

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

THE RELATIONSHIP BETWEEN TRAINING AND PLACEMENT
MINISTRY: A STUDY OF THE NEGST ALUMNI

By
ROSEMARY WAHU MBOGO

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

JULY - 2002

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

THE RELATIONSHIP BETWEEN TRAINING AND PLACEMENT IN
MINISTRY: A STUDY OF THE NEGST ALUMNI

BY
ROSEMARY WAHU MBOGO

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


LIBRARY
NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY
Box 24686, NAIROBI

Approved:


Supervisor:


Dr. Victor Babajide Cole

Second reader:


Dr. Lois Semenye

External reader:


Dr. Ruth Rono

July, 2002

DECLARATION

THE RELATIONSHIP BETWEEN TRAINING AND PLACEMENT IN MINISTRY: A STUDY OF THE NEGST ALUMNI

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

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

(Signed) _____
Rosemary Mbogo

July 5, 2002.

ABSTRACT

This study aimed at establishing the relationship between theological training and placement in ministry. It specifically focused on the Nairobi Evangelical Graduate School of Theology (NEGST) alumni. The study was descriptive in nature and data were gathered from the Registrar's and Alumni offices at NEGST and from the alumni. A questionnaire was designed to collect data from the alumni. It was administered personally through e-mail and through postal addresses. Respondents included male and female, married and singles, young adults and middle age adults from thirteen different countries. The researcher wanted to find out in what kind of ministries NEGST alumni were placed, what factors influenced their placement in ministry, and the relationship between their training and placement.

The findings revealed that most NEGST alumni were involved in Christian ministries both on full-time and part-time bases. Most of them attributed their placement to their area of specialization at NEGST and added credentials at the completion of their training. They expressed contentment with the quality of academic study during their training. Overall, there was a positive relationship between graduates' training at NEGST and their placement in ministry. However, on other factors to do with the school that could have contributed to placement, respondents did not agree. These factors included field ministries program offered at NEGST, spiritual formation activities such as chapel and small groups, and interactions with faculty members. Classroom interactions were perceived to contribute to placement in ministry more than other kinds of interactions such as informal and mentoring interactions with the faculty. Graduates generally did not feel that other factors such as uncertainty of call and spiritual gifts, preference of a specific geographical context, previous experience, political instability and war, financial limitations, employers decisions on posting and limitations of certain roles to males (in their contexts of ministry) significantly influenced their placement in ministry.

Based on the data gathered, recommendations were made to the NEGST curriculum developers and policy makers on how they could improve their training program to enhance graduates' placement in Christian ministry.

DEDICATION

To my family, my husband Stephen and our children Victor and Joy.

ACKNOWLEDGEMENTS

I first and foremost give thanks to God, my Father who has made it possible for me to complete this work and who stirred the hearts of the following people to assist me in the work.

1. My supervisor Dr. Cole for all his contributions to make me remain focused on my study and to require nothing short of “my best”.
2. My second reader Dr. Semenye who agreed to read this work amidst a very tight schedule and within a very short notice.
3. The head of Christian Education Department, Dr. Raman who made appointments for me to update her on my progress and plans for completion of this work, and for her valuable prayers for me. Together with her, I want to acknowledge my friends from Singapore Khuan and Cher who gave financial and prayer support for this work.
4. Various people who typed my work including Jane and Daisy.
5. Our Friday couples group for consistently praying for this work and their encouraging words.
6. I dedicate this work to NEGST, particularly the scholarship committee (1998/1999) for sponsoring most of my M.TH. studies to the point that I could begin this study.
7. My precious husband for his patience, availability and his financial contribution towards this work.
8. Our son Victor for his company and curiosity and our young daughter Joy for her demand of attention, which kept me consistent in my motherly role.

9. For my helper Eunice for giving herself to do her work cheerfully, giving me peace during the time of writing most of this work.
Praise the Lord.

CONTENTS

ABSTRACT	iv
ACKNOWLEDGEMENTS	vi
TABLES	xii
ILLUSTRATIONS	xv
CHAPTER	1
1. INTRODUCTION.....	1
Ministerial Training	1
Background Information.....	4
Problem Definition.....	8
Significance of the Study	9
Research Questions	10
Hypotheses	10
Conceptual Framework of the Study.....	12
Delimitations	13
Definition of Key Terms.....	14
2. LITERATURE REVIEW	16
Theological Education and Placement in Ministry.....	16
Factors to do with the Seminary	18
Areas of Specialization and Placement in Ministry.....	19
Interactions with Faculty and Placement in Ministry.....	20
Spiritual Formation and Placement in Ministry.....	22

Field Ministries and Placement in Ministry24

Factors to do with Seminary Graduates 26

 Certainty of Call and Placement27

 Certainty of Gifts and Placement in Ministry29

 Previous Experience and Placement in Ministry.....29

 Preference for Specified Ministry Context and Placement31

Factors to do with the Context of Ministry32

 Employers' Posting and Placement in Ministry33

 Financial Issues and Placement in Ministry.....34

 Political Instability and Placement in Ministry.....36

 Gender Roles and Placement in Ministry37

 Summary of Literature Findings38

3. METHODOLOGY 40

 Entry40

 Population of Study41

 Sampling of the Population43

 Instrumentation45

 Validity of the Instrument.....48

 Reliability of the Instrument48

 Pilot Testing49

 Research Design50

 Method of Data Analysis51

4. FINDINGS, ANALYSIS AND INTERPRETATION54

 Rate of Questionnaire Returns.....55

 Demographic Information on the Respondents.....55

NEGST Training and Placement in Ministry.....58

Ministry Placement of the NEGST Alumni.....59

Factors Affecting Placement in Ministry 63

Discussion65

Factors Affecting Placement.....67

 Factors to do with the School.....68

 Discussion81

 Factors to do with the Graduates85

 Discussion93

 Factors to do with Context of Ministry95

 Discussion100

Statistical Test of Independence of the Variables102

 Factors within the School.....103

 Factors to do with the Graduates116

 Factors to do with the Context of Ministry 125

 Discussion134

The Contribution of NEGST Training to Graduates' Placement137

Overall Discussion.....153

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.157

 Statement of the Problem.....157

 Purpose of the Research.....158

 Significance of the Study.....158

 Design of the Study.....159

 Summary of Findings.....159

 Factors to do with the School.....164

Factors to do with the Graduates.....166

Factors to do with the Context of Ministry.....168

Conclusions166

Recommendations.....170

Areas of Further Research.....174

REFERENCE LIST175

APPENDIX

A. QUESTIONNAIRE181

B. INTRODUCTION LETTER188

C. OFFICIAL LETTER.....189

D. LIST OF POPULATION OF STUDY..... 190

E. RURAL-URBAN POPULATION TABLE 1.....195

F. RURAL-URBAN POPULATION TABLE 5.....196

TABLES

Table	Page
1. Factors Influencing Placement in Ministry	39
2. Characteristics of the Population	41
3. Summary of the Sample	45
4. Rate of Questionnaire Returns	55
5. Summary of Demography	56
6. Comprehensive Demography	57
7. Ministry Placement of NEGST Alumni	60
8. Types of Organizations	61
9. Involvement with Multiple Ministries	62
10. The Main Factors Influencing Placement	64
11. Factors Contributing to Non-Placement	65
12. Opinions on Factors to do with the School	68
13. Areas of Specialization	71
14. Contribution of Areas of Specialization	72
15. Contribution of Spiritual Growth to Placement	74
16. Contribution of Interactions with Faculty Members	76
17. Comments on Field Ministries Contribution	78
18. Types of Organizations Placed for Field Ministries	79
19. Field Ministries Involvement	80

20. Opinions on the Factors to do with Graduates	86
21. Comments on Preference of Specific Context	88
22. Ministry Location	90
23. Comments on Previous Experience	91
24. Involvement in Christian Ministries before and after NEGST	92
25. Opinions on the Factors to do with the Context of Ministry	95
26. Comments on Employers' Decision and Placement in Ministry	96
27. Financial Limitations	98
28. Gender Roles and Placement	99
29. Opinions on School Programs	104
30. Influence of Areas of Specialization	106
31. Influence of Spiritual Development Activities	108
32. Influence of Classroom Interactions	110
33. Influence of Informal Interactions	112
34. Contribution of Mentoring Interactions	114
35. Contribution on Field Ministries	116
36. Opinions on Personal Factors	117
37. Influence of Uncertainty of Call	119
38. Effect of Uncertainty of Gifts	121
39. Influence of Preference of Context	123
40. Effect of Lack of Previous Experience	125
41. Opinions on Contextual Factors	126
42. Influence of Employers	128
43. Influence of Political Instability and War	130
44. Influence of Financial Limitations	132

ILLUSTRATIONS

Figures	Page
1. Conceptual Framework	13
2. Interactions with Faculty	75
3. Views on Areas of Specialization	105
4. Views on Spiritual Development	107
5. Views on Classroom Interactions	109
6. Views on Informal Interactions	111
7. Views on Mentoring Relationships	113
8. Views on Field Ministries	115
9. Views on Uncertainty of Call	118
10. Views on Uncertainty of Gifts	120
11. Preference of Context	122
12. Previous Experience	124
13. Employers' Posting	127
14. Political Instability	129
15. Financial Limitations	131

CHAPTER ONE

INTRODUCTION

Ministerial Training

Training for ministry has been one of the basic human enterprises and necessities that commenced in the days of Moses, when God revealed to the Israelites how he should be worshipped. It became necessary to have Priests and Levites who would specifically deal with the cult matters. These, plus elders of Israel, through the leadership of Moses were expected to influence the whole nation of Israel to serve Yahweh. In the case of the Israelites, Moses was the “trainer” and he gave specific instructions to the high priest and Levites. He also gave certain instructions to elders of Israel (family heads, and leaders of thousands, hundreds and tens). These leaders were consequently expected to teach the masses (Israelites).

Later in Israel’s history, the approach of training for ministry changed and details of how it was done are not available. However, we can get certain lessons from scripture.

1. At the period when there was no leader in Israel (the period of Judges) priests were not committed to the cult and there was no organization.
2. During the monarchy, the cult functioned depending on the character of each king. We occasionally see some individuals taking the responsibility for training.
3. The state of the cult was directly proportional to the quality of life lived by the Israelites.

Thus, training for ministry was a necessary part of Israel’s life. It was also essential if they were to succeed in becoming what God intended them to be.

In the New Testament we find Jesus going into the ministry God sent him to accomplish. He needed to train disciples, who would be with him and who would become “fishers of men” (Matt. 4:18-19). Although Jesus had more than twelve disciples, he chose the twelve so that he would train them for ministry (Lk. 6:12-16). He sometimes taught them different content from what he taught the masses and at other times elaborated content they had not grasped (Matt. 13:10-52). The disciples also had the opportunity to learn from Jesus’ lifestyle, his ministry and his character. No wonder they were so powerful in their proclamation and multiplied themselves as they ministered with integrity. The book of Acts shows the disciples had awesome responsibility, which they consistently carried out in the power of the Holy Ghost.

Even though we are not given details of how the early church was involved in training for ministry, it is clear that those who were prominent in ministry mentored others. An example of what was happening in the life of the early church is found in Barnabas. He was one of the committed disciples in the early church that went to Paul and encouraged him during Paul’s early days of call and ministry. He influenced Paul to the point that Paul was able to minister among gentiles and Jews (Acts 13:44-52). Paul then mentored Timothy and Titus and put them in charge of churches in Ephesus and Crete respectively. In his second letter to Timothy, he instructed him to give to honorable men, the chance to teach God’s word. Thus, Timothy was supposed to teach and train those who would do the same work (2 Tim. 2:2).

From the early church, we see training for ministry being for a select few as well as for the whole body of Christ. The select few received a specific call to be in ministry. They identified those who were called and mentored them, equipping them to teach and train the body of Christ. In fact, Ephesians 4:11-13 shows that there are a select few with certain gifts, who in turn equip the body of Christ for the work of the ministry.

Formal training for ministry did not begin until after the early apostolic church era when *catechetical schools* were *instituted* (Cole 1999, 130-1). This became more established with the rise of Cathedral/Episcopal schools, Monasteries, the Medieval University, the Modern University, and the Seminary (Rooy 1988, 52-67). The Seminary has propagated the formal mode of training for ministry. Thus, training has traditionally been within residential school, has been long-term, outside of day to day life setting, expensive and mainly equipping people with skills to be used in the future (Rooy, 62-67; Morgan and Giles 1995, 71-3). The traditional curriculum has been blamed for being irrelevant and the method of training as theoretical (Dearbon 1995, 8). This has led to various innovations within the seminary in order to have relevant training for ministry. Some have even gone as far as doing away with residential training for ministry, opting for extension programs, distant learning and tutorial programs, which use the non-formal mode of training for ministry. The non-formal education “is much more decentralized and less structured than formal education. It is more flexible; it adapts itself better to the working place, etc. Consequently, it is less elitist than formal education; it reaches a wider number of people at a lower cost and with less resources” (Cortes 1988, 110). An over-emphasis on the non-formal mode also presents certain challenges. For example, the people that are trained *entirely through* the non-formal mode are equipped with good skills for “doing” the work of the ministry (this is called the clerical paradigm of training for ministry). However,

graduates of such training may lack in the reflective-cognitive dimension, which is also necessary for ministry.

The Third world was introduced to the formal mode of training for ministry when missionaries introduced the seminary. As it is now, the shape and impetus of Christianity is changing rapidly in the third world. For example, Africa’s church is one of the fastest growing churches in the contemporary world (Osei-Mensa 1990, 60). This expansion is impacting every dimension of our society. Unfortunately, “many African churches have an average of only one trained pastor for every 20 churches” (Buys 2000, 15). Training for ministry has to be relevant in order that the church will accommodate those added to her daily. Before any innovation is introduced in the seminary, it is always necessary to evaluate the existing structures, so that the extent to which goals are being reached can be made evident. This would then be helpful in innovating for more effectiveness.

This present research has evolved out of an interest to see the relationship between formal residential ministry training and the kinds of ministries graduates are involved in. Specifically, the Nairobi Evangelical Graduate School of Theology (NEGST) is considered. Since the school exists for certain purposes and has academic and other programs geared to achieving certain goals, the accomplishment of these purposes is assessed in light of what NEGST alumni are doing.

Background Information

The Nairobi Evangelical Graduate School of Theology began in October 1983 with four students in the Master of Divinity program. The school was begun as a response to a vision

of the late Dr. Byang Kato of Nigeria, who was the first African General Secretary of the Association of Evangelicals in Africa and Madagascar (AEAM, now AEA). According to NEGST Prospectus (1998/2000), Dr. Kato was convinced of "the need for African Biblical theologians with advanced training who would provide leadership in combating the trend of "Christopaganism" in African Christianity." He was convinced that an evangelical graduate school of theology would serve this purpose, not only to enrich the scholar, but also the ordinary believer in the churches through proper Christian teaching (NEGST Prospectus 2000/2002, 1). The implications of this concern are that, graduates of such a school would be placed in ministries that ultimately would help the Church to mature in Christ. After his death in 1975, AEAM took the responsibility of establishing the graduate school in Anglophone Africa. In an article written by the first Principal of the institution, the late Wilmot indicated "we are building a new generation of urban pastors, teachers, and candidates for leadership positions" (Wilmot 1986, 17). This means that since its inauguration NEGST has been committed to training students who would make use of their training in Africa and beyond.

NEGST was started to offer Masters degrees in Biblical and Theological studies and eventually Doctorates in Theology. However, with time more programs have been added. In order to accomplish the current mission of the school: "to promote excellence in African Christianity" (NEGST Prospectus 2000, 9), there are five broad objectives for which NEGST was established. Three of these are directly related to the anticipated placement of NEGST graduates. They are as follows:

1. To develop leaders for such vocations as:

- Pastors of urban churches catering for professional class people, mixed race congregations, and others living in a culturally plural situation such as exists in larger African towns.
 - Teachers (primarily of Bible, theology, ministries and related subjects) in secondary and post-secondary Bible schools and theological colleges.
 - Specialists in Christian education, missions, theology and translation who are able to engage capably in Christian service in these fields
 - Researchers and writers who will proceed through further education to contribute to the development of African patterns of ministry.
2. To present the unchanging Christian faith to students through the perspective of African culture and world view, developing an awareness of relevant African cultures, religions and religious practices, philosophies, ideologies and problems that will enable them to contextualize the gospel and apply it to the life situations of their people.
 3. To develop the gifts and abilities of each student for the benefit of the church, in the context of a local church (NEGST Prospectus 1998, 8-9).

The above goals indicate the purpose of the existence of NEGST. In the 2000/2002 Prospectus (page 9) the above broad goals have been summarized in shorter statements but the above ideas are maintained. Those goals show that NEGST's aim is to train people for service. Graduates are therefore expected to serve as teachers, missionaries, translators, researchers, theologians and pastors. In order to accomplish the above objectives, NEGST has various departments of study, each with its own goals and objectives. However, each has its own basic course requirements at interdepartmental, departmental and field ministry levels. There are seven Masters level courses and a Christian Ministries Program for wives of married male students, which offers diplomas and certificates. Apart from the latter, each of the Masters programs is geared to training ministers that will serve in specified areas of ministries. It is therefore expected that those who graduate from NEGST will be placed in ministries related to the training received. The expected areas of placement are indicated in each program of training as shown below.

The Master of Divinity is a three-year program whose purpose is to provide a well rounded preparation leading to the major ministries of the church, para-church and educational institutions. The Master of Arts in Biblical and Theological studies is a two-year program whose purpose is to prepare a person to have a graduate level grasp of the Bible, theology and church history, including tools for further research. The Master of Arts (Christian Education) is a two-year program that is designed for those who want to work in Christian education in the local church or teach in Bible school. The Master of Arts (Missions) is a two-year program whose aim is to train Christian men and women for both mono-cultural and cross-cultural ministries, particularly in various African contexts. The Master of Arts (Translation) is a two-year program designed to prepare dedicated men and women for the task of giving people access to the church's sacred scriptures in their language and access to spiritual growth through them in modern Africa. The Master of Arts in Church History is a two-year program whose aim is to prepare teachers in secondary and post-secondary Bible schools and theological colleges. The Master of Theology is a sixteen-month program geared to preparing students for teaching ministries in academic contexts and for doctoral studies (NEGST Prospectus 2000, 61-90).

Placement in ministry is determined both by the school and by the kind of students being trained. The school has to ensure proper selection of students. According to the Prospectus, NEGST looks for students "who place acceptability to God above recognition by human authorities ... whose hearts are set on discipling Africa and the world for Christ regardless of the personal sacrifices involved" (NEGST Prospectus 2000, 23). For this reason, the current research aims at establishing the extent to which NEGST graduates are placed in ministries, serving Africa and the world at large.

Field Ministries Program

"The field ministries program is designed to equip the student with professional skills to cope with the practical demands of the future ministry and to provide him/her with the capacity to handle the challenges of predictable as well as unpredictable situations in the mission field" (NEGST Prospectus 2000, 47). Thus, the field ministries program provides opportunity for students to apply practically the theological education learnt in class, and also it provides learning experiences in the field. A total of nine credit hours are required for the Master of Divinity program, and six hours for the Master of Arts. Through field ministries, the students gain practical skills, which may consequently influence graduates' placement in ministry.

Problem Definition

Theological seminaries are experiencing various challenges that demand innovations. These challenges arise from the church, the seminary and the graduates. The church accuses the seminary of being irrelevant in training people for ministry. It also accuses the seminary for being "theoretical" rather than "practical" in training for ministry (Murdock Charitable Trust 1995, 9-24; Dearbon 1995, 7-8). The seminary therefore faces a dilemma on what to do since the existing curriculum is already overloaded. There seems to be no end to the number of "practical" courses that the seminary is required to offer. The graduates also accuse the seminary for not preparing them to deal with life issues, that they encounter outside the seminary as they do ministry (Morgan and Giles 1994, 71-2). How can the school predict every situation that will be encountered by each graduate, in order to prepare students in advance? What courses should be offered and what should be excluded? These and other questions are current issues the seminary is faced with.

However, before we write off the seminary we need to look at the situation objectively. Is the seminary making any contribution in the church through its graduates? If seminary graduates are becoming what they were trained to be then we can be sure that the seminary is influencing its students to some degree. If it is not, then there is need for serious innovations. This study was an attempt to assess the extent to which NEGST alumni are doing what NEGST trained them for. The aim was twofold. First, the study sought to find out whether NEGST alumni were in ministries that they were trained for. Were they serving in the areas of specialization they were trained for? If they were, what factors contributed to that and if not, what factors have led to that? Secondly, the study sought to investigate the opinions of the alumni concerning the contribution of their formal training at NEGST, in light of their placement in ministries. What aspects of training at NEGST were most helpful to ministry placement of the alumni?

Significance of the Study

The issue of the quality of training for ministry provided by the residential school has been an ongoing area of discussion. How do the seminary curricula shape or influence students in regard to the ministries they do after they graduate? Do they actually engage themselves with what they were trained to do or do they deviate? What is their perception concerning formal training in ministry while doing ministry? This research was expected to make a contribution to the debate by showing what seminary graduates of NEGST are doing in regard to training provided for them. Such studies had not been done extensively for the African setting by the time of this study. Since innovations of the theological curricula have been going on, it is important to establish the extent to which NEGST goals have been reached or not. This would contribute to knowledge by highlighting the kind of vocations

in which NEGST graduates are placed. In addition to this, some of the needs in the constituency served by the seminary are brought to light. These needs are those related to placement in ministry and which the seminary would consider for internal innovations.

Additionally, this study will be useful to policy makers and program planners of the Nairobi Evangelical Graduate School of Theology. This is because data gathered shows the extent to which NEGST graduates become what respective academic programs are geared to train them for. Findings will eventually be useful for policy making and consequent innovations in theological education offered at NEGST. Finally, other areas that need further research are revealed.

Research Questions

In order to guide the focus of this study, two research questions were raised.

These are as follows:

1. What is the relationship between theological training at NEGST and the ministries in which NEGST alumni are placed?
2. What are the alumni's views about the contribution of their training at NEGST to placement in ministry?

Hypotheses

In relation to the above research questions three hypotheses were generated. These hypotheses were cast based on information gathered from the literature and casual interaction with a few NEGST graduates. Three categories of factors that might influence placement in ministry were identified. These are: 1) Factors to do with the seminary, namely: area of specialization, interaction with the faculty, field ministries and spiritual

formation activities. 2) Factors to do with the graduates, including uncertainty of call to ministry, uncertainty of gifts, prior experience in ministry and preference for a specific context of ministry. 3) Factors to do with the context of ministry. These are: employers' posting to ministry, financial limitations, specified gender roles and political instability.

The hypotheses were stated in the null form rather than in logical form, as shown below.

We expect that:

0031190

H₀:1: There is no relationship between certain factors within the school and placement in ministry.

H₀:1 (i) Areas of specialization do not contribute to placement in ministry.

H₀:1 (ii) Spiritual formation activities such as chapel services and small groups at NEGST do not contribute to placement in ministry.

H₀:1 (iii) Faculty interactions with students at NEGST do not influence placement in ministry.

H₀:1 (iv) Field ministries attachment/experiences during training at NEGST do not influence placement in ministry.

H₀:2: There is no relationship between certain factors to do with the graduates and their placement in ministry.

H₀:2 (i) Graduates' uncertainty of call to ministry does not influence placement in ministry.

H₀:2 (ii) Graduates' uncertainty of areas of gifts does not influence placement in ministry.

H₀:2 (iii) Preference for specific geographical areas does not influence placement in ministry.

H₀:2 (iv) Graduates' lack of prior experience in ministry does not influence placement in ministry.

H₀:3: There is no relationship between certain factors in the context of ministry and placement in ministry.

H₀:3 (i) Employers' posting does not influence placement in ministry.

H₀:3 (ii) Political instability does not influence placement in ministry.

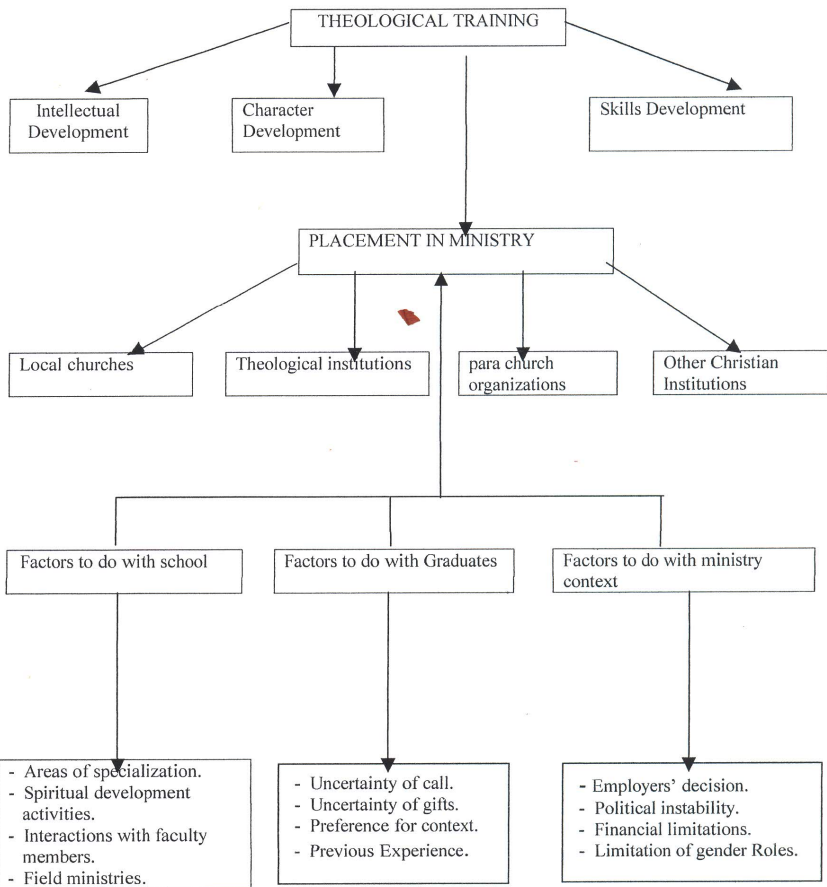
H₀:3 (iii) Financial limitations do not influence placement in ministry.

H₀:3 (iv) Limitation of some ministry roles to males does not influence placement of women in ministry.

Conceptual Framework of the Study

The purpose of theological training is to equip the people of God for the work of the ministry. As already shown in the introductory part of this work, theological training has three main facets, namely: Intellectual development, character development and the development of skills. The aim of this study is to assess the contribution of theological training to the placement of graduates in ministry. Thus, the researcher began by identifying certain factors within the school that could influence placement in ministry. The researcher also figured out that when students graduate, they are likely to be placed in diverse ministries and with diverse organizations. This could be attributed to certain factors to do with graduates themselves or other factors to do with their contexts of ministry. The following figure represents the conceptual framework of this study;

Fig. 1. Conceptual Framework



Delimitations

Due to the scope of the subject at hand, this study was limited to some factors influencing placement of seminary graduates in ministry. These include: 1) Factors to do with the seminary namely, area of specialization, interaction with the faculty, field ministries and

spiritual formation. 2) Factors to do with the graduates including, uncertainty of call to ministry, uncertainty of gifts, prior experience in ministry and preference of a specific context of ministry. 3) Factors to do with the context of ministry. These are: employer's posting to ministry, financial limitations, specified gender roles and political instability. The study was also limited to the graduates of NEGST from six graduate level programs.

Definition of Key Terms

Theological education: The phrase theological education refers to training in ministry (Cole 1999, 1). In this study the term refers to professional training of the people of God. Theological schools are thus institutions for the training in ministry (Neibuhr 1977, 49).

Ministry: The word ministry comes from the translation of Greek and Hebrew words that basically mean to serve others. It is essentially a response to the need of others, whether those needs are individual, corporate, or societal (Richards and Martin 1981,151; Wiersbe and Wiersbe 1989, 34). In this study full time ministry refers to Christian service that is vocational. Part time ministry is used to mean one could have another vocation but usually commits some time to Christian ministry. It could also refer to part time involvement in different Christian ministries due to lack of full time placement.

Church: The church is the community of people called by God who, through the Holy Spirit, are united with Jesus Christ and sent as disciples to bear witness to God's reconciliation, healing and transformation of creation (WWC 1998, 56). Ministry to the church can be done through various avenues including local congregations, para-church organizations, mission agencies and theological institutions.

Placement in ministry: This phrase is used to refer to getting an occupation in an area of ministry. This could be either through employment by any of the above-mentioned agencies or through individual initiative.

CHAPTER TWO

LITERATURE REVIEW

Various scholars have written extensively concerning theological education, training for ministry, placement in ministry and other related topics in the same field. This section looks into what some of these scholars say regarding placement in ministry.

Theological Education and Placement in Ministry

Theological institutions exist to serve the church by training servants of the church. Jesus said that the harvest is plenty but the laborers are few (Matt. 9: 37). This is true and even today the seminary must make sure that its goal is being realized if in reality its graduates are to fulfill what they were trained for. Vawter contends that:

The question must be asked as to whether or not today's seminary is teaching the right curriculum. And the ones to answer the question are not the ones doing the teaching as much as it is the ones who have received the training and are trying to translate it into meaningful, significant ministry in the church and community. Ultimately, learning and preparation for ministry must take precedence over curriculum. And if students do not leave seminary knowing how to minister effectively then it is fair to ask if their seminary experience was worthwhile (Vawter 1995, 45).

Vawter raises an important issue on the relevance of curriculum. The quality of the curriculum (all the experiences learners go through under the auspices of the school) of a school corresponds to the quality of its graduates, even though there are other internal and external factors influencing lives of these graduates. The experiences one goes through at the school have the potential to influence career/ministry choices. These have implications

for placement in ministry after seminary training. Vawter in fact gives an example of a seminary he knows that has over 700 of its graduates in its metropolitan area not in professional pastoral ministry. He wonders: "Did they pass academic tests? Did they learn to minister?" (Vawter, 4-5). These are very valid questions to investigate into, given that theological institutions train people for the purpose of doing ministry. In a study done in Africa, similar concerns could be raised. Solomon conducted a study to investigate the contribution of Ekan Mada Hills Education Programs to church development in Madaland. The study involved investigating into the number of graduates under the programs and the number of churches planted, in a period of five decades. The study revealed that when students began to graduate in the second and the third decades under study, there was a steady growth in the number of churches planted and in the number of graduates produced. The numbers of churches planted were slightly more than the number of graduates. However, in the fifth decade the growth in the number of graduates sharply rose, while the growth in churches sharply declined. This reversal created a very wide gap between the growth in number of churches planted and growth in the number of graduates in the fifth decade (Solomon 1990, 52-4). Like Vawter we may ask, "did the graduates of Ekan Mada Hills Education Programs pass exams or did they learn to do ministry?" The study raises further questions in the mind of this researcher with regard to the graduates of the Ekan Mada Hills Education Programs. Why was there more increase in graduates who were trained to evangelize in Madaland, and no corresponding growth in the church? Were the graduates really doing what they were trained to do? Were they placed in evangelistic enterprises or did they seek other secular employment? On the other hand, could it be that the school did not prepare them adequately to be placed in churches as evangelists? Or could it be that the churches they were being prepared for were not ready for them? These questions, prompted by Solomon's study, represent the main thrust of the current research.

There is need for us to know whether seminary graduates engage in ministries that they were trained to do. There are many factors that influence placement in ministry. The following discussion from the literature will focus on some of these factors, namely factors related to the seminary, factors related to the graduates and factors related to the context of ministry, as indicated above.

Factors to do with the Seminary

Poe, in his article "The Revolution in Ministry Training" indicates that: During the later 1980's and early 1990's a number of theological seminaries of all denominations and of all theological views in North America, engaged in major studies. These were done to determine the perception by churches and ministers of the job that the seminaries did in preparing people for ministry. The almost universal complaint came in the area of preparation for the practice of ministry (Poe 1996, 23). This problem has also been pointed out by various authors such as Dearbon (7) and Morgan and Giles (74). This kind of criticism does not only emanate from pastors who are not trained, but also from those graduates who are trained within the seminaries. The latter complain that they were ill prepared for the ministry (Morgan and Giles, 7-8; Mombo 2000, 43; Wiersbe and Wiersbe 1989, 50). This problem has propagated a train of other criticisms of the seminary.

On the above, Dearborn, for example, concludes that, "There is no other professional organization in the world which allows its primary professional training institutions to produce graduates who are generally as foundationally incompetent as the church permits her seminaries" (Dearborn, 7). In addition, other authors have also implied the same concern. Consequently, research has been going on to establish problems facing seminaries

in different parts of the world. For example, Morgan and Giles report that research conducted in the Pacific Northwest, U.S.A., on graduate theological education revealed that:

1. Seminary students often have the same doubts as non-believers, see themselves as victims, and have a deep hunger for mentors and for role models.
2. Seminaries are producing pastors the same way they did thirty years ago, are financially weak, and take little responsibility in selecting students for ordination.
3. Most pastors believe they were poorly prepared for the jobs.
4. Lay people, pastors and seminary professors have dramatic disagreements about the abilities that seminary graduates should have in order to minister effectively in churches (Morgan and Giles, 71-2).

The issues raised in the above research point to a significant need for renewal in the professional training for ministry carried out in seminaries and other theological institutions. Of most significance to this study is that these issues have implications on the placement of students in ministry after their training. Questions that arise related to placement in ministry include: If truly the seminary is not effectively training her students, do graduates engage in doing what the seminary prepared them to do? If graduates feel ill equipped for ministry, do they seek placement in ministry or do they deviate for lack of confidence? These issues are the key concern for this study.

Areas of Specialization and Placement in Ministry

One of the factors that directly influence placement in ministry is the area one specializes in. This is mainly because graduates are likely to feel more competent with ministries related to their areas of specialization. After all, more than 30 percent of their training concentrated on a particular area. In addition to graduates' sense of preparedness, employers in the field are usually more interested in candidates that have specialized in a specific field. Lawson conducted a study in the U.S. among former directors of Christian education to find out why they left their vocation. It was discovered that those who had

“divine calling had longer career persistence than those who did not report that sense of calling. Also, those whose highest earned degree was a Master of Arts or Science had longer tenures than those who earned either an undergraduate or a Master of Divinity degree. Finally, those who majored in Christian education averaged more years in the profession than did those who majored in other fields” (Lawson 1994, 52). It can be inferred from the above findings that areas of specialization may be directly related to placement in ministry as well as the length of tenure in a particular ministry. Although it is not clear why undergraduate graduates and those with the Master of Divinity degrees did not stay in the ministry for as long as their counterparts, it may be assumed that those graduates had not specialized in Christian education ministries. It is also necessary to point out that the quality of training and not necessarily the quantity of disciplines taken is of great significance. Hence it is vital to discuss other issues within the seminary that influence placement in ministry.

Interactions with Faculty and Placement in Ministry

Faculty members in theological education are very vital in theological training and hence in placement in ministry. This is more so the case because of the position of the faculty. To put it in the words of Gromacki, students and faculty are both learners but teachers are over students. “There is an academic headship in the classroom...” (Gromacki 1994, 144). Thus, teachers are in a position of authority and can highly influence students. However, Vawter highlights a major problem when he points out that one of the weaknesses of seminaries is lack of faculty involvement in the church. He observes that:

To a large degree seminary professors and leaders are not involved in the local church on a day-to-day basis. I am well aware that many or most preach in churches from week to week. But anyone who has opportunity must admit

those assignments do not get one involved in the life and fabric of the local church. The church is changing so fast it is difficult to keep up with that change (Vawter 1995, 44).

Vawter does well to point out these limitations of professionalism and specialization. Vawter suggests that seminaries and churches would benefit if professors were required to spend 10-15% of their time in local church ministries with staff members, with specific ministry responsibilities (Vawter 1995, 18-19). The need for faculty involvement in the local church is also echoed by, Plueddemann (1994, 51) and Wiersbe and Wiersbe (1989, 135-141).

It is obvious that if faculty members are involved in ministry they can be able to point out to their students, areas in need of ministry in the process of teaching. Additionally, they would be able to mentor students in their areas of ministry choices. This could consequently influence graduates' placement in ministry.

Another area related to interaction with faculty members has to do with the methods of teaching employed by faculty members. These *can* contribute a lot in shaping the lives and worldviews of students. There are teaching methods that can impact students even for their career/ministry choices.

A study was conducted by Olander (1993, 105-13) to explore the factors affecting student motivation in Bible colleges in Africa. Even though the research was not done within seminaries, findings of this study are also helpful for seminary settings. Among other things, the study revealed the following general factors as affecting student motivation within courses as identified by students.

1. Perceived future utility of the course
2. Practical nature of the materials
3. Prior experience
4. Personal growth and development
5. Teaching methodology
6. The teacher

Apart from numbers 3 and 4 above, the other four factors require the significant contribution of the faculty, specifically the teaching methods applied. On teaching methodology, students indicated that they preferred dialogical methods of teaching. Siew also points out that consistent use of the traditional lecture method may lead to graduates' ineffectiveness in ministry (Siew 1996, 66). However, creative teaching methods that would involve dialogue between students and the faculty, as well as interactions at the classroom level with the practitioners could influence ministry choices of graduates. This is the case because, in addition to raising the morale of students, students are given opportunity to interact with each other.

Spiritual Formation and Placement in Ministry

The need for spiritual formation for seminary students cannot be overemphasized because these students are human beings who are developing and who must maintain a vital relationship with their Master. This need for spiritual formation among seminary students has been identified and discussed in recent literature. Koessler points out five reasons why spiritual formation is being discussed today more than at any other time. These reasons are:

1. It can no longer be assumed that incoming students bring with them a working knowledge of the basics of the Christian faith, partly due to lack of knowledge of the Bible and also due to cultural relativism.
2. Need for spiritual support systems in seminaries has been caused to some

extent by a large community of students living on campus, and to some extent by the students joining the seminary from the secular universities. These students were nurtured within the context of para-church organizations. Such students tend to remain aloof from the local church.

3. Renewed interest in mentoring relationships among educators in general.
4. "Identity crisis" that has come as a result of the changing expectations being placed upon the seminary graduate (Koessler 1995, 62-3).

In other words spiritual formation in formal education is important due to the needs embedded in individual students, seminary community living, as well as expectations of the churches, for which the seminary exists. Educators have also voiced the need for holistic approach to ministry (Steubing 1999, 66; Chilver 1999, 136-7). Steubing, in quoting Edwards, suggests that spiritual formation of students has to be enhanced in seminaries. Faculty and students should spend time together through activities such as: small groups, special days or weeks for consideration of spiritual life, chapel and worship, courses and activities for families, community needs and joint staff/student committees on spiritual life (Steubing, 66). Such activities would create opportunities for students to learn through the informal mode of learning, which is the most appropriate mode for learning values and attitudes. These activities are definitely great and they can contribute much in the spiritual growth of students. However, these activities have to be planned with clear goals to maximize their impact on students' life. If students would stagnate in their spiritual growth in the course of their training they are likely to lose track of their calling. In fact theological institutions have been accused of being theological "cemeteries", probably due to apparent or real retrogression of their graduates' spirituality. Additionally, as pointed out by Smith: "... many are suspicious about formation programs and activities and view them as a threat to the limited time available for study ... these curriculum activities seem to be less substantial contributions to the mission and purpose of the school and are viewed as interruptions" (Smith 1996, 83). Yet, most students do not have any other place other than

the seminary for their own spiritual nurture. They are in fact expected to nurture others during their field ministries. If they graduate in a state of spiritual insensitivity they may not seek to fulfill the purpose for which they pursued training. We cannot overemphasize the need for purposeful spiritual formation in the seminary. This is because it has serious implications for placement in ministry.

Field Ministries and Placement in Ministry

Field ministries experiences provide valuable skill and insight that may have implications for placement in ministry. In a study conducted to investigate student involvement in community work, it was found that community work helped the students to carry out their own self-exploration in addition to helping them understand other people (those that they served). Besides, they were drawing contentment from being involved "in the social good" (Rhoads 1998, 286-91). While the study is on "community work" done by a secular graduate school, we can infer that the findings indicate the importance of practical ministry to the community and help students know their gifts and how to relate to other people in field ministries situations.

In providing field ministries experiences, the school should ascertain that the experiences are contributing to skill development in a significant way. This may require the school to have field ministries directors that would supervise students and give guidance to students during their field ministries. This can consequently influence ministry choices of graduates.

Lawson conducted a study among current and former staff members in various denominations, who had attended college and/or seminary, and had majored in Christian

education and other ministry areas. In part 3 of the study, the informants were asked: “What one thing do you think your college or seminary could have done to better prepare you for your educational ministry?” Of the 438 respondents, only a few responded that their schools did a good job in preparing them and that no improvements were needed. The rest made the following recommendations:

1. Provide supervised ministry experience.
2. Bring more practical experience into the curriculum, faculty, resource persons and students.
3. Teach volunteer development, since in light of church politics that one should not fail to inaugurate a program even if it has no worker.
4. Teach practical administrative skills.
5. Teach, “people skills”, for example, motivation, conflict resolution, interpersonal relationships, ability to work well with people (Lawson 1996, 101-4).

The above findings point to the fact that the seminary needs to provide practical knowledge in the curriculum. Even though the above study revealed that graduates were involved in the ministries they were trained for, the same study (part 2) revealed that the average tenure for graduates holding a ministry was three years. Many graduates changed jobs and even careers. For men who were the majority (76.5 percent) of the respondents in full time ministry, this change was mainly due to the demands of the job and conflicts with employers (Lawson 1995, 57). This could be attributed to inadequacies in ministry skills and lack of interpersonal relational skills, which could be mainly acquired through field ministries. This assertion corresponds to the graduates’ recommendations to the institutions that trained them.

Field ministries experiences can influence placement in ministry in various ways. First, it is through it that some students get their first experience in practical ministry. This activates their gifts and cultivates confidence that is very important for future ministry. Secondly, field ministries provide real life environments for ministry and enlighten students on areas

of need. This may consequently influence placement in ministry. Thirdly, students get opportunity to interact with potential employers and influential leaders in the church. After graduation, some could be subsequently placed in the same institutions that they did their field ministries, while others may be placed in similar environments of ministry.

Factors to do with Seminary Graduates

A review done by the M. J. Murdock Charitable Trust indicated that, “rather than agonize about who is wrong in our current seminary operations, it is more realistic to recognize that if the output of seminaries, that is, their graduates, do not meet the needs of the churches then the proper question should be what needs to be restructured?” (Murdock Charitable Trust 1995, 12) But how can the seminary make sure that graduates are meeting church needs? It is expected that seminary graduates would be able to minister in all dimensions of church life. However, there are factors to do with seminary graduates that can influence their placement in ministry regardless of their specialization in training. Some of these factors are discussed below.

Certainty of Call and Placement

The call to the ministry is of paramount significance in placement in ministry. One needs to be certain/sure about that call to ministry, for where there are doubts one is likely to deviate from Christian ministry. It is already a known fact that God calls people to ministry as evidenced in the call of Moses, Jeremiah, Jesus, the twelve disciples, Paul and Timothy. However, today the call to ministry seems to take many forms. According to Neibuhr there are four elements related to “call to ministry”.

- (1) The call to be a Christian – This is assumed to have taken place for most theological students.
- (2) The secret call – This is an inner persuasion or an experience with God by an individual to be involved in the ministry.
- (3) The providential call – An invitation to assume the work of the ministry, through being equipped with ministerial skills.
- (4) The Ecclesiastical call – An invitation extended to one by a community/institution of the church to engage in the work of the ministry (Neibuhr 1977, 64).

We can observe that all these and especially the last three are directly related to career choices and ultimately to placement in ministry of individuals. Those with an ecclesiastical call may be posted by their sending organizations to the ministry. However, those with a secret call and who seek training on their own initiative are likely to take time seeking placement compared to their counterparts. Research has shown that not all students in seminary or out of seminary are sure about their call. For example, in a survey conducted by Larsen and Shopshire in 1988 among 5000 seminary students in Protestant & Catholic seminaries on U.S. seminary campuses (with 56 percent return rate of questionnaires), it was discovered that 75 percent of the respondents had experienced a “call” to ministry. Students were also strongly influenced by experiences in their local church. Some 31 percent seminarians were motivated by some form of altruism, and 54 percent indicated some form of personal fulfillment as one of their primary motivators. Fifty-four percent

were influenced by significant others, the greatest number of who were clergy and 10 percent experienced some traumatic event as the motivator for entering ministry (Larsen and Shopshire 1988, 97). These show that 25 percent of the seminary students were not sure about their call to ministry. This could imply that if one is not sure of a call to ministry, then one might not engage in ministry upon graduation.

A study was conducted by this writer among ten African seminary students from five countries of Africa to establish factors influencing African adults to decide for full-time ministry. The study revealed that problems in the place of work and poor performance in business highly influenced two students to consider full-time ministry. Six of the students were highly influenced by their church leaders. One student happened to be living with a community of students and so got influenced to seek theological training. The last student sought to join full-time ministry due to needs encountered while he was doing ministry on part-time basis. Only two of the ten students were involved in full time ministry before joining NEGST for formal training in ministry. This means that eight of the students were hoping to join full time ministry after training (Mbogo 2000). Even though these findings cannot be generalized among NEGST students, the study affirms that people have different promptings that influence them to seek formal training in ministry. For example, if a student’s goal for formal training is to escape a traumatic experience, chances are that the student will lack purpose in placement for ministry. This clearly implies that some seminary students may not end up in full time ministerial work. Some may even go back to their former careers.

Certainty of Gifts and Placement in Ministry

Related to certainty of call is another issue, that of identification of area of gifts among seminary students. Those who are not certain about their call would definitely struggle to identify their gifts, if at all they do. Moreover, those who are certain about their call also take time to identify their gifts. Identification of gifts has implication on the area of study and specialization preferred by seminary students. Often, failure of identification of gifts leads to difficulties in selecting a field of study and eventually on deciding on what ministry to settle on. Siew in quoting Padilla suggests that theological education should be ultimately related to the discovery and development of spiritual gifts (Siew 1996, 66).

A study was done among Master of Divinity students of NEGST in 1996, to investigate student's perception of relevance of the M. Div. program of NEGST. Students' area of call was one of the variables in the study. It is revealing to discover from the study that of the twenty-five respondents in the M. Div. program only 10 were sure of having pastoral calling. The other 15 indicated they did not have a call to pastoral ministry and 12 of the total respondents indicated likelihood to be involved in multiple areas of future ministry (Ogunyemi 1996, 65-6). These findings reveal that some students may not be certain of area of gifts. They may be open to any kind of placement available after training. This probably would mean that graduates who are not certain of their gifts might not be necessarily placed according to their specific training.

Previous Experience and Placement in Ministry

Prior experience in ministry is a key factor in influencing placement in ministry. This is due to various reasons. Firstly, those with experience in full-time ministry are likely to go

back to the ministries they were involved with before formal training. On the contrary, those without prior experience are likely to struggle in seeking placement in ministry. Secondly, those with prior experience are conversant with ministry issues and contextual needs. They become better positioned in seeking for placement because most employers require experience in ministry.

Student's prior experience in ministry has also become a major concern for theological education. The traditional practice for selecting students was based on academic qualifications and credentials. It is now becoming clear that these criteria alone are not adequate for theological training. Plueddemann feels that entrance requirements into seminary or graduate school should require students to have previous experience working with people. He wonders, "...How are students to integrate theology and life if the only life they have ever known is school, and the theology they know comes from books?" (Plueddemann 1994, 51). Previous experience in ministry has implications not only for appropriate student input in the school context but also in relation to success in placement as well. Prior experience is also necessary in contributing to the practicability of material learnt in class. Students with prior experience in ministry are likely to be sure of their call and even area of gifts and may seek formal training in ministry to improve on the effectiveness of their ministry.

On the contrary, those without prior full time experience in ministry are likely to have challenges in future placement after graduation. Their experience in part time ministry may not have been enough to clarify their area of gifts. Additionally, if they were not sent to seminary for training by any church institution, they have to seek placement on their own. Some may accept any "door that opens" for them regardless of their area of specialization.

Preference for Specified Ministry Context and Placement

A graduate's preference of specific context of ministry can influence placement. This is the case because one is not open to do ministry wherever the "door" opens. There are many reasons that may lead to preference for a particular context. One of these would be a sense of call to a specific people group. This is usually very rare but can happen. There are common factors that can lead to preference for a specific context. These include: pursuit of status and age of graduates.

Pursuit of Status

This expresses itself in subtle ways since it hides itself in the name of "strategic ministry". Koessler points out that students who have "spent four graduate years in study and twenty to thirty thousand dollars to earn undergraduate and graduate degrees, are attracted to the upward mobility of the suburban congregation and are more interested in thousands who attend Oak Stream Community Church than the 50 or 60 souls that attend the Dry Reek Bible Church" (Koessler 1994, 108). This implies that those in rural areas may not benefit much from seminary graduates. To remind us, Koessler notes that a quarter of the world's population is still based in rural areas and they too have social and spiritual needs. He continues to point out that Christ was interested and engaged in ministries among minorities. We therefore need to find out whether seminary graduates engage in ministries among the minority groups or whether they are influenced by preference for urban areas and ministry among the elite.

Graduates' Age

The factor of age is a reality that might influence placement in ministry. This factor overlaps with other factors that are related to age. These include marital status, age of children, previous occupation and previous level of involvement in ministry. In a survey conducted by Lawson (part 2) among former and current educators it was found that family issues were among the key factors influencing the practitioners to change jobs or career (Lawson 1995, 57). These were related to job transfers of one spouse. Similarly, in the study done by Larsen and Shopshire in 1988 among 5000 seminary students, it was discovered that 25 percent of the older students, who were also second career students (that is, students who had been working in secular jobs) were still employed in their former vocations. Moreover, some seminarians were not willing to do ministry in any context due to family commitments (Larsen and Shopshire 1988, 95-7). These trends may mean that seminary graduates may continue with their former careers after formal training in ministry.

Factors to do with the Context of Ministry

A grant-awarding agent (M. J. Murdock Charitable Trust) for graduate theological schools initiated a review to determine the present effectiveness and future needs of theological education. Focus groups were convened to evaluate the report. One of the questions the focus groups were to handle was directed towards closing the gap in communications and relationships between the seminary and the churches. The pastors reported that professors frequently:

- i. Fail to understand parish ministry.
- ii. Are arrogant and critical of pastors and the church ministry.
- iii. Are negative and critical about things that are wrong in the churches without suggesting and demonstrating positive changes to replace outdated practices.

- iv. Are unable to bring their students to maturity in their personal or ministerial lives (Murdock Charitable Trust 1995, 9-24).

All these allegations have implications for placement in ministry. These sentiments against the seminary have been voiced by many practitioners in the church and for a long period of time.

Poe and Dearbon note that some churches have abandoned seminaries as outdated institutions and concentrated on training their own members for the work of the ministry (Poe 1996, 24; Dearbon 1995, 7). Nevertheless, Poe maintains that seminaries still have a major role to play in training ministers. He contends that, teaching churches do an effective job of equipping the saints for the work of the ministry, but their effectiveness lies in equipping the laity rather than the clergy.

Employers' Posting and Placement in Ministry

Neibuhr asserts that individuals can receive an ecclesiastical call (Neibuhr 1977, 64) where a church institution may send an individual to pursue formal training in ministry. In some cases the church or para church organization may be just engaging in ministerial staff development without specifications of what particular area of ministry their candidate should serve in. This is further complicated by the fact that it is difficult to define the term ministry. In trying to answer the question "What is the function of the minister in the modern community?" Neibuhr points out that the answer is not defined. He further contends that: "entering the ministry is more like entering the army, where no one ever knows where he will land or live or what specific work he will be called upon to perform" (Neibuhr 1977, 51). His observation has implications not only for theological education,

but also for placement in ministry. It implies that although graduates may be trained in certain specifications, they may be posted to different areas of ministry by their sending organization. Wiersbe and Wiersbe also point out that:

... Many of the local assembly don't really know what the church is or what the church is supposed to do. That makes it difficult for them to know what their minister is supposed to do, so you end up with as many job descriptions as there are members. Mr. Jones wants her pastor to be a deep devotional speaker, while Mrs. Howard (who once belonged to a "soul-winning church") expects each sermon to be boldly evangelistic. The college students in the congregation keep listening for incisive social criticism and a call for militant action. So the sheep get lost in the harvest field, while the fish slip through the nets and the soldiers wait for someone to call them for battle. If there is anything worse than a mixed metaphor, it's a confused ministry (Wiersbe and Wiersbe 1989, 68).

These varying definitions of pastor or minister by the church create difficulty in training because, with the advent of specialization/ professionalism in theological education, it has become almost impossible to train one individual to become a "jack of all trades." Despite this misunderstanding seminaries are expected to be relevant and to provide the church with competent people who can do the work of the ministry. These sometimes imply that seminary graduates are expected to do anything that is required by their respective employers. They can be posted to do ministries that do not necessarily relate to their areas of specialization. Thus, employing churches or mission agencies can influence placement in ministry.

Financial Issues and Placement in Ministry

Another factor that could influence graduates placements in ministry is financial in nature. It is a fact of history that full-time ministers are among the most poorly remunerated by their organizations (church and para-church). This has been the case, partly because these organizations are mostly non-profit organizations and basically rely on voluntary

contributions. On the other hand, some have felt that good remuneration may negatively affect ministers (Berkeley 1988, 53-4). This may affect placement in ministry especially if an opportunity to work with secular organizations presents itself. Zikmund observes that:

... it takes more and more money to get a theological degree. When a student has gone through four years of college and three or more years of seminary, he or she has made a big investment of time and money...students' indebtedness among some of our graduates is a serious problem. Even more serious, however, is the fact that most church vocations do not pay salaries at the level that someone in this society with seven or more years of post-secondary education might expect. These disconnect between the money required for theological education and the return on that investment is a recipe for trouble. It breeds discontent in clergy, distorts the power of denominations, and undermines the morale of congregations (Zikmund 2000, 24-5).

It is very likely that the state of discontent observed in the above quotation may influence placement in ministry. Research findings also affirm the above observation among the clergy as shown below.

In 1998, a nation-wide survey was carried out in America to investigate compensation for pastors. The findings were consequently compared with those of a similar former survey of 1988. It was discovered that compensation for pastors was better in 1988 than in 1981. Urban pastors were best paid and those with twenty-five years experience earned the most. However, when the pastors' salaries were compared with those of secular peers they fell far below their peers. Most pastors expressed concern for their financial future. Most of their spouses were forced to work to contribute to the family budgets. It was remarkably noted that there was no statistical connection between the pastors' financial situation and their attitude towards ministry. Their desire to minister remained intact despite their frustrations (Berkeley 1988, 51-61). However, the study did not find out whether poor remuneration may have influenced the pastors to change jobs or not. Additionally this study was conducted in America where circumstances are different from the African situations. It is

interesting to find out whether graduates of seminaries working in Africa, in deciding where to work, are influenced by financial difficulties.

Political Instability and Placement in Ministry

Political instability in Africa is rising at an alarming rate. This is contributing to an increase of "refugees" in theological schools who come in as students. This can be affirmed through statistics on refugees. For example, in 1985, ten million people had fled their homes (Timberlake 1986, 185). The refugee malady continues to be on the increase. It implies that some of the affected people will seek to study in various schools including theological institutions. At times it may be difficult to ascertain the genuineness of call to ministry for such students. While this is not a major issue (since vision for ministry can be acquired in the course of training) the question of how and where those students would minister after graduation is of major concern. This is because many African countries continue to experience political instability and war in diverse forms. This adversely affects even those in seminaries with a call to ministry. Some of these join the seminary while their countries are stable only to complete their training concurrently with political instability in their countries. Rwanda, Burundi, Ethiopia, Sierra Leone, and Congo are just but a few examples that have experienced war and political upheavals at the time of this writing. This does not mean that such students cannot get placed in ministry, but it implies that such students are more likely to face difficulties with regard to placement in ministry.

Gender Roles and Placement in Ministry

Research findings and literature have shown that churches have some roles that can only be carried out by males. Even though the seminary may train women, the actual involvement of women in the ministry is a critical one, depending on the context. Wingate's research among graduates of Tamilnadu Theological Seminary, in Madurai, India revealed that women pastors were very few, and the responsibilities they were assigned rarely corresponded to the training they had received (Wingate 1999, 69). Another interdenominational study was conducted of current and former educational ministry staff in the United States and Canada. Two of the research questions of the study were: Who served as educational ministry staff in local churches and what responsibilities did they carry? The study revealed that:

1. Men outnumbered women in education ministry staff positions, especially in full-time staff positions.
2. More of the women focused their efforts specifically in the fields of education and Christian education, and more men had broader and different ministry focus in their programs.
3. Most men bore the title "minister" or "pastor" while most women were called "director".
4. Most women were mainly responsible for children ministries.
5. Women more than men reported discrimination in living due to their gender. Most of them indicated they were in educational ministry because it was the only option available (Lawson 1995, 52-59).

The above findings are very enlightening to theological educators. It would be interesting to find out how women are placed in full-time ministries in African Churches. Are women doing ministries related to their training?

Summary of Literature Findings

This researcher has discussed various subjects related to theological training and placement in ministry as articulated in various precedents. In form of a summary, the literature affirms that theological training should lead to ministerial practice. In relation to this, the graduates of theological institutions are the best placed to evaluate the outcomes of theological training. Most theological institutions have an explicit curriculum geared to train students for specified Christian ministries after graduation from these institutions. Some aspects of the curriculum that specifically are planned and administered to influence future ministerial practice include:

- a) Academic disciplines
- b) Field ministry attachment
- c) Spiritual formation activities

The factors have direct or indirect influence on placement in ministry. Regardless of such input from the school, it would be too much to assume that the output of any theological curriculum would be exactly as planned, for human beings are not factory productions. Thus, there are other factors that may influence placement in ministry, which include factors to do with the graduates themselves and also factors to do with the context of ministry in which the graduates find themselves. The review can be summarized as shown on table 1.

CHAPTER THREE

METHODOLOGY

“In designing a study, a researcher must develop a sound plan for selecting a sample, collecting data, and analyzing the data. If the plan is flawed, the results of the study will be difficult or impossible to interpret” (Gall, Borg and Gall 1996, 165). This statement shows that methodology of a study is as important as the purpose and significance of the study. This chapter describes the methods that were applied in this study including their corresponding methodological precedents. The chapter describes the entry of the researcher, the population of the study, sampling methods, design of the study and instrumentation, and the method of data analysis that was used.

Entry

In order for a researcher to get information from people, there is need for one to receive permission either from adult individuals or from relevant authority figures. A cover letter describing the research and the conditions of the participation of subjects is very necessary to achieve this (Gall, Borg and Gall, 88; Best and Khan 1998, 309). In this study, each informant (NEGST alumnus and alumna) received a letter explaining the purpose of the research and the need for subjects' participation in this study (see appendix B). Since the study required some information from NEGST, permission from the Deputy Vice-Chancellor for Academic Affairs was sought (see appendix C), to acquire relevant data from

Chancellor for Academic Affairs was sought (see appendix C), to acquire relevant data from the Registrar's and the NEGST Alumni Coordinator's offices.

Population of Study

The population of this study included all NEGST alumni since the inception of the graduate school, that is, those who had graduated with master's degrees from 1986 to 2000. They total about 231 people, consisting of individuals who come from Anglophone and Francophone Africa, and other parts of the world such as Britain, United States of America, Australia and Asia. The population included spouses who participated in any of the six Master's programs at NEGST that were the focus of this study, and single students in any of those programs of study. This population covered varying ages of the individual informants. Some were over 50 years of age while others were below 35 years of age. The following table summarizes the characteristics of the population.

Table 2. Characteristics of the Population

TOTAL NO. OF ALUMNI	231
GENDER	
MALES	197
FEMALES	34
AREA OF SPECIALIZATION	NO. OF GRADUATES
M.TH Only	6
MDIV & MTH	16
M.DIV Only	127
MACE	31
MAMS	17
MATS	27
MABS	7
NATIONALITY	
EASTERN AFRICA	126

Table 2. Continued.

KENYA	79
UGANDA	25
TANZANIA	6
ETHIOPIA	8
SUDAN	6
ERITERIA	2
CENTRAL AFRICA	40
RWANDA	19
BURUNDI	6
CONGO	12
ZAMBIA	3
WESTERN AFRICA	34
NIGERIA	15
LIBERIA	5
SIERRA LEONNE	4
GHANA	5
TOGO	1
MALI	1
BUKINA FASO	3
COTE DIVORE	1
SOUTHERN AFRICA	8
MALAWI	2
NAMIBIA	1
LESOTHO	1
MOZAMBIQUE	2
MADAGASCAR	1
SWAZILAND	1
NORTHERN AFRICA	1
OTHER PARTS	18
EUROPE	6
ENGLAND	3
SCOTLAND	1
NETHERLAND	2
AUSTRALIA	2
ASIA	2
KOREA	1
INDIA	1

Sampling of the Population

Sampling is usually done where the population includes a large number of people to minimize cost in monetary terms and duration (Nachmias and Nachmias 1996, 179; Gall, Borg and Gall, 226). It is supposed to be done in a manner that findings of the study can be generalized to the whole population. Thus, the sample size should be representative of the whole group. There are various methods of sampling depending on the purpose of a study and the nature of the population.

In this study the stratified random-sampling method was used. This method involves selecting a sample so that all subgroups in the population are adequately represented in the sample. Specifically, this study applied the proportional stratified sampling method, where the proportion of each subgroup in the sample is the same as its proportion in the population (Gall, Borg and Gall, 226; Best and Khan, 15; Leedy 1993, 211). The subgroups identified in this study are those reflected in the different programs of study, different nationalities and gender.

To get the sample, the researcher included 40% of each proportion of different programs, nationality and gender. From a list containing all the names and the nationalities of the NEGST alumni, which was obtained from the NEGST Alumni Office (see appendix D) and from data gathered from the Registry to establish gender, the researcher made two lists separating male and female. The nationalities and the gender of the alumni were also indicated on the lists. The proportions of informants were selected from six programs of study that the alumni had been involved with. This was because one program of study did not have graduates at the time of the study. There were 140 alumni from the M. DIV.

Program, making 61% of the total population. However, 13 of them proceeded with their studies in the M. TH. Program of NEGST. Since these had a chance of being selected twice, they were only selected from the M.TH. cluster. Thus, the M.DIV. sample was drawn from 127 alumni, that is 55% of the total population. M.A.C.E. alumni were 31 (13%); M.A.MS. alumni were 16 (7%); M.A.T.S. alumni were 27 (12%); M.A.B.S. alumni were 5 (2%) and M.TH. alumni were 22 (10%). Thus, the complete sample size included 51, 12, 11, 8, 6 and 2 alumni from M.DIV., M.A.C.E., M.A.T.S., M.TH., M.A.MS. and M.A.B.S., respectively. The proportions of informants also included 40% of their nationalities and gender. The sample size summed up to 90 informants. Each subject was randomly selected from the lists by selecting every first name in each cluster and subsequently every third name. Thus, the researcher ensured that subjects were selected from as many countries as possible, according to their proportion in the population. Women were also selected according to their proportion in the population. The following table 3 gives a summary of the sample.

Table 3. Summary of the Sample

CHARACTERISTICS	SIZE OF SAMPLE	% OF POPULATION
SEX		
MALE	75	33
FEMALE	15	7
AREAS OF STUDY		
MDIV	51	22
MDIV/MTH	8	3
MACE	12	5
MATS	11	5
MAMS	6	3
MABS	2	1
NATIONALITY		
EASTERN AFRICA	50	22
CENTRAL AFRICA	16	7
WESTERN AFRICA	13	6
SOUTHERN AFRICA	3	1
OTHERS	8	4

Instrumentation

Questionnaires and interviews are used extensively in educational research to collect information that is not directly observable. Questionnaires are documents that ask the same questions from each subgroup. On the other hand interviews consist of oral questions by the interviewer and oral responses by the research participants (Gall, Borg and Gall, 289). Both of these methods have advantages and disadvantages. In this study, the questionnaire method of obtaining information was preferred. This is because the cost of sampling respondents over a wide geographical area is lower, and the time required for collecting the data typically much less. Additionally, the questionnaire is more commonly used in quantitative research because it is standardized and highly structured.

In this study the questionnaire consisted of both closed-ended questions and open-ended

questions. Closed-ended questions were used to gather factual information, which made quantification and analysis of results easier, while open-ended questions gave respondents the opportunity to freely express their views, and also provide information for qualitative analysis. Some closed-ended items provided multiple-choice categories and others provided an attitude scale for collecting information about attitudes.

Development of the questionnaire was basically done out of literature search. Section A of the instrument contains 9 questions. All the 9 items were developed to collect demographic information both general and that which is related to the first research question. Most items in this section were closed-ended.

Section B of the instrument consisted of 17 items. Items 1-7 were developed in regard to research question 2 and items 8-17 were developed in response to the first research question. The purpose of this section was to get the opinions of the respondents concerning the contribution of their training at NEGST to their placement in ministry, and to get their opinions on other factors that influenced their placement in ministry. Finally, Section C of the instrument consisted of 7 categories of items. These items were all open-ended questions. The first category, with four items, was designed to give the informants freedom to express their thoughts on training at NEGST with regard to placement in ministry. Items 2-3 were developed to find out factors other than the school-related which influenced their placement in ministry. Item 4 was developed to allow the alumni to give suggestions of how they thought NEGST could more effectively prepare people for placement in ministry.

In constructing the items on section B of the questionnaire, the researcher went through three steps. Firstly, the researcher had casual interactions with a few graduates of NEGST

and later consulted with her academic advisor. From these interactions three factors influencing placement in ministry were gathered. These are: Financial limitations, employers' posting, lack of previous experience in ministry and political instability in Africa. Based on the three factors, items 11-17 were generated. These items were designed to find out the extent to which any of the factors have influenced the placement of NEGST alumni in ministry.

Secondly, the researcher did preliminary study of NEGST goals, especially those related to the ministries graduates were expected to do after graduation. Out of this study the researcher identified one factor that might affect placement in ministry, namely areas of specialization. Based on this factor, items 1 and 2 were generated. These seek to find out the extent to which areas of specialization might be influencing placement in ministry.

Finally, the researcher studied the literature to find out which other factors might influence placement in ministry. The following five factors were gathered: Field ministries, interactions with faculty members, spiritual formation, graduates' certainty or uncertainty of call to ministry, graduates' certainty or uncertainty of area of gifts, graduate's age and preference for specific geographical areas. Based on these factors, items 3-10 were developed.

Concerning the administration of the instrument, 36 questionnaires were administered personally to the respondents living within Nairobi and other parts accessible to the researcher, 41 were sent through the postal system and others were sent via e-mail. Those that were sent within Kenya were accompanied with self-addressed stamped envelopes for informants to use while responding. Those sent outside Kenya contained self-addressed

envelopes and international coupons for them to collect paid stamps from their post offices. Alumni's contacts were acquired through the Alumni office of NEGST.

Validity of the Instrument

A test is said to be valid to the degree that it measures what it claims to measure or the extent that it predicts (in case of predictive validity) accurately particular behavior (Best and Khan 1998, 377; Leedy 1993, 41). In this study the validity of the instrument was tested through expert judgment of recognized authorities. The jury comprised of ten experts in research work, who have been involved in doing academic research, specifically in the social sciences. These five experts included three lecturers of NEGST and two lecturers of Daystar University. They all are holders of doctorate degrees.

Each item of the instrument was considered through the judgment of these experts. For an item to be considered relevant for the study, four out of the five jurors needed to approve its relevance. Thus, the coefficient of validity that was used for qualifying items of the instrument of this study is 0.8. Items 3, 4 and 7, and items 8 and 11 of sections A and B respectively were considered ambiguous and were rephrased. No item was considered irrelevant to the study. The restructured instrument was returned to the jurors until a consensus was reached.

Reliability of the Instrument

A test is said to be reliable to the degree that it measures accurately and consistently, yielding comparable results when administered a number of times (Best and Khan, 378; Leedy, 42). The coefficient of reliability can be computed from data collected from one

administration of the test. Scores of odd items are related with the even. This method is called the split halves method. On the other hand, the coefficient of reliability can be computed from data collected from two or more successive administrations of the test. This method is known as the test-retest method (Best and Khan, 378; Engelhart 1972, 157). The latter was used in this study. After a period of one month the instrument was re-administered again to the jurors (see above). In the first and the second administrations, items that were approved were given a score of five while those that were considered ambiguous were given a score of three. The total scores of both tests were high that is, 155 and 200 in the first and the second administrations respectively. The coefficient of stability obtained was 0.8.

Pilot Testing

It is important to pre-test a questionnaire before using it on the full sample of respondents. This helps in ascertaining the clarity of items to the respondents. For this study, pilot testing was done among five current students of NEGST, two members of the faculty at NEGST and two NEGST members of staff. All the nine individuals were NEGST alumni. These were skipped from the list containing the whole population from which the sample was drawn. Several respondents' commented that the questionnaire was rather long. This guided the researcher to warn the respondents in advance. Other comments regarding the ambiguity of item 3 of section C were taken into consideration in revising the questionnaire. Many researchers (Gall, Borg and Gall, 298; Best and Khan, 322) recommend this method.

Research Design

This study was a descriptive study, which aims at investigating the relationship between formal training in ministry and placement in ministry, with specific reference to the Nairobi Evangelical Graduate School of Theology alumni. It also sought to find out alumni's views about their training at NEGST in relation to their placement in ministry. Thus the study was partly evaluative in nature and partly an opinion survey. The data that were needed were mainly gathered from NEGST graduates of six of the seven masters programs of study offered at NEGST. This is because one of the masters programs did not have graduates at the time of this study. The other sources of data included the NEGST Registry office, the NEGST office of the Alumni affairs and the NEGST Prospectus of 1998/2000 and 2000/2002 academic years. Information from the Registrar's office included statistics of NEGST alumni as well as their autobiographical information at the time of admission. On the other hand, information from the alumni affairs office included contact addresses of the alumni.

Two research questions were raised to guide the focus of this study. The first research question sought to find out the relationship between the alumni's training at NEGST and their placement in ministry. The second research question was raised to find out alumni's views regarding their training at NEGST in relation to their placement in ministry.

In order to find out what factors affected placement in ministry, three research hypotheses were generated. These were stated in the null form. The hypotheses were tested using the Chi-Square Test of Independence formula. Three independent variables that can influence placement in ministry were grouped in three categories. These are: Factors within the

school (areas of specialization, field ministries experiences, spiritual development activities, and interactions with faculty members); factors within the context of ministry (financial limitations, employers' decision on placement, political instability, specified gender roles) and factors related to the graduates (certainty or uncertainty of call to ministry, certainty or uncertainty of specific gifts, preference for certain geographical location, and prior experience in ministry).

Guided by the research questions, the researcher developed an instrument. The instrument that was used to obtain data from the alumni is the questionnaire. It was designed to find out how training at NEGST had contributed to placement in ministries of the alumni. The instrument also sought to know graduates' opinions about their training at NEGST in regard to placement in ministry.

Method of Data Analysis

The study involved both quantitative and qualitative methods of data analysis. Parts A and B, which contained closed-ended items, were analyzed quantitatively, while part C, which contained open-ended questions was analyzed qualitatively. In addition to this, comments made by graduates were discussed. Analysis of the data was done focusing on each cluster of the six masters programs offered at NEGST, some nationalities and gender.

The alumni were asked to rate on the Likert Scale their opinions about their training at NEGST and placement in ministry, in the respective programs, in relation to the ministries they were doing. The Likert Scale of Summated Ratings is a method used to measure attitudes of informants by asking individuals to check their level of agreement with various

statements. This scaling technique assigns a scale value to each of the five responses namely: Quite true, true, undecided, untrue and quite untrue.

The perception of the contribution/influence of a particular factor to placement was considered significant if the respondents ticked “quite true” or “true”, as uncertain if they ticked “undecided”, and low if they ticked “untrue” or “quite true.”

In this study, null hypotheses were tested using the Chi-Square Test (χ^2). This is a non-parametric test that is used to “estimate the likelihood that some factors other than chance (sampling error) account for the apparent relationship” (Best and Khan 1998, 481). The Chi-Square formula that was used for tables with more than four cells states:

$$\chi^2 = \sum \left(\frac{f_o - f_e}{f_e} \right)^2$$

where f_o = observed frequency

and f_e = expected frequency

However, another formula was used for 2x2 tables. The formula is much simpler because it does not require calculations of theoretical frequencies for each cell. The formula states as follows:

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

where ABCD are described as values within the cells. A, B and C, D are the values on the rows, while A, C and B, D are the values on the columns.

If the χ^2 value did not equal or exceed the critical χ^2 value (3.84) necessary to reject the null hypothesis at the 0.05 level of significance and at 1 degree of freedom, or other critical values for other degrees of freedom, the hypothesis was not rejected, and vice versa.

CHAPTER FOUR

FINDINGS, ANALYSIS AND INTERPRETATION

The purpose of this study was to investigate the relationship between theological training and placement in ministry, with specific focus on the Nairobi Evangelical Graduate School of Theology (NEGST). In order to remain focused on this study, the researcher was guided by two research questions as follows:

R.Q. 1 What is the relationship between theological training at NEGST and the ministries in which NEGST alumni are placed?

R.Q. 2 What are the alumni's views about the contribution of their training at NEGST to placement in ministry?

The first research question involved four steps:

1. To know what ministries NEGST alumni were placed.
2. To identify what factors contributed to placement in their respective ministries.
3. To investigate the contribution of various aspects of training at NEGST namely, areas of specialization (academic disciplines), spiritual formation activities, interactions with the faculty and field ministries experiences during training at NEGST.
4. To assess the influence of other factors to do with the graduates (uncertainty of call, uncertainty of gifts, preference of specific context and previous experience in ministry before and after NEGST training) and factors to do with contexts of ministry (employers' decision, political instability, financial problems and limitation of gender roles).

In order to answer this research question three categories of hypotheses were generated in the null form. They encompassed all variables mentioned in 3 and 4 above. The questionnaire was the instrument used to collect data for this study. The following section gives an analysis of the findings along with discussions and interpretations.

Rate of Questionnaire Returns

The overall rate of questionnaire returns was not very high. However, for the questionnaires that were administered personally, the rate of return was fairly high, 97.2% of the 36 by hand delivery, to be specific. For those sent through postal addresses and via e-mail, the rate of returns was low, 41.5% and 15.4% respectively. The following table shows the rate of questionnaire returns.

Table 4. Rate of Questionnaire Returns

Means of Administration	Number Administered	Number of Returns and % Returned	Total % Rate of Returns
Hand Delivery	36	35 (97.2%)	38.9
E-mail	13	2 (15.4%)	4.2
Postal System	41	17 (41.5%)	18.9
Total	90	54 (41.5%)	60

Demographic Information on the Respondents

The first section of the questionnaire was designed for two-fold purposes.

1. It sought to gather demographic data of the respondents and
2. It sought to gather information regarding their placement in ministry.

These two kinds of data provided dependent variables that would be used to compare with other responses of NEGST graduates, in other parts of the questionnaire. The following table is a summary of the demographic data of the respondents.

Table 5. Summary of Demography

Demography	Specifications	No. of Respondents
Sex	Male	39
	Female	15
Age	30-45	38
	46-55	16
Nationality	Kenyans	26
	Non-Kenyans	28
Marital status	Married	49
	Single	5
No. of children	None	7
	1-3	36
	4-7	12

The above table shows that respondents came from various backgrounds. There were male respondents (39) as well as female respondents (15). These respondents were ranging between ages 30 and 55 with the majority (40) between 30-45. Married respondents were more (49) than non-married respondents with the majority having 1-3 children. Kenyan respondents were 26 while respondents from other nations were 28. Kenyan respondents were more because they made approximately a third of all NEGST alumni at the time of the study and they were also more easily accessible to the researcher. The non-Kenyans represented twelve countries including: Rwanda, Eritrea, Burundi and Congo. Table 6 articulates more comprehensive demographic information on the respondents.

Table 6. Comprehensive Demography

Total Respondents		60%	N=54
Age	No. of Respondents	N= 54	
30-35	15		
36-40	16		
41-45	7		
46-50	11		
51-55	5		
Sex		N= 54	
Males	39		
Females	15		
Marital status		N= 54	
Married	49		
Single	5		
Nationality			
Eastern Africa		N=36	
Kenya	26		
Uganda	3		
Tanzania	1		
Ethiopia	3		
Sudan	2		
Eritrea	1		
Central Africa		N=12	
Rwanda	9		
Congo	2		
Burundi	1		
West Africa		N=4	
Nigeria	4		
Southern Africa		N=1	
Malawi	1		
Europe		N=1 (UK)	
Area of Specialization/Study	No. of Respondents	N=54	
M.TH	0		
MDIV / MTH	5		
MDIV	22		
MACE	12		
MAMS	5		
MATS	7		
MABS	3		
Employment			
Pastoring	16		
Teaching	22		
C.E Director	3		
Community development	3		
Translation	5		
College Students Outreach	2		
Chaplaincy	1		
High school Teaching	1		

Table 6. Continued.

		I	
Types of Organizations N = 54			
	Before Training	After Training	
Church	12	20	
Para-church	6	9	
Theological Institutions	2	19	
High Schools	34	2	
Liberal Arts Universities	0	3	
None	0	1	
Capacity of Employment N = 54			
	Before Training	After training	
Full-time	32	46	
Part-time	17	7	
None	5	1	
Context of ministry N = 54			
	Before Training	After training	
Urban	25	39	
Sub-urban	2	3	
Semi-rural	4	4	
Rural	14	2	
Itinerary	5	5	
None	4	1	

NEGST Training and Placement in Ministry

The first research question sought to find out what ministries NEGST alumni are doing. It states:

R.Q.1 What is the relationship between theological training at NEGST and the ministries in which NEGST alumni are placed?

To answer this research question, the researcher went through four steps namely,

- 1) To identify the kind of ministries NEGST alumni were placed.
- 2) To identify main factors that contributed to placement in those ministries.
- 3) To investigate the opinions of graduates on some of the factors that influenced their placement.
- 4) To assess the contribution of NEGST training to their placement in ministry.

Null hypotheses were generated in relation to research question 1. These are discussed later in this section.

Ministry Placement of the NEGST Alumni

Items 1, 2 and 7 on section A of the questionnaire were developed to find out what ministries NEGST alumni were doing at the time of the study. It was discovered that 7 graduates were having both a full-time job and a part-time job. One graduate was not in ministry at the time of the study. The following table gives a summary of the kinds of ministries NEGST alumni were doing.

Table 7. Ministry Placement of NEGST Alumni

Ministry	Capacity of Involvement	Number of Alumni	% Respondents
Pastoral	Full-time	13	24
	Part-time	3	5
Teaching	Full-time	15	28
	Part-time	7	13
Chaplaincy	Full-time	1	2
	Part-time	0	0
Community Development	Full-time	3	5
	Part-time	0	0
Translation Work	Full-time	5	9
	Part-time	0	0
Directing Christian Education	Full-time	3	5
	Part-time	0	0
Student ministries (High school & college)	Full-time	2	4
	Part-time	0	0
No Placement in Ministry	"Secular Job"	1	2
	No Occupation	1	2

The table shows that 41% of the NEGST alumni surveyed were involved in teaching and training ministry, particularly teaching in theological institutions, both in full-time and in part-time capacity. Those involved in full-time teaching ministry make up 28% of the total respondents. The other ministry that many respondents were involved with was the pastoral ministry (24%). The other ministries NEGST alumni were doing on full-time basis

included community development (3 graduates), directing Christian education in the church, student ministry and translation of the Bible and/or other Christian materials.

Table 8 below shows the types of organizations NEGST alumni were serving with at the time of this study.

Table 8. Types of Organizations

Types of Organizations	No. of Alumni	
	Full-Time	Part-Time
Church	17	3
Para Church	9	0
Theological Schools	12	7
Christian Universities	3	0
High Schools	2	0

N = 53

The above findings show that 83% of the NEGST alumni surveyed were placed full-time in ministry at the time of the study. On full-time basis, sixteen (30%) of the respondents were working for local churches, fifteen (28%) for theological schools and nine (17%) for para church organizations.

On part-time basis, NEGST alumni were involved with voluntary ministries such as hospital chaplaincy (1 graduate), high school teaching (1 graduate), and evangelism, teaching and preaching (17 graduates) in the church. Thus, it was discovered that most NEGST graduates were involved with multiple ministries as shown on table 9 below.

Table 9. Involvement with Multiple Ministries

Type of Organization	Nature of Involvement	Number of Graduates
Church	Full time paying job	17
	Part time paying job	3
	Voluntary work	33
Theological Institutions	Full time paying job	12
	Part time paying job	7
Christian Universities	Full time paying job	3
	Part time paying job	1
Parachurch	Full time paying job	9
	Part time paying job	0
High Schools	Full time chaplaincy	1
	Full time teaching	1

Table 9 shows that many of the surveyed graduates were involved in multiple ministries. Most of those that worked for organizations rather than the local churches indicated that they did voluntary work with their churches. The table also shows that some of the surveyed graduates had two paying jobs. Four of the graduates that were in full-time pastoral ministry also did part-time teaching with theological institutions. Only three of the graduates were doing pastoral ministry on part-time basis but had full-time teaching jobs. One graduate had two part-time paying jobs. One graduate was teaching in high school and considered it to be full-time Christian ministry. Only one graduate indicated complete non-involvement in ministry but indicated intention to be involved.

Four of the full-time pastors also taught in theological institutions on part-time basis. A small number of the surveyed graduates (6%) was working for Christian Universities and other organizations such as high schools. One graduate was not placed in any organization.

Factors Affecting Placement in Ministry

The second purpose of this chapter was to find out the factors that influenced NEGST alumni to be placed in their ministries at the time of this study. In order to meet this goal, items 3-6 and 8-12 of section A of the questionnaire were developed. Additionally, section B of the questionnaire was designed to gather the opinions of the alumni on factors that influenced them for their placement in ministry.

Items 10, 11 and 12 of section A were open-ended. Firstly, item 10 of section A of the questionnaire sought to know from the respondents the main factors that influenced them for placement in full-time ministries. Forty-seven graduates who were in full-time ministry at the time of the study responded to this item. The following table shows a summary of their responses.

Table 10. The Main Factors Influencing Placement

Factor	No. of Respondents	% Respondents
Training at NEGST	12	22
Call to ministry	8	15
Previous experience and placement	8	15
Need for personnel	11	20
To earn income	2	4
Perceived impact	4	7
Previous training	2	4
No Response	7	13

The above findings show that 22% of the respondents indicated they were in full-time Christian ministry mainly because of the training they received at NEGST. In addition, 15% pointed out that they were in ministry because they sensed a call to ministry, while 20% reported that they were required to meet needs for personnel in their particular context of ministry. Other factors that influenced placement in ministry included previous experience in ministry and previous placement before their training at NEGST (15%), perceived future impact of their ministry (7%), and for the purpose of earning an income (4%). Seven of the informants did not respond to this question because they were not placed in ministry on full-time basis.

Secondly, item 11 of section A of the questionnaire sought to find out factors that contributed to the lack of placement in full-time ministry. Six graduates who were in part-time ministry and one who was not in ministry at the time of the study responded to this item. The following table shows the summary of the responses of the alumni.

Table 11. Factors Contributing to Non-Placement

Factor	No. of Respondents	% Respondents
Lack of job	1	2
Family responsibilities	2	4
Employers' Decision	2	4
Gender Issue	2	4

Table 11 shows that those who were not in full-time placement in ministry were seven in number. They were asked to indicate factors that contributed to that state. Those who were doing ministry on part-time basis indicated factors such as lack of jobs, family responsibilities and employers' decision and failure to place them. One graduate indicated that her employers' policy on employment of women did not favor her. The employers required female candidates to be employed in the organization together with their husbands.

Thirdly, item 12 of section A sought to know factors that might have contributed to non-involvement in ministry in any capacity. Only one graduate indicated that she was not involved in ministry at all, and felt that lack of full-time placement in ministry was due to policies on employment of women.

Discussion

In regard to their placement in ministry, it was discovered that all of the NEGST graduates in this study, apart from one, were involved in Christian ministries either on full-time basis or on part-time basis. It was noted that 47 (83%) of the respondents were involved in full-time Christian ministries with seven of these also doing part-time ministries. Overall, seven

of the respondents were not having any full-time ministry and five of these were working for different organizations simultaneously on part time basis. These findings indicate that NEGST graduates are likely to get into full-time Christian ministries upon graduation. The 5 graduates in part-time ministries who indicated intention to be in full-time ministry also affirm this.

Only one of the respondents indicated non-involvement in ministry but pointed out the intention to be involved. Another graduate indicated that she was doing full-time Christian ministry by assisting her husband. She had a job that she did not consider to be full-time ministry. On the contrary, one graduate who was teaching in high school considered her job to be full-time Christian ministry. This could be an indication that the two NEGST graduates could be having diverse definitions of Christian ministry. Thus, the main issue raised by the above findings has to do with definition of "full-time ministry".

It is interesting to note that all of those who were involved in full-time teaching ministries were doing so in theological schools while they also engaged in other part-time ministries such as preaching and counseling in their local churches. This was also the case with those who did other Christian ministries such as community development and translation of the Bible and/or other Christian materials. Only one graduate was doing full-time chaplaincy work in High school and part-time teaching in the same school. He was also doing part-time pastoral ministry in his local church. This may imply that regardless of what ministries NEGST alumni were involved with and with whatever organizations, NEGST alumni are likely to give their voluntary services to their local churches. This would also be an indication that their local churches still needed the graduates' participation in church ministries.

In relation to the above, the study discovered that many of those who were involved in pastoral ministries in full-time capacity were not involved in other part-time ministries. However, five of those in pastoral ministries also taught in theological institutions and Bible colleges on part-time basis. Most of those that did full-time ministry with other kinds of organizations were also involved with part-time ministry in the church. Hence, most of NEGST alumni were engaged in multiple ministries at the time of this study. This could point to the quality of training NEGST offers its graduates. It is probably all rounded to allow capacity for multiple ministries. It could also imply that NEGST graduates encountered situations in the context of ministry that demanded diverse services from them. It is also evident from these findings that most graduates tend to be placed full-time in other Christian organizations other than the local church.

Factors Affecting Placement

Section B of the questionnaire sought to investigate the opinions of the alumni on the factors that influenced their placement in Christian ministries. The informants were asked to indicate how true a particular factor influenced them on the Likert Scale of Summated Ratings. The factors that could influence placement in ministry were grouped into three categories, namely:

- 1) Factors to do with the school: These included areas of study/specialization, spiritual growth achieved at NEGST, interactions with the faculty, (classroom interaction with teachers, informal interaction with faculty, mentoring relationships with faculty members) and field ministries experiences during training.
- 2) Factors to do with the graduates: These included areas of specialization, lack of certainty about call to full-time ministry, lack of certainty of areas of gifting, lack of

previous experience in ministry and preference for a specific geographical context of ministry.

- 3) Factors to do with context of ministry, namely employer's decision on graduate placement, political instability and war, financial limitations, and for female graduates, limitations of some roles to males.

Factors to do with the School

Items 1, 3–7 were designed to get students' opinions on some factors to do with the school that might have influenced their placement in ministry. The following table shows the responses of the alumni.

Table 12. Opinions on Factors to do with the School

Factor	No. of Respondents					
	Quite true	True	Undecided	Untrue	Quite Untrue	No Response
Areas of specialization	28	17	2	3	1	3
Spiritual growth achieved	7	14	11	9	4	9
Classroom interaction	11	17	7	9	2	8
Informal interaction	11	15	12	7	1	8
Mentoring relationships	12	11	6	11	5	9
Field ministries	9	10	5	14	6	10

The above findings show that 45 (83%) of the respondents felt that their areas of specialization influenced their current placement in ministry. Only four graduates indicated that areas of specialization did not contribute to placement at all. Two graduates were not

decided as to whether this factor contributed to their placement in ministry. With regard to spiritual development, 21 (39%) graduates indicated that spiritual growth achieved at NEGST contributed to their placement in ministry. On the other hand, 13 (24%) did not feel that this factor influenced their placement, while 11 (20%) were not decided on whether this factor influenced their placement in ministry.

The other factor to do with the school assessed by the researcher was interactions of graduates with faculty members, during their training. The areas of interactions that were investigated are classroom interactions, informal interactions and interactions through mentoring relationships (advisor/advisee interactions). Concerning classroom interactions with faculty members, 28 (52%) of the respondents indicated that this factor influenced them in their placement in ministry. On the contrary, 11 (20%) of the respondents indicated that this factor did not influence them in their placement, while 7 (13%) of the alumni were not decided on whether this factor contributed to their placement in ministry.

In relation to informal interactions with faculty members, 26 (48%) of the respondents indicated that this factor influenced their placement in ministry. On the other hand, 8 (15%) of the respondents indicated that this factor did not influence their placement while 12 (22%) of the respondents were not decided as to how this factor might have influenced them. Finally, on mentoring relationships, 23 (43%) of the respondents indicated that this factor influenced their placement in ministry while 16 (30%) indicated that the factor did not influence their placement in ministry at all. Only 6 (11%) of the respondents were not decided on how the factor might have influenced their placement in ministry.

Finally, the researcher wanted to know NEGST graduates' views on the influence of the field ministries they were doing while at NEGST, on their placement in ministry. Nineteen (35%) of the respondents indicated that this factor contributed to their placement. On the other hand, 20 (37%) of the respondents felt that this factor did not affect their placement in ministry and 5 (9%) of the graduates were not decided on how this factor might have affected their placement.

Areas of Specialization and Placement in Ministry

Items 1-2 of section A of the questionnaire sought to find out the ministries NEGST alumni were doing and item 3 sought to find out their areas of specialization at NEGST. The following table shows the areas of specialization and the ministries in which graduates of NEGST were placed.

Table 13. Areas of Specialization

Ministry	No. of Respondents						Total
	M.DIV (General)	M.DIV MACE	M.A.MS	MABS, M DIV(BS), MTH(BS)	M.A.TS	M.DIV (Past.)	
Pastoral	9	3	2	1	-	1	16
Teaching	11	6	3	3	-	-	23
Christian Education Director	-	3	-	-	-	-	3
Translation	1	-	-	-	4	-	5
Community Development	1	-	-	2	-	-	3
Student Ministries	-	2	-	1	-	-	3
No Ministry	-	-	-	-	1	-	1
Total	22	14	5	7	5	1	54

Table 13 shows the graduates' areas of specialization and their placement in ministry, both for those placed in full-time Christian ministry and for those doing part-time ministry. The findings show that most graduates who did Master of Divinity were involved both in pastoral and teaching ministries. Although the M. Div. program is traditionally thought to be designed for pastoral ministry, there were more graduates teaching than those in pastoral ministry at the time of the study. Two of them were lecturing at Christian Liberal Arts Universities and some other nine were teaching in Bible schools and theological colleges. Only one graduate indicated involvement in a ministry that was not directly related to her area of specialization. She was involved with full-time translation work, having graduated with a Master of Divinity Degree. On the other hand, most of the graduates who specialized in Christian Education were lecturing in theological institutions, as would be expected for that kind of training. Three of the Christian Education graduates were directing Christian

education programs in their local churches. Only one graduate was teaching in high school at the time of the study. Three of those who specialized in missions were also lecturing, while two did pastoral ministries. Those that were teaching indicated they were teaching missions. All but one of those who did translation studies were involved with Bible translation at the time of the study. On the whole, the findings of this study show that 33 (61%) of the respondents were placed in ministries that corresponded directly with their areas of specialization, while 53 (98%) of those surveyed were engaged in ministry of one kind or another, whether full-time or part-time.

Section C of the questionnaire was designed to allow students to give their comments on the factors that contributed to their placement in ministry. Question 1, part 1 dealt with factors to do with the school. When graduates were asked to comment on the contribution of their areas of specialization to placement in ministry, they gave positive comments. Table 14 gives a summary of their comments on the influence of their areas of specialization on placement in ministry.

Table 14: Contribution of Areas of Specialization

Contribution	No. of Respondents	% Respondents
Opened opportunities to teach	21	39
Acquired competence for leadership training and for interpreting the Bible	14	26
Acquired required credentials for placement	6	11
No Specific Influence	13	24

The table shows that many of the respondents (39%) indicated that their areas of specialization opened opportunities for them to teach. All of them were involved in the teaching ministry either in part-time or full-time basis. Six of the graduates indicated that the fact that they had received a higher level of education from NEGST opened doors for placement. Other respondents (26%) indicated that their areas of specialization made them competent in training leaders and for Bible interpretation. All of these respondents were involved in the pastoral ministry apart from one graduate. Thirteen graduates did not indicate specifically how this factor influenced them. One of them also indicated in section B question 2, which asked the graduates to rate their opinions on how their areas of specialization might have influenced their placement in ministry, that he was not decided on how this factor contributed to his placement in ministry. Three graduates were not placed in full-time Christian ministry and three others went back to the jobs that they did before their training at NEGST. Graduates' comments on the contribution of areas of specialization to their placement in section C of the instrument are consistent with their answers to question 11 of section A, which sought to know factors that contributed to the graduates' placement in full-time ministry. It is also consistent with their opinions in question 2 of section B, where graduates rated their opinions on the influence of areas of specialization to placement in ministry.

Spiritual Development and Placement in Ministry

According to table 11, only 39% of the respondents indicated that spiritual growth attained at NEGST contributed to their placement in ministry. Additionally, question 1, part 3 of section C sought to find out their free comments on the contribution, of spiritual growth acquired at NEGST. Table 15 gives a summary of their comments.

Table 15. Contribution of Spiritual Growth to Placement

Contribution	No. of Respondents	% Respondents
Widened my perception of ministry	4	7
Ability to work with people of different backgrounds	5	9
Ability to trust God for provision	4	7
No significant influence	41	76

Table 15 shows that 13 of the graduates commented that spiritual development contributed to their placement in Christian ministry indirectly as shown below.

1. Some respondents indicated that spiritual growth achieved at NEGST widened their perception of ministry. Those who gave this comment (4 graduates) indicated that they were able to look at ministry in a holistic way and prepared them to accept any opening. It is interesting to note that these individuals were also involved in multiple ministries.
2. Ability to work with people of different backgrounds was also mentioned by five alumni of NEGST. Some of them indicated that this made them open to work with people of different denominations.
3. Four graduates indicated the ability to trust God. They explained that since they had to study with a scholarship, they had to trust God for provision. This made them able to trust God for provision of placement. One of them was not placed in full-time Christian ministry.

Five graduates indicated that particular courses were helpful to their spiritual growth but they did not indicate how those influenced their placement in ministry. Forty-one others were either not sure that this factor influenced their placement or indicated that this area did not contribute to their placement in ministry in any way. More than twenty of these

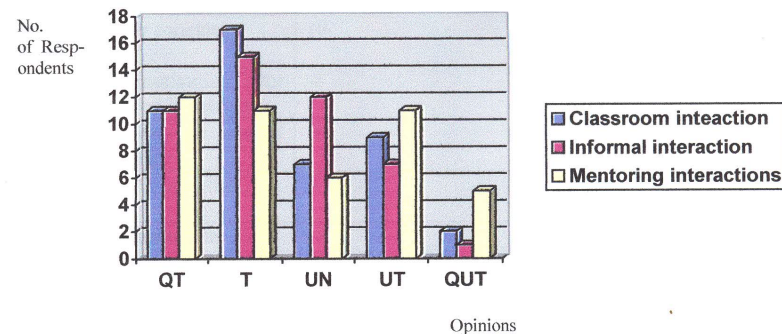
specified a need for improvement on spiritual development activities such as chapel and small group activities.

Interactions with Faculty and Placement in Ministry

Questions 4, 5 and 7 of section B sought to investigate student opinions on how their interactions with faculty members contributed to their placement in ministry. The questions focused on three areas of interactions namely, classroom interactions, informal interactions and mentor-protégé interactions. The responses of the graduates were ranked on a Likert Scale (Quite True (QT), True (T), Undecided (UN), Untrue (UT), and Quite Untrue (QUT)).

According to table 12, 52% respondents indicated that they were influenced by classroom interactions with the faculty, 48% by informal interactions with faculty members and 43% indicated that they were influenced through mentoring interactions with faculty members. The findings are illustrated in figure 2.

Fig. 2. Interactions with faculty



According to figure 2, 26 respondents indicated that they were somehow influenced by informal interactions with faculty members, 23 indicated that mentoring relationships influenced them, while 28 indicated that classroom interactions with faculty members influenced them. On the other hand, 10 indicated that they were not influenced to any degree through classroom interaction, 9 indicated that informal interactions did not influence their placement and 14 expressed that mentoring interactions with the faculty did not influence them. Seven were not decided on how classroom interactions might have contributed to their placement, 12 were uncertain about the contribution of informal interactions, and 6 were uncertain of the contribution of mentoring interactions with faculty members.

When the respondents were asked to comment on the contribution of their interaction with faculty members in section C of the questionnaire, they gave responses as indicated in table 16.

Table 16. Contribution of Interactions with Faculty Members

Contribution	No. of Respondents
Influenced to consider teaching	10
Provided motivation for being involved in ministry	4
Helped identify an area of needed ministry	4
Helped clarify my gifts	1
No specific influence	35

The table shows that 10 (19%) of the respondents thought that interactions with faculty members influenced them to consider teaching. All of these respondents were teaching in

theological schools. Four of them indicated that faculty commitment to the ministry of teaching was exemplary to them. One of them indicated that teachers advised her to consider the teaching ministry and one indicated that he realized that teaching is part of fulfilling the great commission. Another comment given was that interactions with faculty members provided motivation for being involved in ministry. This motivation enabled them to seek placement in Christian ministries. Four respondents gave this comment. Four other respondents indicated that through interactions with faculty they were helped to identify areas of need that they could be involved in ministry. One of them indicated that the faculty imparted on him the desire to work among the poor. Finally, one graduate indicated that interactions with the faculty enabled him to clarify his gifts and thus consequent involvement in ministry. He further indicated that he got to know his strengths and weakness through interactions with faculty members.

On the contrary, 35 of the respondents indicated that interactions with faculty did not influence them in the area of placement in ministry. One of these indicated that faculty members were not available for interaction. Another one indicated that most of the faculty teaching him did not have experience in the pastoral ministry that he was doing and two graduates indicated that there is need for improvement in interactions outside classroom and that mentoring needed to be encouraged among faculty members.

Field Ministries and Placement in Ministry

The researcher sought to find out the contribution of field ministries to the placement of graduates in ministry. Question 6 of section B of the questionnaire sought to find out graduates' opinions on the contribution of field ministries to their placement in ministry.

As already observed from table 12, 35% of the graduates indicated that they were influenced by their field ministries experiences during their training. When the alumni were asked to make comments on the contribution of field ministries to their placement in ministry they indicated the following, as shown in table 17.

Table 17. Comments on Field Ministries Contribution

Comment	No. of Respondents	% Respondents
Identification of needs	5	9
Exposure to work with different people	5	9
Equipped with preaching skills	2	4
Identification of my area of interest	1	2
Contributed to qualification for my job	1	2
No significant influence	40	74

The table shows that 5 (9%) of the graduates in this study felt that field ministries at NEGST helped them to identify area of needs. Two of them specified that even though the ministries they were doing were not directly the same as the field ministries they did at NEGST, the ministries they were doing were as a result of needs identified during field ministries experiences. Five (9%) other graduates commented that field ministries at NEGST gave them exposure to work with different people and therefore made them confident to accept the ministries they were placed in. Related to this comment was another comment given by two respondents, that they were equipped with preaching skills. The two were involved in pastoral ministry, which required them to preach. One graduate indicated that he was able to identify his area of interest in ministry. Finally, one other student indicated that field ministries experiences at NEGST enabled him to answer a question that

he was asked when being interviewed for a job. His answer consequently contributed to his qualification for the job.

However, 40 (74%) of the respondents felt that this factor did not influence them in their placement in ministry. Four of the graduates indicated that although field ministries experience exposed them to work among different groups in the church, its contribution was not directly related to their placement in ministry. Three others complained that field ministries were not related to their areas of specialization. One of them indicated that this was the "poorest area" of his training. Two others lamented that field ministries were not well organized and were unsupervised. Finally, one graduate indicated that the experience was not related to his ministry after NEGST. He indicated the need for field ministries to be relevant to "area of training."

Questions 4 and 5 of section A of the instrument sought to know what field ministries the graduates did while they were at NEGST and with what kind of organizations they were placed. Tables 18 and 19 show the summary of the findings.

Table 18. Types of Organizations Placed for Field Ministries

Organization	No. of Respondents
Church	44
Para church	1
Community based outreach	4
Theological institution	1
None	4

Table 18 shows that 81% of the NEGST graduates who participated in this study had been placed in local churches for field ministries.

Table 19. Field Ministries Involvement

Field Ministries	No. of Students
Ministries with homogenous groups in churches	38
Pastoring	6
Counseling	2
Preaching and missions	3
Teaching	1
None	4

Table 19 shows that only one person in this study taught in a theological institution for field ministries. Forty-four of the respondents ministered in local churches with the majority (38) ministering among homogeneous groups such as children, new believers etc.

Comparing the kind of ministries the graduates did for their field ministries during their training, with the kind of ministries NEGST alumni were doing at the time of the study, it can be observed that in the latter, they were involved in diverse ministries and with diverse types of Christian organizations compared to the field ministries they did during their training. Although 44 graduates did field ministries with local churches, only 16 of them ended up in full-time ministry with local churches. Ten of these worked with the church before their training in the same capacity as after training.

Discussion

The first three factors that graduates indicated as having influenced their placement in full-time Christian ministry ranked as follows:

- a) Training received at NEGST
- b) Call to ministry
- c) Needs in the context of ministry.

The majority of the respondents indicated that training received at NEGST influenced their placement in ministry. They specified two facets of their training that contributed to placement namely, acquired credentials as a result of higher level of education and area of specialization. This implies that most graduates attributed their placement in ministry to training at NEGST in one form or another. Thus, the training offered by NEGST is likely to empower graduates for placement due to the acquired credentials. The other factor rated second was certainty of call to ministry. This indicates that NEGST graduates tend to go into ministry motivated by their personal call into ministry. The other factors that were mentioned had to do with personal issues and contextual needs including previous experience, personal interests and financial stability. Those who indicated the need for financial stability specified that they felt they needed to have financial support as they served with their local churches. Some of them were placed full-time in Liberal Arts Universities and worked part-time in the church. This could imply that their churches were either not willing to employ them or that their local churches were not in a position to support them financially.

Those who did not have full-time placement in ministry indicated the following reasons as having influenced them in placement for ministry. These are ranked according to the descending number of respondents.

- i. Employers' policies and decisions
- ii. Family responsibilities.
- iii. Lack of Jobs.

On employers' policies and decisions one graduate indicated that his employer had delayed to place him in ministry. Although he was in full-time pastoral ministry before coming to NEGST he expressed that someone else had been placed in the position where he had previously worked. Another graduate indicated that the organization that she sought employment that is related to her area of study could not employ women without their husbands. Two other women pointed out similar sentiments. Although these three women (from three different countries) are too few to make such conclusion, this finding could be an indication that some employers may have limited some ministry duties to males or they may consider women incompetent without their husbands or they may be having other issues in mind such as family responsibilities for women and male headship. This could be inferred from the response of a fourth female graduate who indicated that she was in part-time ministry because of her family responsibilities. She specified that she needed more time for her family. From these findings we may derive that there is likelihood that more female graduates from NEGST would work on part-time basis compared to their male counterparts. These graduates attribute their lack of full-time placement both to personal and contextual factors.

Overall, all the factors mentioned above can be categorized into three: factors to do with the school; factors to do with the graduates; and factors to do with the context of ministry. On

factors to do with the school, the findings of this study show that areas of specialization influence graduates' placement in ministry more than any other factor within the school. Eighty-three percent of the participating graduates indicated they were highly influenced by this factor on table 12. This might be an indicator that placement in ministry requires particular credentials or specialization. It could also point out that the extent to which NEGST graduates go into ministries related directly to their training at NEGST.

The other factor to do with the school that might influence placement in the ministry was spiritual development activities. On this factor, the respondents were divided in their opinions as to whether this factor influenced their placement in the ministry. Why were the graduates not in agreement with the contribution of this factor to their placement in ministry? Could it be that the school did not design this program with future ministries of the graduates in mind? This could probably be the case, or it could be that those activities including chapel services and small group meetings were meant for enhancing community life at NEGST without much emphasis on the future. It could also be that the school did not contribute significantly to the spiritual development of the alumni, as some indicated. Graduates' open-ended comments (76%) on spiritual development indicated that the school needed to make some improvement in this area. NEGST graduates reportedly did not perceive significant contribution of the spiritual development programs to their placement in ministry. Hence, NEGST does not design spiritual development activities to influence placement in ministry.

Interaction with faculty members is also another factor that could influence graduates' placement in ministry. Three facets of such interactions were tested in this research namely classroom interactions, informal interactions and mentoring interactions. On their opinions, there were more graduates who indicated that classroom interactions influenced their

placement in ministry than any other form of interactions. However, graduates seemed to be divided on whether informal interactions or mentoring interaction influenced their placement. Thus, classroom interactions seem to have been the kind of interactions influencing graduates for placement in ministry above other kinds of interactions. Mentoring interactions ranked third in influencing graduates' placement in ministry. These kinds of interactions were done through the advisor-advisee program of NEGST. These imply that faculty members impacted the graduates more through formal interactions than informal interactions. These findings are consistent with graduates' low response on comments of how interactions with faculty members influenced their placement in ministry. Many graduates (52%) complained that faculty members were not available for them outside the classroom. Thus, NEGST graduates are likely to relate the influence of the faculty on their placement to classroom interactions. This could also imply that the other kind of interactions were not intentional in affecting placement in ministry.

Finally, on the contribution of field ministries during their studies, graduates' responses were again divided on how this factor might have influenced their placement in ministry. This is because there were more graduates who indicated that this factor did not contribute to their placement than those who did. Others were not decided as to whether the field ministries factor influenced their placement in ministry. Open-ended comments of the graduates on how field ministries might have contributed to their placement in ministry showed the need for improvement in the field ministries program, as regarding placement. This could point out that the field ministries program at NEGST did not significantly impact the surveyed graduates for placement. This is an indication that the graduates were placed in ministries other than what they did during their field ministries at NEGST as suggested

by the findings of this study. It also implies that the field ministries program of NEGST was not designed to influence graduates' placement.

Those who indicated that field ministries influenced their placement gave remarkable comments how they were impacted. The highest number of these respondents indicated that field ministries led to identification of contextual needs that ultimately contributed to placement in ministry. The other two top-most comments were: exposure to work with different people and acquisition of preaching skills that gave the respondents more confidence in accepting the ministries they were doing at the time of this study. These comments show that with proper planning, field ministries experiences during training have the potential to impact graduates in relation to placement in ministry.

Factors to do with the Graduates

The second category of factors that influenced placement in ministry has to do with the graduates themselves. Questions 8–11, and 16–17 of section B were designed to find out from NEGST alumni how personal factors such as uncertainty of call to full-time ministry, uncertainty of area of gifting, preference of a specific context of ministry and lack of previous experience in ministry influenced their placement in ministry. Table 20 shows a summary of findings on the opinions of the respondents.

Table 20. Opinions on the Factors to do with Graduates

Opinion	Quite True	True	Undecided	Untrue	Quite Untrue	No Response
Uncertainty of call	1	1	1	16	24	11
Uncertainty of gifting	0	0	1	14	27	12
Preference of a specific context	1	1	0	14	26	12
Dislike of remote areas	0	0	0	12	32	10
Inconvenience for the family	0	1	2	9	33	9
Lack of previous experience	1	0	2	14	28	9

The above table shows that 40 (74%) of the graduates in this study expressed that uncertainty of call to ministry did not affect their placement in ministry. Twenty-four (44%) respondents indicated that it was quite untrue that this factor might have affected their placement while 16 (30%) indicated it was untrue. Only 2 graduates agreed that uncertainty of call affected their placement in ministry. One of them was teaching in high school and the other indicated non-involvement in ministry. Eleven (22%) graduates did not respond to this item. Similarly, when they were asked to indicate their views on how uncertainty of gifting might have affected their placement in ministry, 27 (50%) indicated it was quite untrue and 14 (26%) indicated it was untrue that the factor affected their placement in ministry. Twelve graduates did not respond to this item at all. Five of those who did not respond to the two items on uncertainty of call and gifts mentioned elsewhere that the factors did not affect them since they were certain of their call to ministry and their gifts.

The researcher also wanted to know graduates' comments on how preference for a specific context of ministry might have affected their placement in ministry. As can be observed

from table 20, 40 (74%) of the graduates indicated that this factor did not influence their placement in ministry. Only two graduates indicated that they preferred a specific geographical location of ministry and waited for placement in that area. None of the graduates was undecided on how this factor might have affected placement in ministry. Twelve graduates did not respond to this item. When the question was rephrased to check consistency of graduates' responses, they were found to be consistent. This is because when they were asked to indicate whether their placement was affected by dislike to work in remote areas or because they could not relocate their families in questions 16 and 17, 44 (81%) and 42 (78%) respectively, indicated that these factors did not affect their placement in ministry.

Finally, this writer aimed at assessing how lack of previous experience might have affected NEGST alumni in placement in ministry. Forty-two (78%) of the graduates indicated that this factor did not affect their placement and two of the graduates were not decided as to how that factor might have affected their placement. Only one graduate admitted to have been affected. Nine graduates did not respond to this item.

Uncertainty of Call and Area of Gifting

According to table 20, 74% of graduates indicated on the Likert Scale that lack of certainty of call into ministry did not affect their placement in ministry. Additionally, question 2 (a & b) of section B of the questionnaire sought to know graduates' comments concerning the influence of their certainty or uncertainty of call and gifts to placement in ministry. Their responses depict that most of them were certain of their call to Christian ministry. This is because 52 out of the 54 respondents expressed certainty of their call and gifts either before

their training at NEGST or in the course of their training at NEGST. Although one of the respondents was not in ministry at the time of the study, she indicated certainty of call and intentions for being involved in ministry. All the rest indicated they were doing ministry either on full-time or part-time basis, due to their certainty of gifts and call into ministry.

Preference for Geographical Area

The researcher sought to investigate whether preference for a specific context of ministry affected the placement of NEGST alumni in ministry. Questions 10 and 16-17 of section B were developed toward that end. As already shown on table 20 above, 74% indicated that they were not affected by this factor in their placement in ministry. Moreover, Question 2 part 4 of Section C of the questionnaire, asked the graduates to comment on how preference for a certain specific context of ministry might have influenced their placement in ministry. Most graduates gave responses as shown in table 21 below.

Table 21. Comments on Preference of Specific Context

Preference	No. of Respondents
No preferred context	23
Urban area	11
Rural area	3
Local church	5
Para church	1
Not sure	2
No Response	9

The table shows that most of the respondents (42%) indicated that preference for a specific context of ministry did not influence their placement in ministry. They would work anywhere. One of them however indicated that she preferred a context where she would live with her family. She was not yet placed in full-time Christian ministry. Eleven (20%) respondents indicated that they preferred to work in an urban area. One of them additionally indicated that by the time he graduated from NEGST, he preferred an urban set-up for placement, but his full-time ministry at the time of the research required him to work in both urban/semi-urban and rural/semi-rural areas. He was involved in community development work. One other graduate indicated that she preferred an urban context because there are job opportunities, access to library and seminars for skills enhancement for the ministry.

Additionally, two graduates indicated that they preferred to serve in urban areas because they had served in rural areas and wanted to have a change and one other graduate felt that his M. Div. degree would be more useful in an urban set-up. Five of those indicated preference for urban areas also specified that they preferred to be placed in local churches. However, three of them were placed in theological institutions instead. Finally, two graduates indicated that they were not sure of their preferred contexts of ministry.

In order to know the relationship between graduates' geographical contexts before and after their training, some questions were raised. Questions 8 and 9 of section A of the instrument were designed to find out where the graduates' ministries were located before coming to NEGST and where they were located at the time of the study. Table 22 gives a summary of the findings.

Table 22. Ministry Location

Location	No. of Graduates	
	Before NEGST	After NEGST
Urban/sub-urban area	27	42
Rural/semi-rural area	18	6
Itinerary	5	5
None	4	1

The above findings show that 27 (50%) of the respondents ministered in urban/sub-urban areas before their training at NEGST. Eighteen (33%) of the respondents served in rural/semi-rural areas, while 5 had itinerary ministries, which involved traveling to all kinds of geographical areas. Four were not involved in ministry at all. It is interesting to note that after graduating from NEGST most of the respondents that previously ministered in rural/semi-rural areas moved to work in urban areas. Apart from two that worked in rural/semi-rural areas, 12 had relocated to urban/semi-urban areas after their training. Three of those who were not in ministry at all before training at NEGST went to minister in urban areas. One of those involved in itinerary ministries also settled in an urban area. Only five of the respondents were involved in itinerary ministries just as before training. One of them however indicated that by the time he graduated from NEGST, he preferred an urban set-up for his ministry.

Lack of Previous Experience and Placement in Ministry

The researcher designed question 11 of section B to find out graduates' opinions on how lack of previous experience in full-time ministry before coming to NEGST might have

Further, the researcher sought to know the capacity in which they were involved in ministry before coming to NEGST, whether in full-time, part-time or not involved at all. This was asked in question 6 of section A of the questionnaire. Table 24 shows their responses and includes findings on graduates' capacity of involvement in ministry at the time of the study.

Table 24. Involvement in Christian Ministries before and after NEGST

Capacity	No. of Respondents		
	Before NEGST	After NEGST	% Difference
Full-time	32	46	44
Part-time	17	7	59
Not at all	5	1	80

The above table reveals that most of NEGST alumni or 32 (59%) of those that participated in this study were in full-time ministry before their training at NEGST. Only 5 (9%) of the respondents indicated they were not in ministry at all before their training. It is significant to note that 12 (22%) of those who were in part-time ministry went into full-time ministry after their training at NEGST. Additionally, four (7%) of the graduates that were not in any ministry before training at NEGST went into full-time or part-time ministries after training. Only five (9%) of the respondents that were in part-time ministry before training still worked part-time at the time of the study. Four (7%) of them indicated hopes to get full-time placement in ministry. One graduate who had served in a full-time capacity before training at NEGST was involved in part-time ministry at the time of this study and only one indicated non-involvement in ministry at all at the time of the study.

Discussion

The findings of this study imply that most graduates in this study were admitted to NEGST being certain about their call to full-time ministry and their spiritual gifts either at the time of admission or by the end of their training, as pointed out by some of them. The study has revealed that 74% of the surveyed graduates indicated certainty of call to ministry. Only two (4%) indicated uncertainty of call to full-time ministry after their training. Seventy-six percent of the graduates indicated knowledge of their area of gifting either before or by the end of their training. This is consistent with the finding that 59% of the respondents were in full-time ministry before their training at NEGST and 31% of the respondents were involved in ministry on part-time basis. Only 5 (9%) of the respondents had not been involved in ministry at all before their training. Besides, at the time of the study, 78% of the respondents indicated that they were involved in full-time ministry while 13% of them were involved in ministry on part-time basis, as they waited for full-time placement in ministry. This implies that most of the surveyed graduates were certain of their call to ministry and apart from one, all the rest reported intentions to be involved in full-time Christian ministry. However, due to certain factors in the context of ministry such as lack of jobs or employers' decisions, seven graduates were not in full-time ministry at the time of the study. Only one of these indicated uncertainty of call into full-time ministry in section 2 of the questionnaire, but later indicated certainty in section 3. She explained that she considered high school teaching to be ministry. This points to differences in the definition of "ministry". In this study, she was considered not to be in full-time ministry due to the study's definition of ministry. She however indicated involvement in voluntary ministry with her church.

In relation to preference for a specified context of ministry, 74% of the graduates indicated that they did not have preference, 81% indicated they did not mind working in remote areas and 78% indicated they had no problem in relocating their families to different context of ministry. Only 2 graduates indicated that preference of specific context influenced their placement in ministry and one indicated he could not relocate his family. These findings would probably indicate that many NEGST graduates were willing to work anywhere. However, when the graduates were asked to make comments on how preference for a specific context of ministry might have affected their placement in ministry 11 (20%) of them indicated preference for urban areas. This contrast in respondents' answers may imply that jobs were more available in the urban/sub-urban areas than in the other contexts. It could also point to other issues in the context of ministry such as poor remuneration in rural contexts. It could as well indicate that the kind of training NEGST offers its graduates prepares them for ministries in the urban/semi-urban areas.

Additionally, when the researcher compared the context of ministry before the graduates were admitted to NEGST and after their training it was discovered that although most graduates had come from urban/sub-urban areas and went back to urban/sub-urban areas, 12 (22%) of those who had come from rural/semi-rural areas had moved to urban/sub-urban areas at the time of the study. This was due to factors such as financial limitations in the rural areas, lack of placement in the rural area or desired change of contexts by the graduates. These reasons were specified by a few of the respondents.

Finally, 78% of the graduates indicated that lack of previous experience in ministry (before NEGST training) did not influence their placement in ministry. This implies that most of NEGST graduates in this study had been involved in ministry before their training. Indeed

findings have showed that 90% of the graduates were involved in ministry before their training at NEGST, either on full-time or part-time basis. In fact, 32% of the graduates went back to the ministries they were doing before their training at NEGST. Thus, it is apparent from the findings that previous experience was an advantage for placement in ministry after alumni's graduation.

Factors to do with Context of Ministry

The researcher sought to find out what factors that are related to the context of ministry might have influenced the graduates' placement in ministry. The following table represents their opinions on four factors namely, employers' decision, political instability, financial limitations and limitations of some roles to males in their contexts of ministry (for female respondents). Table 25 represents responses to items 12–15 of section B of the questionnaire, which sought to know the opinions of the surveyed graduates on whether they might have been influenced by certain factors within their context of ministry.

Table 25. Opinions on the Factors to do with the Context of Ministry

Factor	Opinions					
	Quite True	True	Undecided	Untrue	Quite Untrue	No Response
Employers' decision	1	1	2	19	23	8
Political instability & war	1	0	1	11	30	11
Financial limitations	0	1	1	15	28	9

The above table shows that 78% of the graduates in this study felt their ministry placement was not affected by their employers' decision on posting. Only 4% indicated that their

employers' decision influenced their placement. Four percent were not decided on how this factor might have affected their placement in ministry. Regarding political instability in some countries in Africa, 76% of the participating graduates indicated that this factor did not affect placement in ministry. Of the 17 (31% of the total respondents) respondents who came from politically unstable or war torn countries, only one indicated that his placement in ministry was affected by war in his country. Pertaining financial issues, 43 (80%) refuted that limitations of finances might have affected their placement in ministry.

There was no item designed to know the opinions of graduates concerning the effect of limitations of some roles to males. However, one item in section C was designed to gather open comments from the graduates on how the factor might have affected them (see below).

Employers' Decision

As shown in table 25 above, most graduates indicated that they were not influenced by employers' decision. When they were asked to give their comments on the contribution of their employers' decision to their placement in ministry, they gave responses as summarized in table 26:

Table 26. Comments on Employers' Decision and Placement in Ministry

Responses	No. of Graduates
Posted me in different ministry	4
Failed to place me	3
No influence	35
No Response	12

The table shows that most of the graduates (65%) were not influenced by their employers' decision with regard to placement. It was noted that this number is less compared to the 78% respondents in section B of the instrument. The difference of 13% could be accounted for in the number that did not respond to the item in section C. Three of the graduates however indicated that their employers considered them competent to do the ministries they were doing at the time of this study, though these ministries were not directly related to their areas of specialization. Six of them indicated that employers' decision did not conflict with their area of training and two indicated that their employers' decision did not conflict with their area of interest. However, one other graduate had indicated earlier that he had preferred to be placed in the local church. He had graduated with M. Div. (general) but was posted to teach in a theological college.

Political Instability

The research sought to find out how political instability in many parts of Africa might have affected graduates' placement in ministry. As shown on table 24, 76% of the graduates indicated that this factor did not affect their placement in ministry.

When they were asked to comment on the influence of that factor to their placement in ministry, only three of the graduates from war-affected areas indicated that they were not placed in ministry on full-time basis because they could not go back to their countries. One white missionary pointed out that he was forced to work in a different geographical location from his initial intentions. The rest (13 respondents) did not indicate having been negatively affected by political instability in getting placement in ministry. However, all these were placed in ministries in countries other than their own.

Financial Limitations

It was an objective of this study to find out how financial issues might have influenced graduates' placement in ministry. According to table 24, 80% of graduates indicated that this factor did not influence their placement. Additionally, Question 3, part 3 of section C of the questionnaire stated: "Comment on the influence of the following factor to your placement in ministry: Financial Limitations _____." Table 27 gives a summary of their comments.

Table 27. Financial Limitations

Factor	No. of Respondents
Led me to change jobs	3
Involvement in multiple ministries	5
No specific influence	46

The findings given on table 27 show that 46 (85%) of the respondents indicated they were not influenced by financial limitations with regard to their placement in ministry. However, five graduates indicated that due to lack of adequate financial support from their local congregations, they had to be involved in multiple ministries. That is, while they were doing full-time pastoral work, they also had to do part-time teaching. Three other graduates indicated that they changed jobs due to the financial factor, that is, they got jobs that offered them better remuneration. One of them indicated that a diploma college she had been teaching at in a rural setting, had poorly remunerated her. Thus she changed from a rural to an urban context of ministry. Another one indicated that although this was not the main factor that contributed to his change of job, the better remuneration in the ministry he was

doing at the time of this research was a motivating factor towards that change. One graduate indicated that she had to work in a context of ministry that was not her first choice. She preferred working in a rural area and in a local church instead of a theological school in a sub-urban area. She said that she had to teach to get financial support.

Limitation of Gender Roles

Given that both men and women are trained at NEGST, the researcher sought to find out whether women graduates might have been affected in ministry placement by limitation of some roles to males. Question 3, part four of section C of the questionnaire required of the respondents to comment freely on how this factor might have affected their placement in ministry. The following table shows a summary of their responses.

Table 28. Gender Roles and Placement

Factor	No. of Respondents.
My church does not ordain women	2
Cannot be employed without husband	2
No influence	50

The findings show that out of 15 women respondents, only four women felt that they were affected by limitation of some roles to males in their contexts of ministry. One of them indicated that her church does not ordain women and even when it came to teaching in Bible colleges affiliated to her denomination, women were not allowed to teach subjects like homiletics and pastoral care courses. That contributed to her placement in another ministry rather than that of her choice. However, 11 women indicated that this factor did

not influence them in any way. None of the male respondents indicated any influence of limitations of gender roles on placement in ministry. Findings on the kind of ministries graduates intended to be involved with, as indicated on their admission forms, revealed that of the fifteen women that participated in this study, nine of them had intentions to work for local churches. However, only three of the surveyed women graduates worked full-time for the church at the time of the study. None of the male respondents indicated any influence of this factor on their placement in ministry.

Discussion

Overall, 78% of the graduates in this study indicated that employers' decision did not contribute to placement in ministries that were not related to their areas of specialization. Only two graduates indicated that this factor affected their placement. One of them indicated that she was doing translation of educational materials at the time of the study, even though her area of study was M. Div. Graduates' comments indicated no influence of their employers in relation to their placement in ministry. They indicated that their area of specialization was required for the ministries they were placed in. Probably this could mean that some of the graduates in this study, after their training, had to look for employment independent of their previous employers. This would be partly due to change of ministry contexts for those who were in full-time ministry before coming to NEGST and partly because some of the graduates were not in full-time ministry before training at NEGST. Additionally, some of those who went back to their contexts of ministry had been sent to seek specified training to meet the needs of their contexts. Thus, their placement would be on the basis of the specializations they were trained in and their employers' posting in ministry. Only one graduate indicated that his former employer had not placed him back to

ministry but did not explain why. Thus, NEGST graduates tend to go into ministries of their choice based on their training. Employers are also likely to place graduates based on objective criteria of qualification and not subjective decisions.

On political instability, 74% of the respondents indicated that this factor did not contribute to their non-placement in full-time ministry. Even though 17 of the respondents were from politically unstable and war torn countries, only 1 indicated that this factor had affected his placement. This response could be attributed to the fact that fourteen of those graduates had full-time and part-time jobs in other countries such as Uganda, Kenya and South Africa. This was however not their initial intention as indicated on their admission forms. Three of them pointed out that they were doing ministries not corresponding with their area of interest due to political instability in their countries. One even indicated that his pursuit of further training at NEGST was necessitated by the war in his country. Thus, it was clear from the findings of this study that political instability and war had negative influence on placement in ministry. Positively, findings reveal that NEGST graduates from politically unstable and war-torn areas find placement in ministry in other countries.

In light of the influence of financial limitations on their placement in ministry, 80% of the respondents indicated that this factor did not have any influence. This is also consistent with the graduates' comments in section C that the factor did not affect their placement in ministry. However, two graduates expressed concern that although they were doing ministry, they received poor remuneration. Five graduates indicated that financial needs contributed to their involvement in multiple ministries. There were full-time pastors who indicated that they did part-time teaching in Bible schools to make ends meet. The other graduates indicated that they had changed jobs due to better remuneration. Thus, it can be

observed that although majority opinions indicated that this factor did not influence their placement, on the overall their comments show that at least 8 of them had been influenced. This may be an indication that NEGST graduates are not likely to be influenced by financial limitations in their placement in ministry. Those who are influenced tend to have more than one job or may change jobs, but still remain in ministry.

Finally, graduates' comments on limitations of some roles to males indicated that most women (11) respondents did not think that this factor affected their placement in ministry. Only 4 women graduates indicated that policies concerning employment of married women in some organizations, lack of jobs and non-ordination of women affected their placements. Only one of them was not in ministry in any capacity. Hence, even though some women felt that limitations of gender roles influenced their placement in ministry, findings of this study show that there were diverse opportunities for women to serve. This was confirmed by comparing the kind of organizations males and females (in this study) worked for. It was clear that similar proportions of males and females worked in local churches and in other organizations. For example, 23% of the males in this study were placed in the local church full-time and 20% of the surveyed females were similarly placed in the local church. Thus, NEGST graduates may have equal chances of ministry involvement regardless of their gender.

Statistical Test of Independence of the Variables

From the observation of the population of the study and from the literature, it was revealed that there are several factors (variables), which could affect graduates' placement in ministry. These factors were grouped into three, namely

1. Factors to do with the school where they trained.
2. Factors to do with the graduates themselves.
3. Factors to do with the context of ministry.

In order to find out if any relationship existed between the variables and graduates' placement in ministry, three logical hypotheses were generated and tested.

Although attempt was made to study a sample size that would be representative of the whole population, that is, 90 out of 231, this did not materialize. Instead, only 60% of the sample responded. This number makes 23% of the total population. There are different variables expressed in nominal scales and hence, tests of significance have been applied to the data gathered.

In this section, data were analyzed from section B of the instrument that contained an opinion survey and section C of the instrument that contained open-ended items. Section C was included in order to identify different variables to perform Chi-square tests. It was discovered that all the informants responded to the open-ended items, while some did not respond to some closed-ended items.

Factors within the School

Items 2-8 of Section B of the questionnaire were intended to gather opinions of graduates on the contribution of certain factors in the school program to their placement in ministry. This was to test the first null hypothesis, namely:

H₀1: There is no relationship between certain factors within the school and placement in ministry.

These findings are shown on the following table, along with scores on the Likert Scale.

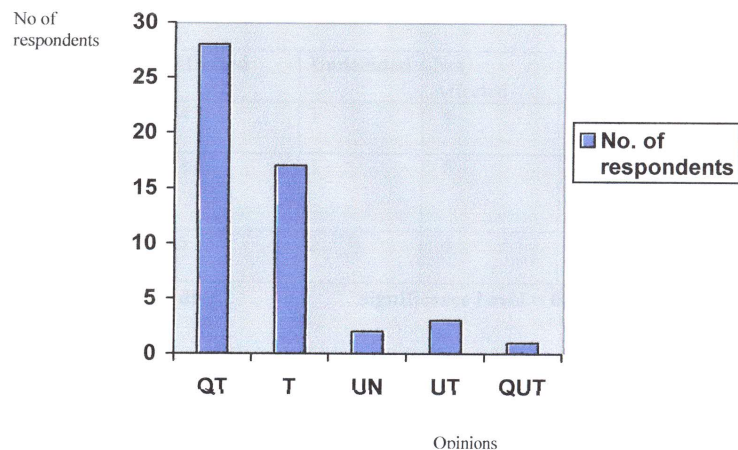
Table 29. Opinions on School Programs

Factor	No. of Respondents					
	Quite true	True	Un-decided	Untrue	Quite untrue	No Response
Areas of specialization	28	17	2	3	1	3
Spiritual growth achieved	7	14	11	9	4	9
Classroom interaction	11	17	7	9	2	8
Informal interaction	11	15	12	7	1	8
Mentoring relationships	12	11	6	11	5	9
Field ministries	9	10	5	14	6	10

Areas of Specialization

Out of the 51 graduates who responded to this item, a total of 45 regarded areas of specialization to have influenced their placement in ministry. Two graduates were uncertain, while a total of four did not think that this factor contributed to their placement in ministry. This finding can be demonstrated on the following bar graph.

Fig. 3. Views on Areas of Specialization



In addition to the above, the researcher sought to establish the specific variables that influenced the graduates' placement in ministry with regard to areas of specialization. This was done by analyzing trends of the respondents. These are summarized on table 30 below. The null hypothesis tested the first sub-set of the factors within the school that could influence placement in ministry. The hypothesis states as follows:

H₀1 (i): Areas of specialization do not contribute to placement in ministry.

The following variables in the population used to test the hypothesis were collapsed into two:

- Graduates with Master of Divinity degrees only
- Graduate with other or combined degrees (M. Th., M. Div./M. Th. and M.A. degrees)

These variables were identified according to the proportion of M. Div. graduates only versus the proportion of graduates from other programs.

Table 30. Influence of Areas of Specialization

Areas of Specialization	Effect on Placement in Ministry			Total
	Affected	Undecided	Not Affected	
Master of Divinity Only	14	1	4	19
Other or Combined Degrees	31	1	0	32
Total	45	2	4	51

$\chi^2 = 7.59$

df = 2

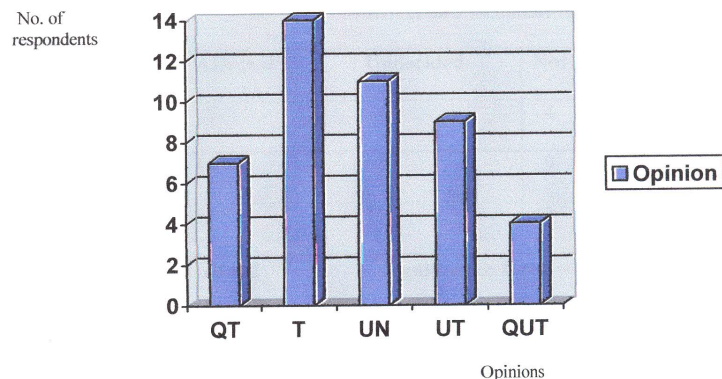
Significance Level = 0.05

The Chi-Square value obtained (7.59) is higher than the critical value of 5.99 required to reject the null hypothesis at a significance level of 0.05. Hence, the null hypothesis was rejected. Therefore, there was a statistically significant difference between the opinions of M. Div. graduates and graduates with other areas of specializations as to the influence of their specialty on their placement in ministry. We can therefore infer from the above finding that areas of specialization contributed to placement in ministry. Thus, there is a relationship between areas of specialization and placement in ministry.

Spiritual Development and Placement in Ministry

Graduates that participated in this study rated their opinions with regard to the influence of spiritual development acquired at NEGST to their placement in ministry in section B of the questionnaire. These are illustrated in figure 4.

Fig. 4. Views on Spiritual Development



Out of 45 respondents, a total of 21 indicated that spiritual development at NEGST contributed to their placement in ministry on the Likert Scale. However, 14 were undecided and a total of 13 felt that spiritual development did not contribute to their placement in any way. The analysis of their trends of responses is illustrated on table 31. This was to test the second sub-set of the null hypotheses concerning the factors to do with the school, namely:

H₀₁ (ii): Spiritual formation activities such as chapel services and small groups at NEGST do not contribute to placement in ministry.

The variables identified on this note were those that indicated the influence of spiritual development activities such as small groups, chapel services and community life (interactions with colleagues, family responsibilities etc), and those that did not. These were used to test the hypothesis.

Table 31. Influence of Spiritual Development Activities

Specific Activity	Effect on Placement in Ministry			Total
	Affected	Undecided	Not Affected	
Small groups	5	4	4	13
Other activities	16	7	9	32
Total	21	11	13	45

$$\chi^2 = 1.07$$

$$df = 2$$

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

The Chi-Square value obtained (1.07) is lower than the critical value of 5.99 required to reject the null hypothesis at the level of significance of 0.05. Consequently, the null hypothesis was not rejected. Thus, spiritual formation activities at NEGST were not perceived to contribute significantly to the placement of the respondents in ministry. There was no statistically significant relationship between spiritual development activities (small groups meetings versus other activities) during training and placement in ministry, as perceived by the graduates sampled. Hence, we can infer from the above finding that spiritual development activities such as chapel services and small groups at NEGST do not contribute significantly to placement in ministry. There is no relationship between spiritual development activities at NEGST and placement in ministry.

Interactions with Faculty Members

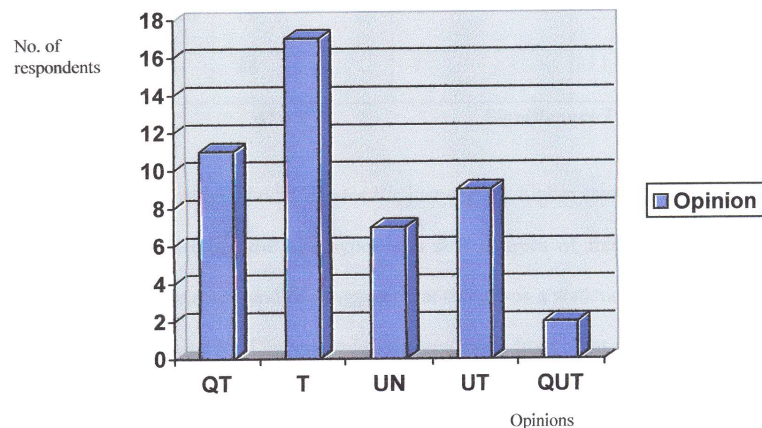
Classroom Interactions

Forty-six graduates responded to the item in section B of the questionnaire, that sought to investigate whether classroom interactions with faculty members contributed to placement in ministry. A total of twenty-eight of them indicated that it did, 7 were not sure and a total

of 11 felt that it did not contribute at all. The responses were ranked on the Likert Scale.

Figure 5 illustrates these findings.

Fig. 5. Views on Classroom Interactions



Graduates characteristics were analyzed in relation to their responses. This was to test the third sub-set of hypotheses on factors within the school, which states:

H_0 1 (iii): Faculty interactions with students at NEGST do not influence placement in ministry.

The variables that were identified among the population of this study had to do with the kind of ministries they were doing at the time of the study. These were collapsed into two, namely:

- (a) Opinions of M. Div graduates only
- (b) Opinions of graduates from other or combined degrees

Graduates' responses are summarized on table 32 below.

Table 32. Influence of Classroom Interactions

Nature of Respondents	Effect on Placement in Ministry			Total
	Affected	Undecided	Not Affected	
M. Div. Only	9	4	6	20
Other or Combined Degrees	19	3	5	26
Total	28	7	11	46

$\chi^2 = 6.28$

df = 2

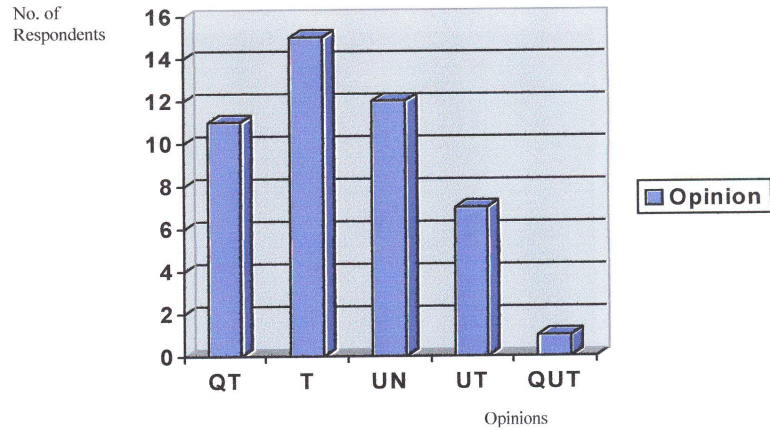
Significance Level = 0.05

The Chi-Square value of 6.28 obtained is just slightly higher than the critical value of 5.99 necessary for rejecting the null hypothesis at 2 degrees of freedom. As such, the null hypothesis was rejected and this suggests that there was a statistically significant difference between opinions of M. Div. graduates and graduates from other or combined degrees as to whether classroom interactions with faculty members contributed to placement in ministry. Consequently, we can deduce that faculty's classroom interactions with students at NEGST somehow influence placement in ministry. Hence, there is a relationship between faculty's interactions (in the classroom) with students at NEGST and placement in ministry.

Informal Interactions

Of the 46 graduates who responded to the item on contribution of informal interactions with the faculty, a total of 26 indicated that such interactions contributed to their placement in ministry. On the contrary, 12 were uncertain and a total of 8 did not think that such interactions contributed to their placement in any way. These can be illustrated as shown on figure 6.

Fig. 6. Views on Informal Interactions

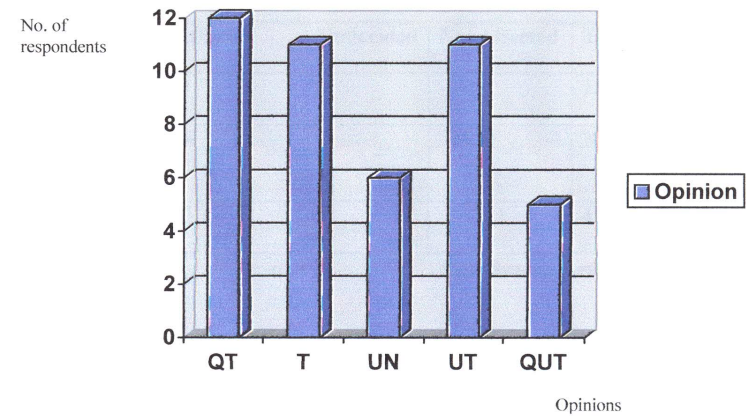


Trends of responses regarding how informal interactions with faculty members affected their placement in ministry are shown on table 33. This was to test the third sub-set of hypotheses on factors within the school, which states:

H_01 (iii): Faculty interactions with students at NEGST do not influence placement in ministry.

The variables identified this time were related to the respondents' informal interactions with the faculty members during their training at NEGST. These were summed up into two: Those who reported to have informally interacted with the faculty from the M. Div. program and those from other or combined degrees.

Fig. 7. Views on Mentoring Relationships



In addition to the above, the characteristics of the respondent concerning the contribution of mentoring interactions with faculty members were analyzed. These were used to test the third sub-set of hypotheses on factors within the school, which states:

H_01 (iii): Faculty interactions with students at NEGST do not influence placement in ministry.

Variables identified among the population are: Those who reported to have had mentoring interactions with the faculty from the M. Div. program only and those from other or combined degrees. Their responses are summarized on table 34.

Table 34. Contribution of Mentoring Interactions

Kind of Respondents	Effect on Placement in Ministry			Total
	Affected	Undecided	Not Affected	
M. Div. Only	9	4	2	15
Other or Combined Degrees	14	2	14	30
Total	23	6	16	45

 $\chi^2 = 7.00$

df = 2

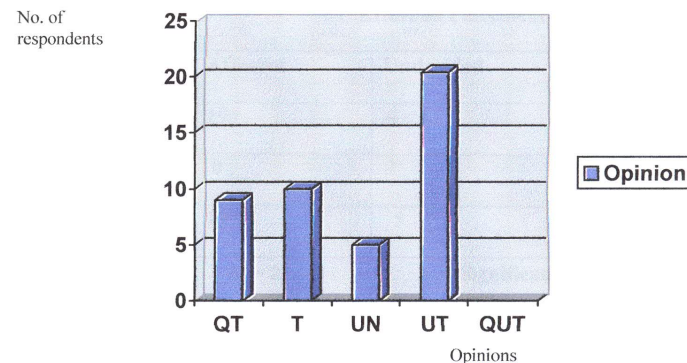
Significance Level = 0.05

The Chi-Square value of 7.00 obtained is higher than the critical value of 5.99 necessary for rejecting the null hypothesis. Therefore, there was a statistically significant difference between opinions of M. Div. graduates only reporting mentoring interactions with the faculty and graduates from other or combined degrees on whether this factor affected their placement in ministry. We can infer from this finding that faculty's mentoring interactions with graduates with the M. Div. only influence placement in ministry a bit more than reported by other graduates.

Field Ministries

Out of 44 graduates who responded, 19 indicated that field ministries contributed to their placement in ministry, 5 were uncertain and 20 did not think that the factor contributed to their placement in any way. These responses were ranked on the Likert Scale in section B of the instrument.

Fig. 8. Views on Field Ministries



When the graduates' trends of responses on the influence of field ministries experiences were analyzed, their responses were summarized as shown on table 35. This was to test the fourth sub-set of the hypotheses related to factors within the school, which states:

H₀1 (iv): Field ministries attachment/experiences during training at NEGST do not influence placement in ministry.

The variables identified among the population were related to the status of the graduates as to whether they were attached for field ministries during their training at NEGST. These were collapsed into two categories, namely:

- (a) Those attached during training
- (b) Those not attached

Table 35. Contribution of Field Ministries

Organizations Attached	Effect on Placement in Ministry			Total
	Affected	Undecided	Not Affected	
Attached	19	4	17	40
Not Attached	0	1	3	4
Total	19	5	20	44

$\chi^2 = 3.57$ $df = 2$ Significance Level = 0.05

The Chi-square value of 3.57 obtained is less than the critical value of 5.99 necessary for rejecting this hypothesis. Thus, the hypothesis was not rejected implying that there was no statistically significant difference between the opinions of the graduates who were attached for field ministries during their training and those that were not in terms whether field ministries contributed to their placement in ministry or not. We can therefore conclude that field ministries attachment/experiences during training at NEGST did not influence placement in ministry. Hence, there is no relationship between field ministries experiences and placement in ministry.

Factors to do with the Graduates

The second category of factors that affect placement in ministry have to do with the graduates themselves. These factors include uncertainty of call, uncertainty of gifts, preference for specific context of ministry and previous experience in ministry (before NEGST training). These were to test the second category of hypotheses that states:

H₀₂: There is no relationship between certain factors to do with the graduates and their placement in ministry.

Graduates' responses on the Likert Scale are shown on table 36.

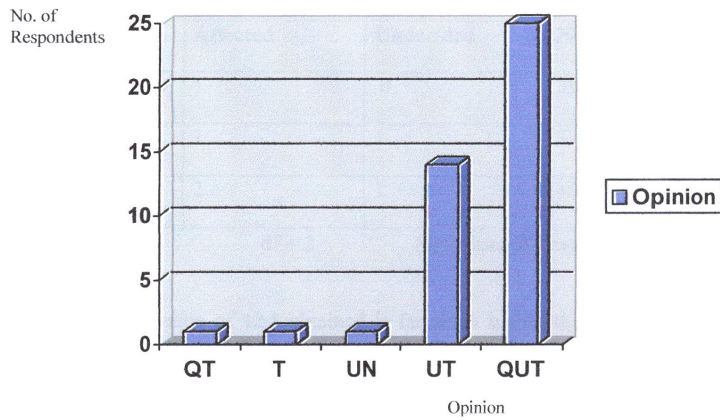
Table 36. Opinions on Personal Factors

Opinion	Quite True	True	Undecided	Untrue	Quite Untrue	No Response
Uncertainty of call	1	1	1	16	24	11
Uncertainty of gifting	0	0	1	14	27	12
Preference of a specific context	1	1	0	14	26	12
Lack of Previous Experience	1	0	2	14	28	9

Uncertainty of Call and Placement in Ministry

When the respondents were asked to express their opinions on the influence of uncertainty of call to full-time ministry on their placement, they indicated the following responses. Out of 42 graduates who responded to the related item on the Likert Scale, only a total of two indicated that they were affected by uncertainty of call to full-time ministry, one was uncertain, and a total of 39 indicated they were not affected at all. These responses are illustrated in the figure below.

Fig. 9. Views on Uncertainty of Call



In relation to the above findings, the patterns of responses on how uncertainty of call to ministry might have affected their placement in ministry were analyzed. The findings are illustrated on table 37. This was to test the first sub-set of the null hypotheses that have to do with factors related to the graduates, namely:

H₀2 (i) Graduates' uncertainty of call to ministry does not influence placement in ministry.

The variables identified among the population of this study regarding call to ministry are: Those in full-time Christian ministry and those in part-time ministry or not in ministry.

Table 37. Influence of Uncertainty of Call

Ministry Involvement	Effect on Placement in Ministry			Total
	Affected	Undecided	Not Affected	
Full-time Ministry	1	0	39	2
Others	1	1	3	5
Total	2	1	40	43

$\chi^2 = 12.5$

df = 2

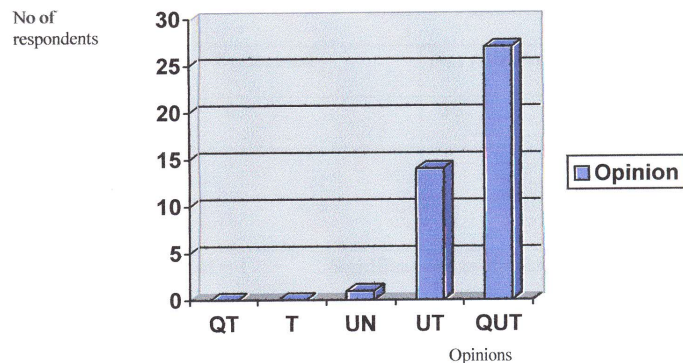
Significance Level = 0.05

The Chi-Square value of 12.5 obtained is far much higher than the critical value of 5.99 necessary to reject the null hypothesis at level of significance of 0.05. Thus, the null hypothesis was rejected. This suggests that there was a statistically significant difference between the opinions of graduates who were in full-time ministry and those in part-time or not in ministry in terms of whether or not this factor influenced their placement in ministry. We can infer from the above test that comparatively, graduates who engaged in full-time ministry were not as significantly affected by uncertainty of call, as compared with others who were in part-time or not in ministry. Certainty of call seems to influence placement, more so among those in full-time ministry.

Uncertainty of Gifts and Placement in Ministry

Another area that could affect graduates' placement in ministry has to do with uncertainty of their gifts. When the respondents were asked to indicate their views on how this factor might have affected their placement in ministry on the Likert Scale they gave the responses as illustrated in figure 10.

Fig. 10. Views on Uncertainty of Gifts



Out of 42 respondents in section B of the instrument, none indicated to have been affected by uncertainty in areas of gifting. Only one indicated uncertainty and a total of 41 felt that they were not affected at all. Their patterns of responses on the influence of uncertainty of gifts are shown on table 38. This was to test the second sub-set of the null hypotheses that deals with factors to do with the graduates, namely:

H₀₂ (ii) Graduates' uncertainty of areas of gifts does not influence placement in ministry.

Variables identified among the population were grouped into two, that is, those who were in full-time Christian ministry and those who were in part-time ministry or not in ministry.

Table 38. Effect of Uncertainty of Gifts

Ministry Involvement	Effect on Placement in Ministry		
	Undecided	Not Affected	Total
Full-time Ministry	0	36	36
Others	1	5	6
Total	1	41	42

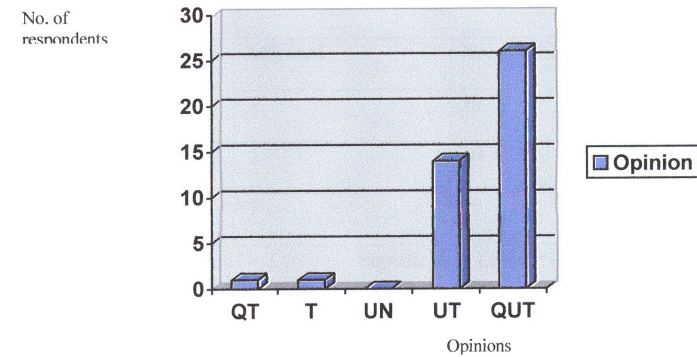
$\chi^2 = 6.73$ **df = 1** **Significance Level = 0.05**

The Chi-Square value of 6.73 obtained was much higher than the critical value of 3.84 necessary for rejecting the null hypothesis. Since the null hypothesis was rejected, it was concluded that there was a statistically significant difference between the opinions of graduates who were in full-time ministry and those who were not in terms of whether this factor affected their placement in ministry or not. We can therefore deduce that graduates' certainty of areas of gifts influences placement in ministry more significantly among those in full-time ministry. There is therefore a relationship between certainty of gifts and placement in ministry.

Preference for Specific Context

Preference for a particular context of ministry was a factor identified in this study as likely to affect placement in ministry. When graduates were asked to give their opinions on how this factor might have influenced their placement in ministry, they gave responses on the Likert Scale as shown in figure 11.

Fig. 11. Preference of Context



Out of 42 graduates who responded on the Likert Scale, a total of two indicated that they were affected by preference for specific geographical context. None was uncertain of the influence of this factor and a total of 40 did not think that preference of specific geographical context influenced their placement in ministry. Additionally, respondents' trends of responses on the influence of preference of specific context of ministry are summarized on table 39. This was to test the third sub-set of the null hypotheses that are related to certain factors to do with the graduates, namely:

$H_{0:2}$ (iii) Preference for specific geographical areas does not influence placement in ministry.

The variables identified in the population were collapsed into two: Those who worked in urban areas and those who worked in other contexts of ministry.

Table 39. Influence of Preference of Context

Context of Ministry	Effect on Placement in Ministry		
	Affected	Not Affected	Total
Urban Areas	1	30	31
Other Contexts	1	10	11
Total	2	40	42

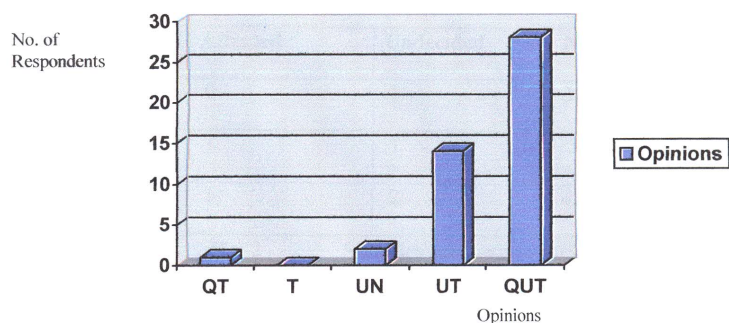
$\chi^2 = 0.62$ $df = 1$ Significance Level = 0.05

The Chi-square value of 0.62 obtained was lower than the critical value of 3.84 necessary to reject the null hypothesis. The hypothesis was not rejected. Thus, there was no statistically significant difference between the views of graduates working in urban contexts and those who worked in other contexts on whether preference of context affected their placement in ministry. Hence, we can conclude that preference for specific geographical areas does not appear to influence placement in ministry, according to these graduates. No relationship was observed between preference for specific contexts of ministry and placement in ministry.

Lack of Previous Experience

One of the factors that could influence graduates' placement in ministry has to do with ministerial experience before training at NEGST. When graduates were asked to rank their opinions on how lack of previous experience influenced their placement in ministry, they noted the following answers illustrated on a bar chart.

Fig. 12. Previous Experience



Out of 45 graduates who responded on the Likert Scale, only 1 indicated that he was affected by lack of previous experience in ministry. Two graduates were uncertain and a total of 42 indicated that this factor did not affect their placement in ministry. Graduates patterns of responses on how lack of previous experience in ministry might have influenced their placement in ministry are shown on table 40. This was to test the fourth sub-set of the null hypotheses that concerns factors to do with graduates. It states as follows:

H₀2 (iv) Graduates' prior experience in ministry does not influence placement in ministry.

Variables identified among the population include those with previous experience in ministry and those without previous experience.

Table 40. Effect of Lack of Previous Experience

Graduate's Profile	Effect on Placement in Ministry			Total
	Affected	Undecided	Not Affected	
With Previous Experience	0	1	39	41
No Experience	1	1	3	5
Total	1	2	42	45

$\chi^2 = 12.97$ $df = 2$ Significance Level = 0.05

The Chi-Square value of 12.97 obtained is higher than the critical value of 5.99 necessary to reject the hypothesis. Thus, the hypothesis was rejected, implying that there was a statistically significant difference between perceptions of graduates with previous experience in ministry and those without in terms of whether this factor influenced their placement or not. We can subsequently infer that students' lack of prior experience in ministry influences placement in ministry less so among graduates with prior experience. There is a relationship between previous experience in ministry and placement in ministry. It would appear that those with prior ministry experience are more readily placed after graduation than those without prior experience.

Factors to do with the Context of Ministry

The third and last category of factors that might influence placement in ministry has to do with the context of ministry in which graduates are located. These factors include employers' decision on placement, political instability and war in some countries, financial limitations and limitation of some ministry roles to males (this is specific to women). These were to test the third category of hypotheses that states:

H₀₃: There is no relationship between certain factors in the context of ministry and placement in ministry.

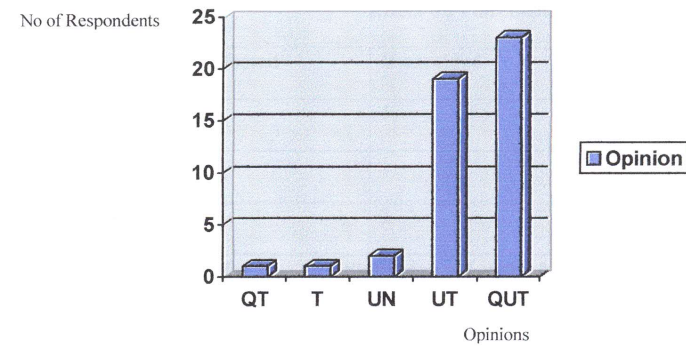
Table 41. Opinions on Contextual Factors

Factor	No. of Respondents					
	Quite True	True	Undecided	Untrue	Quite Untrue	No Response
Employers' Decision	1	1	2	19	23	8
Political instability & war	1	0	1	11	30	11
Financial Limitations	0	1	1	15	28	9

Employers' Decision

Employers can be very influential in relation to placement of employees. These employees include even graduates of theological schools like NEGST. When NEGST graduates were asked how their employers might have influenced their placement in ministry in section B of the instrument, they gave the following opinions illustrated on a bar graph.

Fig. 13. Employers' Posting



Forty-six graduates responded to this item related to employers' decision on posting in section B of the instrument, which asked them to rate their opinions on the Likert Scale. A total of two indicated that employers' decision affected their placement. Two were uncertain and a total of 42 indicated that they were not affected.

Their trends of responses on how this factor might have affected their placement in ministry are shown on table 42. This was to test the first sub-set of the null hypotheses that relates to factors in the context of ministry, namely:

H₀₃ (i) Employers' posting does not influence placement in ministry.

The variables identified in the population of this study were: Those that were posted by their employers and those that were not.

Table 42. Influence of Employers

Graduates' Profile	Effect on Placement in Ministry			
	Affected	Undecided	Not Affected	Total
Graduates Posted	1	1	39	41
Graduates not Posted	1	1	3	5
Total	2	2	42	46

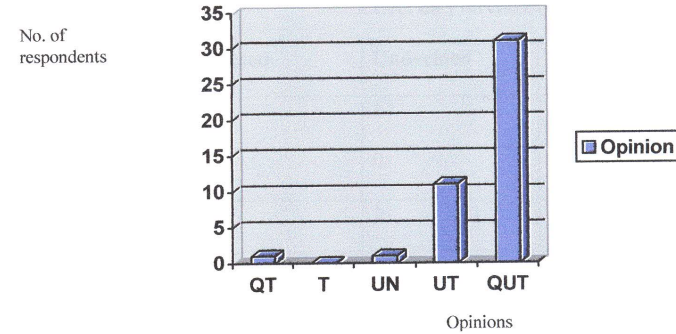
$\chi^2 = 7.99$ $df = 2$ **Significance Level = 0.05**

The Chi-Square value of 7.99 obtained is higher than the critical value of 5.99 necessary to reject the null hypothesis. The hypothesis was therefore rejected, implying there was statistically significant difference of opinion between graduates that were posted by their employers and those that were not on whether employers' postings influenced their placement in ministry or not. Therefore, we can infer that employers' posting influences placement in ministry, more so with those graduates who did not get posted by employers. Employers' decision appears to have been more important in deciding placement of the few reporting non-posting by former employers. Those without employment prior to NEGST also tend to find placement more difficult (due to lack of an employer to do the posting).

Political Instability

Some countries in Africa have and continue to experience political instability and war. It was perceived by this researcher that this trend might be affecting placement for some of the NEGST graduates. When the graduates were asked to indicate how this factor had affected their placement, they indicated the responses on the Likert Scale as illustrated in figure 14.

Fig. 14. Political Instability



Among the 43 graduates who responded to the item in section B of the questionnaire related to political instability and war, only 1 indicated to have been affected in placement by political instability. One was undecided and a total of 41 indicated that they were not affected. Graduates' patterns of responses on how this factor influenced their placement in ministry are illustrated on table 43. This was to test the second sub-set of the null hypotheses that dealt with factors to do with the context of ministry. It states:

H₀3 (ii) Political instability does not influence placement in ministry.

The variables identified in the population of this study are: Those respondents that came from politically unstable or war-torn countries and those from stable countries.

Table 43. Influence of Political Instability and War

State of Country	Effect on Placement in Ministry			Total
	Affected	Undecided	Not Affected	
Unstable/War-torn	1	1	15	17
Stable	0	0	16	26
Total	1	1	31	43

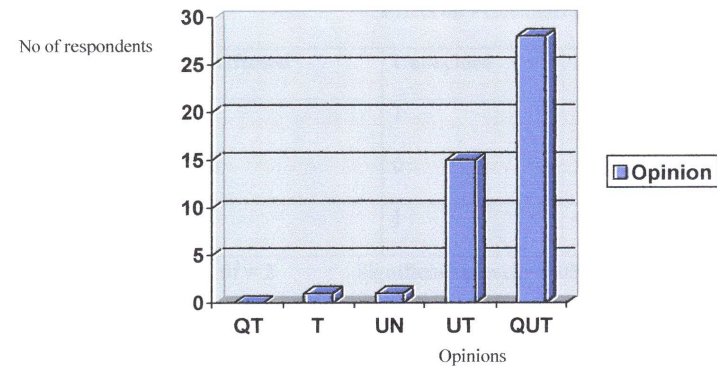
$\chi^2 = 4.61$ $df = 2$ Significance Level = 0.05

The Chi-Square value of 4.61 obtained is less than the critical value of 5.99 necessary to reject the null hypothesis. As such, the hypothesis was not rejected. There was no statistically significant difference between the perceptions of graduates from politically unstable and war-torn countries and those that were not in terms of whether this factor influenced their placement in ministry. Thus, it was concluded that political instability does not appear to influence placement in ministry according to these graduates. There is no relationship between political instability and placement in ministry. This appears to be so because even those displaced by political instability tend to find placement in other countries.

Financial Limitations

Another factor that might have influenced placement of NEGST graduates was related to financial limitations. NEGST graduates indicated on the Likert Scale in section B of the instrument their opinions on whether financial limitations affected their placement in ministry or not. Their responses are illustrated in figure 15:

Fig. 15. Financial Limitations



Out of 45 graduates, only one indicated influence on placement in ministry. One was uncertain of the effect of that factor and 43 indicated they were not influenced at all. Their patterns of responses on how financial limitations might have affected their placement in ministry are shown on table 44. This was to test the third sub-set of the null hypotheses that have to do with factors in the context of ministry, namely:

H_{03} (iii) Financial limitations do not influence NEGST alumni's placement in ministry.

The variables identified in the population were collapsed into two, namely:

- Those that were in full-time paid jobs
- Those that were not in full-time paid jobs

Table 44. Influence of Financial Limitations

Graduate's Profile	Effect on Placement in Ministry			Total
	Affected	Undecided	Not Affected	
Full-time Paid Job	1	1	33	35
Others	0	0	10	10
Total	1	1	43	45

$\chi^2 = 0.76$ **df = 2** **Significance level = 0.05**

The Chi-Square value of 0.76 obtained is below the critical value of 5.99 necessary to reject the null hypothesis. The hypothesis was not rejected. Therefore, there was no statistically significant difference between opinions of graduates in full-time job and those that were not as to whether this factor influenced their placement in ministry or not. Hence, financial limitations do not seem to influence NEGST alumni's placement in ministry. There is no relationship between financial limitations and placement in ministry, whether for those graduates in full-time ministry or those who are not placed full-time.

Limitation of Gender Roles

The researcher found out in the literature that one of the factors that might influence placement of women in ministry has to do with limitations of some roles to males. This is especially the case for those trained for leadership work in local churches. For example, the M. Div. program is intended to train some people for pastoral work. Would women graduates from such program face some limitations? Thus, it was an objective of this study to find out the extent to which this factor might have affected NEGST female graduates in their placement in ministry. An open-ended item was designed to allow all graduates to give their free comments on how limitation of some roles to males might have influenced

their placement. All the 39 male respondents indicated that they were not influenced in any way by this factor. However, of the fifteen women respondents in this study, 4 indicated that they were affected by limitation of some roles to males in their context of ministry. Table 45 shows female graduates' responses on how this factor might have affected their placement in ministry. This was to test the fourth sub-set of the hypotheses that concerns certain factors to do with the context of ministry, namely:

H₀₃ (iv) Limitation of some ministry roles to males does not influence placement of women in ministry.

The variables identified in the population are females with the M. Div. only and those with other or combined degrees.

Table 45. Gender Issues and Placement in Ministry

Females Specialization	Effect on Placement in Ministry		
	Affected	Not affected	Total
Females with M. Div. Only	3	4	7
Females with Other or Combined Degrees	1	7	8
Total	4	11	15

$\chi^2 = 1.76$ **df = 1** **Significance Level = 0.05**

The Chi-square value of 1.76 obtained is lower than the critical value of 3.84 necessary to reject the hypothesis at the significance level of 0.05. Therefore, the hypothesis was not rejected, implying there was no statistically significant difference between the perceptions of female graduates with the M. Div. only and those with other or combined degrees as to whether limitation of some roles to males influenced their placement in ministry. Thus, we

can conclude by inference that limitations of some ministry roles to males do not appear to influence placement of NEGST female graduates. No relationship was observed between gender roles and placement in ministry.

Discussion

Of the first category of hypothesis that dealt with factors to do with the school, two sub-hypotheses were rejected. In relation to the influence of areas of specialization, respondents with the M. Div. only and those with other or combined degrees indicated high influence of their specialization on placement in ministry. This implies that there is a relationship between areas of specialization and placement in ministry. This points to the fact that most graduates of NEGST are likely to get placements corresponding to their areas of specialization. On the contribution of spiritual development to placement, spiritual development achieved at NEGST through activities such as chapel services and small groups did not significantly influence the placement of graduates in ministry. This may imply that spiritual development activities at NEGST are not designed to influence placement in ministry. Regarding interactions (classroom, informal and mentoring interactions) with faculty members, there was a statistically significant difference between the opinions of respondents with the M. Div. only and those with other or combined degrees as to whether the factor influenced their placement in ministry. This may be an indication that faculty members at NEGST might have purposefully interacted with the graduates with a view to their future ministries. On the contribution of field ministries to placement, there was no statistically significant difference between those that were having placement in field ministries while in school and those who did not as to whether their experiences influenced their placement in ministry later on. This could indicate that field ministries at NEGST

were not designed for placement in ministry. It could also be attributed to differences between field ministries experiences during training and the actual ministries graduates entered after training.

With regards to the second category of factors that had to do with the graduates, all the sub-hypotheses were rejected. There was a statistically significant difference between the opinions of those that were working full-time and those that were not, regarding whether certainty of call and areas of gifts affected their placement in ministry or not. Thus, most of the surveyed graduates were sure of their call to ministry and their gifts before or by the end of their training. This points to NEGST admission trends. The school seems likely to admit students who are sure of their call to ministry and/or gifts. Similarly, there was a statistically significant difference between the opinions of graduates that had previous experience in ministry and those that did not as to whether this factor influenced their placement in ministry. Thus, there is a relationship between graduates' previous experience and placement in ministry. This could imply that some of the graduates could have gone to ministries related to their previous ministries or even to the same positions as before. Thus, many of the surveyed graduates were involved in ministry before their training. This also points out that NEGST is likely to admit students who have some experience in ministry. On preference of specific geographic contexts of ministry there was no statistically significant difference of opinions between those that worked in urban areas and those that worked in other contexts on whether the factor influenced their placement in ministry. This could imply that most of the surveyed graduates were willing to work in any context of ministry. It could also indicate that the kind training offered at NEGST prepares graduates to work in any context of ministry.

Finally, three sub-sets of the third of hypothesis that dealt with factors to do with the context

of ministry were not rejected. These were related to political instability and war, financial limitations and limitations of some roles to males. There was no statistically significant difference between those who came from politically unstable and war-torn areas and those that did not as to whether the factor influenced their placement in ministry or not. Thus, there is no relationship between political instability and war and placement in ministry. This would indicate that even graduates that came from politically unstable and war-torn areas got placed in ministry after their training. Concerning financial limitations, there was also no statistically significant difference of opinions between those that worked in full-time paid jobs and those that did not on the influence of this factor on placement in ministry. Thus, there is no relationship between financial limitations and placement in ministry. This would imply that the surveyed graduates were generally not deterred by pay or it could imply that they were well remunerated by their employers. Concerning gender roles, there was no statistically significant difference between female graduates with the M. Div. only and those with other or combined degrees on how limitations of some roles to males might have influenced their placement in ministry. Thus, there is no relationship between gender roles and placement in ministry. This would imply that female graduates got placement in ministry regardless of gender. It could also mean that placement was based more on other factors such as areas of specialization rather than gender.

The only hypothesis that was rejected in this category involved employers' decisions on posting of graduates. There was a statistically significant difference between the opinions of those that were posted and those that were not on how the factor might have affected their placement in ministry. Thus, there is a relationship between employer's posting and placement in ministry. This could mean that graduates had to comply with their employers' decisions on placement.

The Contribution of NEGST Training to Graduates' Placement

The second research question states as follows:

R.Q. 2 What are the alumni's views about the contribution of their training at NEGST to their placement in ministry?

There were no hypotheses generated with regard to the second research question. In section C of the questionnaire, the researcher designed open-ended items to allow graduates to articulate their views on the contribution of their training to placement in ministry. Additionally, graduates were asked to give their recommendations to NEGST on how they thought the school could make improvements to enhance graduates' placement in ministry.

Relevance of NEGST Training

Graduates were asked to indicate their views on the relevance of their training at NEGST to their ministry. They gave the following responses.

Table 46. Relevance of Training in Ministry

Factor	Quite true	True	Undecided	Untrue	Quite untrue	No Response
Training at NEGST	38	13	2	0	0	1

As shown on table 46, most graduates indicated that their training at NEGST was relevant to their ministry, 38 (70%) indicated that it was quite true that their training was relevant and 13 (24%) indicated it was true. Only two respondents were not decided as to whether their training at NEGST was relevant to their ministries at the time of the research.

In addition to the above, the researcher sought to know from the graduates how NEGST could be more helpful to its graduates in relation to placement in ministry. The researcher took two steps. First the researcher found out from the NEGST Registry what ministries the graduates had indicated (on their admission forms) they intended to do after their graduation.

A comparison was done between the graduates' ministry aspirations at the admission stage with the graduates' ministries at the time of the study, as well as the field ministries they did during their studies at NEGST. Table 47 shows the data gathered in these areas.

Table 47. Ministry Aspirations at Admission, Field Ministries and Ministry after Graduation

Ministry	No. of Graduates		
	At Admission	Field Ministries	After Graduation
Church	14	44	19
Para church	8	1	8
Theological Institutions	8	1	22
Other Organizations	0	4	4
Not Indicated/None	24	4	1

It was discovered that at the time of admission, 14 respondents intended to work with local churches after their training. Eight intended to serve with para church organizations and eight with theological institutions. Twenty-four of the graduates had not indicated their ministry aspirations on their admission forms. This could have been because the admission forms from 1993-1998 did not require such information. Additionally, it was observed that

most of those who did not indicate their intentions were in secular jobs or were students when they applied to NEGST. Those who had been in ministry before training at NEGST indicated their intentions after graduation in their biographical information.

On the other hand, 44 graduates were placed in local churches for their field ministries.

Nineteen respondents were working with local churches at the time of this study. Seven of those who had intended to work in local churches went to serve with theological schools and Christian Universities. A number of those who had not indicated their intentions joined theological institutions after their training.

Table 48 shows what kind of ministries NEGST graduates indicated at the time of admission that they wanted to do after graduation from NEGST.

Table 48. Aspired Ministries at Admission Stage and after Graduation

Ministry	No. of Respondents	
	At Admission	After Graduation
Pastoral	12	16
Teaching	8	25
Bible translation	6	5
Missions	4	0
Other Ministries	0	7
Not indicated/None	24	1

The researcher discovered that of the 14 graduates that had indicated intention to work in local churches, 12 aspired to do pastoral ministries. The other two had expressed intention

to do missions. Five of those who indicated intention to do translation work aspired to do so in para church organizations. Eight had indicated intention to teach, while 25 were teaching at the time of this study. Thus, most of those who had not indicated their ministry aspirations went into the teaching ministry.

Second, the researcher analyzed graduates' responses to item 6 in section C of the questionnaire. It was designed to know the challenges the graduates faced or were facing in connection with placement in ministry. Table 49 gives a summary of their responses.

Table 49. Placement Challenges

Challenge	No. of Respondents
Multiple needs than I can meet	7
Church not ready to place me	6
Enormous job but poor remuneration	6
Lack of leadership, administrative/ management skills	6
Lack teaching/training skills	4
Computer illiteracy	3
No Specific Challenge	24

The table shows that 7 of the graduates indicated experiencing more demands due to multiple needs than they could meet. Five of these suggested that certain courses would have helped them to meet the demands. However, this comment is not related to placement in ministry but to effectiveness in ministry. Six graduates indicated that there were many job opportunities and organizations needing full-time services but offered very little remuneration or could not place them full-time for financial reason. Six other graduates

expressed that lack of administrative/management skills posed a challenge to placement in ministry. Two graduates who were teaching in theological institutions indicated that their lack of teaching skills was a challenge. One of them held a M. Div. (general) degree and the other M.A. (in missions) degree. Three graduates indicated that computer illiteracy posed a challenge in relation to their placement in ministry due to the changing needs in the ministries. All of these were full-time pastors at the time of this study.

In relation to the above observations, item 6 (section C) asked graduates to give their suggestions on how NEGST experience would have helped them better with regard to their placement in ministry. Table 50 shows a list of their suggestions:

Table 50. Suggestion on Training Improvement

Suggestion	No. of Respondents
Variety of courses	12
Emphasis on practical	9
No Response	33

Twelve graduates indicated that NEGST should offer a variety of courses to enhance graduates' placement in ministry. Eleven graduates proposed administration and management courses. Nine others suggested that more emphasis on practical ministry would enhance placement in ministry.

The researcher asked these graduates to indicate goals they had accomplished, which they could attribute to their training at NEGST. The following responses were given.

Table 51. Goals Accomplishment

Goals Accomplished	No. of Respondents
Training leaders	24
Teaching in Theological Institutions	5
Began new 'organizations'	4
Raised awareness on the need of Theological Education	3
Developing curriculum	5
Acquired positions of leadership	4
Efficiency in ministry	3
Sent a missionary	1
Completed portions of translation	1
No Response	4

Table 51 shows that many of the respondents (44%) indicated that they were involved in training leaders for the church. One of them indicated that he had developed a team of pastors for his church, while another one indicated that he had developed a well-organized structure of leadership for his local congregation. The former was involved in full-time teaching in a Bible college. Five graduates indicated that they had accomplished their goals by being teachers in theological institutions, although they did not give specific goals they had accomplished in that ministry. Only two graduates added that they had acquired positions of leadership in those institutions.

Four graduates indicated that they had founded new 'organizations'. One of them had managed to plant five new local churches and another one had assisted in establishing a new Bible college. One other graduate indicated that he had established several discipleship

courses. Three NEGST alumni indicated that they had raised awareness on the need of theological education among lay pastors and members. One graduate mentioned that he had succeeded in having four members of his congregation join theological institutions. He was involved in full-time pastoral work but had to seek part-time jobs to augment his income. It was commendable to note that this graduate indicated that he had succeeded to mobilize the church to send one missionary to another country in Africa.

Finally, other goals that were indicated by the graduates, although not specific, included: Developing curriculum (5 graduates), increase in size and quality of a local church (1 graduate) and serving part-time as a volunteer in a local church (1 graduate).

Graduates' Recommendations to NEGST

The researcher asked the graduates to offer their recommendations to NEGST on how NEGST training would enhance graduates' placement in diverse ministries. This was to be done in the four areas of factors that have to do with the school namely: Academic disciplines, spiritual formation activities, field ministries and faculty members. They were also given space to recommend any other area within the school that they would consider necessary for enhancing placement of NEGST graduates. Their recommendations are as shown below.

Academic disciplines

NEGST alumni gave the following responses in regard to academic disciplines they took during their training.

Table 52. Recommendations on Academic Disciplines

Recommendations	No. of Respondents
Integrate academic course with practical knowledge	10
Inclusion of more academic disciplines	12
Flexibility to allow interdepartmental electives	2
Help student to choose area of specialization	2
Pursue Accreditation	1
No Response	27

The table shows that 19% of the graduates surveyed indicated the need for academic courses to be integrated with practical realities. Seven of them indicated that most academic courses were taught in a way that they could not see the connection between them and practical ministry. One graduate indicated that some lecturers were not flexible to address issues that are relevant to the local situations but stuck to their Western ideas. However, graduates indicated contentment with academic disciplines offered at NEGST. Twelve graduates recommended that NEGST could offer more academic disciplines and courses. Some of those that were mentioned by more than four graduates included courses on management and administration, counseling and reconciliation.

The other recommendation suggested was the need for space to allow selection of more electives by graduates. This was partly indicated by a missions' graduate who indicated that flexibility would have allowed her to take educational courses. She was involved with teaching at the time of the study.

Spiritual Formation

On spiritual formation, the graduates gave the following recommendations:

Table 53. Recommendations on Spiritual Formation

Recommendation	No. of Respondents
Mentoring interactions needed	9
Spiritual formation program based on research	5
Prayer between faculty and students	6
Encourage informality	5
Fellowship and accountability groups needed	9
Chapel to be geared for spiritual nourishment	5
Spiritual formation course to be required for all	3
Chaplain needed	1
No Response	11

Nine graduates recommended that there needed to be purposeful mentoring interactions between faculty and students, which should be geared for spiritual development of students. Four graduates indicated the need for more time of prayer between faculty and students. It was interesting to note that 9 other graduates indicated a need for fellowship and accountability groups among students. One of them mentioned that instead of having "separate individuals in the library", fellowship among students should be enhanced. Another student indicated that fellowship should be goal-oriented and for accountability purpose and to facilitate opportunities for ministry.

Three graduates indicated the need for the “spiritual formation course” to be required of all. Five other graduates indicated that chapel attendance should be encouraged for all. One of them added that chapel should be intended for “spiritual nourishment and not academic presentations”, while another one indicated that during his time “there were frequent chapel sessions but little discipleship” taking place. Another graduate added that NEGST was producing intellectuals with no concern for spiritual formation. Only one graduate expressed contentment with spiritual formation activities at NEGST.

Field Ministries

Graduates’ recommendations on what NEGST should do in field ministries to enhance placement of the graduates are given below.

Table 54. Recommendations of Graduates on Field Ministries

Recommendation	No. of Respondents
Internship programs to be started	13
Faculty & practitioners supervision required.	11
Assign students according to areas of specialization	12
Assign according to future aspirations in ministry	6
Better organization required	8
School to place students in field ministries	13
Interaction between the school and churches (where students are placed)	5

Table 54 shows that 13 (24%) of the graduates recommended that internship programs should be included in the requirement for field ministries. In the space provided for

comments on “any other area”, one graduate indicated the need for internship for a period of three months. Twelve (22%) of the graduates pointed out that students should be attached to field ministries corresponding to their areas of specialization. All of them indicated strongly that the school should attach students in various ministries and with diverse organizations, rather than requiring students to seek their own placement for field ministries. Additionally, 11 (20%) of the graduates asserted the need for supervision in field ministries. Some of them indicated that faculty members and practitioners in the field should provide such supervision. They indicated that NEGST needed to have more contact with the field for that purpose. Finally, 8 graduates expressed the need for better organization in field ministries. One of them indicated that NEGST needed to set clear goals for the field ministries program.

Faculty Members

Graduates’ recommendations concerning the faculty are summarized below:

Table 55. Recommendations on Faculty

Recommendation	No of Respondents
Be Involved in the ministry	10
Bridge relational gap between them and students	9
In-service Training	2
More African faculty	3
Balance of gender	1

Table 55 shows that 10 of the respondents expressed the need for faculty members to be involved in ministry. Five of them added that since faculty members are supposed to be role models then they needed to be involved in ministry. Two other graduates indicated that faculty members should call on their students to observe them and even be involved in their ministries. One other graduate mentioned that though he was training as a pastor, his teachers did not have any pastoral experience. He expressed the need for faculty members to have ministerial experience as they teach.

Further, 9 graduates indicated the need for faculty members to bridge the relational gap existing between them and their students. Some of these indicated that they should be more available for students out of the classroom context. Four of them indicated that the faculty should develop conscious mentoring interactions among their students. Other recommendations that were given included the need for faculty members to be trained in diverse teaching methods in order for them to integrate academic material with practical material. Another recommendation given was the need for gender balance among faculty members.

Other Areas Related to Placement

The final part of section C sought to know other areas related to placement that graduates would give to NEGST. Three recommendations were given namely:

1. Need for research on relevance of theological training to needs of Africans.
2. Need for regular research among alumni to identify needs.
3. Need for more transparency in administration and accounts offices at NEGST for modeling.

Discussion

Findings have revealed that most of the graduates (94%) asserted that their training at NEGST was relevant to their ministries. Some of them mentioned challenges they faced or were facing with regard to placement. These challenges were mainly factors to do with the context of the ministry such as numerous job opportunities with poor or low remuneration, and lack of placement in local churches. Comparison of their intended ministries and the actual ministries revealed that 10 of the 12 who had indicated intentions to work with the local church as pastors did not end up there. This could be confirmation that there were factors to do with context of ministry that affected the placement of graduates. The researcher also discovered that most graduates surveyed had not indicated their intended ministries at the time of their admission. This might have been partly because there was no requirement of that kind of information on the admission form. An additional reason could be because more of them were in other secular professions or were still students at the time that they sent in their application forms to NEGST. Although most of these reported prior involvement in part-time ministry, they might not have been sure about what ministries they would do after their studies. Thus, NEGST attracts individuals who have previous experience in ministry either on part-time or full-time basis.

When they were asked to articulate goals they had accomplished as a result of their training, more of them (44%) indicated that they had been able to train lay leaders and other leaders for local church, para church organizations and theological institutions. This may imply that most graduates were in positions of leadership that gave them the mandate and the credibility to train others. Others pointed out that they had been able to lecture in theological institutions. Some of these also indicated they had helped develop or improve

parts of the curriculum in their respective institutions. These findings imply that NEGST graduates are likely to go into leadership positions after their graduation. As such they are likely to be involved with leadership training and other leadership roles in their respective ministries.

When graduates were asked to give recommendations to NEGST on how theological training could enhance graduates' placement in ministry, many graduates expressed contentment in the area of academic disciplines. However, some (12) suggested the need for more academic courses such as administration, management, counseling and reconciliation. Most of those who suggested the last point were working in areas with tribal clashes or war. However, most graduates indicated the need for improvement on other areas of the school program. They (5 graduates) pointed out the need for improvement on the spiritual development programs so they could enhance placement of graduates. Thus, NEGST graduates are likely to recommend skills development courses than other courses. This is the case due to realities faced in the field.

Graduates also indicated that faculty members needed to avail themselves more for interactions with students outside of class and that they needed to be involved with practical ministries where they would call on their students to learn through observation. This could mean that graduates thought their teachers were more confined to classroom interactions and that most teachers were not involved in ministries outside the school. The graduates also called on faculty members to do more intentional mentoring among students with the goal to impacting them for future placement. Again, NEGST graduates tend to ask for experiences in the school that can enhance development of ministerial skills.

Finally, graduates expressed some grievances about field ministries program at NEGST.

They indicated that the program needed improvement by:

- 1) Having the school post students (12 graduates).
- 2) Introducing internship programs (13 graduates).
- 3) Placing students in field ministries that are related to their area of specialization and their intended future ministries (18 graduates).
- 4) Having more supervision of students from the school in partnership with practitioners in the field (11 graduates).

These recommendations show that NEGST graduates perceived the effectiveness of the field ministries program to be the responsibility of the school and not the students.

Summary of Findings

In consideration of the two research questions posed to guide this study, the following conclusions can be drawn from the summarized findings given above.

1. A majority (83%) of NEGST alumni studied were involved in full-time Christian ministry. Most of those involved in part-time ministries indicated other temporary factors as having affected their placement, implying they might eventually be involved in full-time Christian ministry.
2. Most (81%) NEGST graduates were serving with Christian organizations (churches, para-church organization, theological institutions and Christian universities).
3. Most (82%) of NEGST graduates were working in urban areas and 55% of the graduates were mainly doing pastoral and teaching ministries.
4. Many (67%) of the alumni of NEGST are in key positions of leadership in Christian organizations.

5. Graduates attributed their placement in ministry to their training at NEGST, specifically to their areas of specialization. Seventeen percent however recommended inclusion of more academic disciplines.
6. Many (52%) graduates agreed that classroom interactions with faculty members contributed to their placement in ministry but they did not agree on whether informal interactions and mentoring interactions with faculty members influenced their placement in ministry. Most of them recommended that mentoring should purposely be done at NEGST and that the faculty members should be more available to students outside the classroom.
7. Most (74%) graduates did not think that their field ministries experiences at NEGST contributed to their placement in ministry in any specific manner. Five of them lamented that this was the most “neglected”, “undefined” and “disorganized” area of their training at NEGST. They mostly recommended that the school should place students in field ministries corresponding to their area of specialization and intended future ministries. They also indicated the need for organization and supervision of *students in field ministries*.
8. Most (76%) graduates did not indicate any contribution of spiritual development attained during NEGST training to their placement in ministry. Many of them indicated that emphasis on academic development exceeded that of spiritual development. They recommend that chapel services should be improved to enhance placement and that small groups should be handled informally.
9. Most (97%) graduates were certain about their call to ministry and their area of gifting.
10. Graduates are reportedly open to serve in any context of ministry.

11. Most (91%) graduates said they had previous experience in ministry either on full-time or part-time basis.
12. Most (83%) graduates were in ministries of their choice and those that were related to their area of study at NEGST. They were not negatively affected by their employers’ decisions on placement.
13. Most (98%) of the graduates who came from politically unstable or war torn countries found placement in other countries.
14. A majority (85%) of the graduates were not influenced by financial limitations to seek employment unrelated to their training at NEGST.
15. Most (73%) female graduates were not affected by limitations of some roles to males in their contexts of ministry.

Overall Discussion

Overall, it would be helpful to give analysis in light of NEGST goals and objectives since the research was designed to study whether graduates were doing what they were trained to do.

Since NEGST “exists to promote excellence in African Christianity” (NEGST Prospectus 2000, 9) by “developing leaders for specified vocations”, the researcher deemed it necessary to analyze the extent to which this general goal had been accomplished through the findings of this study.

In relation to this goal it can be concluded from the findings that the training offered at NEGST is producing leaders. This is because when graduates were asked to indicate goals

they had accomplished that they could attribute to NEGST, 44% indicated that they were training leaders. Inferring from this finding, NEGST alumni are placed in positions of leadership and thus they could consequently train others.

Goals Related to Vocations

NEGST Prospectus of 1998/2000 (pages 8-9) lists goals that NEGST wishes to accomplish.

- To develop pastors of urban churches catering for professional class, people from mixed race congregations and others living in culturally plural situation.

Even though this study did not dig into the details of ministries that NEGST alumni were doing, it is clear from the findings that most of the NEGST alumni surveyed (76%) were *working in urban areas*. About 30% of the surveyed graduates were pastors. In fact all respondents that were pastors worked in urban areas. Thus, NEGST graduates tend to move from rural to urban areas for placement in ministry. Some of these become pastors.

- To develop teachers of Bible, theology, ministries and related subjects in secondary and tertiary Bible schools and theological colleges.

In relation to this goal, findings have revealed that many of the graduates in the survey (41%) were involved in the teaching ministries. All these were lecturers in theological institutions and Bible schools. Even some who were pastors did part-time teaching in Bible schools for various reasons. Thus, NEGST graduates tend to go into the teaching ministry more than any other ministry. They do so in theological institutions than in any other kind of institutions.

- Specialists in Christian education, missions, theology and translation who are able to engage capably in Christian service, in these fields.

Since this study was not intended to find out effectiveness of graduates in ministry, the above goal was not evaluated. However, findings of the study reveal that of the seven graduates who intended to do translation, four of them were doing exactly that. The rest had other factors that temporarily hindered them such as war and employer's policies. For the thirteen surveyed graduates who specialized in Christian education [M.A.C.E. and M. DIV. (C.E.)], three of them were placed in the church as Christian education directors, two were involved with pastoral work and leadership training, and eight were teachers. Only one graduate indicated total non-involvement in ministry. Only one did not think her full-time job was full-time ministry but rather indicated her full-time ministry was her unofficial duties as a pastor's wife. Only one graduate taught full-time in high school and considered it to be ministry. Of all the 5 missions graduates who responded, all of them were involved in teaching either part-time or full-time. Two were also doing ministries in the local church. One indicated that he had managed to mobilize his church to support missions, and the church had been able to send a missionary within Africa. He also indicated involvement with a para church organization that sends African missionaries on part-time basis. Thus, we can affirm that these graduates were in ministries that NEGST trained them to do. NEGST graduates are likely to be involved in ministries that they have been trained for at the school.

However, on the final goal that NEGST develops researchers and writers, only two of the graduates indicated involvement in writing for publication. However, the researcher got to know that some graduates were pursuing their doctorates, although statistics for these were not obtained. Thus, this goal has only been partly fulfilled. This would probably imply that

there are no jobs related to research work. However, the school may need to be more purposeful in producing self-motivated researchers.

Graduates commended NEGST for the academic input, which enabled them to acquire credentials and specialization that positively contributed to their placement in Christian ministry. They also agreed that classroom interactions with faculty members influenced them most, compared to informal interactions and mentoring interactions. However, they were divided on the contribution of spiritual development program and field ministries programs at NEGST. They made recommendations that those programs should be improved, and be goal-oriented in order to enhance placement of graduates in ministry.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was a survey designated to find out the kind of ministries a sample of NEGST alumni were doing and whether those ministries are related to their training at NEGST or not. The survey also sought to establish what factors of their training at NEGST were the most helpful to them in light of their placement in ministry. The alumni sampled were also asked to give their recommendations to NEGST on how placement of graduates after NEGST training could be enhanced. This section is an attempt to articulate the summary of the findings, which are based on the statement of the problem and purpose of the study. In addition, there are recommendations by the researcher based on the findings of the study.

Statement of the Problem

Theological education has been a key subject of interest both to theologians, educators and practitioners in the field. Its goals, methods and outcomes have been debated for the last thirty years or more. It is therefore becoming necessary to evaluate progress and achievement and establish the relevance of theological training. Since NEGST is one of the main theological institutions in Africa, the researcher sought to contribute to the debate by establishing what ministries NEGST graduates were doing. The aim was to establish the relationship between *theological training* offered at NEGST and *placement in ministry*, by investigating the contribution of NEGST training to the placement of its graduates in ministry.

Purpose of the Research

The aim of the study was to find out the extent to which a sample of NEGST alumni were doing what they were trained to do. Additionally, the researcher wanted to find out the alumni's opinions on the contribution of their training at NEGST to their placement in ministry. Two research questions were raised to guide the focus of this study. These were

R.Q.1 What is the relationship between theological training at NEGST and the ministries in which NEGST alumni are placed?

R.Q. 2 What are the alumni's views about the contribution of their training at NEGST to placement in ministry?

Significance of the Study

This study unfolded areas of Christian ministries that a sample of NEGST alumni were doing. It also brought to light some of the factors that were influencing placement of graduates in ministry after their training at NEGST. Finally, the study brought to light some of the graduates' opinions and recommendations to NEGST on what could facilitate placement of graduates. They did these in relation to their placement in ministry.

Knowledge of what NEGST alumni were doing is helpful to the curriculum developers of the NEGST training program in order to affirm areas of strength and improve on other areas to enhance placement of NEGST graduates. Additionally, showing the views of the alumni on the contribution of their training and their subsequent recommendations is helpful to NEGST policy makers to improve on NEGST training, particularly in relation to future ministries of their graduates.

Design of the Study

The survey instrument that was used to gather information from NEGST alumni was the questionnaire. The questionnaire contained both open-ended and closed-ended items. Three categories of factors that could influence placement in ministry were identified. Two research questions were developed to guide the focus of this study. Subsequently, generation of hypotheses was done following preliminary study of the program (mainly through observation and interaction with alumni and the thesis supervisor), and through literature reviews. These hypotheses were based on the main focus of this study.

Summary of Findings

R.Q. 1 What is the relationship between theological training at NEGST and the ministries in which NEGST alumni are placed?

In order to answer the above research question the ministries that NEGST graduates were doing were analyzed from their responses on their ministry involvement, and then factors that influenced placement in those ministries were investigated. It was found that:

- 1) Most of NEGST alumni surveyed (53%) were involved in teaching and training ministries in the context of theological schools and Bible training institutes.
- 2) A good number of the graduates surveyed (37%) were doing pastoral ministries in local churches.
- 3) Most of the graduates surveyed (85%) were involved in full-time Christian ministries and those that were not gave reasons why they were not.
- 4) Some of the graduates surveyed (9%) had to do multiple ministries in order to raise enough financial support.

- 5) Some of the graduates surveyed (19%) were working with para-church organizations doing diverse ministries such as Bible translation, community development and college student ministries.
- 6) Many of the graduates surveyed (20%) preferred working in urban areas. Subsequently, the research indicates that 30% of those who were working in rural areas before NEGST had moved to work in urban/semi-urban areas after their training.

In order to establish factors that influenced graduates to be placed in the ministries mentioned above, the researcher identified three main factors that are likely to influence placement in ministry. These led to the formulation of three categories of hypotheses. The hypotheses were generated in the null form. They are stated below alongside their findings.

H₀:1: There is no relationship between certain factors within the school and placement in ministry.

H₀:1 (i) Areas of specialization do not contribute to placement in ministry.

This hypothesis was rejected. There was a statistically significant difference between the opinions of graduates holding only M. Div. degrees and those with other or combined degrees on how areas of specialization could have influenced their placement in ministry.

H₀:1 (ii) Spiritual formation activities such as chapel services and small groups at NEGST do not contribute to placement in ministry.

The hypothesis was not rejected in relation to spiritual development achieved while the graduates were in training at NEGST. Thus, there was no statistically significant relationship between spiritual development of the graduates achieved through spiritual development activities such as chapel services and small groups and their placement in ministry.

H₀:1 (iii) Faculty interactions with students at NEGST do not influence placement in ministry.

With regard to the graduates' interactions with faculty members, the hypothesis was rejected in relation to informal interactions, classroom and mentoring interactions. Therefore there was a statistically significant difference between the opinions of M. Div. only and those with other or combined degrees on whether the three kinds of interactions influenced their placement in ministry. Thus, there is a relationship between faculty interactions with students and placement in ministry.

H₀:1 (iv) Field ministries attachment/experiences during training at NEGST do not influence placement in ministry.

The hypothesis concerning field ministries experiences that graduates received while studying at NEGST was not rejected. There was no significant difference between the opinions of those that were placed in field ministries during training and those that were not, as to how the factor might have influenced their placement in ministry. Thus, there is no relationship between field ministries experiences during training and placement in ministry.

H₀:2: There is no relationship between certain factors to do with the graduates and their placement in ministry.

H₀:2 (i) Graduates' uncertainty of call to ministry does not influence placement in ministry.

The second hypothesis was rejected in relation to graduates' uncertainty of call to ministry. There was a statistically significant difference between the opinions of those that were in full-time Christian ministry and those who were not on how the factor might have affected their placement in ministry. There was a relationship between graduates' certainty of call and placement in ministry.

H₀:2 (ii) Graduates' uncertainty of areas of gifts does not influence placement in ministry.

The hypothesis was rejected in connection with graduates' uncertainty of area of gifting. There was a statistically significant difference between the opinions of those that were in full-time Christian ministry and those who were not on how the factor might have affected their placement in ministry. There was a relationship between graduates' certainty of areas of gifts and placement in ministry.

H₀:2 (iii) Preference for specific geographical areas does not influence placement in ministry.

The hypothesis was rejected with regard to graduates' preference for specific context of ministry. There was no statistically significant difference between the opinions of graduates that worked in urban areas and those that worked in other contexts, as to how this factor might have affected their placement in ministry. Thus, there is no relationship between preference for specific geographical areas and placement in ministry.

H₀:2 (iv) Graduates' prior experience in ministry does not influence placement in ministry.

The hypothesis was rejected in light of the graduates' prior experience before their training at NEGST. There was a statistically significant difference between those with previous experience and those that did not, on whether this factor influenced placement in ministry or not. Thus, there is a relationship between graduates' previous experience and placement in ministry.

H₀:3: There is no relationship between certain factors in the context of ministry and placement in ministry.

H₀:3 (i) Employers' posting does not influence placement in ministry.

The hypothesis was rejected with regard to employers' decision on posting of graduates. There was a statistically significant difference between those that were posted by their employers' and those that were not, as to how the factor might have affected their placement in ministry. Thus, employers' posting influences placement in ministry.

H₀:3 (ii) Political instability does not influence placement in ministry.

The hypothesis was not rejected, even in connection to political instability and war in graduates' countries of origin. There was no statistically significant difference of opinions between those from politically unstable and war-torn areas and those that were not, on whether this factor influenced their placement in ministry. Thus, political instability does not influence placement in ministry. There is no relationship between political instability and placement in ministry.

H₀:3 (iii) Financial limitations do not influence NEGST alumni's placement in ministry.

The hypothesis was not rejected in regards to financial limitations among NEGST alumni. There was no statistically significant difference between those that worked in full-time paid jobs and those that did not, on how this factor might have influenced their placement. Thus, financial limitations do not influence placement in ministry.

H₀:3 (iv) Limitation of some ministry roles to males does not influence placement in ministry.

The hypothesis connected with limitation of some ministry roles to males was not rejected. Thus, there was no statistically significant difference between the opinions of female graduates from the M. Div. only and those from other or combined degrees, as to whether

this factor influenced their placement in ministry or not. Thus, limitation of some ministry roles to males does not influence the placement of women in ministry.

In summary, all the three groups of hypotheses were not rejected at a significant level of 0.05. That would imply that the different factors affecting placement in ministry were not statistically significant and might be attributed to chance.

Factors to do with the School

R.Q. 2 What are the alumni's views about the contribution of their training at NEGST to placement in ministry?

With regard to the second research question there was no hypothesis cast. The researcher asked the graduates open-ended questions on the contribution of graduates' training at NEGST to placement in ministry.

Graduates' ratings on the contribution of their area of specialization to their placement in ministry were very high. Eighty-three percent indicated that the factor significantly contributed to their placement in ministry. This was consistent with the graduates' positive comments on the contribution of areas of specialization. From those findings one could confidently conclude that areas of specialization highly influenced graduates in their placement in ministry. Thus, NEGST graduates are likely to attribute their placement in ministry to their training. Their placement tends to be directly related to their areas of specialization.

Concerning the contribution of spiritual growth achieved during training at NEGST, 39% of these graduates rated its contribution highly. However, 20% were not sure of how the factor might have contributed to their placement, while 24% indicated that the factor did not contribute to their placement. This finding was consistent with the low response of the graduates when they were asked to give comments on how the factor might have influenced their placement in ministry. Generally, graduates did not think that this factor affected their placement in ministry. This may imply that spiritual development activities at NEGST were not designed to influence placement in ministry.

In addition to the aspect of spiritual growth, the researcher sought to know from the graduates their opinions on how interactions with the faculty contributed to their placement in ministry. The graduates viewed classroom interactions with faculty members to have contributed to their placement in ministry. Fifty two percent rated the contribution of this factor highly. However, 13% of the graduates were not sure how this factor might have contributed to their placement in ministry. Twenty percent indicated that this factor did not contribute to their placement in ministry.

With respect to informal interactions, 48% of the graduates indicated that informal interactions with the faculty significantly contributed to their placement in ministry. On the contrary, 22% were undecided on its contribution and 15% indicated that the informal interactions with faculty had no contribution to their placement in ministry.

Finally, 43% of the graduates indicated that mentoring interactions with the faculty contributed to their placement in ministry but 11% were not sure of the factor's contribution. Thirty percent indicated that it did not contribute to their placement in

ministry. All those who mentioned that classroom interactions with the faculty highly influenced placement, also highly rated informal and mentoring interactions. These findings are consistent with the graduates' comments on the influence of this factor on their placement in ministry. It was also noted that these graduates were divided on how interactions with faculty members influenced their placement in ministry. In spite of this, those who indicated influence from interactions with the faculty gave positive comments. Some indicated that faculty members influenced them to consider teaching ministries while others indicated that through interactions with faculty members they became more motivated in responding to the call to full time service.

Overall, graduates perceived their interactions with faculty members to influence their placement in ministry. This could imply that those interactions were purposeful in influencing graduates' placement after training.

In relation to field ministries most graduates expressed sentiments on the low impact or influence of this factor on their placement in ministry. They asserted the need for the school to be involved with the placement of students in diverse ministries that are related to their areas of specialization and the areas of intended ministries upon graduation. This suggests that the field ministries program of NEGST is not meant for future placement of graduates in ministry (NEGST Prospectus 2000, 47).

Factors to do with the Graduates

Overall, graduates agreed that lack of certainty about their call to ministry did not affect their placement in ministry. Seventy two percent indicated that uncertainty of call to

ministry did not influence them at all. Only two graduates indicated that the factor influenced their placement. One of them was teaching in high school while the other indicated full time involvement in ministry. One graduate was not decided on whether the factor influenced his placement or not. Similar findings were observed in relation to the influence of graduates' uncertainty of gifts on placement in ministry. Seventy six percent of the graduates indicated that lack of certainty of gifts did not influence their ministry at all. Only one graduate was decided on whether the factor affected him. These findings are consistent with the graduates' comments on uncertainty of call and gifts. Most graduates indicated that they were certain of their call and gift by the time they graduated from NEGST. These findings suggest that NEGST may be recruiting students based on certainty of their call to ministry. This would also imply that graduates might be certain of their gifts at admission and in cases of uncertainty, graduates are likely to be certain of their gifts by the end of their training.

In relation to graduates' preference for specific context of ministry, only two graduates indicated that waiting for an opening for placement in the geographical area of preference affected their placement in ministry. Seventy four percent of the graduates indicated that they were not influenced by this factor. None of the graduates indicated non-placement in ministry due to unwillingness to work in remote areas. Only one graduate indicated that he was not in full-time ministry because he could not relocate his family. He later commented that it was due to the war situation in his country. These findings were not consistent with graduates' comments on preference of specific context of ministry. Nineteen graduates indicated that they preferred working in urban-semi urban areas. Only six graduates were working in rural/semi-rural areas, compared with 18 that had served in rural/semi-rural

areas before their training at NEGST. This shows that NEGST graduates tend to move into urban ministries after their training.

Factors to do with the Context of Ministry

One of the factors that could influence placement in ministry is employer's decision on posting of graduates. When graduates were asked to rate their opinions on whether their employers posted them to ministries that did not correspond to their training, 78% of the graduates responded that this factor did not influence their placement. Two were undecided on the influence of this factor but two others indicated that they were affected. One of the latter was doing translation of Christian materials while her area of study was Master of Divinity. These imply that NEGST graduates will tend to go into ministries of their own choice.

When graduates were asked to rate their opinions on whether political instability and war in their countries might have contributed to non-placement in ministry, only one graduate indicated it did. He was from a war torn country. Even though seventeen of the respondents were from either politically unstable or war torn countries, 16 of them did not indicate influence in placement in ministry due to this situation. Of these, only one indicated non-involvement in ministry in any capacity. The rest were involved in Christian ministries either on full-time or part-time basis. Most of them were working in countries other than their own, including Kenya, Uganda and South Africa. These imply that NEGST graduates who come from politically unstable and war-torn areas still end up finding placement in ministry, though in other countries.

In relation to financial limitations, only two graduates indicated involvement in ministry different from their areas of specialization because of better remuneration. One of the graduates was involved in community development work. Seventy six percent of the graduates indicated this factor did not influence their ministries. This would suggest that NEGST graduates are not likely to deviate from ministry due to financial limitations. However, those faced with financial limitations are likely to engage in more than one job or change jobs.

Finally, with regard to limitations of some roles to males, no item was designed to gather the graduates' opinions on this matter. However, an item was designed to ask graduates to comment on the influence of this factor on their placement in ministry. Out of the 15 females who responded, only four of them indicated that the factor affected them. Two of them indicated that they had to do jobs that were not of their first choice, while the other two had not been placed in any full-time ministries at the time of the study. The rest (11) were involved with ministries both on full-time and part-time bases. Three of them were placed in full-time church ministries. Six were teaching in theological institutions and liberal arts universities, while one was teaching in high school. These findings imply male and female graduates got opportunities for placement in ministry both in local churches and in other organizations. However, since there were comparatively more female graduates in part-time ministries than their male counterparts, and these indicated desire to be placed full-time, we may infer from the findings that female graduates are more likely to take longer to find full-time placement in ministry.

Conclusions

The following conclusions have been made according to the findings of this study.

1. NEGST graduates will tend to go into Christian ministry, more on full-time basis than on part-time basis.
2. NEGST graduates will tend to serve with Christian organizations and institutions mostly in the teaching ministry.
3. NEGST graduates are likely to become key leaders in their respective organizations.
4. NEGST graduates will tend to work in urban areas, with those who worked in other contexts prior to coming to NEGST more likely to relocate to urban areas.
5. NEGST graduates are likely to find placements corresponding to their areas of specialization, whereas gender, nationality, and age do not appear to have significant influence.
6. Those with previous experience in ministry are likely to get placement more easily than those without.
7. NEGST graduates are likely to be open to serve in any context of ministry.
8. NEGST graduates reportedly go into ministry motivated mainly by their call to ministry and their spiritual gifts rather than because of remuneration.

Recommendations

Based on the conclusions derived above, the following recommendations are made for NEGST to enhance the placement of its graduates in Christian ministry.

1. Since NEGST exists to train leaders, it is worthwhile to consider offering some courses in leadership, administration and management. The graduates sampled also recommended this. This would be helpful as the alumni enter into leadership positions in the church of Africa and beyond.
2. Given that many countries in Africa are affected by political instability and war, it would be necessary to include as part of certain relevant subjects, topics such as conflict resolution, reconciliation, counseling and crisis management. This could enhance the placement of graduates who go to work in such areas.
3. In the area of spiritual development activities such as chapel services, small groups meetings, etc., there is need to evaluate the relevance of these programs and to redesign them in order to equip graduates for future ministry. Thus, these could focus more on character development of a minister. In particular, chapel services and small group fellowships need to be goal-oriented. Consequently, this could contribute greatly to the spiritual development of NEGST students, which could eventually influence placement in ministry.
4. Since it is practically difficult for faculty to give sufficient time for managing spiritual development activities within their teaching and mentoring responsibilities, the school could possibly consider having a chaplain who has a call to enhance the spiritual development of students within the community, as well as streamline spiritual development programs so as to impact future placement of NEGST graduates.
5. Since many graduates (52%) agreed that classroom interactions with the faculty members contributed to their placement in ministry (particularly in motivating them to be teachers), it would be necessary for NEGST to consider employing faculty members with sufficient experience in diverse areas of ministry in order that they

might be able to expose students to diverse ministries. Students in pastoral ministries would need teachers who have been pastors, while those in missions need those with practical experience in missions, and so on. For the already existing faculty, in-service training and seminars could be provided in order for them to be able to impact students in diverse areas of ministries.

6. In addition to the above point, it would be necessary for faculty members to purposefully develop mentoring–protégé relationships with their students. This should not be restricted to the academic area only, but also to enhance the students' future ministries as well. Teachers could also improve on their availability to their students for more informal interactions, since some skills can only be caught and not taught. Thus, more informal interactions between faculty and students would enhance interpersonal relationship skills and also involvement in ministry. When this is planned purposefully, it would significantly impact students.
7. Considering that most graduates indicated field ministries did not contribute to their placement in ministry, it would be necessary for NEGST to reevaluate and redesign the field ministries program. This can be done if the school takes responsibility for placing students in field ministries related to their areas of specialization and their intended ministries after graduation. For those students who may not be sure of what ministries they might do, the school, based on evaluation of their gifts, could give guidance. Exposure to different ministries could also be offered to such students.
8. Faculty members could also involve students in their ministries, so that students may learn through observation. This would enhance students' experience in ministry and have impact on their placement in ministry after graduation.

9. The school could also begin internship programs for students so they can have more concentrated span of time in field ministries. This will require the school first to identify contextual needs in diverse Christian organizations and other church ministries. Additionally, more time for supervision of students should be planned, while partnerships between the school and practitioners in the field should be enhanced. This may call for employment of a full-time field ministries director for effective coordination of the program. This again should be a person with experience as a practitioner, with necessary academic credentials and with enough exposure to different Christian organizations and institutions. For a start, the chaplain could also possibly direct the field ministries program due to logistical reasons (availability of finance, size of the student population etc.).
10. Since most graduates were placed in ministries within urban areas, which is part of NEGST goals (NEGST Prospects 1998), NEGST should include rural ministries in the curriculum. This is because even though urbanization is rapidly taking place in the world, most people in Africa still live in the rural areas. For example in 1989 only 5% of Malawi's and 4.7% of New Guinea's populations lived in towns, while in Belgium the percentage was 87, in Australia 86, in the UK 78 and in USA 73.5. For more demographics in this area see appendices E and F. Since NEGST is based in Africa the need also to prepare its students for rural ministries should be considered.
11. Given that several graduates were doing multiple ministries due to financial reasons and some changed jobs due to the same, NEGST could offer some training in fundraising based on research findings on relevant concepts and methods of fund raising in Africa. This could even enhance the graduates' contribution to combat related problems facing Africa.

Areas for Further Research

- 1) Since this study focused only on the relationship between NEGST training and placement in ministry, a study should be done to establish the contribution of *NEGST training to effectiveness of ministry* among NEGST alumni.
- 2) This study focuses only on the ministries the alumni were doing at the time of the study. A further study should be done to see the duration before placement and the length of tenure in ministries and factors that might influence the same.
- 3) Since the study did not include those who were pursuing further training, a study could be done to investigate factors leading NEGST graduates to pursue further training.
- 4) Since the study showed that NEGST graduates tended to move away from *rural/semi-rural contexts of ministry after training*, a study could be done to assess factors contributing to such mobility.
- 5) Since the study revealed that there were more graduates working with full-time organizations other than local churches, and given that many of these graduates had indicated intention to be involved in full-time ministry in local churches, a study could be done to find out factors contributing to this change.

REFERENCE LIST

- The prospectus of the Nairobi Evangelical Graduate School of Theology. 1998. Nairobi: n.p.
- _____. 2000. Nairobi: n.p.
- Adeniji, Felicia O. 1995. Overstay of Master of Theology students at NEGST. M.A. thesis, NEGST.
- Anderson, Bill. 1996. Personality and character development. Journal of Christian Education 39 (April) : 17-29.
- Awino, James Onyango. 1998. Women's status in indigenous African Christian churches in South Africa. AFER 40 (June) : 170-182.
- Berkeley, James D. 1988. The pastor's salary: A leadership survey. Leadership 9 (Fall) : 51-61.
- Best, John W. and James V. Kahn. 1998. Research in education. Boston: Allyn and Bacon.
- Browning, Don S., David Polk and Ian S. Evison, eds. 1989. The education of the practical theologian. Atlanta, Georgia: Scholars Press.
- Buys, Flip. 2000. Theological education for untrained pastors. Reformation Today 178 (Nov.-Dec.) : 15-21.
- Chilver, Allan. 1999. Spiritual formation in theological colleges. Africa Journal of Evangelical Theology, no. 1: 129-141.
- Chow, Wilson W. 1982. An integrated approach to theological education. In Evangelical education today, ed. Paul Bowers, 49-60. Nairobi: Evangel.
- Cole, Victor Babajide. 1982. Leadership criteria and their sources among ECWA churches of Nigeria: Implications for curriculum in ministerial training. Ph.D. diss., Michigan State University.
- _____. 1999. Training of the ministry: A macro-curricular approach. Unpublished manuscript.

- _____. 1999. Toward integration in the theological school curriculum. Evangelical Review of Theology 23 (April): 141-162.
- Cortes, Rolando Gutierrez. 1988. Methodology in theological education. In New alternatives in theological education, ed. C. Rene Padilla, 89-95. Oxford: Regnum Books.
- Crata, Pedro T. 1999. The problem professor of education: A discussion of the clearance between educational theory and practice. Journal of Higher Education 70 (Sept./Oct.): 589-598.
- Curry, George. 1992. Equipping the saints: Ministry in the twenty-first century. Churchman, no. 4: 294-307.
- Dearbon, Tim. 1995. Preparing new leaders for the church of the future. Transformation 12 (December): 1-16.
- Engelhart, Max D. 1972. Methods of educational research. Chicago: Rand McNally and Company.
- Farley, Edward. 1983. Theologia: The fragmentation and unity of theological education. Philadelphia: Fortress.
- Ferris, Robert W. 1990. Renewal in theological education: Strategies for change. Wheaton, Illinois: Billy Graham Center.
- Freeman, Foster. 1987. Spiritual direction for seminarians. Theological Education 24 (Autumn): 44-56.
- Gall, Meredith D., Walter R. Borg and Joyce P. Gall. 1996. Educational research: An introduction. New York: Longman.
- Grant, Daniel L. 1999. Intellectual life of alumni: Is education after graduation from college to become a function of institutions of higher learning? Journal of Higher Education 70 (Sept./Oct.): 533-541.
- Grass, Tim. 1993. Charles Simeon (1759: 1836): A trainer of ministers. Foundations 31 (Autumn): 19-27.
- Gromacki, Robert. 1994. The faculty-student relationship. Faculty Dialogue 22 (Fall): 143-148.
- Harrison, Patricia J. 1977. Some thoughts on curriculum designs for theological education. Evangelical Review of Theology 1 (October): 141-158.
- Hart, D. G. and R. Albert Mohler, eds. 1996. Theological education in the evangelical tradition. Grand Rapids, Michigan: Baker.
- Hillway, Tyrus. 1964. Introduction to research. Houghton Mifflin: Boston.

- Hough, Joseph C. and Barbara G. Wheeler. 1988. Beyond clericalism: The congregation as a focus for theological education. Atlanta, Georgia: Scholars Press.
- _____. and John B. Cobb. 1985. Christian identity and theological education. Chicago, California: Scholars Press.
- Hughes, Kathleen. 1997. Conversion of mind and heart in theological education. Theological Education 33 (Spring): 1-16
- Kelsey, David H. 1992. To understand God truly: What's theological about a theological school. Louisville, Kentucky: Westminster.
- Koessler, John M. 1994. A mandate for an emphasis on moral ministry in pastoral training. Faculty Dialogue 22 (Fall): 107-114.
- _____. 1995. The making of spiritual leaders: Spiritual formation in pastoral education. Faculty Dialogue 24 (Winter): 61-71.
- Larsen, Ellis L. and James M. Shopshire. 1988. A profile of contemporary seminarians. Theological Education 24 (Spring): 10-97.
- Lawson, Kevin E. 1994. Former directors of Christian education -why they left: Implications for the profession. Christian Education Journal 14 (Winter): 46-63.
- _____. 1995. The state of educational ministry profession in evangelical churches, part 2: The different experiences of men and women. Christian Education Journal 16 (Winter): 46-64.
- _____. 1996. The state of educational ministry profession in evangelical churches, part 3: Advice for future staff and the schools that prepare them. Christian Education Journal 16 (Spring): 95-109.
- Leedy, Paul D. 1993. Practical research: Planning and design. Upper Saddle River, New Jersey: Prentice-Hall.
- Mayers, Marvin K., Lawrence Richards and Robert Webber. 1972. Reshaping evangelical higher education. Grand Rapids, Michigan: Zondervan.
- Mayo, Bob. 1998. Training youth workers at theological college: The principles behind the New Course at Ridley Hall. A.N.V.I.L., no. 4: 287-293.
- Mbogo, Rosemary Wahu. 1998. Factors affecting academic performance of graduate students at the Nairobi Evangelical Graduate School of Theology. M. A. thesis, NEGST.
- _____. 2000. Factors influencing African adults to decide for full-time ministry. Unpublished paper.

- Mombo, Esther. 2000. Theological education in Africa. Ministerial Formation 89 (April) : 39-45.
- Morgan, Timothy C. and Thomas S. Giles. 1994. Re-engineering the seminary. Christianity Today 24 (October) : 71-78.
- Morse, Mary Kate. 1995. Henry J.M. Nouwen: A pastoral voice for the re-formation of theological education. Faculty Dialogue 23 (Winter) : 33-51.
- Mouw, Richard J. 1996. Challenge of evangelical theological education today. In Theological education in the evangelical tradition, ed. D. G. Hard and R. Albert Mohler, 284-9. Grand Rapids, Michigan: Baker.
- Murdock, M. J. Charitable Trust. 1995. A 21st century seminary faculty model: Review of graduate theological education in the Pacific Northwest. Faculty Dialogue 23 (Winter) : 9-24.
- Nachmias, Chava Frankfort and David Nachmias. 1996. Research methods in the social sciences. New York: St. Martin's Press.
- Neese, Richard Cavnes. 1993. The road less traveled: Theological education and the quest to fashion the seminary in the twenty-first century. Faculty Dialogue 20 (Winter) : 27-43.
- Nicholls, Bruce. 1982. The role of spiritual development in theological education. In Evangelical theological education today, ed. Paul Bowers, 5-21. Nairobi : Evangel.
- Niebuhr, Richard. 1977. The purpose of the church and its ministry. New York: Harper and Row.
- Nouwen, Henri. J. 1979. The wounded healer: Ministry in contemporary society. Garden City, New York: Image Books.
- Ogunyemi, Emmanuel Tolu. 1996. Students' perception of relevance of the Master of Divinity Program. M. A. thesis, NEGST.
- Olander, Mark A. 1993. The teacher's role in student motivation. Africa Journal of Evangelical Theology, no. 2: 105-113.
- Oliver, Albert I. 1988. What is the meaning of curriculum? In Curriculum: An introduction to the field, ed. James R. Gress and David E. Purpel, 21-31. Berkeley, California: McCutchan.
- Osei-Mensa, Gottfrey. 1990. Servant leadership. Nairobi: Evangel.
- Padilla, C. Rene, ed. 1988. New alternatives in theological education. Oxford: Regnum Books.

- Phiri, Isabel. 2000. Empowering women through the center for constructive theology. Ministerial Formation 89 (April) : 46-53.
- Pinson, William M. 1984. Ready to minister. Nashville, Tennessee: Broadman.
- Plueddemann, James. 1994. Do we teach Bible or do we teach students? Africa Journal of Evangelical Theology, no. 1: 44-53.
- Poe, Harry L. 1996. The revolution in ministry training. Theological Education 33 (Autumn) : 23-30.
- Relirer, Ronald L. 1995. Church workers at risk . . . and in need of care. Issues in Christian Education 29 (Fall) : 6-11.
- Rhoads, Robert A. 1998. A study of student involvement in community service. The Journal of Higher Education 69 (May/June) : 277-297.
- Richards, Lawrence O. and Gib Martin. 1981. A theology of personal ministry: Spiritual giftedness in the local church. Grand Rapids, Michigan: Zondervan.
- Rooy, Sidney. 1988. Historical models of theological education. In New alternatives in theological education, ed. C. Rene Padilla, 51-72. Oxford: Regnum Books.
- Rosell, Garth M. 1990. Response to issues in research seminar. Theological Education 16 (Spring) : 125-128.
- Sano, Roy I. 1990. Theological faculties as mentors of ministers for the church. Theological Education 26 (Spring) : 11-34.
- Segler, Franklin M. 1960. A theology of church and ministry. Nashville, Tennessee: Broadman.
- Siew, Yau-Man. 1996. An indigenous agenda for renewal on the future: Development and mission in the 21st century. In With an eye on the future, ed. Duane Elmer and Lois McKinney, 58-68. Monrovia, California: MARC.
- Sigman, Michael W. 1999. Church and seminary: Kingdom partners for the new millennium. Evangelical Journal 17 (Fall) : 41-48.
- Smith, Gordon T. 1996. Spiritual formation in the academy: A unifying model. Theological Education 33 (Autumn) : 23-30.
- Solomon, Charity D. 1990. The contribution of Ekan Mada Hills Education Programs to church development in Madaland. B. A. thesis, Jos ECWA Theological Seminary.
- Steubing, Richard W. 1999. Spiritual formation in theological education: A survey of the literature. African Journal of Evangelical Theology 18.1: 47-70.

- Schwartz, Robert A. 1997. Re-conceptualizing the leadership roles of women in higher education: A brief history on the importance of deans of women. Journal of Higher Education 68 (Sept.) : 502-522.
- Sweeney, James and Stephen Fortosis. 1994. Seminary and church: Allies for change. Christian Education Journal 14 (Spring) : 74-85.
- Timberlake, Lloyd. 1986. Africa in crisis: The causes, the cures of environmental bankruptcy. Philadelphia, PA: New Society.
- Vawter, John. 1995. Seminaries: Surviving or thriving. Faculty Dialogue 23 (Winter) : 41-51.
- Walz, Orville C. 1991. Consequences of reducing synodical support for professional church worker education: A Case study. Issues in Christian Education 25 (Fall) : 6-12.
- Webourne, Louise. 1999. Critical religious educators in Catholic schools: The role of graduate studies in professional development. Journal of Christian Education 42 (September) : 5-15.
- Wiersbe, Warren W. and David W. Wiersbe. 1989. Making sense of the ministry: How to apply your education to the pastorate. Grand Rapids, Michigan: Baker.
- Wilmot, Anthony Talbot. 1986. The African church's own training ground. Evangelical Ministries 5 (May-Aug.) : 16-17.
- Wingate, Andrew. 1999. Does theological education make a difference? Global lessons in mission and ministry from India and Britain. Geneva: WCC.
- Winter, Ralph. 1969. Theological education by extension. South Pasadena, California: William Carey Library.
- World Council of Churches. 1998. Manifesto of evangelical churches. Geneva, Switzerland: WCC.
- Wright, David W. 1995. The social context of the renewal problem in theological education: Probing beyond the symptoms of failure. Christian Education Journal 15 (Spring) : 87-98.
- Yung, Hwa. 1995. Critical issues facing theological education in Asia. Transformation 12 (December) : 7-12.
- Zikmund, Barbara Brown. 2000. Reflections on my twenty-five years in theological education. Theological Education 36 (Spring) : 23-33.

APPENDIX A

QUESTIONNAIRE

Dear NEGST alumnus/alumna,

This questionnaire seeks to find out what ministries you are doing. This will help us know what NEGST alumni are doing, and affirm what areas of NEGST training have been most helpful to you. Please fill the blank spaces (____) or tick [✓] where applicable.

Section A

This section basically is designed to gather general information about you that is relevant to this study. Please respond as fully as possible. Any information you give will be treated confidentially. Feel free also to either give your name or not.

NAME _____ AGE: _____

SEX: MALE _____ FEMALE _____

MARITAL STATUS: MARRIED _____ SINGLE _____

WIDOWED _____ NUMBER OF CHILDREN _____

1. What Christian ministry are you currently doing on full time basis? _____
2. What other Christian ministries do you do on part-time basis? _____
3. What was your area of study/specialization at NEGST? _____
4. What ministries did you do for your field ministry while at NEGST? _____

-
5. What kind of organization were you placed for field ministry? Church [] Para church [] Theological school [] Any other (Specify) _____

 6. In what capacity were you involved in Christian ministry before you came to NEGST? Full time [] Part time [] Not at all []

 7. In what capacity are you currently involved in Christian ministry? Full time [] Part time [] Not at all []

 8. Where is your ministry currently situated? Urban area [], sub-urban area [], semi-rural area [], rural area []?

 9. Where was your ministry located before coming to NEGST? Urban area [], sub-urban area, [], semi-rural area [], rural area []?

 10. What main factor(s) influenced you to be placed in the ministry you are doing full time.
(Skip this item if not applicable) _____

 11. If you are not in full time ministry, what main reason(s) has contributed to that? (Skip this item if not applicable) _____

 12. If you are not involved in any Christian ministries at all, what factors have contributed to that? (Skip this item if not applicable) _____

Section B

This section seeks to know your opinions about the contribution of your training at NEGST to your ministry. Please answer as fully as possible. Tick the answer that is most true for you of the following statements [√].

Opinion	Quite True [5]	True [4]	Un-Decided [3]	Untrue [2]	Quite Untrue [1]
1. My training at NEGST is very relevant to my ministry.					
2. My area of specialization at NEGST contributed to placement in the ministry I am doing.					
3. Spiritual growth achieved at NEGST contributed to my placement in ministry.					
4. Classroom interactions with teachers influenced me for my placement in ministry.					
5. Informal interactions with the faculty influenced me for my placement ministry.					
6. Field ministry experiences through NEGST influenced me for the ministry I am doing.					
7. Mentoring relationships with faculty members (advisers) have influenced me for my ministry.					
8. Lack of certainty of being called to full-time ministry affected my placement in ministry.					
9. Lack of certainty about my gifts affected my placement in full-time ministry.					
10. Waiting for an opening for placement in the geographical area I preferred affected my placement in ministry.					
11. Lack of previous experience in full time ministry affected my placement in ministry.					

Opinion	Quite True [5]	True [4]	Un-Decided [3]	Untrue [2]	Quite Untrue [1]
12. I am not in the ministry that I was trained for because my employer needed me in another ministry.					
13. I have not found any placement in ministry because of political instability and war in my country.					
14. I am not in full time ministry in the area of my training due to financial limitations					
15. I am not doing full time ministry in the area I was trained for because jobs are not available for my area of specialization.					
16. I am not in full time ministry because I do not want to work in remote areas.					
17. I am not in the full time ministry that I was trained for at NEGST because I could not relocate my family.					

Section C

This section seeks to establish factors that have influenced your placement in ministry and especially the contribution of your training at NEGST. Please answer as fully as possible, freely expressing your thoughts concerning each item in the blank spaces provided.

1. In what ways do you consider your training at NEGST to have contributed to your placement in ministry? Make comments on the contribution of the following four areas:

Area of specialization

Interaction with faculty members _____

Spiritual development _____

Field ministries _____

Others (specify)

2. In what ways did personal factors affect your placement in ministry after training at NEGST? Comment on the following factors.

Uncertainty of my call to full-time ministry _____

Uncertainty of area of my spiritual gifts for ministry _____

Contribution of my previous experience in ministry before NEGST training? _____

Preference for a specific context of ministry after my training at NEGST? (For example, urban area versus rural, church versus para church) _____

Others (specify) _____

3. What ministry goals have you accomplished as a result of your training at NEGST? _____

4. What factors related to your context of ministry affected your placement in ministry after training at NEGST? Comment on the following areas:

My employer's decision on posting _____

Financial Limitations _____

Political instability and war in my country _____

Limitation of certain ministries to males in my context of ministry _____

5. What challenges did you face or are you facing in relation to placement in ministry? _____

6. In what ways do you think NEGST experience could have helped you better in your placement in ministry? _____

7. What recommendations would you give to NEGST to improve on training in order to enhance placement in ministry? Comment on the following areas:

Academic Disciplines: _____

Spiritual formation activities: _____

Field-Ministries _____

Faculty: _____

Any other area (specify): _____

APPENDIX B

ROSEMARY W. MBOGO
N.E.G.S.T.
P.O. BOX 24686,
NAIROBI.

Dear _____,

RE: Research on NEGST Alumni.

I greet you in the name of our Lord and Savior Jesus Christ. My name is as given above and I am a M. TH. student at NEGST. I am writing my thesis on "The contribution of theological education to placement in ministry: A case study of the NEGST alumni." You are therefore very significant to me in the process of data collection. I have developed a questionnaire to that effect. Please take around thirty minutes to help me complete my work. I know you are very busy but I am just requesting for your assistance. Please send back the questionnaire as soon as possible.

Thank you in advance.

Yours in Christ,

Rosemary Mbogo.



NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEO

P.O. Box 24686, NAIROBI, KENYA
A Project of the Association of Evangelicals in Africa (AEA)

TEL : 254-2-882104/
FAX : 254-
E-Mail : NEGST

24th April, 2001

TO WHOM IT MAY CONCERN

RE: RESEARCH WORK

The bearer of this letter, Mrs. Rosemary Mbogo is a student at Nairobi Evangelical Graduate School of Theology and is doing research towards the completion of the Master of Theology in Christian Education programme. The research is on "*The Relationship Between Theological Training and Placement in Ministry: A Case Study of NEGST Alumni*".

The School will very much appreciate whatever assistance you can give to his research.

Sincerely,

For: Victor B. Cole
Deputy Vice-Chancellor for Academic Affairs

VBC/mo.

APPENDIX D

CURRICULUM VITAE

NAME: ROSEMARY WAHU MBOGO

AGE: 31 YEARS

SEX: FEMALE

MARITAL STATUS: MARRIED

NO. OF CHILDREN: TWO

ACADEMIC QUALIFICATIONS

1977-1983: Ngegu Primary School, Kenya Certificate of Primary Education

1984-1987: Riara Secondary School, Kenya Certificate of Secondary Education

1988-1989: Kambui High School, Kenya Advanced Certificate of Education

POST-SECONDARY QUALIFICATIONS

1990-1994: Kenyatta University, Bachelor of Education (Science)

1996-1998: Nairobi Evangelical Graduate School of Theology, Master of Arts (Christian Education)

1999-2002: Nairobi Evangelical Graduate School of Theology, Master of Philosophy (Curriculum Studies)

PROFESSIONAL QUALIFICATIONS

1990: Untrained teacher, Kirigiti High School

1994-1996: Itinerary evangelist, Rebuilders for Christ

1998: Counseling coordinator, Nairobi Bomb Blast Victims, Oasis Counseling Center

1998-1999: Part-time teacher, Daystar University

1999: Part-time teacher, Nairobi International School of Theology (Women's Program)

2000-2001: Part-time teacher, Nairobi Evangelical Graduate School of Theology (Christian Ministries Program)

2000 to Date: Voluntary Christian Education Director, Living Word Church

Bonifes Enos Adoyo	1986 -01	MDIV	KENYA ¹
Leopold Abdulai Foullah	1986 -02	MDIV	SIERRA LEONE ¹
Emmanuel Jonathan Gahamya*	1986 -03	MDIV (Mth-1990)	UGANDA ¹
Daniel Wonasolo Gimadu	1986 -04	MDIV	UGANDA ²
Johnson Adesina	1987 -01	MDIV	NIGERIA
Francis Manana	1987-02	MDIV	UGANDA ²
Stephen Sirya	1987-03	MDIV	KENYA ¹
Ningejeje Tite	1987-04	MDIV	BURUNDI ¹
Joseph Kalinaki	1987-05	MDIV	UGANDA ¹
Tewoldemehin Habtu	1987-06	MDIV	ERITREA ¹
Richard Saah	1987-07	MDIV	LIBERIA ¹
David Kasali	1987-08	MDIV	DEM. REP. OF CONGO ¹
Ephraim Musime	1987-09	MDIV	UGANDA ⁵
Martha Ngugi	1987-10	MDIV	KENYA ⁵
Priscilla Anyango Adoyo	1988 -01	MDIV	KENYA ¹
Joel Peter Angulo	1988 -02	MDIV	UGANDA ⁶
Ruvumwabo Bamoleke	1988 -03	MDIV	DEM. REP. OF CONGO ²
Buconyori Alexandere Elie	1988 -04	MDIV	BURUNDI ²
Moses Douglas Carew	1988 -05	MDIV	SIERRA LEONE ²
Joseph Gitau Kahiga	1988 -06	MDIV	KENYA ¹
Francis Kiptum Arap Kiboi	1988 -07	MDIV	KENYA ⁶
Kingsley Larbi*	1988 -08	MDIV (Mth 1990)	GHANA ¹
Oscar Muriu	1988-09	MDIV	KENYA ¹
Samson Osimbo Obwa	1988 -09	MDIV	KENYA ⁸
David Omalla	1988 -10	MDIV	UGANDA ⁷
Joseph Kipkeoi Ronoh	1988 -11	MDIV	KENYA ⁷
Jimoh Kaseem	1988 -12	MDIV	NIGERIA ¹
Mateso Akou*	1989-01	MDIV (Mth 1992)	ZAIRE ^{Congo*}
Karuba Macindda Elyanga	1989-02	MDIV	BURUNDI ⁵
David Towet Kilel	1989-03	MDIV	KENYA ¹⁰
Maurice Onyango Omollo*	1989-04	MDIV(Mth 1994)	KENYA ¹¹
Johnson Movogheroma O.Rhogo*	1989-05	MDIV (Mth 1994)	NIGERIA
Edwin Kimutai Too	1989-06	MDIV	KENYA ¹²
Lammert Hukema	1989-07	MTH	NETHERLANDS ¹
Britta Hukema	1989-08	MTH	NETHERLANDS ²
Emily Jeptepkeny Choge*	1990-01	MDIV (Mth 1997)	KENYA ³
Omar Yudhadharma Djoeandy	1990-02	MDIV	AUSTRALIA ¹
Esther Kuteesa Kalinaki	1990-03	MDIV	UGANDA ⁴
Zakayo Mayala Majige	1990-04	MDIV	TANZANIA ¹
Patrick Ngobi	1990-05	MDIV	UGANDA ⁷
Simeon Nikobari	1990-06	MDIV	RWANDA ¹
James Nkansah-Obrempong*	1990-07	MDIV (Mth 1992)	GHANA ²
Pascal Joujou Ratovona	1990-08	MDIV	MADAGASCAR ¹
Martin Roberts Abok Ager	1991-01	MDIV	KENYA ⁴
Sei-Goryor Bour	1991-02	MDIV	LIBERIA ²
Joy Edith Kajoina	1991-03	MDIV	UGANDA ¹⁰
Dennis Olwenyi Odoi*	1991-04	MDIV (Mth 1993)	UGANDA ¹¹
Harrison Gudu Olang	1991-05	MDIV	TANZANIA ¹²
Pius Tembu Man'goli	1991-06	MDIV	KENYA ⁵

Joseph Ngoro Mwangi	1991-07	MDIV	KENYA ¹
Mark Malipo Stadi Nzikobari	1991-08	MDIV	KENYA ²
Jacob Kibor Zablon	1992-01	MTH	KENYA ³
Leonard Adrian Chilimo	1992-02	MDIV	TANZANIA ¹
Alfred Bhekithemba Dladla	1992-03	MDIV	SWAZILAND ¹
Nathan Gasaatura Kamusiime	1992-04	MDIV	UGANDA ¹
Sammy Kibet Kikwai	1992-05	MDIV	KENYA ⁴
Dickson Jackson N. Kungu	1992-06	MDIV	KENYA ⁵
Samuel Mutisya Linge	1992-07	MDIV	KENYA ⁶
Moses Wachira Maimba	1992-08	MDIV	KENYA ⁷
Stephen Kitonga Mulatya	1992-09	MDIV	KENYA ⁸
Nepa Wa Msambelwa*	1992-10	MDIV (Mth 1998)	DEM. REP. OF CONGO ¹
Dawson Mutau Moule	1992-11	MDIV	KENYA ⁹
Jemima Atieno Oluoch	1992-12	MDIV	KENYA ¹⁰
Rugambage Samuel*	1992-13	MDIV(Mth 1994)	RWANDA ⁹
Uchay Jalwiny Wo-dolo	1992-14	MDIV	DE. REP. CONGO ²
David Kimemia Kabanga	1992-15	MACE	KENYA ¹¹
Mary Namukoko	1992-16	MAMS	ZAMBIA ¹
Stephen Prtrick Achillah*	1993-01	MDIV (Mth 1996)	UGANDA ²
Assayehegn Berhe*	1993-02	MDIV (Mth1995)	ETHIOPIA ¹
Noah Bokenya** (Late)	1993-03	MDIV	UGANDA ³
Kay Djoeandy	1993-04	MDIV	AUSTRALIA ¹
Peter Ebulu Okaalet*	1993-05	MDIV (Mth 1996)	UGANDA ⁴
John Brandon Ghartey	1993-06	MDIV	GHANA ¹
Joseph Idowu**	1993-07	MDIV	NIGERIA ¹
Stephen Wamugi Gitahi	1993-08	MDIV	KENYA ²
Jane Wamaitha Karanja	1993-09	MDIV	KENYA ²
Peter Karanja Mwangi	1993-10	MDIV	KENYA ³
Joseph Lokudu	1993-11	MDIV	SUDAN ¹
Elizabeth Nkirula Ngewa	1993-12	MDIV	NIGERIA ²
Vincent Oluwole Okunlola	1993-13	MDIV	NIGERIA ³
Rutazihana Simeon Prosper	1993-14	MDIV	RWANDA ²
Theophilus Qene'a	1993-15	MDIV	ETHIOPIA ²
Simeon Nikobari	1993-16	MACE	RWANDA ³
Ann Gathoni Wabugu	1993-17	MACE	KENYA ¹⁵
John Adeniji	1999-18	MAMS	NIGERIA ⁴
Esther Adenike Famonure	1993-19	MAMS	NGERIA ⁵
Abu Conteh	1994-01	MDIV	SIERRA LEONE ³
Paul Mumo Kisau	1994-02	MDIV	KENYA ¹⁶
Edwin Zhgho Kilba	1994-03	MDIV	LIBERIA ¹
Andrew Mutua Mbuvu	1994-04	MDIV	KENYA ⁷
Winfred Mbeke Mutisya	1994-05	MDIV	KENYA ¹⁸
Celestin Musekera	1994-06	MDIV	RWANDA ⁴
Alfred Linga Mwenifumbo	1994-07	MDIV	MALAWI ¹
Chris Nonyelum Nwanegbo **	1994-08	MDIV	NIGERIA ⁶
Samson Obinci Omayio	1994-09	MDIV	KENYA ¹⁷
George Lumitti Shiramba	1994-10	MDIV	KENYA ¹⁰
Israel G. Simbaya	1994-11	MDIV	ZAMBIA ²
Ebenezer Boafo	1994-12	MATS	GHANA ²
James Ndam Jih**	1994-13	MATS	CAMEROON ¹

John Om'mani Luchivia	1994-14	MATS	KENYA ¹
✓ Peter Kimeng Yuh	1994-15	MATS	CAMEROON ¹
✓ Eddie Mungai	1994-16	MATS	KENYA ²
✓ Veneranda Tabu	1994-17	MAMS	RWANDA ¹
Francis Juma Sidwaka Ogeke	1995-01	MTH	KENYA ²
Benon Bisamunyu	1995-02	MDIV	UGANDA ¹
Gyukbok Katuka choms	1999-03	MDIV	NIGERIA ¹
Laura Maleya	1995-04	MDIV	KENYA ⁴
2 Phoebe Kelekye Muthami	1995-05	MDIV	KENYA ⁵
✓ Felicien Nemyimana	1995-06	MDIV	RWANDA ²
Joram Ngenzirabona	1995-07	MDIV	BURUNDI ¹
Patrick Okabe	1995-08	MDIV	UGANDA ²
✓ Felicia Olupeju Adeniji	1995-09	MACE	NIGERIA ²
✓ Theresa Wamboi Mungai	1995-10	MACE	KENYA ⁶
✓ Charles Muthangya Kimwele	1995-11	MAMS	KENYA ⁷
✓ Leon Jay Beachy	1995-12	MATS	AMERICA ¹
Godwin Uetuundja Murangi	1995-13	MATS	NAMIBIA ¹
Bernard Kiuuthia Boyo	1996-01	MTH	KENYA ⁸
John Nyang'au Osogo	1996-02	MTH	KENYA ⁷
✓ Florence Akumu Juma	1996-03	MDIV	KENYA ¹⁰
✓ Agnes Nduku Makau*	1996-04	MDIV (Mth 2000)	KENYA ¹¹
Daniel Kauku Matheka	1996-05	MDIV	KENYA ¹²
✓ Dickson Muthami Munyasya	1996-06	MDIV	KENYA ¹³
✓ Stephen Maina Mwangi	1996-07	MDIV	KENYA ¹⁴
✓ Joyce Muasa	1996-08	MDIV	KENYA ¹⁵
✓ Anastase Rugirangoga	1996-09	MDIV	RWANDA ³
✓ Angeline Masitsa Savala	1996-10	MDIV	KENYA ¹⁶
Stephen Mutuku Sesi	1996-11	MDIV	KENYA ¹⁷
Daniel Ochuodho Yuka	1996-12	MDIV	KENYA ¹⁸
Amos Adur Acila	1996-13	MACE	UGANDA ³
John Kpaleh Jusu	1996-14	MACE	SIERRA LEONE ⁴
✓ Margaret Warunguru Kung'u	1996-15	MACE	KENYA ¹⁵
✓ Mosueunyane Joseph Morenammele	1996-16	MACE	LESOTHO ¹
✓ Wesley Bokati Natana	1996-17	MACE	SUDAN ¹
✓ Sarah Katsi Okaalet	1996-18	MACE	UGANDA ⁴
✓ Kenneth Butcher	1996-19	MAMS	NIGERIA ³
✓ Alfred Acur Okodi	1996-20	MAMS	UGANDA ⁵
✓ Stewart Johnson	1996-21	MATS	ENGLAND ¹
✓ Jonathan Philip Piper	1996-22	MABS	AUSTRALIA ¹
Charles Anozie Anyanwu	1997-01	MDIV	NIGERIA ⁴
✓ Aminadab Butorano*	1997-02	MDIV(Mth 1999)	RWANDA ⁴
✓ Musembi Patrick Makau	1997-03	MDIV	KENYA ²⁰
✓ Josephine Katile Mutuku	1997-04	MDIV	KENYA ²¹
Seleshi Kebede Nadew	1997-05	MDIV	ETHIOPIA ¹
✓ Kassa Agafari Selamo	1997-06	MDIV	ETHIOPIA ²
✓ Oliver Bendesto Soma	1997-07	MDIV	SUDAN ²
✓ Peter S. K. Wanjoeh	1997-08	MDIV	KENYA ²²
✓ Siyum Gebretsadik Bonse	1997-09	MACE	ETHIOPIA ³
✓ Nshimiyimana Deogratias	1997-10	MACE	BURUNDI ²
✓ Inno Festus Mashanda	1997-11	MACE	TANZANIA ¹

	Kefa Onsando Moibi	1997-12	MACE	KENYA ¹
✓	Onesiphore Octave Nzigo	1997-13	MACE	BURUNDI ¹
✓	Alan Henry Lear	1997-14	MATS	ENGLAND ¹
✓	Joanna Reilly Robertson	1997-15	MATS	ENGLAND ²
✓	Francis Cephas Wamukoota	1997-16	MATS	UGANDA ¹
✓	Iain H. G. Clyne	1997-17	MAMS	SCOTLAND ¹
✓	Isaac Frimpong-Ampofo	1997-18	MAMS	GHANA ¹
✓	Matundu Louis Zulu	1997-19	MAMS	DEM. REP. OF CONGO ¹
✓	Arun Gnanaiah	1998-01	MDIV	INDIA ¹
✓	Bungishabaku Katho*	1998-02	MDIV (Mth 2000)	DEM. REP. OF CONGO
✓	Samuel Kampayana	1998-03	MDIV	RWANDA ¹
✓	Patrick Eshuchi John Mukholi	1998-04	MDIV	KENYA ²
✓	James Mumo Mwangangi** (LATE)	1998-05	MDIV	KENYA ²
✓	Daniel Bugayo Nungwana	1998-06	MDIV	TANZANIA ¹
✓	Jacky Franco Onaga	1998-07	MDIV	UGANDA ²
✓	Kahindo Katavo Jean-Pasteur	1998-08	MACE	DEM. REP. OF CONGO
✓	Rosemary Wahu Nbogo	1998-09	MACE	KENYA ⁴
✓	Helen Wacera Mukholi	1998-10	MACE	KENYA ⁵
✓	Paul Makai	1998-11	MACE	ZAMBIA ⁴
✓	U. Asiachi Nanjero	1998-12	MACE	KENYA ¹
✓	John Kateeba Tumwine	1998-13	MACE	UGANDA ³
✓	Emmanuel Ogunyemi	1998-14	MACE	NIGERIA ¹
✓	Mercy Njeri Onsando	1998-15	MACE	KENYA ⁷
✓	Dennis Nyamieh Walker	1998-16	MACE	LIBERIA ¹
✓	Tae-Kyung Ahn	1998-17	MAMS	KOREA ⁸
✓	Asante Collins	1998-18		
✓	Earle Andrew Bowen, 111	1998-19	MATS	USA ¹
✓	Goma Mabele	1998-20	MATS	DEM. REP. OF CONGO ¹
✓	Dannkoula Ngonnouloua Sosthene	1998-21	MATS	TCHAD ¹
✓	Ananie Nduwamungu	1998-22	MAB&TS	RWANDA ²
✓	Joaquina Filipe Nhanala	1998-23	MAB&TS	MOZAMBIQUE ¹
✓	Harun Osoro Nyamboki	1998-24	MAB&TS	KENYA ³
✓	Nyirimana Eraste	1999-01	MDIV	RWANDA ³
✓	Eleazar Bugiro Habiyakare	1999-02	MDIV	RWANDA ⁴
✓	Lemuel Hne-Nyema Harris	1999-03	MDIV	LIBERIA ²
✓	Laba Balema John	1999-04	MDIV	TOGO ¹
✓	Nathan Nzyoka Joshua	1999-05	MDIV	KENYA ⁷
✓	Gebregiziabiher Kahsai	1999-06	MDIV	ETHIOPIA <i>Ennenzi</i>
✓	Gataha Straton Mujiyambere	1999-07	MDIV	RWANDA ⁵
✓	Pauline Mukeshimana	1999-08	MDIV	RWANDA ⁴
✓	Janet Mutinda	1999-09	MDIV	KENYA ¹⁰
✓	Philbert Muhoja Nangale	1999-10	MDIV	TANZANIA ¹
✓	Charles Muhia Nga'ang'a	1999-11	MDIV	KENYA ¹¹
✓	Zacharie Nyilinkwaya	1999-12	MDIV	RWANDA ¹
✓	George William Nsamba	1999-13	MDIV	UGANDA ⁴
✓	Eugenio Tomas	1999-14	MDIV	MOZAMBIQUE ²
✓	Negusie Bulcha	1999-15	MAB&TS	ETHIOPIA ¹
✓	Jackson Ntulume Kyeswa	1999-16	MAB&TS	UGANDA ⁵
✓	Oliver Kisaka Simiyu	1999-17	MAB&TS	KENYA ¹²
✓	Shihemi John Isoka	1999-18	MACE	KENYA ¹³

✓	Sandress Elias Mung'ondi Msiska	1999-19	MACE	MALAWI ¹
✓	Margaret Wanjiku Muhia	1999-20	MACE	KENYA ¹
✓	Pius Majimbo Wawire	1999-21	MACE	KENYA ²
✓	Robin Marshall Holmes	1999-22	MATS	USA ¹
✓	James Lokuuda Kadanya	1999-23	MATS	SUDAN ¹
✓	Abou Kadio	1999-24	MATS	BURKINA FASO ¹
✓	Daniel Hankore Lechebo	1999-25	MATS	ETHIOPIA ¹
✓	Salifou Quedraogo	1999-26	MATS	BURKINA FASO ²
✓	Ikoa Samy Tiroye	1999-27	MATS	BURKINA FASO ³
✓	Daniel Maina Kigundu	1999-28	MAMS	KENYA ³
✓	Katembo Kyssando	1999-29	MAMS	DEM. REP. OF CONGO ⁴
✓	Rubera Deogratias	2000-01	MDIV	RWANDA ¹
✓	Belete Habetegiorgis Gossaye	2000-02	MDIV	ETHIOPIA ²
✓	Chelo Katarwa	2000-03	MDIV	DEM. REP. OF CONGO ⁷
✓	Symon Kuita Lonyayo	2000-04	MDIV	KENYA ⁴
✓	Anastase Mashyaka	2000-05	MDIV	RWANDA ²
✓	Joyfred Peter Mutisya	2000-06	MDIV	KENYA ³
✓	Williams Onwuka (Nixon) Mbamalu	2000-07	MDIV	NIGERIA ¹
✓	Maritne Mogga Abraham Worogori	2000-08	MDIV	SUDAN ²
✓	Mathias Princewill Emenike	2000-09	MACE	NIGERIA ²
✓	Woyita Woza Olla	2000-10	MACE	ETHIOPIA ³
✓	Jackson Achinya	2000-11	MATS	KENYA ⁵
✓	Andy Anguandia Alo	2000-12	MATS	DEM. REP. OF CONGO ²
✓	Teme Dagalou	2000-13	MATS	MALI ¹
✓	Yegbe Koffi	2000-14	MATS	COTE D'IVOIRE ¹
✓	Ramadan Chan Liol	2000-15	MATS	SUDAN ³
✓	Abiola Ibilola Mbamalu	2000-16	MATS	NIGERIA ³
✓	Clene Nyiramahoro	2000-17	MATS	RWANDA ³
✓	Michael Paul Koski	2000-18	MAMS	USA ²
✓	Jackson Karuku Mwaura	2000-19	MAMS	KENYA ¹
✓	Kenneth Odhaimbo Odiembo	2000-20	MAMS	KENYA ⁸
✓	Christine Wambui Mutua	2000-21	MAMS	KENYA ⁴

Table 3, The Urban Evolution in Senegal

Year	Number of towns	Urban population %	Total urban population
1920	9	4	90,000
1940	17	11	190,000
1955	24	24	545,000
1965	35	28	975,000
1976	36	33	1,666,000
1988	37	39	2,658,000

Source: Data from Administrative censuses

197

APPENDIX F

Table 4, The Number of towns in Ivory Coast

Towns	1948	1954	1958	1965	1970	1976	1985	1990
4,000 & over	13	15	26	61	69	71	—	—
Over 10,000	2	2	11	18	18	43	—	—
Urban pop. %	8	13	15	23	28	33	42*	45*

* : estimated

Table 1: Population of Urban centers and Villages with 5,000 or more Inhabitants, in Botswana, 1964-1981

City or Villages	1964	1971	1981	Changes in Population			
				1964-1971 Number	1971-1981 Percent	Number	Percent
Francis Town	9,521	18,613	31,065	9,092	95.5	12,452	66.9
Lobatse	7,613	11,936	19,034	4,323	56.8	7,098	59.5
Gaborone		17,713	59,657			41,944	236.8
Selebi-Phikwe			29,469				
Orapa			5,229				
Jwaneng			5,567				
Total Urban	17,134	48,262	150,021	13,415	78.3	61,494	127.4
Population of Villages with 5,000 or More Inhabitants							
Total	1	85,848	177,280	91,432	106.5		
Total Urban and Village Population	1	134,110	327,301	152,926	114.0		

196

APPENDIX E

¹The 1964 populations of villages with 5,000 or more residents were greatly exaggerated by the de jure definition of residence. Hence, the 14 villages claimed over 200,000 persons owing allegiance to them.