

NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY

*Students' Perception of Relevance of Ministerial Training:  
A Study of East Africa School of Theology*

BY  
JAMES DEMA MARCHELLO

*A Thesis Submitted to the Graduate in Partial Fulfilment  
of the Requirements for the Degree of Master of Divinity  
(Educational Studies)*

JULY 2006

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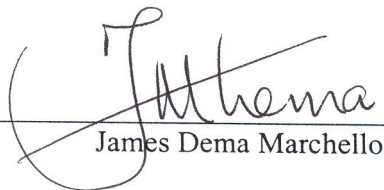
Student's Declaration

STUDENTS' PERCEPTION OF RELEVANCE OF MINISTERIAL TRAINING:  
A STUDY OF EAST AFRICA SCHOOL OF THEOLOGY

I declare that this is my original work and has not been submitted  
to any other College or University for academic credit

The views presented herein are not necessarily those of the Nairobi Evangelical  
Graduate School of Theology or the Examiners

(Signed)



James Dema Marchello

July, 2006

## ABSTRACT

This research sought to find out students' perception of relevance of the ministerial training at the Higher Diploma program at the East Africa School of Theology in relation to their anticipated future ministries. The study adopted a cross-sectional study design and a combination of descriptive and explanatory research approaches. The research questions guided the researcher in finding out whether the trainees found the courses relevant in relation to their anticipated future ministries and whether certain factors such as the previous ministerial experience and areas of calling affected the perception of relevance of the students. The data collected for this research involved a combination of the use of both closed-ended and open-ended questionnaire. The researcher also requested the students to suggest areas for possible improvement of the Higher Diploma program and ways for increasing the impact of the graduates of the Higher Diploma program in the church and the wider community.

The researcher distributed the questionnaire personally to 27 students. The Likert Scale of Summated ratings also formed part of the instrument. The Chi-Square Test of Independence was the statistical instrument used to determine relationships of factors responsible for students' perception. The Statistical Package for the Social Sciences (SPSS) was used to code, enter and summarize the data.

The findings of this research showed that the majority of the Higher Diploma students perceived the ministerial training at the Higher Diploma level at EAST to be relevant to their anticipated future ministries in the church and the wider community. There were no differences between students with previous ministerial experience and specified area of calling and those without in their tendency to perceive the training to be highly relevant.

Based on the findings, the researcher recommended that management of EAST ensures periodic review of courses, to stay relevant; take into consideration factors related to students' ministry experiences and areas of calling in curriculum design and ensures criteria and policy for faculty selection and development.

To

God Almighty who in his foreknowledge  
called and set me apart to accomplish his purposes

And

All the divine contacts who God used  
to ensure my development through  
higher education possible

And

All those concerned for relevance  
in institutions of learning

## ACKNOWLEDGEMENTS

I am so thankful to the Almighty God and my savior Jesus Christ who made the completion of the work possible. I give him all the glory and honor due to him.

My teacher, advisor, supervisor and mentor, Professor Victor B. Cole whose relentless effort and encouragement made this work possible. I have been honored and humbled to sit under such a man and indeed will ever remain grateful for the influence he left on me.

Dr. Wairimu Muita, who after a short notice and despite her busy schedule was more than willing to be my second reader. Her many years of experience in the field of research made the necessary improvements in the course of writing this thesis.

Dr. Suraja Raman, our Head of Department (HOD), who made all the arrangements for the second reader and editor for this work. Without her input, it would not have been possible.

Dr. Mark Royster, Mrs. Mary Hutter and Mrs. Florence Mungathia who acted as jurors and provided wonderful insights in improving the instrument. Special thanks to Mrs. Dolores Wood who provided all the editorial work

Mr. Leif Zetterlund, director of international Aid Services, whose personal encouragement and financial support made all the difference for my pursuit and completion of my studies at NEGST. He not only released me fully to study with salary but also paid part of the tuition during the course of my studies. I will forever be grateful to him and the organization, International Aid Services (IAS).

All the faculty and staff in NEGST whose contribution in one way or the other made my stay and studies at NEGST a possibility. Everyone of them played a positive role in my life and for that I am grateful.

The Principal and Academic Dean of EAST who after a short notice were more than willing in assisting me gather the required data for this thesis. Mrs. Piliata Muthoni Kamua and Pastor Paul Wawire helped tremendously in the preliminary contacts with students during the pilot testing of the instrument.

Mr and Mrs. Felly and Anny Mabe whose personal friendship and encouragement made this research possible. Without Mabe's personal encouragement and assistance based on his years of experience of research at Makerere University, I would have long given up the writing of this thesis.

The couples committee whose constant fellowship and meetings were a source of encouragement and relaxation. The life and a sense of humor in the couple's committee meetings relieved tensions and pressure of work at NEGST.

Lastly but not the least, I am more than grateful to my dear friend and wife, Christine Adonge whose personal encouragement and confidence in me gave the courage to excel in all my studies at NEGST. She has always exhibited the confidence that I would make it and indeed, she was right. I have made it.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Concern for Relevance in Theological Institutions**

The need to train those called of God for the ministry has gained substantial attention in the body of Christ. This raises concerns about the relevance in offering training for servant leaders that will be useful in serving the purposes of the church and that of the wider community. There are conflicting opinions, which often emerge as accusations that are leveled against training institutions on the ground of their irrelevancy in preparing students for effective ministry in their respective contexts. Cole comments that the call for relevance is not just reactionary because a casual observation will show that there is a striking similarity between theological institutions in Africa, Asia and Latin America on one hand and the ones in Europe and North America on the other hand. The reason for such similarities may be attributed to the fact that missionary theological educators from Europe and North America may have initiated the theological trainings in Africa and other parts of the world (2001, 23).

There is need for theological institutions to take stock of their performances from time to time from different perspectives, in order to stay relevant. One perspective is to carry out a survey of students who are being prepared for the ministry. Such a survey is to understand the students' perception of the relevance of the preparation they are receiving in relation to their future ministries in the church and the community at large.

## Research Problem

A disciplined inquiry whether descriptive or otherwise, begins with the recognition of a problem. The problem may be on unexplained or inadequately explained phenomenon (Engelhart 1972, 12).

The 20<sup>th</sup> century witnessed persistent calls for renewal in regard to issues related to the curriculum of training for ministry and the need to revisit the nature and purpose of the church, ministry and its perception... and the need for relevant ministerial training. Failure to revisit will continue to deepen the crisis of identity within the church and the crisis of credibility within the school and the training programs (Cole 2001, 16, 118).

The pertinent question facing all theological institutions engaged in preparing men and women for ministry in the church and the wider community is relevance. How relevant is the training being offered in relation to the trainees' ministry needs? The perception of students on the relevance of the training being offered is very crucial because it has a direct impact on the ministries for which they are being prepared. Therefore, the problem of this research was to find out how students perceived the relevance of the ministerial training at the Higher Diploma level at East Africa School of Theology (EAST) in relation to their anticipated future ministries.

## Research Purpose

The purpose of this research was to find out the students' perception of the relevance of the training they are being offered at East Africa School of Theology (EAST) in relation to their future ministries. The understanding of the students' perception is very important for the sole purpose of taking stock of how helpful or

adequate the training is in preparing students for ministry so that policy makers, planners and faculty ensure that what they offer is indeed relevant and directly relates to effective service in the future ministries of the students. The researcher believes that the whole purpose of training in theological institutions is to equip persons for effective ministry service in the church and the community at large.

### Research Significance

The findings of this research will contribute to the growing concern for relevance in EAST and other institutions across the continent of Africa. The management may use the findings as a guide in the selection of the content, methods and courses offered in the school. It is hoped that the policy makers, planners and faculty of EAST will be able to ensure that relevance of ministerial training prevails in all areas of preparation in the lives of the trainees. This will increase the trainees' participation in various school activities at the time of training and will pave the way for effective ministries in the African church as they disciple the nations for Christ and His Kingdom.

### Research Questions

The following questions guided the focus of this research:

1. To what extent do students in the Higher Diploma program at EAST perceive the relevance of course components in the program in relation to their anticipated future ministries?
2. What factors contribute to the perception of students about the relevance of the Higher Diploma program in meeting their anticipated future ministry needs?

3. What specific inputs do the students give for possible addition and improvement of the Higher Diploma program in relation to their anticipated future ministries?

### Research Hypotheses

Various factors might be at play in influencing students' perceptions. This has led the researcher to generate the following hypotheses as a way of supplying some educated guesses to the questions raised in relation to the students' perception of relevance. The research hypotheses are stated in the null form ( $H_0$ ) and were tested in the light of the research questions.

R. Q. 1 To what extent do students in the Higher Diploma Program at EAST perceive the relevance of course components in the program in relation to their anticipated future ministries?

$H_0$ : 1 The students in the Higher Diploma will not perceive the course components in the program to be relevant to their anticipated future ministries.

R. Q. 2 What factors contribute to the perception of students about the relevance of the Higher Diploma program in meeting their anticipated future ministry needs?

$H_0$ : 2 Previous ministerial experience of students will not affect their perception of relevance of the Higher Diploma program offered at EAST.

$H_0$ : 3 Area of ministerial calling of students will not affect their perception of relevance of the Higher Diploma program offered at EAST.

R. Q. 3 What specific inputs do the students give for possible addition and improvement of the program in relation to their anticipated future ministries?

This is an open-ended question and it was meant to allow the students more opportunity to give their free responses, and thus, no hypothesis was generated in this regard.

## Research Delimitation

This research was confined to the students in their final year of the Higher Diploma program for the academic year 2005/2006. Factors related to the theological, economic and educational backgrounds that may possibly influence the students' perception of relevance were not dealt with as they were outside the scope of this research.

## Definition of Terms as used in this Research

*Ministerial training:* This term is used in this research in reference to the process of formally training persons in a Bible school or seminary setting for service in the church and the community at large.

*Ministry:* This term is used in this research to refer to any service carried out by those trained in a Bible school or seminary either in a local church setting or the wider community.

*Church:* The use of the word church in this research refers to the body of Christ either in a local setting or in a national setting, that is, believers who confess Jesus Christ as Lord and Savior.



## CHAPTER TWO

### LITERATURE REVIEW

#### Substantial Literature Review

#### *Background Information on East Africa School of Theology*

“East Africa School of theology is a Pentecostal Training Center, shaping Servant Leaders for strategic Global Impact Through Spirit Empowered Ministry” (EAST Calendar & Course Catalogue 2003-2007, 12).

East Africa School of Theology (hereby abbreviated EAST) is located in Nairobi, Kenya. The school was started in 1968 in Arusha, Tanzania by an American Missionary, the Rev. Jerry Spain under the name, Northern Tanzania Bible School. The first curriculum used was a three-year Diploma program, and Swahili was the medium of instruction. Over the years the school’s diploma curriculum developed and expanded. Also during this time, the mission of the school grew to include the entire East Africa region and such a change of scope of the school’s mission led to its relocation to Nairobi in 1979. At that time, the name was changed in conformity with the international scope of the school: The East Africa School of Theology. In 1980, EAST added studies leading toward a B.A. Degree.

It was felt that a regional (international) school would better serve the needs of all students by providing instruction in English rather than Swahili. In 1995 the school also added to its curriculum an advanced Diploma in Bible and Theology. In the year 2000, EAST ceased to be a regional school and was handed over to the Kenya Assemblies of God by the Regional Education Board.

The main purpose of EAST is to educate students for ministry in the dynamic African context. The school has developed an effective curriculum to train the

individual who has clear ministry objectives and calling. It provides special environment for higher education and spiritual development. The campus is also used as a true resource center for East African churches.

At present, there are four curricular divisions at EAST leading to Ordinary Diploma, Advanced Diploma, pre-University and a B.A. in Bible and Theology. All the divisions consist of four major components namely, Bible, Theology, Church Ministries and General Education. These divisions are to prepare students for effective pastoral ministry and ordination, with the degree program opening further theological studies at the graduate level.

The overall objective of EAST is to produce students who are prepared to minister in three areas: ministry to God; ministry to one another in the church and ministry to the world through evangelism and compassionate outreach. Therefore, students should be able to:

1. Maintain a vital, stable, consistent and growing relationship with God.
2. Interact with members of the college community and church in such a way as to maintain supportive, caring, loving, forgiving and accountable relationships.
3. Demonstrate an informed, selfless, and serving orientation to the people of the World.
4. Demonstrate an attitude of cooperation with and support of their respective church leaders and bodies.
5. Advance the kingdom of God through Spirit empowered ministry (EAST Calendar & Course Catalogue 2003-2007, 12-14).

In the pursuit of the above broad objectives, the management of the school strives to maintain worthy standards of life for faculty, staff and students in all areas.

### ***Purpose of Ministerial Training***

The training of persons called of God is an important part for the growth and development of the church. Most educators agree that the purpose of ministerial training is to equip the people of God for the work of the ministry. Mbogo has rightly

pointed out that theological schools exist to serve the church by training servants of the church and that the institutions should be clear in their goals so that the graduates do what they were trained for (2002, 16). A lot of growth in churches is attributed to the training of ministers. Jesus spent ample time with the disciples to train and prepare them for the work of the ministry.

Mackie says that ministers, laymen and theological students are asking searching questions both in relation to the ministry and about the training which they receive. Mackie went on to say that such frustrations of theological students are equally shared by those that have responsibility for theological education and for theological reflection in the churches (1969, 49). In view of such concerns, those responsible for theological institutions need to be clear not only in their goals and objectives but also relevant in addressing the needs of the trainees.

### *Context of Ministerial Training*

An important factor that might have a bearing on the perception of relevance in training ministers is the issue of context. The concern for appropriate ministerial training to take place in the context of real life, according to the findings of Jonathan Hogarth, Kiranga Gatimu and David Barrett, is shared by many churches. There are those who claim that no valid training can take place behind college walls. Others on the other hand say that training in a real life context is an essential part of the training because it is only in life situation that strengths and weaknesses become evident, which then gives the opportunity for them to be worked through and discussed so that real leadership qualities are developed through such experiences (1983, 22). What is the ideal situation or context for ministerial formation? In response to this, Masamba ma Mpolo was quoted as saying:

‘Ministerial formation is a process of involving students in practical situations where they learn, under the supervision of their teachers, how to enter into action and reflection with their future parishioners. Involvement in real life situations of the church is the best way of discovering and being discovered. Students develop new awareness of themselves and gain new methods in solving problems. Their participation in group processes helps them to see alternatives in making decisions and choices. When they try to deal with sorcery and bewitchment, polygamy, divorce and remarriage, fecundity and birth regulation methods, unemployment and so on, they become more aware of challenges that face church members and they can help design courses that will enable them to face life’s realities. The authority of African situations, church programmes, and of the Christian message must be tested in practical action’ (Hogarth, Gatimu, and Barrett 1983, 22).

Mpolo is not advocating the abolition of residential theological education. In fact, he is speaking from the perspective of a seminary professor. Mpolo is emphasizing the need to be more pragmatic and relevant in the way ministers should be trained in our theological schools. A similar view to Mpolo’s has been echoed by Claude M. Barbour and others in an editorial work by Thistlethwait and Cairns who say, “When ministry is grounded in mutuality and solidarity, ministers become persons immersed in the world of others, just as Jesus was in the world” (1994, 82). It is important that theological schools realize the importance and relevance of teaching theology within a practical context. It is important that field excursions be encouraged in residential Bible colleges, not just for tour but for a feel of practical ministry. In another editorial work by Elmer and McKinney, Ted Ward is quoted as saying, ‘The development of pastors require more than mastery of certain knowledge, abilities and skills but a process that demands the context of personal ministry for its full fruition’ (1996, 209). A ministry out of context will not be fulfilling and neither will it bear fruit. Osei-Mensah, comments that for ministry service to be appropriate, there is need to understand the context in which we are serving. For him, the aim of Christian service is “to confess Jesus Christ as Lord, to build up his body, the church, towards

maturity in love, unity and holiness, in order to reach out in evangelism and caring service to a needy world” (1990, 39).

These admonitions from experienced pastors and seminary professors should amply inform the present day seminary and Bible school promoters to be careful in striking the right balance so as to stay relevant in a changing context. Arthur Adams advises us by stating, “The people must define the needs in the light of the gospel. They must establish positions designed to meet the needs...” (Adams 1978, 37). This concern is also equally shared by Emilio Nunñez who in an editorial book by Padilla, advises that for theological education to fulfill its objectives, it needs to be based on the word of God, active participation in the community, need for a renewed methodology and a variety of study materials that will enable students to analyze their own situations (1988, 79).

### ***Components in Ministerial Training***

As already mentioned above, the purpose of training is to prepare God’s people for ministry in the church and community. There is need for a holistic approach to training. According to Cole it is imperative to realize that the ministry and its training are about the Christian life – “the practical habitus” and he recommends a holistic balance in training. The three components for such a holistic balance are the intellectual development (knowing), skills development, and character development (being) for a well rounded education (2001, 142).

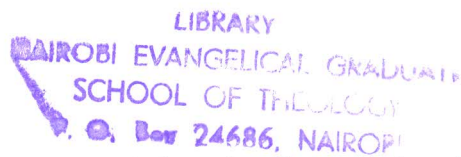
#### **Intellectual development**

Theological schools are to prepare students in the development of their intellectual skills or cognitive abilities so that they are capable of grasping the truth of

the Word and its implications in a more intelligent manner. Niebuhr likened theological schools as “the intellectual center” of the church’s life and serve a dual purpose. Firstly, it is a place where the church exercises its intellectual love of God and neighbor and secondly, it is a community that serves the church’s other activities by “bringing reflection and criticism to bear on worship, preaching, teaching, and the care of souls” (1956, 110). Glasse challenges graduate professional schools to assume the responsibility to prepare intellectually and socially responsible leaders for a secular society. He, however, cautioned that the primary goal in intellectual development is not academic specialists who only reflect on questions and advise others, but to prepare professionals who will assume responsibility in society for the areas committed to their charge (1972, 145). The above voices are agreed on the fact that our students in theological schools need to be developed in their intellect so as not only to be capable but relevant in the ministry to which they are called by the Lord.

#### Skills development

It is important that we not only prepare students intellectually but also give them the necessary performance skills. It is one thing to know something cognitively, but another thing to be able to perform. In order to perform, we need skills and unfortunately, skills do not come that naturally. Even if they do come naturally, they need to be developed to be effective. In the same editorial work referred to earlier on by Elmer and McKinney, Ted Ward is quoted as saying that ‘ministry skills should be functional skills for the specific duties of pastoral ministry’. The ministry categories he enumerated include the categories of preaching, teaching, worship, leadership, administration, counseling, visitation and many other categories in keeping with the minister’s area of involvement in ministry (1996, 212).



It is the common experiences in theological institutions that many of these crucial skills elaborated on by Ted Ward are taken for granted and in most cases are dealt with in a passing manner. In his college years, the researcher vividly recalls the moments he was formally helped to develop some of these skills. Unfortunately, the opportunities were not many and the subjects were just treated in passing. If students are to perform in the ministry, there is need to give more room in the curriculum for the development of relevant ministry skills. EAST attempts to do that through the internship programs and other practical courses they offer students in their respective programs.

#### Character development

Wiersbe and David W. Wiersbe argue forcefully that ministry without character is a religious activity or possibly a religious business (1989, 33). We see that in the scriptures, God took time to prepare men for his service. For example, for Moses, God invested about eight years, Joseph had about thirteen years, Joshua and David had their share of years too. Matters to do with character are easier said than done and yet are the most crucial if ministry is to impact society. At the end of the day it is not how much we know and what skills we possess but who we are – our being that will count. Kikuyu in making reference to John Maxwell quotes, “anyone can claim integrity but action is the real indicator of integrity because it is your character that determines who you are” (2002, 13). College campuses are called upon to ensure that moral character stands out tall in every aspect and more so to be modeled by the faculty and members of staff. The management of EAST, as already mentioned, strives to maintain worthy standards of life for faculty, staff and students in all areas (EAST Calendar & Course Catalogue, 2003-2007). Matters pertaining to character

formation and moral integrity should be clearly reflected and inculcated in the institutions' curriculum. Ogunyemi laments, "the aspect of ministerial training which involves a personal, moral growth and an intimate relationship with God has gradually been neglected and comes secondary to curriculum developers in most theological schools" (1996, 13).

### *Factors Affecting the Trainee's Perception of Relevance*

Several factors that affect the perception of the trainees in ministerial training could be elaborated. However, this research only focuses on three factors that may have a bearing on the students' perception of relevance. These factors are identified as the previous experience of the trainee, the ministerial calling of the trainee, and the areas or needs of the trainee for future ministry.

#### Previous experience of students

The previous experience of a learner is certainly a chief factor in influencing his or her perception of a course of study. Ogunyemi in citing Cole says that learners come to learning environments with "obstructive bags and baggages" which he/she should be helped to deal with (1996, 23). Among baggages is the previous experience of the learner and such can possibly be the case with students in the higher Diploma program in EAST.

#### Ministerial calling of students

The assumption is usually that those being trained in theological institutions have a calling to the ministry. As important as calling to the ministry is concerned, some theological schools, unfortunately, do not consider this as a high priority. They shift their emphasis on academic qualifications as a basis for recruitment. In the



Romans 12:6-8; I Corinthians 12:4-11). The Lord calls people for his services and gives them various gifts for effective service in his body. Niebuhr says, “a definite understanding of the ministerial office also includes a relatively clear-cut conception of what constitutes the call to ministry” He went on to underscore the fact that the church everywhere and always has expected its ministers to have a personal sense of vocation and that they show evidence of such a calling (1956, 63-64).

#### Area of future ministry of students

It is important that there be a relationship between what is being taught and what the learner needs in view of his or her area for future ministry. Formulation of a relevant training curriculum does not begin in a vacuum. It must always start with a view of meeting a need in church, institution or whatever it aims to address in society. Cole says, “A program of theological education be it formal instructional-based or non-formal... must find its purpose for existence in the meeting of contextual needs of its constituency.” In essence, it means that a training program must have a constituency to serve and must be able to justify its existence through meeting the contextualized needs of the constituency (2001, 291-292).

There are various ways for curriculum planners to carry out an appropriate needs assessment. They can engage the leadership, opinion leaders and other stakeholders or consult with various bodies that are representative of the total group such as the elders, youth, women groups, the professionals, and so forth. From such consultations, a composite picture of needs could emerge on which to base decisions in the curriculum design or planning (Cole 2001, 293). Many times, management ignores the input of the target group and simply sits in their offices or boardrooms and assumes that they know the needs of the target group. A proper needs assessment should then naturally lead to purpose formulation. Programs of study such as

assumes that they know the needs of the target group. A proper needs assessment should then naturally lead to purpose formulation. Programs of study such as missions, Christian education, theological studies, and so forth are established in order to meet the needs of the constituency (2001, 292).

### Methodological Literature Review

The Purpose of methodological literature review was to assist the researcher with the various research methods. It showed what possible options were available to the researcher in the course of planning the research work.

This research is best categorized as an opinion survey, which is both descriptive and explanatory in nature. In this survey, the perception rather than the attitude of the respondents was the main area of focus though there is indeed a close link between the two. This is because in most cases our perception of things may largely be influenced by our attitude and vice versa. Best and Kahn are agreed that attitudes and perceptions are difficult to measure (1989, 194).

### *Data Collection and Formulation of Questionnaire*

This research used the questionnaire as means of data collection. Borg and Meredith D. Gall rate the questionnaire as the tool that is widely and commonly used for data collection (1989, 418). Sogaard defines a questionnaire as a “formalized way of collecting data from respondents” (1996, 128). The items in the questionnaire in this research took the form of both closed-ended and open-ended items. Closed-ended questions were structured and did not allow the free expression of the respondents. Hillway says that closed-ended form of questions suggests the possible answers to each question. On the other hand, open-ended ones give that freedom of expression in

which the respondent answers in his or her own words (1964, 203). In formulating a questionnaire, Borg and Gall recommend, “each item on your questionnaire must be developed to measure a specific aspect of your objectives or hypothesis” (Ibid, 427). Formulating an appropriate questionnaire is one thing and analyzing the information obtained is another. In response to this concern, Mugenda and Mugenda give this caution, “The researcher must also know how information obtained from each questionnaire item will be analyzed” (2003, 71).

### *The Likert Scale*

In relation to the questionnaire, the Likert scale was used in this research. This scale usually contains a series of statements of varying degrees of favorableness and unfavorableness and are listed randomly (Best and Kahn 1989, 315-316). Noll et al explain how this scale works:

Each statement usually has five possible responses: “SA” (strongly agree); “A” (Agree); “U” (Undecided); “D” (Disagree); and “SD” (Strongly disagree). The person taking the test reacts to every statement by marking one of the five responses. The responses have weights of 5, 4, 3, 2, and 1 for favorable statements, and 1, 2, 3, 4 and 5 for unfavorable ones. The subject’s score is the sum weights of the responses checked. A high score indicates a highly favorable attitude, a low score indicates the opposite. The Likert method eliminates the sorting by judges, and therefore it requires less time to prepare a scale... (1979, 362).

In seeking to find-out the perception of the students on the relevance of the training they are undertaking, the researcher used the five-point Likert scale and the scores are tabulated on appropriate tables.

### *The Chi-Square Test*

Another instrument that was used in this research was the Chi-Square test. It is a non-paramedic test that is used to detect any significant relationship between two

or more variables in a population (Best and Kahn 1989, 299). According to Borg and Gall, the Chi-Square test is commonly used when the data collected for the research are in frequency counts and when they are put in two or more categories. They suggest that such data should be used under two conditions, that is, the data must be in form of frequency and the categories for the frequencies must be discrete other than continuous (Borg and Gall 1989, 562-564). The Chi-Square also requires that variables in the population are independent of each other and that there must be some logical or empirical basis for the way the data are categorized (Isaac and Michael 1979, 135).

This researcher used the Statistical Package for the Social Sciences (SPSS) to code, enter and summarize the data. This is a program used for analyzing quantitative data.

## **CHAPTER THREE**

### **DESIGN AND METHODOLOGY**

The study adopted a cross-sectional study design and a combination of descriptive and explanatory research approaches and this chapter describes the methods and procedures that were utilized in this research. It should be understood that the methods a researcher purposes to use in his/her research are crucial in obtaining credible results in a disciplined inquiry like this.

#### **Rationale for Choice of Research Paradigm**

This research can best be categorized as an opinion survey, which is both descriptive and explanatory in nature. In this survey, the perception rather than the attitude of the respondents was the main area of focus though there is indeed a close link between the two. This is because in most cases our perception of things may largely be influenced by our attitude and vice versa. As already alluded to, experts that have experimented in testing and measuring attitudes or perceptions are agreed that they are difficult to ascertain (Best and Kahn 1989, 194).

This research used the questionnaire as means of data collection. Borg and Meredith D. Gall rate the questionnaire as the tool that is widely and commonly used for data collection (1989, 418). The items in the questionnaire in this research took the form of both closed-ended and open-ended questions. Closed-ended questions were structured in a manner that did not allow the free expression of the respondents, while the open-ended ones gave that freedom of expression.

In relation to the questionnaire tool, the Likert scale was also used in this research. This scale usually contains a series of statements of varying degrees of favorableness and unfavorableness and is listed randomly (Best and Kahn 1989, 315-316). As the researcher sought to find out the perception of the students on the relevance of the training they are undertaking, a five-point scale was used and the scores were tabulated. For the five-point Likert scale items, the perception of relevance were ‘very high relevance’, ‘high relevance’, ‘uncertain’, ‘low relevance’ and ‘very low relevance’ according to the rating of the respondents as demonstrated in table 1 below:

Table 1. The Likert Scale

<b>Response</b>	<b>Scale Value</b>
Very High Relevance	5
High Relevance	4
Uncertain	3
Low Relevance	2
Very Low Relevance	1

Based on the findings the above scale was collapsed into three: high relevance, uncertain, and low relevance. The purpose of collapsing was to avoid empty cells and cells with very small proportions of cases.

#### Entry Procedures

The researcher sought a letter of introduction from the relevant authority at Nairobi Evangelical Graduate School of Theology (NEGST) after the proposal was approved by the supervisor. The letter enabled the researcher to gain personal entry in

gathering the needed data through the cooperation of all the persons concerned at the East Africa School of Theology.

### The Population

The population of this study, as already alluded to in the delimitations, was the final year students in the Higher Diploma program. These students were expected to have already been quite familiar with the contents of their program, especially in relation to their future ministries. For this reason, there was no need for any sampling of the identified category of the population, as it was manageable and within reach of the researcher.

From the information obtained from the school at the preliminary stage of this study, there were 36 students in the Higher Diploma program. However, at the time the researcher administered the questionnaire, the exact number was 27.

### The Instrument Design

As already mentioned above, a questionnaire was used in this research as means of data collection. The questions were both closed-ended and open-ended in nature.

The researcher developed this instrument using two major approaches. Firstly, the researcher examined the relevant literature to determine the possible factors that may influence students' perception of relevance of the ministerial training. The factors that were identified from the review of the literature are the contents of the courses in the program, previous ministry experiences of students, areas of calling of students, and areas of the anticipated future ministries of students.

Secondly, the researcher after examining the Prospectus of EAST with a particular focus on the courses offered at the Higher Diploma program and based on some preliminary studies and interaction with some of the students in this program, selected all the courses offered for observation and analysis.

Part A of the questionnaire was framed to respond to answer R. Q. 1 and the accompanied hypothesis. Items A1, A2 and A3 on the questionnaire were developed to answer the first research question which required the respondents to rate the grouped course components, the rating of the overall Higher Diploma program and a brief comment in support of their responses to item A2.

Part B consisted of closed-ended and open-ended questions (Items 2-3) which were in response to R. Q. 2 and the corresponding hypotheses. The findings were summarized in tabular form as shown in tables 3 and 4 in chapter 4 of this research.

The last part of the instrument, part C, comprised of open-ended questions, which were designed to give the respondents more opportunity in expressing their view. Items C1 and C2 were designed to provide answers to research question 3. The first part (C1) required the respondents to suggest three main areas of need that they think could better address their areas of future ministries. The second part (C2) requested the respondents to suggest two possible areas they think could increase the impact of the graduates of the Higher Diploma program in the church and the wider community.

#### Reliability and Validity of the Instrument

In a disciplined inquiry such as this one, the researcher should plan to avoid measurement errors by ensuring that the designed instrument is reliable and valid. “Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials” (Mugenda and Mugenda 2003, 95).



Best and Kahn state that a test is valid only to the extent that it measures what it claims to measure as accurately as possible (Best and Kahn 1989, 197). Validity of the instrument calls for asking the right questions, and trying to phrase them in a less ambiguous manner.

The researcher tested the instrument with experts in the field of research. Five lecturers at NEGST were requested to offer their expertise in assessing the validity of the instrument. The judgment of these five experts was expected to be influenced by (a) the clarity of the questions (b) the level of difficulty and (c) the appropriateness of an item for the category in which it was put. If three of these experts agreed on the appropriateness of an item, then the item was retained. On the other hand, if three of them agreed on the inappropriateness of an item, it was improved or totally removed. The result of this exercise was that three out of the five lecturers considered the instruments to be appropriate and no response was received from the other two lecturers. Thus, the researcher went by the opinion of the three in considering the reliability and validity of the instrument.

#### Pilot-Testing

The researcher carried out a pilot test to verify the reliability and validity of the instruments. The pilot test was carried out at EAST with the second year students of the Higher Diploma program. The second year students in the Higher Diploma in EAST were chosen for the pilot test because they were expected to already be familiar with the program.

The purpose of the pilot test was to detect if the questionnaire was clear enough or if it needed alteration. Creswell comments that pilot tests are important in establishing the content validity of an instrument to improve questions, format and

scales (2003, 158). After this exercise of pilot testing, the researcher found out that certain changes were necessary for clarity purposes and these were done accordingly.

### Administering the Instrument

The questionnaire was administered by the researcher to the specified target population through the assistance and cooperation of the Principal, Academic Dean, Philsta Muthoni and Paul Wawire. The researcher collected the completed questionnaires immediately.

### Ethical Considerations

The researcher keenly observed certain ethical considerations at the time of administering the instrument. The respondents were not forced to fill in the questionnaire nor were paid for doing so. It was purely on voluntary basis and every respondent reserved the right not to answer a question that he or she did not want to. Mugenda and Mugenda (2003, 192) cautions a researcher to conform to the principle of voluntary consent where by respondents willingly participate in research.

### Data Analysis

The data collected from the research was analyzed with the aim of providing answers to the research questions and gave ground for testing the research hypotheses. The researcher used two methods for the analysis. The closed-ended questions were analyzed quantitatively while the open-ended ones were analyzed qualitatively. (The details of these analysis are shown in the following chapter).

The students were asked to rate the relevance of the course components by examining each course in relation to their anticipated future ministries on a Likert Scale. The frequency counts of student's ratings of the individual courses under each

component were used to determine their perceptions of overall course components. The researcher collapsed the scale into three, 'High Relevance', 'Uncertain', and 'Low Relevance'. The purpose for collapsing the scale was to minimize possible empty cells. In this case, the researcher considered the perception of relevance as high if the respondents ticked very high or high; as uncertain if they ticked uncertain; and as low if they ticked low or very low. This procedure applied to items A1 and A2 on the questionnaire. The responses of the students were analyzed based on the independent variables identified in the population of study, and each independent variable was analyzed to test if it affected the students' perception of relevance.

The null hypotheses were tested using the Chi-Square Test ( $\chi^2$ ). This is a non-parametric test that can be used as a "test of independence, the idea that one variable is not affected by, or related to another variable" (Best and Kahn 1989, 299). It is important to note that the Chi-Square, like other nonparametric tests, has several disadvantages because the data collected are based upon counted or ranked order rather than on measured values. It is also less precise and has lower power than parametric tests. It is also not likely to reject a null hypothesis when it is false. However, this test of independence is appropriate to be used when the nature of the population distribution from which samples are drawn is not known to be normal and when the variables are expressed in nominal or ordinal form (Borg and Gall 1989, 562).

The following Chi-Square formula was used:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

In the above formula O = observed frequency, and E = expected frequency. In 3x 2 or more tables with more than 2 degrees of freedom, this formula was used to calculate

values of each cell. In a 2 x 2 table with 1 degree of freedom, the following formula was used:

$$\chi^2 = \frac{N\{[AD - BC]\}^2}{(A+B)(C+D)(A+C)(B+D)}$$

In the above formula N = Population size. A, B, C, and D are values of the respective cells on a 2 x 2 table. If the calculated Chi-Square does not equal or exceed the critical value necessary to reject the null hypothesis at the .05 level of significance, the hypothesis was not rejected otherwise, it was rejected.

The researcher used the Statistical Package for the Social Sciences (SPSS) to code, enter and summarize the data.

## CHAPTER FOUR

### FINDINGS AND DATA INTERPRETATION

The purpose of this research was to find out the students' perception of relevance of the ministerial training of the Higher Diploma program at East Africa School of Theology (EAST). This chapter reports the findings, analysis and interpretation of the data collected from the students about their opinion on the relevance of the training in relation to their future ministries in the church and the wider community.

#### Rate of Questionnaire Returns

The researcher administered 27 questionnaires, but 25 were returned and used for analysis. The returned questionnaires amounted to a total of 92.6 response rate as shown in the computed data on the table below:

Table 2: Rate of Questionnaire Returns

<b>Number Sent Out</b>	<b>Number Returned</b>	<b>Percentage of Returns</b>
27	25	92.6%

### *Perception of Relevance of the Grouped Course Components*

The first research question sought to find out the perception of relevance of the grouped course components based on the students' anticipated future ministries. The question states:

R. Q. 1 To what extent do the students in the Higher Diploma at EAST perceive the relevance of course components in the program in relation to their anticipated future ministries?

To answer this question item A1 on the instrument was administered. This item requested the students to rate on a five-point Likert Scale the list of courses offered in Higher Diploma program, which are grouped under different components (e.g. Bible courses, Theological courses etc.). The students were requested to rate only courses under each component that they had already taken. The results were computed as shown in Table 3 below. The figures not bracketed are the frequency scores obtained by counting the ratings of each course under the various course components (see the cross tabs in appendix IV). The figures in brackets are the percentages of the frequency scores obtained by the Likert scores for each course component taken as a percentage over the total Likert score for that course component and the results tabulated for each Likert category.

Table 3. Course Components and Perception of Relevance

<b>Course Components</b>	<b>High Relevance</b>	<b>Uncertain</b>	<b>Low Relevance</b>	<b>Row Total</b>
Bible	205 (97.6%)	5(2.4%)	0	<b>210 (100%)</b>
Theological	114 (95%)	6(5%)	0	<b>120(100%)</b>
Church Ministries	234 (97.9%)	5(2.1%)	0	<b>239(100%)</b>
General Education	172 (91%)	11 (5.8%)	6(3.2%)	<b>189(100%)</b>

N = 25

Table 3 shows that all the grouped course components received a high perception of relevance by the majority of the respondents. Church Ministries component received the highest with 97.9% with only 2.1% that expressed uncertainty. Bible component scored 97.6% with only 2.4% expressing uncertainty. Theological component scored the third highest 95% with 5% expressing uncertainty and General Education was 91% with 3.2% rating low relevance, while 5.8% expressed uncertainty.

On average 95.4% of the respondents had a high perception of relevance of all the grouped courses, 0.8% only indicated a low perception while 3.8% expressed uncertainty about the perception of the overall grouped courses. Thus, the conclusion reached in this regard is that in general, the majority of the students perceived the course components as relevant to their anticipated future ministries.

The null hypothesis generated in response to R. Q 1 states:

H<sub>0</sub>: 1 The students in the Higher Diploma will not perceive the course components in the program to be relevant to their anticipated future ministries.

The independent variables in this hypothesis are:

- |                 |                       |
|-----------------|-----------------------|
| (a) Bible       | (b) Church Ministries |
| (c) Theological | (d) General Education |

The dependent variable is the perception of the course components.

The frequency counts indicated in table 4 below are the total counts rated for each course under the various course components as explained in table 3 above. The figures in brackets are the expected frequencies obtained by multiplying the raw total of each course component by the column total of the perception of relevance rating and dividing it by the total row. The results are as shown in table 4 below:

Table 4. Course components and Perception of Relevance

Course Components	Perception of Relevance			Total Row
	High Relevance	Uncertain	Low Relevance	
Bible	205(200.86)	5(6.09)	0(3.05)	210
Theological	114 (114.78)	6(3.48)	0(1.74)	120
Church Ministries	234(228.59)	5(6.94)	0(3.47)	239
General Education	172(180.77)	11(5.49)	6(2.74)	189
<b>Column Total</b>	<b>725</b>	<b>27</b>	<b>6</b>	<b>758</b>

$$\chi^2 = 26.18$$

$$df = 6$$

$$\text{Significance level} = 0.05$$



The  $\chi^2$  test yielded a value of 26.18, which far exceeds the table value of 12.59 with a 6 df. at the level of 0.05 significance required to reject the statement. Therefore, the null hypothesis was rejected. The result showed that generally, students perceived the grouped course components relevant to their anticipated future ministries.

Item A2 in Part A of the instrument requested the students to rate the overall Higher Diploma Program based on their ratings in item A1. The results are shown in Table 5:

Table 5. Relevance of the overall Higher Diploma Program

<b>Ratings</b>	<b>Frequency</b>	<b>Percentage</b>
High relevance	23	92
Uncertain	2	8
Low relevance	0	0
<b>Total</b>	<b>25</b>	<b>100</b>

N = 25

The results of Table 5 shows that 23 (92%) of the respondents indicated a high rating of the overall Higher Diploma Program in relation to their future ministries, while 2 (8%) indicated uncertainty on the relevance of the program. The results showed that students in general consider the Higher Diploma Program relevant in relation to their anticipated future ministries.

Item A3 requested the students to give comments in relation to their responses to item 2A. The results computed are shown in Table 6 below:

Table 6. Comments on the Relevance of the overall Higher Diploma Program

S/No	Comments	Frequency	Percentage
1	The program is very relevant to future ministry	21	84
2	Some courses do not relate to the practicality of ministry	1	4
3	Need to introduce up-to-date courses (relevant to current times)	1	4
4	No Comments	2	8
<b>5</b>	<b>Total</b>	<b>25</b>	<b>100</b>

Table 6 shows that 21(84%) of the students commented that the program was very relevant to their future ministries, while one student (4%) commented that some courses in the program do not relate to the practicality of ministry. One (4%) student commented about the need to introduce up-to-date courses (relevant to the current times). Two (8%) of students did not comment.

### *Discussion*

From the obtained results, students in general perceived the course components relevant to their anticipated future ministries. Theological course component was rated the least compared to the other three components. The reason for this was because most of the students had not yet taken some of the courses listed under the theological component. For example, courses such as Daniel and Revelation, Eschatology and Advanced leadership (see cross tabs in appendix IV). If all the students had done these courses, the rating would certainly be high, based on the trend seen in the other course components and also demonstrated by the results of the overall rating of the program (see

table 5). Thus, in general, it can be said that the courses as listed under each component are perceived relevant in relation to the ministry needs of the students and this was further confirmed by the general comments of the respondents in support of their rating of the overall relevance of the Higher Diploma Program in table 5. In a related literature, Nyblade says that curriculum developers should include various areas of skills development and these skills should relate to the four areas or disciplines in theology as they were developed in the 18<sup>th</sup> Century: after Christ, Biblical, Systematic, Historical and Pastoral (1991, 50-51).

### ***Factors Responsible for Students' Perception of Relevance***

The second research question sought to find out the factors which influence students' perception of the Higher Diploma program in relation to their anticipated future ministries. The question states:

R. Q. 2 What factors contribute to the perception of the students about the relevance of the Higher Diploma program in meeting their anticipated future ministry needs?

Two null hypotheses were generated in response to this question. Factors that might possibly influence perception of relevance of the Higher Diploma program are previous ministerial experience and area of calling of the students.

Previous ministerial experience and perception of relevance

H<sub>0</sub>: 2 Previous ministerial experience of students will not affect their perception of relevance of the Higher Diploma program offered at EAST.

The independent variables in this hypothesis are:

- a) with previous ministerial experience
- b) without previous ministerial experience

The dependent variable is the perception of relevance of the Higher Diploma program.

The researcher sought to analyze the relationship between previous ministerial experience of students and their perception of relevance.

Item B1 of the questionnaire provided the data for the analysis of the hypothesis. In B1 students were asked to indicate, if any, the area of their previous ministerial experience (pastoral, teaching, evangelism, missions, and other).

The findings showed that most of the students had some experiences prior to their studies at EAST. It was observed that 60% had pastoral experience, 4% had teaching experience, 8% evangelism experience, 4% missions experience, 4% apostleship experience and 4% music experience. Four 16% had no previous experiences in any of the above-mentioned areas. Thus, in general, most of the students had some experiences, while others did not have any experiences. Table 7, Figures 1 and 2 summarize the findings.

Table 7. Area of Previous Ministerial Experience and Perception of Relevance

Area of Previous Ministerial Experience	Frequency	Percentage
Pastoral	15	60
Teaching	1	4
Evangelism	2	8
Missions	1	4
Apostleship	1	4
Music	1	4
None	4	16
<b>Total</b>	<b>25</b>	<b>100</b>

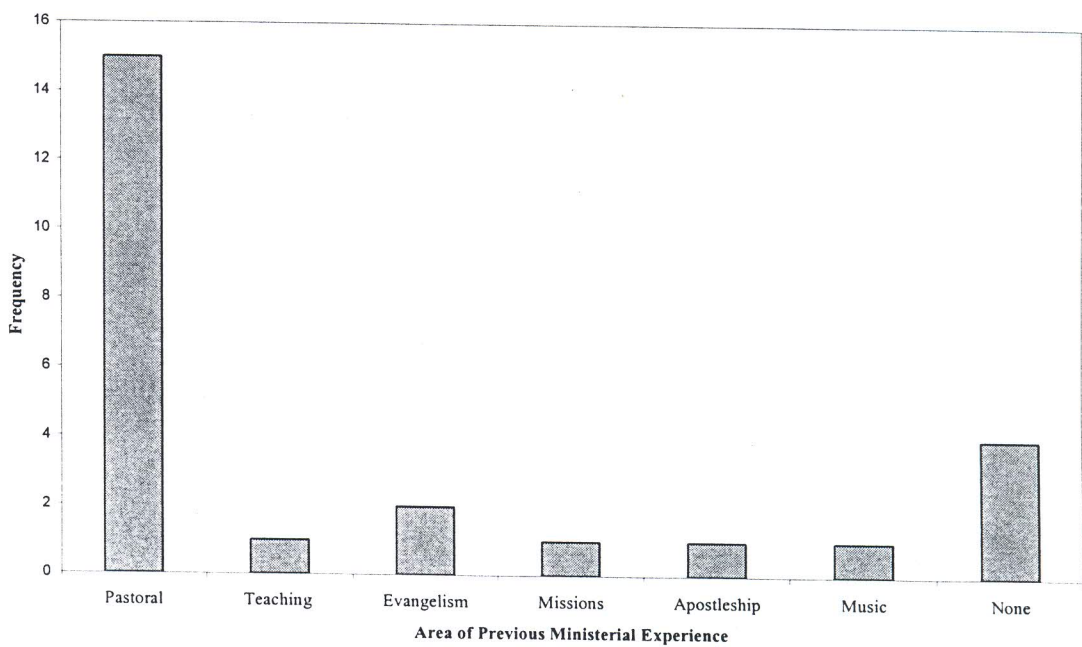


Fig. 1 Area of previous ministerial experience (N = 25)

The nominal scale was used for the frequency.

### *Chi-Square Test of the Hypothesis*

The  $\chi^2$  test yielded a value of 3.01, which is far less than the table value of 5.99 with a 2 df at the level of 0.05 significance required to reject the statement. Therefore, the null hypothesis was not rejected. This result shows that generally, students with previous ministerial experience do not perceive the Higher Diploma Program more relevant than those who do not have any previous ministerial experience. Table 8 below shows the results of the Chi-Square test.

Table 8. Previous Ministerial Experience and Perception of Relevance

<b>Previous Min. Experience</b>	<b>Perception of Relevance</b>			<b>Row Total</b>
	<b>High Relevance</b>	<b>Uncertain</b>	<b>Low Relevance</b>	
With previous Experience	9 (10.4)	3(3.2)	8(6.4)	<b>20 (80%)</b>
Without previous Experience	4(2.6)	1(0.8)	0(1.6)	<b>5 (20 %)</b>
<b>Column Total</b>	<b>13</b>	<b>4</b>	<b>8</b>	<b>25</b>

$$\chi^2 = 3.01$$

$$df = 2$$

$$\text{Significance level} = 0.05$$

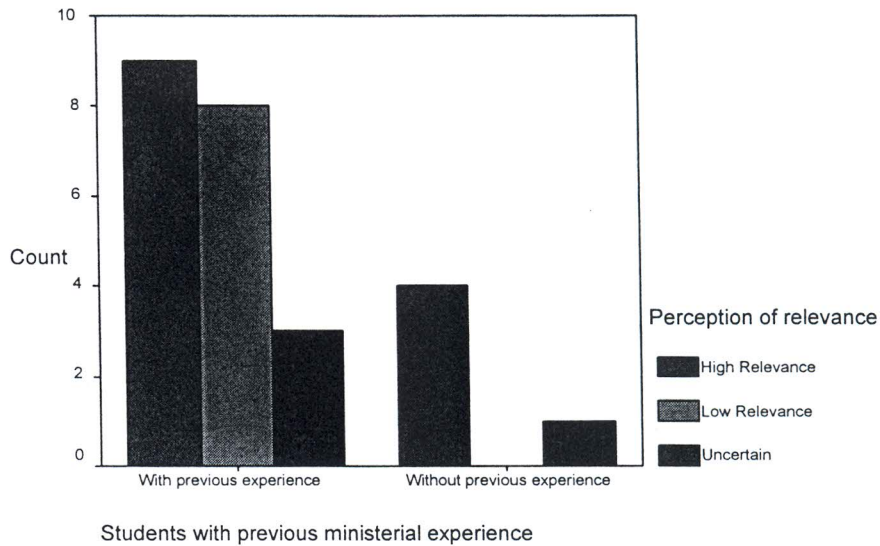


Fig. 2 Previous ministerial experience and perception of relevance (N = 25)

Item B2 was an open-ended question, requesting students to indicate the area of their previous ministry experience. The compiled results (see Table 9) of the various comments show their perception of relevance of the program to their previous ministerial experience. The results as displayed in Table 9 reveal that most of the students had pastoral experience 15 (60%). Two (8%) had evangelism experience, 1 (4%) had teaching experience, another 1 (4%) had experience in missions, another 1 (4%) had an apostolic experience and yet another 1 (4%) had experience in music. Four (16%) students did not offer any comments. Table 9 gives a summary of their comments.

Table 9. Comments on the Area of Previous ministerial Experience

S/No.	Comments	Frequency
1	My pastoral experience has greatly been transformed by the program	15 (60%)
2	Evangelism motivated my search for more training and research	2 (8%)
3	My teaching experience has been widened through the training at EAST	1 (4%)
4	Missions has motivated my learning and enabled me to evangelize, teach, and pastor	1 (4%)
5	The Higher Diploma has impacted my Music ministry and laid a good theological foundation	1 (4%)
6	The Higher Diploma has impacted my Apostolic ministry and it will lead to serve better	1 (4%)
7	Others did not express any opinion	4 (16%)
<b>Total</b>		<b>25 (100%)</b>

Area of ministerial calling and perception of relevance

H<sub>0</sub>: 3 Area of ministerial calling of students will not affect their perception of relevance of the Higher Diploma program offered at EAST?

The independent variables in this hypothesis are:

- a) with specified area of ministerial calling
- b) without specified area of ministerial calling

The dependent variable is the perception of relevance of the Higher Diploma program.

In B3 students were asked to indicate, if any, the area of their ministerial calling (pastoral, teaching, evangelism, missions, and other).

The findings showed that most of the students have a specified area of calling.

Table 10 shows that, out of 25 respondents, 10 (40%) indicated that they have pastoral calling, 5 (20%) indicated missions as their area of calling, 3 (12%) indicated teaching



and another 3 (12%) indicated evangelism, 1 (4%) indicated apostleship as his area of calling while another 1 (4%) indicated music. There were 2 (8%) that did not indicate any specified area of ministerial calling. Thus, table 10 and figure 3 reveal that in general the respondents have specified areas of ministerial calling.

Table 10. Area of Ministerial Calling and Perception of Relevance

<b>Area of Ministerial Calling</b>	<b>Frequency</b>	<b>Percentage</b>
Pastoral	10	40
Teaching	3	12
Evangelism	3	12
Missions	5	20
Apostleship	1	4
Music	1	4
None	2	8
<b>Total</b>	<b>25</b>	<b>100</b>

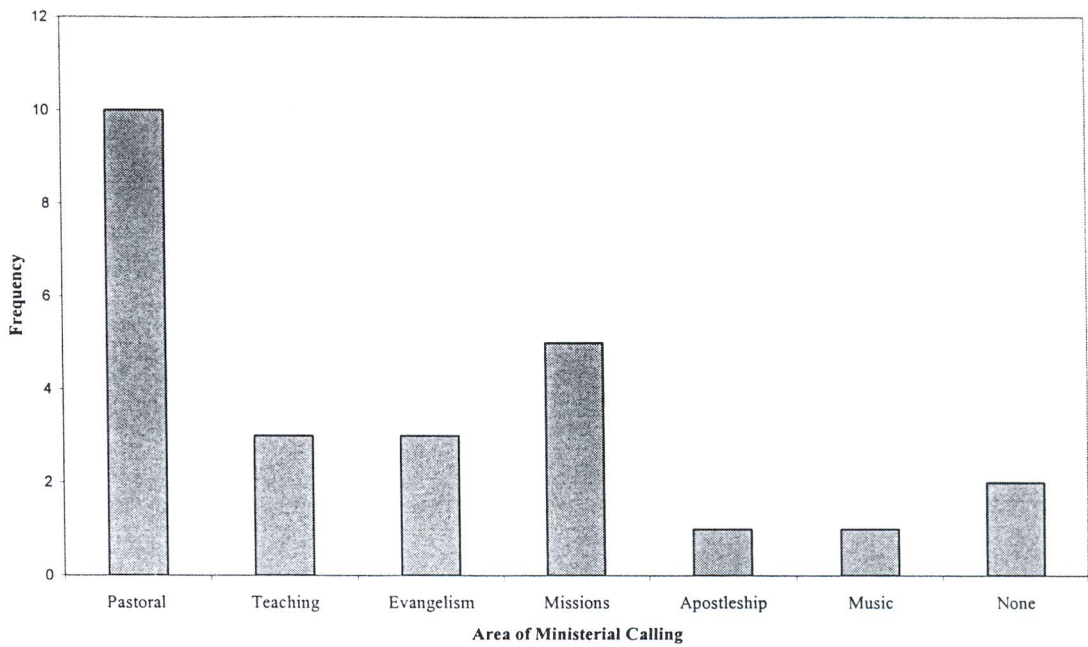


Fig. 3 Area of ministerial calling (N = 25)

The nominal scale was used for the frequency.

### ***Chi-Square Test of the Hypothesis***

The  $\chi^2$  test yielded a value of 0.21, which is far less than the table value of 15.99 with 2 df at the level of 0.05 significance required to reject the statement. Therefore, the null hypothesis was not rejected. This result shows that generally, there is no difference between those with specified area of ministerial calling and those without in their tendency to perceive the training to be highly relevant. Table 11 shows the results of the Chi-Square test.

Table 11. Area of Ministerial Calling and Perception of Relevance

Area of Min. Calling	Perception of Relevance			Row Total
	High Relevance	Uncertain	Low Relevance	
With specified area of calling	9(8.84)	3(2.72)	5(5.44)	17
Without specified area of calling	4(4.16)	1(1.28)	3(2.56)	8
<b>Column Total</b>	<b>13</b>	<b>8</b>	<b>4</b>	<b>25</b>

$$\chi^2 = 0.21$$

$$df = 2$$

$$\text{Significance level} = 0.05$$

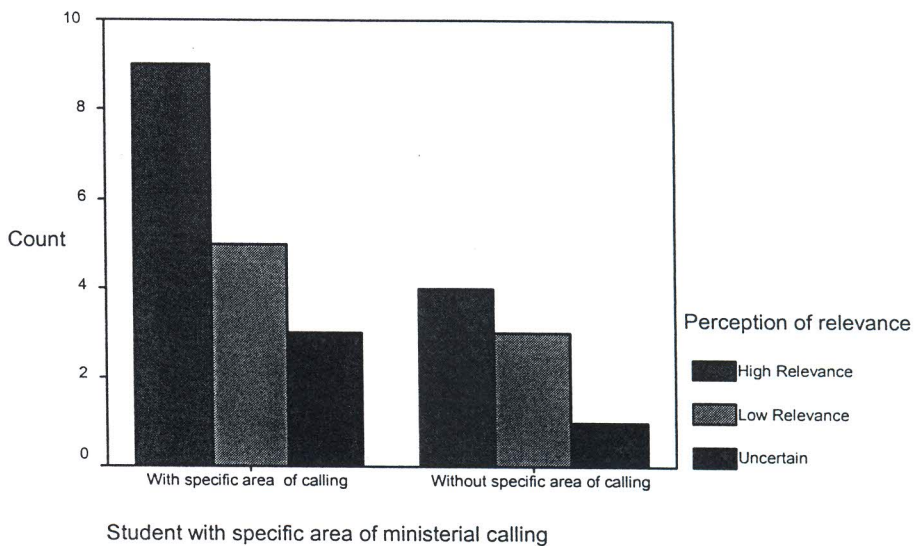


Fig. 4. Area of calling and perception of relevance (N = 25)

Item B4 was an open-ended question, requesting students to give comments in support of their responses to item B3. Table 12 below gives a summary sample of their comments. The samples of the comments show perception of relevance of the program to

their specified areas of ministerial calling. Students with pastoral calling perceived the training relevant in relation to their area of calling showing a frequency of 10 (40%) followed by those with missions calling with 5 (20%). Students with teaching as area of calling showed frequency of 3 (12%), and those with evangelism as area of calling showed frequency of 3 (12%). One (4%) said that music (leading the choir) had ignited a passion for shepherding. Two (8%) of the students did not offer any comments and one (4%) comment was not readable.

Table 12. Comments on the Area of Ministerial Calling

Comments	Frequency
1 All the courses that I have taken in Diploma program so far have helped me to grow and to pastor the church as I apply them practically.	10 (40%)
2 The program has been able to shape me be effective in doing missions and to be faithful to the work of God in relation to Matt. 28: 19-20.	5 (20%)
3 My perception concerning evangelism has been broadened and I known that its not just pulpit ministry but also discipleship, out reach program for growth of believers etc.	3 (12%)
4 The area of teaching has influenced my perception about higher diploma. I have enjoyed the classes and all courses.	3 (12%)
5 Leading a choir has ignited a passion to pastor/shepherded others especially teaching others on sound biblical principles.	1 (4%)
6 No clear idea expressed.	1 (4%)
7 No comments.	2 (8%)
<b>25 (100%)</b>	

### *Discussion*

The findings in relation to R. Q. 2 showed that most of the students had previous experiences and specified areas of calling in various areas. These previous experiences and specified areas of calling did not however affect their tendency to perceive the

training to be highly relevant. This claim was further supported by the sample of the comments of the students. These findings, in general, imply that the students perceived the program to be relevant despite their diverse experiences and areas of calling. It also implies that previous experiences and specified areas of calling help students relate what they learn to their respective ministry areas. In a related literature, Ogunyemi in citing Cole says that learners come to learning environments with “obstructive bags and baggages” which he/she should be helped to deal with (1996, 23). This means that curriculum planners need to take students’ experiences and areas of calling into consideration in the way they design various courses to address some of these areas of ministry needs. A similar related literature reveals the need for a renewed methodology and variety of study materials that should enable students analyze their own situations (Padilla 1988, 79).

#### Suggestions for Possible Improvement of the Program

R. Q. 3 What specific inputs do the students give for possible addition and improvement of the program in relation to their anticipated future ministries?

This was an open-ended question and was analyzed qualitatively based on the responses of the respondents in Part C of the questionnaire and there was no corresponding hypothesis, as explained earlier on. Items C1 and C2 provided the needed data which were analyzed using the inductive code. According to Nachmias and Nachmias, an inductive coding is the appropriate thing to use in an exploratory study in which the researcher has little theory informing him of what to expect from the respondents. The researcher designed a coding scheme based on a representative sample

of responses (1996, 337). The responses were grouped together according to similarities and the results were interpreted accordingly.

Item C1 was meant to generate comments from the students. This question sought to find out suggestions they think could better address their future ministry needs. There were many similar needs expressed by the students. The researcher, after careful reading of the various suggestions, grouped them according to similarity based on the frequency counts as shown in Table 13. From the table, the most area of concern was the need for more competent lecturers and resources materials.

Table 13. Areas that better address Students' Future Ministry Needs

S/No	Suggestions	Frequency
1	The need to teach students in areas of resource mobilization, communication and sharing (partnership).	5 (20%)
2	The need to put emphasis on leadership training, development, and mentoring.	4 (16 %)
3	The need to emphasize and expand in the area of counseling.	5 (20%)
4	There is need to focus more on missions and internship programs and field work.	6 (24%)
5	There is need of competent teachers, student/teacher relations and teaching as a whole be pursued more.	5 (20%)
6	There is need to update course materials with more current books and integration of programs.	4 (16%)
7	There is need for more allocation of time in teaching others course material resource mobilization, teaching, counseling.	5 (20%)
8	Music should be taught as a course.	1(4%)
9	There is need for a course on Youth and Church.	1(4%)
10	No suggestions made.	2 (8%)

Item C2 requested students for suggestion that the school could possibly adopt for increasing graduates' impact in the church and the wider community. Table 14 below gives a summary of the compiled suggestions.

Table 14. Suggestions for Increasing the Impact of Graduates

S/No	Suggestions	Frequency
1	There is need for more competent teachers even from other denominations and there is need to share teachers within programs. Example: B.A. teachers to teach also at the Higher Diploma level.	9 (36%)
2	There is need for additional time for teaching other courses especially counseling (counseling was repeatedly mentioned by most respondents).	8 (32%)
3	There is need for more time in the internship program.	7 (28%)
4	There is need for continuous prayer for graduates and understanding of field needs.	2 (8%)
5	There is need for provision of course materials for students.	1 (4%)
6	There is need for a scholarship program.	1 (4%)
7	There is need to involve students in decision-making.	1 (4%)

From the above table, most of the respondents (9) suggested the need for more competent teachers even from other denominations. They expressed also the need of sharing teachers within programs, that is, teachers in the B.A. program could equally teach in the Higher Diploma program. There were (8) respondents who expressed the need for the addition of ample time for teaching other courses especially counseling. A good number of respondents (7) pointed also to the need for more time allotment to the internship program. Two (2) of the respondents expressed the need for continued prayer for graduates and for the school to know and understand their ministry needs. The other respondents expressed various needs such as the need to give course materials to students

(books), the need to set up a scholarship program and the need to involve students in decision-making.

### *Discussion*

From the obtained results, students in general have expressed a strong opinion on the need for competent teachers, the need for lengthening the internship program, the need for allotment of additional time for some courses, especially counseling. From these comments, it can be implied that there is need for faculty development, especially in the areas of competency. This is not to imply that there might not be any such development, but simply to highlight the need to focus on it more as indicated by the comments. The comments also imply the need for evaluation and review of the Higher Diploma Program or some of the courses to address some of the concerns expressed by the respondents. The researcher however is not implying that the teachers, the college constituency and students must all come to a unanimous decision on what courses to include. The direction here is the provision of a curriculum with flexible options for specialization such that students will also have a large scope to pursue special interests relevant to their areas of ministry. In a related literature Mackie says that ministers, laymen and theological students are asking searching questions both in relation to the ministry and about the training which they receive (1969, 49). Thus, it is important that those responsible for theological institutions be clear not only in their goals and in objectives but also relevant in addressing the needs of the trainees. In another related literature, Cole says:

The church and training institutions should work hand in hand so that churches select candidates in a healthy way and recommends them for training. This would achieve



our African distinctive... because the churches are likely to pick out and back those potential candidates who have either shown potential for leadership or have been serving in responsible roles within the church. This done, theological institutions will probably significantly rid themselves of the perennial problem of training local church rejects (1991, 42).

This insight from Cole's comments needs to be taken seriously by all those involved in training persons for ministry. As the purpose of ministerial training is to prepare men and women for service in the church and the wider community, training institutions should ensure that such training is carried out in full collaboration with churches that send students for training so that we may not train local church rejects.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study was an attempt to probe the students' perception of the relevance of the ministerial training at the Higher Diploma level at East Africa School of Theology. The findings, analysis and interpretations are summarized in this chapter. The chapter also reports on the conclusions and recommendations.

#### Research Problem and Purpose

The purpose of this research was to find out how the students at the Higher Diploma level perceive the relevance of the ministerial training at EAST in relation to their anticipated future ministries. In an attempt to probe students' perception of relevance, the following research questions guided the focus of the research:

- R. Q.1 To what extent do students in the Higher Diploma Program at EAST perceive the relevance of course components in the program in relation to their anticipated future ministries?
- R. Q. 2 What factors contribute to the perception of students about the Higher Diploma program in meeting their anticipated future ministry needs?
- R. Q. 3 What specific inputs do the students give for possible addition and improvement of the program in relation to their anticipated future ministries?

### Research Significance

The need for relevance in institutions of learning is very important. How the students perceive relevance is significant in the way they relate what they learn and apply in their respective ministries. Information and knowledge of the students' area of future ministries could help management of EAST, planners, and faculty to ensure that relevance prevails in all areas of preparation in the lives of the trainees. This will increase the trainees' participation in various school activities at the time of training and in turn pave the way for effective ministries in the African church, as they disciple the nations for Christ and His Kingdom.

### Research Design

For this research study, no sampling was attempted because the population was manageable and within reach. A questionnaire return rate of 92.6 was obtained. The instrument that was used to collect the required information for this research was both the closed-ended and open-ended questionnaire. The Likert Scale of Summated Ratings was used to measure the students' opinion on certain issues related to the courses and their overall assessment. Chi-Square was used to test the variables in the hypotheses. The Statistical Package for the Social Sciences (SPSS) was used to code, enter and summarize the data.

## Summary of the Findings

### *Perception of the Relevance of the Grouped Course Components*

R. Q. 1 To what extent do students in the Higher Diploma Program at EAST perceive the relevance of course components in the program in relation to their anticipated future ministries?

In relation to R. Q. 1 a hypothesis was generated which states:

H<sub>0</sub>: 1 The students in the Higher Diploma program will not perceive the course components in the program to be relevant to their anticipated future ministries.

The findings showed that majority of the Higher Diploma students (95.4%) perceived the course components relevant to their anticipated future ministries. The findings showed a significant difference with those that perceived the course components as low (0.8 %) and those that expressed uncertainty (3.8%).

The null hypothesis was rejected. The results showed that generally, majority of the students perceived the grouped course components relevant to their anticipated future ministries.

### *Factors Responsible for Students Perception of Relevance*

R. Q. 2: What factors contribute to the perception of students about the relevance of the Higher Diploma program in meeting their anticipated future ministry needs?

In relation to R.Q. 2, two hypotheses were generated which state:

H<sub>0</sub>: 2 Previous ministerial experience of students will not affect their perception of relevance of the Higher Diploma program offered at EAST.

H<sub>0</sub>: 3 Area of ministerial calling of students will not affect their perception of relevance of the Higher Diploma program offered at EAST?

The findings showed that most of the students (68%) had various previous ministerial experiences and (56%) had specified area of calling, while 16% had no

previous experience and 28% had no specified area of calling. Nevertheless, these significant differences did not affect their tendency to perceive the training to be highly relevant.

The two null hypotheses were not rejected. There was no difference observed between the perception of students who had previous ministerial experience and those without and no difference with those with specified area of ministerial calling and those without.

R. Q. 3 What specific inputs do the students give for possible addition and improvement of the program in relation to their future ministries?

This was an open-ended question with no hypothesis generated in relation to it.

The findings showed that the majority of students expressed the need for competent teachers, the need for lengthening the period allotted for the internship program, the need to teach students in the areas of resource mobilization and the need for allotment of additional time for some courses, especially counseling.

### Conclusions

This research aimed to find out the students' perception of relevance of the ministerial training at EAST, particularly the Higher Diploma Program, in relation to their anticipated future ministries. Thus, in respect of the summary of the above findings, the following conclusions were arrived at:

1. In view of the fact that the majority of the Higher Diploma students perceive the course components and the overall program relevant to their anticipated future

ministries, they are likely to apply what they learn to their anticipated future ministries in the church and the wider community.

2. In view of the fact that the majority of the students have had previous ministry experiences and specified areas of calling, they are likely to get involved more easily in ministry service in the church and the wider community than those without.
3. The suggestions proposed by the students in relation to the open-ended R. Q. 3 are pointers of the need for a review of certain aspects of the program, especially in areas of faculty development and periodic course review. The majority of the respondents expressed the need for competent teachers and sufficient time allotment for some of the courses at the higher diploma program.

### Recommendations

Based on the conclusions reached above, the following recommendations have been made for possible improvement of the Higher Diploma program at EAST:

1. The need for relevance should not be taken for granted. There is need for a continued review of courses with the purpose of improvement of the same. The management of EAST through the Board of Governors should ensure a periodic planned review of the curriculum.
2. Knowledge of the students' ministry experiences and areas of calling is an important factor that should guide management and curriculum planners in designing training programs. The management of EAST can possibly attain this prior knowledge and information about students' ministry experiences and areas

of calling by inclusion of such requests (if not already existing) on admission forms and recommendations from the respective churches/leaders.

3. There is need for continuous faculty development and appraisal to meet the current rigorous challenges of the changing academic world. The management of EAST through the Board of Governors should ensure criteria and policy for both faculty selection and development.

#### Areas for Further Research

This research is not presumed to be exhaustive. The following areas are recommended for further research:

1. There is need for research in the other programs that EAST offers such as the B.A. and the ordinary Diploma. This will enable management to have a wider view and understanding of how students in these programs perceive relevance in relation to their respective ministry needs.
2. There is need for an evaluative research as to how the alumni of EAST relate what they learned to their respective ministries in the church and the wider community. The research will help management assess the impact of EAST at the field/ministry level.
3. There is also the need to study the effectiveness of the faculty through classroom observation. This will help management set criteria for faculty selection and development.

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## APPENDIX I

### QUESTIONNAIRE

Dear Student,

The purpose of this research is to find out your perception of the relevance of the training you are undergoing at EAST in the Higher Diploma program in relation to your future ministry in the local church and the wider community. Your views will be of a tremendous benefit to you as a student as well as to the management of EAST. Therefore you are kindly requested to please fill this questionnaire completely and as honestly as possible by indicating a clear sign of a tick (✓) in the appropriate bracket and writing a statement or comment where it is clearly indicated.

#### PART A

Q A1. Below is the list of courses offered in the Higher Diploma program. They are grouped under different components (e.g. Bible courses, Theological courses etc.)

Please put a tick (✓) in the appropriate place expressing your opinion about the relevance each course in the component to your anticipated future ministry (pastoral, teaching, evangelism, missions or any other).

**Please only consider the courses you have already taken.**

Courses	Perception of Relevance				
	Very High Relevance	High Relevance	Uncertain	Low Relevance	Very Low Relevance
<b>Bible Component</b>					
Acts					
Corinthians					
Galatians & Romans					
Hermeneutics					
Life of Christ					
Major Prophets					

Minor Prophets					
Old & New Testament Survey					
Paul's letter to Pastors					
Pentateuch					
<b>Theological Component</b>					
Christ and Salvation					
Daniel & Revelation					
Eschatology					
God, Angels, and Man					
Holy Spirit					
Pentecostal belief and Practice					
Advanced leadership					
<b>Church ministries Component</b>					
Biblical Theology of Missions					
Church planting					
Cross-Cultural communication					
Christian Family and Marriage					
Homiletics					
Leadership					
Children's ministry					
Maturity and Christian growth					
Pastoral counseling					
Pastoral ministries					
Evangelism					
<b>General Education Component</b>					
Basic English					
Church History					
English Composition					
KAG Constitution					
Principles of Teaching					
Research Methods					
World Religions					
Internship					

Q A2. Based on your response to Q A1, to what extent would you rate the relevance of the overall Higher Diploma courses in relation to your anticipated future ministry (pastoral, teaching, evangelism, missions or any other)?

**Please choose only one from the category below.**

- a) Very High ( )                      b) High ( )                                      c) Uncertain ( )  
d) Low ( )                                      e) Very Low ( )

Q A3. Please give a brief comment to support your answer to Q A2 above.

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**PART B**

Q. B1. Please put a tick (✓) in the area of your previous ministry experience.

(Please tick only **ONE** category that specifically applies to you)

- |                                 |     |              |     |
|---------------------------------|-----|--------------|-----|
| (a) Pastoral                    | ( ) | (b) Teaching | ( ) |
| (c) Evangelism                  | ( ) | (d) Missions | ( ) |
| (e) Other (please specify)_____ |     | (f) None     | ( ) |

Q. B2. Please give some comments in support of your answer to Q1.

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Q3. Please put a tick (✓) in the area of your ministerial calling.

(Please tick only **ONE** category that specifically applies to you)

- |                                 |     |              |     |
|---------------------------------|-----|--------------|-----|
| (a) Pastoral                    | ( ) | (b) Teaching | ( ) |
| (c) Evangelism                  | ( ) | (d) Missions | ( ) |
| (e) Other (please specify)_____ |     | (f) None     | ( ) |

Q4. Please give some comments in support of your answer to Q3.

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**PART C**

Q1. As a Christian leader in training, please suggest three main areas of need that you think could better address your future ministry (please be very specific).

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Q2. Please provide two suggestions that you think the school could adopt to increase the impact of the graduates of the Higher Diploma program in the church and the wider community (please be very specific).

(1) \_\_\_\_\_

\_\_\_\_\_

(2) \_\_\_\_\_

\_\_\_\_\_

## APPENDIX II

### SAMPLE OF LETTER TO RESPONDENTS

Date:-----

Nairobi Evangelical Graduate School of Theology  
P.O. Box 24686  
Nairobi.

Dear Respondent,

The purpose of this letter is to kindly request your help and cooperation in filling out the attached questionnaire for a research that is being carried-out. The researcher hopes that the findings will be of benefit to you as a student as well as to the management of EAST.

Your kind cooperation and valuable contribution in achieving this goal will be highly appreciated as you help to carefully fill the questionnaire attached. For your information, I am a 1984 alumnus of EAST.

Please kindly return the questionnaire after filling it to Mrs. Philista Muthoni Kamau and Pastor Paul Wawire who are assisting me in collecting your responses.

I appreciate your cooperation.

Yours sincerely,

James Dema Marchello.

## APPENDIX III

### LETTER OF INTRODUCTION



## **NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY**

P.O. Box 24606 00502 Karen, NAIROBI, KENYA

Tel: 254 (0)20 7 867 1045 840058  
Fax: 254 (020) 899406  
Mobile: 0722 882104/0754 123123  
Email: info@negst.edu  
Website: www.negst.edu

6<sup>th</sup> February, 2006

The DVCAA  
East Africa School of Theology  
P.O. Box 46328-00100  
Nairobi

#### **TO WHOM IT MAY CONCERN**


Dear Sir/Madam,

#### **RE: RESEARCH WORK**

The bearer of this letter, Mr. James Dema is a student at Nairobi Evangelical Graduate School of Theology (NEGST) and is doing research towards the completion of the Master of Divinity (Educational Studies) Degree. The research is on "**Students' Perception of Relevance of Ministerial Training: A Study of East Africa School of Theology**". His research requires that he conducts interviews, make observations and collect documents that may be relevant to his topic.

Any assistance that you can give to Mr. Dema will be much appreciated.

Sincerely,

  
for Dwight Jessup, PhD  
Ag. Deputy Vice-Chancellor for Academic Affairs



## APPENDIX IV

### Crosstabs

#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Students with previous ministerial experience * Perception of relevance	25	100.0%	0	.0%	25	100.0%

#### Students with previous ministerial experience \* Perception of relevance Crosstabulation

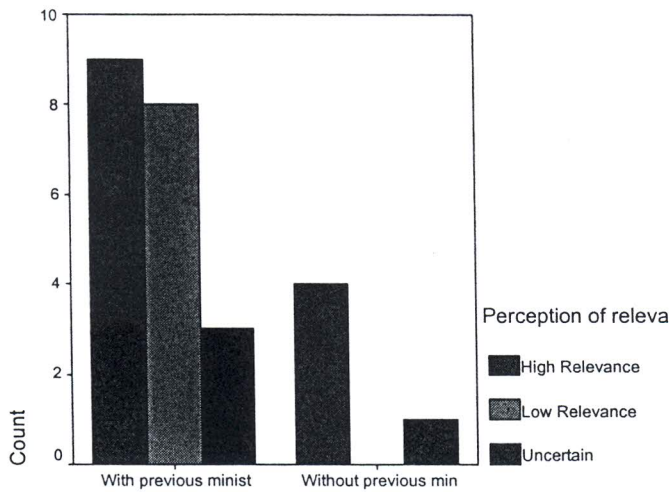
Count

		Perception of relevance			Total
		High Relevance	Low Relevance	Uncertain	
Students with previous ministerial experience	With previous ministerial experience	9	8	3	20
	Without previous ministerial experience	4	0	1	5
Total		13	8	4	25

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.005 <sup>a</sup>	2	.223
Likelihood Ratio	4.473	2	.107
N of Valid Cases	25		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .80.



Students with previous ministerial experience

## Crosstabs

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Student with specific area of ministerial calling * Perception of relevance	25	100.0%	0	.0%	25	100.0%

### Student with specific area of ministerial calling \* Perception of relevance Crosstabulation

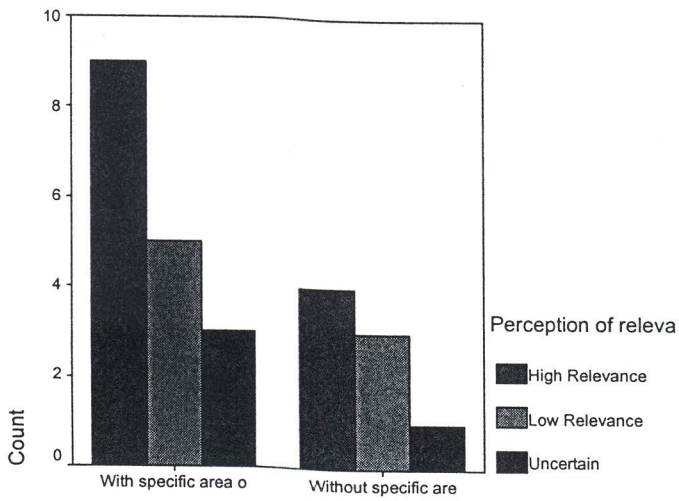
Count

		Perception of relevance			Total
		High Relevance	Low Relevance	Uncertain	
Student with specific area of ministerial calling	With specific area of ministerial calling	9	5	3	17
	Without specific area of ministerial calling	4	3	1	8
Total		13	8	4	25

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.210 <sup>a</sup>	2	.900
Likelihood Ratio	.211	2	.900
N of Valid Cases	25		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 1.28.



Student with specific area of ministerial calling

## Frequencies Frequency Table

Area of ministerial calling that has significant influence on your perception of HDP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pastoral	10	40.0	40.0	40.0
	Teaching	3	12.0	12.0	52.0
	Evangelism	3	12.0	12.0	64.0
	Missions	5	20.0	20.0	84.0
	Apostleship	1	4.0	4.0	88.0
	Music	1	4.0	4.0	92.0
	None	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

### Perception of relevance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Relevance	13	52.0	52.0	52.0
	Low Relevance	8	32.0	32.0	84.0
	Uncertain	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

**Students with previous ministerial experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	With previous ministerial experience	20	80.0	80.0	80.0
	Without previous ministerial experience	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

**Student with specific area of ministerial calling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	With specific area of ministerial calling	17	68.0	68.0	68.0
	Without specific area of ministerial calling	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

**Acts of the Apostles**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High relevance	5	20.0	20.0	20.0
	Very high relevance	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

**Corinthians**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High relevance	5	20.0	20.0	20.0
	Very high relevance	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

**Galatians and Romans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High relevance	9	36.0	36.0	36.0
	Very high relevance	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

**Hermeneutics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High relevance	5	20.0	20.0	20.0
	Very high relevance	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

**Life of Christ**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	12.0	12.0	12.0
High relevance	3	12.0	12.0	24.0
Very high relevance	19	76.0	76.0	100.0
Total	25	100.0	100.0	

**Major Prophets**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	72.0	72.0	72.0
High relevance	5	20.0	20.0	92.0
Very high relevance	2	8.0	8.0	100.0
Total	25	100.0	100.0	

**Minor Prophets**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	72.0	72.0	72.0
High relevance	4	16.0	16.0	88.0
Very high relevance	3	12.0	12.0	100.0
Total	25	100.0	100.0	

**Old Testament and New Testament survey**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4.0	4.0	4.0
Uncertain	3	12.0	12.0	16.0
High relevance	11	44.0	44.0	60.0
Very high relevance	10	40.0	40.0	100.0
Total	25	100.0	100.0	

**Paul's Letter to Pastors**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High relevance	3	12.0	12.0	12.0
Very high relevance	22	88.0	88.0	100.0
Total	25	100.0	100.0	

**Pentateuch**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Uncertain	2	8.0	8.0	8.0
High relevance	17	68.0	68.0	76.0
Very high relevance	6	24.0	24.0	100.0
Total	25	100.0	100.0	

**Christ and Salvation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8.0	8.0	8.0
High relevance	10	40.0	40.0	48.0
Very high relevance	13	52.0	52.0	100.0
Total	25	100.0	100.0	

**Daniel and Revelation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	64.0	64.0	64.0
High relevance	3	12.0	12.0	76.0
Very high relevance	6	24.0	24.0	100.0
Total	25	100.0	100.0	

**Eschatology**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	60.0	60.0	60.0
Uncertain	1	4.0	4.0	64.0
High relevance	2	8.0	8.0	72.0
Very high relevance	7	28.0	28.0	100.0
Total	25	100.0	100.0	

**God, Angels, and Man**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	16.0	16.0	16.0
Uncertain	3	12.0	12.0	28.0
High relevance	12	48.0	48.0	76.0
Very high relevance	6	24.0	24.0	100.0
Total	25	100.0	100.0	

**Holy Spirit**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High relevance	2	8.0	8.0	8.0
Very high relevance	23	92.0	92.0	100.0
Total	25	100.0	100.0	

**Pentecostal Belief and Practice**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4.0	4.0	4.0
Uncertain	1	4.0	4.0	8.0
High relevance	12	48.0	48.0	56.0
Very high relevance	11	44.0	44.0	100.0
Total	25	100.0	100.0	

**Advanced Leadership**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	68.0	68.0	68.0
Uncertain	1	4.0	4.0	72.0
High relevance	1	4.0	4.0	76.0
Very high relevance	6	24.0	24.0	100.0
Total	25	100.0	100.0	

**Biblical Theology of Missions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Uncertain	1	4.0	4.0	4.0
High relevance	11	44.0	44.0	48.0
Very high relevance	13	52.0	52.0	100.0
Total	25	100.0	100.0	

**Church Planting**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4.0	4.0	4.0
High relevance	6	24.0	24.0	28.0
Very high relevance	18	72.0	72.0	100.0
Total	25	100.0	100.0	

**Cross-Cultural Communication**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4.0	4.0	4.0
Uncertain	1	4.0	4.0	8.0
High relevance	5	20.0	20.0	28.0
Very high relevance	18	72.0	72.0	100.0
Total	25	100.0	100.0	

**Christian Family and Marriage**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	48.0	48.0	48.0
High relevance	3	12.0	12.0	60.0
Very high relevance	10	40.0	40.0	100.0
Total	25	100.0	100.0	

**Homiletics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High relevance	7	28.0	28.0	28.0
Very high relevance	18	72.0	72.0	100.0
Total	25	100.0	100.0	

**Leadership**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4.0	4.0	4.0
High relevance	3	12.0	12.0	16.0
Very high relevance	21	84.0	84.0	100.0
Total	25	100.0	100.0	

**Children's Ministry**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	48.0	48.0	48.0
Uncertain	2	8.0	8.0	56.0
High relevance	9	36.0	36.0	92.0
Very high relevance	2	8.0	8.0	100.0
Total	25	100.0	100.0	



**Maturity and Christian Growth**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	24.0	24.0	24.0
High relevance	12	48.0	48.0	72.0
Very high relevance	7	28.0	28.0	100.0
Total	25	100.0	100.0	

**Pastoral Counseling**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
High relevance	4	16.0	16.0	16.0
Very high relevance	21	84.0	84.0	100.0
Total	25	100.0	100.0	

**Pastoral Ministries**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
High relevance	3	12.0	12.0	20.0
Very high relevance	20	80.0	80.0	100.0
Total	25	100.0	100.0	

**Evangelism**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Uncertain	1	4.0	4.0	8.0
High relevance	4	16.0	16.0	24.0
Very high relevance	19	76.0	76.0	100.0
Total	25	100.0	100.0	

**Basic English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Uncertain	1	4.0	4.0	4.0
High relevance	17	68.0	68.0	72.0
Very high relevance	7	28.0	28.0	100.0
Total	25	100.0	100.0	

**Church History**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low relevance	1	4.0	4.0	4.0
	Uncertain	2	8.0	8.0	12.0
	High relevance	17	68.0	68.0	80.0
	Very high relevance	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

**English Composition**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low relevance	2	8.0	8.0	8.0
	Uncertain	2	8.0	8.0	16.0
	High relevance	14	56.0	56.0	72.0
	Very high relevance	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

**KAG Constitution**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		9	36.0	36.0	36.0
	Very low relevance	1	4.0	4.0	40.0
	Low relevance	2	8.0	8.0	48.0
	Uncertain	2	8.0	8.0	56.0
	High relevance	9	36.0	36.0	92.0
	Very high relevance	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

**Principles of Teaching**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High relevance	9	36.0	36.0	36.0
	Very high relevance	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

**Research Methods**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	4.0	4.0	4.0
	Uncertain	1	4.0	4.0	8.0
	High relevance	3	12.0	12.0	20.0
	Very high relevance	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

**World Religions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4.0	4.0	4.0
Uncertain	2	8.0	8.0	12.0
High relevance	12	48.0	48.0	60.0
Very high relevance	10	40.0	40.0	100.0
Total	25	100.0	100.0	

**Internship**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4.0	4.0	4.0
Uncertain	5	20.0	20.0	24.0
High relevance	19	76.0	76.0	100.0
Very high relevance	25	100.0	100.0	
Total				

**Rate the overall relevance of Higher Diploma courses**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8.0	8.0	8.0
High relevance	5	20.0	20.0	28.0
Very high relevance	18	72.0	72.0	100.0
Total	25	100.0	100.0	

**Comments to support the rating of the overall relevance of Higher Diploma courses**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8.0	8.0	8.0
Very relevance to the future ministry	21	84.0	84.0	92.0
Some courses do not apply to the practicality of ministry	1	4.0	4.0	96.0
Need to introduce up to date current courses	1	4.0	4.0	100.0
Total	25	100.0	100.0	

**Area of your previous ministry experience that has significant influence on your perception**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Pastoral	15	60.0	60.0	60.0
Teaching	1	4.0	4.0	64.0
Evangelism	2	8.0	8.0	72.0
Missions	1	4.0	4.0	76.0
Apostleship	1	4.0	4.0	80.0
Music	1	4.0	4.0	84.0
None	4	16.0	16.0	100.0
Total	25	100.0	100.0	

**Comments on the areas of previous ministry that has significance influence on the perceptions of the Higher Diploma program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid My pastoral exp. has enabled me to evangelize, teach and pastor	15	60.0	60.0	60.0
Evangelism motivated a need for a research	2	8.0	8.0	68.0
My missions experience has greatly been transformed by the t	1	4.0	4.0	72.0
My teaching experience has been widened through the Higher D	1	4.0	4.0	76.0
The Higher has improved my music ministry	1	4.0	4.0	80.0
The Higher Diploma has imparted my apostolic ministry	1	4.0	4.0	84.0
None	4	16.0	16.0	100.0
Total	25	100.0	100.0	

**Comments in the areas of ministerial callings and perception of relevance  
Of the higher diploma program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No comments	2	8.0	8.0	8.0
My per. of evangelism has broadened and I know it is more than pulp. but disci. and growth of beli.	3	12.0	12.0	20.0
All course taken.has so far helped me grow and pastor.	10	40.0	40.0	60.0
The program shaped me in doing mission and fulf. the work of God.Matt. 28:19-20.	5	20.0	20.0	80.0
The area of teaching has inf. my perception about HDP. I enjoyed. class & courses.	1	4.0	4.0	84.0
Leading choir. ignited pass. to past./shep. and teach soud bibl. prince.	3	12.0	12.0	96.0
	1	4.0	4.0	100.0
Total		100.0	100.0	

**Suggest three main areas of need that address your future Ministry**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8.0	8.0	8.0
Resource mobilization, communication, sharing	2	8.0	8.0	16.0
Leadership training, teaching, mentoring	2	8.0	8.0	24.0
Counseling, youth and church	1	4.0	4.0	28.0
Teaching, missions	1	4.0	4.0	32.0
More teachers, counseling, need for current books	1	4.0	4.0	36.0
Training, material resource mobilization, fieldwork	4	16.0	16.0	52.0
Material resource mobilization, teaching, counseling	5	20.0	20.0	72.0
Integrated programs, competent lecturers, fieldwork	2	8.0	8.0	80.0
Student/teacher relations, fieldwork, more time for couns.	1	4.0	4.0	84.0
Counseling, teaching, evangelism	2	8.0	8.0	92.0
Music course, leadership, fieldwork	1	4.0	4.0	96.0
Missions, fieldwork, communication	1	4.0	4.0	100.0
Total	25	100.0	100.0	

**Provide two suggestions that you think the school could adopt to increase the impact of the graduates**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	20.0	20.0	20.0
competent teachers even from other denomin, sharing of teach	5	20.0	20.0	40.0
More time for coueseling course,more time for internship	3	12.0	12.0	52.0
provision of current teaching materials, teach.mater. in Afr	2	8.0	8.0	60.0
Competent teachers, more time for internship	4	16.0	16.0	76.0
Continous prayer for the graduants, better underst. of needs	2	8.0	8.0	84.0
More time needed to cover materials, more trained spirit tea	2	8.0	8.0	92.0
Time needed and provision of course materials for students	1	4.0	4.0	96.0
Need for schoalrship program, involvement of stud. in decis	1	4.0	4.0	100.0
Total	25	100.0	100.0	

## VITAE

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**James Dema Marchello**

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### I. PERSONAL AND FAMILY HISTORY

- ❖ Date of birth : 1960
- ❖ Gender : Male
- ❖ Nationality : Sudanese
- ❖ Name of father : Marchello buga
- ❖ Name of mother : Santina Kaaka
- ❖ Marital status : Married
- ❖ Name of spouse : Christine Adonge William

### II. EDUCATIONAL HISTORY

- ❖ 1968- 1975 : Kaya primary school and Uganda Army/Police primary school, Primary Leaving Certificate
- ❖ 1976 – 1979 : Jinja public secondary school and St. Joseph secondary school/college
- ❖ 1982-1984 : East Africa school of theology, BA Theology
- ❖ 2003-2006 : NEGST, Master of Divinity, Educational Studies (Candidate)

### III. PROFESSIONAL EXPERIENCE ATTAINED

- ❖ 1985-1987 : Youth Pastor, Sudan Pentecostal Church
- ❖ 1987-2001 : Pastor , Gumba Local Church, Juba Christian Center, and Khartoum Christian center.
- ❖ 1984 – 1985 : Teacher, Sudan Theological College
- ❖ 1985 – 1986 : Dean of Students, Sudan Theological College
- ❖ 1986 – 2001 : Principal, Sudan Theological College
- ❖ 1986- 2000 : Chairman, Sudan Pentecostal Church
- ❖ 2001- to date : Coordinator, Christian Ministries Program, International Aid Services (IAS)

### IV. PERSONAL CALLING STATEMENT (PCS)

- ❖ I see myself providing exemplary leadership role for the Church in Sudan, the Great Lakes and Horn of Africa Regions and actively training and raising godly leaders influencing and shaping church and society towards God's purposes.