

**CRITICAL FACTORS INFLUENCING SUCCESS OF SUNDAY-SCHOOL AS A
MISSION FIELD AT BONDENI AFRICA INLAND CHURCH, KENYA**

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DECLARATION

This thesis is my original work and has not been presented for the award of degree in any other university.

Sign 

Date...30th September 2021.....


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This thesis has been submitted for the examination with my approval as the University Supervisor.

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Date.....30th September 2021.....

Rev. Dr. Julius Kithinji

DEDICATION

I dedicate this research thesis to my sons Cornelius, Herbert, Ezekiel, Mark and Joseph for always standing by my side, for their support and care in life and more so throughout my studie

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I thank God for good health, strength and courage that I had to complete this work. The collaboration of many willing hands has led to the success of it. I express my deep gratitude to my supervisors Dr. Mary Kinoti and Dr. Julius Kithinji for their guidance and accompanying this work from the very beginning to its completion. Their vast knowledge and experience in scientific research has really enriched my work. Their readiness, availability, commitment and valuable contribution towards this work has always been amazing.

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ABBREVIATIONS AND ACRONYMS

AD	Anno Domini
A.I.C	African Inland Church
AIDS	Acquired Immune-Deficiency Syndrome
NACOSTI	National Council of Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
USA	United States of America

ABSTRACT

It is indicated that the emphasis of the Sunday-school as a mission field has reduced across churches. The African Inland Church simply mentioned the Sunday-school as one of its functions; however, it fails to show the progress of the Sunday-school and how it presently functions as a mission field. It was of paramount importance to examine the Sunday-school as a mission field in the AIC church as a representative of all other churches that have this mission as part of their functions. The general objective of the study was to have a critical review of mission work at A.I.C Bondeni in Nakuru County, Kenya. Specifically, the study examined how budgetary allocation, competence of Sunday-school teachers and also how administrative support influence Sunday-school as a mission field in the aforementioned church. The study was guided by the Bosch's paradigm theory of mission. The population of 548 Sunday-school instructors, youth, parents of Sunday-school children, pastors, and administrators at the AIC Bondeni Local Church was studied using a descriptive survey design. Stratified random sampling was used to select 85 congregants from the research population. To obtain data, a detailed self-administered semi-structured questionnaire was used. The questionnaire was pilot tested before being used to collect data for the main study, in order to determine its validity and reliability. Prior to data collection, all necessary permits and consents were obtained. The collected data was analysed qualitatively and quantitatively with the aid of the Statistical Packages for Social Sciences software. Results were presented using tables. Both descriptive and inferential statistics were employed. Results revealed that budgetary allocation, teachers' competence, and administrative support have a positive and statistically significant influence on the success of Sunday-school as a mission field. Teachers' competence had the strongest influence on Sunday-school success while administrative support had the least. From the discoveries, the study recommends that AIC Bondeni and other churches should create budgetary allocation for teachers' stipends, assess the theological understanding of Sunday-school teachers, create continual teachers' training and development programmes, and enhance church leaders' involvement in the planning and implementation of church activities.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The backdrop of mission work, the presentation of the problem, and the study's objectives are all included in this chapter. The research questions are also included. The chapter further puts into perspective the significance of the study and also the scope to which the study was delimited. Other sections include the justification of the study and the limitations that may have constrained the study.

1.1 Background of the Study

Mission in the context of the present study is described as organized effort purposed to spread the gospel across, mostly, geographical boundaries. According to Luis (2013), mission is defined as a global activity of making disciples of all nations that is apart from the church's typical outreach. It's also known as the mechanism by which God employs human agents to spread his kingdom among people until it reaches universality (Bentley, 2009). The act of sending individuals and organizations across cultural and geographical borders with the primary goal of making disciples of Jesus Christ by sharing the good news about Him is referred to as mission (Biedebach, 2015).

The individuals or Christians who facilitate the spread of the gospel are known as missionaries (Pope, 2008). Missions can be traced back to the great commission where Jesus Christ instructed His disciples to go and spread his teachings to the entire world (Mathew 28: 18-20). Since then, missionary work has recorded tremendous growth and has penetrated every nook and cranny of the entire world. Bentley (2009) however noted that the church mission function has become increasingly challenging in the modern world due to the growth of modernist and post-modernist principles.

1.1.1 Global Perspective of Sunday-School as a Mission Field

The Christian mission work started immediately after the ascension of Christ where the disciples had been commissioned to spread the gospel (Groome, 1998). Importantly, disciples were not limited to the 12 that were in the company of Jesus Christ; rather there were hundreds others that followed Him. As a result of the missionary work of the early churches, many churches in Christian denominations have sprouted across the globe. With inspiration of the missionaries, there have been many Christians engaging in mission and evangelism work especially in India (Lawmsanga, 2010). The missionary work not only calls for sacrifice but also requires significant funds to propel activities and outreach. This is similar to a church which has various departments such as evangelism, youth and more so Sunday-school (Luis, 2013). In most churches, funds to run affairs of the church come from member contributions and donations from well-wishers. It is from these funds that the church allocates to its departments depending on needs.

According to Webb (2005), the basis of Sunday-school programmes rests on the provisions of Matthew 28:18-20 in regard to divine command of Christ Jesus. Lawmsanga (2010), states that one of the critical departments of Presbyterian Church of Mizoram in India is Sunday-school alongside missionary work. It is stated that by the year 2007, the church had received Rupees 205,547,900 funded by generous and sacrificial givers to support mission and evangelical work. More so, the funds are apportioned in accordance to the needs of different church departments where evangelism and mission work take the lion share.

The Sunday-school programmes among small churches in the United States of America (USA) are viewed to be important to the spiritual nourishment of children and young

Christians (Thomas, 2005). Sunday-schools are also viewed as vital instrument of growth for churches. Over the years, Sunday-school programmes in various churches have continued to blossom. It is noted that in early Christianity in America, 70% to 80% of the churches started as Sunday-schools (Oti, 2007). Globally, the effectiveness of Sunday-schools has also increased linearly with growth of churches. Missionaries sent out are noted to be products of Sunday-school programmes in America. Indeed, it is noted that 83% of part-time workers in a church received Christ while in Sunday-school (Luis, 2013). Growth and effectiveness of Sunday-school programmes is attributed to competent workforce, good teaching methods and proper arrangement and organization of the programmes (Francis, 2009).

Sunday-school programmes are however hindered by a myriad of challenges. In the quest of evangelical and mission work, it is observed that Sunday-schools in these small churches are faced with challenges such as few children with wide age gaps which may hinder learning especially in praying, singing, interacting and reading Bible stories (Nale, 2007). Notably, it is stated that most teachers in smaller churches may be offered little or no training before undertaking Sunday-school Programs. As such, these teachers need to attend workshops at larger congregations in order to be abreast with learning styles for children and more so age sensitive conceptualization. Importantly, ministry to children in small churches in USA is often hindered by limited financial budget due limited financial resources. Money to buy Sunday-school materials such as workbooks and published textbooks may be limited (Thomas, 2005).

1.1.2 Regional Perspective of Sunday-School as a Mission Field

There is widespread perception that Christianity was brought to Africa during the colonization periods. However, according to Baur (2001) this is false impression that

was created to evoke negative emotions among indigenous African during the struggle for independence. Baur (2001) argues that Christianity was present in the African continent long before the advent of colonization. Christianity had thrived in North Africa for six decades before the arrival of Islam. Isichie (2004) also argues that Christianity in Africa can be traced to the first century AD or even beyond. This religion has played a central role in the social, economic, and political development of the African continent.

Sunday-schools in African churches play an important role in the growth of church ministry. In Manzini Christian Community in Swaziland, it was observed that the growth of protestant church was proportional to the investment made by the church on Sunday-school programmes and consequently the growth of the children service (Nxumalo, 2014). However, due to financial constraints or small allocation from the church, Sunday-schools often lack necessary learning materials such as writing materials, teachings aids and stationery. More so, teachers lack necessary training and therefore are deficient of competences to deliver to small children (Mumo, 2016). It is also asserted that support necessarily from the church administration is rare rendering the Sunday-school programmes inefficient (Matshiga, 2001).

Churches must strike a balance between financial success and spiritual progress in order to avoid financial exuberance. It is stated that members of Sunday-school must observe the set out doctrine, adhere to teaching methods, and live moral lives in order to grow (Mckay & Whitehouse, 2015). Retrospectively, in Africa, it is asserted that inadequate financial wherewithal can hinder achievement and progress of a Sunday-school. Lack of money to fund necessary teaching materials, build adequate structures and pay teachers may further compromise expansion of Sunday-school. Educational and

spiritual objectives cannot therefore be effectively realized in the absence of funds to run Sunday-school programmes. It therefore become imperative for administrators to find alternative financing ways to ensure success of Sunday-school programmes (Mumo, 2016)

The missionary work in South Africa in relation to Baptist Convention is noted to have taken root in the 19th Century. Missionaries in charge of Convention churches worked hard to ensure Christianity was engrained to the people of South Africa. They were allegedly involved in Sunday-school programs, membership classes, and, more importantly, Christian worker training (Matshiga, 2001). According to the author, there were challenges that Sunday-school programmes faced such as lack of support from the leadership of the church in respect to the recruitment of Sunday-school teachers as the church only advocates for born-again, who may not have necessary teaching skills. Volunteer teachers in some circumstances may undergo specialized training seminars out of their own pockets but their unavailability and irregularity hamper the teaching ministry in the Sunday-schools in South Africa. Over the years however, it is noted that Sunday-school programmes grow with the growth of the church (Matshiga, 2001).

According to Mazibuko (2004), the latter Christian revolution in Swaziland has not fulfilled the aspirations of Mathew 9:37-38 in producing true multitudes followers of Christ. A survey shows that 80% of people in Swaziland are Christians but only 19% are church members. The church programmes have failed to attract many young persons. However, it is noted that Evangelical churches in Manzini have begun to register growth in attendance in Sunday-school programmes. The foregoing has been occasioned by the church's leadership's understanding of and belief in the purpose of Sunday-school programme. It is also asserted that excellent teaching methods and

competency of personnel involved has also enhanced the success and growth of the Sunday-school programmes.

1.1.3 Kenya's Perspective of Sunday-school as a Mission Field

Sunday-schools are a significant section of the Church in Kenya where the schools provide Christian teachings and values in accordance with the Gospel of Jesus Christ to youth and children (Mambo, 2019). The Sunday-schools are widely recognized as institutions for enabling children to experience the reality of God. It is asserted that children need to be abreast of Christian beliefs and values at a young age. To bring the foregoing to fruition, Sunday-school teachers have to understand the learning needs of the children in order to effectively deliver and make Jesus Christ known to them (Kiragu, 2006).

In her study focusing on the Anglican Church of Kenya, Mambo (2019) observed that while it is the responsibility of parents to nurture their children into God-fearing and productive members of society, modern Kenya parents have passed on this responsibility to surrogates mainly Sunday-school and regular school teachers. This implies that most children in modern Christian homes in Kenya are highly dependent on Sunday-schools to grow as Christians due to the decline of home churches. Consequently, the author sees an urgent need to enhance the capacity of Sunday-school teachers in order to prepare them for the responsibility that has been bestowed on them. In his study, Juma (2015) also observed that there was a decline in the number of young people in the Methodist Church of Kenya.

The goal of Sunday-school program in AIC Church in Kenya is recruitment. Young children attending Sunday-school eventually graduate to members of the church. It is stated that Sunday-school programmes for AIC Church in Kenya are run by volunteers

and lack learning facilities such as study rooms, blackboards, lesson books and stationery. The foregoing depicts financial constraint for Sunday-school funding. As such the goal of the programme becomes compromised. More so, Sunday-school teachers lack the requisite capabilities and competences since most of them are volunteers who have not undergone training in teaching young children (Mumo, 2013).

Kiragu (2006) further states that very few AIC local churches in Kenya have pre-school Sunday-school programmes especially for children aged 2 to 5 years. It is noted that efficiency in methods such as visuals, music and stories could aid in teaching pre-school children in Kenya. Against this backdrop, it is imperative to investigate various critical factors that influence the success of Sunday-school as a mission field in AIC local churches as a representative of all other churches in Kenya.

1.2 Statement of the Problem

The Sunday-school mission has recorded unprecedented growth since it advent by Robert Raikes in 1780 (Thomas, 2005). It played a vital role in the overall growth of the Church by inculcating Christian values to individuals at an early age. However, the mission recorded a slowdown in the wake of the 21st century. The emphasis of the children mission has reduced across churches. In her article published in Standard Newspaper, Wakhisi (2014) expressed the concern that many children in Kenya begin going to Sunday-school at an early age but drop out of church before they reach teenage or adulthood. Many teenagers and young adults in their 20s and 30s are not going to church as it were in the previous generation. Wakhisi (2014) argues that the exodus of young Kenyans from Church is partly due to the inability of the church programmes to meet their needs and keep them anchored in religious ways. The low vibrancy of the Sunday-school programme is also evident at the AIC in Kenya. Various branches of the

AIC in Kenya have well-documented mission works in respect to the youth and the adults, but not in reference to Sunday-school. Despite this trend, few systematic studies have been conducted to examine factors that influence the success of Sunday-school programmes in the context of Kenyan churches. It is in this light that this study sought to examine critical factors that influence the success of Sunday-school as a mission field at the Bondeni AIC in Nakuru County, Kenya. Specifically, the study aimed to interrogate the influence of budget allocation, administrative support, and teacher competency on the success of Sunday-school mission in the study area.

1.3 Objective of the Study

The study sought to realize the following general objective and a set of specific objectives.

1.3.1 General Objective

To assess the critical factors influencing success of Sunday-school as a mission field in Africa Inland Church.

1.3.2 Specific Objectives

The specific objectives of the study were:

- i. To examine the influence of budgetary allocation on success of Sunday-school as a mission field at AIC Bondeni Local Church.
- ii. To evaluate the influence of administrative support on success of Sunday-school as a mission field at AIC Bondeni Local Church.
- iii. To explore the influence of teachers' competency on success of Sunday-school as a mission field at AIC Bondeni Local Church

1.4 Research Questions

The study was guided by the following research questions:

- i. What is the influence of budgetary allocation on success of Sunday-school as a mission field at AIC Bondeni Local Church?
- ii. What is the influence of administrative support on success of Sunday-school as a mission field at AIC Bondeni Local Church?
- iii. What is the influence of teachers' competency on success of Sunday-school as a mission field at AIC Bondeni Local Church?

1.5 Scope of the Study

The study was carried out at Africa Inland Church, Bondeni Local Church based in Nakuru Town, Nakuru County. The church has a large Sunday-school as supported by the significant number of children who constitute its members. The study focused on the Sunday-school teachers, the youth members of the local church, the adult members of the church with children in the Sunday-school, pastors, and also the administrators of the church. These individuals were chosen based on the reasoning that they are the most conversant with issues touching on the Sunday-school as a mission field. The study delved into three factors namely: budgetary allocation, administrative support, and teacher competency. The selection of these factors was informed by studies conducted in other context that showed that the factors were critical determinants of Sunday-school success. The study used the survey strategy where variables were assessed by gathering the views of the members of AIC Bondeni Local Church.

1.6 Justification of the Study

Mission is a vital tool in the developmental process of any given Church. Various churches continue to prioritize mission as a development strategy. Most churches have

vision statements that contain a coherent mission development policy, which is further strengthened by the great commission given by Christ to the disciples and by extension, the global church. The findings of this study contribute to the understanding of missions in Sunday-schools. In particular, the study has shed light regarding the extent to which budgetary allocation, administrative support, and teachers' competency influence the success of Sunday-school as mission field. This knowledge may be useful to church leaders by directing them on necessary course of action to enhance missions in the Sunday-school. It is also useful to researchers and scholars in the field of Mission Studies as it has enriched existing theories and empirical literature on Sunday-school mission. Finally, the study may help be helpful to future researchers as it has identified priority areas in which to carry more research in missions for the Sunday-school ministry.

1.7 Limitations of the Study

The study was limited by the focus on a single institution, the AIC Bondeni Local Church. Although limiting its assessment to this institution facilitated a rigorous data collection process, it limited the generalizability of study findings to other churches. This study addressed this limitation by using statistical methods of data analysis including inferential statistics that help to extrapolate results from the study sample to a larger population. The study was also limited by the cross-sectional nature of the data collection process where data was collected at a single point in time rather making multiple observations over time. This method enabled the study to assess multiple factors affecting success of Sunday-schools mission within a short duration of time. It however limited the study's ability to track how the studied factors have evolved over time making it difficult to infer a cause-effect relationship. The study tried to overcome

this limitation by developing a detailed questionnaire that probed trends in budgetary allocation, administrative support and teacher competency at the study site.

1.8 Significance of the Study

Missions are so much important to our Sunday-school in that it shapes their behaviour and even morals in society. Therefore, if the Sunday-school-going children engage themselves in such activities, the society will have people who grow up to be dependable in the society at large. The next generation of church leadership and followers will greatly depend on the status of the present Sunday-school. This implies that, if and when this mission is strengthened will greatly determine the future of the church. The findings of this study are expected to inform the policy makers who include the top leadership of all churches regarding the policies and strategies that they need to put in place in order to adequately support their respective Sunday-schools as a mission field. Moreover, the local church leadership comprising of the pastors, priests, and deacons amongst are likely to find the results of this study and recommendations thereof important in implementing strategies and actions that will be geared towards improving the current status of Sunday-school as a mission field.

1.9 Chapter Summary

The background concerns that informed the study, as well as the problem that the research intended to solve, have been explored in this chapter. It also described the study's goals and the research questions that led the investigation. The study's score, reason, limitation, and importance are also examined. The next chapter examines the literature on the research topics.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of past empirical studies and theories in relation to critical factors influencing Sunday-school as a mission field. It also outlines the conceptual framework which illustrates the study variables and how they are believed to relate.

2.2 Empirical Review

The aim of the study is to examine critical factors that influence the success of Sunday-school as a mission field. According to Groome (1998), the success of a Christian mission should be measured by how effective it is in informing, shaping, forming, moulding, and transforming its participants in the Christian faith. Success should be measured based on how effective the mission is in enabling the targets to express their lives in faith to God and to experience God's love. According to Nale (2007), Sunday-school is the reaching, teaching, and winning arm of the church. Its main goal is to reach young people, teach them about Christ, build supportive relationships, and encourage them to serve Christ. The goals can also be used as indicators for assessing the success of Sunday-schools.

According to Taylor (2009), Sunday-school is an important component of the church because it helps the church to produce healthy individuals that become active members. An effective Sunday-school ministry should excel at stirring passion toward the Great Commission among children and nurture relationships that the children need to become forthright members of the society. Taylor (2009) adds that Sunday school programmes bud and flourish where there is visionary leadership that helps to implement vital principles. On the other hand, the Sunday-school programme tends to decline where

there is directionless leadership. Taylor (2019) therefore places emphasis on the role that the church leadership plays in determine the success of the Sunday-school mission.

Haight (2002) wrote a book that looked at the topic of African-American children at church from a socio-cultural standpoint. One of the book's goals was to contribute to a better understanding of children's development in an African-American community. The book was based on ethnographic and developmental data collected over a four-year period. It focused on African-American Sunday-school teachers and their kids aged 3 to 15 years old and their story-telling methods in particular. The activities were employed in order to derive meaning from the Bible, which was regarded as a vital cultural resource. Pertinent data were collected through a series of interviews with the pastor, Sunday-school superintendent, and Sunday-school teachers of the Baptist Church (Haight, 2002). The book established that both socialization and participation were characterized by child-sensitivity and growth-orientation. The themes taught at the Sunday-school were cognizant of children's emotions and relative immaturity. Biblical concepts were inculcated in children through metaphor and story-telling. Children were also taught about community worship (Haight, 2002). Conclusively, the church through the Sunday-school played a significant role in moulding children into respectable and God-fearing adults in families and communities.

Another study carried out by Baggerman (2014) examined the effects of training on the use of inclusive teacher behaviours in a Sunday-school class in the USA. The aim of the study was to provide evidence for designing training and follow up sessions for Sunday-school teachers to increase their competencies in the use of inclusive teacher behaviour. The study adopted experimental research design. The study revealed that coaching and follow up is an effective technique in training Sunday-schoolteachers

(Baggerman, 2014). The study also acknowledged that Sunday-school teachers training and follow-up are effective ways to increase their competency in a Sunday-school classroom.

In his study, Workman (2020) uncovered that one of the key components of successful Sunday-school mission is the provision of adequate resource for Sunday school programmes. The study used an action research design and focused on a project that sought to increase the attendance in the Sunday-school at the Harrison Baptist Church. This author observed that provision of adequate resources for financing Sunday school activities was a prerequisite for improving attendance. Other aspects that were found to reinforce attendance include recruitment and training of teachers, reaching out to parents, and teaching the Bible. Workman (2020) observed that recruiting adequate number of Sunday-school teachers and training them on how to deliver the Sunday-school curriculum effectively improved the experiences of children leading to improved attendance. The study by Workman (2020) identified elements that are important for the success of the Sunday-school mission. However, since the study was conducted in the USA, there were concerns that its discoveries may not reflect the reality experienced by Sunday-schools in Kenyan churches.

According to Kia et al. (2019), the Sunday-school is a learning establishment that seek to enlighten children regarding Christian ways. Therefore, the most important components of these establishments are the teachers who are responsible for implementation learning activities. For the Sunday-school programme to be successful, it must have teachers who have a wide assortment of knowledge, skilled on how to deliver instructions, and experienced. The teachers must be in a position to inspire children, give advice, create new ideas, guide, and assign stories. They must also

possess good judgement and be authoritative. They must also be capable of adjusting Biblical teaching to the level of understanding of the children. However, the study by Kia et al. (2019) was geared towards assessing a model for training Sunday-school teachers rather than examining the competency of teachers influence the success of the Sunday-school mission.

The role of teachers' competence in the success of Sunday-school programme is documented in the study by Frimpong (2019) that sought to examine reason for declining Sunday-school patronage in Assemblies of God Churches in Amakom District of Kumasi in Ghana. The author observed that the Sunday-school had some teachers who were not efficient and performed poorly due to inadequate training. Some teachers had difficulties understanding some of the content of the Sunday school manual and materials. The persons responsible for managing and supervising the teaching workforce were also not doing their work effectively. Frimpong (2019) also noted that the church leadership had not provided adequate motivation to the teachers, not promoted the Sunday programme effectively, and had not provided sufficient equipment. These findings imply that apart from teacher competence, leadership and resource allocation also play a major role in determining the success of Sunday-school programmes. The study by Frimpong (2019) however focused on the Assemblies of God Churches in Ghana and thus there were questions regarding the extent to which his findings reflected the situation at the AIC Church in Bondeni.

Simamora (2020) stresses that apart from educating children to be faithful and obedient and live in Godly ways, Sunday-school teachers should also become role models to the young children. They must shape the character and ensure that they exhibit the best living example to the children. On the other hand, Woodger (2020) argues that teachers

should always focus on developing the young minds of children. Consequently, they should engage in more than the subject matter in Christian teachings and go further into teaching the children how to think and study. Woodger (2020) also emphasizes the need for churches to have formal and standardized Sunday-school curriculums with clearly learning goals and outcomes. The curriculum should focus on implementing progressive educational ideas. This aspect cannot be realized with visionary leadership at the helm of the church.

The contribution of church leadership and resources towards the success of the Sunday-school mission is captured in the study by Irungu (2018) that focused deliverance churches in Kasarani region of Nairobi County in Kenya. The study established that branches that recorded steady numerical growth in the Sunday-school programmes were characterized by adequate teaching and learning materials, physical facilities that were not congested and that provide an appropriate learning environment, and well-equipped teachers with skills to teach multiple grades. However, none of the branches had a standardized curriculum for its Sunday-school, which is an area of deficiency. However, Irungu (2018) notes that one of the limitations of his study is that it confined its analysis to Deliverance Churches in Kasarani region. The author recommended that future inquiries should delve into the role of church leadership in the success of the Sunday-school ministry in other regions of the Deliverance congregation as well as other churches. The current study sought to advance this research.

The input of teaching and learning resources towards the success of the Sunday-school mission is also brought in the study by Malkisedek and Yusuf (2019) that examined the use of electronic learning media in the Sunday schools. The authors noted that the Bible comprises of intricate stories that require teacher to make use of teachings to

demonstrate elements such as duration, time, and character. The study examined the impact of incorporate visual and audio media in teaching Biblical stories. Results showed that the use of media enhanced the children comprehension of the story as more children could respond to queries after lessons taught using electronic media. The use of electronic media also improved the interest and attention of the children as marked by reduced movement and noise during lessons. The study by Malkisedek and Yusuf (2019) provide evidence that support the position that provision of adequate resource would enhance the success of the Sunday-school mission. It creates a case for increase the budgetary allocation towards Sunday-school programmes with the view of aiding the acquisition of electronic media gadgets and development of electronic content.

Oliver (2006) put into perspective both the past and the present of Sunday-school in South Africa. According to the author, the Sunday-school has successfully been integrated with the existent extensive religious education system hitherto used by Afrikaners in educating their children. The Sunday-school mission in South Africa could be traced back in 1844 when it was founded in Cape Town. It was introduced to the country by Abraham Faure who had prior experience Sunday-school mission in England. The objective of starting the Sunday-school was to prepare children for the catechism class. A couple of decades after its introduction, Sunday-school took the centre-stage in educating and training children to be Christians. The study led to the conclusion that the current Sunday-school ought to be both rethought and restructured with the view of serving as an instrument of educating Christians particularly of the young age (Oliver, 2006).

Nxumalo (2014) investigated the relationship between church expansion and Sunday-school programs in Swaziland. The study looked at nine protestant churches. The goal

of the research was to learn the principles of a well-run Sunday school program and how they influenced the church's growth. The qualitative and quantitative methods were used by the study, where perceptions, values and behaviour in Sunday-school were assessed, and survey questionnaires used. Interview guides were also used to gather data from the selected participants in 9 churches. The study found that Sunday-school teachers and leaders must be selected carefully and duly trained to enhance their skills and competences for their jobs. It was further noted that the Sunday-school teachers in Manzini protestant churches were well trained. Furthermore, in the study, it was found that highly trained teachers enable the church to grow both spiritually and in numbers. The study recommended that all the Sunday-school teachers be well trained and fine-tuned for their course.

A study carried out by Mumo (2016) attempted to determine the role played by Sunday-schools in Christian socialization in Kenya with a specific focus on the Africa Inland Church. The purpose of the study was to comprehend the role of Sunday-schools in Christian socialization in Africa Inland Church. The study considered eight churches where Sunday-school tutors and leaders of District Church Councils were targeted. The study relied on observation and questionnaire methods to collect data. It was noted that the Sunday-schools in the eight churches considered lacked adequately trained teachers. As such, inadequate skills to conduct the affairs of Sunday-schools slowed its growth. Mumo (2016) recommended that Sunday-schools should be well equipped with not only qualified and trained teachers but also adequate reading materials and classrooms. Notably, it was established that the Church ought to allocate a given amount of finances to Sunday-schools in order to meet its pre-set objectives.

In his study, Juma (2015) examined factors that influence youth's church attendance at the Methodist Church in Kenya. The study utilized a comparative case study design where two Methodist Churches were compared, one with large number of youths and the other with fewer young people. Semi-structured interviews, focus group discussion, and direct observation methods were used to collect data from 27 participants comprising of youth members, youth leaders, church council, and a minister. Result revealed that incorporation of technologies such as internet and projectors, modern music instruments, and public address system were a big source of attraction for youth (Juma, 2015). Allowing singing, clapping, dancing and spontaneous prayers was also an incentive for the youth. Use of English in singing and sermons and giving the youth freedom to effect changes in the church were also critical determinants of youth attendance. Although the study by Juma (2015) focused on youths, it might provide some clue on factors that may influence the effectiveness of Sunday-school programmes as a mission field at Bondeni AIC.

A study conducted by Meyer (2010) focusing on Pentecostalism and globalization also highlighted the importance of the language used in church in determining the reach of church programmes. The study revealed some signs of global outreach where English choruses were sung in churches which Meyer points to as a characteristic of most Pentecostal movements. It was observed that the use of English choruses was an effective strategy for enabling the churches to reach a wider audience beyond the local communities. Myers (2010) recommended that to increase reach, Churches should use universal language in church. Although the study by Myers (2010) did not focus specifically on Sunday-school ministry, it highlights a major factor that could have a major influence of the success of Sunday-school ministries in Kenya. Given that the

multi-ethnic nature of the country, the language used in the Sunday-school programme is bound to have a major implication on the reach and retention of the children ministry. According to Merwe (2016), the future of Lutheran churches in Africa will be determined by how well they continue to minister to the continent's difficulties and make the gospel story relevant to the people. He goes on to say that the tale is only significant when it is told in the people's vernacular (Merwe, 2016). This pertains to A.I.C Bondeni's ability to make the story of Jesus relevant to a new generation that is creating spirituality distinct from that of previous generations.

2.3 Bosch's Paradigm Theory of Mission

In 1991, Bosch proposed the Bosch paradigm theory of mission. According to the notion, the Christian mission is divided into several historical periods. The Apocalyptic paradigm of early Christianity, the patristic epoch's Hellenistic paradigm, the middle ages' Roman Catholic paradigm, the protestant reformation paradigm, the enlightenment (modern) paradigm, and the evolving ecumenical (post-modern) paradigm are among these periods (Bosch, 2011). Thomas Kuhn first proposed the aforementioned paradigms in 1987. It predicted that each of the foretasted phases would be accompanied with a deep grasp of the Christian faith. Bosch distinctively interpreted Christian mission according to the stated six periods (Bosch, 2011).

A paradigm, according to Kuhn's theory, is the full constellation of shared beliefs, practices, and values among members of a specific community (Reisch, 2019). The church is the community in the context of this research. It is asserted that, in spite of Kuhn's work being originally intended for the natural sciences, the work is highly useful in theology (Bosch, 2011). The theory discusses a lot to do with paradigm shift. A mental state change in theology, according to Lewis and Steyn (2003), can only be

apprehended on the basis of the gospel. The paradigm theory in regard to Christian mission, according to Bosch (2011), is applicable in the notion that there is a rising awareness that the current era is one of transformation from one way of understanding reality to another. The idea views the overall mission process as fundamentally changing from one epoch to the next. More importantly, the thesis provides insight into how Christians have viewed the church's purpose, especially the Sunday-school mission, throughout Christian history's many eras and epochs.

God's rule over all of creation has an impact on believers' social and ethical change. The church was founded on the basis of mission. The priority of God's heart is communication and fellowship. Both the church and its mission are God's tools, means through which God accomplishes his mission. As a result, mission is a movement from God to the rest of the world. The church is employed as a tool to carry out God's mission. The Holy Spirit was sent by Christ to equip his church for mission and to enlighten those who were outside the kingdom (John 20: 21-22). This means that the church must rely on the Holy Spirit for both its own missionary operations and the impact of its work. There should be no organization or planning that ignores the Holy Spirit's involvement.

According to Bosch (2011), it is important to ask if there is a Biblical proof in the Old Testament. This question can be answered in two different ways: by articulating the fact that Christian church and theology are based not only in the New Testament but also in the Old Testament. Another way to answer the question is that, by articulating the fact that mission should be understood as calling and sending missionaries to proclaim God's message. From the traditional understanding of mission, Bosch argues that there is no essential proof or indication of mission in the Old Testament. Bosch

further postulates that mission is the proclamation of the message of salvation as was originally intended by God. If this is the case, then Old Testament is not a missiological testament while New Testament is missiological in nature:

- i) Why we can say Old Testament is not a missiological text is because there is no message of salvation in the message of Jonah.
- ii) Bosch's other reason is the faith of Israel. According to Judaism, the essence of faith was that God had already saved their forefathers from Egypt, led them through the desert and settle in Caanan. They had become the people of God through the covenant at Mount Sinai. This was the faith of the Israelites only. It was not to be shared with others, God would have included them (others)
- iii) Bosch argues that the concepts of the chosen and other nations are in conflict when understanding mission. This means that God had already chosen His people the Israelites and they had "God's Providence" at hand while the nations could have "God's providence through the chosen"

The choice of the Bosch's paradigm theory of mission is justified by the reason that it provides an important model for the contextual understanding of the mission education in the light of the Sunday-school as a mission field in the Africa Inland Church. In today's understanding of mission, God is understood as an inclusive God whose providence is unto all. It is important to understand that as a missionary, God is an inclusive God as demonstrated in the New Testament. This is why Bosch as a scholar will understand New Testament as purely a Missiological text. Bosch (2011) goes on to say that mission is simply Christians' involvement in Jesus' liberating mission,

betting on a future that verifiable experience seems to contradict. It is the good news of God's love, embodied in a community's witness for the sake of the world.

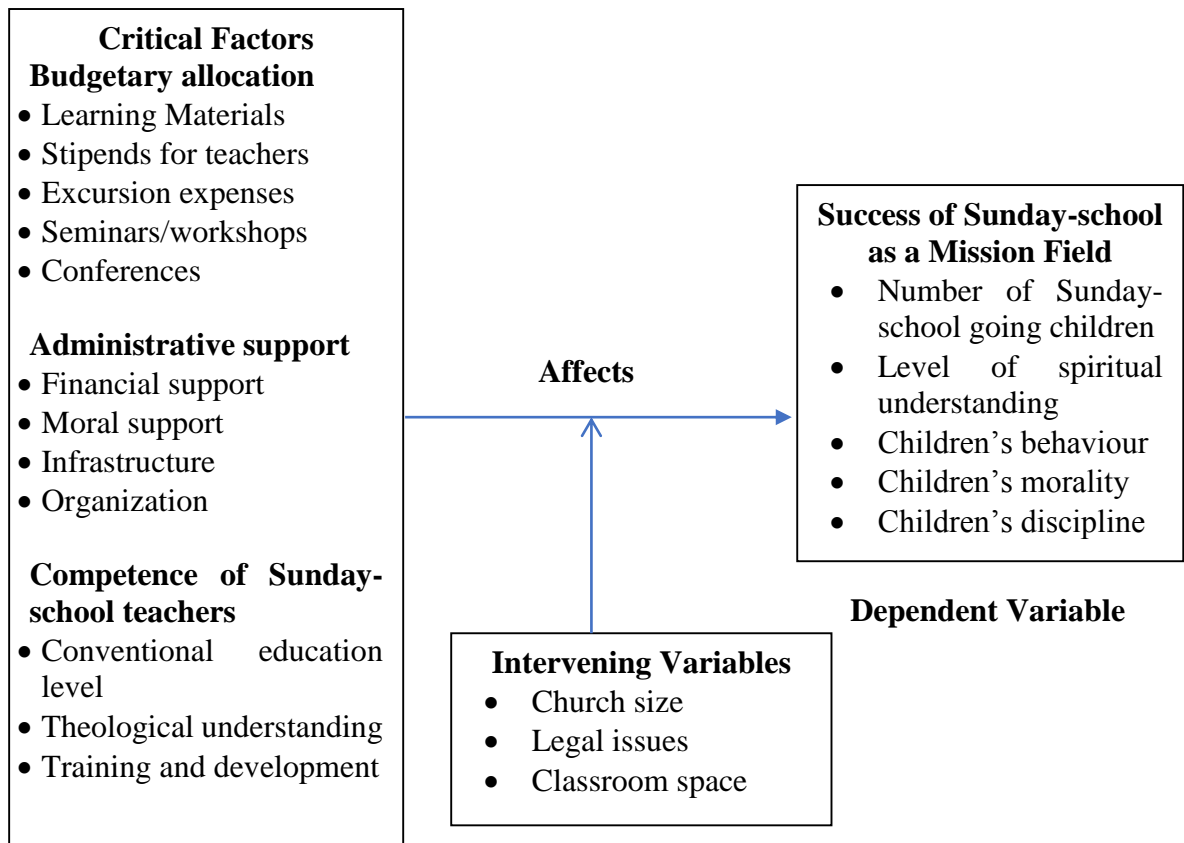
Bosch's theory also stresses the need to see people as whole and in their context. It calls for creation of a holistic mission that is inclusive to all members of society and that pieces together different dimensions of the mission (Corrie, 2016). Children are certainly important members of society and; thus, their inclusion in the Church's mission is paramount. Sunday school is also an important dimension of the church's mission and; therefore, churches need operating model that piece together this dimension with all other dimensions such as praise and worship and ushering among others.

2.4 Conceptual Framework

A conceptual framework is a diagrammatic description of how the studied variables are thought to interact. It is defined as a framework that the researcher believes best explains the natural course of the phenomenon being examined (Camp, 2001), in this case, essential elements impacting Sunday-school as a mission field. The conceptual framework for this investigation is depicted in Figure 2.1.

Figure 2.1

Conceptual Framework



Independent Variable

There are two sets of variables in the study, as illustrated in the framework. These are the variables that are independent and dependent. Budgetary allocation, Sunday-school teacher ability, and administrative assistance are examples of independent factors, often known as predictor variables. The dependent variable is the success of Sunday school as a mission field. The aforementioned independent factors are thought to be related to the dependent variable to varying degrees. The current investigation was based on the above assumption.

2.5 Chapter Summary

This chapter has reviewed the empirical and theoretical literature related to the Sunday-school as a mission field. The empirical review reveals the Sunday-school as mission field has not receive significant attention from researchers especially in the African context. Most of the studies examining factors that contribute to the success of the Sunday-school mission have conducted in the USA. Although the studies by Oliver (2006), Nxumalo (2014), and Mumo (2016) have interrogated the Sunday-school mission in the African context, they did not focus on identifying factors that influence the success of the Sunday school mission. The study by Oliver (2006) traced the development of the Sunday-school mission in South Africa while Nxumalo (2014) investigated the contribution of the Sunday-school mission to the growth of the church in Swaziland. On the other hand, Mumo (2016) examined the role played by Sunday-schools in Christian socialization in Kenya. Therefore, there is a gap in evidence regarding factors that determine the success of the Sunday-school mission. This research sought to address this gap. The next chapter discusses the methods and procedures that were used to carry out the research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The many steps that were taken to address the research challenge are detailed in this chapter. The research design, target population, sample and sampling procedures, research tools, data collecting, and data analysis methodologies are all covered in detail in this chapter. The study also demonstrates how the study's findings are presented, as well as ethical problems that were considered.

3.2 Research Design

Study designs strive to collect and analyze data in a way that is relevant to the research goal (Kombo & Tromp, 2010). Research designs are the conceptual frameworks in which research is carried out. The descriptive survey design was used because the researchers wanted to look at Sunday school as a mission field without changing the phenomena, such as the study site and respondents (Orodho, 2005). The descriptive survey approach was appropriate for this study because the researcher's goal was to report on a critical analysis of A.I.C Bondeni's Sunday-school mission activity without influencing variables. The study involves gathering the perspectives and opinions of people who have had direct encounters and experiences with the Sunday-school mission in the study region on the success of the Sunday-school mission and related issues. Quantitative and qualitative methodologies were used in the research.

3.3 Target Population

The total number of individuals, or the total environment of interest to the researcher, is the target population, according to Oso (2009). It also refers to the group of people to whom the findings are applied. The target group at AIC in Kenya included Sunday-

school teachers, parents of Sunday-school children, youth, clergy, and administrators. The study was limited to the (study) population that was available, which included the aforementioned persons at A.I.C Bondeni Local Church. There were a total of 548 people in this group.

3.4 Sampling Frame

According to Kothari (2013), a sampling frame refers to an exhaustive list of subjects from which a sample is drawn. This implies that the sampling frame is equivalent to the study or accessible population. Therefore, the sampling frame comprised the congregation of Bondeni AIC church. The focus on this church was premised on the objective of the study to collect in-depth data both quantitative and qualitative in line with the title of the study.

3.5 Sample Size and Sampling Procedures

The number of participants in a study is referred to as the sample size. According to Orodho and Kombo (2002), sampling is the process of gathering people, locations, or objects to research. Because the research cannot encompass all of A.I.C Bondeni's targeted congregations, a sample was determined and chosen to participate in the study. According to Kothari (2013), a sample should be large enough to provide a sufficient representative of the population about which the researcher seeks to generalize while also being small enough to be picked economically in terms of subject availability and time and money expenditures. The study included a sample of 100 congregants. This number is judged adequate for the entire study; it is small enough to be adequately addressed while still being representative of the full study population.

A stratified random sampling method was used to pick the respondents. This strategy, according to Kothari (2013), requires splitting the population into homogeneous groups

and selecting respondents at random from each group. This strategy ensures that respondents are drawn from all sub-groups that make up the target population, increasing the sample's representativeness. Sunday-school teachers, parents, youth, and clergy/administrators were all placed into four groups for the study. The sample plan is summarized in Table 3.1.

Table 3.1
Sampling Plan

Strata	Population	Proportion (%)	Sample Size
Sunday-school teachers	9	1.6	2
Parents	339	61.9	62
Youth	166	30.3	30
Clergy/ administrators	34	6.2	6
Total	548	100	100

As Table 3.1 illustrate, the number of respondents picked in each strata (sample size) was proportional to the total number of individual in the strata (population).

3.6 Data Collection Instrument

Questionnaires were used to assemble data for this investigation. A questionnaire, according to Bryman (2016), is a properly developed tool for gathering data in accordance with the study questions' specifications. The study relied on a rigorous self-administered questionnaire. Both open-ended and closed-ended questions were included in the survey because the investigation aimed was to gather and analyse both quantitative and qualitative data. To avoid the need for detailed elaborations, the questions were kept simple and given face to face. Part A of the questionnaire contained questions to determine how missions are carried out in the Sunday-school within A.I.C Bondeni Local Church and the factors that determine its success, while Part B contained

questions to determine how missions are carried out in the Sunday-school within A.I.C Bondeni Local Church and the factors that determine its success.

3.7 Pilot Testing

Before being used to assemble data for the main study, the data collection tool (research questionnaire) was pilot-tested to establish its validity and reliability. The pilot study was conducted among randomly selected congregants from AIC Kaptembwa Local Church. The foregoing respondents had similar characteristics as the ones selected for the main study and were about 10% of the study sample size (Kothari, 2013). The choice of a church besides AIC Bondeni Local Church is premised on the assertion that the participants in the pilot study are supposed to be excluded from the main study.

A legitimate instrument, according to Kimberlin and Winterstein (2008), measures what it claims to measure. The researcher sought to determine the content validity of the research questionnaire by consulting the allocated University supervisors in the current study. This form of validity cannot be determined quantitatively (Kimberlin & Winterstein, 2008). The term "reliability" refers to an instrument's internal consistency. When used on similar study populations, a dependable instrument is one that allows for the collection of consistent data. The Cronbach alpha method was utilized to measure the reliability of the research questionnaire in this study. Because the study variables were evaluated using Likert-scale questions that may be subjected to this reliability test, this test was appropriate. The Cronbach alpha method determines the internal consistency of the scale measuring each study variable, according to Taber (2018). Table 3.2 summarizes the findings.

Table 3.1***Cronbach Alpha Reliability Test Results***

Likert Scale	N. of Items	Cronbach alpha
Budgetary allocation	7	0.875
Teaches competencies	5	0.812
Administrative support	5	0.793
Sunday-school success	5	0.824

Table 3.2 shows that alphas for Likert scales evaluating the four primary variables of the study were more than 0.7. According to Taber (2018), the acceptable Cronbach alpha criterion is 0.7, which means that scales with an alpha equal to or greater than 0.7 are considered to be reliable. Statistical Packages for Social Science (SPSS) software was used to conduct the analysis.

3.8 Data Collection Procedure

Prior to beginning data collection, the researcher obtained the necessary permits and consents from the appropriate authorities. First, the Kenya Methodist University provided a consent letter. Following that, the NACOSTI issued both a research permit and an authorisation letter. The researcher then obtained permission from the AIC's management at both the Diocese and Local Church levels. The researcher personally distributed the research questionnaires to the 100 sampled respondents.

To promote anonymity and confidentiality, respondents were asked to complete the questionnaire privately and deposit it in the church's comment box. They were instructed not to write any information that could disclose their identity on the questionnaire. Most respondents completed the questionnaire and deposited it at the church comment box on the same day that they were issued. However, some

respondents requested for more time and were given a period of 7 days to complete and return the questionnaire.

3.9 Data Analysis and Presentation

Separating data into constituent parts or elements and examining the data to discern its component parts or elements separately and in relation to the total is what data analysis includes (Oso, 2009). Both qualitative and quantitative data analysis methodologies were used in this investigation. Thematic content analysis was used to analyse qualitative data, and the results were presented in the form of illustrative quotes.

Quantitative data analysis entailed both descriptive and inferential statistics. Descriptive analysis focused on determines the existing situation within AIC Bondeni in respect to each of the study variable. In particular, descriptive statistics were used to assess the level of success of the Sunday-school mission at AIC Bodeni, the budget allocation practices at the church, competence of Sunday-school teachers, and administrative support according to the Sunday-school mission. Since these variables were assessed using a Likert-type scale, the mean and standard deviation were used to conduct the descriptive analysis. The SPSS software was also used to conduct the descriptive analysis. Results are presented using Tables.

Inferential analysis was conducted to test whether there are significant relationships between the independent variables (budget allocation, teachers' competence, and administrative support) and the success of the Sunday-school mission at AIC Bodeni. The analyses also sought to determine the direction of these relationships. The multiple linear regression method was used to conduct this analysis. The aggregate Sunday-school success scores, which was the dependent variable, were regressed against the

aggregate scores for budgetary allocation, competency of Sunday school teachers, and administrative support. The following model was used to guide the analysis.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where,

Y = Success of the Sunday-school mission,

β_0 = constant,

$\beta_1, \beta_2, \beta_3$, and β_3 = coefficients for the independent variables,

X_1 = Budgetary allocation,

X_2 = Teachers' competence,

X_3 = Administrative support,

e = error term.

The regression analysis was also done using the SPSS software. Results are presented using Tables.

3.10 Ethical Considerations

The researcher obtained authorization to conduct the study from the appropriate authorities as well as the respondents. In tandem, a research permit and authorization letter was obtained from NACOSTI. Potential respondents were informed about the study including its aim and their right to refuse to participate in the study in line with the principle of informed consent. Participation was voluntary and no respondent was compelled to participate.

The researcher further informed respondents that the study would be conducted solely for academic objectives and that their privacy would be respected to the fullest extent possible. Confidentiality was important in ensuring that respondents give honest and

truthful account of their experiences with the Sunday-school mission. Gaining the confidence of the respondents was a bit challenging given that the researcher is also a member of the church. This challenge was surmounted by allowing respondents to complete the questionnaires privately and drop-it off in the church comment box. They were also instructed not to write any details about themselves such as names or telephone numbers.

3.11 Chapter Summary

This chapter has covered the research design, target population, sampling frame, and sampling technique, as well as the methodologies and procedures utilized to conduct the study. The data gathering instrument is also detailed, as well as how it was validated and verified for reliability. The procedures followed throughout the data gathering exercise, as well as the methodologies used to analyze the data, are discussed in the chapter. The chapter comes to a close with a discussion of the ethical difficulties raised during the research.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

Quantitative and qualitative methodologies were used to analyze the data acquired throughout the study. The study's findings are presented and discussed in this section. It is divided into various sections, the first of which contains information on the response rate and demographic profile of the respondents. The second section discusses the success of Sunday-school as mission field while the subsequent three sections address each of the three objectives of the study. The final part presents a summary of the results.

4.2 Response Rate and Respondents Demographic Profile

Determining the response rate helps to evaluate the accuracy of the data in determining the study's objectives. A low response rate diminishes the representativeness of the data and exposes the study to non-response bias (Bryman, 2016). A hundred questionnaires were issued out to selected respondents for purposes of data collection out of which 83 were returned to the researcher having been duly completed. This figure marked a response rate of 83%, which is above the average response rate for in-person surveys that according to Francavilla, Meade, and Young (2018) stands at 57%. The number of returned questions was thus deemed adequate to provide a representative view of the situation in the study area and minimize non-response bias. The non-responses are probably due to time constraints on the part of respondents to complete and return the questionnaires.

Evaluating the demographic profile also helps to evaluate the representativeness of the data and; consequently, its ability to provide accurate inferences regarding the study

objectives (Bryman, 2016). The majority of the respondents (60.2% [50]) were female while the rest (39.8% [33]) were male, which reflects the gender composition of the church membership. Most of the respondents (88.0% [73]) have been members of the church for more than 5 years and thus were in a position to give informed opinion regarding the success of the Sunday-school mission and associated factors. The data collected from these individuals was analysed using descriptive, inferential, and qualitative methods. This chapter presents and discusses the results.

4.2 Success of Sunday-School as a Mission Field at AIC Bondeni

The dependent variable of the study was success of Sunday-school as mission field. It was vital to determine how successful the Sunday-school mission in the study is before interrogating the factors that contribute to the success or lack of it. The success of Sunday-school mission was measured using seven Likert-type items to which respondents were asked to indicate their level agreement on five-point scale. Results are summarized in Table 4.1.

Table 4.1

Respondents views regarding the Success of Sunday-School Mission

Statement	N	Mean	S.D.
Our church has relatively many Sunday school children.	83	4.66	.476
The level of spiritual understanding among the Sunday school children is high.	83	3.98	.883
Children improve on their behaviour upon joining the Sunday school.	83	4.66	.476
The morality of children improves when they join Sunday school.	83	4.46	.611
The majority of the children who join Sunday school at AIC Bondeni graduate to become committed church members during their youth and adulthood.	83	4.13	.960
Sunday-school success aggregate score	83	4.38	.522

Table 4.1 illustrates that respondents on average strongly agreed (mean= 4.66) with the first statement, which alleged that their church has relatively many Sunday school children. This statement was founded on the rationale that when Sunday mission is success, it is bound to attract and retain many children. Reaching as many people as possible is the greatest commission of the church (Fanning, 2014) and thus the Sunday-school capability to reach many children is a strong indicator of its success. The standard deviation (SD= .476) show that there was little dispersion in the respondents views from the average position. This implies that there was a high level of consensus among respondents on this issue.

Respondents also on average agreed (mean=3.98) with the assertion that the level of spiritual understanding among the Sunday-school children is high. This item sought to assess the level of spiritual growth of the Sunday-school children at AIC Bondeni. As Hackley (2016) asserted, it is not enough for the Sunday-school programmes to attract and retain children. Once the children have enrolled, the programmes should promote the growth of their spiritual faith and turn them into committed Christians. Current findings suggest that the Sunday-school mission at AIC Bondeni has been successful in realizing this end. There was also a relatively high level of consensus among respondents on this issues as indicated by the standard deviation value, which was less than one (SD= .883).

Similarly, respondents strongly agreed (mean=4.66) that children improve on their behaviour upon joining Sunday school. According to Mumo (2016), the primary goal of Sunday-school is to instil discipline, character, and sense of purpose among the children as well as socialize children to adopt Christian ways. This implies that behaviour change is a major indicator of successful Sunday-school missions. The

importance of behavioural change as an outcome of Sunday-school mission is also emphasized in several biblical scriptures including Luke 6:44; “for each tree is known by its own fruit. Indeed, people do not gather figs from thornbushes, or grapes from brambles.” Current findings not only indicate that children who join Sunday-school at AIC Bondeni experience a behavioural transformation but also showed that there was a high level of consensus among respondents on this subject ($SD=.476$).

In addition, respondents agreed ($mean=4.46$) with the assertion that the morality of children improves when they join Sunday school. This item also sought to determine the effectiveness of the Sunday-school programme at AIC Bondeni in transforming the behaviour of children. This finding reinforces the previous finding, which shows that the Sunday-school programme at the church has performed relatively well in terms of effecting behavioural change among the children.

Lastly, respondents on average agreed ($mean=4.13$) the majority of the children who join Sunday school at AIC Bondeni graduate to become committed church members during their youth and adulthood. This item aimed at determining the capacity of the Sunday-school to retain children who enrol and usher them to the youth and finally the adult ministries. For the Sunday-school ministry to drive church growth, the transition from Sunday-school to youth to adult ministries must be smooth and efficient (Nale, 2007). Current findings indicate that the Sunday-school ministry at AIC Bondeni is efficient in assisting children to transition to the next stages in the church’s ministry. There was a relatively high level of consensus among respondents on this issue as indicated by the standard deviation ($SD=.960$).

The average Sunday-school success score is 4.38 out of a possible maximum of 5. This mean-score amounts to an 87.6 percent percentage score. This indicates that AIC

Bondeni has met 87.6 percent of the measures used in the study to assess the success of the Sunday-school as a mission field, according to the respondents. This suggests that the church's Sunday-school program is fairly successful.

The qualitative data acquired through the open-ended inquiry supports these conclusions. In this section, the open-ended question prompted respondents to elaborate how the Sunday-school mission has been successful. About 94% of the respondents gave positive responses with some mentioning that the Sunday-school has helped spread the gospel to the children, helped to grow the membership of the church, and other saying that the programme has attracted even children whose parents are not members of the church. One respondent narrated that she was one of the grandaunts from the Church Sunday-school and thus she is a living testimony of the effectiveness of the Sunday-school mission at the church. Another respondent reported that most leaders at the church have gone through the church's Sunday-school program, which shows that effectiveness of the programme in preparing individuals to serve in the church.

4.3 Influence of Budgetary Allocation on Success of Sunday-School

The study sought the respondents view regarding budgetary allocation towards the Sunday-school mission at the AIC Bondeni. Respondents were given a series of seven items and asked to rate their agreement on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree) (strongly agree). The opinions of the respondents are summarized in Table 4.2.

Table 4.2***Respondents views on Budget Allocation towards Sunday-school Mission***

Statement	N	Mean	S.D.
Our Sunday-school is allocated sufficient learning materials.	83	4.19	.397
The quality of the learning materials is in line with the theological expectations at Sunday-school level.	83	4.33	.471
The church has an allocation for stipends for Sunday-school teachers.	83	3.44	1.162
The church allocates resources for excursion expenses for the Sunday-school learners.	83	4.30	.808
Sunday-school children are usually given prizes from time to time.	83	4.11	.733
The church finances seminars and workshops for Sunday-school teachers.	83	4.45	.500
The church finances Sunday-school teachers to attend relevant conferences.	83	4.04	.788
Budget Allocation aggregate score	83	4.13	.510

The first item in the budget allocation scale assessed the allocation of budget meant to secure learning materials for Sunday-school. Results in Table 4.2 show that respondents on average agreed (mean= 4.19) with the claim that the Sunday-school at AIC Bondeni is allocated sufficient learning materials. The respondents view did not vary significantly from the average position as indicated by the relatively small standard deviation value of 0.397. These results imply that the Sunday-schools mission at AIC Bondeni receives sufficient learning materials. The findings are not consistent with the study by Mumo (2016) who found that Sunday-school in AIC Machakos lacked basic facilities such as classrooms and reading materials. This inconsistency suggests that budget allocation meant to equip Sunday-school vary from one church to another even within the same denomination.

The second item in the scale sought to establish the quality of learning materials availed to the AIC Bondeni Sunday-school mission. Respondents also on average agreed

(mean=4.33) with assertion that the quality of the learning materials is in line with the theological expectations at Sunday-school level. There was no major dispersion in respondents' views from the average position as shown by the standard deviation (S. D =.471). These results imply that most respondents were in agreement that the learning materials available to the Sunday-school mission at the AIC Bondeni meet acceptable standards. The finding is consistent with the study by Juma (2015), which found that the youth ministry at the Methodist Church of Kenya was equipped with technologies such as internet, modern music equipment, and projectors that played a central role in attracting youths. Findings from these two studies support the verdict that Sunday-school and youth missions in mainstream churches are supplied with quality materials.

On the other hand, Respondents were on average not certain (mean= 3.44) with the statement that AIC Bondeni has an allocation for stipends for Sunday-school teachers. The standard deviation value (SD= 1.162) is also greater than 1 suggesting that respondents held divergent views on this issue. This item sought to examine whether the AIC Bondeni allocates a budget for compensating the Sunday-school teachers. The findings raise doubt regarding whether the church allocates finances for providing stipends to Sunday-school teachers. This does not conform to best practices identified in the study by Hollis (2019), who found that most Churches in the USA pay stipends to their Sunday-school teachers to facilitate their development and motivate them. The stipends also help them to spare time and concentrate on Sunday-school mission work, which can at time be demanding. Hartzell, Parsons, and Yermack (2009) also found that although workers in Christian mission are largely motivate by idealism and non-worldly rewards, financial incentives impact their efforts and service to congregants. In line with Bosch's Paradigm Theory of Mission, the AIC Bondeni church should evolve

its practices to reflect the realities and needs of Sunday-school teachers in the 21st Century.

Results in Table 4.2 further show that respondents agreed (mean= 4.30) with claim that the church allocates resources for excursion expenses for the Sunday-school learners. Respondents also agreed (mean=4.11) with the statement that Sunday-school children are usually given prizes from time to time. The standard deviation for these statements is less than 1 indicating that was little divergence in the views of the respondents from the average positions. These items sought to determine whether AIC Bondeni allocates a budget to finance fun activities for the children. The findings indicate that the church allocates sufficient resources for Sunday-school activities. According Hollis (2019), fun activities make the Sunday-school experience enjoyable for the children and thus motivate them to participate actively and attend regularly. Davidson (2016) found that developing a reward system motivated children at the Bible Fellowship Church in Pennsylvania, USA, to memorize Bible verses. The author noted that memorizing Bible verses is an important strategy of teaching the Bible in Sunday-school and gifting children with materials like pencils, books, or tablets helped to achieve this goal.

Respondent also agreed (mean=4.45) with the assertion the church finances seminars and workshop for Sunday-school teachers. Similarly, respondents on average agreed (mean= 4.04) with the account that the church finances Sunday-school teachers to attend relevant conferences. There was no major dispersion of respondents views from the average position based on the standard deviation values, which are less than 1. These items aimed to determine whether AIC Bondeni allocates a budget for the training and development of Sunday-school teachers. The findings support the verdict that AIC Bondeni allocates sufficient budget for Sunday-school teachers' training. This

finding contradicts an earlier study by Mumo (2016), who found that AIC Machakos lacked adequately trained teachers. The most plausible explanation for this inconsistency is that teachers' training varies from one AIC congregation to another. It is also plausible that AIC could have improved Sunday-school teacher training between the year 2016 and the 2020 when the current study was conducted.

The statistical mean of respondents' ratings of all seven elements on the budget allocation scale was used to calculate the budget allocation aggregate score. The budget allocation aggregate score is 4.13, as shown in Table 4.2. This result translates to a percentage score of 82.6 percent, given that the items were assessed on a 5-point scale. According to the respondents, AIC Bondeni meets 82.6 percent of the measures used in the study to determine if the church offers adequate resources to the Sunday-school ministry. The findings indicate that the majority of respondents are satisfied with the amount of money the church spends on Sunday school. The findings are backed up by qualitative data gathered through open-ended questions.

The open-ended questions prompted the respondents to comment on the amount allocated to the Sunday-school mission. The majority of the respondents 72.3% indicated that the amount allocated to the Sunday-school mission were sufficient. They used different adjectives such sufficient, okay, enough, and adequate while a few respondents stated specific amounts. About 21.7% felt that the amount was not sufficient while 6.0% were stated that they were not sure about the amount allocated to the Sunday-school mission. One of the respondents who gave a negative response expressed that the money allocated to the Sunday-school was not enough to cater for all Sunday-school activities.

4.3.1 Budgetary Allocation Regression Coefficient

The relationship between budgetary allocation and Success of Sunday-school as a mission field was determined by examining the regression analysis beta coefficient presented in Table 4.3.

Table 4.3:
Budget Allocation Beta Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.782	.387		4.602	.000
	Budget Allocation	.271	.092	.265	2.958	.004
a. Dependent Variable: Sunday school success						

Results in Table 4.3 show that budget allocation had a beta coefficient of 0.271. Since the coefficient is positive, it implies that budget allocation has a positive relationship with the Sunday-school success. In particular, this value implies that if the budget allocation score is increased by 1 unit, the Sunday-school success score would increase by 0.271 units. The t-statistics for budget allocation in the second last and last column (t=2.958, sig.=.004) indicate that the relationship between budget allocation and Sunday-school success as described by the beta coefficient is statistically significant. These findings lead to the conclusion that budgetary allocation has a positive and statistically significant influence of the success of Sunday-school as a mission field.

These findings are consistent with the study by Mumo (2016), who found the budget allocated towards the Sunday-school ministry shape the success of the ministry by determine the acquisition of materials and equipment needed to teach Sundry-school children. A lean budget means that teachers will lack basic materials and equipment leading to less than optimal performance. The findings is also consistent with the study

by Juma (2015), who found that lack of sufficient budgets lowers the motivation of teachers and children by limiting the type of activities in which they can engage and the amount of resource available to them.

4.4 Competence of Sunday-school Teachers and Success of Sunday-school

The second factor that the study interrogated was the competence of Sunday-school teachers. Respondents were presented with a set of five statements related to teachers' competence and asked to indicate their level of agreement on a five-point scale. Table 4.4 presents the results.

Table 4.4

Respondents' view on Competence of Sunday-school Teachers

Statement	N	Mean	S.D.
The church has set the minimum conventional education threshold for Sunday-school teachers.	83	4.01	.506
The church assesses the theological understanding of the Sunday-school teachers before appointing them to their positions.	83	3.11	1.297
The church trains selected congregants in readiness for Sunday-school teaching.	83	3.67	.843
The Sunday-school teachers are continuously developed by the church.	83	3.36	1.077
Sunday-school teachers are expected to have showcased serious commitment to children issues for them to be appointed by the church.	83	3.53	1.337
Teachers' Competence aggregate score	83	4.04	.802

Results in Table 4.4 illustrate that respondents on average (mean= 4.01) agreed with the claim that the church has set the minimum conventional education threshold for Sunday-school teachers. There was little dispersion of respondents' view of the average position as indicated by the standard deviation value (SD= .506). These results imply that most respondents were in agreement that AIC Bondeni has set minimum education requirement for individuals who would like to become teachers in the Sunday-school

mission. The findings are consistent with the study by Purba, Putri, and Imelda (2020), who found that the Batak Protestant Church in Jakarta Indonesia had minimum education requirements for Sunday-school teachers. They noted that Sunday-school teachers play have similar roles and responsibilities as teachers in formal education and should therefore possess certain minimum qualifications.

However, respondents were on average not certain (mean= 3.11) with the assertion that the church assesses the theological understanding of Sunday-school teachers before appointing them to their positions. This finding raises questions regarding whether any assessment is conducted. The relatively high standard deviation (SD= 1.297) indicate that respondents held divergent views on this issue. The findings are consistent with Whitehead (2010) who found that Mambo (2019) noted that besides theological understanding, Sunday-school teachers must understand the cognitive development process of children including the characteristics and thought processes of these children at each stage of the development cycle. Their instructions should correspond to the development stage of the children.

On the other hand, respondents on average agreed (mean= 3.67) with the statement that AIC Bondeni trains selected congregants in readiness for Sunday-school teaching. The finding implies that the church provides trainings to individuals who are willing to serve in the Sunday-school ministry. The standard deviation is less than 1 (SD= .843) indicate that there were no major dispersion in the respondents views from the average position. This implies that there was a high level of consensus among respondents on this issue. The findings are also consistent with the studies by Whitehead (2010) and Mambo (2019) that emphasize the need to train Sunday-school teachers to ensure that they have the requisite competences to help children to grow spiritually.

In contrast, respondents were on average no certain (mean=3.36) with the claim that Sunday-school teachers are continuously developed by the church. This finding raises questions on whether AIC Bondeni has an elaborate development programme for ensuring that Sunday-school teachers improve their skills on a continual basis. The standard deviation is greater than 1 (SD= 1.077) suggesting that respondents held diverse views on this issue. The study is consistent with Mumo (2016) who found that Sunday-school teachers at AIC Machakos had no adequate training. It is probable that the lack of continuous development programmes for Sunday-schools at the church could be hampering the training levels of teachers.

Lastly, respondents on average agreed (mean= 3.53) with the statement that Sunday-school teachers are expected to have showcased serious commitment to children issues for them to be appointed by the church. This implies that AIC Bondeni scrutinizes the commitment of individuals to children issues before appointing them to teach in the Sunday-school. However, there was a major dispersion of respondents' views from the average position as indicated by the large standard deviation (SD= 1.337). The standard deviation indicates that respondents held diverse views on this issue. The finding is in line with Whitehead (2010) who observed that one of the characteristics that the Church of Jesus Christ of Latter-day Saints in the USA look for when selecting Sunday-school teachers is the commitment and love of individuals towards the children and the gospel of Christ. This implies that commitment is an important competence not just at the AIC Church but also in churches in developed countries.

The teacher competence aggregate mean score was 4.04, which translates to a percentage score of 80.8%. This score implies that from the respondents' perspective, AIC Bondeni meets 80.8% of the indicators that the study used to assess the competency of Sunday-school teachers. This implies that the Sunday-school teachers at the church have high competence levels. The standard deviation (SD= .802) indicate

that respondents aggregate rating of teachers' competence did deviate a lot from the average score. This finding is supported by the qualitative data from the open-ended questions.

The open-ended question required respondents to give their views regarding the competence of Sunday-school teachers in their church. About 59.7% used positive adjectives to describe the teachers such as competent, fair, committed, and best. This implies according to the majority of the respondents, the teachers have acceptable competence level. However, 32.8% of the respondents used negative adjectives such as not competent, not serious, and wanting to describe the teachers. This implies that there is section of the congregation that feels that there are deficiencies in teachers' competence that the church needs to work on.

4.4.1 Competence of Sunday-school Teachers' Beta Coefficient

The direction and significance of the relationship between the competence of Sunday-school teachers and the success of Sunday-school as mission field was tested using the regression beta coefficients. Table 4.5 summarizes the results.

Table 4.5

Competence of Sunday-school Teachers' Beta Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.782	.387		4.602	.000
Teachers' Competence	.313	.090	.481	3.467	.001

a. Dependent Variable: Sunday school success

Results in Table 4.5 further illustrate that beta coefficient for teachers' competence is 0.313, which indicates that the relationship between teachers' competence and Sunday-

school success is positive. Specifically, this coefficient suggests that increasing teachers' competence score by 1 unit would increase the Sunday-school success score by 0.313 units. The t-statistics ($t=3.467$, sig. $=.001$) gave a significance value that is less than 0.01, which indicate that the relationship between teachers' competence and success of the Sunday-school mission is also significant at the 0.01 level of significance. The findings lead to the conclusion that teachers' competence has a significant and positive influence on the success of Sunday-school as a mission field.

The findings are congruent with the study by Baggerman (2014), who established that Sunday-school teachers training and follow-up are effective ways to increase their competency in a Sunday-school classroom. Teacher competency in-turn leads to more effective delivery of instructions to the children. The findings are also consistent with the study by Mambo (2019), who noted that children are more likely to learn, when Sunday-school teachers understand the cognitive development process of children including the characteristics and thought processes of these children at each stage of the development cycle.

4.5 Administrative Support influence on Success of Sunday-school

The third factor that the study interrogated was the administrative support accorded to the Sunday-school ministry at AIC Bondeni by the church. Respondents were given a set of five statements relating to administrative support and asked to indicate their level of agreement with each on a five-point scale. Table 4.6 presents the findings.

Table 4.6***Respondents' views of Administrative Support to the Sunday-School***

Statement	N	Mean	S.D
The church leadership has an articulate vision regarding the Sunday-school ministry.	83	3.80	1.056
The administration of the church consider Sunday-school a vital part of church's strategic plan.	83	3.88	1.075
The church has good physical infrastructure for the Sunday-school.	83	3.76	1.195
The administration of the church organizes the Sunday-school programmes.	83	3.36	1.089
The church administration recognizes the role played by the Sunday-school in the growth of the church.	83	3.88	1.109
Administrative Support aggregate score	83	3.96	.993

Respondents on average agreed (mean= 3.80) with the first statement that the church leadership has an articulate vision regarding the Sunday-school ministry. A clear vision gives a sense of direction to Sunday-school, motivates church members to join the ministry, encourages parents to enrol their children, and inspires the church to invest in the Sunday school mission (Hage, 2018). Current findings suggest that AIC Bondeni has a clear vision for the Sunday-school church. The standard deviation is however greater than one (SD= 1.056) indicating that respondents had divergent views on this issue. It is probable that some respondents were not aware of the Sunday-school vision, which raises questions regarding how effectively the vision has been communicated. It is also probable that some respondents felt that the vision was not articulate. Nonetheless, the average position is that the church has an articulate vision for the Sunday-school.

Similarly, respondents on average agreed (mean= 3.88) with the assertion that the administration of the church consider Sunday-school a vital part of church's strategic

plan. A strategic plan defines the long-term goals of a church as well as the action plans that the church will use to realize the goals (Hackley, 2016). Making Sunday-school part of this plan implies that AIC Bondeni views the Sunday-school mission to be an important cog in the realization of the overall goals of the church. The findings are consistent with Nale (2007) who found that the Sunday-school ministry is play a central role in the growth of the church. The standard deviation ($SD= 1.075$) shows that respondents had diverse views on this issue.

Respondents also on average agreed (mean= 3.76) with the claim that the church has good infrastructure for the Sunday-school. Just like formal school, Sunday-school need critical infrastructure such as classrooms, electricity, water and sanitation facilities, and playground for it to be effective in attracting and retaining children as well as supporting learning (Hage, 2018). Current findings indicate that AIC Bondeni has the key infrastructure needed by Sunday-school children. However, the standard deviation ($SD= 1.195$) shows that there was major dispersion in respondents' views from the average position.

On the other hand, respondents were on average indifferent (mean= 3.36) to the statement that the administration of the church organizes the Sunday school activities. This implies that respondent held diverse views on this issue raising question regarding the extent to which the church administration is involved in planning Sunday school activities. Hage (2018) observed that the Sunday-school mission becomes more successful when the leadership of the church are actively involved in its activities. The involved of leaders lift the status of the Sunday-school and ensure that they easily get the resources that they need to implement their activities. Current findings imply that although there may be some involvement by the AIC Bondeni administration in Sunday

school activities, the involvement may not be very substantial and hence some of the respondents were not aware of it.

Lastly, respondents on average agreed (mean=3.88) with the assertion that the church administration recognizes the role played by the Sunday-school in the growth of the church. The finding implies that AIC Bondeni is likely to provide administrative support to its Sunday-school programmes because the church leadership acknowledge the role that this ministry plays in supporting the growth of the church as whole. Respondents however held diverse views on this issue as indicated by the standard deviation (SD= 1.109). This implies that there are some respondents who did not agree with this position.

Given that the statements were assessed on a five-point scale, the aggregate administrative support mean-score was 3.96 out of a maximum possible score of 5. This average score equates to a percentage score of 79.2%. This means that AIC Bondeni meets 79.2 percent of the measures used in the study to assess administrative support for the Sunday school mission, according to the majority of respondents. This suggests that the church has done a rather good job of supporting the Sunday school mission administratively. The qualitative data from the open-ended questions backs up this conclusion.

The open-ended question requested respondents to comment on the administrative support given to the Sunday school ministry by the church leadership. About 74.7% of the respondents gave positive responses with most using adjective such as “okay”, “fair”, “excellent”, and “good” to describe the support accorded to the Sunday-school mission. A few respondents mentioned the specific form of support that the church leadership provides including ensuring the allocation of sufficient resources, rewarding

children and motivating teachers, and organizing seminars and giving certificates for teachers.

4.5.1 Administrative Support Beta-Coefficient

The direction and magnitude of the relationship between administrative support and the success of the Sunday-school mission was also tested using the multiple regression beta coefficients. Table 4.7 summarizes the results.

Table 4.7

Administrative Support Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.782	.387		4.602	.000
	Administrative Support	.254	.097	.104	2.619	.009

a. Dependent Variable: Sunday school success

As illustrated in Table 4.7, the beta coefficient for administrative support is 0.254. Because the coefficient is positive, it signifies the existence of a positive relationship between administrative support and Sunday-school success. In particular, the coefficient implies that if administrative support score increases by 1 unit, the Sunday-school success would increase by 0.254 units. The t-statistics (t=2.619, sig. = .009) have a significance value that is less than 0.01, which indicates that the relationship between administrative support and Sunday-school success is statistically significant at the 0.01 level of significance. The findings lead to the conclusion that administrative support has a positive and significant influence on the success of the Sunday-school ministry as a mission field.

4.6 Chapter Summary

This chapter has presented and discussed the results of the study. The study has established that the three factors under investigation have a positive and significant influence on the success of the Sunday school mission. Teachers' competence has the strongest effect as it has the highest beta coefficient. As shown in Table 4.8, the model had an r of 0.692 and an r -square value of 0.479.

Table 4.8

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	.479	.459	.384

a. Predictors: (Constant), Administrative Support, Budget Allocation, Teachers' Competence

The r value indicates that there is a high level of correlation between Sunday-school success and the three factors (administrative support, budget allocation, and teachers' competence) when they are considered jointly. The r -square value indicates that the three independent variables in the study (administrative support, budget allocation, and teachers' competence) explain 47.9% of variances in the success of Sunday-school as mission field. Although the model leaves more than 50% of variances in Sunday-school success unexplained, its predictive power is considered acceptable given that Sunday-school success is a social phenomenon that can be influenced by many variables and is difficult to predict with high levels of accuracy. According to Colignatus (2018), an r -square of 0.1 and above is considered respectable in social and behavioural sciences because phenomenon in these field are quite complex.

Table 4.9*ANOVA Results*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.692	3	3.564	24.213	.000 ^b
	Residual	11.629	79	.147		
	Total	22.321	82			

a. Dependent Variable: Sunday school success

b. Predictors: (Constant), Administrative Support, Budget Allocation, Teachers' Competence

The ANOVA also yielded a p-value of less than 0.01, implying that the F-value (F=24.213) is greater than the F-critical at degrees of freedom [3, 79, 82]. This means that when the three factors are analyzed together, the association between Sunday-school achievement and the three factors is statistically significant at the 0.01 level of significance. This study implies that the three components work together to shape the Sunday-school mission's success. The success of Sunday school can be predicted using the following equation based on the beta coefficient:

$$\text{Sunday-School Success} = 1.782 + (0.271 \text{ Budgetary Allocation}) + (0.313 \text{ Teacher Competence}) + (0.254 \text{ Administrative support})$$

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The goal of this study was to determine the most important characteristics that influence the success of Sunday school as a mission field at AIC Bondeni. Data was obtained using semi-structured questionnaires and analyzed using descriptive and inferential statistics on a sample of church leadership and membership. The important findings, conclusions, and recommendations are summarized in this chapter.

5.2 Summary of Key Findings

The study assessed the influence of three factors that it considered critical namely: budgetary allocation, teachers' competence, and administrative support. Key findings on each objective of the study are as follows:

5.2.1 Budgetary Allocation and Sunday-School Success

Descriptive results presented on page 35 revealed that AIC Bondeni provide sufficient materials to the Sunday-school and that the materials are of good quality. However, the data was not determinate on whether church does or does not allocate a budget for Sunday-school teachers' stipends. It was however clear that the church allocate budgets for excursions, rewarding children, and for workshops and conferences for teachers. Respondents gave the church budget allocation towards the Sunday-school a score of 82.6%. Inferential analysis presented on page 40, showed that budgetary allocation has a positive and statistically significant influence on the success of Sunday-school as a mission field ($\beta=0.271$, $t=2.958$, $p=.004$). The issue of teacher stipend thus warrant further investigation. The factor that most respondents were indifferent also means that the leaders at the AIC Bondeni need to pay attention to this issue.

5.2.2 Teachers' Competence and Sunday-School Success

Descriptive statistics on page 41 show that AIC Bondeni has set a minimum conventional education threshold for Sunday school teachers, train individuals selected to work in the Sunday schools ministry, and prioritize the selection of individuals with great commitment. The analysis was however inconclusive on whether the church assesses the theological understanding of Sunday-school teachers or whether it has a continual development programme for teachers. Respondents gave the church a teacher competence score of 80.8%. Inferential statistics on page 44 show that teachers competence has a positive and statistically significant influence on the success of Sunday school as mission field ($\beta = 0.313$, $t = 3.467$, $p = .001$). This variable had the highest beta coefficient among the three independent variables. This implies that of the three variables, teachers' competence has the greatest influence on the success of the Sunday-school mission. This finding implies that leaders at AIC Bondeni as well as other churches should pay attention to the issue of teachers' competence if they want to increase the success of their Sunday-school mission.

5.2.3 Administrative Support and Sunday-School Success

Descriptive statistics presented on page 46 showed that the administration at AIC Bondeni has an articulate vision for the Sunday-school, consider Sunday-school as an important part of the church's strategic plan, has provided good physical infrastructure for the Sunday school, and recognise the role of the Sunday-school in the growth of the church. Available data was not conclusive on whether the church's administration is actively involved in the planning and implementation of Sunday-school activities. Respondents gave the church an administrative support score of 79.2%. Inferential analysis illustrated on page 49 showed that administrative support has a significant and positive influence on the success of the Sunday-school as mission field ($\beta = 0.254$, $t =$

2.619, $p=.009$). The findings suggest that leaders at AIC Bondeni and other churches need to re-examine their participation in the planning and implementation of Sunday-school activities.

5.3 Conclusions

Based on the findings, the study concludes that that AIC Bondeni allocates a sufficient budget towards the Sunday-school. It further concludes that the amount of budget allocated by the church towards Sunday-school mission has a positive and statistically significant influence on the success of Sunday-school as mission field. However, the contribution of the church's budget allocation towards Sunday-school success may be hampered by lack of a budgetary allocation for teachers' stipends. This aspect ought to be addressed

Regarding teacher competency, the study concludes that AIC Bondeni has Sunday school teachers with high competence levels. The study also concludes that the level of competence of Sunday-school teachers has a positive and significant influence on the success of Sunday-school as a mission field. It also concludes that teacher competency has the greatest influence on Sunday-school success among the three factors as it had the highest beta coefficient. However, the contribution of teachers' towards the success of the Sunday school mission is hampered by the absence of a continuous training and development program. This aspect also needs to be addressed.

Lastly, findings led to the conclusion that administrative support had the greatest deficiency among the three that were under consideration as it received the lowest aggregate score of 79.2%. Consequently, this factor had the least influence on the success of the Sunday-school based on the beta coefficient values. To improve the

success of the Sunday school mission, AIC Bondeni ought to provide more support to the Sunday school mission.

5.4 Recommendations

The study suggests the following based on its findings:

5.4.1 Recommendation related to Objective 1

To enhance the success of the Sunday school as mission field, AIC Bondeni and other churches at large should create budgetary allocation for Sunday school's teachers' stipends. Results suggest that this allocation may not be currently available at the church and many other churches. The teachers should be treated as part-time stipendiary employees. Teacher stipends will not only improve teachers motivation but will also provide them with the resources that they need to advance their skills and competence. The stipends will also make the teachers more comfortable in dedicating more of their time in preparing Sunday-school activities and lessons.

5.4.2 Recommendations related to Objective 2

Concerning teachers' competence, leaders at AIC Bondeni and other churches should focus on assessing theological understanding of Sunday-school teachers. Current findings suggest that this may not be happening in most churches. This assessment will help churches identify gaps among teachers and consequently assist them to prepare training programmes that will effectively improve the theological understanding of these teachers.

Leaders at AIC Bondeni and other Churches should also develop continual training and development programmes. Findings indicate that these programmes may not exist at the AIC Bondeni based on the low mean score. Just like formal education, Sunday-

school education must evolve in line with social, technological, and other forms of changes. Continuous training and development programmes ensure that Sunday schools teachers keep updating the skills and knowledge in line with changes in the society.

5.4.3 Recommendation related to Objective 3

About administrative support, the study recommends that the leaders at AIC Bondeni and other churches should be actively involved in the planning and implementation of Sunday-school activities. Leaders' involvement will increase the status of the Sunday-school ministry and act as an encouragement to the Sunday-school teachers. Church leaders' involvement in will also ensure that adequate resources are allocated to this ministry.

5.4.5 Recommendations for Further Research

The current study focused on the influence of three critical factors namely budgetary allocation, teachers' competency, and administrative support. The study notes that while these factors had a significant influence on Sunday-school success, they are not the only factors. In fact, the r-square showed that the three factors jointly explained less than 50% of the variances in the success of Sunday-school as mission field. Future studies should explore other factors that have the potential of affecting Sunday-school success.

In addition, this study was confined to a single church namely AIC Bondeni, which has limited the generalizability of findings. To support the generalization of these findings, future researchers should explore how the three factors influence Sunday school success in other churches. Since AIC is one of the mainstream churches, future studies should prioritize examining the influence of these factors in the upcoming evangelical churches to facilitate comparison.

The current study was quantitative in nature and thus was helpful in identifying what factors influence the success of Sunday school mission at AIC Bondeni and how these factors influence the outcome variable. Future studies should use qualitative methods to establish why the factors under consideration (budgetary allocation, teachers' competency, and administrative support) influence the success of Sunday school mission.

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APPENDICES

Appendix 1: Research Questionnaire

My name is **Charles Rop**, a student at KENYA METHODIST UNIVERSITY pursuing a degree of *Master of Arts in Mission Studies*. I am undertaking research on **Factors influencing success of Sunday-school as a mission field in AIC Bondeni**. This questionnaire is strictly for academic purpose and all information given will be treated with the highest level of privacy and confidentiality. Do not put any name or identification on this questionnaire. Kindly respond to the questions by ticking where appropriate

Section A: Background Information

1. Kindly indicate your gender.

Male ()

Female ()

2. How long have you been a member of this church?

Less than 1 year ()

1 – 3 years ()

4 – 5 years ()

More than 5 years ()

Section B

Kindly indicate your level of agreement or disagreement with the propositions under each under each of the following sections: budgetary allocation, competence of Sunday-schools teachers, administrative support, and Sunday-school as a mission field. Kindly use the following Likert scale:

SD = strongly disagree, D= disagree, N= not sure, A= agree, and SA= strongly agree

Budgetary Allocation

		SD	D	N	A	SA
3.	Our Sunday-school is allocated sufficient learning materials.					
4.	The quality of the learning materials is in line with the theological expectations at Sunday-school level.					
5.	The church has an allocation for stipends for Sunday-school teachers.					
6.	The church allocates resources for excursion expenses among the Sunday-school learners.					
7.	The church finances seminars and workshops for Sunday-school teachers.					
8.	The church finances Sunday-school teachers to attend relevant conferences.					
9.	Sunday-school children are usually given prizes from time to time.					

10. Kindly comment on the amount allocated to the Sunday-school in your church.

.....

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.....

.....

11. What is your stand regarding the sufficiency of the Sunday-school's budget in your church?

.....

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.....

.....

Competence of Sunday-school Teachers

		SD	D	NS	A	SA
12.	The church has set the minimum conventional education threshold for Sunday-school teachers.					
13.	The church assesses the theological understanding of the Sunday-school teachers before appointing them to their positions.					
14.	The church trains selected congregants in readiness for Sunday-school teaching.					
15.	The Sunday-school teachers are continuously developed by the church.					
16.	Sunday-school teachers are expected to have showcased serious commitment to children issues for them to be appointed by the church.					

17. What are your views regarding the competences of the Sunday-school's teachers?

.....

.....

.....

Administrative Support

		SD	D	NS	A	SA
18.	The church leadership has an articulate vision regarding the Sunday-school ministry.					
19.	The administration of the church consider Sunday-school a vital part of church's strategic plan.					
20.	The church has good physical infrastructure for the Sunday-school.					
21.	The administration of the church organizes the Sunday-school programmes.					
22.	The church administration recognizes the role played by the Sunday-school in the growth of the church.					

23. Kindly comment on the administrative support given to the Sunday-school by the church's leadership.

.....

Success of Sunday-school as a Mission Field

		SD	D	NS	A	SA
24.	Our church has relatively many Sunday-school children.					
25.	The level of spiritual understanding among the Sunday-school children is high.					
26.	Children improve on their behaviour upon joining the Sunday-school.					
27.	The morality of children improves when they join Sunday-school.					
28.	The majority of the children who join Sunday-school at AIC Bondeni graduate to become committed church members during their youth and adulthood.					

29. Do you think the Sunday-school has succeeded as a mission in your church?

Yes []

No []

Kindly elaborate your stand.

.....

Thank you for your time and cooperation.

Appendix II: Research Participants' Consent Form

Responsible Investigator: Charles Kipkoech Rop

Title of Study: *Critical factors influencing success of Sunday-school as a mission field at Bondeni Africa Inland Church, Kenya*

1. You have been asked to participate in a research study investigating factors influencing success of Sunday-school as a mission field at Bondeni Africa Inland Church, Kenya
2. If you agree to participate, you will be asked to answer a set of questions regarding Sunday-school programmes in your church by completing a questionnaire.
3. This study will involve minimal risk and discomfort. The probability of harm and discomfort will not be greater than your daily life encounters.
4. You will not directly benefit from participating in this study. Indirect benefits will include the promotion of our understanding of factors that shape the success of Sunday-school programme in the church leading to development of intervention that will lead improvements.
5. Although the findings of this study may be published, no information that can identify you will be included.
6. There is no compensation for your participation in this study.
7. Your consent is being given voluntarily. You may refuse to participate in the entire study or any part of the study. If you choose to participate in the study, you are free to withdraw at any time without any negative effect.
11. At the time that you sign this consent form, you will receive a copy of it for your records, signed and dated by the investigator.

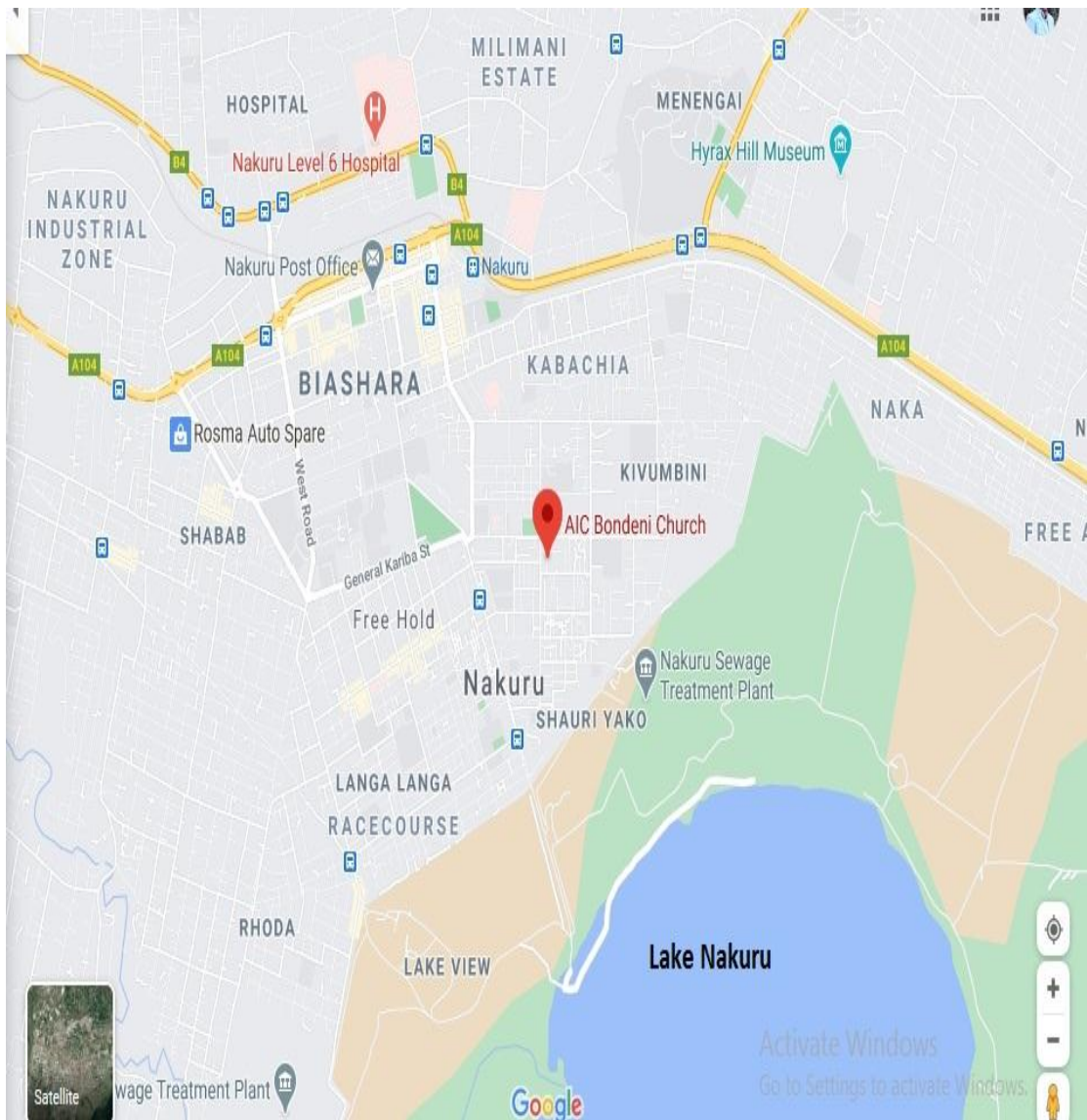
Participant's Signature

Date

Investigator's Signature

Date

Appendix III: Map of Bondeni Location in Nakuru East Sub-County



Appendix IV: Ethical Clearance from KeMU



KENYA METHODIST UNIVERSITY

P. O. BOX 267 MERU - 60200, KENYA
TEL: 254-064-30301/31229/30367/31171

FAX: 254-64-30162
EMAIL: INFO@KEMU.AC.KE

July 23, 2020

KeMU/SERC/TEO/19/2020

Charles Kipkoech Rop
Kenya Methodist University

Dear Charles,

SUBJECT: CRITICAL FACTORS INFLUENCING SUCCESS OF SUNDAY SCHOOL AS A MISSION FIELD AT BONDENI AFRICA INLAND CHURCH, KENYA

This is to inform you that Kenya Methodist University Scientific Ethics and Review Committee has reviewed and approved your above research proposal. Your application approval number is KeMU/SERC/TEO/18/2020. The approval period is 23rd July 2020 – 23rd July 2021

This approval is subject to compliance with the following requirements

- I. Only approved documents including (informed consents, study instruments, MTA) will be used.
- II. All changes including (amendments, deviations, and violations) are submitted for review and approval by Kenya Methodist University Scientific Ethics and Review committee.
- III. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to KeMU SERC within 72 hours of notification.
- IV. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to KeMU SERC within 72 hours.
- V. Clearance for export of biological specimens must be obtained from relevant institutions.

- VI. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- VII. Submission of an executive summary report within 90 days upon completion of the study to KeMU SERC.





Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely
KEMU SERC
23/07/2020


Dr. A. WAMACHI
Chair, SERC



Appendix VI: NACOSTI Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 227065	Date of Issue: 13/August/2020
RESEARCH LICENSE	
	
This is to Certify that Mr.. Charles Rop of Kenya Methodist University, has been licensed to conduct research in Nakuru on the topic: CRITICAL FACTORS INFLUENCING SUCCESS OF SUNDAY SCHOOL AS A MISSION FIELD AT BONDENI AFRICA INLAND CHURCH, KENYA for the period ending : 13/August/2021.	
License No: NACOSTI/P/20/6202	
Applicant Identification Number 227065	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix VII: Research Permit from Bondeni LCC


BONDENI L.C.C
P.O. Box 868-20100 Tel: 051 - 221640 NAKURU

AFRICA INLAND CHURCH KENYA - FOUNDED 1895

Our Ref:
Your Ref:
Date:

10TH AUGUST 2020.

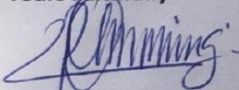
TO WHOM IT MAY CONCERN


RE: RESEARCH PERMIT IN RESPECT TO CHARLES KIPKOECH ROP OF
I.D. NO. 0338260.

This is to certify that Mr. Charles Rop of A.I.C Bondeni has been licensed to conduct a research in this Church on the topic: **CRITICAL FACTORS INFLUENCING SUCCESS OF SUNDAY SCHOOL AS A MISSION FIELD AT BONDENI AFRICA INLAND CHURCH, KENYA** for the period ending 10th August, 2021.

Please accord him any necessary support.

Thanks.

Yours Faithfully

Rev. Gilbert Olang'
Rev-in -Charge -AIC Bondeni LCC



"Matthew 28:19 therefore go and make disciples of All Nations ..."