NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY

Trainees' Perception of Relevance of Methods Used in Short-Term Ministerial Training at African Evangelistic Enterprise, Kenya

BY

SYLVAIN ATSIDRI BOKWA

A Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirements for the Degree of Master of Divinity in Educational Studies

JULY 2006

NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY

TRAINEES' PERCEPTION OF RELEVANCE OF METHODS USED IN SHORT-TERM MINISTERIAL TRAINING AT AFRICAN EVANGELISTIC ENTERPRISE, KENYA

BY

SYLVAIN ATSIDRI BOKWA

A Thesis Submitted to the Graduate School in partial fulfillment of the requirements for the Degree of Master of Divinity in Educational Studies
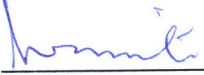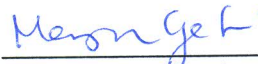
Approved:

Supervisor: _____

Prof. Victor B. Cole

Second Reader: _____

Dr. Wairimu Muita

External Reader: _____

Prof. Mary Getui

July, 2006

Student's Declaration

**TRAINEES' PERCEPTION OF RELEVANCE OF METHODS USED IN
SHORT-TERM MINISTERIAL TRAINING AT AFRICAN
EVANGELISTIC ENTERPRISE, KENYA**

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)_____
                Sylvain Atsidri Bokwa

July, 2006

ABSTRACT

This study was an attempt to investigate the perception of the relevance of training methods used at African Evangelistic Enterprise (AEE). It was a descriptive study, which was carried out using views of trainees as the basis of the investigation. The researcher further investigated the factors that may have influenced trainees' perception.

The data collection involved the use of a closed-ended questionnaire, part of which was developed using the Likert Scale of Summated Ratings to determine the view of the respondents. The instrument was distributed by the researcher personally to 30 trainees. The Chi- square test of independence was the statistical instrument used.

It was discovered that generally, majority of the trainees perceived training methods used at AEE as relevant. The findings revealed that trainees attest to the high relevance of discussion, lecture/instruction, mentoring/coaching, field trip and, practicum/internship and wished that the methods could be used most frequently. What came out clearly from the study was that it was not the frequency with which a training method was used that mattered, but the issue was relevance. It was therefore recommended that trainers employ training methods that would prove relevant for the training at AEE.

To

The glory of the Almighty God

In memory of my late Father Samson Obhiza
Who went to be with the Lord at the time this study was carried out.

And

To my wife Janet,
Son Ben and daughters
Gloria and Suzan

ACKNOWLEDGEMENTS

9. To my parents who have stood in the gap on my behalf during my study at NEGST

10. My children, Ben, Gloria and Suzan for their sacrifice, patience, endurance and cooperation.

11. My wife, Janet for her support, sacrifice and care.

12. All our friends, colleagues and class mates who gave us support one way or the other- James Dema, Anne Kiragu, Stanley Koskey, Wilson Mweru, Hauwah.

13. All members of NEGST community who taught me in one way or another.

14. All whom God has used to make my study and stay in Kenya a memorable one. All my sisters and brothers in Christ who prayed for me while I was conducting this study.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

Training for ministry is one of the basic Christian enterprises commanded by God and exemplified by Jesus Christ. The training approach to education is the choice of para-church organizations concerned with continuing education for ministry. Para-church organizations prefer the training approach for empowering workers rather than the purely instructive approach, which is lecture. The training approach of ministry is "hands on" method of training with learning taking place in the field. In contrast, the purely instructive approach to learning is a more theoretical experience of learning. Trainers use a variety of methods to attain their goals. Some training methods include panel discussions, lectures, field work, internships, coaching, and mentoring.

Furthermore, churches and para-church organizations prefer the short-term training to empower the workers in their pre-service and in-service training. Their assumption is that short-term ministerial training is a more effective and efficient means of equipping trainees for ministry. This assumption might be true, but for training to be effective the method used must be relevant and effectual in achieving the goal of the training. It is with this in mind that the present research will investigate trainees' perception of the training methods used in the short-term ministerial training at African Evangelistic Enterprise.

African Evangelistic Enterprise is an interdenominational and intercultural para-church organization. It was founded in 1961 by Michael Cassidy with the goal of

evangelizing the cities and peoples of Africa through word and deed, in partnership with the church. African Evangelistic Enterprise's goal encompasses the following four key areas: city reaching, aid and development, reconciliation and justice, and leadership development. The ultimate goal is to build God's kingdom by touching lives with the gospel. There are currently ten offices throughout Africa including one office in Kenya (African Evangelistic Enterprise 2004).

According to the African Evangelistic Enterprise website the core values are the following: to evangelize the non-Christians in the cities, and to facilitate relief and community development projects across Africa. In order to achieve these core values, African Evangelistic Enterprise puts strong emphasis on training on-site partners which include church and community members.

Based on the core values stipulated above, the aspect of the training, which is applied to almost all ministerial contexts of African Evangelistic Enterprise, is short-term ministry training. This is also the strategy most commonly used by all para-church organizations for equipping leadership. Therefore, the selection of relevant training methods is one way to ensure that excellence is attained in the training for ministry.

Africa in general and Kenya in particular is in desperate need of developing leaders and building the capacity of its own ministers. It is in response to this need that African Evangelistic Enterprise Kenya trains servant leaders for the various sectors of the Christian ministry. This is achieved through yearly programs that focus specifically on women and youth leadership, Sunday school teacher and the training of those who do the training. The yearly programs also include integrated community development seminars. African Evangelistic Enterprise Kenya also conducts an annual school of ministry for those who cherish evangelism, a seminar for Christian

Women Leaders who serve in the secular world and a specific program for youth called Foxfires. (African Evangelistic Enterprise 2004 Leaflet)

Problem Statement

Ministerial training has attracted churches and para-church organizations for short-term worker empowerment. Thus, African Evangelistic Enterprise Kenya has invested a lot of resources in order to equip workers for effective ministry. Trainers use various approaches; however, there is concern that the various training methods in use might not be relevant. African Evangelistic Enterprise, like many other para-church organizations concerned with short-term ministerial training, takes training methods seriously. The issue of concern at hand is the relevance of the training methods used for short-term training. Therefore, this research intended to find out the trainees' perception of the relevance of methods used at African Evangelistic Enterprise short-term ministerial training programs.

Purpose of the Study

The researcher collected different views of trainees with regard to the relevance of methods used in short-term training at African Evangelistic Enterprise. So far he investigated trainees' perception of the relevance of the methods used in short-term ministerial training in two training programs conducted by African Evangelistic Enterprise. These are leadership training programs and foxfires program.

Research Questions

The following research questions guide the focus of the inquiry:

R.Q.1. Which training methods are commonly used in short-term ministerial training programs at African Evangelistic Enterprise?

R.Q.2 What factors influence trainees' perception of the relevance of each training method used at African Evangelistic Enterprise?

R.Q.3. What do trainees consider the most relevant training methods that should be used at African Evangelistic Enterprise?

Research Hypotheses

Ho: 1. Differences in the trainees' level of formal education will not significantly affect their perception of relevance of training methods used at African Evangelistic Enterprise.

Ho: 2. Differences in training programs will not significantly affect the trainees' perception of the relevance of training methods used at African Evangelistic Enterprise.

Ho: 3. Differences in training methods used from one training program to another will not significantly affect trainees' perception of relevance of training methods used at African Evangelistic Enterprise.

Definitions

To ensure consistent understanding of the material presented within this study, it is important to know the semantic assumptions used throughout:

Short-term training of ministry: refers to any ministry training activity that does not last long. Referring to short-term missions training, McDonough and Peterson (1999,

4) observe that most practitioners consider short-term to mean some "two-years or less;" but, in this particular study, the researcher will use the term to mean "from one day to four months."

Para-Church Organization: refers to Christian organizations which are independent of any local Church or Denomination, and are involved in ministry in partnership with the church to advance the Kingdom of God. Thus, the word para-church means an organization which is working alongside the Church (Anthony 2003, 284).

AEE: African Evangelistic Enterprise.

Foxfires: refers to AEE's youth mentoring program which prepares young people for leadership. The program aims at training young people in evangelism, biblical teaching and discipleship, as well as life skills, drama and dance, bridge-building facilitation and leadership (African Evangelistic Enterprise 2004 Leaflet).

ALARM: Stands for Africa Leadership and Reconciliation Ministries.

Limitation and Delimitation

This study was limited to the trainees' perceptions of the relevance of methods used in short-term ministerial training in the leadership development programs and Foxfires program at AEE at the time the study was conducted. The result was not generalized to other programs of AEE, apart from the above named program of training organized within Nairobi. The researcher was aware that there may be factors responsible for trainees' perception of the training methods not mentioned in this study.

Significance of the Study

In every ministry training situation the selection of methods to be used in the teaching-learning process is vital for the success of the actual training. If goals and objectives are to be achieved in the short-term ministerial training, methods of one kind or another have to be used. Methods are used to facilitate the teaching-learning process and to make the training effective. The use of the relevant methods gives positive feedback to both the trainers and trainees, making the training effective in the ministry. Therefore, this study intended to provide information to the trainers that would guide them in selecting appropriate methods for their training and enhance the teaching and learning process in a ministerial context. In addition, this study was an attempt to provide a body of knowledge valuable to those who want to acquire knowledge in training methods in other contexts.

CHAPTER TWO

LITERATURE REVIEW

Substantive Literature Review

This section contains a review of substantive literature relevant to the study undertaken. The essence of this section was to incorporate into the research the current thinking of experts on short-term training for ministry. The study investigated the trainees' perception of the methods used in short-term ministerial training at AEE. This section covers the essence of the perception, training methods, short-term training, biblical patterns for ministerial training, and methodological literature review.

Trainees' Perception

Perception commonly stands for seeing, hearing, smelling, tasting, and feeling or touching (Prichard 1970, 64). This is a very simplistic way of understanding perception. It is only "when the stimulus input through the senses is actively organized that one can talk of perception" (Gleitman 1989, 141). Perception is the way we come to understand the objects and events in the external reality around us. Therefore, the term can be defined as "the organization and translation of sensations by the brain" (Hardy and Heyes 1979, 52). This definition also conveys judgment of feelings and thoughts one perceives. In ordinary attitude of mind, we perceive event

around us and give account of them. These accounts are one's perceptions of the objects and events.

Trainees' perception is, therefore, the account of the trainees' views, in this case of the methods their trainers used for training. In other words, it was the judgment that the trainees made about the efficiency and effectiveness of methods used in the teaching-learning process.

It may be an appreciation or an approval or a disapproval concerning the method used in different sessions of training. The account of views that the trainees gave, was due to two reasons. First, there was the tendency to take this ability for granted, without serious consideration. Second, that perception was a particular way to show that they knew something, with the consequent implication that no mistake is possible as to the character of what they really had seen and felt (Prichard 1970).

Training

Training is understood commonly as formal education. One might say "I was trained in such and such School". Various educators define training differently depending on the context in which the word is used. Some understand training as forcing somebody to repeat an exercise with the end goal that he/she will acquire the intended habit through repetition. Kohls and Brussow (1995, 3) give an example of this particular understanding of training. "To many people, training is something done to dogs, or athletes, or something which is associated with the toilet habits of small children. To others training is understood as mastering discipline which makes it possible to transfer knowledge and skills." Training used in this context is an educational approach which focuses on practical ways of teaching and learning.

It focuses on process and/or developing competency in performing specific skills, or meeting specified objectives in a cost-effective manner. Its overall purpose is to provide practical and results-oriented learning and its aim is to achieve predetermined and clearly stated objectives which are then measured to determine whether they have been met (Kohls & Brussow 1995, 9).

Training includes skill development, special knowledge, spiritual growth, and personal enrichment. In that way training involves more than preparing people to serve in special areas of ministry. Some training focuses on potential leadership training. Other training opportunities prepare persons for more competent work in a particular ministry of the Church or para-church organization. Too often training highlights only skill development. But a more balanced training develops skills and positive attitudes towards the task to be accomplished (Stebblefield 1993, 107-108).

Training has several advantages due to its practical approach to education. First of all, leaders who are taking short-term training are challenged by new and fresh ideas. The training aids them in sharpening their skills by presenting new concepts. Secondly, workers learn from specialists and each other. The ideas may not be new, but they are presented in current, applicable terms. Thirdly, new workers are trained before starting their work. Fourthly, workers are challenged to grow as individuals. Experienced workers who have worked several years in a specific task need growth in their personal and spiritual lives (McDonough and Peterson 1999, 12).

Assumptions Underlying the Training Role

Kohls and Brussow (1995, 59) outline four assumptions underlying the training role. First of all, training enhances this innate ability in the learners. Secondly, training is the most effective type of learning, which is most likely to influence attitude and behavior. Through training, trainees develop ways of behaving as they get feedback from other persons on their own behavior. Thirdly, training has a

permissive atmosphere, which is conducive to free discussion and experimentation. This group climate, which puts the trainee in a non-judgmental atmosphere, is a necessary condition for learning. Fourthly, the training role carries responsibility for helping the trainees learn from their experiences. This involves facilitating the development of conditions within the group which will be conducive to learning and guiding the learning experience. It implies that the trainer as a person influences events within the teaching-learning context.

Training Methods

Kohls and Brussow (1995, 3) observe that "training has been the immediate cause of major learning industry; it has had broad effects on human resource development in the private sector, and has greatly affected the learning methodologies used in educational institutions". This is because methods and approaches which are implied by training are more practical than theoretical; learners learn by doing. As far as a trainer is concerned, his/her expertise lies not so much in the content being transferred as it does in knowing how to get that content across, how he/she helps the trainees to get the skills. That is to say, "a training program always has a specific subject matter which the trainer attempts to transfer to the trainee requiring specific methods to facilitate the process of learning" (Stebblefield 1993, 6).

"Compared to three other contemporary approaches to prepare adults for ministry namely, education, orientation, and briefing, methods of training are experimental and participant-centered. Training methods emphasize hands-on experience and practice" (Kohls & Brussow 1995, 8). Training is, in fact, the most active approach to education. It involves almost all the teaching-learning approaches. The trainees contribute to their own learning, thus gaining content information and

skill in applying the information or skills learned. They develop self-confidence at the same time. Training is perhaps the most effective of the modes in the development of predetermined performance skills (11).

Method is a general term used to mean "the way of doing something, an organized system of doing or arranging something". (Oxford Student's Dictionary 1978, 400). Training method is, therefore, "the process through which the trainer takes the trainees to develop competency in performing specific skills, or meeting specific objectives" (Javalera 1975, 17). Methods are used to facilitate the teaching-learning process and to make the training effective. Thus, the choice of which method to use for training is determined by a variety of factors including the type of training, the trainees' educational background and the availability of training materials.

Approach to Short-Term Training

The nature and objectives of the training always determine the type of training method that a trainer will employ. This implies that the choice of training method for a specific training setting depends on the nature of the training. It also depends on the goals that a particular trainer wants to reach, and what particular competency and skills he/she wants to develop in the trainees. (Carlson 2004, 59-64).

Morrison refers to one of the more significant models of approaches to short-term training as the "learning cycle" or "experiential learning". Learning experience, has the concept of learning by doing (Morrison 2004, 24, 6). It enables the trainee to discover knowledge for himself and to develop skills by actively participating in the learning process. This makes it an effective and relevant approach to short-term training. This is due to the fact that short-term training focuses on practical issues in the ministry rather than theoretical concepts that are abstract in nature (McDonough

and Peterson 1999, 4). Fuder (2001, 11-12) finds numerous corollaries to experiential learning. These include "applied learning", "service learning", "field learning", "problem focused learning", and "holistic learning". In other words, experiential learning reflects the process of engaging the learner actively and directly with the realities of the study subject. "It refers to the learning that occurs when changes in judgment, feelings, knowledge, or skills result for a particular person from living through an event or events" (Fuder 2001, 11).

"The fact that the learning cycle is characterized by activity implies that it is problem-centered; it involves two-way communication to a greater extent than other forms of learning" (Gangel 1981, 68). The learning approach encourages the trainer to share responsibility for the learning process with trainees, and it integrates thoughts, feelings, and actions into a more holistic approach to behavior change. "The learning cycle seeks to provide learners with the opportunity to apply knowledge and in turn to develop new knowledge and theory on the basis of application" (Morrison 2004, 28). Also, it may be in the form of apprenticeship, internship, simulation games, role plays, and on the job training. Learning cycle is, therefore, any form of experience which contributes to learning.

How a Learning Cycle Occurs

Fuder (2001, 13) brings forth various views, suggesting a four-step process. First of all, learners have an immediate, concrete experience and then reflect on it from different perspectives. After these reflective observations, they engage in abstract conceptualization, from which they develop generalizations that help them integrate their observations into sound theories or principles. Finally, learners use

these generalizations as guides to further action, or active experimentation, and experiment in new, more complex situations with what they have learned.

A learning cycle starts by giving the trainee some basic instruction or explanation on how to perform a ministry skill. This approach helps the trainee learn through actual practice and personal involvement. The action might not be performed perfectly the first time it is attempted, but it can be improved as the learner repeats it again and again. The assimilation comes more quickly if the trainer leads the learners to reflect, to see what was done incorrectly and then guide them in making corrections for improvement. This means that after each attempt a time of reflection is necessary before the action is repeated. This is very important to the process and must not be neglected because the person learning the new skill may actually learn it incorrectly and will repeat the same mistake. As this process is repeated, the learner becomes more confident in his ability to perform the function. Each time the learner or the trainee attempts an action and is successful, another step or skill may be added until the entire task or activity is mastered (Morrison 2004, 26-27).

Role of the Trainer in the Learning Cycle

The role of the trainer is to direct the experiential learning for the trainee. As the trainer guides the trainee through the process of acquiring the desired skills, it is important for the trainee to practice them in a non-threatening environment. Practice can be similar to on-the-job training. However, the methods used in the actual training are both theoretical and practical oriented, while the on-the-job training is specifically a practical oriented training. Referring to his actual experience in short-term training of ministry, Morrison provides practical principles for the trainer:

As the trainer uses the learning cycle he must remember that it is a fundamental truth of the training process that the trainees must discover the truth or acquire the skill for themselves. His/her role is to guide the thinking of the trainee and to help him discover what he did right and what he did wrong. …through his modeling of the process the trainees will see how it is done and will gradually be able to enter into this part of the learning cycle process. The trainer is the one who monitors and sets the pace of learning (2004, 27).

Principles for Selection of Methods

Selection of methods in training has to follow certain criteria. Carlson (2004, 59-60) proposes six guiding principles for the selection of method.

First, "the trainer should find out whether the approach accomplishes his objectives when choosing methods." Trainees may have fun and be involved; however, if the trainer is not accomplishing his objectives, the methods are not effective and relevant.

Second, "the content of the training should be well defined." This is due to the fact that the method is shaped by the topic or nature of the content.

Third, "as the involvement of trainee often requires more to accomplish the goal of training, trainer must pay careful attention to the choice of the method that he/she will use."

Fourth, "availability of resources will dictate what methods the trainer will use."

Fifth, "the age, development, gender, experience, and mindset of the trainees will influence the selection of methods. Therefore the selected methods should be those which meet the expectations of the trainees."

Sixth, "practicing, watching other trainers, reading books on training, and experimenting will help to expand the trainer's skills and confidence."

Biblical Patterns for Ministry Training

Training for the ministry is rooted in biblical history, which provides very useful patterns for today (Cole 2001, 41). There are several biblical examples that provide patterns for ministry, both from the Old and New Testaments. Some biblical prototypes for ministry will be used in this section to serve as a biblical basis for the study.

Old Testament Patterns for Ministry Training

Moses the trainer. Training for the ministry has been one of God's enterprises and necessities that started in the early days when God revealed to the Israelites how they should worship Him. God worked in cooperation with mankind, using human agents to accomplish His purpose of training people for the ministry. The elders of Israel, through the leadership of Moses, were expected to influence the whole nation of Israel to serve Yahweh. Moses was the "trainer" and he gave specific instructions to the High Priest and to the Levites, who would specifically deal with the cult matters. He also gave certain instructions to the elders of Israel who were family heads and officials over tens, fifties, hundreds, and thousands (Exodus 18: 24-27).

The school of the prophets. The School of the prophets in the time of Elijah is a good example of training for ministry that aimed at preparing the sons of the prophets as the future ministers of Israel. These schools of the prophets were found in four different locations under the leadership of the prophet Elijah (II Kings 2:1-6). They were in Gilgal, Bethel, Jericho and Jordan.

The relationship between Elijah and Elisha exemplifies very well the training of ministry that took place in these schools of the prophets. Elijah was to prepare

Elisha for the ministry that was ahead of him. Elijah was the trainer and Elisha the trainee. Three key elements characterize the relationship between Elisha and Elijah (Jordan 1990, 50-51).

- Elisha was learning at the feet of Elijah. He was in the school of Elijah.

- Elisha was the son of the prophet; the son of Elijah. Elisha referred to Elijah as "father" (I King 19:21, II King 2:12.) after leaving his parents.

- Elisha was submitted to Elijah. Elisha was not doing his own thing. He worked within the structure of Elijah's vision. He supported Elijah. He did not work against him.

These three elements are the characteristics of the relationship of the trainer and the trainee in the ministry context. This kind of training relationship is called mentoring. As exemplified by the training given by Elijah to Elisha, mentoring is an effective and relevant approach to ministerial training. It involves the leader, known as the mentor pouring his life into his trainee, committing to him the task that is ahead of him.

Jordan (1990, 31) gives several qualities of mentors that help to identify them as far as the training of ministry is concerned. The mentors are more than trainers. Above all they are fatherly role models. In the training they co-minister with emerging leaders to allow trainees to share in the honor and stability of a well-known ministry. They become prime catalysts in the development of the ministerial ability of the trainees. Through relating with a mentor, a trainee can learn valuable lessons which may have taken the mentor many years and much pain to learn. Sometimes mentors are referred to as coaches, because they compel their players (their trainees) to do what they want them to do so they can achieve their goals.

New Testament Patterns for Ministry Training

   Jesus Christ and His disciples. In the New Testament we find Jesus in the

ministry that God sent him to accomplish. He needed to train disciples, who would be

with him and would continue the ministry after him. Jesus chose amongst many

disciples twelve whom he would train and equip for the ministry. (Luke 6:12-16). He

often taught them a different content from what he taught the masses and he explained

further what he said or taught the masses. The disciples also had opportunity to learn

from Jesus' character, ministry, and lifestyle   (Mbogo 2001, 2).

   In the Gospels the training of workers was the chief strategy employed by

Jesus Christ. Knowing that His ministry would not last many years, He could have

exhausted every means to reach people by the thousands. Instead, He chose the

strategy of training a few workers, twelve men. In order to train them He gave them

instruction on the principles of effective service. He also supervised their activities as

they sought to apply these principles. Then He sent them out with instructions and

upon their return he discussed their experiences with them. He trained them to

become the kind of men who would later carry on and lead in the work he had started,

the building of His Church (Javalera 1975, 9).

   In Jesus' approach to training, we find that His own life was the core and unity

of training. His training tackled all three aspects of the objective at which teaching

should aim. His training related to cognitive matters; it also touched upon affective

aspects which dealt with character, values and spiritual life. Jesus also dealt with

matters related to the psycho-motor aspect, which means practical skills were

developed in the ministry (Cole 2001, 6).

Just before Jesus ascended to heaven He gave His final mandate to the disciples saying, "Therefore, go and make disciples of all nations, baptizing them in the name of the Father and the Son and the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age." (Matthew 28:19-20, NIV). A careful exegesis of these verses shows that there is only one imperative in this passage and that is the verb "make disciples". Making disciples involves instruction and a system of training. The goal of Jesus' training was the making of the man of God into Christ-likeness.

> From the approach of Jesus in the training of the twelve and other disciples, a number of vital principles stand out. For him, the training outcome, goal and end as well as the unity of training, are formed into one. That is the making of the man (or woman) of God in Christ-likeness (Cole 2001, 76).

This is not an end in itself but only a means to the end. Those who are committed disciples are to reproduce themselves in others. This provides an unending supply of trained leadership.

Jesus trained his disciples for a specific job assignment. Jesus would let His followers experience something or make some observation of their own, and then He would use this as a starting point to teach a lesson on discipleship. Moreover, their encounter with life situations enabled Jesus to pinpoint His teaching on specific needs and spell it out in the concrete terms of practical experience. This principle can be applied to whatever area trainers want to teach their trainees, whether it is preaching, leading worship, visitation, counseling, or some other aspect of church leadership. The trainees might not perform the action exactly as the trainer has demonstrated the first time they make attempt but as the trainees practice and work through the activity

and gain experience and confidence, they will be able to do the task well. (Coleman 1993, 90-95).

Passages in the book of Acts indicate that the Apostles recognized the urgency of training believers for ministry. One passage in particular tells us that "those who accepted this message were baptized, and about three thousand were added to their number that day. They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer" (Acts 2:41-42 NIV). Accordingly, the disciples became so strong and responsible that when the need arose for additional workers the Apostles did not hesitate to advise the congregation to choose from among those who qualified for the ministry.

Several New Testament passages emphasize the need for training all of God's people for the ministry. The duty of the ministry is laid on all believers because all have been redeemed by Christ and have been given spiritual gifts by the Holy Spirit. Just as other workers such as pastors, evangelists and missionaries are gifted for certain offices and functions within the body of Christ, so laymen have their individual spiritual gifts to be used in the ministry. Before involving them, however, they must be trained and equipped for the "work of service." For, as Fuder (2001, 58) explains, "Any army of soldiers is powerless without weapons. So also an army of laymen cannot be effective unless they are properly equipped for their priesthood and ministry."

Though many changes have been brought about during the centuries in the ministry context, there has been no substitute for human workers. "Workers do not just appear and begin to teach, to disciple, to minister, to lead, to do social work. Somebody somewhere must first discover, recruit and train them for the ministry they

are doing" (Fuder 2001, 256). The effectiveness of this training lies in the extent to which the methods used to train workers for ministry are relevant.

Barnabas, Paul and Timothy. Even though we are not given details of how the early church was involved in training for ministry, it is clear that those who were prominent in ministry mentored others. We have the example of Barnabas, one of the committed disciples, who went to Paul and encouraged him during Paul's early days of call to ministry. Barnabas influenced Paul to the point that he was able to minister among the Gentiles and Jews (Acts 13:44-52). Paul traveled about preaching and teaching the word. To conserve the fruit of his ministry he made it a practice to select, train, and appoint faithful and able men to take the leadership in every congregation he organized. He balanced his strong evangelistic efforts with effective leadership training. Among other things, he reminded them to carry on an effective and continuing training program to assure the continuous growth of the Church.

Paul's training of the learners was done in the context of ministry through the method of apprenticeship and observation. He taught the truths of the Word of God by word of mouth and demonstrated it in practice by a holy and righteous life. As he demonstrated this to his learners, Paul taught cognitive facts in the form of precepts and by lifestyle; he taught the virtues that are vital to character formation through his lifestyle, and he taught practical ministry skills as a way of life (Cole 2001, 42).

Paul then mentored Timothy and Titus and put them in charge of churches in Ephesus and Crete respectively. Thus he wrote to Timothy: "And the things you have heard me say in the presence of many witnesses entrust to reliable men who will be qualified to teach others." (2 Timothy 2:2, NIV). Paul instructed Timothy to give to honorable men the chance to teach God's word, which implies that Timothy was

supposed to teach and train those who would do the same work. From the New Testament, we see training for ministry being done for a select few groups of Christians as well as for the whole body of Christ. The select few received a specific call to be in ministry. They identified those who were called and mentored them, equipping them to teach and train the body of Christ (Cole 2001, 50-51).

Methodological Literature Review

There is a variety of methodologies that could be used in carrying out the present research. Since perception deals with opinion, this study will be an opinion survey and it will be descriptive in approach but will also attempt to adopt explanatory approaches. Opinion is closely associated with feeling and emotion, and is a large factor in determining people's attitude and behavior. It is an expression of a particular belief or opinion either through words or actions. Researchers must always depend upon what people say and on their beliefs and feelings. There is need to mention that what people say might not always reflect their opinion. This may make it difficult, if not impossible to measure and describe opinion (Best 1981, 179).

Survey research design is one of the most popular, especially when it comes to carrying out research which has to do with peoples' opinions. As Creswell states,

> Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics of a population. In this procedure, survey researchers collect quantitative, numeric data using questionnaires or interviews, and statistically analyze the data by describing trends about responses to questions and testing research question or hypotheses. They also interpret the meaning of the data by relating results of the statistical test back to past research studies (2002, 396).

In survey research design, a questionnaire is one of the best tools in gathering data from the population. A questionnaire comprises questions that participants in a study complete and return to the researcher. Questionnaires administered personally to groups of individuals are believed to have a number of advantages. The person administering the instrument has an opportunity to establish relationship, to explain the purpose of the study, and to explain the meaning of items that may not be clear. Further, the availability of a number of respondents in one place helps the researcher to save time and expenses (Best 1981, 167).

The two forms of questions in a questionnaire are the closed-ended and open-ended form of questions. Questions that call for short check-marked response categories are known as the closed ones. Closed-ended questions require a yes or no answer, a short response or a check on an item from a list of suggested responses, while those that call for a free response in the respondent's own words are known as open forms. Mugenda and Mugenda (1999, 72-73) write about the advantages of using closed-ended and open-ended questions: closed-ended questions are easier to analyze since they are in an immediate usable form while open-ended questions can stimulate a person to think about his feelings or motives and to express what he considers to be most important.

The Likert scale method of summated ratings is one of the methods commonly used in studies that deal with opinions. Many researchers advocate for the Likert scale method of measuring attitudes because it is less time-consuming. Noll, Scannell, and Craig explain how it works,

> Each statement usually has five possible responses: strongly disagree, undecided, disagree, agree, and strongly agree. The person taking the test reacts to every statement by marking one of the five responses. The responses have weight 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 of the weights of the

responses checked. High score indicates a highly favorable attitude, a low score the opposite. The Likert method eliminates the sorting by judges, and therefore it requires less time to prepare the scale (1979, 362).

The Chi-Square Test

The Chi-Square test applies to discrete data, counting values. It is a test of independence, the idea that one variable is not affected by, or related to another variable. But it is not a measure of the degree of relationship. It is merely used to estimate the likelihood that some factors other than chance account for the apparent relationship. Because the null hypothesis states that there is no relationship, the test merely evaluates the probability that the observed relationship results from chance (Best and Kahn 1989, 299-300).

In order to use the Chi-Square for statistical data there are definite conditions that must be met. Gall, Borg and Gall (1989, 562-564) have identified two conditions: 1) the data must be in form of frequency counts; 2) the categories into which frequencies fall are separate rather than continuous. Furthermore, the Chi-Square requires that variables in the population be independent of each other and there must be some logical or empirical basis for the way the data is categorized. The Chi-Square will be used as the statistical method for this study because the data will be in form of frequency counts and the categories of the frequencies will not be continuous.

Null Hypothesis

The null hypothesis states that no difference exists between the two variables being correlated and the statistical tool tests this hypothesis by determining the probability that whatever difference is found in the research subjects is true difference that also is present in the population from which the research samples have been

drawn (Gall, Borg and Gall 1989, 66-67). In essence, a null hypothesis states that there is no significant difference or relationship between the variables. In this study, the null hypothesis was used to determine relationships between variables.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURE

The methods used in a research study are as important as the purpose and significance. They develop a sound plan for sample selection, data collection, and data analysis. This chapter describes the methods and procedures that were utilized in this study. This study was a survey of people's perceptions and opinions; some methods and procedures were established in order to gather the required information. The purpose of the study was to investigate the trainees' perception of the relevance of methods used in short-term ministerial training at AEE. The chapter aims at describing the research design, entry to the informants, the study population, the sample, data collection, and instrumentation, validation and verification of the instrument, pilot testing and the method of data analysis to be used.

Research Design

The researcher used a descriptive approach to the study in which a survey was utilized to collect the required information from the trainees. The survey investigated the views and opinions of the trainees, who were undergoing and had undergone training in the centers organized by AEE in Nairobi. In other words, information was gathered from trainees who were familiar with the methods used for ministerial training at AEE. Survey method was the appropriate approach for this study, which has to do with people's opinions at a particular time. According to Best (1981, 64), survey method gathers data from a relatively large number of cases at a particular

time. It is not concerned with characteristics of individuals as individuals. It is concerned with the statistics that result when data are abstracted from a number of individual cases (Creswell 2003, 115). To achieve this purpose, the researcher developed a questionnaire based on the three research questions in chapter one. Since the focus was on the trainees' perception, their opinions formed the basis of description of findings of this research. However, for the preliminary study the researcher gathered some information from the headquarters and trainers of AEE.

Entry

In order to get information from the respondents, there was need for the researcher to receive permission from the relevant authority figure. For this research, a letter of introduction was obtained from the Deputy Vice-Chancellor of Academic Affairs (DVCAA) in order to have permission to conduct the study at AEE. A list of the trainees who were respondents in the survey was obtained from the AEE headquarters.

Population

The population of this study was composed of current and previous AEE trainees in different programs organized by AEE. In other words, those who were undergoing training when the study was carried out, and those who had previously undergone various leadership training at AEE. The two categories identified above form the entire population for this study. This population covered various categories of the individual informants, in terms of ministry involvement, gender and age. Participants were from various ministerial training programs such as women leadership training, youth leadership training, Sunday school teacher training, training

of the trainers, integrated community development seminars, annual school of ministry for evangelism, and specific program for youth called Foxfires.

Study Sample

An attempt was made to ensure that the sample adequately represented the population under study. To facilitate generalization of the research results, a clear population was defined, which in this case was the trainees within Nairobi area. Most of the trainees within Nairobi were in regular contact with the AEE headquarter office, where the researcher met them. The entire population could be used for this study, but the sample of about 30 respondents was attempted randomly to make the research more realistic, given the time available for the study.

Data Collection

Data for this study was collected by means of self-administered questionnaires which included both closed-ended and open-ended questions. The researcher met the two groups of respondents in centers of training, where preliminary conversations took place. The aim of the conversations was to inform the respondents about the purpose of the study, also to give more detail on what was expected of them as they responded to the questionnaire. Then, questionnaires were handed out to the respondents by the researcher. The respondents completed the questionnaires and returned them to the researcher after completion. The items on the questionnaire were developed in response to the three research questions posed in chapter one of the study.

Instrument Design

One instrument was utilized in gathering the data for this study. The instrument was the questionnaire that included closed-ended and opend-ended questions that the researcher administered directly to the respondents. Based on literature reviewed (chapter two), particularly assumptions which underlie the training role, training methods, approaches to short-term training and principles for selection of training methods, the questionnaire was developed in response to the three research questions raised in chapter one of this study. The instrument was made up of factual questions and Likert-like items based on the scale from "very large extent" to "very small extent," and "strongly agree" to "strongly disagree". The first step in formulation of the questionnaire was to have discussion with some of the AEE staff, especially those involved in training. The aim was to obtain an idea of their perception of the training method at AEE. Guided by the information gathered from the discussion and information in the literature, the researcher formulated the questionnaire for this study.

Validation and Verification of Instrument

Validity of a research instrument is judged by the degree to which it measures accurately and consistently what it intends to measure. The question the researcher asked was: does the instrument measure what it intends to measure? The verification of the effectiveness of the instrument by the professional in the area is essential as far as the research is concerned. In order to verify the validity of the instrument, the researcher needed help from experts (Best and Kahn 1989, 193-194). Suggestions from colleagues and professionals in the field of research revealed ambiguities that were removed.

After the instrument was designed, the researcher took it together with his research objectives to some students of Nairobi Evangelical Graduate School (NEGST) who had taken the Educational Research Methods course. He discussed the draft questionnaire with them in the light of research objectives. The researcher made relevant changes to his draft in accordance with the comments of his colleagues. After that he took the second draft questionnaire and the research objectives to his supervisor for further comments or criticism. Thankfully, the correction and suggestions of the supervisor helped the researcher to come up with the final format of the questionnaire.

Pilot Testing

The purpose of the pilot testing was to find out whether the questions were clear enough to the respondents. If the questions were not clear enough they would be reformulated. "This testing is important to establish the content validity of an instrument and to improve questions, format and the scales" (Creswell 2003, 158). Once the researcher had the final copy of the questionnaire, he pilot-tested it before taking it to the actual intended target group. The questionnaire for this study was administered to the trainees of ALARM leadership training program in order to test it. This organization was chosen because it has trained many leaders through seminars and workshops in Nairobi.

Ethical Consideration

The researcher observed all the ethical considerations related to the study. The participation of the respondents was voluntary. They were given freedom to choose to

answer or not to answer any question they did not understand or seemed difficult for them.

Data Analysis

The data from the Likert scale items was analyzed using the Likert Scale of summated ratings. The perceived relevance of training was considered high if the respondents checked "High Relevance," and "Relevant," or Low if they checked "Little Relevance" and "No Relevance" or "Low Relevance".

Being more than a descriptive study, the data collected was analyzed and tabulated using percentages. The results were presented in tables. For better understanding of the trainees' responses, data from the trainees was sub-divided into Leadership Training Programs and Foxfires. The researcher presented it this way because he suspected that there were differences of opinion between the trainees in leadership programs and trainees in foxfires programs. The methods of training used in various training programs could differ depending on the goal of the specific program of training.

Data was organized according to individual responses by grouping the answers together across the respondents. Responses that were mentioned frequently enough to merit their own categories were placed in categories and were interpreted. The null hypotheses were tested using the Chi-Square test. This is a non-parametric test that was used as a "test of independence, the idea that one variable is not affected by, or related to another variable (Best and Khan 1989, 299). The Chi-square formula that was used was: $\chi^2 = \Sigma \frac{(fo - fe)^2}{fe}$

where fo = observed frequency, and fe = expected frequency. In 3x2 or more tables

with 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 (30). 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 0.05 level of

significance, the hypothesis was not rejected, if other wise, it was rejected.

CHAPTER FOUR

FINDINGS AND INTERPRETATION

The purpose of the inquiry was to find out the trainees' perception of the relevance of methods used in short-term training at AEE. This chapter reports the findings and interpretation of the data collected from the trainees about their opinion on their perception of the relevance of the training methods used in short term-training at AEE. The findings reported reflect the rate of the questionnaires returned, trainees' perception of relevance and factors responsible for trainees' perception.

Questionnaire Returns

Most of the questionnaires were given personally to trainees and few were sent to trainees who could not respond to the invitation through trainers.

Table1. Questionnaire Returns

No. Sent out	No. returned	Percentage returned
30	28	93.3%

The distribution of the returned questionnaires by program is reflected in table 2 below.

Table 2. Questionnaire Returns by program

Program of Training	Number sent out	Number returned	Percentage of total
Leadership	15	14	46.66%
Foxfires	15	14	46.66%
Total	30	28	93.3%

The Most Commonly Used Training Methods at AEE

The first research question of this study sought to find out which training methods were commonly used at AEE. The question states:

R.Q.1. Which training methods are commonly used in short-term ministerial training programs at AEE?

No hypothesis was cast in response to this question. The relevant item to provide an answer to this question is item 5 of questionnaire part B which states: Among the ten training methods listed below, select five that in your view are frequently used in your training at AEE. Then rank them in order of priority (Note: place 1 beside the most frequently used method, 2 beside the next frequently used method, 3 beside the third ranked method, 4 beside the fourth ranked method and 5 beside the fifth ranked method). The findings are represented in table 3.

Table 3. The commonly used training methods at AEE

Training Methods	Frequency	Percentage of observed frequency
Field Trip	19	13.57
Mentoring/coaching	23	16.43
Lecture/ Instruction	23	16.43
Symposium	7	5.00
Research & Report/Assignment	14	10.00
Discussion	26	18.57
Audio-visual	2	1.43
Practicum/Internship	18	12.86
Debate	5	3.57
Case Study	3	2.14
Total	140	100

Table 3 shows that, the discussion method was selected 26 times, mentoring/coaching method and lecture/instruction method were selected 23 times, while the filed trip method was selected 19 times and practicum/internship methods were selected 18 times. Audio-visual method had the lowest frequency number. Table 3 reveals that discussion, lecture/instruction, mentoring/coaching, field trip, and practicum/ internship are the most commonly used training methods at AEE.

Table 4. The Commonly used Training Methods by Program of Training

Training program	No of respondents in the program	Field Trip	Mentoring /coaching	Lecture/ Instruction	Symposium	Research & Report Assignment	Discussion	Audio – visual Aids	Practicum/ Internship	Debate	Case Study
Leadership Training Program	14	10	12	13	2	7	14	-	7	2	3
Foxfires	14	10	12	11	4	4	13	2	12	2	-
Column Total	28	20	24	24	6	11	27	2	19	4	3

Due to the fact that the five training programs (women leadership, youth leadership, Sunday school teachers, training of the trainers and school of ministry for evangelism) have a limited number of trainees and are organized only when the need arises, they were collapsed into one under leadership training program, as compared to foxfires which has a regular training program and has relatively a large number of trainees. As shown in Table 4, in the Leadership Training program, trainees reported that the five commonly used training methods with high number of frequency among the ten training methods were Discussion (14), lecture/instruction (13), mentoring/coaching (12), field trip (10); research and report/assignment (7) and practicum/internship (7). In the Foxfires programs, trainees reported that discussion (13), mentoring/ coaching (12), practicum/ internship (12), lecture/instruction (11) and field trip (10) were five training methods commonly utilized.

Generally, discussion, mentoring/coaching, lecture/instruction, field trip and practicum/internship were reported as the commonly used training methods at AEE; discussion having the highest number of frequency, followed by lecture/instruction and mentoring/coaching having the same frequency number, field trip and practicum/internship (see Table 4). This means trainers have ample time for discussion with trainees. From the results in table 4 it was clear that the discussion method has the highest number of frequencies in both leadership training program and foxfires. Lecture/instruction and mentoring/coaching have the same total frequency number followed by field trip and practicum/internship.

Factors that are Responsible for Trainees' Perception of Relevance

The second research question sought to find out the factors which influence trainees' perception of each training method. The question states:

R.Q.2. What factors influence trainees' perception of the relevance of each training method used at AEE?

Three null hypotheses were developed in response to this question. Factors that might influence perception of relevance of the training methods included trainees' level of formal education, training programs and difference in training methods. These were examined using the Chi-square test of independence.

Level of Formal Education and Perception of Relevance

The relationship between the level of formal education and trainees' perception was analyzed based on the five commonly used training methods, namely discussion, lecture/instruction, mentoring/coaching, field trip and practicum/internship.

Ho: 1 Differences in trainees' level of formal education will not significantly affect their perception of relevance of training methods used at AEE.

The independent variables in this hypothesis are

    a. Trainees with high level of formal education (Diploma and above)

    b. Trainees with low level of formal education (Certificate and below)

Items 3 and 4 of the questionnaire provided data for exploring this hypothesis. In question 3, trainees were asked to indicate their level of formal education among the five listed: below certificate, certificate, diploma, high diploma and degree. The researcher classified the respondents as follows: Those who own diploma or high diploma were considered 'high', while the level of formal education of those who own certificate was considered 'low'. Twelve out of 28 respondents indicated that they own diploma and high diploma, while 16 out of 28 respondents indicated that

they own certificate. In question 4 trainees were asked to rate the relevance of methods in their training at AEE on a scale of high relevance, relevant, uncertain, low relevance and no relevance. The results of the trainees' responses are tabulated in table 5 below.

Level of Formal Education

Table 5. Perception of relevance of training methods based on trainees' level of formal education

	Perception of Relevance		
Level of formal education	High relevance	Relevant	Row total
High Level	9 (1.5)	3 (1.5)	12
Low Level	5 (1.125)	11 (1.125)	16
Column total	14	14	28

$\chi^2 = 5.25$ $\qquad$ df = 1 $\qquad$ Level of significance = 0.05

The figures in the brackets in the table 5 above are the Chi Squares. A Chi-square test of independence was performed (see table 5). It was found that the computed Chi-square of 5.25 exceeded the critical value of 3.84 necessary for the rejection of the null hypothesis at the 0.05 level of significance. Therefore the null hypothesis was rejected. This means that difference of perception based on trainees' level of formal education was statistically significant by level of formal education. In other words, differences in trainees' level of formal education influenced the perception of relevance of the training method. However, the sample size is too small. Out of 28 respondents, 12 perceived training methods used at AEE as highly relevant while 16 of them tend to regard training methods used at AEE as relevant.

Training Program and Perception of Relevance

The relationship between the training program and the trainees' perception of relevance of the training methods was analyzed based on the five commonly used training methods, namely discussion, lecture/instruction, mentoring/coaching, field trip and practicum/internship.

Ho: 2 Differences in training programs will not significantly affect trainees' perception of the relevance of training methods used at AEE.

The independent variables in this hypothesis are the various training programs in which the respondents are enrolled, namely women leadership training program, youth leadership training program, Sunday school teachers training program, training of the trainers program, school of ministry for evangelism program and foxfires. Due to the fact that the first named five training programs had a limited number of trainees and are organized only when the need arises, they were collapsed into one under leadership training program, as compared to Foxfires program which has a regular program of training and has a relatively large number of trainees.

Items 2 and 4 of the questionnaire provided data for exploring this hypothesis. In question 2 trainees were asked to indicate their program of training, while in question 4 trainees were asked to rate the training methods according to how relevant they are on the scale of high relevance, relevant, not sure, low relevance, no relevance. The whole scale has been collapsed into two to avoid having a great number of empty cells.

The independent variables in this hypothesis are:

    a. Leadership Training Programs and

    b. Foxfires

The results of the trainees' responses are tabulated below

Training Programs

Table 6. Perception of relevance of training methods based on training programs

| | Perception of Relevance | | |
Training Programs	High relevance	Relevant	Row total
Leadership training programs	10 (0.1)	4 (0.2)	14
Foxfires	8 (0.1)	6 (0.2)	14
Column total	18	10	28

$$\chi^2 = 0.622 \qquad df = 1 \qquad \text{Level of significance} = 0.05$$

The numbers in brackets are the Chi Squares. A Chi-square test of independence was performed (see table 6). The computed Chi-square of 0.622 is below the critical value of 3.84 necessary for the rejection of the null hypothesis at the 0.05 level of significance. Therefore the null hypothesis was not rejected. The result implies that regardless of their program of training, trainees perceived training methods as highly relevant to their training at AEE.

Relationship between Training Methods Used in Different Training Programs and

Perception of Relevance

Ho: 3 Differences in training methods employed from one training program to another will not significantly affect the trainees' perception of relevance of training methods used at AEE.

In this hypothesis, the independent variables are the five commonly used training methods employed from one training program to another. Items 6 on the questionnaire provided data for exploring this hypothesis. Trainees were asked to rate

the commonly used training methods at AEE according to how relevant they were on a scale of high relevance, relevant, uncertain, low relevance, not relevant. Mention should be made here that all the 28 respondents indicated that their perceived relevance of the commonly used training method was not low relevance or not relevant. In other words, the perceived relevance of training methods ranked from high relevance to uncertain. Item 6 on the questionnaire sought to gather views as to what extent a training method was relevant to the trainees. The results of the trainees' responses are tabulated in table 7 below.

Discussion

Table 7. Perception of relevance of discussion as a training method based on training programs

	Perception of relevance			
Training Program	High relevance	Relevance	Uncertain	Row total
Leadership training program	3 (0.684)	10 (0.684)	0 (0.481)	13
Foxfires	7 (0.635)	6 (0.635)	1 (0.448)	14
Column total	10	16	1	27

$\chi^2 = 3.567$ \qquad df = 2 \qquad Level of significance = 0.05

A Chi-Square test of independence was performed (see table 7). It was found that the computed Chi-Square of 3.567 is below the critical value of 5.99 necessary for the rejection of the null hypothesis at the 0.05 level of significance on a 3 x 2 table with 2 degrees of freedom. Therefore the null hypothesis was not rejected. It is important to note that there is apparent difference in perception of discussion across the two training programs. The overall perception shows more of tendency toward "relevant", but within groups differences can be seen, whereby among the group of

leadership training program, the tendency is to perceive discussion as just relevant, while among those with foxfires training program, the tendency is to regard discussion as highly relevant.

Lecture/Instruction

Table 8. Perception of relevance of lecture/instruction as a training method based on training programs

Training program	Perception of relevance		
	High relevance	Relevant	Row total
Leadership training program	9 (0.0128)	4 (0.025)	13
Foxfires	7 (0.0151)	4 (0.030)	11
Column total	16	8	24

$\chi^2 = = 0.083$ $\qquad$ df = 1 $\qquad$ Level of significance = 0.05

The figures in brackets are the Chi Squares. A chi-square test of independence was performed (see table 8). It was found that the computed chi-square of 0.082 does not equal or exceed the critical value of 3.84 necessary for the rejection of the null hypothesis at the 0.05 level of significance on a 2 x 2 table with 1 degree of freedom. Therefore the null hypothesis was not rejected. The result means that regardless of their training program, trainees tend to see lecture/instruction method of high relevance.

Mentoring/Coaching

Table 9. Perception of relevance of mentoring/coaching as a training method based on training programs

| Training Program | Perception of relevance | | | |
	High relevance	Relevant	Uncertain	Row total
Leadership training program	10 (0.1728)	1 (0.3877)	1 (0.1065)	12
Foxfires	9 (0.1478)	3 (0.3332)	2 (0.0917)	14
Column total	19	4	3	26

$\chi^2 = 1.239$ df = 2   Level of significance = 0.05

A chi-square test of independence was performed (see table 9). It was found that the computed chi-square of 1.239 is below the critical value of 5.99 necessary for the rejection of the null hypothesis at the 0.05 level of significance on a 3 x 2 table with 2 degrees of freedom. Therefore the null hypothesis was not rejected. The result implies that regardless of their training program, trainees tend to see mentoring/coaching method of high relevance.

Field Trip

Table 10. Perception of relevance of field trip as a training method based on training programs

| Training Program | Perception of relevance | | | |
	High relevance	Relevant	Uncertain	Row total
Leadership training program	8 (0.0144)	2 (0.1209)	2 (0.0035)	12
Foxfires	8 (0.0158)	1 (0.2234)	2(0.0039)	11
Column total	16	3	4	23

$\chi^2 = 0.381$ df = 2   Level of significance = 0.05

A chi-square test of independence was performed (see table 10). The chi-square value of 0.381 does not equal or exceed the critical value of 5.99 necessary for the rejection of the null hypothesis at the 0.05 level of significance on a 3 x 2 table with 2 degrees of freedom. Therefore the null hypothesis was not rejected. The result implies that regardless of their training program, trainees tend to see field trip method of high relevance.

Practicum/Internship

Table 11. Perception of relevance of practicum/internship as a training method based on training programs

Training Program	Perception of relevance			
	High relevance	Relevant	Uncertain	Row total
Leadership training program	4 (0.133)	3 (0.014)	1 (0.9)	8
Foxfires	8 (0.088)	4 (0.009)	0 (0.6)	12
Column total	12	7	1	20

$\chi^2 = 1.744$ $\quad\quad$ df = 2 $\quad\quad$ Level of significance = 0.05

A chi-square test of independence was performed (see table 10). The chi-square value of 1.744 does not equal or exceed the critical value of 5.99 necessary to reject the null hypothesis at the 0.05 level of significance. Therefore the null hypothesis was not rejected. The result means that regardless of their training program, trainees tend to perceive practicum/internship method of high relevance.

Table 12. Summary of trainees' perception of the relevance of training methods based on program of training

Training method	N	χ^2	df	Remark
Discussion	27	3.567	2	NS
Lecture/instruction	24	0.082	1	NS
Mentoring/coaching	26	1.239	2	NS
Field trip	23	0.381	2	NS
Practicum/internship	20	1.744	2	NS

NS = Not significant

In summary, it can be concluded that differences in training methods employed from one training program to another did not significantly influence trainees' perception of relevance of training methods. However, though the overall tendency of perception of discussion method is toward relevant, within groups differences can be seen, whereby among the leadership training program, the tendency is to regard discussion as just relevant, but among those with foxfires training program, the tendency is to regard discussion as highly relevant.

Reasons for Rating the Training Methods

In order to find out the trainees' view as to what extent the training methods were relevant, trainees were asked to indicate on a scale high relevance, relevant, not sure, low relevance, no relevance. In addition, in item 6 on the questionnaire the trainees were asked to state reasons for their rating. The following is a summary of the reasons they gave on each of the five training methods, namely: discussion, lecture/instruction, mentoring/coaching, field trip, and practicum/internship.

Discussion

Out of the several reasons that the trainees gave for rating discussion relevant (see table 7, p. 41), was discussion provides opportunity to learn through interaction with the trainer and other trainees' experiences. These experiences are thought to enrich the trainees' understanding of ministry approach and to develop creative thinking skills. Ten (37.03%) out of twenty seven respondents indicated that discussion was highly relevant and one (3.70%) response out of twenty seven was uncertain.

Lecture/Instruction

Sixteen (66.66%) out of twenty four (see table 8, page 43) respondents which rated lecture/instruction highly relevant stated that lecture opened their mind on what the ministry was about and gave helpful theoretical guidelines for the actual practice in the field. Lecture/instruction was thought to provide opportunity for trainees to interact with what specialists have said about the ministry in question. Eight (33.33%) out of twenty four respondents viewed lecture/instruction as more relevant.

Mentoring/Coaching

Nineteen (73.07%) of 26 respondents (see table 9, page 43) indicated that mentoring/ coaching was highly relevant and helpful in acquiring ministry skill. This is because trainees learn from actual ministry experience. Four (15.38%) out of twenty six respondents perceived mentoring as more relevant, while the view of three (11.53%) respondents was uncertain.

Field Trip

Sixteen (69.56%) out of 23 respondents (see table 10, page 44) indicated that field trip was highly relevant. Field trip was thought to provide learning experience from the real ministry situation. Three (13.04%) out of twenty three respondents saw field trip as more relevant, while those whose views were uncertain were four (17.39%) out of twenty three respondents.

Practicum/Internship

Twelve (60%) out of 20 respondents (see table 11, page 45) indicated that practicum/internship was highly relevant for their training at AEE. Practicum/internship is thought to provide an opportunity for trainees to acquire ministry skill by actual practice on the field. Seven (35%) out of twenty respondents perceived practicum/internship as more relevant, while one (5%) response out of 20 respondents was uncertain.

Trainees' Responses on the Likert Scale

In order to validate some items on the questionnaire, trainees were asked to indicate their opinion on a 5-point scale with strongly agree, agree, not sure, disagree and strongly disagree. Items 7-12 of the questionnaire provided data for this purpose. The score was analyzed according to the values indicated below:

28 x 5 = 140 most favorable responses

28 x 4 = 112 favorable responses

28 x 3 = 84 neutral responses

28 x 2 = 56 unfavorable responses

28 x 1 = 28 most unfavorable responses

Contained in parentheses (in table 13) below are the numbers of respondents whose scores are tabulated.

Table 13. Likert Scale of Summated Ratings

Opinions	Strongly agree 5	Agree 4	Not sure 3	Disagree 2	Strongly disagree 1	Total score
7.Training Methods used at AEE help to acquire ministry competency	135 (27)	4 (1)	0 (0)	0 (0)	0 (0)	139
8. Trainings at AEE focus on practical issues in ministry	120 (24)	16 (4)	0 (0)	0 (0)	0 (0)	136
9. Trainings at AEE focus on competency and skill development for ministry	80 (16)	48 (12)	0 (0)	0 (0)	0 (0)	128
10. Trainings at AEE focus on theories of the ministry.	55 (11)	52 (13)	9 (3)	2 (1)	0 (0)	118
11. Trainings at AEE provide trainees with the opportunity to apply knowledge	120 (24)	8 (2)	0 (0)	4 (2)	0 (0)	132
12. Training at AEE is relevant to my ministry.	130 (26)	8 (2)	0 (0)	0 (0)	0 (0)	138

N = 28

Training Methods' Contribution to Acquisition of Ministry Competency

Item number 7 on the questionnaire sought the views of the trainees as to whether the training methods used at AEE contributed in helping them to acquire

ministry competency. The score of 139 on table 9 above shows that almost all the trainees strongly agree that training methods used at AEE helped them to acquire ministry competency. This implies that according to trainees, the methods employed in their training have a bearing on their acquisition of ministry competency.

Training focus: Practical Issues in Ministry

Item 8 states: "trainings at AEE focus on practical issues in ministry". The score of 136 was obtained in item 8. Item 11 states: "trainings at AEE provide trainees with the opportunity to apply knowledge". The score of 132 was obtained in item 11. This means that trainees were favorable with the statement. Trainees generally perceived the training methods as relevant. Trainees perceived the five commonly used training methods (discussion, lecture/instruction, mentoring/coaching, field trip, practicum/internship) relevant to their ministry. They are unanimous in their views that generally, the training methods at AEE focus on practical issues in ministry and provide trainees with the opportunity to apply knowledge.

The Trainings at AEE Focus on Competency and Skill Development for Ministry

Item number 9 on the questionnaire sought trainees' view on whether the trainings at AEE focus on competency and skill development. The highest score of 128 was obtained on table 9. The results provide enough evidence that trainees felt that methods used in their training seek to develop competence and skill for ministry. This validates table 3, where it was evident that commonly used training methods were assigned different frequency of relevance. It is important to note that a training program can also determine which method is to be used in that specific training.

The Training Focus and Imparting Theories of Ministry

On whether trainings at AEE focus on theories of ministry, the lowest score 118 was obtained. Though the score is lowest on the Likert-Scale of summated ratings, it reveals the view of trainees who reported that training at AEE provide helpful theoretical guidelines for the actual practice in the field, therefore, it opened their mind on what the ministry was about. Also, training at AEE was thought to provide opportunity for trainees to interact with what specialists have said about the ministry in question.

Training and its Relevance to Ministry

Item number 12 on the questionnaire aimed at gathering trainees' views as to whether training at AEE was relevant to their ministry. The item states: "Training at AEE is relevant to my ministry." A score of 138 (see table 13, p 48) was obtained, which means that trainees strongly agreed with the statement. Trainees generally perceived training methods used at AEE as relevant to their ministry. This confirmed the response they gave to item 4 on the questionnaire on how they would rate the relevance of methods used at AEE to the ministry skill they expect to acquire (see tables 8-11 on pages 42- 44).

The Most Relevant Training Method According to Trainees' Opinion

R.Q.3. What do trainees consider the most relevant training method that should be used at AEE?

The third research question was meant to investigate the trainees' opinion on the most relevant training methods that should be utilized by trainers at AEE. The

respondents were asked in item 13 of the questionnaire to mention one training method that they considered relevant, which trainers should use at AEE. They were also asked in item 14 to give a reason for choosing the tool. The results for items 13 and 14 on the questionnaire are tabulated in tables 14 and 15 below.

Table 14. The most relevant training method according to trainees' opinion

Serial number	Suggested training methods	Frequency	Percentage
1.	Mentoring/coaching	20	71.41 %
2.	Field trip	6	21.44 %
3.	Lecture/instruction	2	7.15 %
Total		28	100 %

The results show that 20 of the trainees considered mentoring/coaching as the most relevant training method and 6 others indicated field trip as the most relevant training method and only two indicated lecture/instruction as the most relevant method for their training at AEE. Some of the major reasons for choosing these training methods are represented in table 15 below. The reason that kept recurring was that mentoring/coaching and field trip expose trainees to a real ministry situation, where they learn from practical experience.

Table 15. Why mentoring/coaching is considered the most relevant training method

Serial number	Reason	Frequency
1.	Trainees learn from a living example of the mentors	8
2.	Trainees learn from ministry situation	6
3.	Helps the trainees to observe how ministry is done	5
4.	Offers opportunity to apply the theories learned	4
5.	Example is given for one to follow	3
6.	Learning/training is concrete	2

Discussion

The analysis reveals that trainees perceived training methods used at AEE as relevant to their ministry. Discussion, lecture/instruction, mentoring/coaching, field trip and practicum/internship were reported the commonly used training methods at AEE. Discussion had 27 out of 28, both lecture/instruction and mentoring/coaching scored 24 out of 28, followed by field trip (20 out of 28) and practicum/internship (19 out of 28) on table 4, page 36. Ten (37.03 %) of the respondents said the relevance of discussion as a training method was high, 59% indicated that it was relevant and 3.70% of the responses were uncertain (see table 7, p 42). Sixty six percent (66%) of the respondents indicated that lecture/instruction was highly relevant while the remaining one third said it was relevant (see table 8). Seventy three percent of respondents indicated that mentoring/coaching was highly relevant, while 15.38% said it was more relevant and 11.53% were uncertain (see table 9, p 43). Sixty nine percent of the respondents indicated that field trip was highly relevant (see table 10, p.43). Sixty percent of respondents indicated that practicum/internship was highly relevant (see table 11, p 44).

Trainees indicated that different training methods used at AEE are appropriate. It is evident in the trainees' responses that lecture/instruction, discussion, field trip, mentoring/coaching and practicum cut across all the training programs (table 4). Therefore, while discussion seemed to dominate in all the training programs, there is enough evidence that trainees felt that all the training programs ought to adopt different training methods. These findings agree with what was stipulated in the literature review that training involves almost all the teaching-learning approaches (Kohls & Brussow 1995).

From the analysis, it was discovered that the level of formal education did affect the trainees' perception of the five commonly used training methods at AEE (See table 5). The differences in trainees' level of formal education influenced the perception of relevance of the training method. The majority of the respondents mentioned mentoring/coaching as the most relevant training method desired by trainees at AEE (see table 14, p 52). About 71.41% of the trainees from various training programs at AEE suggested mentoring/coaching as the most relevant training method. This implies that most of the trainees viewed mentoring/coaching relevant to training for ministry and it should be used more frequently in training at AEE. Some of the reasons trainees gave for choosing mentoring/coaching support the general trend in the Bible. The relationship between Elijah and Elisha exemplify very well mentoring/coaching as effective approach to training of ministry. Mentoring is an effective and relevant approach to ministerial training. It involves the trainer, known as a mentor, pouring his life into his trainee, committing to him the task that is ahead of him (Jordan 1990).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was an attempt to investigate trainees' perception of the relevance of methods used in short-term training for ministry at AEE. The inquiry began with the investigation of the overall trainees' perception of the relevance of the training methods used at AEE, then the identification of the methods that were commonly used at AEE, and factors that might have influenced the trainees' perception of the relevance of the training methods. Opportunity was given for trainees to suggest training methods they considered relevant to them and should be used by trainers at AEE.

Purpose of the Study

The purpose of this study was to investigate the trainees' perception of the relevance of methods used in short-term training of ministry at AEE. The following research questions guided the inquiry:

R.Q.1. Which training methods are commonly used in short-term ministerial training program at A

R.Q.2. What factors influence trainees' perception of the relevance of each training method used at AEE?

R.Q.3. What do trainees consider as the most relevant training methods that trainers should use at AEE?

Significance of the Study

In every ministry training situation the methods used is vital for the success of the actual training. If the objectives are to be achieved in short-term ministerial training, methods of one kind or another have to be used. Methods are used to facilitate the teaching-learning process and to make the training effective. The use of relevant methods gives positive feedback to both the trainers and trainees, making the training effective in the ministry. Therefore, this study was intended to provide useful information to the trainers that will guide them in selecting appropriate methods for training and would guide and enhance the teaching and learning process in the context of ministry training. In addition, this study was to provide a body of knowledge valuable to those who would want to acquire knowledge on training methods in other dimensions.

Research Design

For this study, the descriptive approach was used in which survey was utilized to collect views and opinions of the trainees. A questionnaire return-rate of 93.3% was obtained. Both the closed-ended and open-ended questionnaire were used as instrument to collect information for this study. The Likert scale of summated ratings was also used to measure the trainees' opinion. The instrument was developed after examining the relevant literature to determine the possible factors that might influence trainees' perception of the relevance of the training methods. Also the researcher had preliminary conversations with trainees which aimed at obtaining a rough idea of trainees' views about the training methods used at AEE. Chi-Square was used to test the variables in the hypotheses.

Findings

In this study the researcher attempted to answer three Research Questions.

R.Q.1. Which training methods are commonly used in short-term ministerial training program at AEE?

In relation to research question 1, no hypothesis was cast, but it was discovered that the five most commonly used training methods were discussion (92.8 %), lecture/instruction (82.2 %), mentoring/coaching (82.2 %), field trip (68 %) and practicum/internship (64.4 %).

R.Q.2. What factors influence trainees' perception of the relevance of each training method used at AEE?

In relation to research question 2, three hypotheses were cast and tested.

Ho: 1 Differences in the trainees' level of formal education will not significantly affect their perception of relevance of training methods used at AEE.

This hypothesis was rejected because it was found that the computed Chi-square of 5.25 exceeded the critical value of 3.84 necessary for the rejection of the null hypothesis at the 0.05 level of significance. This means that difference of perception based on trainees' level of formal education was statistically significant and trainees' level of formal education influenced the perception of relevance of the training method. Trainees with high level of formal education (Diploma and High diploma) perceived training methods as highly relevant while trainees with low level of formal education (certificate) regarded training methods used at AEE as relevant.

Ho: 2 Differences in training programs will not significantly affect the trainees' perception of the relevance of training methods used at AEE.

This null hypothesis was not rejected because it was discovered that the trainees' programs did not affect their perception of the relevance of the five commonly used training methods. Trainees in both programs of training perceived the five methods as relevant.

Ho: 3 Differences in training methods used from one training program to another will not significantly affect trainees' perception of relevance of training methods used at AEE.

The study revealed that differences in training methods employed from one training program to another did not significantly influence trainees' perception of relevance of training methods. But, even though the overall tendency of perception of discussion method is toward relevant, within groups differences can be seen, whereby among the leadership training program, the tendency is to regard discussion as just relevant, whereas among those with foxfires training program, the tendency is to regard discussion as highly relevant.

R.Q.3. What do trainees consider as most relevant training methods that trainers should use at AEE?

No hypothesis was cast, but it was discovered that the most relevant training method, according to trainees' opinion, was mentoring/coaching.

Conclusion

Based on the summary of findings above, discussion was reported the most commonly used training method at AEE, followed by lecture/ instruction and mentoring/coaching, with almost the same degree of frequency as field trip and practicum/internship. Even though discussion, lecture/instruction, mentoring/ coaching, field trip, and practicum were reported to be the commonly used training methods at AEE, trainees suggested mentoring/coaching as the most relevant method for their training for ministry. Mentoring/internship approach fit the purpose of short-term training as provided at AEE. Short-term training focuses on enabling trainees to acquire practical skills for ministry. Trainers play their role of guides and counselors in training process, rather than being teacher in a classroom situation.

Given that a majority of trainees have specific area of ministry they intend to venture into after their training, they value training method very much because it is the approach used by trainers for passing on needed skills for ministry. It is not the fact that trainers use a training method that may prove it most relevant to the ministry expectations or the frequency at which a training method is used that matters, but its relevance. This means that careful attention should be given to the choice of training methods to be utilized in order to determine their relevance.

Training methods used at AEE are perceived to be highly relevant to trainees' future ministries because of the emphasis put on hands-on experience and practice. There seems to be balance in use of methods; opportunities are given for the trainees to apply knowledge and in turn to develop new knowledge and theory on the basis of application.

Recommendations

Based on the conclusions drawn above, the following recommendations have been made to help improve training for ministry. Though trainees attested to the high relevance of mentoring as a preferred training method, trainers should continue to utilize other methods mentioned by trainees as well. However, trainers should be mindful of integrating the methods relevant to the training context at AEE. This is so because mentoring alone, even though mentioned as the most relevant method by trainees, might not provide every needed training opportunity.

The researcher is also of the view that AEE should take seriously the challenge which was observed in the literature review of balancing Biblical study and ministerial training within hands-on training environment as was the case of training of workers, which was Jesus' approach to training. Jesus, as well as Paul, used short-term training and preparation for future involvement in ministry. Jesus' disciples and Paul's co-workers were active in ministry, while simultaneously in the process of being trained. AEE and other para-church organizations concerned with short-term training for ministry should take note that this type of cooperative training model has potential for offering the best training for Christian ministry.

Areas for further Research

This study revealed that trainees' perception of the relevance of training methods used in short-term training for ministry at AEE. There is need for more research in the following areas which this study could not cover and which are important in the understanding and implementation of short-term trainings:

1. The results of the study shows that there is apparent homogeneity of views among the respondents. The responses overwhelmingly tend toward the positive end of the Likert-scale on all the items. This suggests that, the respondents are unanimous about the relevancy of training methods used at AEE. Therefore, it is important that research be undertaken on factors that influence trainees' perception of relevance of training methods used at AEE, and in a wider scale, especially among the trainees beyond Nairobi area. The trainees' opinions about factors that influence their perception of relevance of training methods at AEE to their ministry should be sought.

2. Since the ultimate goal of AEE is to train for ministry, a research could be carried out to cover trainees' perception of relevance of training methods that had not been dealt with in this study. This study focused only on the five commonly used training methods at AEE, namely discussion, lecture/instruction, mentoring/ coaching, field trip, and practicum/internship. Research can be carried out to determine trainees' perception of the other methods that were not mentioned among the five commonly used methods named above. These are symposium, audio-visual, debate, case study, field research, assignment.

3. Some factors that might influence trainees' perception of relevance of training methods, such as trainees' expectation, age, gender, could be studied. These named factors are important because they motivate trainees and help them to persevere in pursuing their goal as they undergo training. Research could be undertaken to study these factors and their impact on the trainees.

4. A research could be carried out to find the trainers' views about the relevance of the training methods that they use. This is so because the study has shown perception from the viewpoint of the trainees, who do not decide the methods to be used in the training at AEE. The perception of relevance of training methods from the trainers' view may reveal the bias of the trainees' perception.

5. A similar research could be carried out among trainees and trainers in other para-church organizations or institutions concerned with training for ministry. There are different kinds of training for ministry conducted in churches and para-church organizations. A similar study of training methods used in such training will reveal how relevant they are and will bring change as they improve what they are doing.

REFERENCE LIST

African Evangelistic Enterprise. 2004. Leaflet.

Anthony, Michael J. 2003. *Christian education, foundations for the Twenty-first Century*. Grand Rapids, Michigan: Baker Book House.

Best, John W. 1981. *Research in education.* Englewood Cliffs, New Jersey: Prentice-Hall.

Best, John W., and J. V. Kahn. 1989. *Research in education.* 6th ed. Englewood Cliffs, New Jersey: Prentice-Hall.

Gall D. Meredith, Walter R. Borg and Joyce P. Gall. 1989. *Educational research: An introduction.* 5th ed. New York: Longman.

Bugbee, Bruce L. 1994. *Networking, equipping those who are seeking to serve.* Grand Rapids, MI: Zondervan Publishing.

Carlson, Gregory C., 2004. *Understanding teaching:. Effective biblical teaching.* Wheaton, Illinois: Evangelical Training Association.

Cole, Victor Babajide. 2001. *Training of the ministry: A macro-curricular approach.* Bengalore: Theological Book Trust.

_____. 1993. "Paradigm for Training Christian Leaders." In *Perspectives on leadership training*. Nairobi: NEGST Faculty.

Coleman, Robert E. 1993. *The master plan of evangelism*. Grand Rapids, Michigan: Fleming H. Revell.

Creswell, John W. 2002. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, NJ: Pearson Education.

_____. John W. 2003. *Research design: Qualitative, Qualitative and mixed Methods approaches.* 2nd ed. Thousand Oaks, California: Sage Publications Limited.

Dember, William N. 1963. *Psychology of perception.* New York: Holt, Rinehart and Winston, Inc.

Farrant, J. S. 1980. *Principles and practice of education*. London: Longman Group Limited.

Fuder, John Edwin. 2001. *Training students for urban ministry: An experiential approach*. A Dissertation Presented to the Faculty of the School of Intercultural Studies Biola University: Wipf and Stock Publishers.

Gangel, Kenneth O. 1981. *Building leaders for Church education*. Chicago: Moody Press.

Gleitman, Henry. 1989. *Basic Psychology*. New York: ww.Norton.

Green, Michael. 1988. *Freed to serve: Training and equipping for ministry*. London: Hodder and Stoughton.

Gorard, Stephen. 2004. *Quantitative methods in social science*. London: Continuum.

Hardy, M. and Heyes, S. 1979. *Beginning psychology*. London: Butler & Tanner Ltd.

Javalera, Elyzabeth R. 1975. *Creative methods of teaching*. Quezon City, Philippines: Philippine Association of Christian Education, Inc.

Javalera, Elyzabeth R. 1973. *Training for competence*. Philippine: Christian Literature Crusade.

Jordan, Bernard. 1990. *Mentoring-the Missing Link: An effective leadership training tool*. Brooklyn, New York: Zoe Ministries.

Kohls, Robert L. and Herbert L. Brussow. 1995. *Training know-how for cross cultural and diversity trainers*. Duncanville, TX: Adult Learning Systems, Inc.

Leroy, Ford. 1978. *Design for teaching and training*. Nashville, Tennessee: Broadman Press.

Leroy, Ford. 1961. *Tools for teaching and training*. Nashville, Tennessee: Broadman Press.

Lewis, J., "The International Missionary Training Network and Its Goals." *In Connections*. Vol. 4 no 2, 2005, 8-10.

_____. "A Metaphor and a Model for Missionary Training." In *Connections*. Vol. 4 no 2, 2005, pp. 11-1

Mbogo, Rosemary. 2002. Thesis, NEGST. Relationship between training and placement in ministry: A study of NEGST Alumni.

McDonough, Daniel P. and Peterson Roger P. 1999. *Can short-term mission really create long-term career Missionaries?* Minneapolis Minnesota: STEM Ministries.

Morrison, Philip E. 2004. *The multi-church Pastor: A manual for training leadership in a multi-church setting.* Allentown, PA: Gratia Veritas Publishers.

Mugenda , Olive , and Abel Mugenda. 1999. *Research methods: Quantitative and qualitative approaches.* Nairobi: ACTS Press.

Musekura, Celestin and Faustin Ndamushobora. 2004. *Mentoring: A remedy for the leadership crisis in Africa.* Nairobi: ALARM.

Nachimias, Chava Frankfort, and David Nachmias. 1996. *Research methods in the social sciences.* New York: St. Martin's Press.

Noll, Victor H., Dale P. Scannel, and Robert C. Craig. 1979. *Introduction to educational measurement.* Boston: Houghton Mifflin Company.

Oladeji, Felicien Adenike. 2002. Students' Perception of the end of course faculty evaluation at Nairobi Evangelical Graduate School of Theology. M.A. Thesis, NEGST.

Oxford Student's Dictionary. 1978.

Prichard, H.A. 1970. *Knowledge and perception.* Oxford: Clarendon Press.

Rajendra, K. 2005 "The Importance of Training for Modern Missionaries.*" In Connections*. Vol. 4 no 2, 4-5.

Stebblefield, Jerry M. 1993. *The effective minister of education.* Nashville, Tennessee: Broadman Publishers.

Woods, Edith, ed. 1995. *Education that transforms.* Bangalore: Theological Book Trust.

APPENDIX A

QUESTIONNAIRE

Dear respondent,

The intention of the researcher is to discover relevant information on the trainees' perception of the relevance of the methods for short-term ministerial training at AEE that may be useful to AEE and other institutions interested in short-term training.

I kindly request you to fill this questionnaire to the best of your knowledge either by ticking [√] or writing the responses that best represent your views in the spaces provided.

Thank you.

Sylvain A. Bokwa

Part A. Respondent identification

1. Sex: Male [ ]   Female [ ]

2. Your training program

   A   Leadership Development

- Women Leadership Training   [ ]
- Youth Leadership Training   [ ]
- School of Ministry for Evangelists [ ]
- Sunday School Teachers' Training [ ]
- Training of Trainers   [ ]

  B. Foxfires   [ ]

3. Level of Formal Education
- Below Certificate   [ ]
- Certificate   [ ]
- Diploma   [ ]

- High Diploma   [ ]
- Degree   [ ]

Part B. Respond to the following question

4. How would you rate the relevance of methods used in your training
   at AEE to the ministry skill you expect to acquire?

- High relevance   [ ]
- Relevant   [ ]
- Not sure   [ ]
- Low relevance   [ ]
- No relevance   [ ]

5. Among the ten training methods listed below select five that in your view are

frequently used in your training at AEE. Then rank them in order of priority (Note:

place 1 beside the most frequently used method, 2 beside the next frequently used

methods, 3 beside the third ranked methods, 4 beside the fourth ranked method and 5

beside the fifth ranked method.)

- Field Trip …………………...............[ ]
- Mentoring/Coaching ……………...[ ]
- Lecture/ Instruction ……………….[ ]
- Symposium …………………….…..[ ]
- Research and report/Assignment …[ ]
- Discussion …………………….…..[ ]
- Audio-visual Aids…………………[ ]
- Practicum/Internship…….…...……[ ]
- Debate …………………….................[ ]
- Case Study …………………….…..[ ]

Other (please specify) _____ [   ]

6. How relevant are training methods ranked (in order of frequency) in question 4

above to your ministry training program? Note: (a) is the method you ranked as 1; (b)

is the method you rated as 2; (c) is the method you rated as 3; (d) is the method you

rated as 4; (e) is the method you rated as 5. Put [√] in the appropriate space.

a) Method number 1 _____
- High relevance   [   ]
- Relevant   [   ]
- Not sure   [   ]
- Low relevance   [   ]
- No relevance   [   ]

Please give one reason for your rating:

_____
_____
_____
_____

b) Method number 2 _____   [   ]

- High relevance [   ]
- Relevant   [   ]
- Not sure   [   ]
- Low relevance [   ]
- No relevance   [   ]

Please give one reason for your rating:

_____
_____
_____
_____
_____

c) Method number 3 _____   [   ]

- High relevance [   ]
- Relevant   [   ]
- Not sure   [   ]
- Low relevance [   ]
- No relevance   [   ]

Please give one reason for your rating:

_____
_____
_____
_____

d) Method number 4 _____ [   ]

- High relevance   [   ]
- Relevant   [   ]
- Not sure   [   ]
- Low relevance   [   ]
- No relevance   [   ]

Please give one reason for your rating:

_____
_____
_____
_____

e) Method number 5 _____ [   ]

- High relevance   [   ]
- Relevant   [   ]
- Not sure   [   ]
- Little relevance [   ]
- No relevance   [   ]

Please give one reason for your rating:

_____
_____
_____
_____

Part C.

Please respond to the following statements by placing a tick ($\sqrt{}$) for each item in one box only.

Opinions	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
7.Trainings methods used at AEE help to acquire ministry competency					
8. Trainings at AEE focus on practical issues in ministry					
9. Trainings at AEE focus on competency and skill development for ministry					
10. Trainings at AEE focus on theories of the ministry.					
11. Trainings at AEE provide trainees with the opportunity to apply knowledge					
12. Training at AEE is relevant to my ministry.					

Part D.

13. Mention only one training method among the ten mentioned in part B. 4 that you consider as more relevant which trainers should use at AEE.

_____

14. Why do you think the method in question 12 above is the most relevant? Give one reason.

_____
_____
_____
_____