses first, which is, needed material being expected from abroad.

However, this student should not have started on a topic that lacked accessible literature if he had been a good planner. The other three reasons indicated that those students had no intention to finish within a reasonable time.

Out of eight students who worked concurrently on theses and courses, six had completed the programme. Two are continuing the programme at the time of this study.

Three out of four students who did courses first had completed the programme, the fourth one was still on it.

Five out of the six who worked concurrently on both theses and courses completed within 30 months. The sixth person did within 31-60 months. The three students who completed the programme from those who did courses first did within 31-60 months.

The table 22 suggests that those who did course work first were likely to delay in the programme. Conversely, those who worked on theses and courses concurrently were likely to finish earlier.

TABLE 22

A Comparison on Time Taken To Complete the Programme by those who did courses first and those who combined the two.

	Those who combined	Those who did course work first
Period of completion of Programme.	N= 6	N= 3
1 - 30 months	5	-
1- 60 months	1	3
TOTALS	6	3

Table 23 shows the number of students who claimed to draw up a plan for completing the programme and those who did not.

TABLE 23

Student who Claimed to or Did not Draw up Planned Schedule.

	N = 13	
	F	%
Claimed planned schedule	9	75
Didn't claim planned schedule	3	25
TOTALS	12	100

The data in table 23 also indicated that 75% of the respondents claimed to draw up a planned schedule for completion of the programme. Only 25% said they did not draw any plan. These data indicated that majority of the students claimed to have a plan. The three students who said they had no planned schedule were the same ones whose reasons for doing course work first indicated lack of intention to finish the programme within a

reasonable time, as explained earlier.

Out of these three students without plan, two had completed the programme but in an average time of 59 months. The third person was yet to set a time of finishing, although he had spent three years already in the programme. This is an indication that a student who has no plan of what time he/she desires to complete a programme will likely not complete the programme on time.

The researcher probed the students further to be able to establish how much planning they did for the M.Th programme by asking them to indicate when they took Educational Research course. The responses of the students to this question are reported in table 24

The data in this table shows that 83.3% of the respondents did Educational Research course during the M.Th programme. This is a course which an M.Th student cannot avoid, thesis being a requirement for the programme. A student who plans well should have a long-term goal in view of which day to day decision are made. A student who had M.Th programme in his/her plan should have thought of it earlier and taken a course during the M.Div programme that would be very useful later on. This would even enable the student to work on his/her proposal during the holidays before the beginning of a new Academic year. This result suggests lack of good planning on the part of the students. However, the students seem to deny this because lack of planned schedule by the students was not ranked among the first five factors contributing to their overstay. The lecturers too appeared not to be aware of the

apparent lack of planning among their students because they like the students, did not rank this factor among the first five.

Despite the perception of students and lecturers, the evidences

TABLE 24 Time Candidates took Educational Research Course

	Category A		Category B		Total	
	N=2		N=10		N=12	
	F	%	F	%	F	%
During the MTh	1	50	9	90	10	83.3
During M.Div	-	-	1	10	1	8.3
Not at all	-	-	-	-	-	-
Other	1	50	-	-	1	8.3
TOTALS	2	100	10	100	12	100

seem to point to confirmation of this hypothesis. Since test of significance was not done by the researcher the hypothesis cannot be confirmed or disconfirmed with any level of certainty.

Lack of specified maximum time limit at the onset.

Hypothesis 8

H:1 We would expect that lack of a specified maximum time limit will be a contributor to the overstay of M.Th students.

The time the respondents said they were aware that a deadline was in effect is reported on table 25.

Looking at the data in table 25, out of the two students that registered for the programme after a maximum deadline was set by the school, only one said he was informed of a deadline from the

beginning of the programme. The other student said he was not informed of the deadline at the beginning of the programme. The

TABLE 25 Time students Realized A Deadline.

Category A			Category B		TOTALS	
N=2			N=10		N=12	
	F	%	F	%	F	%
At the start of Programme	1	50	3	30	4	33.3
In the course of programme	1	50	7	70	8	66.6
Not at all	-	-	-	-	-	-
TOTALS	2	100	10	100	12	100

three students from category B, who said they were aware of deadline at the beginning of the programme, registered before any maximum deadline was set by the school and yet claimed to have been aware of a deadline. They might be referring to the minimum of one year earlier set as deadline. The only student in category A who indicated awareness of deadline at the beginning of the programme finished in eighteen months. Although he overstayed, it was not by too much. The other student from this category who claimed to be aware of a deadline in the course of the programme was still on it despite the fact that he had been on the programme for 24 months at the time of this study. However, he gave a date he hoped to finish. The three students from group B who claimed to be aware of a deadline at the beginning of the programme completed on the average time of 32.6 months.

Five out of seven from category B who said they were aware of the deadline in the course of the programme had completed the programme. They completed on an average time of 41.2 months. The last two did not set dates they hoped to finish.

This data shows that those who said they were aware of the deadline in the course of the programme delayed more than those who said they were aware of a deadline at the beginning of the programme.

Lack of strict deadline for the programme was not ranked among the first five factors contributing to the overstay by the students. This ranking is not consistent with 66.6% of the respondents who claimed to be aware of the deadline in the course of the programme. It is also not consistent with the fact that those who said they were aware of deadline in the course of the programme delayed more than those who claimed to be aware at the beginning of the programme.

However, this same factor was ranked by the lecturers as one of the leading factors contributing to the overstay. The rankings by students and lecturers suggest a different perception by the two groups on how much this factor contributed to the overstay. Although this factor was not perceived by the students as one of the first five factors contributing to the overstay, in the light of the above discussion, the hypothesis seems to be sustained. The hypothesis cannot be confirmed with any level of certainty since test of significance was not performed.

Faculty delayed response to students' theses.

Hypothesis 9

H1: We would expect that faculty delayed response to students' theses will be a contributor to the overstay of the M.Th students.

Table 26 shows what the students recollected as the time taken by the supervisors in returning their theses.

TABLE 26 *Students' Opinion on Average time taken by Supervisors in returning theses.*

	Category A		Category B		Total	
	N=2		N= 7		N=9	
	F	%	F	%	F	%
Average of 2 wks	2	100	5	71.43	7	77.8
Average of 4 wks	-	-	-	-	-	-
Average of 6 wks	-	-	2	28.57	2	22.2
Average of 8 wks	-	-	-	-	-	-
More than 8 wks	-	-	-	-	-	-
TOTALS	2	100	7	100.00	9	100.00

Only nine students responded to the question on how much time the supervisors took before returning students' theses after correction. Two out of three students that did not respond were continuing students who had not started on their theses. The third, said the question was not applicable to him.

The data in table 26 show that 77.7% of the respondents to this question agreed that their supervisors corrected their theses

on an average of two weeks before returning them. This indicated majority of the supervisors usually returned students' work within a reasonable time. However, the two students that said their supervisors usually returned their work on an average time of six weeks took an average of 55 months to finish. These two are from category B. They were among those who registered before a deadline was set.

Faculty delayed response to students' theses was not ranked among the first five factors contributing to the overstay by students. This ranking is consistent with the fact that 77.7% of the students agreed that their work were usually returned within two weeks.

It is interesting to note however that, the lecturers perceived this factor as one of the leading contributors to the overstay! The difference in perception between students and lecturers on how much faculty delayed response to students' work contributed to the overstay suggests that some of the concerns of the lecturers are not shared by the students. Also, some of the factors perceived as very important by lecturers might not be of much importance as far as overstay in the M.Th programme is concerned. Since the students did not perceive this factor as one of the leading five factors contributing to their overstay and the majority (77.7%) said their supervisors returned their work within a reasonable time, the hypothesis seems not to be sustained. However this hypothesis cannot be rejected with any level of certainty since the researcher did not do test of significance.

Level of agreement or disagreement Between
Student and Lecturers on the Factors
Contributing to Delay.

The related research question is as follows:

Research Question 2

What are the factors most frequently perceived as responsible for the overstay of M.Th students by (a) students? (b) lecturers?

The related hypothesis is as follows:

Hypothesis 10

H1: We would expect that the lecturers and the students will generally be in agreement on the factors that contribute to the overstay of M.Th students.

Table 27 indicated that both agreed on one factor thought to be highly responsible for the over-stay. That is lack of clearly stipulated courses. They agreed that lack of clearly set out list of courses contributed minimally. They also strongly agreed that lack of planned schedule by students and lack of theses supervisors did not contribute to overstay.

However, the two groups are split as to how much the other five factors had contributed to the overstay. Since both groups were in agreement over four factors on how much these were thought to have contributed to the overstay, the hypothesis seems to be rejected. We would not know the level to which this hypothesis

was rejected since test of significance was not done.

TABLE 27 *Level of Agreement/Disagreement Between students & Lecturers on the Contributing Factors to delay*

	LEVELS		
	High	Moderate	Low
Agreement	Lack of clearly stipulated courses	-	Lack of clearly set our list of courses
Disagreement	Lack of planned schedule by students		-
	Lack of theses supervisors	-	-

Ways of Minimizing the Factors that are Perceived as Contributing to the Overstay.

The related research question is as follows:

Question 3:

In what ways can the perceived factors be minimized. There are some suggestions given by both groups which could be of help in minimizing the perceived factors contributing to the overstay. They are: Enforcement of deadline, development of a clear M.Th programme; a well thought out study schedule; admission requirements which could minimize delay and a working together of both students and supervisors from the beginning of the programme.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The attempt in this study was to bring to light the factors that could be contributing to the overstay of M.Th students in the programme. Attempt was also made to see whether the lecturers and students agreed on the perceived factors contributing to the overstay. Based on the findings from this study recommendations were made.

Questionnaires were used to gather information from students who registered for M.Th programme from September 1986 to July 1993. These students were those that stayed in the programme for more than one year when the minimum time was set as one year and those that stayed for more than sixteen months when the maximum time was later set at sixteen months. Information was also collected from the lecturers who supervised these students as first readers by means of questionnaires. Data were also collected from the school records.

Three research questions were raised in this study. Based on the research questions, ten hypotheses were developed.

Findings

Possible Factors Contributing to Overstay

R.Q.1 What are the factors that contribute to students' overstay in the M.Th. programme?

The related hypotheses are as follow:

Hypothesis 1

H1: We would expect that lack of finance will be a contributor to the overstay of M.Th. students.

Hypothesis 2

H1: We would expect that lack of adequate materials from the Library will be a contributor to the overstay of M.Th students.

Hypothesis 3

H1: We would expect that insufficient thesis supervisors will be a contributor to the overstay of M.Th students.

Hypothesis 4

H1: We would expect that faculty turn-over will be a contributor to the overstay of M.Th students.

Hypothesis 5

H1: We would expect that lack of good planning by the school will be a contributor to the overstay of M.Th students.

Hypothesis 6

H1: We would expect that lack of good planning by the students will be a contributor to the overstay of M.Th students.

Hypothesis 7

H1: We would expect that lack of a specified maximum time at the onset will be a contributor to the overstay of M.Th students.

Hypothesis 8

H1: We would expect that lack of clear curriculum for M.Th programme will be a contributor to the overstay of M.Th students.

Hypothesis 9

H1: We would expect that faculty delayed response to students' theses will be a contributor to the overstay of M.Th students.

Findings to the above research questions and hypotheses are reported from three different perspectives (a) students' point of view, (b) Lecturers' point of view, and (c) the researcher's conclusion based on the available data.

The following were perceived by students as both contributory and non-contributory factors:

Contributory Factors	Non-Contributory Factors
1. Inadequacy of library materials.	1. Lack of planned schedule by students.
2. Lack of clearly stipulated courses.	2. Lack of strict deadline by the school from the onset.
3. Lack of finance.	3. Lack of theses supervisors.
4. Lack of clearly set out list of courses per term	4. Faculty delayed response to students' theses.
5. High rate of faculty turn-over.	

The following were perceived by lecturers as both contributory and non-contributory factors:-

Contributory Factors	Non-Contributory Factors
1. Lack of clearly stipulated courses.	1. Lack of planned schedule by students.
2. High rate of faculty turn-over.	2. Lack of theses supervisors.
3. Faculty delayed response to students' theses.	3. Lack of finance.
4. Lack of strict deadline by the school from the onset.	4. Lack of clearly set out list of courses per term.
5. Inadequacy of Library materials.	

The following are concluded by the researcher as both contributory and non-contributory to the overstay from the available records.

Contributory Factors	Non-Contributory Factors
1. Lack of good planning by the school as evidenced by non-availability of M.Th courses.	1. Inadequacy of Library materials.
2. Lack of good planning by the students as evidenced by when they took Research course.	2. Lack of finance.
3. Lack of clear curriculum as evidenced by the time the students were aware of required courses.	3. Lack of thesis supervisors.
4. Lack of strict deadline by the school from the onset.	4. Faculty delayed response to students' thesis.

From the above findings, only two out of the five factors that students perceived as contributing to their overstay fit with the available records. These factors are, lack of clearly stipulated courses, which implies lack of clear curriculum; and lack of clearly set out list of courses, which points to lack of good planning by the school. The other factors did not fit with the available records.

From the point of view of the lecturers, five factors appeared contributory to the overstay but only two of those five fit with the available records. They are, lack of clearly stipulated courses and lack of strict deadline by the school from the onset.

Level of Agreement or Disagreement between lecturers and students on factors contributing to delay.

R.Q 2. What are the factors most frequently perceived as responsible for the overstay by (a) students?,
(b) Lecturers?

The related Hypothesis is as follows:-

Hypothesis 10

H1: We would expect that the lecturers and the students will generally be in agreement on the factors that contribute to the overstay of M.Th students.

Findings on research question 2 show that both groups agreed on only one factor that was thought to be highly contributory to overstay. The one factor is, lack of stipulated courses. They however agreed that lack of clearly set out list of courses per term also contributed but only minimally. Both agreed that two other factors did not contribute to overstay. These are: Lack of planned schedule by students and lack of theses supervisors. On the other hand, both groups disagreed on how much five other factors contributed to overstay. On the whole, the two groups are not generally in agreement on their perceptions of how much these factors contributed to students' overstay.

Recommendations

1. One of the characteristics of formal education is that it is ladder-like. Since M.Th programme is regarded as a programme after M.Div, it is important that there be a clear difference between M.Div and M.Th courses. Therefore separate courses should be developed for the M.Th programme by the different departments offering M.Th degrees. This will enable the administrators to be able to work together with the Lecturers in planning how and when the courses would come up. This will in turn enable the students to better manage their time in the programme.

2. Since students who did course work and theses concurrently finished earlier on the average than those who did the course work first, the following are recommended to be part of the admission requirements:-

- (a) The research course should be done prior to the start of the M.Th programme.
- (b) A researchable topic should be submitted as admission prerequisite. These requirements will provide bases for the students to be able to work on their theses right from the beginning of the programme. In addition, students should be encouraged to work on their theses proposals during the summer holiday before the beginning of the new Academic year.

3. In the light of the fact that 38.46% of the respondents said

the information they needed for their theses were not available at all in NEGST library and 15.38%, said the needed information were partially available in the same library, the researcher recommends an extension of the sixteen months which is now set as the maximum time limit.

4. This study shows that lack of strict deadline by the school from the onset is a contributor to the overstay, therefore the researcher recommends that a well thought-out deadline should be enforced. However, students should be made to be aware of the deadline right from the beginning of the programme. Also, the penalty for students who are not able to meet the deadline should be spelt out and communicated to all students from the beginning of their programme.

5. Students should come up with a planned schedule at the beginning of their programme. This schedule should be presented to the various supervisors for approval. A copy of each approved schedule should be submitted to the Academic Deans' office. Based on this schedule, the Academic Dean's office should be checking with the Supervisors to see whether students keep up with their schedules. Where a student lags behind, the Academic Dean should issue letters of warning to the student concerned. This will serve as a check to the students.

6. Students should be advised not to change supervisors except when this cannot be avoided. This is because findings in this study show that change of supervisors appeared to result in a slow

down in theses writing of students.

It is hoped that if the above recommendations are implemented, the students will spend less time in the M.Th programme as compared with what presently obtains.

Recommendations for further study

The researcher was not able to cover some factors that could have contributed to delay. The following are the recommended factors.

1. A study should be carried out to see whether students are adequately prepared during the M.Div programme for the writing work in the M.Th. Programme.
2. A study should be carried out to see whether relationship between students and their supervisors could be a contributor to delay.
3. A study should be carried out to see whether students-out-of school engagements could be a contributor to their overstay.

On the whole, M.Th programme is an important programme through which such objective as development of Church leaders who could address African problems could be achieved. This programme could also serve as an avenue for preparing students for further studies. It is therefore important that the programme should be properly planned in order to be able to achieve the desired objective.

B I B L I O G R A P H Y

SELECTED BIBLIOGRAPHY

- Alexander, John W. Managing our Work. revised. Downers Grove, USA: Inter-varsity Press, 1992.
- Avafia Kwame. "University Libraries: The African Scene." Aspect of African Librarianship: A Collection of Writings. London: Mansell Publishing Ltd., 1985.
- Bell, Randall E. "Self-Evaluation in the Bible College." Cyprus: TEE Come of Age. Edited by Robert L. Youngblood. Carlisle, UK: The Paternoster Press, 1984.
- Best, John Research in Education. 4th ed. Englewood Cliffs, NJ: Prentice Hall, 1981.
- Borg and Gall. Educational Research: An Introduction. 5th ed. New York: Longman, 1989.
- Concell, Ralph R. "Biblical Models for Successful Teaching." Discipling Through Education by Extension. Edited by Vergil Gerber. Chicago: Moody Press, 1980.
- Englehart, Max D. Methods of Educational Research. Chicago: Rand McNally and Company, 1972.
- Engstrom, W. Ted and Mackenzie, R. Alex. Managing your Time. Grand Rapids: Zondervan Publishing House, 1967.
- Ferris, Robert W. "The Future of Theological Education." Cyprus: TEE Come of Age. Edited by Robert L. Youngblood. Carlisle, UK: The Paternoster Press, 1981.
- Hough, Joseph C. and John B. Cobb, Christian Identity and Theological Education. Chico, CA: Scholars Press, 1985.
- Hoyt, Norman. "Some Guidelines for Improving Theological Education." A Reader in Theological Education. Edited by Robert L. Youngblood. Driebergen: WEF, 1983.
- Keyes, Lawrence. "The New Age of Mission." Perspective on the World Christian Movement. Pasadena, CA: William Carey Library, 1981.
- Kim, Chung-Chong. "The Contextualization of Theological Education." Missions and Theological Education in World Perspective. Edited by Harvie M. Conn and Samuel F. Rowen, Farmington, MI: Associates of Urbanus, 1984.

- Kinsler, Ross F. The Extension Movement in Theological Education. rev. ed. Pasadena, California: William Carey Library, 1978.
- Koul, Lokesh. Methodology of Education Research. Jangpura, New Delhi: Vikas Publishing House PVT LTD, 1984.
- Lienemann, Training for a Relevant Ministry: A Study of the Work of the Theological Education Fund. Madras: The Christian Literature Society, 1981.
- Nairobi Evangelical Graduate School of Theology. Prospectus. Nairobi, Kenya: NEGST, 1983.
- , Prospectus. Nairobi, Kenya: NEGST, 1990-1992.
- , Prospectus. Nairobi Kenya: NEGST, 1993-1994.
- Newbigin, Lesslie. "Theological Education in World Perspective." Missions and Theological Education in World Perspective. Edited by Harvie M. Conn and Samuel F. Michigan: Associates of Urbanus, 1984.
- Niebuhr, Richard H. The Purpose of the Church and its Ministry. New York: Harper and Row Publishing Inc., 1956.
- Rush, Myron. Management: A Biblical Approach. Wheaton, Illinois: Victor Books a division of SP Publications Inc., 1978.
- Ro, Bong. "Opportunities for International Cooperation in Evangelical Theological Education." Evangelical Theological Education Today: An International Perspective. Edited by Paul Bowers. Nairobi, Kenya Publishing House, 1982.
- Small, W. H. "Faculty Development for Third World Seminaries." A Reader in Theological Education. Edited by Robert L. Youngblood. Driebergen: WEF, 1983.
- Tabor, Charles R. The Church in Africa. Pasadena, California: William Carey Libraries, 1978.
- Ward, Ted. "Servants, Leaders and Tyrants." Missions and Theological Education in World Perspective. Edited by Harvie M. Conn and Samuel F. Rowen. Farmington, MI: Associates of Urbanus, 1984.
- Wiersbe, Warren W., and David W. Wiersbe. Making Sense of the Ministry 2nd ed., Grand Rapids, Michigan: Baker Book House, 1983.
- Zorn, Herbert M., Viability in Context: Theological Seminary in the Third World - Seedbed or Sheltered Garden? Bromley: The Theological Education Fund. 1975.

JOURNALS

- Alemna, A.A. "Libraries in Research and Scholarship in Ghana," African Research and Documentation no. 57, (1991): 6-14.
- Apeji E. Adeche. "Nigerian Journals as Major Sources of Information to Researchers in Nigeria." African Research and Documentation no. 52, (1990): 1-10.
- Buss, M. David and Others, "International Preferences in Selecting Mates: A Study of 27 Cultures" Journal of Cross Cultural Psychology 21, No.1 (1990): 5-47.
- Chopp, Rebecca S. "Emerging Issues and Theological Education." Theological Education 24 no.2 (Spring, 1990): 106-124.
- Custafon, James M. "Priorities in Theological Education." Theological Education 23, supplement (1987): 69-87.
- Cook, John W. "The Arts in Theological Education for the Church." Theological Education 25 no.1 (Autumn, 1988): 22-43.
- Crowder, Michael. "The Book Crisis: Africa's other Famine." African Research and Documentations no. 41 (1986): 1-6.
- Fiorenza, Francis Schussler. "Theory and Practice: Theological Education As Reconstructive Hermeneutical and Practical Task." Theological Education 23, supplement (1987): 113-141.
- Gilpin, Calrk W. "Ministerial Education in a Religiously Diverse World." Theological Education 23, Supplement (1987): 5-10.
- Hermitt, Marsha. "Education for A Global Theology." Theological Education 26, supplement 1 (Spring, 1990): 86-112.
- Holt, John and Daphine M. Jeats, "Work Cognition in Multicultural Interaction." Journal of Cross Cultural Psychology 23, no. 4 (1992): 424-425.
- Larsen, Ellis L. and James M. Shopshire. "A Profile of Contemporary Seminaries." Theological Education 24 no.2 (Spring 1988: 10-88
- Lu Johnson, Betty. "CPI and Seminaries." The Christian Librarian 30 no.2 (1987): 39-41 and 43.
- Lindbeck, George. "Spiritual Formation and Theological Education." Theological Education 24, supplement 1 (1988): 10-32.
- Membrey David. "The Ranfurly Library Service and Text-books for African Project." African Research and Documentation no. 46 (1988): 40-46.

A P P E N D I C E S

Miles, Margret R. "Hermeneutics of Generosity and Suspicion: Pluralism and Theological Education." Theological Education 23, Supplement (1987): 34-52.

Orkar, J.N, V.B. Cole and G.N. Nguru, "The Plight of African Universities and Scholarship and its Implications for Students." Orientation Jan-Dec (1993): 1-26.

Rogers, M. Rex. "Proactive Stewardship: Planning in the Christian College and University." Faculty Dialogue no. 16 (Winter 1992): 59-78.

Thairu, R.W. "Cataloging Policies and Problems in Kenyan Libraries." African Research and Documentation no. 40 (1986): 8-15.

Yego, Josephat. "Development of Preparation for Administrators." East Africa Journal of Theology 1 no.1, Double Issue (1982): 37-52.

UNPUBLISHED PAPERS

Cole, V.B. "How Aptitude Correlates with Likelihood to Graduate on Schedule Among JETS Students," A Paper Presented at the Meeting of the Board of Governors at JETS, 13 & 14 October 1989, Jos, Nigeria.

Interview

Johnston, J.P. Lecturer at NEGST.
Interview by author, April 1994, Nairobi Kenya.

Ngewa, Samuel, Academic Dean of NEGST.
Interview by author, April 1993, Nairobi, Kenya.

Okabe, Patrick, Student of NEGST.
Interview by author, May 1994, Nairobi Kenya.

Thesis and Dissertation

Adeniji, John. "Pentecostal Assemblies of God in Nyamira District of Western Kenya: A Study of the Dynamics of the Pastors' Impact on the Laity for Church Growth." M.A. Thesis, Nairobi Evangelical Graduate School of Theology, 1993.

Cole, V.B. "Leadership Criteria and Their Sources Among ECWA Churches of Nigeria: Implications for Curriculum in Ministerial Training." Ph.D. diss., Michigan State University, 1982.

Zablon, Jacob Kibor. "The Growth and Development of the African Inland Church in Marakwet, Kenya." M.Th. Thesis, Nairobi Evangelical Graduate School of Theology, 1992.

Appendix A

QUESTIONNAIRE FOR STUDENTS THAT HAVE FINISHED M.Th COURSE WORK
AND DEFENDED THEIR THESES

Introduction:

The aim of this study is to bring to light the factors that have contributed to the overstay of students in M.Th. Programme with the intention of making recommendations as to how these factors can be minimized.

In the light of the above context please fill this questionnaire as completely as possible by ticking (✓) the appropriate responses on the dotted line where applicable.

Sex: Male -----, Female -----

Marital status during the M.Th. Programme

Married -----

Single -----

Widowed -----

Name of first reader(s) in order (if more than one)

1. -----

2. -----

PART A

1. When did you start the M.Th. programme? (Please include month and year.)

2. When did you finish the M.Th. programme? (Please include month and year)

3. To what extent did lack of finance contribute to your overstay in the M.Th. programme? -

a. very large extent -----

b. large extent -----

c. small extent -----

d. very small extent -----

e. not at all -----

4. How easily available was the information you needed for your Thesis at N.E.G.S.T. Library?

a. easily available -----

b. available -----

c. not available -----

5. How easily available was the information you needed for your Thesis in other libraries (within or outside Nairobi)?

a. easily available -----

b. available -----

c. not available -----

6. How easily did you get a supervisor?

a. very easily -----

b. easily -----

c. difficult -----

7. Did you change your supervisor at any stage in the programme?

Yes -----

No ----- (if you answered no, then go to no. 11)

8. If you changed the supersvisor, why did you do so? (please explain)

9. If you changed your supervisor, how long did it take you to find another supervisor?
- Within 3 months -----
 - Within 6 months -----
 - Within 9 months -----
 - Within 12 months -----
 - More than 12 months -----
10. How did the change of supervisor affect your writing work?

11. When did you decide on the topic you researched on?
- During the M.Div. programme -----
 - During the M.Th. programme -----
12. If b, at what stage in the programme?
- At the beginning of the programme -----
 - After finishing the course work -----
 - Any other -----
13. Did you change your topic at any stage in the programme?
Yes -----
No ----- (if no, go to no. 15)
14. If yes, why did you have to change your topic? (please explain)
15. Did you research on the topic you were most interested in?
Yes ----- (if yes, go to no. 17)
No -----
16. If no, why did you have to research on the area you did not like so much? (please explain)

17. Was there a clearly set out list of courses per term?
Yes -----
No -----
18. If yes, was the list strictly followed?
Yes -----
No -----
19. If your answer to question 18 is no, how were the courses usually offered?
- At random -----
 - Depended on availability of teachers -----
 - According to the discretion of the Academic Dean -----
 - When prompted by either the students or supervisor -----
 - I don't know -----
20. Did you do your thesis along with the course work?
Yes -----
No -----

21. Please give reasons for the answer you gave to question 20

22. Did you draw up a planned schedule for completing the programme?

Yes -----

No -----

23. When did you do Educational Research course?

a. During the M.Th. programme -----

b. During the M.Div. programme -----

c. I did not do the course -----

d. Others: specify -----

24. When did you realize that a deadline for completing the M.Th. programme was in effect?

a. At the start of the programme -----

b. In the course of the programme -----

c. I was never informed of a deadline -----

25. When were you aware of all the courses you were supposed to take for M.Th. programme?

a. At the start of the programme -----

b. In the course of the programme -----

c. I was never aware of the courses -----

26. How long did your supervisor usually take before returning your thesis work after correction?

a. within 2 weeks -----

b. within 4 weeks -----

c. within 6 weeks -----

d. within 8 weeks -----

e. More than 8 weeks -----

PART B

Please examine the factors below and list at most FIVE factors that had contributed most to the delay you experienced in the M.Th. programme. Please list the factors of most importance first as number 1 and so on, and so forth.

NOTE: If there is any factor that contributed to the delay you experienced in a very significant way and is not included in the list provided please include it among the five?

1. Lack of finance

2. Inadequacy of library material

3. High rate of faculty turn-over

4. Lack of strict deadline to the programme

5. Lack of clearly stipulated courses

6. Lack of clearly set out list of courses per term

7. Lack of thesis supervisor

8. Faculty delayed response to students' thesis.

9. Lack of a planned schedule by the student for completing the programme.

Five factors that contributed most to the delay I experienced:
(in decreasing order of importance),

1.

2.

3.

4.

5.

PART C

Can you suggest things that could have helped you to finish earlier than you did?

How do you think the programme can be improved?

(Please explain)

QUESTIONNAIRE FOR CONTINUING STUDENTS

Introduction:

The aim of this study is to bring to light the factors that have contributed to the overstay of most of students in M.Th. programme with the intention of making recommendations as to how these factors can be minimized.

In the light of the above context please fill this questionnaire as completely as possible by ticking (✓) the appropriate responses on the dotted line where applicable.

Sex: Male -----, Female -----

Marital status during the M.Th. Programme

Married -----

Single -----

Widowed -----

Name of first reader(s) in order (if more than one)

1. -----

2. -----

PART A

1. When did you start the M.Th. programme? (Please include months and year)

2. When are you hoping to finish? (Please include months and year)

3. To what extent is lack of finance contributing to your overstay in the M.Th. programme?

a. Very large extent -----

b. Large extent -----

c. Small extent -----

d. Very small extent -----

e. Not at all -----

4. How easily available is the information you need for your thesis at N.E.G.S.T library?

a. Easily available -----

b. Available -----

c. Not available -----

5. How easily available is the information you need for your Thesis in other libraries (within or outside Nairobi)?

a. easily available -----

b. available -----

c. not available -----

6. How easily did you get a supervisor?

a. very easily -----

b. easily -----

c. difficult -----

7. Did you change your supervisor at any stage in the programme?

Yes -----

No ----- (If you answered No go to No 11.)

8. If you changed supervisor why did you do so? (Please explain).

9. If you changed your supervisor how long did it take you to find another supervisor?

- a. Within 3 months -----
- b. Within 6 months -----
- c. Within 9 months -----
- d. Within 12 months -----
- e. More than 12 months -----

10. How did the change of supervisor affect your writing work?

11. When did you decide on the topic you are researching on?

- a. during the M.Div. programme -----
- b. during the M.Th. programme -----

12. If b, at what stage in the programme?

- a. At the beginning of the programme -----
- b. After finishing the course work -----
- c. Any other time (specify) -----

13. Did you change your topic at any stage in the programme?

Yes -----

No ----- (If no, go to No 14b).

14 a. If yes, why did you have to change your topic (Please explain).

b. If no, are you likely to change your topic?

Yes -----

No -----

c. If yes, why? -----

15. Are you researching on the topic you are most interested in?

Yes ----- (if yes, go to No 17).

No -----

16. If no, why do you have to research on an area you do not like so much? (Please explain).

17. Is there a clearly set out list of courses per term?

Yes -----

No -----

18. If yes, is the list strictly followed?

Yes -----

No -----

19. If your answer to item 18 is No, how are the courses usually offered?

- a. At random -----
- b. Depends on availability of teachers -----
- c. According to the discretion of the Academic Dean -----
- d. When prompted by students or supervisor -----
- e. I don't know -----

20 a. Are you doing your thesis along with the course work?

(For those writing theses now)

You likely to do your thesis along with the course

(yet to start thesis work)

give reasons for the answer you gave to question 20a

draw up a planned schedule for completing the pro-

do you do Educational Research course?

do the M.Th. programme -----

do the M.Div. programme -----

do the course -----

specify -----

do you realise that a deadline for completing the M.Th.

is in effect?

part of the programme -----

course of the programme -----

were informed of a deadline -----

were you made aware of all the courses you are supposed

to do the M.Th. programme?

part of the programme -----

course of the programme -----

were you made aware of the courses -----

how long does your supervisor usually take before returning

work after correction? (If you are writing thesis

in weeks -----

in weeks -----

in weeks -----

d. within 8 weeks -----

e. more than 8 weeks -----

PART B

Please examine the factors below and list FIVE factors that are contributing most to the delay you are experiencing in M.Th.

programme. Please list the factors of most importance first, number 1 and so on, and so forth.

NOTE: If there is any factor that is contributing to the delay in a very significant way and is not included in the list provided, please include it among the five.

1. Lack of finance
2. Inadequacy of library material
3. High rate of faculty turn-over
4. Lack of strict deadline to the programme
5. Lack of clearly stipulated courses.
6. Lack of clearly set out list courses per term.
7. Lack of thesis supervisor.
8. Faculty delayed response to students' thesis.
9. Lack of a planned schedule by the student for completing the programme.

Five factors that are contributing to the delay I am experiencing: (in decreasing order of importance):

- 1.
- 2.
- 3.
- 4.
- 5.

PART C

Can you suggest things that could have helped you to finish earlier than you hope to do?

How do you think the programme can be improved? (Please explain)

Questionnaire for Lecturers

Introduction

The aim of this study is to bring to light the factors that have contributed to the overstay of students in M.Th. programme with the hope of making recommendations as to how these factors can be minimized. In the light of the above context, please complete this questionnaire. All personal data will be treated confidentially.

Please name the student(s) you have supervised or you are supervising as the first reader. (If the student registered before Sept. 1993). 1 -----
 2 -----
 3 -----

1. For how long have you been supervising M.Th. thesis at NEGST? (Please circle the appropriate answer)

- a. Less than one year -----
- b. One year - three years -----
- c. Four years - six years -----
- d. More than six years -----

2. How many M.Th. theses have you supervised as the first reader? (Please include the ones you are supervising now, if there are any, provided the student registered for M.Th. programme before September 1993).

- a. none -----
- b. one -----
- c. two - four -----
- d. five - six -----
- e. seven or more -----

3. How many courses do you teach in the M.Th. programme in one Academic year on the average?

- a. none -----
- b. one -----
- c. two - four -----
- d. five or more -----

4. How many courses do you teach in the other programmes at NEGST in one Academic year on the average?

- a. none -----
- b. one -----
- c. two - four -----
- d. five or more -----

5. What other work do you do besides teaching at NEGST? (Please explain)

6. How many M.Th. Theses you have supervised/are supervising are in the area of your specialization?

- a. none -----
- b. one -----
- c. two - four -----
- d. five or more -----

PART B

Please examine the nine factors below and list FIVE that you think might be contributing most to the overstay of M.Th. students in the programme. Please list the factors of most importance first as number 1 and so on, and so forth.

NOTE: If there is any factor that you think might be contributing significantly which is not included please include it in the five. The factors are:

1. Lack of finance
2. Inadequacy of library material
3. High rate of faculty turn-over
4. Lack of strict deadline in the programme
5. Lack of clearly stipulated courses.
6. Lack of clearly set out list of courses per term.
7. Lack of thesis supervisor.
8. Faculty delayed response to students' theses.
9. Lack of a planned schedule by the student for completing the programme.

Five factors that may be contributing to overstay of M.Th. students (in decreasing order of importance).

- 1.
- 2.
- 3.
- 4.
- 5.

PART C

How do you think the factors you have identified can be minimized?

APPENDIX D

Information about the group of supervisors in the M.Th programme

N=9	
Information	Frequency
1. Average of theses supervised by lecturers	1.7
2. Average number of theses supervised in lectures areas of specialization	1.5
3. Average number of months lectures have been supervizing	4.5
4. Average number of courses taught by the lecturers at M.Th level in one academic year	2
5. Average number of courses taught by the lecturers in other programmes at NEGST	5+

Other Responsibilities Engaged in by Supervisors

N=9	
Responsibilities	Frequency
Lecturing in other Colleges	4
Involvement in Church Ministry	1
Involvement in Conferences/Seminars	1
Involvement in research and book writing	1
No other involvement	2
TOTALS	9