

TOWARD AN ASSESSMENT OF CHRISTIAN EDUCATIONAL MINISTRY III: ANALYSIS OF ASSESSMENT OF TEACHERS' PERCEPTION OF THEIR PARTICIPATION IN EDUCATIONAL MINISTRY

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INTRODUCTION

“Toward an Assessment of Christian Educational Ministry” is a three-part presentation geared primarily to inform pastors and Christian educators regarding the educational process. In turn, the effectiveness of educational ministry in local churches will be reexamined, refocused, and ultimately, enhanced. The arrangement of this presentation is as follows: (1) The understanding of evaluation for educational ministry (presented in 2000), (2) The development of an evaluation tool for educational ministry (presented in 2001), and (3) Data collection and analysis for educational ministry.

In 1999, the author wrote the first article of this presentation, “Understanding of the Evaluation of Educational Ministry,” in order to provide a meaningful way to grapple with the foundational concepts involving the evaluation of educational ministry for pastors and Christian educators. The article explored the definitions, purposes, functions, models, and issues related to a general understanding of the evaluation process in educational ministry.

In 2001, the author wrote the second article of this presentation, “The Development of an Evaluation Tool for Educational Ministry.” That article examined the existing evaluational instruments and developed four assessment tools for senior pastors, Christian education pastors or directors, educational department or leaders, and teachers.

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METHOD

Research Question

What are the characteristics of teachers' attitudes toward their self-management, leadership, working characteristics, natural characteristics, and their attitudes toward teaching Sunday school students among teachers in the Korean Evangelical Holiness Church in the metropolitan areas of Korea?

Sub-Questions

Are there any demographical variables in teacher's attitudes towards teaching? What are some differences related to teachers' attitude toward their self-management¹, leadership², working characteristics³, natural characteristics⁴, and attitude toward their teaching? In what way and to what extent do their perceptions support and aid in developing this attitude as well as other developmental areas?

Research Design

In order to research attitudes and opinions towards teaching in Sunday school, a cross-sectional descriptive survey was conducted.

Selected demographic information were gender, age, education, department of age group, teaching experience, motivation for becoming teacher, present reason for teaching, children, quiet-time, and geographical region.

Participants

The target population of this study was Sunday school teachers from the Korean Evangelical Holiness Church in Korea. For sample selection, Korea was divided into five regions distinguished by different regional dialects and customs. These five distinctive regions (Yoo, 1987) are Joongbu (northwest), Honam (southwest), Youngnam

¹See 12 questions about self-discipline and management in author's 2nd article in *Torch Trinity Journal* of 2001.

²See 16 questions about leader's responsibility and ability issues in the same article.

³See 15 questions about teacher's ability and willingness in the same article.

⁴See 17 questions about personality as a teacher in the same article.

(southeast), Choongchung (central), and Youngdong (northeast). From these five regions, the largest and most representative metropolitan cities with populations ranging from two to seven million people were selected: Seoul, Daejeon, Kwangju, Pusan, and Chooncheon.

In order to select sample churches from each metropolitan city, the researcher contacted twelve churches. Of these, seven churches responded positively, including three churches from Seoul, one church from each of the other regions.

The sample consisted of 198 Sunday school teachers of the Korea Evangelical Holiness Church in the five metropolitan areas. The subjects were limited to those who attended the teacher training session on the Sunday the survey was conducted.

Table 1. Participating Churches and Subjects

Region	Churches	Teachers	Responses	Usable Responses
Joongbu/Seoul	A	28	23	18
	B	15	13	12
	C	10	5	4
Choongchung	A	30	24	23
Honam	A	30	24	22
Youngnam	A	80	60	47
Youngdong	A	26	24	23
Total	7	219	173	149

Methodological Assumptions

It was assumed that the pilot study provided an effective means of testing and refining Korean translation of an existing English survey questionnaire. It was assumed that the teachers would comprehend the meaning of each item on the questionnaire correctly. It was assumed that all participants, even though there might be a cultural bias, e. g, a tendency to be humble when judging themselves, would answer honestly as a result of the assurance of anonymity.

Methodological Delimitations

Methodological delimitations for this research were as follows. First, this research is not a longitudinal but a cross-sectional design, so that this research cannot measure change in one's perception over a

period of time. Second, sampling teachers were limited to those who attended at the teacher's training session on the Sunday when the researcher conducted the survey. Finally, while this survey is a self-reported perception of one's attitude for a specific time in the participant's life, this study cannot project how the participant's perception may change over the course of his life.

Instrumentation

An instrument was developed from five sources and was composed of five areas with sixty questions total. Source A was the subjective instrument for ministry evaluation developed and implemented by Kevin Larson. This evaluation tool (Larson, 1980) was developed as a highly subjective self-reporting system. Larson's instrument includes thirteen items: purpose, job descriptions, training, planning and support, curriculum, goals, outside activities, mission and service, outside resources, consistent attendance, dedication and recognition, visitation, and departmental ministries. Source B was the instrument developed by Harold J. Westing. Westing mainly focused on Sunday school teacher characteristics rather than educational ministry. This instrument includes several ways to evaluate Sunday school using the self-response questionnaire (Westing, 1971). Source C was the instrument, "A Programmed Manual on Sunday School Teaching" for Sunday School teachers, developed by Douglas J. Dennee. Source D was the "Standards for Sunday Schools" developed by Lowell E. Brown. Brown uses an unusual three-point Likert scale system in order to set up standards for eight areas of Sunday School ministry. These include Bible study, teaching plan, Sunday School organization, staff teamwork/relationships, recruitment, training/planning, facilities, and growth (Brown, 1980). Source E, containing twelve questions, was developed by this researcher to examine how demographical variables influence perceptions of teaching. These twelve questions contained demographical variables such as gender, age, department of teaching, teaching experience, years of attending this church, education, motivation for becoming a teacher, present reason for teaching, children, quiet time, region, and denomination. Two pilot tests of items were conducted with fifteen teachers in two local churches in different regions.

Procedures

Data collection for this study was conducted by the researcher under the senior pastors' approval. Careful procedures were established to guarantee and preserve confidentiality for each respondent through the assurance of anonymity. The survey was conducted from mid-April to mid-June 2003. Each respondent completed the survey in about twenty minutes. This researcher personally collected the data from each church immediately after survey conduction.

Major Research Hypotheses

Ho 1: There will be no significant relationship between demographical variables and teachers' perception in the five areas.

Sub-research Hypotheses for Teachers' Perception in the Five Areas

Ho 2: There will no significant gender difference in teachers' perceptions among Sunday School teachers in selected Korea Evangelical Holiness Church (KEHC).

Ho 3: There will be no significant age difference in teachers' perceptions in selected Korea Evangelical Holiness Church (KEHC).

Ho 4: There will be no significant difference in teachers' perceptions based on age level of classes taught (i.e., kindergarten, young children, older children, middle school, high school, and college/young adult) among Sunday School teachers in selected KEHC.

Ho 5: There will be no significant difference in teachers' perceptions and years of attendance at their own local churches in selected KEHC.

Ho 6: There will be no significant difference in teachers' perceptions based on tenure as Sunday School teachers in selected KEHC.

Ho 7: There will be no significant difference in teachers' perceptions based on the education level of Sunday School teachers in selected KEHC.

Ho 8: There will be no significant difference in teachers' perceptions based on sources of initial motivation for teaching Sunday School in selected KEHC.

Ho 9: There will be no significant difference in teachers' perceptions based on sources of present motivation for teaching Sunday School in selected KEHC.

Ho 10: There will be no significant difference in teachers' perceptions based on types of quiet-time of Sunday School teachers in selected KEHC.

Ho 11: There will be no significant difference in teachers' perceptions according to region of Sunday school teachers in selected KEHC.

RESULTS

Data Analysis Procedures

Out of 173 respondents, 24 participants did not respond fully. Therefore, the total number of usable responses was 149. After the survey data had been collected, the data was integrated and analyzed. The Statistical Package for Social Sciences (SPSS) was used in analyzing data, with the cross classified data analysis or contingency table analysis with frequencies. The method was not only instrumental in determining differences among levels of 0.05, but also suggested various comparative studies in the future. In this study, the major use of the method was to analyze possible relationships between any two categorical variables or characteristics. These statistical techniques were employed to describe and analyze the responses for the questions related to demographic information and perception of five areas. The ANOVA and t-tests were used to analyze differences in the perception of the five areas according to the selected demographic factors. Further, the Post hoc tests using the Tukey HSD were administered in attempts to examine the differences among groups.

Demographic Factors

Demographic Data

Gender: As indicated in Table 2, the respondents were more likely to be female (73.1%) than male (24.4%).

Age: The respondents were clustered in two large groups, those under 29 and those 40-49. As displayed in table 2, more Sunday school teachers were in the under 29 (39.7%) than any other were in category.

Department: The majority of respondents were serving in the older children (4th-6th grade) department (35.3%), with 20.5% in the younger children's department (1st-3rd grade) and 17.3% in the kindergarten department. Few taught college (1.9%) or adult (1.3%) classes, while

20.5% of subjects taught in high school classes (16% for middle school and 4.5% for high school).

Teaching Experience: Teaching experience ranged from under 3 years to over 20 years. Table 2 categorizes teaching experience under 3 years (38.8%), 3-5 years (19.2%), 6-9 years (17.9%), and 20 years and over (1.9%). This table shows that a majority of the teachers were less experienced and had less than five years experience in Sunday School teaching.

Education: The respondents were well. Slightly less than one-third had only high school diplomas (4.5% for middle school and 24.4% for high school). The majority of participants were presently in college or college degree holders (62.8%). Nine participants (5.8%) had graduate education.

Initial Participation into Sunday School: The majority of teachers started teaching Sunday School voluntarily (40.4%). Interestingly, few teachers started serving in Sunday School at a pastor's request (10.2%). Most (88.2 %) started teaching Sunday School voluntarily or at someone else's request.

Present Participation into Sunday School: Similarly to the previous category, the majority of were teaching voluntarily. Only 24 teachers (15.4%) were participating in Sunday school ministry by a pastor's request.

Owned Children: More than half of the teachers did not have children (54.5%). Only 16 teachers (10.3%) had elementary level children, and 22 teachers (14.1%) had children in high school. About 10 percent of teachers have children at multiple levels. Young or single adults composed the majority of teachers from among respondents.

Quiet Time: Slightly more than one-quarter of teachers (26.9%) had quiet time for their spiritual development, while more than half respondents (55.1%) let their children have quiet time. Few teachers (8.3%) had family quiet time.

Table 2. Demographic Characteristics of Participants

Variable	Frequency	Percent
Gender		
Male	38	24.4
Female	114	73.1
Total	152	97.4
Missing	4	2.6
Total	156	100.0
Age		
Under 29	62	39.7
30-39	31	19.9
40-49	52	33.3
50 & over	6	3.8
Total	151	96.8
Missing	5	3.2
Total	156	100.0
Department		
Kindergarten	27	17.3
Younger Child	32	20.5
Older Child	55	35.3
Jr. High	25	16.0
Sr. High	7	4.5
College/Young Adult	3	1.9
Adult	2	1.3
Total	151	96.8
Missing	5	3.2
Total	156	100.0
Teaching Experience		
Under 3 years	59	37.8
3-5 years	30	19.2
6-9 yrs	28	17.9
10 – 19 yrs	32	20.5
10 – 19 yrs	32	20.5
20 yrs & over	3	1.9
20 yrs & over	3	1.9
Total	152	97.4
Total	152	97.4
Missing	4	2.6

Total	156	100.0
Education		
Jr. High	7	4.5
Sr. High	38	24.4
College	98	62.8
Graduate	9	5.8
Total	152	97.4
Missing	4	2.6
Total	156	100.0
Initial participation into S.S.		
Voluntarily	63	40.4
Pastor' s request	30	19.2
Other' s request	59	37.8
Total	152	97.4
Missing	4	2.6
Total	156	100.0
Present participation into S.S.		
Voluntarily	100	64.1
Pastor' s request	24	15.4
Other' s request	28	17.9
Total	152	97.4
Missing	4	2.6
Total	156	100.0
Owned Child		
No child	85	54.5
Elementary	16	10.3
High school	22	14.1
College	13	8.3
Ele. & High	12	7.7
High & College	2	1.3
Multiple	2	1.3
Total	152	97.4
Missing	4	2.6
Total	156	100.0
Total	156	100.0

Having Q.T.

Having Quiet Time	42	26.9
With whole family	13	8.3
Couples only	7	4.5
Children only	86	55.1
No QT	3	1.9
Total	151	96.8
Missing	5	3.2
Total	156	100.0

Area

Seoul	34	21.8
Central (Choongchung)	1	.6
Southwest (Honam)	48	30.8
Southeast (YOUNGnam)	47	30.1
Northeast (YOUNGdong)	22	14.1
Total	152	97.4
Missing	4	2.6
Total	156	100.0

N=189

Summary and discussion of demographic data

Most of the teachers of participation into this study were young (under 29 years) of age, single (54.5%), female adults (73.1%) who are attending college or hold college degrees (71.1%). They (58%) do not have more than five years of experience as a Sunday school teacher. Even though they are Sunday school teachers, most teachers do not practice quiet-time for their own spiritual development. This information has many implications for teacher training programs and the development of teacher's training materials and curricula.

Table 3. Means of Five Areas of Perception by Variables

Gender

Gender	N	Self	Leader	Work	Natural	Attitude	Average
Male	37	3.49	3.48	3.61	3.65	3.74	3.57
Female	114	3.47	3.33	3.54	3.58	3.71	3.51

Age

Under 29	62	3.33	3.26	3.40	3.56	3.61	3.42
30-39	30	3.45	3.32	3.51	3.51	3.70	3.49
40-49	52	3.66	3.52	3.77	3.69	3.86	3.66
50 & Over	6	3.60	3.30	3.58	3.58	3.67	3.54
Total	150	3.48	3.37	3.56	3.59	3.72	3.52

Sunday School Department

Kindergarten	26	3.36	3.26	3.41	3.55	3.70	3.46
Early Child	32	3.41	3.30	3.45	3.47	3.65	3.37
Older Child	55	3.38	3.25	3.50	3.56	3.71	3.48
Jr. High	25	3.86	3.65	3.82	3.78	3.81	3.76
Sr. High	7	3.60	3.80	3.71	3.79	3.74	3.73
College/Young Adult	5	3.68	3.72	3.96	3.860	3.80	3.81
Total	150	3.48	3.37	3.56	3.60	3.72	3.52

Years attended this church

Under 3 years	5	3.34	3.34	3.56	3.64	3.39	3.46
3-5 years	4	3.13	3.20	3.42	3.65	3.49	3.40
6-10 years	5	3.20	3.28	3.44	3.62	3.61	3.44
11 years and over	136	3.51	3.38	3.57	3.60	3.75	3.54
Total	150	3.49	3.37	3.56	3.60	3.73	3.53

Teaching Experience

Under 3 years	59	3.37	3.24	3.45	3.55	3.65	3.44
3-5 years	30	3.43	3.40	3.51	3.65	3.73	3.55
6-9 years	27	3.49	3.29	3.50	3.47	3.66	3.42
10-19 years	32	3.65	3.60	3.79	3.68	3.82	3.70
20 yrs and over	3	3.97	3.63	3.97	4.03	4.19	3.95
Total	151	3.48	3.37	3.55	3.59	3.72	3.52

Education

Jr. High	7	3.39	2.89	3.21	3.34	3.57	3.27
Sr. High	38	3.62	3.48	3.70	3.58	3.78	3.58
College	97	3.40	3.31	3.48	3.57	3.68	3.48
Graduate	9	3.73	3.83	3.99	4.12	4.02	3.95
Total	151	3.48	3.37	3.55	3.59	3.72	3.52

Initial participation in Sunday School

Voluntarily	62	3.48	3.43	3.58	3.57	3.68	3.54
Pastor's request	30	3.67	3.43	3.71	3.75	3.77	3.66
Other's request	59	3.38	3.27	3.44	3.55	3.73	3.43
Total	151	3.48	3.37	3.55	3.60	3.72	3.52

Presenting participation in Sunday School

Voluntarily	99	3.57	3.46	3.64	3.65	3.76	3.60
Pastor's request	24	3.40	3.32	3.60	3.63	3.74	3.53
Other's request	28	3.23	3.06	3.20	3.38	3.55	3.26
Total	151	3.48	3.37	3.55	3.60	3.72	3.52

Children

No child	84	3.34	3.25	3.39	3.53	3.62	3.42
Elementary	16	3.57	3.47	3.80	3.70	4.00	3.70
High school	22	3.72	3.544	3.83	3.68	3.81	3.69
College	13	3.66	3.40	3.66	3.56	3.69	3.47
Ele. & High	12	3.65	3.67	3.77	3.81	3.94	3.77
High & College	2	4.25	3.75	3.80	3.70	3.85	3.84
Multiple	2	3.00	3.20	3.10	3.40	3.41	3.25
Total	151	3.48	3.37	3.55	3.60	3.72	3.52

Quiet Time

With whole family	42	3.63	3.52	3.76	3.72	3.86	3.69
Couples only	13	3.49	3.39	3.69	3.68	3.84	3.62
Children only	6	3.80	3.52	3.55	3.72	3.72	3.65
No QT	86	3.36	3.26	3.42	3.49	3.62	3.40
Single (by oneself)	3	4.07	4.00	4.03	4.23	4.19	4.10
Total	150	3.48	3.37	3.56	3.59	3.72	3.52

Regions

Seoul	34	3.56	3.44	3.56	3.74	3.81	3.58
Central (Choongchung)	1	3.80	3.40	3.70	3.70	4.31	3.80
Southwest (Honam)	48	3.59	3.45	3.64	3.62	3.75	3.60
Southeast (Youngnam)	46	3.27	3.20	3.42	3.43	3.54	3.35
Northeast (Youngdong)	22	3.53	3.40	3.65	3.66	3.84	3.62
Total	151	3.48	3.37	3.554	3.59	3.72	3.52

* Self means the average of self-management level.

* Leader means the average of leadership level.

* Work means the average of working characteristics level.

* Natural means the average of natural characteristics level.

* Attitude means the average of attitude level.

* Average means the total average level of all five areas.

Table 4. Means and Standard Deviation of Five Areas of Perceptions

Items	N	Minimum	Maximum	Mean	Std. Deviation
Self-Man	151	2.00	4.70	3.478	.5508
Leader	151	2.00	4.80	3.367	.5591
Work character	151	2.00	5.00	3.554	.5612
Natural character	151	2.10	4.90	3.595	.5279
Attitude	151	.44	5.00	3.717	.6006
Total Average	151	2.1266	4.8354	3.5221	.492896

Testing of Hypotheses

This study has one major hypothesis and eleven sub-research hypotheses. One-way ANOVAs/Post Hoc and a t-test were selected to observe the degree of relationship between variables. In this study, the significance level was set at the 0.05 level for a two-tailed test. One-way ANOVAs/Post Hoc and t-tests were employed for statistical testing to examine the degree of differences between subgroups based on various factors.

Major research hypothesis, Ho 1: There will be no significant difference between demographical variables and teachers' perceptions of five areas. This null hypothesis was rejected. The null hypothesis was tested using a t-test, which indicated that there was no significant difference among teachers in their level of perception. The results of a one-way ANOVA indicated that there was no significant difference in overall perception among these teachers according to the variables. Also, the results of tests in relation to the perception subscales yielded no significant differences in the variables (see Table 3, Means of Five Areas of Perception by Variables). Due to the lack of space in this article, the researcher simplified the result of hypotheses by mentioning only the major research hypothesis.

Discussion and Interpretation

Since this study showed that there is no statistically significant difference between teachers' perceptions and demographical variables, the researcher is able to interpret that one educational evaluation instrument can be applied to any church in this denomination whatever their backgrounds might be, wherever they serve as Sunday school teachers. This also means that the following implications might be applied to any church for teachers' training and the educational evaluation process.

CONCLUSION

Implications and Recommendations for Ministry

As a result of the finding of no significant differences among demographical variables, practical implications and recommendations arise from this study. First, this study shows that, in this denomination, unified teaching materials can be used and unified teaching methods

can be applied without customization, based on the variables studied (age, region, or years of participation).

Second, the Korean Evangelical Holiness Church denomination needs to develop, at the very least, a curriculum and materials for denominational teachers' training. The denomination also needs to develop or provide leaders and instructors for teachers' training.

Suggestions for Further Study

First, this study needs to be extended to study the perceptions of senior pastors, perceptions of educational pastors, and the perceptions of department leaders. Second, other denominational teachers need to be surveyed also. Third, the evaluation needs to be extended to cover Sunday School staff satisfaction levels. Fourth, since this study was not longitudinal but cross-sectional, a longitudinal study of the long-term trends in teachers' perceptions should be conducted using the same questionnaire. Fifth, since this study was conducted in metropolitan cities in Korea, this study needs to be expanded to KEHC churches in rural areas. Sixth, it is further recommended to compare the findings with the other denominational churches.

Several crucial variables should be added to further studies, including marital status, years spent at their church, and as already mentioned teacher satisfaction. Also, some survey questions must be modified, for example, those concerning age and the number of children, and should provide empty spaces in which the respondents could answer, rather than having to choose from pre-assigned categories.

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