

NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY

*A Study of the Factors that Prevent Church Leaders From  
Implementing Theological Education by Extension in the  
A.C.K Mt. Kenya Central Diocese*

BY  
DANSON KIHWAGA MWANGI

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

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2007

JULY 2007

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**July, 2007**


## Student's Declaration

A STUDY OF THE FACTORS THAT PREVENT CHURCH LEADERS FROM  
IMPLEMENTING THEOLOGICAL EDUCATION BY EXTENSION  
IN THE A.C.K MT. KENYA CENTRAL DIOCESE

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

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

(Signed)



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Danson Kihwaga Mwangi

July, 2007

## ABSTRACT

TEE is a theological education program where the content, motives and skills are based on the Bible and theology. Students attain new attitude and knowledge and improve their ministry skills. It is extension education because training programs are brought to where the people are.

Nevertheless, it has been verified that this enterprise has not penetrated to many of our churches due to several factors. A research done at the A.C.K. Diocese of Mt. Kenya Central verified that the key factors impeding the establishment and expansion of TEE work in many of our churches include: ignorance, apathy or indifference, negative attitude towards education, poverty, lack of established TEE leadership and administrative structures, lack of proper time planning, unclear perception of the roles of the vicar, the group leader and the coordinator and failure to recognize the importance of certificates.

For this reason, continuous TEE awareness campaigns, thorough periodical bulletins and visits by the coordinator can enlighten the people about TEE. Secondly, the curriculum should be flexible so as to attract a variety of students especially those in the teaching profession. Also, the Christians ought to be enlightened on the importance of education. We should promote literacy from all fronts. Equally important is decentralization of TEE administrative structures. Similarly, the coordinator should ensure that students get the learning materials and certificates on time. Finally, TEE should be established as a continuous training program with advancement opportunities where students get certificates from recognized theological institutions.

## ACKNOWLEDGMENTS

To Milkah my lovely wife for her support and enormous encouragement and Sharon (5) and Joy (2) my two daughters for being so close to me as I did my NEGST's reading and writing assignments. Their habit of imitating my attachment to books always put some humor in my heart amidst my intense pleasure and stress.

To NEGST'S lecturers especially Dr. Suraja Raman and Dr. Rich Starcher for their heart-felt desire to guide and encourage me as I wrote my thesis. God Bless them so much.

To my Christians at A.C.K. Mukuyu and A.C.K. Karigu-ini Parishes, relatives and friends for their financial and spiritual support which kept me at NEGST.

To my study's respondents for their openness as I interviewed them.

To Jackline my secretary who was very keen on following the Turabian standards.

To the Diocesan Bishop, Rt.Rev. Ng'ang'a who exposed me to intensive ministry opportunities which has enabled me to gain diverse experiences in Christ's service.

Finally and not least, to Almighty God for opening a door for me to study at NEGST.

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## ABBREVIATIONS

A.C.K.-Anglican church of Kenya

C.C.R.S.-Certificate in Christian and Religious Studies

E.F.A.-Education for all

TEE-Theological education by extension

T.S.C. Teachers service commission

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## CHAPTER ONE

### INTRODUCTION

#### Introduction

Essentially, my interest in carrying out the study of TEE work in the A.C.K. Diocese of Mt. Kenya Central developed out of my personal involvement in this noble task for about four years. Over that period, I discovered that much needed to be done for TEE to penetrate to our churches although I did not know where to begin. For this reason, I got convinced that I had to take an urgent action.

Since then, the following questions trouble me: Why hadn't the TEE work penetrated into many of our churches even over such a long time of its existence? What could I do as a coordinator for this work to be effective? Essentially, TEE is a discipleship program. Christ mandated the disciples not only to preach but also to make disciples (Mathew 28: 19, 20). Thus in carrying out TEE work, we fulfill our mandate to make disciples of all nations.

More so, TEE is a leadership development program and a method of preparing and equipping people for works of ministry (Ephesians 4:12). For this reason, I sought to discover why the TEE work had not penetrated into many of our churches.

“Problems can be opportunities or obstacles depending on how you look at them” (anonymous). In this study, we not only needed to focus on the problems affecting TEE but also on discovering certain theories that could make our work effective. We needed to grasp problems thereof as an opportunity to serve God in a new way.

The first chapter in this paper consists of general introduction. Issues like choice of research method, problem and research statements and the significant of the study among others are discussed. The second chapter contains a literature review. In this chapter, previous research on the same subject is reviewed. Chapter three contains methodology and the research procedures chosen in this study. The data analysis is contained in chapter four. Finally, my recommendations and conclusions are articulated in chapter five.

### Problem Statement

Previous research has verified that the TEE work has not taken root in many of our churches. More so, the future of the existing groups seems uncertain. Thus, my interest in carrying out this study was to propose a strategy of making a difference. We need to discover some strategies that will be instrumental in establishing sustainable TEE groups. As stated above, discipleship is a central Church's mandate. Similarly TEE is a leadership development program. Thus, exploring the perceptions of the church leaders of TEE would be the basis of implanting focused and sustainable groups in our churches.

### Ethical Considerations

I would maintain confidentiality throughout the study. The identity of individual participants would remain confidential. This implies that no participant would know the identity of the other(s). More so, the participants consent would be obtained in advance. Thus, all of them would participate voluntarily. Lastly, I would be open and honest throughout the study especially as I deal with the participants.

