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The Impact of Training Ministry Coordinators and Facilitators on their Performance: An Analysis of Training Theological Education through Extension in Kenya.

Author

Janeviolet W. Kariuki⁽¹⁾ ; Dr. John Muhoho⁽²⁾.

⁽¹⁾⁽²⁾St Paul's University, Kenya.

Main author: jwkariuki@yahoo.com

Abstract

The purpose of the study was to determine how the level of training of theological education by extension (TEE) coordinators/facilitators affect its performance in the Anglican church of Kenya. The study adopted 360-degree feedback by Ward (1995), social learning theory by Albert Bandura (1977) and the theory by Maslow's (1954). A survey was done and inferential statistics were obtained using SPSS. The respondents were 4 people from the sampled 10 dioceses out of the 32 dioceses in the A.C.K. The researcher adopted stratified simple random sampling technique which was most appropriate for the intended purpose of the research. The study conclude that it was evident from the respondents that, although training has a great impact on the performance of the T.E.E department and the organization as a whole, most of the T.E.E coordinators are not trained on T.E.E delivery skills, Majority of the respondents asserted that there is an assumption that the theological training attained by coordinators is adequate for them to coordinate T.E.E. The study recommended that the A.C.K should consider organizing training programme on TE.E delivery skills for the T.E.E coordinators. The purpose of training is basically to improve knowledge and skills and change attitudes at work as the coordinators run the T.E.E programme.

Key Terms: ministry coordinators, theological education, extension, facilitators.

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1.0 INTRODUCTION

Theological Education by Extension is a method of training for Ministry in the church. It takes the teaching and learning to the people where they are (Thomson, 1990:9). It is theological education that combines self-instruction, group discussion and practical experience in the ministry in one's local context (Thornton, 2001:21). Thornton notes that, as theological education, it is concerned with good quality training of ministers, as are theological colleges, seminaries and Bible schools, as Extension Education it is not limited to one central institution. It reaches out to those places where small groups of Christians, who need training for their service in the churches, can come together for common learning. It needs only part of the time of the learners (Thomson, 1990:9). It is thus a method of education which empowers people for ministry as they continue with other responsibility and services.

TEE is a ministry-oriented model of church leadership training, whose primary purpose is to provide training for people who are already serving in church leadership positions. According to Mulholland (1996:66), it is “decentralized theological education, he refers to it as a field-based approach which does not interrupt the learner's productive relationship to the society. The learner continues to be actively engaged in daily duties as he/she studies through T.E.E. In this case, it is compatible with the learners' social activities. It aims at learners' entire spiritual life formation and easily adjusts to the needs and abilities of the learners as well as their contexts.

It is evident that the programme was developed and adapted in the following years spreading to other parts of Latin America, India, South Africa, South East Asia and Africa (Thornton 2001:1). It also made inroads into the United States and Europe, constant strong hold for traditional formal education. The programme has been staggering in some parts in Africa ([http://www.forthemultitude.org/2009/09/04/a-brief-history-of-theological-education-education-extention/retrieved 7 Jan 2014](http://www.forthemultitude.org/2009/09/04/a-brief-history-of-theological-education-education-extention/retrieved%207%20Jan%202014)). Therefore, it became very popular in the young growing churches that definitely required well equipped church ministers. It is worth noting that “Christian ministry is not and cannot be restricted to the ordained ministry. Therefore, according to Stott “every baptized Christian is a minister of Christ” (Scoth, 1969:44). This argument is in line with the idea of priesthood of all believers in (1 Peter 2:9). The church in Kenya needed TEE programme in order to provide preparation and in-service training for church leaders and Christians, based on theological education.

TEE was introduced in the Anglican Church of Kenya in the Diocese of Nakuru in 1975. This was before setting up a Provincial TEE office. It later spread in an irregular and uncoordinated way to ten of the twenty one dioceses then. There was the Parish lay leadership by extension programme (basic parish level) and the certificate course coordinated by Bob and Shirley, and Rev. Keith Anderson respectively (Minutes of Board of Theological Education Sub-committee held at Thirty College on 20th Nov. 1980). Over the years, attempts have been made to in order to enhance the performance the performance of the ministry of T.E.E in the A.C.K.

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Later a meeting of Diocesan directors was held in February 1993 and July, 1994 to discuss the future of Theological Education by Extension in the Anglican Church of Kenya. The recommendations forwarded to the Provincial Board of Education (PBET) included the following: They affirmed the Ministry of TEE and asked for formation of Provincial TEE committee; recommended that a Provincial Certificate in Christian studies be established with an authorized examining body and asked that Trinity College be made the headquarters for coordinating TEE in the Province they also wanted training in Bible Colleges to include education by Extension Methodologies, and asked that financial provision be made for TEE in the long-term at both Diocesan and Provincial level. Further, in 1995 a TEE director's workshop recommended the following:-The appointment of a Provincial TEE Coordinator, the setting up of a Provincial TEE office; the Training of TEE Directors and facilitators and the development of suitable TEE courses (Minutes of Board of Theological Education sub-committee held at Trinity College on 20th Nov 1990).

There have been some efforts over the years to implement the recommendations, though with challenges arising from several factors. Armstrong (1996) rightly argues that factors that affect performance in an organizations' sector are of great concern. This is the scenario in the T.E.E ministry in A.C.K. The above courses are aimed enhancing the ministry of the T.E.E in the Kenya. Currently there is no Provincial TEE Coordinator, no Provincial Office, no consistent training of co-coordinators, and no proper financing at Diocesan and Provincial level, precise policies, neither development of suitable TEE courses. Currently the basic/parish level TEE, Certificate in Christian and Religious Studies (CCRS) administered by Carlile College and Diploma in Christian and Civic responsibilities (DCMCR) administered by Carlile and accredited by St. Paul's University – Limuru) are scarcely facilitated within the Dioceses in the ACK. The above courses are aimed at enhancing the ministry of T.E.E in the province.

The Anglican Church of Kenya (ACK) is committed to realizing her vision which states as follows:-“A growing caring Anglican Church boldly proclaiming Christ” and its Mission “to equip God's people to transform the society with the Gospel” (Church diary and lectionary, 2014). She has done tremendous ministry in spiritual and moral formation of the Christians over the years. The Church endeavours to enhance sound teachings of the doctrine taught to local congregations and leaders through Theological Education by Extension.

Nevertheless, although the ACK continues to sensitize Christians on the importance of the study of TEE at the Diocesan level, the uptake of the course is not commensurate with the rate at which the Christians are encouraged to join the TEE training programs in different dioceses in Kenya. Most of the dioceses do not have TEE departments and Co-coordinators, others have untrained ones, and there is no provincial coordinator. The number of TEE effective programmes in the ACK is minimal and the membership is low.

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The researcher resolved to determine how the level of training of theological education by extension (TEE) coordinators/facilitators affect its performance in the Anglican church of Kenya.

2.0 LITERATURE REVIEW

Every systematic staff development requires a purposeful written policy which ensures an effective strategy for training and effective strategy and developing the staff (Wambugu, 1982). In his view it is imperative for every organization to engage in a deliberate plan of training and developing staff without which the employee can neither be effective nor efficient. Cummings et al. (2005) have also noted that human resource development is one of the human resources management interventions. He argues that it is concerned with developing and assisting the wellbeing of organization members. In order for an organization to be effective and efficient, all the departments/ programmes must be functional. This requires human resource development, which affects all other types of resources (capital, machinery, finances, structures etc.) in an organization in significantly. There is need for efficient strategic human resource management.

In the words of Gupta (2008) "training is the process of increasing knowledge and skills for a particular job .He asserts that it is an organized procedure by which people learn skills and knowledge for a definite purpose. Training enlarges the knowledge and skills of the staff. In this respect every organization should equip their employees to ensure their skills are diversified in order to be strategically positioned to be relevant, efficient and competitive in the current and future jobs.

Hall (1984) has defined strategic human resource management as "the identification of needed skills and active management of learning for the long range future in relation to explicit corporate business strategy. Later, Walton (1999) defined management as follows: "Strategic human resource management involves introducing, eliminating, modifying, directing and guiding processes in such a way that all individuals and teams are equipped with the skills; knowledge and competences they require to undertake current and future tasks required by the organization".

The above definition suggests a deliberate action/ move by an organization to help the employees as well as the organization to remain relevant and efficient. When leadership abilities are developed through on the job training that is supplemented by formal leadership programmes, this becomes the winning formula found in highly successful organizations (Banchard, 2008). He further notes that 80 per cent of the leadership development comes on the job and through experience. This comes in handy in terms of developing TEE delivery skills among the facilitators/coordinators who are leaders in the church.

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According to Armstrong (2006), “human resource development (HRD) is concerned with the provision learning, development and training opportunities in order to improve individual, team and organizational performance. He asserts that HRD is essentially a business led approach to developing people within a strategic framework. Cummings et al. (2005) observes “that career planning and development interventions can help deal effectively with the issues affecting the very social contracts binding employees and organizations. The career and development programs are aimed at improving the quality of work life for managers and professionals, to enhance their performance, increase employees retention (reduce staff turnover) and respond to equal employment and affirmative action legislation (Cummings et al., 2005). It is imperative for the A.C.K to initiate strategic career development programmes to equip T.E.E coordinators in order to enhance the performance of the ministry.

Harrison (2000) has described strategic HRD as ‘development that arises from a clear vision about people’s abilities and potential and operates within the overall strategic framework of the business. This starts with articulating a clear vision, then implementation in relation to people’s abilities and potential, which are best addressed through the organization strategic framework. Armstrong (2006) argues that the strategic HRD involves abroad and long term view about how HRD policies and practices can actively support the business achievement which in turn helps the business to attain its set goals.

Every organization should embrace the fact that the human capital of an organization is its major source of competence, therefore, it requires enhancement of resource capability. This eventually ensures that the right quality of people is available to meet both present and future needs of the organization. This is possible through providing a coherent and comprehensive framework for developing people (Armstrong, 2006). This in turn translates to competent workforce leading to the expected performance of an organization. According to Trevor (1991), the purpose for training is to improve knowledge and skills and to change attitudes at work. Further he asserted that training is one of the most important motivator, which leads to many benefits both to an individual and the organization.

Therefore currently most organizations and companies have discovered that organizational growth and effectiveness requires career development programs to ensure that need talent will be available (Cummings, 2005). Once the careers are developed, the employees are enabled to attain their career objectives efficiently. Nevertheless, the cited authors have not addressed the effects of training of T.E.E coordinators on the performance of the T.E.E ministry. The study will specifically address the issue of human resource development in regard to training on TEE delivery skills among coordinators/facilitators and priests in the A.C.K.

However, there are instances when the A.C.K planned for capacity building on the area of theological education. Gitari (2002) noted that quality theological education and training for effective ministry is indispensable. Hence he sought to develop training by initiating a programme of clergy in-service training

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or capacity building; the aim was to address the training needs of clergy who had previously received insufficient theological education prior to ordination and also provide training opportunities for clergy to encourage and promote their development in ministry. Further, it is observed that the aim was lifelong learning for all, supporting clergy and assisting them through training to meet the ever changing challenges in the church ministry (Gitari, 2002).

Nevertheless very little has been noted regarding capacity building for TEE coordinators. The aspect of theological education addressed seems to ignore TEE as a method of capacity building and clergy empowerment.

The A.C.K is keen in training especially the staff, According to the preparatory provincial document 16th session of ordinary synod (2003), training and development of staff at all levels was noted as an important and continuing activity of the church. The synod noted that appropriate training increases effectiveness and should be encouraged. One method to achieve this is to encourage staff to take part in church sponsored workshops. All organization believes that it is imperative to develop human resource in order to attain the organizations goal and mission. The performance of every organization is dependent on the level of training of the staff development. Training of T.E.E coordinators will enhance the performance of the T.E.E in the A.C.K

This study used 360- degree feedback model defined by Ward (1995) as the systematic collection and feedback of performance data on an individual or group derived from a number of the stakeholders on their performance. According to this theory, the collected data is usually fed back in the form of rating against various performance dimensions. The theory is also referred to as a multi-source assessment or multi-rater feedback. In a 360-degree feedback process, the performance date can be generated for individuals from the person to whom they report, their peers (who could be team members and/or colleagues in other parts of the organization) and their external and internal customers. The model is significant in the study because it seeks to address factors affecting the performance of the TEE ministry in the A.C.K. More so the feedback either among peers or the 180-degree or upward feedback where this is given by subordinates to their managers is beneficial to the organization. Further the feedback presentation can be done direct to individuals; or to their managers or both (Armstrong 2006). Hence the 360-degree feedback forms part of a self-development or management development programme, according to research conducted by the Ashridge Management Research Group (Handy et al., 1996). The main rationale for 360 degree feedback has been expressed by Turn now (1993) as follows.

“360 degree activities are usually based on two key assumptions, one, that awareness of any discrepancy between how we see ourselves and how others sees us increases self-awareness, and two, that enhanced self-awareness is a key to maximizing performance as a leader, and thus becomes a foundation block for management and leadership development programmes” (Armstrong 2006).

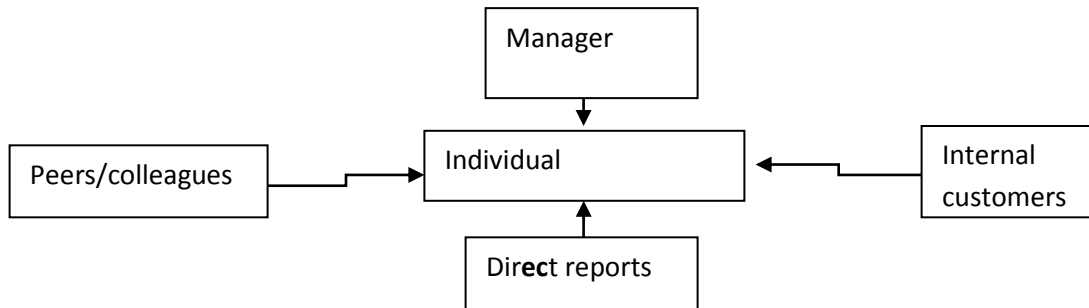


Figure 1. 3; 360-degree feedback model as drawn in Armstrong (2006)

Social learning theory by Albert Bandura (1977) will also be used in the study. According to this theory, people learnt best by interacting with and observing others. The training programmes through which this theory is implemented would provide numerous opportunities for learners to observe and imitate the behavior of a skilled professional. This theory tries to link the skilled professional as a model to the learner, whereby the latter provides positive reinforcements for successfully imitating a desired behavior, which elicits the learner to continue performing well throughout the training and while on job. It is evident that in order for the church to spearhead successful TEE ministry which is her core business, it is essential to embark on developing training programmes for TEE coordinators/facilitators and enablers. This will ensure and enhance transfer of TEE learning and success of TEE Ministry.

Nevertheless, the crucial decision any organization can make is the type of Training method(s) to be initiated. This is because if the employees do not effectively and successfully transfer what they have learnt to their job, the training programme is rendered unsuccessful. Hence the church leaders and policy makers should seek for necessary resources to develop effective and efficient in-house training programmes by introducing common adult learning theories and trait exercise that enhances efficient and effective transfer of learning.

The ACK cannot afford to turn a deaf ear to the dire need of training the relevant personnel to steer the TEE ministry, thereby assuming fortnight success in the Dioceses. The most important of part of T.E.E is group discussion whereby learners, including the leader interact in the discussion of the previous week's lesson. Through this process, they learn a great deal through the weekly interactions and observations among themselves. In this case, the Co-coordinator is both a leader as well as a learner expected to transfer learning to the rest of the group members.

The above theory by Maslow's (1954) will also be used in this study. Maslow's Hierarchy of needs is a need theory among a group of theories about work motivation that focuses on employees needs as the sources of motivation whereby the concern is more on the outcomes individuals are motivated to obtain

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from their job and organizations. In this case the principal message of need theory is that employees have specific needs that they are motivated to satisfy in the workplace. (George & Jones, 2008:186).

Maslow's rightly observes in his theory that self-actualization needs include: - needs to realize one's full potential as a human being (George & Jones, 2008:187). That means one has reached the ultimate goal or climax of his her needs. D'Souza (1994:239), puts it that "it is the highest level of need hierarchy; and refers to people having a sense of fulfilment by maximizing their abilities, skills and potential, which is the way to meet or satisfy that particular need in an organization". This theory suggests that these needs for self-actualization impel people to maximize their potential. Therefore, those with strong self-actualization needs concentrate almost exclusively on developing their creative potential, in order to fulfil their God given potential.

Hence people with dominant self-actualization needs in work place have diverse characteristics. As a result, they seek work that challenges, permit them to use innovative approaches, provides them to set their own goals, develop their creative potential, and allows them to see change take place as a result of personal efforts. Consequently, people satisfy their self-actualization needs by creating challenges and by working to meet these challenges (D'Souza, 1994:240).

The important lesson in regards to organizational performance learnt from Maslow's theory is that; employees differ in the needs they try to satisfy at work and that what motivates another. Hence, to have a motivated workforce, managers must strive to identify the needs of each employee in order to satisfy it at work, once these needs have been identified, managers must ensure that the employees' needs are satisfied if he or she performs the desired behaviour (George & Jones, 2008:188). This is crucial because it requires the employee to perform and display the desired behaviour as a prerequisite to satisfaction of his/her need.

The church leadership like any other organization cannot ignore the fact that there is need to motivate employees in relation to the performance of the TEE ministry. It is important for the church leaders to identify the individual needs of the respective personnel entrusted with the running of the TEE ministry. In this case all the level of need's depicted in the Maslow's theory should be addressed appropriately.

There is need for training of personnel which is also a motivation because it gives an employee's self-confidence and leads to efficiency and effectiveness of the organization. This eventually leads to the desired performance of the TEE ministry in the ACK. Hence, the Maslow's hierarchy of need theory comes in handy because the church cannot ignore these needs from lowest to highest in relation to the general performance of the TEE ministry. This could be the reason why we lack a provincial TEE Coordinator and also diocesan co-coordinators due to lack of a well-designed programme to ensure self-

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actualization. However, for any organization to succeed in designing effective programmes there is need for relevant policies.

3.0 RESULTS

To Determine how the Level of Training of TEE Coordinators on Delivery Skills Affects the Performance of TEE Ministry

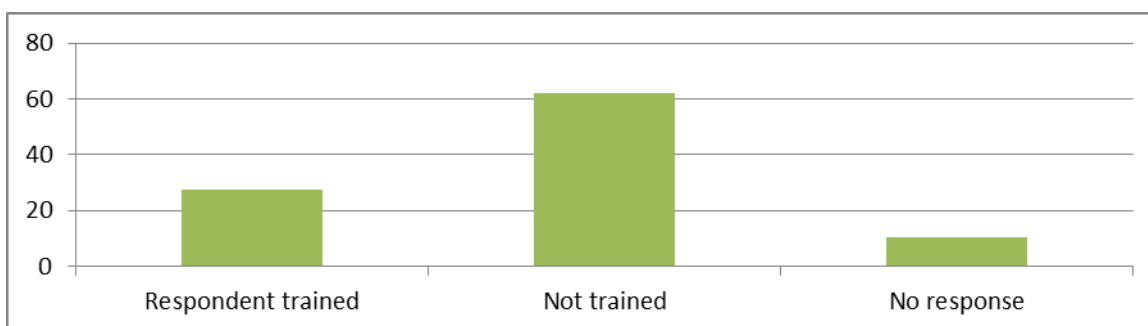


Figure 2 Showing Responses on the Level of Training of Coordinators on T.E.E Delivery Skills.

Source: Author 2014

The findings show that 27.6 per cent of the respondents were trained on TEE delivery skills, 62.1 per cent of the respondents were not trained on TEE delivery skills while 10.3 per cent of the respondents did not respond to the question. The percentages show that most of the respondents were not trained on the skills required for TEE ministry. The respondents gave various reasons on why they were not trained on TEE delivery skills. The answers are shown below

Table 1 Reasons for not being trained on TEE Delivery Skills.

	Frequency	Percent
An opportunity has not been given to the respondent	9	43.0
Assumption the training attained in Theological college is enough/adequate	12	57.0
	21	100.0

Source: Author 2014

The responses indicated that majority of the respondents were not trained in T.E.E delivery skills, since it was assumed that the skills they attained while going through the theological college were adequate to

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run the TEE ministry. This analysis presents 57 per cent of the respondents 43 per cent of the respondents were not trained since they had not been given an opportunity for training.

Table 2 Showing Why the 13 Respondents were not Trained on T.EE Delivery Skills.

		Frequency	Percent
	Assumption that theological training received is adequate	10	76.9
	There is no time for training since the programmes are very tight throughout the year	3	23.1
Total		13	100.0

Source: Author 2014

Out of the 13 respondents who were not trained, 76.9 per cent representing 10 respondents said that they were not trained since there is an assumption that the training they obtained at theology college is adequate to equip them with the right skills for TEE ministry. However, 23.1 per cent were of the opinion that they were not trained due to the fact that there was no enough time for organizing training programmes. From the returned questionnaires, 10 questionnaires (34%) were filled in by TEE coordinators.

Table 3 Showing the Number of Respondent who were Coordinators.

		Frequency	Percent
	Respondent is a coordinator	10	31.0
	Respondent not a coordinator	9	69
Total		29	100.0

Source Author 2014

The researcher sought to find out whether the respondents were trained on TEE delivery skills. The findings are presented in the table 4 below shows the number of respondents trained on T.E.E delivery skills.

Table 4 Number of Respondents who were trained on TEE Delivery Skills

	Frequency	Percentage
Respondents who are trained	5	17.2
Respondents who were not trained	21	72.5
No response	3	10.3
	29	100.0

Source: Author 2014

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The study findings indicate that only 5(17.2%) respondents were trained, 21(72.5%) were not trained while 3(10.3%) did not respond. The 21 respondents who were not trained gave various reasons for lack of training.

Table 5 Reasons for not Being Trained

	Frequency	percentage
An opportunity not offered	4	19.0
Assumption the training attained in Theological college is enough/adequate	6	28.6
No policy on training	5	23.8
Lack of fund	6	28.6
	21	100

According to the findings 19.0 per cent of the respondents were not trained since an opportunity had not been offered, 23.8 per cent of the respondents were not trained due to lack of policy guidelines on training and 28.6 per cent were not trained for lack of funds/budget allocation and 28.6 per cent were not trained since there was an assumption that having gone through the theological college, they are fully equipped to handle the T.E.E Ministry. It was also of essence to find out the length of training for those who were trained on TEE delivery skills. The findings are presented on table 6 below

Table 6 length of training

	Frequency	Percent
less than one year	6	75
Two years	2	25
Total	8	100

Source: Author 2014

The results show that 75 per cent of those who were trained were trained for less than 1 year, 25 per cent were trained for two years. This shows that the length of time dedicated to training on TEE delivery skills is little and therefore the TEE coordinators may not get all the necessary skills. The researcher sought to find out how the training empowered the respondents.

Table 7 how the Training Empowered the Respondents.

	Frequency	Percentage
Very highly	3	60
Highly	2	40
Total	5	100

Source Author 2014

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The findings show that 60 per cent of the respondents were empowered by training on T.E.E delivery very highly, notwithstanding the fact that they wished it was a longer period, while 40 per cent were highly trained. This shows that training on TEE delivery skills is indispensable to its performance. In his words Trevor (1991) “the purpose of training is to improve knowledge and skills and change attitudes at work. Further he maintained that training is one of the most important motivator, which leads to many benefits to an individual and the organization”. Armstrong (2006) has also noted that ‘human resource development (HRD) is concerned with the provision learning, development and training opportunities in order to improve, team and organizational performance’. This underscores the significance of training in the performance of an organization and its programs.

The researcher also sought to know if the diocese organized training programmes on TEE delivery skills. Responses are indicated below.

Table 8 if Diocese Organised Training Programmes

		Frequency	Percent
	Diocese organizes	6	20.7
	Diocese does not organize	23	79.3
Total		29	100.0

Source: Author 2014

Twenty point seven percent (20.7%) of the dioceses organized training programmes on TEE delivery skills while 79.3 per cent did not.

Table 9 The Frequency of Training Programmes.

		Frequency	Percent
	Annually	2	33.3
	Irregularly	4	66.7
Total		6	100%

Source: Author 2014

Most respondents (66.7%) of the training programmes were organized irregularly while the others were organized annually (33.3%). The 33.7% said that the training was basically for TEE basic level leaders. The researcher sought to find out the TEE delivery skills on which the coordinators had been trained, not necessarily in their dioceses.

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Table 10 Showing the Type of Skills in which the Respondent has been trained on

Type of skills	Frequency	Percent
Facilitation and coordination of TEE	3	30.0
No training	7	70.0
	10	100.0

Source: Author 2014

Four (4) representing (30%) of respondents indicated that they have been trained on facilitation and tutoring though not through trainings organized in their dioceses. Other 6 (70.0%) respondents did not indicate the skills in which they may have been trained on regarding TEE. The respondents were asked to suggest areas in which they would like to be trained on if an opportunity arose. 27.6 per cent would like to be trained on handling adults, 10.3 per cent would like to be trained on coordination and leadership, while 62.1 per cent wished to be trained on TEE delivery skills/teaching methodology. The results are shown in the table 11 below

Table 11 Responses of People Who would like to be trained on TEE Delivery Skills

	Frequency	Percent
coordination and leadership	2	20
Handling adults	2	20
TEE delivery skills	6	60
	10	100.0

Source: Author 2014

Table 12 The Extent to which Training of the Coordinators on T.E.E Delivery Skills Affected TEE Ministry.

	Frequency	Percent
to a large extent	4	66.7
to a lesser extent	2	33.3
	6	100.0

Source: Author 2014

A high percentage 66.7 per cent of the respondents were of the opinion that training on TEE delivery skills affected the performance of the TEE ministry to a large extent while 33.3 per cent felt that the

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training affected the TEE ministry to a lesser extent. The importance of training programme is supported by Cummings et al (2005) who asserts that ‘the career development programs are aimed at improving the quality of work life for managers and professionals, to enhance their performance, increase employees retention (reduce staff turnover) and respond to equal employment and affirmative action registration’. The according to the study findings respondents noted the following regarding the second objective on determining how the training of T.E.E coordinators on T.E.E delivery skills affects its performance. The findings disclosed that 66.7 per cent of the respondents were of the opinion that training affected the performance to a large extent, while 33.3 per cent felt that the training affected the performance to a lesser extent. None of the respondents stated that they were not sure of the effects or that the factor made no difference on the performance

In relationship to the above findings, it can be inferred that training affects the coordinators performance and consequently that of the T.E.E ministry to a large extent. The findings confirm that training and development of coordinators intensifies their capability to deliver their services as required. The A.C.K should thus endeavor to train T.E.E coordinators in order to equip them to carry out their duties satisfactorily and enhance their performance, which translates to the performance of the T.E.E ministry. Further it was noted that the training should include the relevant T.E.E delivery skills. This ensures stability, effectiveness, efficiency, and competitive advantage of the T.E.E ministry presently and in the future. Trained human resource performs at their maximum enabling the organization to achieve its set goals. The findings indicate that there is lack of trained personnel leading to inefficiency and ineffectiveness which impacts negatively on the performance of the ministry of T.E.E in the A.C.K.

4.0 CONCLUSIONS AND RECOMMENDATIONS

Conclusions: It was evident from the respondents that, although training has a great impact on the performance of the T.E.E department and the organization as a whole, most of the T.E.E coordinators are not trained on T.E.E delivery skills, Majority of the respondents asserted that there is an assumption that the theological training attained by coordinators is adequate for them to coordinate T.E.E. The short time dedicated to training on T.E.E delivery skills, if any, is inadequate and therefore the T.E.E coordinator may not get all the necessary skills to run T.E.E ministry effectively. This has led to the current status of the performance of the T.E.E ministry in the A.C.K. The respondents said that training on T.E.E delivery skills empowers the coordinators very highly. It can be inferred that training on T.E.E delivery skills is indispensable to the expected performance of the T.E.E ministry. However, according to most of the respondents, majority of Dioceses do not organize training programmes for coordinators on T.E.E delivery skills. It was noted most of the trainings held at the Diocese level was basically for T.E.E basic level leaders/coordinators. They were of the opinion that training on T.E.E delivery skills affects the performance of the T.E.E ministry to a large extent. In the light of the above point of view, Dioceses

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should ensure that all the coordinators are empowered through training on T.E.E delivery skills in order to enhance the performance of the T.E.E ministry in the A.C.K.

Recommendation: The A.C. K should consider organizing training programme on TE.E delivery skills for the T.E.E coordinators. The purpose of training is basically to improve knowledge and skills and change attitudes at work as the coordinators run the T.E.E programme. It is one of the most important motivator, which leads to many benefits to an individual, the department and the organization. Training on T.E.E delivery skills will enhance the performance of the T.E.E ministry in the A.C.K.

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