

Siyum Gebretsadik AN EVALUATION OF  
LEADERSHIP TRAINING PROGRAMS OF  
MASERETE KRISTOS CHURCH IN ETHIOPIA

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AN EVALUATION OF LEADERSHIP TRAINING PROGRAMS  
OF  
MESERETE KRISTOS CHURCH IN ETHIOPIA  
BY  
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## Abstract

The purpose of this study was to evaluate the Leadership Training Program of the Meserete Kristos Church in Ethiopia. The researcher investigated the effectiveness of the goals and objectives, learning activities, program planning, recruitment of trainers, and teaching materials and aids of the Leadership Training Program.

Data was collected by means of interview, questionnaire and written records. Goals and objectives were used as criteria for judgement. The study revealed that Leadership Training Program has written goals and objectives, though 64.29% of the trainers were not aware of them. An interview with the General Secretary of the Meserete Kristos Church indicated that the goals and objectives of the Leadership Training Program were: to equip leaders to serve effectively, to assist leaders to integrate within a Christian world-view the basic knowledge in the field of Bible and Theology, and to study Scripture exegetically, interpreting it for themselves and applying it to the need of the day.

The activities of the Leadership Training Program were found to be directed toward meeting the goals and objectives. Teaching methods were related to learning activities, the trainers were involved in program planning, and the trainers' recruitment and the teaching materials were appropriate to the goals and objectives of the training program.

## **Dedication**

To

my wife Eyerusalem Kebede  
my children Feben, Haiymanot, Samuel and Nardos

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I like to express my sincere appreciation to many brothers and sisters who in various ways contributed to the successful completion of the work of writing this thesis. It would be difficult to list all the names of those who contributed toward the completion of this study. Hence, I acknowledge all people who prayed for me, encouraged me and who involved themselves in one way or another in this study. I am indebted to:

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## CHAPTER 1

### INTRODUCTION

Christianity became the official religion of Ethiopia in the fourth century. The introduction of Christianity as the state religion marked a turning point in Ethiopian history. King Ezana collaborated with Frumentius in evangelizing the country. The second wave of evangelization was carried out by the Nine Saints who came to Ethiopia from Syria.

The rise of Islam was also another turning point in Ethiopian history. The power of Islam was not the Jihad, but the isolation of Ethiopia caused by Islam. Later, Ethiopia successfully resisted Islamic aggressiveness. The most important reason for the church's survival was its embeddedness in Ethiopian culture. It was not only the official religion of the state, but was considered to be the most profound expression of her national identity and the most important cultural factor in the lives of the people.

Monasticism had an impact on evangelization and the rootage of Christian faith and brought spirituality to the church. The monks trained scholars encouraged literary and artistic achievements, translated the Bible and the liturgy, and stimulated creativity in music.

Literature, music, art and architecture were localized.

An important variable in contextualization was the extent and depth of evangelization. The degree of vernacularization of the Bible, preaching, liturgy, music, and literature was central to the life of the church, as was local creativity in art and architecture. Leadership was a fundamental issue. Who were the church leaders? How were they selected? What was their training? Were they dependent or self-reliant? Theological foundations need to be strong for faith to make a radical difference. For this, indigenous leadership was required. North Africa and Nubia abandoned Christian faith for Islam because the latter appeared to be more affirming of their culture. But Ethiopians developed a Christian faith congruent with their culture. That embodiment in culture required risks, but enabled the church to survive.

### BACKGROUND

The Meserete Kristos Church in Ethiopia is one of the fastest growing evangelical churches in the country. After the Italian war of 1945, the Mennonite Central Committee started relief work at Nazareth, one hundred kilometers south east of Addis Ababa. In 1946 the Eastern Mennonite Board of Missions and Charities started its work by converting a cotton ginning mill building into a hospital at Nazareth. From 1950-1958 four primary schools and one secondary school were opened. Evangelism was going on alongside education and health services for the

general public.

Until 1962, the church was known as the Mennonite Mission Church but later on the leaders wanted to indigenize the name of the church. After a long discussion the name was changed to Meserete Kristos Church. By 1968 fourteen congregations had been established. When the Marxist government came to power in 1974, they denied the rights of individuals and in 1982 Meserete Kristos Church was officially banned; all church buildings were closed, including church institutions, and its leaders were imprisoned.

The Church went underground, but when it emerged ten years later, it had grown in membership. Before it went underground there were fourteen local churches with a total membership of 5,000. According to the Meserete Kristos Church General Secretary's August 1995 annual report, the number of local churches increased to one hundred and thirty and the membership to 83,378. How could this have happened?

It was in 1983 that the Meserete Kristos Church Executive Committee delegated three men to direct the leadership training program. These three men chose two other men and started to give non-formal leadership training in the context of an underground church. They selected four training centers in the country: Addis Ababa, Nazareth, Metahara and Dire Dawa. From this humble beginning, the church experienced rapid growth all over Ethiopia. This tremendous growth of the Meserete Kristos

Church Leadership Training Program calls for an evaluation of its educational goals and objectives.

### PURPOSE OF THE STUDY

The purpose of this study was to evaluate the effectiveness of the Meserete Kristos Church Leadership Training Program based on its goals and objectives, learning activities, program planning, recruitment of the trainers and teaching materials.

### RESEARCH QUESTIONS

The evaluation of Meserete Kristos Church Leadership Training Program was based on the following research questions:

1. Does the Meserete Kristos Church Leadership Training Program have defined goals and objectives?
2. How many pastors, evangelists, teachers and lay leaders have been trained by the Leadership Training Program?
3. To what extent is the training program effective in meeting the goals and objectives of the Meserete Kristos Church Leadership Training Program?
4. Are the teaching methods related to learning activities?
5. Are the trainers involved in program planning in order to achieve the goals and objectives

of the Meserete Kristos Church Leadership Training Program?

6. How are the Meserete Kristos Church Leadership Training Program trainers recruited so that its goals and objectives are met?
7. Are the teaching materials used in the Meserete Kristos Church Leadership Training Program appropriate for its goals and objectives?

#### SIGNIFICANCE OF THE STUDY

This study is significant because it will help the leadership of Meserete Kristos Church know how to improve its leadership training program and enable the church to be aware of what changes it should make in the training program for the future based on the findings of the research. It is also hoped that similar training program will benefit from this study.

#### LIMITATION

This study did not cover the past development of leadership training, but only considered the effectiveness of the goals and objectives of the Leadership Training Program of Meserete Kristos Church at the present time.

The research questionnaire was answered by the General Secretary of Meserete Kristos Church, the Leadership Training Program Coordinator, twelve trainers and ten pastors who have passed through that training



program.

PLAN FOR THIS EVALUATIVE STUDY AND CRITERIA FOR  
JUDGEMENT

To carry out the investigation, the researcher used evaluative methods which included description, criteria and judgement, based on the goals and objectives of Meserete Kristos Church Leadership Training Program and the literature review of this study in chapter two. The category and the criteria for judgement are summarized in the following diagram.

Diagram 1

| Category  | Criteria for Judgement  |
|---|---|
| Goals & Objectives  | 1. Does the Meserete Kristos Church Leadership Training Program have written goals and objectives?  |
| Leadership (Pastors, evangelists, teachers and lay leaders) | 2. Does the training program produce an adequate number of pastors, evangelists, teachers and lay leaders in relation to the number of churches in existence?   |
| Learning activities   | 3. Do these include: selecting methods to be used in the lesson's presentation; seeing that both teachers and students are adequately prepared; using a variety of methods; communicating through skillfully used teaching methods that will make a lasting impact on the learner resulting in life change? |
| Program planning  | 4. Are the trainers involved in program planning?   |
| Recruitment of the trainers                                 | 5. Are there written criteria for selecting the trainers? Do these include their Christian values, academic qualifications and gift of teaching?  |
| Teaching Materials and aids                                 | 6. Are there a variety of teaching materials? Are there commonly available materials like textbooks, chalk board, overhead projector, film and video?   |

**DEFINITION OF TERMS**

1. Leadership: used in this research to mean pastors, evangelists, teachers and lay leaders.
2. Meserete Kristos Church: It is one of the fastest growing evangelical churches in Ethiopia. It was known as the Mennonite Mission Church but later on the local leaders indigenized the name to Meserete Kristos Church.

## CHAPTER 2

### LITERATURE REVIEW

#### Introduction

The Meserete Kristos Church's tremendous growth in numbers has brought about serious challenges to its leadership. The need to have an adequate number of trained leadership is very crucial and very urgent. As a result of this need the leadership of Meserete Kristos Church started a formal and non-formal leadership training program.

The purpose of the Meserete Kristos Church Leadership Training Program is to equip people for the Christian ministry as pastors, teachers, evangelists, and lay leaders, so that they might help build the Church of Jesus Christ in Ethiopia. The training shall include Christian character, understanding of the Scriptures and skills for ministry.<sup>1</sup>

The main topics dealt with in this literature review include: goals and objectives, learning activities, program planning, recruitment of the trainers and teaching materials.

#### Goals and Objectives

A goal provides a more specific sense of direction. It can be related more easily to some aspect of the general aim. "Goal is more narrowly defined statements of outcomes that apply to specific educational programs."<sup>2</sup>

Objectives describe the specific behavior the learner is to attain. "Objective is a specific statement of learner behavior or outcomes that state the conditions under which the behavior is to be exhibited."<sup>3</sup>

Before the Church sets up its goals and objectives for its training program, it is necessary to make a situational analysis of its needs. Dealing with the needs, goals, and strategies step by step is very important. Goals and objectives of the training program should be written and followed. The goals and objectives help to evaluate the degree of success in the achievement of educational objectives: "Information gained as a result of evaluation lays the basis for change in re-identification of needs, reclarification of objectives and restructuring of forms and methodology."<sup>4</sup>

Objectives are needed because our best efforts fail if we move in the wrong direction. An educational program will fail if it misunderstands its purposes. The most important question facing educators is:

What are we trying to do? The peril of proceeding without an aim is that three things may happen: (a) We may do what we are told (by the curriculum material in most cases) without questioning it; the result is that we have no way of knowing when and where we have arrived. This is "tread mill teaching" says Wyckoff. (b) We may do just what comes naturally. The result is that the values that are achieved are purely accidental and are few and far between. (This is the danger in having no curriculum materials and allowing each teacher to decide what he/she wants to teach.) This is wasteful teaching. (c) Without intending to do so, we teach something other than Christianity (also a danger when individuals make their own

curriculum). The result of teaching something other than Christianity, however well-meaning, is a betrayal of the Christian faith and the church. This is treacherous teaching.<sup>5</sup>

How do clear objectives help our teaching? When we plan, it helps us to decide what to do. When we teach, it helps us to keep on the track. When we evaluate, it helps us to judge the degree of our success or failure.

The objectives of a training program will be a guide to a decision about the selection of content and learning experiences. They also provide criteria for selecting what to teach and how to teach it. Objectives should apply to practical daily life by meeting religious, social, and personal needs of the individual. They should also be true to the revelation of divine truth and to human experience. Clearly stated objectives can be valuable to the Christian education process. This is because they help the students to know what is expected of them if they are to successfully complete a course of study. They guide the curriculum planner to decide what content to include and what to omit. For the teacher, they help to decide how to organize content, what methods and activities to use, and what materials to choose for a given lesson. They provide a basis for evaluation for both the students and teachers.

In order to see the Meserete Kristos Church Leadership Training program in the light of Scripture, it is necessary to ask the following question: What is the objective of Christian education? According to a definition by Daniel, Wade, and Gresham:

The objective of Christian education is to help persons to be aware of God's self-disclosure and seeking love in Jesus Christ and to respond in faith and love—to the end that they may know who they are and what their human situation means, grow as sons of God rooted in the Christian community, live in the spirit of God in every relationship, fulfill their common discipleship in the world, and abide in the Christian hope.<sup>6</sup>

The above quotation points out that Christian education objectives are: to teach people to have a right relationship with Jesus Christ, to help the new convert to become a mature disciple, and to equip the disciple to carry out the work of Christian ministry. The goals of Meserete Kristos Church Leadership Training Program are:

- to equip leaders to serve effectively;
- to assist leaders within a Christian world view with basic knowledge to integrate in the field of Bible and theology;
- to study Scripture exegetically, interpreting the Word of God for themselves and applying it to the need of the day.<sup>7</sup>

The objectives of Christian education as given by Daniel, Wade, and Gresham, in comparison with those of Meserete Kristos Church Leadership Training Program, share some common goals. These include:

1. The fulfilling of their common discipleship relates to equipping leaders to serve effectively.
2. The awareness of God's self-disclosure, seeking love in Jesus Christ and responding in faith and love to the end that they may know who they are and what their human situation means. This relates to assisting leaders to integrate a basic knowledge in the field of Bible and theology within a Christian worldview.
3. The growth as the sons of God rooted in the Christian

community, living in the Spirit of God in every relationship, relates to the study of Scripture exegetically, interpreting the word of God for oneself and applying it to the need of the day.

Goals and objectives are a check-point for a program. Committees of Christian education in a leadership training program of a church must be keenly aware of their objectives by studying, clarifying, and setting them out to guide the educational work of the church. Specific objectives for any program are determined by the purpose of that program. "Unless we are teaching with a definite purpose, we are not likely to get anywhere."<sup>e</sup>

Leadership (Pastors, evangelists, teachers and lay leaders)

The purpose of the Meserete Kristos Church Leadership Training Program is to equip people for the Christian ministry as pastors, teachers, evangelists and lay leaders so that they may better the Church of Jesus Christ in Ethiopia. Meserete Kristos Church has been experiencing a phenomenon of numerical growth. There is a crucial need for leadership development.

Leaders need training to equip themselves with the know-how, regarding the operation of their church. "They need to know how best to organize and work together in such a way that the practice matches the theory to which their faith subscribes and reflects the best stewardship



of time, talents, money, and other resources in fulfilling the church's mission."<sup>7</sup>

The church ought to provide training for those who are leaders in the church. There must be adequate courses in the various books of the Bible to ensure that each leader has a knowledge of the entire Scripture. A course in theology should be given, which would include basic fundamentals of evangelical doctrine as well as denominational distinctives necessary to leaders in a given church. It is important for the leader to have a knowledge of church history, missions and cults, in order to see what the decades of the past have experienced in leading us to the present state in church history. Mission philosophy and methodology is rapidly changing, and the leader of a church must keep abreast of these developments. Today the cultic groups are increasing. A leader of a church must be sufficiently aware of heretical beliefs and practices to function defensively and offensively.

#### Learning Activity

Learning is a process that occurs when experience causes a relatively permanent change in an individual's knowledge and behavior. The aim of educators is to initiate change in an individual's knowledge or behavior. The goal of Christian education is that students know God and grow in Christ-likeness. This is a transforming process. The goal of transformation will only take place

in the arena of life.

The task of Christian education is not merely a human endeavor, especially in the teaching-learning process. Teaching God's word is a supernatural task in which the Holy Spirit plays a vital part. The Holy Spirit fills, guides, and gifts the teacher, illuminates the word, opens the heart of the student to the word, and empowers the student to respond in obedience.<sup>10</sup>

Teachers are responsible for creating an effective learning environment where behavior will be shaped through the use of appropriate reinforcers. As the architect needs to know the purpose of a given building, the teacher needs a clear understanding of the aim of the lesson before selecting the methods to be used in its presentation. "The aim should be short to be remembered, clear enough to be meaningful and specific enough to be achieved."<sup>11</sup>

"Learning is not just knowing something but acting on it. The goal of the Christian educator is to teach in such a way that transformation of character occurs."<sup>12</sup>

Jesus' aim in teaching was to change lives, not merely to affect the intellect or the emotions. His instruction looked to a practical end. He expected progress and always appealed to the will of His students. He understood the importance of activity in order to facilitate the learning process. He was sure that the truth learned would become truth applied (Matthew 7:24-29). "Actual involvement in the learning process makes learning permanent."<sup>13</sup>

He was dealing with people from an affective,

cognitive, and volitional approach. An important element in His approach was that He modelled what He taught. A teacher cannot share what he does not have. One of the reasons why Jesus' approach effectively facilitated learning was that He demonstrated the truth with His life (John 13:12-17). The most important characteristic in any trainer is what he himself is. Those who organize a leadership training program and recruit teachers must give greater importance to cultivating the inner life of the trainer.

Jesus, in His approach, discerned the person's need and addressed the area of personality that related to that need, and thereby facilitated the process needed to bring about true change. Though we don't have the ability of discernment like Jesus, it is helpful to ask ourselves a key question as we approach people: "What does this person need to feel, to think, to will, or to do in order to facilitate the learning process? How will I approach him in light of these needs?"<sup>14</sup> Jesus knew that individuals differed in personality, needs and levels of understanding and therefore He treated them accordingly. Trainers who try to train leaders in the same way every time fail to build good rapport because they make the mistake of thinking that all people are alike. "All people are not alike, and this must be recognized in both the relationships we build and the methods we use. It is helpful to study people by imagining ourselves in their place. We must try to feel

as they feel, think as they think, and walk in their shoes."<sup>15</sup> Then we can evaluate our approach in teaching in light of how it will facilitate the holistic learning process, that is the totality of man's personality - the cognitive, affective, and volitional aspects.

A teaching method is not an end in itself, but it is a means to an end. "A method is a way of doing, a tool, a catalyst and a means of access. A method is not a time-filler, an end in itself or a purposeless activity."<sup>16</sup> A teacher should ask the following questions: What types of teaching methods are available for Christian teaching? How does the teacher develop student involvement? The well-prepared teacher makes his class fresh, vital and interesting.

As a result, in return, his students are productive. Through careful planning his teaching bears fruit. Teaching and learning processes will be most effective when both student and teacher are adequately prepared. "Maximum learning is always the result of maximum involvement."<sup>17</sup>

A teacher must take into consideration the atmosphere of the class before using a method that involves intimate sharing of attitudes and experience. "Teachers should learn to use a variety of methods since even the most stimulating activity will become boring with overuse."<sup>18</sup>

One of the most important ministries of the church is teaching. The educative ministry of the church needs a teacher who has accepted Jesus Christ as his personal Savior and the living Lord who rules his life. He should have a desire to share his faith and learn how to do it appropriately and effectively. He should be a trained teacher to pursue his role in light of that perspective. His emotion has to be controlled by the Holy Spirit and he should know how to yield as a servant of God. To be effective in his teaching a teacher should be morally upright to bring an impact on his students like Jesus did.

It is one thing to know about learning theories and it is quite another to implement them in the teaching-learning process. An effective teacher has the understanding of the law of the teacher, the learner, the language, the lesson, the teaching principles, and the law of review and application.

1. "The law of the teacher. Know thoroughly the lesson you wish to teach. Teach from a full mind and a clear understanding."
2. "The law of the learner. Gain and keep the attention and interest of the pupils upon the lesson. Do not try to teach without attention."
3. "The law of the language. Use words understood in the same way by the pupils and yourself-language clear and vivid to both."
4. "The law of the lesson. Begin with what is already well known to the pupil upon the subject and with what he himself experienced, and proceed to the new material by single, easy and natural steps, letting the known explain the unknown."
5. "The law of the teaching process stimulates the pupil's own mind to action. . . ."
6. "The law of the learning process. Require the pupil to reproduce in thought the lesson he is learning."

7. "The law of review and application. Review, review, review. . . ." <sup>17</sup>

With a wide variety of methods available there is the danger of losing sight of the message to be taught. Instructors' goals for their students grow out of the pupils' needs. Goals dictate specific lesson aims based on Bible truth. "Bible truth communicated through skillfully used teaching methods will make a lasting impact on the learners, resulting in life changes. The process sounds automatic, but without the catalyst of the loving care of the teacher, methods are meaningless." <sup>20</sup>

### Program Planning

"Planning is the process of examining the past and present in order to construct the best program for achieving the church's objectives." <sup>21</sup> Planning as it applies to the educational ministry of the church consists of the search for an understanding of the opportunities available, the obstacles to be overcome, the positive potential of the persons to be involved and the resources available. The decisions should bring the above mentioned factors together in harmony with God's will to carry out effectively the purpose of the leadership training program over both long and short term frames.

Planning allows for the expression of faith. It demands the elements of hope, and hope builds best on the nourishment of faith. Planning also identifies with change, which is evident in every area of the Christian's life.

The disciple of Christ ought to be changing more and more into Christ's image. Communities and issues change; family structures change; even ministry and training opportunities change. Planning is a means by which we can discover together the changes called for by our Lord and have a part in making the church more effective through such anticipated change.<sup>22</sup>

Planning can help the church to maintain an awareness of purpose. Planning in the leadership training program needs the trainer's full involvement in clarifying and positioning the central purpose. This helps to avoid self-centeredness and aids the church's maturity. "A planning group should consciously attempt to involve all the persons it can in developing the plan. Involvement decreases inappropriate resistance and increases commitment."<sup>23</sup> Any trainer may even respond beyond expectation when given a chance to participate in planning.

An effective program planning must answer some basic questions such as: How does the learner learn most effectively? What shall be taught? And, when shall it be taught? A curriculum for any program is a plan by which the teaching-learning process may be systematically undertaken. An effective curriculum has four guiding principles: Context, scope, purpose, and process. It is based on sound teaching-learning principles. Learning will be interesting and effective when the subject and the material used are related to the learner's experience. A lesson is most efficient when the student learns by actively participating.

Regardless of the type of curriculum adopted,

one thing to remember is that 90 percent of curriculum is the teacher. Regardless of the excellence of the curriculum, a poor teacher will turn out a poor product in a poorly educated student. And, conversely, a good teacher can be successful with a poor curriculum. However, a good teacher can be better, and a staff of a good teacher can be excellent, if they are united by a good curriculum.<sup>24</sup>

Program planning requires teachers to be involved. For different reasons, there is growing acceptance of participatory methods of decision making. They share information and insights. They also compare contributions and get more support and encouragement.

The primary goal of participants, however, is not to persuade every one else to their plan, but to make sure that everyone's ideas, plans, and insights are shared, resulting in a creative and acceptable synthesis of the various points of view."<sup>25</sup>

In any training program, widespread teachers' participation is very necessary. Unless the objectives are clearly understood by each teacher, who implements the learning experience, the educational program will not be an effective instrument for promoting the aims of the school. Therefore, every faculty member needs to participate in program planning at least to the extent of gaining an adequate understanding of the means and ends of the training program.

### Recruitment of Trainers

A church's efforts in education will remain unsuccessful in meeting its objective if only a few trainers engage in the leadership training program. A few people cannot effectively work with masses of people.

Trainers need training to help them grow in Christian character and the ability to express and apply



it in daily life. They must manifest by their personal lives the knowledge of Christian ethics, the practice of which might well be the most vital teaching or learning experience they could hope to accomplish.

A teacher who is teaching in the leadership training program ought to have knowledge of human behavior, philosophy and principles of education. He needs to know what learning is, how it takes place, and how people are helped in their learning experiences. An instructor must have training in the principles of instruction, in the use of lesson materials, utilization of audiovisual aids, and the construction of classroom learning experience.

No matter how excellent are the curricular materials or how well constructed the facility is, despite how well the media center is supplied and how many books are in the library, when the classroom door closes...the teacher is the curriculum.<sup>26</sup>

No matter how many other things the leadership do well in their role as ministers of Christian education, if they fail to obtain and develop capable teachers to do the work of discipleship throughout the educational ministries of the church, everything else will fail.

A leadership program that recruits and develops good teachers will have a significant ministry no matter what the other circumstances are in the learning environment. If a teacher has a natural talent he may bring effectiveness for instructing in world history. But to be effective in teaching God's Word the spiritual gift of teaching is necessary. "The gift of teaching is the

ability to take knowledge, understanding, and wisdom of Scripture and communicate it to others in ways in which they learn and apply it to their lives." 27

Effective teaching which encourages life-change in learners depends in large measure on the degree to which there is congruence in the teacher. What he teaches must match with how he lives. "The character of the sender in large measure determines the validity of the message for the receiver."<sup>28</sup> A teacher should not be ignorant of the need for matching life with words. Who you are is far more important than what you say or do, because who you are determines what you say and do. A good Christian education needs accurate biblical information and Christ-centered relationships. A training program must seek to become Christ-centered. Teachers of God's word are unique, and their goals are to make a difference in the lives of learners in the power of the Holy Spirit. Their lives and words should have impact on their students.

Meaningful teaching and learning take place in situations that have in common the Holy Spirit, a teacher, a learner, curriculum, an environment or setting, an aim, and methods that encourage learning of all these factors, none except the Spirit of God is more important than the teacher. The role of this human agent, the teacher, is essential.<sup>29</sup>

### Teaching Materials and Aids

A trainer should have many resources at his disposal. These will be considered in two categories: resource materials and resource persons.

Resource materials include a variety of printed matter and audiovisual materials. A trainer who desires to be effective needs the teacher's book, which usually

provides the basic resource for the training program. This lesson material, provided by the training program, is a part of an overall pattern of the teaching program of the school. The teacher usually uses these basic resources as his starting point for his teaching program. The pupil's book should be provided to the student, and the trainer must be acquainted with its contents. The training must be dedicated to an enlightened interpretation of Scripture, being careful not to take one verse or a part of a verse of Scripture and use it carelessly. A leadership training program center must have the following resources: A complete Bible concordance which provides a teacher with a record of the use of every word in the Bible; a topical concordance which provides a series of Biblical passages listed under numerous topics and sub-topics; and Bible dictionaries, commentaries, atlas, and books on specific subjects. Trainers need to have books on teaching-learning process; books on teaching techniques, which develop the teacher's ability to communicate; Christian education journals, newspapers, and magazine articles which update the learning by dealing with present issues. Teachers need materials that achieve a delicate balance between specificity and flexibility. "The resource that the teacher will use at any one time or preparation for any one session will depend on the topic which he is studying and also the age group which he is teaching."<sup>30</sup>

In the area of resource persons, the Holy Spirit is the trainer's trainer. "Dependence upon him as one's guide is needed in order to be led aright in the selection of materials and activities that will assist the pupils in deeper insights in the meaning of God's word for their lives."<sup>31</sup>

When a practical topic is studied, the trainer may know a certain expert in the community who is competent in the area of concern. If the trainer discusses with the expert, he may secure sufficient information to use during the training session. The expert may refer the trainer to specific resource materials for him to do some more research on the topic. Sometimes the trainer may request the resource person to come to the training center to be a resource person to answer questions that the students may have on the subject.

### Audiovisuals

Audiovisuals provide meaningful associations that help memory. Most of the time students remember what is important to them and what they understand clearly.

A teacher must be creative to be able to present abstract Biblical materials in a visual medium understandable to the learner. ...Audiovisuals make learning interesting because they provide an appeal to more than one sense. Speech appeals only to the auditory sense, but when visuals supplement the spoken words, an appeal is made to the sense of sight as well.<sup>32</sup>

Films, video, maps, overhead projector, and other audiovisual materials can be of great assistance to teachers. When ministering in rural areas, one needs to use teaching aids that are relevant, for example, animals, birds, trees, pictures, and chalkboards. The more senses (i.e., the five senses) which are used

simultaneously by the learner, the more possibility that sustained learning will result. The teacher should be very careful to use audiovisual materials to assist in achieving specific goals rather than to fill in time. The resources that are needed and selected for the trainees will depend upon the topic being studied. The trainer always should have sufficient knowledge about the course that he is teaching so that he will have command of the teaching-learning situation. If possible, all teacher materials should be kept in a centralized place so that files may be maintained and distribution monitored.

### Summary

The goals and objectives of a training program should be written and followed. A learner's actual involvement in the learning activity makes learning permanent. Planning in the Leadership Training Program needs the trainer's full involvement in clarifying and positioning the central purpose.

A leadership program that recruits and develops good teaching will have a significant ministry no matter what the other circumstances are in the learning environment. A trainer should have many resources: resource materials and resource persons.

## End Notes

<sup>1</sup>Meserete Kristos Church. Catalogue (Addis Ababa, Ethiopia, 1994-1995), 3.

<sup>2</sup>Gary D. Borich. Effective Teaching Method (Columbus, Ohio: Merrill Publishing Company, 1988), 51.

<sup>3</sup>Ibid.

<sup>4</sup>Kenneth O. Gangel. Building Leaders for Church Education (Chicago: Moody Press, 1981), 189.

<sup>5</sup>Esther L. Megill. Education in the African Church (London: Geoffrey Chapman, 1989), 196.

<sup>6</sup>Eleanor Daniel, John W. Wade, and Charles, Gresham. Introduction to Christian Education (Cincinnati, Ohio: Standard Publishing, 1978), 66.

<sup>7</sup>Meserete Kristos Church. Catalogue (Addis Ababa, Ethiopia, 1994-1995), 3.

<sup>8</sup>Ann Wambugu, "An Evaluation of the Christian Education Programme in the Junior Church of Nairobi Pentecostal Church" (M.A.C.E. Thesis. N.E.G.S.T., 1993), 8.

<sup>9</sup>Powers, 251.

<sup>10</sup>Robert E. Clark and Lin Johnson. Christian Education Foundations for the Future (Chicago : Moody Press, 1991), 108.

<sup>11</sup>Ibid., 173.

<sup>12</sup>Mark V. Rutter. "A Holistic Approach to Learning: The Key to Change" Christian Education Journal 10 (Spring 1990): 63.

<sup>13</sup>Ibid., 69.

<sup>14</sup>Ibid., 70.

<sup>15</sup>Ibid.

<sup>16</sup>Clark and Johnson. 194.

<sup>17</sup>Howard G. Hendricks. Teaching to Change Lives (Portland, Oregon : Multnomah Press, 1987), 78.

<sup>18</sup>Clark and Johnson, 199.

<sup>19</sup>Ibid., 117.

<sup>20</sup>Ibid., 201.

<sup>21</sup>Bruce P. Powers. Christian Education Handbook (Nashville, Tennessee: Broadman Press, 1981), 48.

<sup>22</sup>Ibid., 49.

<sup>23</sup>Ibid., 51.

<sup>24</sup>Clark and Johnson, 503-504.

<sup>25</sup>Powers, 251.

<sup>26</sup>Clark and Johnson, 469.

<sup>27</sup>Ibid., 138-139.

<sup>28</sup>Ibid., 153.

<sup>29</sup>Ibid., 137-138.

<sup>30</sup>Ralph G. Turnbull. Baker's Dictionary of Practical Theology (Grand Rapids, Michigan: Baker Book House, 1967), 423.

<sup>31</sup>Ibid., 423.

<sup>32</sup>Daniel, Wade, and Gresham, 166.

## CHAPTER 3

### METHODOLOGY

#### Introduction

This chapter gives a detailed account of the methods and procedures used when conducting the research. Research is a disciplined inquiry that involves systematic and objective observation. It includes: data collection, sampling of population, designing the instrument, research design and criteria for judgement. The population of the study came from the Meserete Kristos Church in Ethiopia.

Those who helped with the evaluation of the program consisted of the General Secretary of Meserete Kristos Church, the Leadership Training Program Coordinator, the trainers, and ten pastors who have passed through the Leadership Training Program of Meserete Kristos Church. A closed and open ended form of questionnaire was used to collect this data.

#### Data Collection

This study was evaluative and descriptive in nature. By discussing the goals and objectives of Meserete Kristos Church Leadership Training Program, the researcher sought to determine the following: whether the Meserete Kristos Church Leadership Training Program has defined goals and objectives that need to be met; whether the learning activities are related to the goals and



objectives; how many pastors, evangelists, teachers, and lay leaders have been trained by the Leadership Training Program; whether the trainers are involved in program planning; the criteria used in recruiting the trainers; and whether the materials being used are appropriate in meeting the goals and objectives of the program.

#### Information from the General Secretary of Meserete Kristos Church

The researcher arranged to meet with the General Secretary of Meserete Kristos Church to discuss with him the need for an evaluation of the leadership training program. This included evaluating the goals and objectives of the leadership training program, to see whether those goals and objectives are effective in producing an adequate number of pastors, evangelists, teachers and lay leaders in relation to the number of churches in existence. The researcher sought to find out how the Meserete Kristos Church Leadership Training Program trainers were recruited. The researcher then collected data from the General Secretary through questionnaires and interviews. (A sample of the questionnaire to be filled by the General Secretary is found in Appendix A)

#### Information from the Leadership Training Program Coordinator

The researcher asked the permission of the General

Secretary to collect additional information from the Meserete Kristos Church Leadership Training Program Coordinator by using questionnaires. The aim of collecting additional information was to verify whether or not the learning activities were related to the Church's goals and objectives. Were the trainers involved in program planning and implementation? Were the teaching materials and teaching aids used in the Meserete Kristos Church Leadership Training Program appropriate? (A sample of the questionnaire to be filled by the trainers is found in Appendix B)

#### Information from the Trainers and Trainees

The researcher sought the permission of the Coordinator to allow him to collect additional information from the trainers of the Leadership Training Program through questionnaires. The purpose of getting additional information was to further clarify the goals and objectives of the Meserete Kristos Church Leadership Training Program.

(A sample of the questionnaire to be filled by the trainers is found in Appendix B).

The researcher collected additional information from ten pastors who have passed through the Leadership Training Program, using questionnaires. The purpose of getting additional information from these pastors helped to clarify the goals and objectives of Meserete Kristos

Church Leadership Training Program. (A sample of the questionnaire to be filled by the pastors is found in Appendix C.)

### Information from Documents on the Meserete Kristos Church Leadership Training Program

It was hoped that documents would be available from the General Secretary of Meserete Kristos Church. The researcher requested for them during his interview with the General Secretary and got them. These documents provided additional information on the Leadership Training Program which was later used as one of the bases for evaluation.

The researcher's basic desire was to get information on the following:

1. Documents giving details of what the goals and objectives of Meserete Kristos Church Leadership Training Program are.
2. Teaching materials and teaching aids used during the teaching - learning activities.
3. Documents stating the criteria used to select the trainers that would meet the goals and objectives of the training program.

### Population

There was one type of population for this evaluation

study: the General Secretary of Meserete Kristos Church (who is also one of the trainers); the Leadership Training Program Coordinator; twelve other trainers; and ten pastors. Since there were only twenty-four people involved, there was no sampling of population. All the twenty-four people were asked to answer the questionnaires.

### Designing the Instrument

The researcher developed two types of instruments for the purpose of collecting the information. One was the interview questionnaire which was administered to the General Secretary of Meserete Kristos Church. The second instrument was questionnaires, which were directly administered to the trainers of the Leadership Training Program Coordinator, the trainers and the ten pastors who have passed through the Leadership Training Program of Meserete Kristos Church. The procedure for formulating the questionnaire was as follows:

1. The researcher formulated the questionnaire and then passed it on to his supervisor for corrections.
2. The researcher chose three NEGST students who had been involved in similar programs like the Meserete Kristos Church Leadership Training Program and gave them the questionnaires to be filled in for the purpose of pre-testing. The researcher explained to them that if there was

any ambiguous question, they could give their suggestions for its improvement. The researcher then made corrections and gave the questionnaires once again to the supervisor for final corrections and approval.

3. Questionnaires were administered thus: the researcher gave the questionnaires to the General Secretary of Meserete Kristos Church, the Leadership Training Program Co-ordinator, the trainers and the ten pastors and collected them immediately to ensure maximum response.

### Research Design

The researcher used an evaluative research design. This involved describing the goals and objectives of the Meserete Kristos Church Leadership Training Program on the one hand and gathering information through interview, questionnaires and from documents on the other for evaluation.

### Criteria for Judgement

Data was collected from the researcher's interview with the General Secretary of Meserete Kristos Church, Leadership Training Coordinator's and the trainer's questionnaires. The Meserete Kristos Church Leadership Training Program record documents were evaluated using the criteria listed in Chapter One of this study. The categories were provided by the researcher's research

questions, while the criteria for judgement were the goals and objectives of the Meserete Kristos Church Leadership Training Program and the literature review of this study in Chapter Two.

## CHAPTER FOUR

### FINDINGS AND DATA INTERPRETATION

The Descriptive analysis of the Leadership Training Program.

The main objective of the present chapter is to give a descriptive analysis of the Meserete Kristos Church Leadership Training Program. The Leadership Training Program is involved in training pastors, evangelists, teachers and lay leaders in areas characterized by significant church growth during the past thirteen years. The leadership problems faced by the church before starting the Meserete Kristos Church Leadership Training Program were due both to untrained and insufficient pastors (Appendix B, questionnaire item #2). In the training program Amharic, Oromo and English are used as the media for teaching.

#### A. Non-formal training of trainers program

The non-formal Leadership Training Program is operated by the Meserete Kristos Church. It was begun in 1983. About one hundred and twenty students representing four regions: Addis Ababa, Nazareth, Metahara, and Diredawa, participated. The Leadership Training Program

serves about forty local churches. It has provided a continuous leadership training program for the last thirteen years. The training is given twice a year and each session is five days long. All trainees are sent by local Churches and after the training, they return to their local churches.

#### B. One year for Christ Training Program

This program was initiated in 1985. The purpose for this program is to help young adults to have a more intimate relationship with Jesus Christ and equip them to serve others and make disciples out in the church-planting centers. The Meserete Kristos Church has experienced growth all over the country. Before the Communist take-over there were only a handful of local churches along the south east region of Ethiopia. During the time that the Communists controlled the country these churches were increasing tremendously in number all over the country. The program was started to give short term training for volunteers for the one year for Christ program. This exercise has brought about effective and encouraging results in the growth and expansion of the Meserete Kristos Church in the past. Furthermore, the program has served as a screening tool for those who would like to enter full-time ministry.



### C. Formal Leadership Training Program

In January, 1994, the Meserete Kristos Church Bible College was opened for the purpose of providing relevant and contextualized Biblical training for pastors, evangelists and lay leaders, so that they may better build the church of Jesus Christ in Ethiopia.

The college provides a one year course at the certificate level in the Amharic language. A one and a half years' course also exists on the Diploma level in the English language. Associates in Arts in Christian Ministries is another program for degree students. This runs for three years. They take the same classes with the diploma students. But the associated degree students will have met more stringent entrance requirements, having been given more assignments, graded more severely, and expected to produce superior quality work.

### Goals and Objectives

**Research Question 1.** Does the Meserete Kristos Church Leadership Training Program have defined goals and objectives?

Questionnaire A, item #1 and Questionnaire B, item #1, were designed to collect data for this research question. The General Secretary spelled out the goals and objectives of Meserete Kristos Church Leadership Training Program as was indicated on page 12 of this research.

But, when the trainers completed Questionnaire B, item #1 different answers were listed. Some trainers stated that the goals and objectives of Meserete Kristos Church Leadership Training Program were not written down, while others indicated that if they were in written form, they had not seen them. A few trainers tried to define the goals and objectives according to their understanding.

Table 1 below shows the findings on the goals and objectives of the Meserete Kristos Church Leadership Training Program.

Table 1: Comparison of the goals and objectives of the Meserete Kristos Church Leadership Training Program with its perceived goals and objectives.

| Information from documents on the Meserete Kristos Church Leadership Training Program                            | Teachers' response N=14  | Frequency | percentage % |
|--|--|-----------|--------------|
| To equip leaders to serve effectively  | To equip leaders to serve effectively  | 2         | 14.29        |
| To assist leaders to integrate within a Christian world view basic knowledge in the field of Bible and theology. | To assist leaders to integrate within a Christian world view basic knowledge in the field of Bible theology      | 2         | 14.29        |
| To study scripture exegetically interpreting the word of God for himself and applying it to the need of the day. | To study scripture exegetically interpreting the word of God for himself and applying it to the need of the day. | 1         | 7.29         |
|  | To have mature leaders   | 1         | 7.29         |
|  | To equip full-time and lay leaders   | 1         | 7.29         |
|  | To improve the leadership quality  | 2         | 14.58        |
|  | To teach the word of God   | 1         | 7.29         |
|  | No written goals and objectives  | 2         | 14.29        |
|  | Have not seen written goals and objectives   | 2         | 14.29        |
|  | Total  | 14        | 100          |

The findings stated above show that only 14.29% of the trainers perceived the goals and objectives of the Meserete Kristos Church to be as stated on the Meserete Kristos Church Leadership Training Program. Though some of the trainers (35.71%) did not state the goals and objectives with similar words, what they had in mind about the goals and objectives were very close to the Leadership Training Program goals and objectives. 14.29% of the responses of the trainers who participated in this

research said there were no written goals and objectives. 14.29% of the trainers had not seen the goals and objectives in written form.

#### Interpretation of findings

Although the goals and objectives of the Meserete Kristos Church Leadership Training Program are found in a written form, the researcher understood that 64.29% of the trainers were not aware of the availability of the goals and objectives in written form. That means the church and the trainers perceived the goals and objectives of the training program differently. This may suggest that the trainers do not understand their responsibilities fully.

**Research Question 2.** How many pastors, evangelists, teachers, and lay leaders have been trained by the Leadership Training Program?

Questionnaire A, items #2,3,4 and 5, were designed to collect data for Research Question 2. By means of questionnaires given to the General Secretary of Meserete Kristos Church and information from documents on the Meserete Kristos Church Leadership Training Program, the researcher discovered how many pastors, evangelists, teachers and lay leaders had been training through the program.

The table below shows the findings on the number of pastors, evangelists, teachers and lay leaders of the Meserete Kristos Church who have been training through the program.

Table 2: A comparison of the number of local churches with the number of churches that have a trained minister.

| Leaders     | Number of Churches who have trained ministers | Percentage % |
|-------------|---|--------------|
| Pastors     | 10  | 5.81         |
| Evangelists | 68  | 39.53        |
| Teachers    | 53  | 30.81        |
| Lay leaders | 71  | 41.28        |

The researcher discovered that the existing number of local churches was one hundred and seventy two. The number of local churches that have trained pastors who have passed through the Leadership Training Program are only ten, that is 5.81%. The number of local churches that have a trained evangelist who has passed through the leadership Training Program are sixty eight, that is 39.53 %. The number of local churches that have trained teachers who have passed through the Leadership Training Program are fifty three, that is 30.81%. The number of local churches that have trained lay leaders who have passed through the Leadership Training Program are seventy one, that is 41.28%.

#### Interpretation of findings

When comparing the existing churches with the number of leaders who have been through the leadership training program, it is evident that the percentage is very low and inadequate, suggesting that many of the churches are without trained leaders. This means that the churches are open to false teachings and heresies. The leadership of the Meserete Kristos Church needs to pay attention to the urgent need of having trained leaders for those churches without any.

**Research Question 3.** To what extent is the training program effective in meeting the goals and objectives of Meserete Kristos Church Leadership Training Program?

Questionnaire A, item # 10, Questionnaire B, item # 12, and Questionnaire C, items 1 and 4, were designed to indicate to what extent the training program was effective in meeting the goals and objectives of Meserete Kristos Church Leadership Training Program. From the responses of the trainers and trainees, the following were indicated as to the effectiveness of the training program in meeting the goals and objectives of Meserete Kristos Church Leadership Training Program.

Table 3a: Effectiveness of Training programs in meeting goals and objectives.

| Trainers' response<br>N=14 | Frequency | Percentage % |
|----------------------------|-----------|--------------|
| Not effective              | 0         | 0            |
| Least effective            | 1         | 7.14         |
| Effective                  | 10        | 71.43        |
| Very effective             | 3         | 21.43        |
| Extremely effective        | 0         | 0            |

Table 3b: Effectiveness of Training programs in meeting goals and objectives.

| Trainees' response<br>N=10 | Frequency | Percentage % |
|----------------------------|-----------|--------------|
| Not effective              | 0         | 0            |
| Least effective            | 0         | 0            |
| Effective                  | 1         | 10           |
| Very effective             | 9         | 90           |
| Extremely effective        | 0         | 0            |

The trainers' responses as indicated in Table 3a are as follows: least effective, 7.14%; effective, 71.43%; very effective, 21.43% and from the trainees' responses as Table 3b indicates: effective, 10%; very effective, 90%.

#### Interpretation of the findings

From Table 3a, although the trainers' response (71.43%) was that the training program was effective, it seems that their perception of the training program is that it needs some improvement in order to be very effective. But as Table 3b indicates, the trainees have reached the level of considering the training program to be very effective. This means that the leadership training program is considered very effective for their ministry to those who have passed through it.

#### LEARNING ACTIVITY

**Research Question 4.** Are the teaching methods related to learning activities?

Questionnaire A, item # 6, Questionnaire B, item # 10a, and Questionnaire C, item # 5, were designed to help in rating the relationship between teaching methods and

learning activities of the training program.

Table 4a: Preferred teaching methods used to enhance Learning activities as identified by the trainers:

| Trainers' response<br>N=14 | Frequency of responses | Percentage responses<br>% |
|----------------------------|------------------------|---------------------------|
| Lecture                    | 12                     | 85.71                     |
| Question & answer          | 10                     | 71.43                     |
| Group discussion           | 10                     | 71.43                     |
| Case study                 | 2                      | 14.29                     |
| Project methods            | 1                      | 7.14                      |
| Role playing               | 1                      | 7.14                      |
| Drama                      | 3                      | 28.42                     |
| Independent study          | 4                      | 28.57                     |
| Story telling              | 1                      | 7.14                      |
| Panel discussion           | 1                      | 7.14                      |
| Other                      | 3                      | 28.42                     |



Table 4b: Preferred teaching methods used to enhance Learning activities as identified by the trainees:

| Trainees' response<br>N=10 | Frequency responses | Percentage responses<br>% |
|----------------------------|---------------------|---------------------------|
| Lecture                    | 4                   | 40                        |
| Question & answer          | 5                   | 50                        |
| Group discussion           | 7                   | 70                        |
| Case study                 | 3                   | 30                        |
| Project methods            | 0                   | 0                         |
| Role playing               | 1                   | 10                        |
| Drama                      | 0                   | 0                         |
| Independent study          | 1                   | 10                        |
| Story telling              | 1                   | 10                        |
| Panel discussion           | 3                   | 30                        |
| Other                      | -                   | -                         |

### Findings

From the researcher's findings as Table 4a indicates, the trainers preferred teaching methods in the training program to enhance learning activities, i.e.,:

lecture, 85%;

question and answer, 71.43%; and

group discussion, 71.43%.

The least used methods to enhance learning activities by the trainers were:

role playing, 7.14%;

story telling, 7.14%; and

project method, 7.14%.

In the responses of the trainees as Table 4b shows they liked most:

group discussion, 70%;

question and answer, 50%; and

lecture, 40%, for their learning activities. The

least attractive teaching methods were project methods, 0% and drama, 0%.

#### Interpretation of findings

The teaching methods used to enhance learning activities are very limited. This has been reflected by both the trainers and the trainees' responses. While the majority of trainers preferred to lecture, trainees preferred group discussion methods. That means maximum learning will not take place since the students/learners have not been fully involved in the teaching and learning activities. This may be because the trainers knew only limited teaching methods and did not take into account the learner's preferences.

On the other hand, the trainees were least attracted to project and drama methods as the percentage response indicated (0%). This means that they may not have been exposed to such methods in the learning process. As such, the trainers needed more training to use different teaching methods to enhance learning activities. The more the trainer uses suitable teaching methods, the more learning will take place as appropriate learning activities are utilized.

#### PROGRAM PLANNING

**Research Question 5.** Are the trainers involved in program planning to achieve the goals and objectives of the Meserete Kristos Church Leadership Training Program?

Questionnaire A, item # 7 and Questionnaire B, item # 9, were designed to discover the extent the trainers were involved in program planning to achieve the goals and objectives of the leadership training program.

Table 5: Degree of involvement of trainers in program planning.

| Trainers' response<br>N=14               | Frequency of response | Percentage response<br>% |
|--|-----------------------|--------------------------|
| Information Gathering                    | 9                     | 64.29                    |
| Formulation                              | 9                     | 64.29                    |
| Subject Content                          | 12                    | 85.71                    |
| Methods                                  | 5                     | 35.71                    |
| Learning activities & teaching materials | 6                     | 42.86                    |
| evaluation                               | 9                     | 64.29                    |
| other                                    | 1                     | 7.14                     |

As Table 5 indicates, the trainers were involved in:

subject content, 85.71%;

information gathering, 64.29%;

formulation, 64.29%;

evaluation, 64.29%.

learning activities and teaching materials, 42.86%;

& methods, 35.71%;

#### Interpretation of findings

The trainers were directly asked how they were involved in program planning and implementation. The findings clearly indicate that they were involved in program planning in achieving the goals and objectives of the leadership training program: subject content, 85.71%; information gathering, 64.29%; formulation, 64.29%; evaluation, 64.29%. The trainers' involvement in program planning is important for different reasons: they can share information and insights. If the objectives of the program are clearly understood by them, implementation

will be effective. It helps the growing acceptance of participatory methods of decision making. Their participation therefore helped them to gain an adequate understanding of the means and ends of the training program.

## RECRUITMENT OF TRAINERS

**Research Question 6.** How are the Meserete Kristos Church Leadership Training Program trainers recruited to meet its goals and objectives?

Questionnaire A, item # 9, and Questionnaire B, item # 11, were designed to collect data from the General Secretary and the trainers. What criteria of judgement was used to recruit trainers? The General Secretary indicated the following procedures that were followed by the Meserete Kristos church in recruiting the Leadership Training Program trainers: They have to have theological training of at least diploma level or equivalent; ten years of Christian experience and active participation in ministry; must be gifted in teaching; and must get 2/3 of the voting support of Meserete Kristos Church Education Committee.

Table 6a: Criteria of recruitment of trainers compared with Criteria of Judgement (see p. 6, Diag.1).

|  |   |
|--|---|
| Criteria of Judgment                                   | Meserete Kristos Church<br>Written Guideline                  |
| Are there written criteria for selecting the trainers? | There are written guidelines.                                 |
| Do these include their Christian values?               | None.   |
| Do these include their academic qualifications?        | Theological training of at least diploma level or equivalent. |
| Do these include their gift of teaching?               | One who is gifted in teaching ministry.                       |
|  | Ten years of Christian experience.                            |

Table 6b: Response of trainers on criteria used for recruiting trainers.

| Trainers' response<br>N=14 | Frequency | Percentage % |
|----------------------------|-----------|--------------|
| Christian values           | 0         | 0%           |
| Academic qualifications    | 0         | 0%           |
| Gift of teaching           | 1         | 7.14%        |
| Personal integrity         | 1         | 7.14%        |
| All of the above           | 12        | 85.71%       |

## Findings

As Table 6a indicates, there are written guidelines for the recruitment of trainers in the Meserete Kristos Church Leadership Training Program (see the Amharic document translation of Appendix D under the subtitle "Recruitment of the Trainers" on pp. 64-65).

In the response of the trainers as Table 6b depicts, over 80% of them said Christian values, academic qualification, gift of teaching, and personal integrity were used as criteria for recruiting the trainers.

## Interpretation of findings

Generally, the written guidelines for the recruitment of trainers in Meserete Kristos Church Leadership Training Program corresponded with the criteria of judgement indicated in this research on page 6. Both the written guidelines and the responses of the trainers indicated criteria for recruiting trainers. Both the written guidelines and the responses of the trainers indicated the criteria for recruiting the trainers emphasized academic qualifications and gift of teaching. This means that the trainer's life needs to match with his message to be effective in his teaching ministry.

## TEACHING MATERIALS AND AIDS

**Research Question 7.** Are the teaching materials used in the Meserete Kristos Church Leadership Training Program appropriate for its goals and objectives?

Questionnaire A, item # 8a, Questionnaire B, item # 10a, and Questionnaire C, item # 6a, were designed to collect data for Research Question 7. From the General Secretary, the trainers' and the trainees' responses, the researcher discovered that the following teaching materials were used at Meserete Kristos Church Leadership Training Program.

Table 7a: Trainers' Response: Teaching materials used by the Meserete Kristos Church Leadership Training Program.

| Trainers' Responses<br>N=14 | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Text book                   | 11        | 78.57      |
| Chalk Board                 | 11        | 78.57      |
| Over head Projector         | 4         | 28.57      |
| Films                       | 2         | 14.29      |
| Periodicals                 | 0         | 0          |
| Globes                      | 0         | 0          |
| Maps                        | 4         | 28.57      |
| Charts                      | 5         | 35.71      |
| Artifact                    | 0         | 0          |
| Models                      | 0         | 0          |
| Video                       | 3         | 21.42      |
| Others                      | 1         | 7.14       |

Table 7b: Trainees' Responses: Teaching materials used by the Meserete Kristos Church Leadership Training Program.

| Trainees' responses<br>N=10 | Frequency | Percentage % |
|-----------------------------|-----------|--------------|
| Text book                   | 6         | 60           |
| Chalk board                 | 6         | 60           |
| Over head Projector         | 2         | 20           |
| Films                       | 0         | 0            |
| Periodicals                 | 0         | 0            |
| Globes                      | 0         | 0            |
| Maps                        | 1         | 10           |
| Charts                      | 1         | 10           |
| Artifact                    | 0         | 0            |
| Models                      | 0         | 0            |
| Video                       | 1         | 10           |
| Other                       | 3         | 30           |

#### Findings

From the response of the trainers as indicated in Table 7a, teaching materials used by the Leadership Training Program were mainly textbook (78.57%), chalk board (78.57%), maps (28.57%), video (21.42%) and films (14.29%). Materials which were not used by the Training Program were artifacts, models, periodicals and globes.

From the response of the trainees as Table 7b indicates, the materials used by the Meserete Kristos Church Training Program were textbook (60%), chalk board (60%), overhead projector (20%), maps (10%), charts



(10%), video (10%), and the rest were 0%.

#### Interpretation of findings

From table 7a and 7b, it seems that the Meserete Kristos Church Leadership training program trainers put more emphasis on textbook (78.57%) and chalk board (78.57%) for teaching materials. It was discovered that both the trainers and the trainees were not familiar with materials like film, periodicals and globes for teaching purposes.

Questionnaire B, items # 6 and 7 were designed to collect data from the trainers: Did the training materials encourage teachers to think and plan creatively for a learning experience? Were the materials appropriate to the educational level of the trainees? The responses of the trainers about the materials are indicated below on Tables 8 and 9.

Table 8: Responses of trainers as to whether the materials encourage teachers to think and plan creatively.

| Trainers' response<br>N=14 | Frequency<br>of response | Percentage<br>response<br>% |
|----------------------------|--------------------------|-----------------------------|
| Hardly                     | 0                        | 0                           |
| Fairly                     | 7                        | 50                          |
| Very much                  | 7                        | 50                          |
| Extremely                  | 0                        | 0                           |

Table 9: The responses of trainees as to whether materials encourage students to think and plan creatively.

| Trainees' response<br>N=10 | Frequency of response | Percentage response<br>% |
|----------------------------|-----------------------|--------------------------|
| hardly                     | 0                     | 0                        |
| fairly                     | 1                     | 10                       |
| very much                  | 9                     | 90                       |
| extremely                  | 0                     | 0                        |

### Findings

Table 8 indicates that only half of the trainers said that the training materials encouraged teachers to think and plan creatively because the trainers scored fairly, 50% and very much, 50%.

Table 9 indicates that the response of the trainees about the material encouraged students to think and plan creatively for a learning experience instead of simply receiving information because the trainees scored fairly, 10% and very much, 90%.

### Interpretation of findings

According to the findings, the trainers are fairly satisfied (50%) - more than the trainees (10%). The trainees are very much satisfied (90%) in comparison to the trainers (50%). This means that the trainers know that there are other materials which are not available that can encourage them to think and plan creatively. But the trainees are satisfied with the material used by the trainers because they do not know that there are other materials which can be used to encourage one to think and plan creatively. Therefore, the trainers must be creative in using different materials. The more materials are used by the trainers, the better the

trainees will think and plan creatively.

Table 10: Responses of trainers as to appropriateness of educational level of training.

| Trainers' response<br>N=14 | Frequency | Percentage % |
|----------------------------|-----------|--------------|
| fairly appropriate         | 2         | 15.71        |
| appropriate                | 5         | 34.29        |
| very much appropriate      | 7         | 50           |
| extremely appropriate      | 0         | 0            |

Table 11: Responses of trainees as to appropriateness of educational level of training.

| Trainees' response<br>N=10 | Frequency of response | Percentage response % |
|----------------------------|-----------------------|-----------------------|
| fairly appropriate         | 1                     | 10                    |
| appropriate                | 4                     | 40                    |
| very much appropriate      | 5                     | 50                    |
| extremely appropriate      | 0                     | 0                     |

#### Findings

Table 10 indicates the appropriateness of the materials to the educational level of the training. The responses of the trainers were: very much appropriate, 50%,

appropriate, 34.29%, and fairly appropriate, 15.71%.

Table 11 indicates the appropriateness of the materials according to the trainees. They indicated that they were: very much appropriate, 50%, appropriate, 40%, and fairly appropriate, 10%.

#### Interpretation of findings

According to the findings there is not much difference between the scores of the trainers and the trainees. The fact that the percentages on appropriate and very much appropriate are 34.29% and 50% on the side of trainers while the percentages on appropriate and very much appropriate are 40% and 50% on the side of trainees, shows that the material is thought to be fairly appropriate to the educational level of the training.

Questionnaire A, item #11, questionnaire B, item #13, and questionnaire C, item #7, were designed to indicate how the leadership training program can be improved. From the responses of the trainers and trainees, the following were indicated (see Table 12).

Table 12: Responses of trainers and trainees as to how to improve training program.

| Trainers and trainees response<br>N=24                                  | Frequency | Percentage % |
|---|-----------|--------------|
| Training and capacity building of teachers and institutions             | 6         | 25%          |
| Review present teaching materials                                       | 5         | 20.83%       |
| Study & select best beneficiaries both the present & future church need | 6         | 25%          |
| Develop evaluation system to see effectiveness of training program      | 4         | 16.66%       |
| More training centers must be opened                                    | 12        | 50%          |
| Use varieties of teaching materials and methods                         | 6         | 25%          |

### Findings

As Table 12 indicates, more training centers must be opened, 50%, training and capacity building of teachers and institutions, 25%, study and select best beneficiaries both the present and the future church need, 25%, and use varieties of teaching materials and methods, 25%. Also, review present teaching material was 20.83% and develop evaluation system to see effectiveness

of training program was 16.66%.

#### Interpretation/Discussion of findings

Both the trainers and the trainees have seen the need for trained ministers. 50% of the responses indicated that more training centers must be opened. 25% of the responses indicated that the following areas should be improved: training and capacity building of teachers and institutions, study and select the best beneficiaries for both the present and future church need, use varieties of teaching materials and methods. There is also a need to review present teaching materials and to develop an evaluation system to see to the effectiveness of the training program. The suggested ideas are relevant and need special attention to implement them.

#### Summary

The findings indicated that more than half of the trainers of the Meserete Kristos Church Leadership Training Program were not aware of the existence of program goals and objectives. As the findings show, there is an urgent need for trained leaders. The training program, according to the trainers, needs some improvement in order to be very effective. However, to those who have passed through the training program, as the trainees considered, it was very effective in meeting the goals and objectives of the Meserete Kristos Church.

The emphasis of the trainers was more on lecture, group discussion, and question and answer method for learning activities. The trainers were involved in program planning and implementation. The Meserete Kristos Church Leadership Training Program has criteria for recruiting trainers. Teachers should have full training in the use of teaching aids and materials to assist in achieving specific goals than to fill time.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to evaluate the Meserete Kristos Church Leadership Training Program. The researcher gathered information for this evaluative study from the General Secretary, the trainers, the trainees, and the written documents of the Meserete Kristos Church Leadership Training Program.

The research questionnaires were developed to gather data on the following areas: whether the Leadership Training Program had written objectives and goals; the number of pastors, evangelists, teachers and lay leaders that have been trained by the Leadership Training Program; whether the Leadership Training Program is effective in meeting goals and objectives of the program; to see the relationship of teaching methods to learning activities; program planning and the involvement of trainers in the implementation of it; the criteria used in recruiting trainers; and the appropriateness of the materials used in the Meserete Kristos Church Leadership Training Program to its goals and objectives.



## SUMMARY OF THE FINDINGS

### Goals and Objectives

From the information gathered from the General Secretary and which were supported by written documents of the Meserete Kristos Church Leadership Training Program, written goals and objectives of the Meserete Kristos Church Leadership Training Program are stated as follows: (1) To equip leaders to serve effectively; (2) to assist leaders to integrate within a Christian worldview basic knowledge in the field of Bible and Theology; (3) to study the Scriptures exegetically; (4) to interpret the Word of God for themselves and apply it to the need of the day.

The findings indicated that more than half of the Meserete Kristos Church trainers were not aware of the existence of the goals and objectives of the church's leadership training program. They therefore perceived these goals and objectives to be as follows: To have mature leaders; to equip full-time and lay leaders; to improve leadership quality; to teach the Word of God; and to improve the Church Leadership.

This leads to the conclusion that both Meserete Kristos Church Leadership Training Program and the trainers have different perceptions about the goals and objectives of the training program.

### **Lack of Adequate Number of Trained Leaders**

The criteria from the literature says that church leaders must have an adequate knowledge of Scripture. As the findings show, there is an urgent need for trained leaders. The churches that have trained ministers who passed through the Meserete Kristos Church Leadership Training Program comprise ten pastors, sixty-eight evangelists, fifty-three teachers, and seventy-one lay leaders, in contrast to the existing hundred and seventy-two Meserete Kristos Churches in the country.

### **Effectiveness of the Leadership Training Program**

The trainees who passed through the Leadership Training Program consider it very effective for their ministry. However, as the trainers' responses indicated, the Leadership Training Program needs some improvement in order to be very effective.

### **Teaching Methods and Learning Activities**

The criteria from the Literature says that a trainer should ask the following questions: What types of teaching methods are available? and how do students involve themselves in learning activities? The well-prepared teacher makes his class fresh, vital and

interesting. But the emphasis of the trainers of the Meserete Kristos Church Leadership Training Program was more on lecture, 85%, group discussion, 71.43%, and question and answer, 71.43%. It seemed that the trainers were not familiar with different teaching methodologies. This was confirmed by the trainees' response as to the methodologies used in Meserete Kristos Church Leadership Training Program.

### **The Involvement of the Trainers in Program Planning**

The criteria from the Literature says that in program planning, trainers may even respond beyond expectation when given a chance to participate in planning. The responses of the General Secretary and the trainers' were: in subject content, 85.71%, information gathering, 64.29%, formulation, 64.29%, and evaluation, 64.29%. Therefore, the trainers were very much involved in program planning and implementation.

### **Recruitment of the Trainers**

According to the General Secretary of Meserete Kristos Church and the Leadership Training Program document, the following are the criteria for recruiting trainers: They have to have theological training, at least to the diploma level or equivalent; ten years

Christian experience and active participation in ministry; they should be gifted in teaching ministry and get 2/3 of the voting support of the Meserete Kristos Education Committee. When the criteria for the recruitment of trainers of the Meserete Kristos Church Leadership Training Program are compared with the standard criteria from the Literature, it is observed that they are very similar.

### **Teaching Materials**

From the response of the trainers and the trainees the researcher found that both the trainers and the trainees are very much familiar with textbook, 78.57%, and chalk board, 78.57%, as teaching aids in Meserete Kristos Church Leadership Training Program. Thus, these show evidence of limited use of teaching aids. It should be observed however, that the more senses which are used simultaneously by the learner, the more the possibility that sustained learning will result. The criteria from the Literature says that a teacher should be careful to use teaching materials to assist in achieving specific goals than to fill in time.

### Recommendations Based on the Findings

The Meserete Kristos Church Leadership Training Program has stated goals and objectives, but all the trainers are not well informed about them. The criterion from the Literature says that goals and objectives are a check-point for a program. Therefore, the leadership coordinator should provide each trainer with the goals and objectives of the Meserete Kristos Church Leadership Training Program in written form. This will help the trainers get full information so that they may know what is expected of them.

In view of what has been said above, the following are highly expressed training needs that the researcher recommends should be taken seriously by the leaders of the Meserete Kristos Church:

1. The Training Program should admit more trainees.
2. The Training Program must open an extension program for those who can only get time to learn during evening classes.
3. The Training Program should offer different short term training sessions at different levels to produce an adequate number of trained leaders.
4. The Training Program needs to add materials of modern technology like film, video, overhead projector, etc. When ministering in rural areas, one

needs to use teaching aids that are relevant. This will provide variety and clear understanding of the subject matter in the leadership training program for different levels of training.

5. The trainers must be fully trained as professional teachers to use a variety of teaching methods.
6. The centralized structure of the Leadership Training Program should be decentralized so that more Leadership Training Program could be started at regional levels to train more leaders.

### **Recommendations for Further Study**

The researcher was not able to cover some areas that would have given him more information on the Meserete Kristos Church Leadership Training Program. The following are the recommended areas.

1. A study should be conducted to find out how the One Year for Christ program has helped to develop leadership quality. The researcher indicated on p.36 that a short term training for the volunteers of the One Year for Christ Program served as a screening tool for those who would like to enter full-time ministry.
2. A study should be undertaken to see how the Leadership Training Program has helped to spread the Gospel throughout the country.

3. A comparative study on the Leadership Training Program of other similar Leadership Training Programs in Ethiopia should be carried out. Areas of study would show their similarities and differences. More specifically, the teaching methods and materials, would be an area to see if other teaching methods and materials of similar Leadership Training Programs would be useful to the Leadership Training Program. This will help to avoid duplication of work and utilize resources in more economical ways for the improvement of the leadership training program.

## Appendix A

### Questionnaire #1

**Introduction :** The purpose of this study is to evaluate the effectiveness of the goals and objectives of Meserete Kristos Church leadership training program.

In this regard, you are kindly requested to fill this questionnaire as completely as possible, to the best of your knowledge by ticking ( ) your choice

1. State the written Leadership Training goals and objectives of Meserete Kristos Church.

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2. How many churches have pastors who have been trained through your program?

- \_\_\_\_\_ a. 5 - 10
- \_\_\_\_\_ b. 11 - 15
- \_\_\_\_\_ c. 16 - 20
- \_\_\_\_\_ d. 21 - 25
- \_\_\_\_\_ e. Other (specify) \_\_\_\_\_
-



3. How many evangelists have been trained through  
Meserete Kristos Church Leadership Training  
Program?

\_\_\_\_\_ a. 10 - 15

\_\_\_\_\_ b. 16 - 20

\_\_\_\_\_ c. 21 - 25

\_\_\_\_\_ d. 26 - 30

\_\_\_\_\_ e. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

4. How many teachers have been trained through  
Meserete Kristos Church Leadership Training  
program?

\_\_\_\_\_ a. 1 - 10

\_\_\_\_\_ b. 11 - 20

\_\_\_\_\_ c. 21 - 30

\_\_\_\_\_ d. 31 - 40

\_\_\_\_\_ e. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

5. How many lay leaders have been trained through Meserete Kristos Church Leadership Training program?

\_\_\_\_\_ a. 30 - 40

\_\_\_\_\_ b. 41 - 50

\_\_\_\_\_ c. 51 - 60

\_\_\_\_\_ d. 61 - 70

\_\_\_\_\_ e. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

6. What teaching methods are often used in the training program to enhance learning activities?

\_\_\_\_\_ a. Lecture

\_\_\_\_\_ b. Question and answer

\_\_\_\_\_ c. Group discussion

\_\_\_\_\_ d. Case study

\_\_\_\_\_ e. Project methods

\_\_\_\_\_ f. Role playing

\_\_\_\_\_ g. Drama

\_\_\_\_\_ h. Independent study

\_\_\_\_\_ i. Story telling

\_\_\_\_\_ j. Panel discussion

\_\_\_\_\_ k. Other

(specify) \_\_\_\_\_  
\_\_\_\_\_

7. In what areas are the trainers involved in program planning?

- \_\_\_\_\_ a. information gathering
- \_\_\_\_\_ b. formulation
- \_\_\_\_\_ c. subject content
- \_\_\_\_\_ d. methods
- \_\_\_\_\_ e. learning activities and teaching materials
- \_\_\_\_\_ f. evaluation
- \_\_\_\_\_ g. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

8. (a) What teaching materials do trainers use often?

- \_\_\_\_\_ a. text book
- \_\_\_\_\_ b. chalk board
- \_\_\_\_\_ c. overhead projector
- \_\_\_\_\_ d. films
- \_\_\_\_\_ e. periodicals
- \_\_\_\_\_ f. globes
- \_\_\_\_\_ g. maps
- \_\_\_\_\_ h. charts
- \_\_\_\_\_ i. artifact
- \_\_\_\_\_ j. models
- \_\_\_\_\_ k. video
- \_\_\_\_\_ l. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

(b) Are these teaching materials appropriate?

\_\_\_\_\_ a. yes

\_\_\_\_\_ b. no

9. What are the criteria for recruiting trainers?

\_\_\_\_\_ a. Christian values

\_\_\_\_\_ b. academic qualification

\_\_\_\_\_ c. gift of teaching

\_\_\_\_\_ d. personal integrity

\_\_\_\_\_ e. all of the above

\_\_\_\_\_ f. other

(specify) \_\_\_\_\_

\_\_\_\_\_

10. To what extent have the goals and objectives of Meserete Kristos Church leadership training program been effective?

\_\_\_\_\_ a. not effective

\_\_\_\_\_ b. least effective

\_\_\_\_\_ c. effective

\_\_\_\_\_ d. very effective

\_\_\_\_\_ e. extremely effective

11. How can the leadership training program be improved?

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Thank you very much for answering this questionnaire.

## Appendix B

### Questionnaire #2

Introduction:- The purpose of this study is to evaluate the effectiveness of the goals and objectives of the Meserete Kristos Church Leadership Training Program.

In this regard, you are kindly requested to fill this questionnaire as completely as possible, to the best of your knowledge by ticking ( ) your choice.

1. State the written Leadership Training goals and objectives of Meserete Kristos Church.

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2. What were the leadership problems faced by the Church before starting of Meserete Kristos Church Leadership Training Program?

- a. Lack of trained pastors.
- b. Insufficient pastors in the local churches.
- c. Both untrained and insufficient pastors.
- d. There were no problems.

3. In your opinion the training offered by Meserete  
Kristos Church Leadership Training Program  
is as follows:

\_\_\_\_\_ a. It is a good training program for  
church leaders.

\_\_\_\_\_ b. It is not a good training program  
for church leaders.

\_\_\_\_\_ c. Other

(specify) \_\_\_\_\_

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4. Many of the Meserete Kristos Church Leadership  
Training Program's graduates serve the  
Meserete Kristos Church in Ethiopia as:

\_\_\_\_\_ a. teachers

\_\_\_\_\_ b. pastors

\_\_\_\_\_ c. evangelists

\_\_\_\_\_ d. lay leaders

\_\_\_\_\_ e. All of the above

\_\_\_\_\_ f. Other functions

(specify) \_\_\_\_\_

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5. What teaching methods are often used in the training program to enhance learning activities?

- \_\_\_\_\_ a. Lecture
- \_\_\_\_\_ b. Question and answer
- \_\_\_\_\_ c. Group discussion
- \_\_\_\_\_ d. Case study
- \_\_\_\_\_ e. Project methods
- \_\_\_\_\_ f. Role playing
- \_\_\_\_\_ g. Drama
- \_\_\_\_\_ h. Independent study
- \_\_\_\_\_ i. Story telling
- \_\_\_\_\_ j. Panel discussion
- \_\_\_\_\_ k. Other

(specify) \_\_\_\_\_  
\_\_\_\_\_

6. Do the training materials encourage teachers to think and plan creatively for a learning experience instead of simply transferring information?

- \_\_\_\_\_ a. hardly
- \_\_\_\_\_ b. fairly
- \_\_\_\_\_ c. very much
- \_\_\_\_\_ d. extremely
- \_\_\_\_\_ e. other

(specify) \_\_\_\_\_  
\_\_\_\_\_



7. Are the materials appropriate to the educational level of the training?

- \_\_\_\_\_ a. fairly appropriate
- \_\_\_\_\_ b. appropriate
- \_\_\_\_\_ c. very much appropriate
- \_\_\_\_\_ d. extremely appropriate
- \_\_\_\_\_ e. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

8. What languages are used for teaching?

- \_\_\_\_\_ a. Amharic
- \_\_\_\_\_ b. Oromo
- \_\_\_\_\_ c. English
- \_\_\_\_\_ d. Mixture of Amharic, Oromo & English
- \_\_\_\_\_ e. Other

(specify) \_\_\_\_\_  
\_\_\_\_\_

9. In what areas are the trainers involved in program planning?

- \_\_\_\_\_ a. information gathering
- \_\_\_\_\_ b. formulation
- \_\_\_\_\_ c. subject content
- \_\_\_\_\_ d. methods
- \_\_\_\_\_ e. learning activities and teaching materials
- \_\_\_\_\_ f. evaluation
- \_\_\_\_\_ g. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

10. (a) What teaching materials do trainers use often?

- \_\_\_\_\_ a. text book
- \_\_\_\_\_ b. chalk board
- \_\_\_\_\_ c. overhead projector
- \_\_\_\_\_ d. films
- \_\_\_\_\_ e. periodicals
- \_\_\_\_\_ f. globes
- \_\_\_\_\_ g. maps
- \_\_\_\_\_ h. charts
- \_\_\_\_\_ i. artefact
- \_\_\_\_\_ j. models
- \_\_\_\_\_ k. video
- \_\_\_\_\_ l. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

(b) Are they appropriate ?

\_\_\_\_\_ a. yes

\_\_\_\_\_ b. no

11. What are the criteria for recruiting trainers?

\_\_\_\_\_ a. Christian values

\_\_\_\_\_ b. academic qualification

\_\_\_\_\_ c. gift of teaching

\_\_\_\_\_ d. personal integrity

\_\_\_\_\_ e. all of the above

\_\_\_\_\_ f. other

(specify) \_\_\_\_\_

\_\_\_\_\_

12. To what extent have the goals and objectives of Meserete Kristos Church Leadership Training Program been effective?

\_\_\_\_\_ a. not effective

\_\_\_\_\_ b. least effective

\_\_\_\_\_ c. effective

\_\_\_\_\_ d. very effective

\_\_\_\_\_ e. extremely effective

13. How can the Leadership Training Program be improved?

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Thank you very much for answering this questionnaire.

## Appendix C

### Questionnaire #3

Introduction: The purpose of this study is to evaluate the effectiveness of the goals and objectives of Meserete Kristos Church Leadership Training Program.

In this regard, you are kindly requested to fill this questionnaire as completely as possible, to the best of your knowledge by ticking ( ) your choice.

1. In your opinion the training offered by Meserete Kristos Church Leadership Training Program is as follows:

\_\_\_\_\_ a. It is a good training program for church leaders.

\_\_\_\_\_ b. It is not a good training program for church leaders.

\_\_\_\_\_ c. Other  
(specify) \_\_\_\_\_

2. Do the training materials encourage students to think and plan creatively for a learning experience instead of simply receiving information?

\_\_\_\_\_ a. hardly

\_\_\_\_\_ b. fairly

\_\_\_\_\_ c. very much

\_\_\_\_\_ d. extremely

\_\_\_\_\_ e. other

(specify) \_\_\_\_\_

3. Are the materials appropriate to the educational level of the training?

- \_\_\_\_\_ a. fairly appropriate
- \_\_\_\_\_ b. appropriate
- \_\_\_\_\_ c. very much appropriate
- \_\_\_\_\_ d. extremely appropriate
- \_\_\_\_\_ e. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

4. To what extent have the goals and objectives of Meserete Kristos Church Leadership Training Program been effective in your ministry?

- \_\_\_\_\_ a. not effective
- \_\_\_\_\_ b. least effective
- \_\_\_\_\_ c. effective
- \_\_\_\_\_ d. very effective
- \_\_\_\_\_ e. extremely effective

5. What teaching methods did you like most in your learning activities?

- \_\_\_\_\_ a. lecture
- \_\_\_\_\_ b. group discussion
- \_\_\_\_\_ c. case study
- \_\_\_\_\_ d. project methods
- \_\_\_\_\_ e. role playing
- \_\_\_\_\_ f. drama
- \_\_\_\_\_ g. independent study
- \_\_\_\_\_ h. question and answer
- \_\_\_\_\_ i. story telling
- \_\_\_\_\_ j. panel discussion
- \_\_\_\_\_ k. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

6. (a) What teaching materials do trainers use often?

- \_\_\_\_\_ a. text book
- \_\_\_\_\_ b. chalk board
- \_\_\_\_\_ c. overhead projector
- \_\_\_\_\_ d. films
- \_\_\_\_\_ e. periodicals
- \_\_\_\_\_ f. globes
- \_\_\_\_\_ g. maps
- \_\_\_\_\_ h. charts
- \_\_\_\_\_ i. artefact
- \_\_\_\_\_ j. models
- \_\_\_\_\_ k. video
- \_\_\_\_\_ l. other

(specify) \_\_\_\_\_  
\_\_\_\_\_

(b) Were they effective?

- \_\_\_\_\_ a. yes
- \_\_\_\_\_ b. no

7. How can the Leadership Training Program be improved?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you very much for answering this questionnaire.



# Appendix D

t/n 87/9

በ1987 ዓ.ም በአዲሱ የተምህርት ፕሮግራም የሚያስተምሩ አስተማሪዎች መዘድ ለሚሆኑ ነገሮች ላይ ከሚቱው ተሰማሩ፡፡

መዘድ

1. የሰነድ መለኮት ስላጠና የወሰደ ሲያንሰ ዲፕሎማ ያለው ወይም ተጠባብሮ ለውቀት ያለው
2. በሕይወቱና በአገልግሎቱ ሲያንሰ 10 ዓመት የምሳው
3. የግስተማር ተሰጥቶ ያለው መሆኑ የተሰበሰበረለት
4. በተ/ክ 2/3 ደምፀ ድጋፍ ያለው

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በመዘድ ወሰን ስዚህ ቀጥሎ የተጠቀሱትን መምህራን ከሚቱው መረጧ

- መጋቢ ሥዌም ገ/ፀዳቅ
- ወ/ዊ ኃይሉ ቸር ነት
- ወ/ም ዓለሙ ፕኩላ
- ወ/ም መሉጌታ ዘውዳ
- መጋቢ ከደር ደሰጤሜ
- ወ/ም ሰላምን ከበደ
- በድረ ሁሴን
- ቀና ጳጳሳ ሲሆኑ

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