NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY

Influences and Perceptions on Writing and Publishing by African Faculty Members Serving at The Nairobi Evangelical Graduate School of Theology

BY

DEBORAH LYNN HEAD

A Thesis Submitted To The Graduate School in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Christian Education

JULY, 2008

NAIROBI EVANGELICAL GRADUATE
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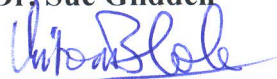
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External Reader:

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Dr. Mary Getui

July, 2008

Student's Declaration

A STUDY INTO THE INFLUENCES AND PERCEPTIONS ON WRITING AND
PUBLISHING BY AFRICAN FACULTY MEMBERS SERVING AT THE
NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY

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

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

(Signed)_____
Deborah Lynn Head

July, 2008

ABSTRACT

The need for contextually relevant Christian literature in Africa is significant. Scholars experience negative and positive influences when writing and publishing that either contributes to or detracts from the production of more literature. The purpose of the research project was to identify the subjective perceptions of writing and publishing and what has influenced these experiences among the African faculty members serving at Nairobi Evangelical Graduate School of Theology (NEGST) in Kenya, in order to understand how to better facilitate the production of African literature in the future. The experience and perceptions of the occupational, social and publishing influences on the faculty members were researched using qualitative phenomenological methods. Eight African faculty participated in open-ended interviews and select members of the NEGST administration were consulted through interviews or e-mail.

Research findings were that all three spheres of occupational, social and publishing influences contributed positively and negatively to the experiences. Social and publishing factors were primarily positive while occupational ones contributed the greatest discouragements. Data analysis revealed a complex interplay of all three spheres, with an emphasis on the role of motivation, accountability and initiative by both the academic institution and the faculty. Responsibilities are shared by the two groups and must be carried out in conjunction to improve the outcomes of writing and publishing in the future.

TO

The Lord who has been faithful,

and to my friends at NEGST who have been

my family away from home.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

In the face of what Archbishop Desmond Tutu described as a "vicious and oppressive system that is perpetrated not by pagans but by those who claim that they too are Christian," Tutu responded by applying the African cultural knowledge of *ubuntu*, "community" to his study of God (Battle 1997, 3). Social fruits of justice grew out of the application of his theology, guiding his people peacefully out of apartheid. Archbishop Tutu led an example of how biblical principles transform and restore people when applied to the realities of a cultural and social context.

Many other African realities need transformation through application of biblical principles and theology by people who understand the realities—Africans. African crises give African Christians the opportunity to take Christian theology "somewhere it has never been before, to engage with questions of theodicy, of mortality, of sexuality which have never before been focused (on) in this particular way" (Ross 2002). Walls affirmed "Cross-cultural diffusion opens the possibility of further discoveries about Christ as together in the unity of faith we seek to reach His full stature" (2000, 4). Dyrness says the issues of an increasingly cross-cultural world; "the environment . . . international indebtedness, social and cultural dislocation, AIDS . . . will not be properly addressed from a parochial point of view" (1990, 23).

The incredible sales success of the Africa Bible Commentary, selling "1,500 copies . . . within two weeks of its release" (Ralston 2006, 16), is evidence of the

global interest in reading scholarly biblical perspectives of African men and women. Africans' understandings of God can impact their continent and the globe.

Statement of the Problem

African authors face significant challenges to make their ideas and theologies a published reality (Dunn 1999, Kwant 2007). To strengthen and increase African publications the most significant influences upon writers, both positive and negative need to be identified. This knowledge can give insight into possible improvements. This need motivated the researcher to gather multi-faceted information regarding the experiences of writing and publishing by African faculty members. African faculty members serving at the Nairobi Evangelical Graduate School of Theology (NEGST) were the research population.

Purpose Statement

The purpose of this qualitative phenomenological research was to identify and understand the influences upon the pursuit of writing and publishing experienced by the African faculty members serving at the Nairobi Evangelical Graduate School of Theology (NEGST), their subjective perceptions of their experiences and possibilities for future improvements. The faculty members who were selected for research have experience in writing and some have additional experience in publishing.

Significance of the Study

The positive influences identified by this research have contributed to knowing the possibilities available for future improvements. These findings are useful for those who share the common goal of producing scholarly African literature for use by society: faculty members, educational institutions, editors, publishers and financial donors. The findings contribute to the area of publishing whose development is

critical for the strength and development of the church in Africa; contextually relevant literature that deals with African issues, from an African perspective. This qualitative research can serve as a pilot study for quantitative research of these influences and perceptions.

Research Questions

The following research questions and sub-questions guided the study.

RQ1: What motivates or encourages African faculty members to pursue writing and publishing?

RQ2: What hinders or discourages African faculty members from pursuing writing and publishing?

RQ3: What subjective perceptions do the African faculty members have of writing and publishing?

> RSQ1: What is significant to the faculty members about their experiences of writing and publishing?

> RSQ2: What value do the African faculty members at NEGST place on writing and publishing?

> RSQ3: What reactions do the African faculty members at NEGST have to their experiences of writing and publishing?

RQ4: What can be done to facilitate future writing and publishing of African faculty members at NEGST?

Research Objectives

The following objectives guided the formation of the interview questionnaire:

RO1: To identify and understand what has influenced faculty members' pursuits of writing and publishing.

RO2: To understand faculty members' subjective conceptions of writing and publishing in relation to what they have experienced in their own pursuits of the same.

RO3: To identify possible solutions to help faculty members pursue writing and publishing in the future.

Delimitations

The population was delimited to the African faculty at NEGST to gather usable data that instructs the processes of scholarship and publishing by Africans. The literature review explains some unique circumstances the African faculty face from their counterparts, indicating a need to study them in isolation. The sample was selected from a pool of undergraduate and graduate level faculty to ensure the population reflects adequate expertise in a field and the ability to perform scholarly research. This qualifies them for producing knowledgeable literature and does not exclude them from publishing on the grounds of insufficient knowledge.

The research was limited to the experiences and perceptions of the writers and not the publishers or retailers who contribute to the business of publishing. Some of these contributors were used as key informants for development of the instrument.

Limitations and Assumptions

Cultural influences are discussed as being "African" as opposed to Asian or otherwise. Africa is not monocultural and the population and scope of this research was not large enough to gain sufficient data for a generalization of the results as characteristic of all African cultures, or a subculture in Africa. Yet, some influences need to be discussed generally, thus the reference to the African culture at large. All conclusions remain as suggestions and not prescriptions of actual norms that have been tested for consistency within Africa's many cultures and subcultures.

This research project collected the descriptions and perceptions faculty had of what was and is an encouragement or discouragement to them. It did not extend to establish validity of all the faculty members' perceptions as actual reality. To the extent that validity of the actual experiences could be made, it was.

Definition of Terms

Commission: A request given to a scholar to research and write about a topic by a publisher or organization that usually handles publishing and may offer financial support for the scholar to do the researching and writing.

Foreign Publisher: A business or organization that produces books or journals, possibly peer-reviewed, not including magazines or newspapers. 'Foreign' refers to publishers originating outside Africa.

Indigenous Publisher: 'Publisher' as above. 'Indigenous' refers to publishers originating in Africa.

Influences: The factors being considered in the research that might have affected the faculty members' pursuits of writing and publishing.

Published: A manuscript printed as a book or journal article by a professional publisher, possibly peer-reviewed, but not *self-published*; see definition.

Self-Published: A writer who managed the publishing and distribution of a work using independent service providers, rather than an established publishing house, at times resulting in lower product quality and sales (Kwant 2007).

Unpublished: A faculty who has not published but may have self-published or attempted publication by doing scholarly research and writing with the aim of being published.

Writing: The act of creating literature that interacts with a topic at a scholarly level with the intent to publish.

CHAPTER TWO

LITERATURE REVIEW

Substantive Review

The substantive review presents and discusses what the literature contributes to understanding the influences faculty members might experience when pursuing writing and publishing. An overview of the publishing world and a brief review of its history in Africa give background to this discussion. This is followed by a presentation of the situation of publishing in Africa today, followed by aspects that were considered possible contributions to the African faculty member's experiences.

A Publishing Overview

David Waweru supplied the following information given in this overview of publishing (2007). Publishing is a business that is run by key players who often initiate literature production by generating ideas and topics to be studied. Publishers commission qualified writers to pursue these ideas through research and writing. The publisher and an editor often work with the author throughout the process. At times an author will submit a completed manuscript to a publisher, who might agree to publish it, provided the manuscript contributes to the vision and mission of the publisher.

Editing is a critical step that the publisher provides in addition to knowledge of market trends, design and typography of the material, submission to printers, marketing of the completed product and distribution to wholesale or retail buyers. Faculty members should seek out and build relationships with the professional publishing house, a vital and strategic contribution to the publishing process.

The retail branch of publishing is critical for the actual dissemination of the materials to the consumers. The publisher does not typically sell directly to individual buyers but to intermediary markets such as bookstores and universities. These retailers have knowledge of the marketability of materials and determine which publications actually reach the public.

A Brief History of Publishing in Africa

Publishing in Africa has experienced significant hurdles since its inception during the colonial period. One early hurdle involved the process of indigenization that was accomplished by the East African Publishing House, established in Kenya in 1965. The East Africa Publishing House reported that part of this process involved convincing

> the East African governments that publishing was not an insuperably difficult skill which local people could not possibly achieve, but something that we could do as well as the next man. We then had to convince our authors, in the face of a still sustained campaign to the contrary, that we could produce their books well and that we could distribute their books overseas. (Establishing an African publishing industry: A study in decolonization, JSTOR Archive)

Kenyan publishers faced the smaller market the colonial educational system created by using imported curriculum materials. Indigenous publishers had limited access to the scarce capital available for starting the industry. A decade later, publishing in Anglophone Africa faced the new challenges of low levels of leisure reading and high achievement reading due to "the traditionally oral culture, the absence of a large literate leisured class, low per capita incomes, small library services and possibly an education that stultifies reading for pleasure" (Who controls book publishing in Anglophone middle Africa?, JSTOR Archive). The influence of the foreign market, African author's dependence upon foreign publishers, competition with multinational publishers and restricted access to economical printers and

materials all challenged the success of the indigenous publishers, ultimately affecting the African writer seeking to be published in Africa (Who controls book publishing in Anglophone middle Africa?, JSTOR Archive).

Not all of these difficulties have been overcome, and new ones have arisen with the changing conditions of the global societies. An examination of the current state of publishing will inform the researcher, from a publishing perspective, which influences are potentially significant among the African faculty members serving at NEGST.

Publishing in Africa Today

Publishers

Langham Partnership International (LPI) is a Christian organization founded by John Stott to strengthen and build up the church in the majority world. Langham Literature is one of LPI's ministries and supports the production of relevant evangelical literature for the majority world. The program funds scholars and writers, distributes literature and facilitates translation of needed materials throughout the majority world (Langham Partnership International, October 3, 2007).

Kwant (personal interview, October 1, 2007), the director of Langham Literature, highlighted a significant obstacle for African authors, the lack of publishers in Africa who have the financial ability to publish their manuscripts. Manuscripts that deal with specialized topics, such as theology, are even more difficult to publish in Africa due to the high marketing costs they require for a limited market with low returns. David Waweru, the owner and CEO of WordAlive Publishers in Nairobi, explained that publishing materials on a few selected topics helps a publisher become more effective in communicating messages that contribute

to their mission and vision, yet makes it harder to find a publisher for a specialized topic. (Waweru, October 1, 2007, conversation with author).

In addition, publishers in Africa are often operating under the older system that reacts to the available manuscripts that are presented to them by authors rather than utilizing a proactive approach that commissions authors to write. Within Kenya, Kwant has found WordAlive publishers to be the single example of a publisher using the proactive system. Rather than sift through submitted manuscripts, a proactive publisher utilizes time more effectively by putting their efforts and resources into a commissioned manuscript that if composed well, is assured of fitting their vision and mission and is likely to be a marketable product (Kwant 2007). An increase in proactive publishers would provide greater capacity and availability of local publishers.

Editors

Editors hold a critical position in the process of publishing. Editors who work with authors in a proactive system commission the author (at times on behalf of a publisher) to develop the ideas they are both passionate about. An early editorial relationship provides the author with knowledge of societal needs, publisher interests and connections, market trends and techniques as well as writing support and encouragement from the onset. Editors help authors channel their research and writing efforts to create a useful, marketable and strategic manuscript (Kwant 2007).

Writers who approach publishers with a completed manuscript run the risk of being rejected or required to make significant revisions. An editor can guide the author as they make revisions of the order and structure of their ideas. They also copyedit and proofread the manuscript for final publication. This assistance often produces a higher quality manuscript with clear communication and increased sales.

With a predominantly reactive publishing approach in use within Africa and limited numbers of qualified editors, there are few structures in place that provide opportunity for authors to engage in this editorial relationship (Kwant 2007).

Some African writers have chosen to self-publish without professional editorial or publisher involvement. Kwant has worked with authors who suffered the consequences of this choice in lower quality books and insufficient sales. The time, resources and discouragement on the part of the author could have been avoided with an early editor/publisher relationship. Mark Hunt, who serves as chair of the Langham Partnership International council, noted that authors have also been discouraged when they hired editors who lowered rather than improved the quality of their manuscripts.

Market and distribution

Success within the local market has been cited as a challenge for African authors due to "high rates of illiteracy, low levels of disposable income for books, and a lack of interest in African topics" (Dunn 1999). Karimi, the general manager of Evangel Publishing House in Kenya in 2005, has had good relationships with some distributors in Kenya. He then commented on the challenge of distribution, saying "many publishers in developing countries do not achieve effective distribution chains even within their own countries" (Karimi 2005, 4). Semenye, former managing director of the Christian Learning Materials Centre in Nairobi, illustrated the effect of insufficient infrastructures with an experience of shipping "books from Kenya to Gambia and Sudan. To my dismay," she said, "the books took over a year to reach the customers" (Semenye 2002, 6). Kwant and Hunt extended the challenge of distribution to the global market because African publishers have limited access to distributors, such as Amazon.com. Authors who publish locally may be discouraged

by the unlikelihood of reaching wide distribution or high sales of their materials within the local or global market.

Royalties are often minimal for local authors, especially those who publish books on specialized topics such as theology. Kwant and Hunt suggested that the benefits of recognition and status might encourage an author despite the limited royalties he or she can expect to receive.

Accessing western markets in face of the incredible amount of literature being produced in the West can be daunting for an African author, but so can local markets. Within the African book market, western authors still dominate and rights to western authors' publications are purchased by African publishers (Kwant 2007). These foreign works published indigenously are added to the shelves already containing imported works. Dunn pessimistically recounted that in 1999 "from Kampala to Accra to Johannesburg, John Grisham and Maeve Binchy fill the shelves, along with an eclectic array of remaindered Western how-to books on everything from beating the Canadian tax system to growing roses in English climes." While the current reality may not be so bleak, the shelves of the ACTS bookstore, located on the campus of the Nairobi Evangelical Graduate School of Theology (NEGST), suggest that the situation is largely the same.

The sphere of publishing presents multiple factors that may influence African faculty's writing and publishing, including the availability of publishers and early, beneficial editorial relationships, penetration of the local and global book markets or challenges of distribution. Factors are also found outside the publishing realm.

Today's African Faculty

Roles and responsibilities

The roles and responsibilities of a faculty member may be influential factors on their writing and publishing. Diekema defined the ideal faculty member as one who pursues truth by teaching, lecturing and publishing his or her scholarly thoughts (2000, 95). Scholars in the West have typically been assessed in part by their writing and publications, including articles in peer-reviewed journals, scholarly books, textbooks and potentially popular literature (Boyer 1990, 35).

Theological education in Africa is often based upon an imported model from the West (Galgalo 2004, 22). Within this model the institution expects faculty to research, write and publish. The job requirements of the NEGST faculty include the same (John Ochola, November 29, 2007, e-mail message to author).

Educational institutions have given faculty the role and responsibility to "not only skillfully explore the frontiers of knowledge, but also integrate ideas, connect thought to action, and inspire students" (Boyer 1990, 77). Within the Christian theological context, the same has been reiterated with more urgency. Andrew Walls proposed that without the leadership of Africa, Asia and Latin America "the future of theological scholarship is at stake" and that it is "increasingly necessary that Africa should develop its own resources in theological scholarship" (Walls 2000, 4).

This entails "taking Christian theology into new areas of life, where Western theology has no answers, because it has no questions" (Bediako 2000, 10). Bediako described studying Christianity and theology in relation to these new areas as "gaining perspective as much as, if not even more than, acquiring information" (2000, 6). Galgalo described a more final product of the faculty's role as that of "teaching…how to interpret and relate theological data in ways relevant and understandable to the African person" (2004, 21).

Among Africa's scholars, the faculty members at NEGST have the responsibility to produce evidence of this scholarship. Ultimately, they can provide a much needed change in the condition of "exclusively western-oriented library resources" (Galgalo 2004, 23) and make their writing available for use in Africa by faculty, students and laymen.

With the request for those from the majority world to pursue written and published scholarship being asked, why is it still being asked as though it has not yet been heard or answered? Is it possible that some of these scholars do not value or see the need for African literature?

Occupational influences

Limited numbers of faculty and heavy workloads in theological schools (Galgalo 2004, 23) may significantly restrict the time available for pursuing writing and publishing. African faculty members are working in an environment with some of the "most limited financial resources for the development of scholarship" (Walls 2000, 4). African faculty have limited access to funded sabbaticals that provide both the time and finance for western scholars to research and write (Kwant 2007). Waiting upon western sponsorship to engage in research and writing has been identified as a pitfall to be avoided (Walls 2001, 52). Institutional encouragement of scholarship can come in the form of funded sabbaticals, in tenure or salary increases (Boyer, 33, 34) that are linked with increased publications. If implemented, these institutional policies might create incentive for African faculty to pursue writing and publishing.

Faculty members also have limited access to documentary resources (Walls 2000, 3, 4). However, Walls has suggested that technology can provide sharing opportunities that will greatly increase their access. In *Christian Scholarship in Africa in the Twenty-first Century,* Walls suggested that to encourage scholarship in Africa,

Asia and Latin America a "research climate" and "collegial attitudes" be fostered (2001, 51, 52). The NEGST faculty may not find their environment conducive to researching and writing, or may desire greater partnership and co-authorship.

Within the sphere of the academic institutions, the following potential influences on African writing and publishing have been identified: the role and responsibilities of faculty members, heavy work loads that restrict time, limited number of faculty members, resources and finances, institutional incentives, collegial attitudes and available research and writing climates. In conclusion of the examination of potential influences upon African theological faculty's engagements or disengagements with scholarship, some more social and cultural considerations will be made.

Social and Cultural Influences

Oral and Written Cultures

While the need for scholarship began very early when the church communicated the gospel to the Hellenic world (Walls 2001, 44) the means of communicating through the written word has varied by culture. Within the African context, "traditional educational thought has nearly always been expressed orally" (Njoroge 1986, 63). "For centuries the African has been a creator, performer and lover of verbal art. He has created and handed down (orally) to successive generations an organic library of songs, poems, narratives, proverbs, riddles and many other oral literary forms." The written word has only recently become widely used across the African continent (Sunkuli and Miruka 1990, vii). A comfort with the oral tradition or discomfort with the writing tradition may influence African faculty members' writing and publishing of their scholarship (Tokunboh Adeyemo, November 20, 2007, personal interview).

Communal culture

An African author emphasized the importance of solidarity and common purpose to the African man and the nobleness of using "the consensus of opinion for the welfare of the community; the advice he gives to people as a guide for a better way of living with others in the community" (Mbuagbaw 1984, 115). Community is known to be a critical part of being African. As Archbishop Desmond Tutu was quoted, "Because Westerners have a strong sense of the value of the individual, they are able to take personal initiatives. It's not so easy, when you are a community-minded person, to go against the stream" (Battle 1997, x). Walls has listed a "pioneering spirit" as a must in producing scholarship. The many calls for scholarship in Africa are asking for *re-conceptions* of theological frameworks and *new* theologies that *stand out* in contrast to previous theologies because they haven't been considered before (Walls 2001, 50). In essence, publishing scholarship is asking African faculty to do what their communal cultures don't typically request or reward them for doing. This may deter them from embarking upon the quest to produce contrasting theologies.

Self-confidence

This same cultural value of communal agreement combined with a treasuring of ideas originating in the past, the experience of being taken out of the African social context for their training (Galgalo 2004, 23) and the effects of colonialism in and out of the church (Magesa 1976, 17–19) may all contribute to self-confidence, the final influence on African theological faculty considered in this research. Lack of encouragement or hesitant acceptance of new ideas by the community may lower faculty's confidence in their new theological ideas.

Many scholars who were educated in the West may feel detached from the realities of the African context. They have been accused of this in their failure to

Africanize their theological education (Galgalo 2004, 23). Magesa noted the importance of being aware of the social situation in order to participate in providing solutions to it (1976, 19). Faculty may have low confidence in being able to address the African social context due to being educated and spending time outside of it. Magesa also observed in 1976 that colonialism created a crisis of self-confidence amongst Africans. The government and Christian church criticized the culture, indirectly attempting to suppress creativity and confidence. Their damage has required years of healing.

<div align="center">Methodological Review</div>

The next section is a review of the research methodologies as they are discussed in the available literature. The examination of the methodologies has contributed to the specific methods that have been used to conduct this research, discussed in detail in chapter three, methodology.

Quantitative and Qualitative Research

The qualitative method was chosen because this research aims to collect "qualities" of a population's experiences and analyze their patterns rather than collect numeric quantities that determine associations and cause-effect relationships between variables (Gall, Gall, & Borg 2007, 488, 490, Gorard 2003, 4, 10, 158).

While the literature review has presented substantial knowledge of influences on writing and publishing in Africa, simply identifying positive and negative influences does not provide a complete picture of the experience of writing and publishing. Qualitative, phenomenological research methods need to be used in order to understand the subjective aspects of the experiences of the faculty members at NEGST, capturing their perceptions, personal characteristics and experiences.

The Phenomenological Research Methods

Discussion of the phenomenological approach

The phenomenological approach seeks to gain a greater depth of understanding of the phenomena experienced by their participants (Gall, Gall & Borg 2007, 495). Human reality is not separate from its interpretations, thus studying the subjective elements of a person's experience is the only way to understand the objective experience. This is done by examining how people *reflect* on past lived experience, how they "perceive it, describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others" (Patton 2002, 104–106, 482).

Phenomenological research methods and data analysis

Moustakas began his phenomenological research methods with *epoche*. *Epoche* is to "refrain from judgment" and perceive subjects differently. As a result of *epoche*, the researcher is able to become more objective; identify and lay aside personal biases of a subject, have an "attitude shift" and analyze the experiences with suspended judgment from another perspective (Patton 2002, 482–486). Following *epoche* the researcher begins the process of "bracketing out", a process of data collection that examines the experiences as fully as possible. The following steps lay out the process of bracketing the information.

1. Locate within the personal experience, or self-story, key phrases and statements that speak directly to the phenomenon in question.

2. Interpret the meanings of these phrases, as an informed reader.

3. Obtain the subject's interpretations of these phrases, if possible.

4. Inspect the meanings for what they reveal about the essential, recurring features of the phenomenon being studied.

5. Offer a tentative statement, or definition, of the phenomenon in terms of the essential recurring features identified in step 4. (Denzin 1989, 55, 56)

After bracketing the researcher identifies themes and looks at them from multiple perspectives, expanding them through "imaginative variation". He or she writes an abstract description of the experience, followed by a description of "*how* the…group experienced *what* they experienced." The final step is to integrate and synthesize the content of the experience with how it was experienced to identify the "meanings and essences of the experience" (Patton 2002, 486).

Qualitative data is often analyzed using a system of coding. In this method the researcher organizes the data by topics, identifies themes and thinks critically about the themes; drawing conclusions, theories and implications (Creswell 2003, 191–195). A textural description provides a written account of the experiences and perceptions the participants have exhibited (Gall, Gall & Borg 2007, 496). It can be used to report phenomenological data gathered by the research.

The interview method

Standardized and exploratory interviews are well suited to phenomenological research (Gall, Gall & Borg 2007, 496, 497). A standardized interview collects large amounts of facts and statistics. Exploratory interviews are typically spontaneous and relatively free in style as they search for people's opinions or knowledge. By giving the respondent ample opportunity to talk, the researcher gathers their thoughts, perspectives and ideas (Oppenheim 1992, 65–67).

The exploratory interview method has advantages for this research over other qualitative methods such as observation and documentary analysis, yet there are some disadvantages that were considered. Creswell pointed out that data can be biased because of the presence of the researcher (2003, 186). Oppenheim considers poor phrasing of questions and the participant's impression of the interviewer as contributors to bias (1992, 96, 97). Exploratory interviews use structured closed-

ended questions to gather descriptive information about the participants. Open-ended questions allow for spontaneity with multiple responses that gathers a broader set of data on subjective experiences (Oppenheim 1992, 112).

Population and pilot testing

Qualitative research involves purposefully selecting the appropriate population for the research so that the research questions are answered as thoroughly as possible (Creswell 2003, 185). The size of the sample is based upon the judgment of the researcher. When possible, large samples are favorable because they offer a wider range of perspectives that can be more representative of the total population. Qualitative research methods can limit sample size chosen by the researcher because they are often time consuming (Gall, Gall & Borg 2007, 185, 186).

A researcher should test the reliability of the materials, implementation of the research method and the questions and their vocabulary. In pilot testing interview questions it is important to ensure that effective communication will not be hindered due to different understandings of vocabulary. The interviewer should also refrain from asking leading questions that introduce bias into the research. Pilot testing should be done among a population as close to the research population as possible. In situations where the sample for the final research is very small and members cannot afford to be used in the piloting phase, another population may be selected for the pilot research but must be comparable in their thinking and knowledge (Oppenheim 1992, 47–62).

Ensuring validity

There are procedures that ensure data gathered through qualitative methods is valid. Gall, Gall and Borg have said that using multiple data sources, analysts and theories, known as triangulation, can help contribute to validity. Being aware of the

context that the research is being conducted in or having a significant level of familiarity of the setting the participants operate in will also provide the researcher with awareness that will contribute to the better collection of data (2007, 475).

Conclusion

The literature review has revealed a number of possible influences on the African faculty members as they pursue writing and publishing. This research will attempt to answer the research questions using the methodological recommendations presented in the literature and discussed above. The next chapter of this thesis describes how these methods will be used within this research framework.

CHAPTER THREE

METHODOLOGY

In consideration of the methods that are most appropriate for carrying out phenomenological research, the following design and instruments were used.

Basic Research Design

This was a qualitative phenomenological research project that conducted *epoche,* bracketing, imaginative variation and data analysis through synthesis of the research findings. It primarily used exploratory interviews to bracket the experiences, influences and perceptions of the faculty. On the basis that the environment was likely to be influential, the researcher consulted additional literary sources and persons to gather more information about the occupational environment at NEGST. They have been considered in conjunction with the data gathered from the faculty interviews.

Pilot testing of the interview questions was done by interviewing Rev. Kivanguli, the Dean of Community Life at NEGST. Dr. Ochola, the Academic Dean of NEGST, granted permission to the researcher to conduct research amongst the faculty. The selected faculty were then given a letter in person by the researcher, requesting their participation (Appendix C). This was accompanied by a letter granting permission from Dr. Ochola (Appendix B). All the interviews were conducted and the data was analyzed by grouping the experiences, influences and perceptions, identifying themes and subsequent implications. These findings and conclusions are presented in textual descriptions and tables and figure where it proves useful.

Triangulation

The researcher took measures to employ triangulation methods in this research by gathering information from a variety of sources including key informants, the literature review, NEGST publications, additional conversations/interviews and the primary interviews with the sampled faculty. The key informants were interviewed because of their familiarity with the major potential influences, each influence being discussed by at least one informant. This variety of perspectives contributed to a more thorough and objective examination of the research topic and findings.

Additional strategies were used to ensure validity. These were sampling based on a "pre-study" to ensure the participants represented the field being studied, the gathering of "rich data" and the grouping and coding of the data for analysis (Gall, Gall & Borg 2007, 475). Rich data was collected by audio-recording the interviews as well as taking detailed typed notes as the interviews were conducted. Immediately after the interview a summary was written of the notes. Later, the researcher listened to the recordings again and reviewed the notes to identify the tacit knowledge.[1]

Validity was further enhanced by delivering the printed summary of the notes taken during the interviews to each of the participating faculty members. Discrepancies between what they intended to communicate and what the summary suggested the researcher understood, were later discussed by the researcher and faculty who requested to do so. Misinterpretations were clarified.

Population and Sampling

The research was conducted among the African faculty members serving at the Nairobi Evangelical Graduate School of Theology (NEGST) in Nairobi, Kenya.

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[1] The recording device failed to work during one of the interviews so the review was done using only the detailed notes.

These thirteen men and women are competent and highly trained with the majority of them having completed their doctorates. They offer a wide variety of experiences in writing and publishing, including books and journal articles that have been published by indigenous and foreign publishers. The variation amongst them provided an appropriate population for this research project.

Purposeful sampling was done using a conceptual rationale to select eight faculty members in order to gather the most diversity in experiences as possible. The minimum requirement for selection was that the faculty member had at least one experience in writing. Within this research, writing that qualified a faculty member was that which was grounded in research and was within the field of expertise of the faculty member.

The sample represented the following writing and publishing experiences; men and women, indigenous and foreign publishing experience, published books and journal articles and peer and non-peer reviewed works. Most of this information was gathered from the faculty profiles on the NEGST website. Additional information was gathered by approaching faculty members and asking them about their writing and publishing experience.

Setting

As the name indicates, NEGST is an Evangelical theological school offering doctoral, masters and undergraduate degrees, diplomas and certificates in eight academic departments. The school is located in the suburb of Karen, just outside of Nairobi and the faculty members who were interviewed all live within the NEGST campus. NEGST offers twenty-four hour access to high-speed internet that faculty members can access from their offices and the library. The library at NEGST contains a total of 36 thousand volumes and over 250 periodical subscriptions. NEGST's

ability to offer a doctoral program is a reflection of the quality and number of resources available for scholarship at the doctoral level (NEGST 2006, 17, 39, 40).

The job requirements of the faculty members include three main components; teaching, research and service. A standard post-graduate faculty member is expected to teach eight to nine credit hours per term, while undergraduate faculty are expected to teach twelve. Each credit of coursework is expected to consume three hours of time a week. Workloads are calculated on this basis, with any time remaining in the forty-hour work-week being designated for research and service. According to NEGST protocol, teaching requirements are reduced to six credit hours per term for faculty involved in the doctoral program and three per term for those heavily involved in the doctoral programs, time consuming service projects or who have been given a research grant (Ochola 2007). Many faculty are required to teach courses for the extension program, which are offered in the evenings or during weekends and the school holiday block sessions, known as inter-terms (NEGST 2006, 88).

Teaching includes thesis supervision. First reader responsibility is given two credits per thesis and second reader responsibility is given one credit per thesis at the M.A. level. Some of the job requirements that are not easily identified in the terms "teaching, research and service" fall within administrative duties. NEGST has multiple committees that require faculty members to serve on them, especially those serving as a Head of Department (HOD). All HODs also serve on the NEGST senate. HOD's are allocated one credit hour per term for their responsibilities to the department related to this post. There are no specific time frames given to instruct the amount of time spent serving on a committee (NEGST 2003, 355, Ochola, John, February 13, 2008, e-mail message to author).

Ethical Considerations

The data gathered in this research includes information about the personal and professional experiences and perceptions of the faculty members. Their identities will remain anonymous and the data confidential to avoid affecting their job security and reputations.

The following steps were taken to ensure that this anonymity and confidentiality is maintained: (1) The purpose and research questions were clearly communicated to the participants in writing, prior to their agreement to participate. This ensured that they were well aware of what information they would contribute if they agreed to be interviewed. This document also described how the data would be collected, analyzed and reported. (2) An agreement between the participants and the researcher was signed prior to the commencement of interviews. This agreement stated that the faculty member volunteered his or her participation and that his or her anonymity would be protected by the researcher. (3) The participants chose the location for the interview in order to protect their anonymity in a way that they regarded as appropriate and sufficient. (4) No correspondence was made with the faculty members via the NEGST intranet system regarding this research. (5) The rights and concerns of the participants were considered a priority throughout the entire process of the research.

Instrumental Design

Description

The instrument that was used to help the researcher collect the data in this research was a semi-structured, face-to-face interview using open-ended questions that were written by the researcher. Faculty members were given opportunity in the interview to discuss their experiences in relation to the potential influences that were

identified in the literature review and additional influences. These are listed in the interview questionnaire (Appendix E).

Key Informants

Key informants are persons with expertise or valuable perspectives on the research topic. These people can be interviewed with a semi-structured approach in the exploratory stage of research. Key informants should be selected from different levels of an organization so that an "in-house triangulation" of multiple perspectives is found (Wellington 2000, 72, 73). These perspectives contribute to the exploratory stage of the research and design of the instrument.

The researcher first gained insight into potential influences upon faculty members by interviewing key informants. Each informant was interviewed using a semi-structured interview format. From these key informants, the researcher gathered valuable perspectives based upon their expertise or experiences in publishing, writing, being a faculty of NEGST, being culturally African and living within Nairobi (See Table 1).

Table 1: Key Informants interviewed for research

NAME	POSITION	WRITING/PUBLISHING EXPERIENCE
Dr. Tokunboh Adeyemo	Chancellor, NEGST	Published author, editor, former faculty member of NEGST
Dr. Sid Garland	Executive Director; ACTS Bookstores in Africa	Publisher, retail market in Africa
Mr. Mark Hunt	Chair; Langham Partnership International council, Vice President & Publisher; New Media, Zondervan	Publisher in North America; New Media, and Hippo Imprint; Africa and North America
Mr. Pieter Kwant	Literature Director; Langham Partnership International, Publisher; Piquant Editions	International commissioning editor, literary agent and publisher
Dr. James Miller	Dean of Doctoral Studies, NEGST faculty member	Works to make NEGST known as a scholarly institution, published author

Dr. Tokunboh Adeyemo was the key informant most familiar with the experiences of NEGST faculty members because of his similarities to and relationships with them. An African, he has previously served as a faculty member at NEGST and is currently the Chancellor. Adeyemo is an author who was published by both indigenous and foreign publishers. He served as the general editor of the Africa Bible Commentary, bringing him into relationship with the NEGST faculty members who contributed their writings to this publication. These experiences and his knowledge of NEGST as an institution make him keenly aware of some potential influences related to publishing, the occupational environment and the social and cultural realities of faculty members as they have pursued writing and publishing.

Dr. Sid Garland's work with the ACTS Bookstores in Africa provides insight into the potential influences the African book market has on authors as well as the conditions of publishing within Africa. He provided some information regarding the conditions of written material that have been submitted to them to publish and some of the characteristics and experiences those authors have had.

Mr. Mark Hunt has worked extensively in publishing and provided further insight into the potential publishing influences on authors. Based upon his experiences, he made suggestions related to the reception of African authors by western publishers and bookstores.

Mr. Pieter Kwant has extensive experience within the field of publishing, both in Africa and internationally. His experience working directly with African authors as a commissioning editor and literary agent has given him perspectives on what potential influences authors might face as they pursue publishing. The area of influence that he is most familiar with is in the relationship that writers have with publishers and editors.

Dr. James Miller works to market NEGST internationally and does this by developing it as a research institution. His administrative perspective of how to facilitate scholarship contributes to understanding the requirements needed for faculty research, writing and publishing to take place. Dr. Miller is aware of the current reality of the institution in relation to the workloads, time restrictions and resources available to the faculty members; the occupational environment of the NEGST faculty. In addition, as a writer in an African institution, he has discussed his experiences in trying to get published. His comprehensive experience at NEGST in administration, teaching, researching and publishing provided a valuable perspective.

Design of the Instrument

The questionnaire was designed according to the recommendations given by Oppenheim (2003, 108–113). These include the following: (1) questions were organized in modules of the potential influences experienced by faculty members, (2) the order of these modules was arranged according to the possible reactions from participants and logical considerations of the research and (3) the questions were open-ended questions. These questions were prepared in consideration of the literary and methodological reviews as well as the interviews with the key informants.

Pilot Testing

Testing of the interview questions was done by interviewing Rev. Gregory Kivanguli, the Dean of Community Life at NEGST. Kivanguli is a close representative of the NEGST faculty because he is an African working at NEGST, teaches courses from time to time and has also written and published his material. The pilot session revealed that the questions needed revision to draw out the information that was actually needed. This was done. In addition, the piloting session made the researcher aware of the areas the interviewee might dwell on and consider how to

direct them to cover all the necessary topics. Piloting of the recording equipment was done prior to conducting the interviews. See Appendix E for the interview questions.

Implementation of the Instrument

The interviews took place in locations determined by the faculty members. An mp3 recording device was used during the entire interview sessions. All the faculty consented to being recorded. This file was transferred to the researcher's computer and a copy was given to the faculty who requested one. Detailed notes were typed during the interviews.

Within twenty-four hours after the interview, the dictated notes were summarized so that information was not lost. These summaries were delivered to the faculty members for verification that the researcher understood what they intended to communicate. Discrepancies were discussed and made clear. Additional NEGST documents were reviewed and an interview of a member of the NEGST administration complemented the information gathered from the faculty interviews. All of this data was analyzed and conclusions and recommendations were made.

The Researcher

It is important to review the relationship the researcher has with the participants and institution because of her role as the sole data collector and analyzer. Possible biases of the researcher were identified prior to the research being carried out to help reduce their influence during data analysis. It also increased the degree of openness in the researcher when approaching the population (Creswell 2003, 184).

Qualifications

The researcher is a second year student in NEGST's Master of Arts, Christian Education program. A teacher-student relationship exists between the researcher and a

few members of the population who taught her a course during her studies. There have been no disagreements or negative interactions with the faculty members that would have contributed negatively to their responses during the interview.

This was the first research project of this caliber the researcher carried out, however she has past experience conducting semi-structured interviews with open and closed-ended questions in her occupational and educational settings. These interviews strengthened the researcher's skills in the areas of putting people at ease (from many different cultures), assessing their comfort levels, communicating clearly, recording the interviews with audio equipment, manual and typed note-taking, guiding conversations and organizing and evaluating data from the interviews.

Epoche in Process

The researcher performed *epoche* of herself before conducting the interviews in a reflective environment. The following biases and assumptions were identified.

Writing/Publishing Assumptions and Biases
1. Writing is a valuable endeavor that faculty members should engage in.
2. Publishing their writings is an even greater outcome that faculty members should pursue.
3. Most faculty members have not had early relationships with editors.
4. Most faculty members have had a manuscript rejected by publishers.
5. About half of the faculty members are currently engaged in writing.
6. Some faculty members do not enjoy writing.
7. Some faculty members find that writing in English is a challenge.
8. Some faculty members feel somewhat vulnerable and intimidated when discussing the topic due to their lack of writing and/or publishing.

Institutional Assumptions and Biases
9. NEGST values and encourages writing and publishing by faculty members, at least in writing.
10. NEGST does not provide or ensure that equal time for writing and publishing is available to all faculty members.
11. NEGST does not provide financial incentives to faculty members, either in the form of funded sabbaticals or salary raises related to writing and publishing.
12. NEGST provides adequate research resources for writing by the faculty members within the areas of biblical interpretation and theology.
13. The social environment at NEGST does not encourage or stimulate writing and publishing.

14. Some faculty members could utilize their time more efficiently and spend more time writing and publishing.

Social and Cultural Assumptions and Biases
15. Most faculty members spend considerable time fulfilling obligations and expectations within their personal social contexts.
16. Most faculty members would rather present their writings in conferences than pursue publishing.
17. Most faculty members would like to see more African literature available.
18. Some faculty members feel they can successfully address African realities.
19. Some faculty members are "out of touch" with social realities that need to be addressed through writing.

Personal Biases and Considerations
20. The researcher is somewhat nervous about conducting the interviews as there is pressure to perform the data collection successfully in order to produce a thesis that is considered sufficient for graduation requirements.
21. The researcher is a bit nervous about conducting the interviews as this is her first time to do this kind of research, although the interviews with the key informants has eased this concern.
22. The researcher suspects that some of the faculty members are reluctant to discuss this topic.

Entry Process

The researcher brought a letter of inquiry to Dr. Ochola, the Academic Dean of NEGST (Appendix A), explaining the purpose and intent of the research and a request for permission to approach the faculty members. The Academic Dean granted permission and drafted a letter to faculty, requesting their participation (Appendix B). A copy of this letter and one from the researcher that described the research and the topics to be discussed in the interviews was hand delivered to the sample population in a sealed envelope (Appendix C). All eight faculty members who were approached by the researcher agreed to participate and were later interviewed. The interviews began with an expression of gratitude for participation, review of objectives and the signing an agreement form (Appendix D). Each participant was asked the same questions according to the prepared interview questionnaire, with additional questions

being asked when it was appropriate to go deeper and clarify issues that were

uniquely relevant to the individual.

CHAPTER FOUR

RESEARCH FINDINGS AND DATA ANALYSIS

Introduction to the Findings

The researcher interviewed the African faculty members at NEGST about their experiences of writing and publishing, their subjective perceptions of the process and suggestions for future improvements. The recording of the findings and data analysis followed the phenomenological methods described in chapter three. All interviews were recorded with an mp3 player and copied onto the researcher's computer. Faculty answers were typed as they were dictated and within twenty-four hours a summary of the interview was written.

The responses to each question were grouped together in Word documents. Each experience, perception and influence was listed within a table and recurrences were recorded with the codes given for each interviewee. These procedures followed those that were recommended by Creswell (1994) and Patton (2002). Themes were identified and "imaginative variation" of them was done to understand their relationships and trends. Phenomenological analysis of the data was then performed. All eight faculty members had experience writing and all but two have published. They represented five departments within NEGST.

This chapter presents the findings that answer the research questions, starting with the subjective perceptions faculty have of their writing and publishing. Following this is a discussion of faculty experiences, organized by the three main areas of potential influence: occupation, publishing and social/cultural. Eleven trends

were recognized and contributed to the suggestions made for future improvements.

Subjective Perceptions

Significance of and Reactions to their Experiences

The following presents the answers to RQ3 and sub questions one and three. RQ3: What subjective perceptions do the African faculty members have of writing and publishing? RSQ1: What is significant to the faculty members about their experiences of writing and publishing? RSQ3: What reactions do the African faculty members at NEGST have to their experiences of writing and publishing?

All faculty consider their writing and publishing experiences positively and desire to do more. For some, this is motivated by the process itself. The experience generated emotions such as "exhilaration, joy and pleasure" and a deep sense of fulfillment or accomplishment for contributing to scholarship, producing work of value and/or blessing others through it. The "discoveries", "insights", "hidden treasures" and "eye-opening" intellectual engagement with society that challenged and sharpened their understandings and their spiritual growth are considered significant results of writing. Two remembered writing as an "opportunity" they are grateful for.

A few "less than positive" perceptions tainted the predominantly positive ones. Two faculty feel guilty for not writing more. One has never been published and says the guilt is imposed from an external value, while the other's guilt is internal; derived from failing to write as personally desired. This second one has published, but not since coming to NEGST. A different faculty managed to research and write while facing significant time restrictions due to being overworked at NEGST. He or she considers overcoming this challenge with initiative very significant. The fruits of this initiative gave encouragement and hope that writing, even when overworked, is

possible "if you make the effort." All faculty reflect on their writing experiences positively, but two unpublished faculty shared discouragement that their writings may never be published.

Value of Writing and Publishing

These findings answer RSQ2: What value do the African faculty members at NEGST place on writing and publishing? All eight faculty stated that the written word is valuable as a tool that can impact people. People were referred to as the church, community and society, and the desired impact is transformation, education and meeting social needs. It is important to note that this value is a value of the secondary results and effects that come from the *use of* writing and publishing. Other reasons given for this value were slightly varied, including the scope and long-lasting nature of the impact it can make, its contribution to a body of knowledge and broadening of ones own horizons. Two specified that they place teaching as their priority, even though they find great value in the other.

These general trends were found among the faculty and answer RQ3:

Trend 1: *Faculty perceive their intellectual and spiritual growth that resulted from research, writing and publishing is significant and it motivates them to do more.*

Trend 2: *Faculty value and find significance in the contribution that writing and publishing can make when it is used by people to meet the needs of society.*

Trend 3: *Faculty react positively to writing and publishing and consider it enjoyable.*

Influences on Writing and Publishing

Occupational Influences

Workload

The shortage of time was the most commonly cited discouragement (six members). One faculty's description summarized the reason they do not have time to

write as that they "have too many courses to teach and a lot of administrative work to do." Throughout the varying departments, seven faculty found that when they had increased administrative responsibilities, usually experienced while being an HOD or short-staffed, they had less time to research and write. Under these circumstances administration was accomplished while writing, researching and publishing was done less or not at all. They recognize the need for administration, but feel they are spending a lot or too much time doing administrative work.

One member considers the overload is partially due to the stipulations in the job contract that require faculty to "do whatever work they [NEGST administrators] give you to do and you have to take any added responsibility they give." This person has found that what has been given "kills" him or her, but he or she is not permitted to say no. Yet, this faculty member managed to collaborate with other authors and write for their published book, while at NEGST. Another faculty member's dreams to write and publish "died" at NEGST. As a new faculty, the administrative responsibilities of HOD were acquired without any handing-over or training. Time spent learning how to handle these responsibilities was so significant that this faculty felt it was beginning to compromise the quality of his or her lessons and any time for writing was eliminated.

Four faculty mentioned spending too much time serving on committees; one cited up to five hours for a single meeting. Two have not taken sabbaticals because their departments did not have faculty to cover their responsibilities. Of the seven that said administrative work has reduced their time to write, four have written and published since coming to NEGST. Three of the eight work in departments that have had less than three full-time faculty; one of these has published at NEGST and two

have not. Those who find the *teaching* load too heavy do not teach in the Biblical Studies department.

Funding

Availability of financial resources has been influential. None of the faculty members reported receiving funding or help looking for funding from NEGST for writing, research, publication or sabbatical. Five of them would like NEGST to help source funding because they believe an institution is more likely to be granted financial support than an individual, unless he or she is a known scholar. Foreign and indigenous publishers asked two to provide for the cost of publishing with one being able to do so with financial support from personal contacts. Another expressed gratitude for the financial support received by an organization for sabbatical.

Six faculty expressed interest in pursuing self-publishing if finances are available. The two who self-published financed the operation in collaboration with others working on the project or with external funding. Self-publishing was an initiative that ensured publication when local publishers were unable to finance the projects. Those who desire to conduct social research have not done so or have limited the geographic scope of their research in part because they do not have enough money. One reported looked for funding from local donors without securing any. Rather, secured external funding has been for literary research such as biblical studies.

Sabbatical

Related to the issue of funding is the institutional incentive of sabbatical or study leave. Four who took either of these used the time for research and writing and two expressed gratitude for the external funding they received. Another two are eligible for sabbatical and have not taken one but would like to. These two and one other faculty have worked in departments with fewer than three fulltime faculty and

all expressed frustration towards the NEGST administration for not taking scholarship "seriously". They vented against being required to research and write by the same administration that restricts their time with heavy workloads and does not add faculty members, which removes any opportunity to take sabbatical because there is no one to cover their responsibilities while away. Yet, faculty ranking is based upon research and publication. One faculty commented that this situation reveals unequal opportunities for promotion within the institution.

Half the faculty members, including those who have or have not taken sabbatical or study leave, expressed dissatisfaction with the way sabbatical is handled at NEGST. Three who received this incentive were discouraged by the lack of interest shown by NEGST. One found that the administration never found time to meet to discuss their plans beforehand, as the faculty member had requested. Another expressed a desire that even without offering financial support, NEGST would show ". . . some level of interest . . . in terms of knowing how they will be able to carry out their writing . . . , pray [about] . . . and . . . share . . ." faculty concerns for sabbatical. They requested that the school motivate faculty to take sabbatical seriously by enforcing the NEGST expectations that there will be a scholarly outcome from them.

Nature of the occupation, peer review and academic culture

Six faculty members reported that the nature of their occupation is motivating. In the words of one faculty, "Teaching . . . is what motivates one to write and privileges them to be able to research and write." Another chooses topics based on what is "relevant to students." Part of being relevant to students is "keeping up with scholarship" to answer questions about current trends and prepare up-to-date lessons.

Four faculty members said they demonstrate their commitment to scholarship as a body of knowledge by contributing to it. It is interesting to note this commitment

to scholarship in relation to the fact that only one out of the eight faculty members has published a peer-reviewed work. One specified that the peer-reviewed journals do not reach the audience they are targeting, so they are not interested in pursing them. The remaining six would like to publish peer-reviewed works but of these, none has submitted their work to peer-reviewed publishers. One intends to send a book, another has set aside their intention to pursue peer-review to write a commissioned piece. And a third recognized this rests in personal initiative that just has not been taken.

Three faculty said they also pursue scholarship for professional development and the "spillover benefits" of public relations recognition and respect of one's credentials in the international arena, which contributes to advancement and survival in academia where you either "publish or perish." However, one of the four specifically mentioned being thankful for *not* feeling pressured to write "simply for the sake of professional advancement" but in "service to the church and . . . wider academy."

Environment

Environment was discussed in terms of the resources and space for conducting research. Seven faculty members stated that the NEGST library has provided most of the resources they need. Five faculty have at times accessed additional resources by ordering them or visiting other local and overseas institutions. Ordering books has reduced one member's writing speed.

Since coming to NEGST, all eight faculty members have written outside of their offices and only two use their offices during the day for writing. The six faculty that do not write in their offices do not do so because they need uninterrupted "blocks of time" for "quiet . . . critical thinking and writing." The social interactions with people and students who visit their offices are valued as the "faculty are here for

students" and for one to ignore someone's needs is "against [his or her] conscience." However, these visitations make it difficult to write. Alternative writing times and environments have been late at night, weekends, holidays, sabbaticals and in retreat centers or hotels. Writing away from NEGST means leaving the library resources, yet one person does not write in the library either because of the same social interruptions. One finds the Institute for the Study of African Realities (ISAR) facilities on the NEGST campus too expensive and five expressed a desire for writing space on campus outside of their offices.

Publishing Influences

Commissioning

 Most faculty members did not identify many publishing influences on their writing and publishing, but the most common was commissioning. Five faculty have had their commissioned works published. One other is currently working on a commissioned work that is likely to be published. Only three of the six faculty that are published have had their non-commissioned writing published. The faculty seem to be attracted to the likely publication that comes with commissions based on the fact that seven of them have at some time set aside their personal writing projects to work on what they described as "important" and "major" projects.

Access to publishers

 Commissions gave the faculty access to western and local publishers, depending on the commissioner, without their own effort. Three acknowledged the difficulty of being published in the West where "African" literature is not considered relevant but only one submitted work to a publisher that was rejected for this reason. Another has had works rejected because they did not fit the topic of interest for the publishers. Neither was rejected for poor quality. One desires to benefit from the wide

distribution and audience a western publisher has access to, but at the same time acknowledges his or her intended audience is African. Because the faculty are writing primarily for an African audience, most are not concerned about accessing western publishers. They are more interested in publishing locally and six have had positive experiences with local publishers or are confident they will be able to penetrate them.

Three faculty members reported feeling some discouragement when considering how to access publishing networks as an individual. Two of these were published. One was commissioned and the other had a mentor and colleague who helped him or her submit for publication. This discouragement was felt by a faculty when failing to secure research grants and another during a writing and publishing workshop at NEGST. During the workshop he or she sensed that "it is still 'who knows who'" that determines who gets published. Being unknown, the faculty was discouraged and wishes NEGST would offer a publishing platform in the form of a journal. Two others also expressed the desire for NEGST to market faculty by starting a journal or forming institutional relationships with publishers.

Relationship with publishers and editors

Only one of the faculty members has an active relationship with a professional publisher and editor. The publisher and editor are foreign but work in conjunction with an indigenous publisher. This relationship has encouraged the faculty as he or she has benefited from receiving help with ideas, encouragement to continue researching and writing, access to funding and the outcome of being published. At times the editorial relationship is a challenge as they work together to resolve typical criticisms of the manuscript. One faculty had a negative experience with an unprofessional editor who never completed the editorial work agreed upon, delaying the progress of publishing for a year.

Social and Cultural Influences

Source of motivations

The desire to meet the needs of society motivates faculty to write and publish more than any other cause. Social need is the reference that has given them each a topic that they have a passion to explore and share. Seven of the eight faculty want to contribute African literature that is contextually relevant and deals with African issues from an African perspective. They know pastors who only have a Bible and hymn book to use when preparing sermons, students who want to learn with no materials to learn from and areas of scholarship that lack an African perspective they know they can contribute to. Recognizing the various needs has created the motivation to provide for them. It is important to note that the motivation is not scholarship as "an end in itself" but how it will be useful for society. Each faculty hopes to serve a different segment of society, whether it's the church, the academy or people without training and few resources. Those who have not met these needs through writing and publishing as they desire expressed significant frustration as a result.

Alongside this primary motivation is the major influence of the academic culture. Every faculty member said the academic culture has encouraged them to pursue research and writing. Some have given credit for their successful publishing to the institutions they attended for their studies, as the places where they "learned" the culture of appreciation for and interest in research and writing. Only two faculty, one unpublished, find the oral culture lowers motivation to write: an "unnatural" activity.

Confidence and writing ability

All the faculty are confident that they can adequately address a subject and write well. Some "love writing" or think "writing is a joy." Each prefers to write in English and five consider, without trying, that writing at the scholarly level in a language other than English would be a challenge. A couple of them did mention that

they have experienced a certain element of intimidation or fear in meeting scholarly standards. However, one found that having informal, personal peer-review done of their material before they published it increased their confidence in their work.

Social support

The support of other individuals throughout the writing and publishing process has been a source of encouragement for four faculty members. The people who supported them have included family members, editors, publishers and colleagues who functioned as mentors and accountability partners. One, who is unpublished, found that accountability with a colleague played a key role in helping him or her accomplish research and writing and the loss of this accountability has contributed in part to the failure to publish yet as they were not as motivated to keep to their writing schedule. Another values the introduction to writing and publishing the mentor gave, and the excitement for writing it generated. Others found their skills were sharpened or they were able to "get something done" when it was done as a "team". Social support also came in the form of positive feedback that was given to faculty by students, pastors and others who have used their materials. Comments on the quality, relevance and usefulness of the work gives them a sense of satisfaction in knowing that the time spent writing was worthwhile and has met real needs of people.

Family, community life and ministry

Seven of the eight faculty members have found that family, community life and ministry reduces the time they have available for writing and publishing. None of them expressed this in a negative sense or that these communities take too much time. They consider family "a priority" and church ministry a "good thing".

NEGST Faculty Positions

In addition to the interviews with faculty members, the researcher consulted

NEGST administrators and literary documents to gather more information. This

consultation provided a more balanced and objective perspective of the occupational

environment at NEGST and its possible influence on faculty members.

Job Responsibilities and Incentives

Faculty job responsibilities at NEGST fall into three areas: teaching, research

and service. In addition to their work in these three areas, they are expected to

supervise theses and projects and perform administrative duties by serving on

committees and as head of departments (HOD) as necessary. "Research" is

understood as "original research intended for publication" (Ochola 2007). The

incentives that NEGST offers to encourage faculty to engage in research and other

evidences of scholarship are:

(a) Provision for a paid sabbatical leave equivalent to one term (3 months)
after six terms of fulltime teaching, or one year after six years of
fulltime teaching.
(b) Provisions in the budget for presentation of papers in academic
conferences.
(c) Scholarly publications receive significant considerations for faculty
ranking and promotion. (Ochola 2007)

The publication of books or articles in refereed journals, writing and presenting

papers at conferences, attending or participating in conference events, panels and

consultations are annually inventoried and presented to the Senate and Governing

Council of the school for review. The review contributes to promotion (Jessup 2008).

Sabbatical must be pre-approved by the HOD and academic administration as

an "investment in the future" that should result in an "academic product" such as

research, writing or teaching (Jessup 2008). To assist faculty who take sabbatical,

NEGST "provides recommendations on behalf of faculty members to funding

agencies" for research and writing (Ochola 2007). Sabbaticals should be followed up with a report of accomplishments to the Governing Council (Jessup 2008).

In addition to the motivational systems of faculty ranking, sabbatical and provision for expenses incurred when presenting papers in conferences, NEGST fosters a research environment by providing:

(a) Access through the library to research resources, including online databases and electronic journals

(b) Faculty forum at least once [per] term, where faculty members share about their research projects

(c) PhD programmes receive [a] constant flow of scholars into NEGST. (Ochola 2007)

NEGST administrators suggested to the researcher that these motivations be instituted: (1) bring publishers on campus, (2) increase the library inventory, (3) reduce the teaching workload, (4) source funding for sabbaticals and provide writing allowances and (5) hold conferences at NEGST to give opportunity to stimulate and discuss ideas (Adeyemo 2007, Jessup 2008, Miller 2007).

Faculty Workloads

Full-time teaching faculty with "primary responsibilities in instruction" are expected to teach 8 or 9 credit hours, about 27 hours per 40-hour work week. Each credit hour requires approximately two working hours per week. The remaining 13 hours are to be spent serving on committees, in the community, offering thesis and project supervision and research and writing (Ochola 2007). One thesis or project supervision counts as $\frac{1}{2} - 2$ credit hours per term depending on if it is as a first or second reader of an M.A./M.Div. or M.Th/M.Phil. There are 28 committee positions that must be filled by a fulltime faculty member. Teaching loads are usually lower for HODs to avail time for more administrative tasks. An HOD position is considered as 1 credit hour per term (NEGST 2003, 355–361). Part-time faculty are not required to

engage in research and serve on committees but teach between 2–6 credit hours per term (John Ochola, February 12, 2008, e-mail message to author). Any department needs to offer an average of 15 credit hours per term.

Calculations

NEGST currently operates with twenty fulltime faculty members and eight departments. Departments have unequal numbers of faculty, ranging from six in Biblical Studies to one in Theology (NEGST Catalogue). Actual faculty workloads were calculated using the hours given above and the number of faculty available to fill the committee positions. The results are displayed in the figure below, indicating the amount of time required for faculty to accomplish their teaching and administrative job responsibilities, prior to research and service. The figure illustrates the results of these calculations for any department at NEGST with one, two and three fulltime faculty. These calculations do not include courses taught for the extension program.[2]

Total Time Spent on Job Duties within any Department
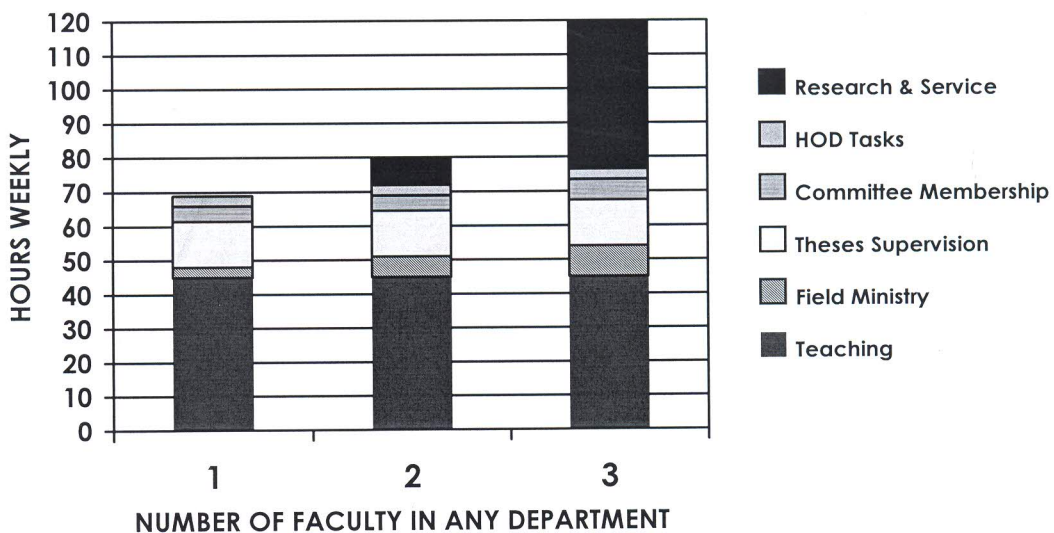
Figure 1: **Total time spent on job duties within any department**

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[2] There are no specific weekly time allocations for one committee membership, but for calculative purposes one committee was given a .5 credit hour, totaling 1.5 work hours per week. This was done on the basis that supervising one thesis as second reader is given .5 credit hour and one committee membership is comparable to this responsibility. Calculations reflect six theses or projects supervised.

There is a significant discrepancy in the amount of time that is available for research, writing and service in a forty-hour work week between any department with one and three fulltime faculty members. Without more than one faculty in a department, burnout is quite possible considering the immensely heavy load of 69 hours one faculty must carry without giving any time to research, writing and service. Without recruiting part-time faculty (a responsibility of an HOD), a sole faculty member is required to teach an average of 45 credit hours per year, which is 50 percent more than the 30 hour maximum (NEGST 2003, 355). The implication is that if NEGST wants faculty members to research and write, they must hire a minimum of two faculty per department and it is advisable that there are three. Fulltime faculty are recommended because part-time are not expected to research and write. Currently, of the eight departments, three are operating with two fulltime faculty and two are operating with one fulltime faculty member.

Trends in Faculty Experiences

Data analysis revealed a number of trends that provide answers to what has encouraged and discouraged faculty members in their experiences of writing and publishing (RQ1, RQ2). The following is a presentation of those trends, beginning with five that answer RQ1: What motivates or encourages African faculty members to pursue writing and publishing?

Trend 1: *Writing and publishing are accomplished when there is accountability and are not without it.* Any writing or publishing that was accomplished by faculty while at NEGST or elsewhere, was accompanied by one or more measures of accountability including mentorship, commissioners, co-authors, editors, agents and colleagues. Those who have not written more than their reflections or course notes (with hopes to

publish them "someday") since coming to NEGST, have not had accountability at NEGST. They were previously accountable to mentors when they accomplished their writing and research goals. Unpublished faculty had not been held accountable for publishing outcomes of their completed writing projects at the time of the research.

Trend 2: *Financial support was often provided by the accountability person(s).* While not always, the source of accountability also provided financial support for the writing projects. If it did not come directly from the accountability figure(s) it came indirectly by way of connections to sponsoring organizations or donors.

Trend 3: *Faculty have sufficient skill, social motivation and positive perceptions needed to write and publish.* Blame for any failure to write cannot be placed on a lack of confidence or ability to write, motivation to contribute to African literary or other social needs, awareness of social topics to address, commitment to scholarship and value of writing. These areas are present among seven or all eight of the faculty.

Trend 4: *Published faculty used personal initiative to overcome obstacles.* The published faculty used initiative to write and publish, overcoming obstacles by doing so. Initiatives included designating routine times for writing into a full schedule to accomplish long-term writing goals and plans, using alternative locations and holidays to write, using alternative sources for literary resources and personal finances for funding, collaborating with co-authors and submitting manuscripts to publishers.

Trend 5: *NEGST motivates faculty to research, write and publish.* NEGST has motivated the faculty by granting sabbaticals and study leaves, providing literary and internet resources for research, bringing scholars on campus and recognizing scholarship with the awards ceremony and faculty promotion.

The following three trends were identified and answer RQ2: What hinders or discourages African faculty members from pursuing writing and publishing?

Trend 6: *NEGST is the source of many hindrances to writing and publishing.* NEGST has discouraged faculty because of a number of things they have *not* done. They have not reduced heavy workloads and administrative responsibilities, which restricts time to write, and sabbatical has not been an option because of being short-staffed. NEGST does not provide funding for research and has not helped faculty look for funding. It has not provided necessary tools for research, such as laptops, or a publishing platform in the form of a journal and doesn't provide space that faculty consider adequate for writing.

Trend 7: *NEGST does not hold faculty accountable for research and writing.* Though NEGST requires faculty to research, write and publish, administrators have shown minimal interest in sabbatical activities either prior to or following the activity and there are no negative consequences instituted for not researching, writing and publishing other than not receiving the "rewards" NEGST offers for the same.

Trend 8: *Publishing and social influences are mostly positive, though discouraging at times.* Positive experiences with local publishers, confidence of being published by them and a good relationship with an editor counter the limited concern or experience faculty have of being rejected by western publishers or a negative relationship with an unprofessional editor. The academic culture has a prominent positive influence over the oral culture that affects very few. Social engagements and meeting social needs are valued and a primary source of motivation.

The trends found in faculty perceptions and experiences were considered in order to answer RQ4: What can be done to facilitate future writing and publishing of African faculty members at NEGST? Each area of influence contributed positively and negatively to faculty writing and publishing with the occupational area in greatest need of improvement. Improvements that need to be made by both faculty and the administration are listed in the tables below. Appendix F records faculty suggestions.

Table 2: Researcher's suggestions for improvements to be implemented by faculty members

1. Network with publishers, editors and interested organizations, presenting ideas for research and writing.
2. Provide peer-mentorship to colleagues on job responsibilities and publishing.
3. Present "In-Progress Reports" of research to colleagues regularly.
4. Present written proposals for approved sabbaticals to administration and work that was accomplished while away.
5. Evaluate time management and efficiency at work.
6. Create a timeline and establish an accountability system.
7. Schedule routine "disengagements" to do research and writing.

Table 3: Researcher's suggestions for improvements to be implemented by the NEGST institution

1. Create a publishing directory of international and African publishers, editors and interested organizations.
2. Network with the above publishers to market the NEGST faculty.
3. Launch a NEGST journal.
4. Develop a scholarship fund for research.
5. Evaluate and adjust faculty workloads, especially administrative and teaching responsibilities.
6. Document faculty contributions to the community for marketing purposes.
7. Hire more faculty members.
8. Develop and implement policies related to scholarship expectations and accountability.
9. Provide access to isolated research and writing space within the library and faculty building, such as the rooms above the Senate Room.
10. Ensure faculty publications are available for sale and use on campus.

CHAPTER FIVE

CONCLUSION

Summary of Research

This research project was conducted in order to identify the influences and perceptions on writing and publishing of the African faculty members serving at NEGST. Qualitative research methods were used, including open-ended interviews of eight African faculty members. They were asked questions about their past experiences of writing and publishing, what encouraged and discouraged them, their subjective perceptions of them and their suggestions for improvements to help facilitate future writing and publishing. Interviews with NEGST administrators and literary research were also conducted.

The influences the faculty experienced were researched within the areas of occupation, publishing and society and culture. In answer to the first two research questions, publishing and social/cultural influences tended to be sources of motivation and fewer discouragements. Occupational influences were the source of most of the discouraging experiences but also contributed positively.

Faculty members provided their subjective determinations of the significance of writing and publishing, its value and their reactions to it. In answer to research question three and its three sub questions, faculty tend to value and find significance in the contribution that writing and publishing can make when it is used by people and meets the needs of society. Writing has been enjoyable for them and the process has

motivated them to do more. Future suggestions were made in consideration of the data and faculty suggestions.

Weakness of the Research

A weakness of this research lies in the assumption that the faculty have accurately understood what has influenced them and articulated this honestly. Any descriptions the faculty gave of what influenced their writing and publishing was accepted as being true to the extent that they perceived it as true. Being able to observe and document how they spent their time and the interactions between them and the administration would have further validated faculty statements. It is unfortunate that this research does not attain complete objectivity and validity, but the administrators and NEGST literature contributed a more balanced perspective.

Unexpected Findings

Not all of the potential influences presented in the literature review were significant, such as the market and distribution of African literature and the oral culture. Faculty did not consider self-confidence in writing and societal relevance a significant encouragement, though it is consistently present. It was unexpected, but the social influences were consistently positive and are the primary sources of motivation. This area has the least need for improvement. For example, intrinsic motivation to impact society and the drive developed from the academic culture to produce scholarship are present in *all* faculty. It is important to note that when this motivation and drive resulted in the actual experience of writing and at times publishing, the faculty members experienced deep satisfaction in the accomplishment and were motivated to do more. This shows that these critical motivations can be fostered by satisfying them: produce the outcome of scholarship.

The Publishing Sphere

The funding and published outcomes of commissioned work are valuable benefits many faculty experienced. However, faculty should be wary of repeatedly laying aside their personal interests to work on the topics given by the commissioners. Perhaps developing ongoing relationships with editors, literary agents and publishers would provide more opportunities for commissions to involve the topics faculty are personally interested in. Approaching publishers and organizations with *their* writing ideas and passions may reveal possibilities of merging interests.

Shared Responsibility as a Recommendation for Future Improvements

The faculty share a perspective on activities that use time well spent and activities that "take time" in a negative sense. Time spent teaching, researching and writing is valued and administrative tasks are not. Blame for the limited amount of writing and publishing is mostly placed on heavy workloads. Three of the five departments interviewed have less than three faculty and are overworked. Though the teaching experience is generally a positive experience, these positive perceptions seem to decline when faculty members feel they are teaching too many courses. This is a warning of the effects of a heavy workload. Teaching is a method of transforming society, which is possibly the most significant motivation for the entire faculty. If and when this motivation wanes thin due to perceptions of being overworked, teaching, research and writing will all suffer.

However, the role of the administration in the personal achievements of scholarship is overemphasized by faculty who feel overworked. Yet, their complaints are valid. The NEGST administration and faculty share responsibility to ensure that research, writing and publishing are accomplished. NEGST needs to offer faculty motivation and encouragement, which they have done by creating an environment that

is largely conducive to research, and offering rewards and incentives such as faculty promotion. They must improve their motivation by taking active steps that will remove obstacles and provide necessary help and support for faculty.

What NEGST does not offer faculty is a system of accountability. Accountability is critical for a publishing outcome. As the research has shown, faculty had accountability for all the works they published, but none reported receiving any from NEGST. Rewards for scholarship are good but they are not enough. Rewards do not respond to failure to write and publish; it is a system that waits passively for results. Rather, NEGST needs to implement an active system of accountability with consistent consequences for not fulfilling expectations of scholarship. Accountability *must* be implemented in conjunction with the removal of demotivating obstacles or frustration and animosity will only increase.

Faculty members have the responsibility to use initiative as evidence of their intrinsic motivation. Wanting to meet the literary needs of society is a critical first step, but this must be paired with the drive to produce scholarship by initiating creative solutions when faced with difficult circumstances. The research shows that many have done this but it must also be done by those who have not, because ultimately, faculty are responsible for the work they produce. Not only do faculty need to use initiative to accomplish their own work, but they need to use it to offer different forms of accountability for their colleagues. Former successes in writing and publishing did not occur in isolation. It would be a shame to see one faculty member's efforts stagnate while a colleague never bothered to assist them.

Conclusion

In conclusion, faculty have been motivated and encouraged as well as discouraged and challenged by all three areas of influence. Research, writing and publishing occurs within an integration of the occupational, publishing and social/cultural realms. The challenge is to remove the obstacles and implement motivations in each of them. The Africa Bible Commentary is an example of successful integration. NEGST administration and faculty served as editors, building relationships with the publishers and sponsoring organization. The commentary created a platform that gives evidence of faculty scholarship. Sabbaticals were granted and the commissioned work was financially supported by the sponsoring organization. Western and local publishers collaborated, gaining access to both markets. Most importantly, the outcome was a product of relevant academia made applicable for use by society. Success is not limited to this example; there are others. Yet there is need for many more and it is hoped that this research project will contribute to increased production by showing how the "players" can positively influence future endeavors.

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APPENDIXES

A. Letter of Introduction to the Dean

Dear Dr. Ochola,

Greetings and thank you for your work and service to the NEGST community. As you are aware, I am a student at NEGST and will be graduating in July 2008. I am writing this letter to request permission to conduct my thesis research amongst the African faculty members at NEGST. Provided you grant permission for me to conduct this research, I will approach the selected faculty members and request that they participate. All participants and the research findings will remain anonymous.

The topic of this thesis is the "Influences and perceptions on writing and publishing by African faculty members serving at the Nairobi Evangelical Graduate School of Theology". The purpose of this research is to identify and understand the influences upon the pursuit of writing and publishing experienced by the African faculty members serving at NEGST, their subjective perceptions of the influences and possible improvements on the process that can be implemented in the future.

The questions that are guiding this research are:

RQ1: What motivates or encourages African faculty members to pursue writing and publishing?

RQ2: What hinders or discourages African faculty members from pursuing writing and publishing?

RQ3: What subjective perceptions do the African faculty members have of writing and publishing?

>   RSQ1: What is significant, to the faculty members, about their experiences of writing and publishing?
>
>   RSQ2: What value do the African faculty members at NEGST place on writing and publishing?
>
>   RSQ3: What reactions do the African faculty members at NEGST have to their experiences of writing and publishing?

RQ4: What can be done to facilitate future writing and publishing of African faculty members at NEGST?

This research will be done by conducting a single semi-structured interview with each of eight of the African faculty members selected by myself. The interview will take place at a location convenient to the faculty member and will take approximately ninety minutes to complete.

Your approval of this research would be greatly appreciated. Please contact me if you have any further questions and to confirm your decision. Thank you.

Sincerely,
Deborah Head
deborah.head@gmail.com
07-240-822-18

B. Signed Statement by the Dean

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OFFICE OF THE ACADEMIC DEAN

January 17, 2008

Dear African Faculty Members:

RE: PERMISSION FOR DEBORAH HEAD TO CONDUCT RESEARCH

It is a pleasure to introduce to you Ms. Deborah Head, one of our students in the Master of Arts in Christian Education programme. She is in the preliminary stages of the research pertaining to her thesis. Consequently, I am writing to ask your cooperation by your granting Ms. Head permission to interview you.

Hopefully, you will agree with me and those supervising Ms. Head's thesis that the findings of her research have the potential for providing useful information for the advancement of faculty -scholarship at NEGST.

Ms. Head assures me that the data collected will be treated in strict confidence.

Sincerely,

John N. Ochola, Ph.D.
ACADEMIC DEAN

Copy to: Student file
              Head of Christian Education Department

C. Letter of Introduction to the Faculty Members

Dear (faculty member's name),

Re: Request for your participation in the thesis research for Deborah Head
Response requested by Thursday, January 24.

Thank you for your work and service to the NEGST community as you fulfill your responsibilities of being a faculty member with the school. I am a student at NEGST in the Master of Arts Christian Education program and hope to graduate in July 2008. I am currently working on my thesis and am contacting you as your participation with me in my research can help me carry it out.

The topic of my thesis is the "Influences and perceptions on writing and publishing by African faculty members serving at the Nairobi Evangelical Graduate School of Theology". The purpose of my research is to identify and understand the influences upon the pursuit of writing and publishing that have been experienced by the African faculty members serving at NEGST. I also aim to understand their subjective perceptions of these influences and any possible improvements on the process of writing and publishing that can be implemented in the future.

The questions that are guiding my research are:

RQ1: What motivates or encourages African faculty members to pursue writing and publishing?
RQ2: What hinders or discourages African faculty members from pursuing writing and publishing?
RQ3: What subjective conceptions do the African faculty members have of writing and publishing?
    RSQ1: What is significant, to the faculty members, about their experiences of writing and publishing?
    RSQ2: What value do the African faculty members at NEGST place on writing and publishing?
    RSQ3: What reactions do the African faculty members at NEGST have to their experiences of writing and publishing?
RQ4: What can be done to facilitate future writing and publishing of African faculty members at NEGST?

The areas of influence that I am considering and will be focusing my research on include the following. The possible influences from the publishing field include the editors, publishers and market trends. Institutional influences such as time restraints, institutional encouragements and expectations, availability of finances and the work environment are additional influences being considered. More personal and social influences include the value of written communication, interest and confidence in pursuing writing and the perception of the need for African literature.

I will be carrying out interviews with some of the African faculty members that are serving at NEGST and I am requesting that you volunteer yourself to be one of these participants. Your participation is completely voluntary and is only being requested now, after permission has been granted to carry out this research by our Academic Dean, Dr. Ochola. Please see the accompanying letter. All the information gathered will be kept strictly confidential and your identity will remain anonymous to the greatest extent that this is possible as not all of the African faculty members at NEGST will be interviewed. The identities of those who do participate will remain confidential.

The interviews will be private, semi-structured and face-to-face. Depending on the position of the individual faculty member, they will be recorded with an mp3 player. A copy of this recording will be given to the participants after the interview has been completed as well as a written summary of the interview. Provided you are willing, the interview will take place at a location and time that is convenient to you. It will also be determined by you so that you are comfortable with the level of privacy the environment provides. I anticipate the interviews to take about ninety minutes.

All information that is gathered from the interviews will be coded by topic and I will then analyze it to identify themes. Possible conclusions will be drawn from the data that will inform recommendations given for improving the process in the future. This will be reported in the final thesis in the form of a textual description. No reference will be made in the reporting of the data to give any indication of which faculty member was the source of the data.

The following steps have been and will be taken to ensure that your anonymity and confidentiality is maintained:

1) The academic dean has signed a letter on behalf of the institution authorizing the collection of data for this research project and has encouraged your participation in it as an interviewee. This has been done with acknowledgement that the information gathered by the research will be kept strictly confidential by the researcher.

2) The research purpose and questions have been clearly communicated to you in writing, prior to your agreement to participate. This has been done to ensure that you are well aware of what information you will be contributing if you agree to be interviewed. You have also been told how the data will be collected, analyzed and reported.

3) An agreement between the voluntary participants and the researcher will be signed prior to the commencement of interviews. This agreement will state that the faculty member has volunteered his or her participation and that his or her anonymity and confidentiality will be protected by the researcher.

4) The participants will choose the location for the interview in order to protect their anonymity in a way that they regard as appropriate and sufficient.

5) All participants will receive a written summary and a copy of the audio recording of the interview.

6) No correspondence will be made with the faculty members via the NEGST intranet system regarding this research.

7) Your rights and concerns as a participant will be considered as a priority throughout the entire process of the research.

Your voluntary participation as an interviewee would be very much appreciated as this research is dependent upon the participation of the African faculty members at NEGST. Please inform me of your decision by **Thursday, January 24**, using the means of communication you feel most comfortable with: email: deborah.head@gmail.com, SMS or call 07-240-822-18 or in person. If you respond by email, please do not use your NEGST email account to protect the identity of those who do choose to participate. Thank you.

Sincerely,

Deborah Head

MACE Student
07-240-822-18
deborah.head@gmail.com

D. Signed Agreement

Agreement of Consent & Confidentiality

I, _____, have volunteered to participate as an interviewee in the research being done by Deborah Head for her thesis entitled "Influences and perceptions on writing and publishing by African faculty members serving at the Nairobi Evangelical Graduate School of Theology". I have been informed of the general topics of interest that I will be interviewed about. I have also been informed that the Nairobi Evangelical Graduate School of Theology, the institution I am working for, has consented to my participation in this study.

I am aware that my rights to confidentiality and anonymity will be protected by the researcher as much as possible. I agree to protect the anonymity of the other faculty members who participate in this research by refraining from disclosing my own participation in this research. I acknowledge that disclosing my own participation in the research could potentially lead to conclusions about who the other participants are due to the small population of African faculty at NEGST and the possibility of conjecture taking place by the members of the NEGST community after reading the report of the research. I will not correspond with the researcher through the NEGST intranet regarding this research in any way.

_____   _____
Voluntary Participant   Date
Signed

_____
Voluntary Participant
Name

I, Deborah Head, agree to protect the confidentiality and anonymity of the above participant in my research into the "Influences and perceptions on writing and publishing by African faculty members serving at the Nairobi Evangelical Graduate School of Theology". I will not reveal the identity of the participant or compromise their confidentiality by disclosing any revealing information in the written report of the research findings or in any other way. I will not communicate with them through the NEGST intranet regarding this research in any way.

_____   _____
Deborah Head   Date
Researcher & Interviewer

E. Interview Questionnaire

Open up the interview: Thank you for your participation and I assure you that the information you give will be confidential and your anonymity will be protected as much as possible. Sign the agreement form.

Explain the objectives of the interview: The objectives of this interview are to identify and understand what has influenced your personal pursuit of scholarship and publishing. This is essentially to hear about your experiences in doing this. I would also like to understand what your perceptions are of what you have experienced. There are a few specific topics that I would like to hear your perspectives on as well. Finally, I'd like to discuss with you what you think could be done to help you as you pursue scholarship and publishing in the future.

Interview Questions:
Experience of Writing and Publishing
1.   Please describe your experience in writing, specifically the process you went through to write, apart from publishing.
2.   Please describe the process you went through to publish your material.

RQ1   *Encouragements/Motivations*
1.   What has encouraged and motivated you in your writing and publishing?

RQ2   *Discouragements/Hindrances*
1.   What has discouraged you and hindered you in your writing and publishing?

If not already discussed, ask whether any of the following factors were influential.

Publishing: relationships with publishers and editors, indigenous and foreign publishers, self-publishing and publishing in peer-reviewed journals.

Occupational Influences: faculty roles and responsibilities, time restraints, institutional encouragements, finances and a conducive research environment.

Social and Cultural Influences: cultural value of writing and publishing, value of African writing and publishing by faculty members, self-confidence, writing in a second or third language and writing ability—ghost writers.

RQ3   *Subjective Perceptions*
1.   As you reflect on your experiences of writing and publishing, what has been significant to you about them, or what perceptions have they impressed upon you and how have they affected you?
2.   What is your reaction to your experiences of writing and publishing? Either positive or negative.
3.   What value do you place on writing and publishing?

RQ4   *Future Improvements*
1.   What can be done to facilitate future writing and publishing by African faculty members at NEGST?

F. Faculty Suggestions for Future Improvements

All faculty member suggestions for future improvements are listed in the table below. The first three suggestions were the most common.

Table 4: Faculty Suggestions

1. Institute systems of financial support.
2. Lighten faculty workloads by reducing teaching responsibilities and administrative tasks.
3. Increase the number of faculty members.
4. Give faculty members the opportunity to teach only one subject in a term, once every year.
5. Provide "in-house" faculty development trainings on technology and administrative tasks.
6. Launch a NEGST Journal, possibly online.
7. Develop relationships with publishers, editors and journals.
8. Invest in more online resources for the library.
9. Provide staff development and training for library staff so they are able to direct faculty as to how and where they can access materials they need outside of NEGST.
10. Create space for research and writing outside of the offices.
11. Encourage people to embrace writing.
12. Draw up policies regarding writing and research requirements and enforce them.
13. Grant sabbatical requests and show interest in the plans that are in place.
14. Maintain high standards of writing and publishing to motivate faculty.
15. Ensure procedures for requesting sabbaticals are consistent among all faculty.
16. Provide the equipment necessary for doing research and writing, such as laptops.
17. Increase NEGST management's understanding of how to facilitate scholarship.
18. Remove the two-tiered system of western and African faculty members found in the discrepancies of their access to conferences, ability to travel and spend time away from NEGST.
19. Arrange a system of mentorship for faculty between experienced and new faculty.