REPORT ON READER MINISTRY IN THE CHURCH OF IRELAND

Very Revd Dr Susan Patterson

Introduction

The Commission on Ministry, in consultation with the Bishop in charge of Reader Ministry, decided that it would be appropriate and helpful for a survey of reader ministry to be carried in advance of the Conference being held to mark the occasion of the Centenary of reader ministry in 2009. The aims and objectives of the survey were to elicit information and provide an opportunity for reader feedback of various kinds, including expression of feelings, in the hope that this would help focus discussion at the Conference and, further, assist any reviewing of policy with regard to reader ministry. It was also hoped that the survey would in itself assure readers that their opinions and concerns were valued and worthy of serious consideration.

Part A

Methodology

A questionnaire (see appendix A) was sent out by post with a return stamped envelope to all diocesan readers listed in the 2008 Church of Ireland Directory. We regret that some readers, whose details were not listed in this edition, were missed, and some retired readers were included. The questionnaire was designed to include multiple choice answers plus the opportunity to add further comments on training, vocation, ministry direction, and anything else considered relevant. The areas surveyed were training (pre-commissioning and ongoing), duties (including expenses and whether a written ministry description had been agreed), vocational questions, support, and overall satisfaction.

To guarantee confidentiality to allow a full and frank response to questions, the questionnaire was anonymous (did not elicit personal or locational information which might identify). Nor was it linked by any sort of code to the list of personnel and/or their addresses. The only information independent of reader ministry per se concerned level of education prior to reader training. The foregoing of collection of personal data did limit the analysis but was felt to be essential in the circumstances.

 The questionnaire was accompanied by a letter from the chairperson of the Commission on Ministry (Rt Revd Ken Good) and the bishop in charge of reader ministry, (Rt Revd Ken Clarke).

Research questions

The following were the questions to which it was hoped the data would provide answers:
1. To what extent, if any, does the type and scope of pre-commissioning training affect deployment and overall ministry satisfaction?

2. To what extent, if any, are the existence, nature and extent of ongoing training reflected in both training and overall ministry satisfaction?

3. to what extent, if any, does scope of deployment (size of area covered, range of duties) influence ministry satisfaction?

4. To what extent, if any, is the level and type of expenses paid reflected in satisfaction or dissatisfaction with support and overall ministry?

5. To what extent, if any, is the type and amount of ministry support reflected in satisfaction or dissatisfaction with support and overall ministry?

6. What are the respective relative importance of initial training, ongoing training, scope of deployment, and ministry support in regards to overall ministry satisfaction?

Analysis and results

The intention was to survey the entire population of readers. However, of the 298 questionnaires sent out, only 171 were returned. Of these, 3 were blank and 45 others were incomplete to a greater or lesser degree. Wherever possible the results from these incomplete questionnaires have been included in the analysis. The number of respondents counted has been indicated in each case. What this means is that we have been dealing with a sample rather than a population, but a self-selected rather than random sample – the people who chose to respond. Bias cannot therefore be ruled out, and whether this is simply the bias of motivation or reflects something else such as workload, it is impossible to establish. It is questionable, therefore, whether we can consider our respondents to be a representative sample, and for that reason it important to be conservative and take the trends revealed, however strong, to be suggestive rather than decisive.

The analysis carried out comprised in the first instance descriptive statistics – categories with percentages, put into bar-graph and table form where appropriate. In the second instance, statistical measures of similarity/association and/or cause and effect, where this might be inferred, were applied.

Some data were already in numeric form; others were coded subsequently to permit running of certain statistical measures. (See Appendix B for data categories and values.) As well as quantitative analysis, binary (yes?no) and categorical answers were also analysed using nonparametric statistics and graphing techniques. Qualitative responses (comments) were categorized to allow grouping, but left to speak for themselves as much as possible.

Part B

Descriptive summary of results

Length of service as a reader ranged from 45.5 years to a few months: 31% had served more than 20yrs, 12% 16-20yrs; 19% 11-15 yrs, 14% 6-10 years, and 24% 5 years or less.

Length of Reader Service
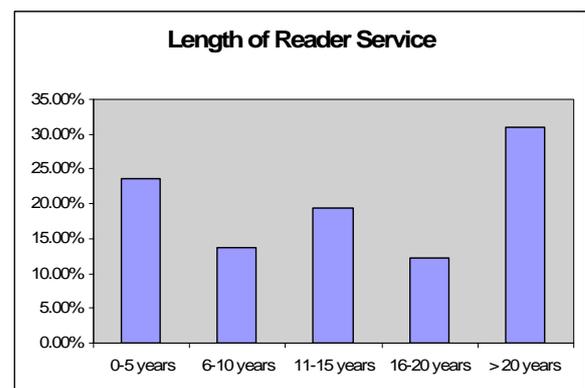
Education level prior to reader training ranged from PhD to allegedly none (in the case of one respondent) : 52% had a tertiary qualification; 26%, leaving cert. or GSCE A levels; 16% junior cert./GCSE; 2%, primary or less, 3%, other (including vocational training).

Length of reader training prior to commissioning ranged from 10 years to none at all: 7% had 4 or more years training; 32%, between 3 and 4 years; 44%, between 2 and 3 years; 15%, between 1 and 2 years, and 2% less than 1 year.

Training methods: 43% had regular classes; 22% had a mix of regular classes with other teaching methods; 10% had 1 to 1 sessions with a tutor; 9% had a combination of 1 to 1 sessions plus distance learning and/or other methods; 7% did distance learning alone; 8% were taught by other methods (including some self-taught or self-initiated external training programmes); 1% had no reader training at all.

Number of subjects taught: 2% studied 8 subjects, 15% 7 subjects, 13% 6 subjects, 32% 5 subjects, 24% 4 subjects, 5% 3 subjects, 6% 2 subjects, 2% 1 subject, and 1% (1 respondent) no subjects at all. The mode was 5 subjects.
The most helpful subject was considered to be Biblical Studies; the least helpful, Church History.

Training qualification: 79% received no certificate or award for their training apart from a reader's licence. 21% received a diocesan certificate or externally validated award.

In-service training: 37% were receiving no ongoing training; 19% were receiving training in the form of informal sessions with a tutor or warden, 20% were receiving training in the form of seminars, training days and/or conferences; 18% were receiving more than one of the above types of training and 6% were receiving ongoing training in the form of study for a tertiary qualification.

Satisfaction with training: 16% rated themselves completely happy; 42% mainly happy; 30% moderately happy; 11% slightly happy; 1% (1 respondent) not at all happy.

Number of duties performed: In all but one instance* duties involved taking services including preaching. Other duties included, visiting, meetings, and leading groups. 38% performed service and preaching duties only; 27% also performed one other duty (*except for one respondent who performed only that other duty); 17% performed two other duties; 13% three others, and 5% four others (4th unspecified or supplied by the respondent).

Geographical scope of duties: 5% worked in one parish alone, 7% in one group or union; 31% in more than one group or union but not over the entire diocese; 54% covered the whole diocese at least occasionally; a small group of 3% worked beyond their own diocese at least occasionally.

Expenses/allowances:; 64% received mileage. 13% either received no mileage or claimed none.
Of those receiving mileage, 58% received other allowances as well, including meals in course of duty (17%), book allowance (4%); fees for services (32%), robes allowance (14%).
Of those _not_ receiving mileage, 23% received other allowances, 55% of these received fees for services; the balance received meal &/or book, &/or robes allowances.
The total percentage of readers receiving fees for services was 13%.

Satisfaction with expenses: 35% expressed themselves as entirely satisfied; 24% as mainly satisfied; 21% as moderately satisfied; 11% as slightly satisfied; 9% as not at all satisfied (this figure includes 3 respondents who didn't claim); 22 respondents did not answer the question. All but one of these was eliminated from the calculations because they lacked other data as well.

Written ministry description: 22% said they had entered into these; 79% said they had not. 7 respondents didn't answer the question, 6 of which were eliminated due to other missing data..

The various comments elicited about training, support, vocation and ministry (see questionnaire) are summarised in Appendix B. Some are quoted in Part D of the main body of the report, where the general ministry comment categories are listed in full.

Degree to which ministry expectations have been realised: 27% of respondents were completely satisfied; 53% mainly; 16% moderately, 3% slightly; 1% not at all.

Part C

Further Analysis I

A central hypothesis of this study is that the ten variables measured by the questionnaire which bear on the quantification of initial level of training, the type of ongoing training, the scope of a reader's deployment, and the level of ministry support, would both individually and collectively determine the overall satisfaction readers have with their ministry. In other words, ministry satisfaction is being viewed as the dependent variable, that is, its levels are thought to depend on whatever values the ten explanatory or predictor variables have for a particular reader. This hypothesis is here evaluated by the findings shown in Appendix C, Tables 1 & 2 together with Figure 1.

Table 1 is a correlation matrix of each variable's statistical relationship with the other nine variables. This is resorted to because it is an implicit assumption of the above research hypothesis that the variables should vary together and, that as a set, they should account for most of the variance in ministry satisfaction. First, the table shows us which of the pairs of variables are associated with each other in a way that we can exclude the role of chance[1]. As shown in bold type, eight relationships emerge as statistically significant. Of these, three are negatively related:

- the longer the length of service, the less the satisfaction with training
- the greater the degree of education prior to ministry, the less the overall satisfaction with ministry
- the level to which training is taken is also associated with less satisfaction with ministry.

On the other hand, positive relationships are found between:

---

[1] The *p* values in table 1 signify the level at which the null hypothesis can be excluded. Contrariwise, these relationships are significant at beyond the 95% level of confidence.

- the amount of satisfaction with support with that for the amount of ministry support
- the degree to which training is found to satisfy and the amount of ministry support
- the degree to which training is found to satisfy and the amount that overall ministry satisfies
- the scope of deployment and the amount that overall ministry satisfies
- the level attained with training and satisfaction with training.

A further finding of Table 1 bears on how robust these relationships are which, in turn, tells us how relevant they might be not just in statistical terms but as a matter of practical significance. When the correlations in the matrix are squared and multiplied by a 100, their percentage values show them to be only very moderate in strength. When this is done to even the strongest pairing - that of ministry support with ministry satisfaction - we find that that the variable of satisfaction with support has only 22% of variance in common with that of overall satisfaction with ministry. In other words, as much as 78% of their respective variance is not in common.

Scatterplot of Training Satisfaction and MinistrySatisfaction

Another tool for understanding the relationship between two or more variables is the analysis of multiple regression and its findings are summarised in Table 2 and Figure 1. This analysis addresses directly the research question of the relative importance of these ten explanatory variables in determining the reported overall satisfaction with reader ministry. So Figure 1 is the result of taking each reader's standing on the ten variables and plotting from these (after regression analysis) what values of satisfaction the responding readers would be predicted to have with ministry satisfaction against the levels of satisfaction as expressed in their own ratings.[2] The line of best fit between the ensuing data points shows by its shallow slope and the extent of the dispersion of plots about it that, while the explanatory variables taken together do positively determine the dependent variable of ministry satisfaction, they do so only moderately.

Scatterplot of Support Satisfaction and Ministry Satisfaction
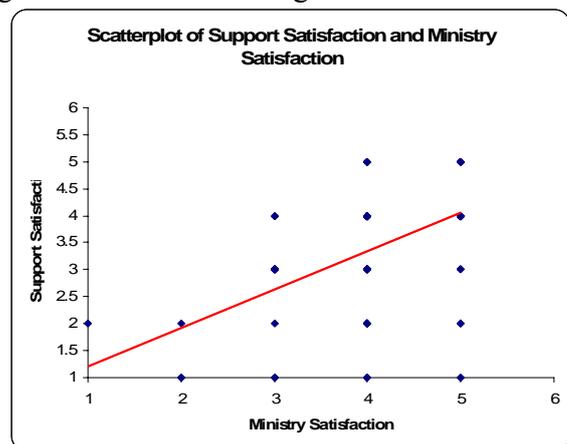
Table 2 amplifies this finding. R-square [r^2], which is the most commonly used measure of goodness-of-fit of this model of analysis, is shown to be statistically significant[3], but at the practical level of significance, the relationship is only

---

[2] That is, comparing the observed values of ministry satisfaction with those according to the regression model.

[3] By the F ratio of 5.48 given in table 1, a value that is significant at beyond the 99% level of confidence.

moderate. Taken together, the explanatory variables measured in this study account for only some 25% of the variation in ministry satisfaction. As to their relative importance, this is shown by the beta coefficient levels columnised in the table. Only two variables need to be considered because it can be seen that only two of them are shown to be statistically significant determinants of the dependent variable of ministry satisfaction. Of these, the reported level of satisfaction with ministry support is stronger than the scope of the reader's deployment as a determinant of ministry satisfaction but again only at a moderate and weak level of determination respectively.

Further analysis II

In the case of categorical or binary data, other measures of association have been employed. *Point-biserial correlations* were used to explore the degree of association between whether or not the respondent received any ongoing training and their degree of satisfaction with training and support and their overall ministry satisfaction, and between whether or not they had entered into a written ministry agreement and support and overall ministry satisfaction. These correlations are shown in Table 3 of Appendix C. It can be seen that there is little or no association between these variables.

Categorical, non-binary variables, such as type of training, type of expenses, and type of support proved less easy to analyse. The associations between these variables and various 'likely suspects' were mapped by means of disaggregation graphs. While most reveal little or no relationship, the interesting findings are shown below.

It appears that significantly more ministry satisfaction follows from pre-commissioning training involving one-to-one sessions with a tutor than from any other of the methods surveyed. (However no relationship was revealed between *ongoing* training type and ministry satisfaction.)

Another possibly significant finding is a suggested relationship between a preference for the status quo compared to an increase or decrease in duties and ministry satisfaction (see below).

However, the present level of work needs to be taken into account when reading this.

Disaggregation Graph of Ministry Satisfaction (Mean) By Training Type

Disaggregation Graph of Ministry Satisfaction (Mean) By Plans for Ministry Development

Plans for development of ministry by present number of duties
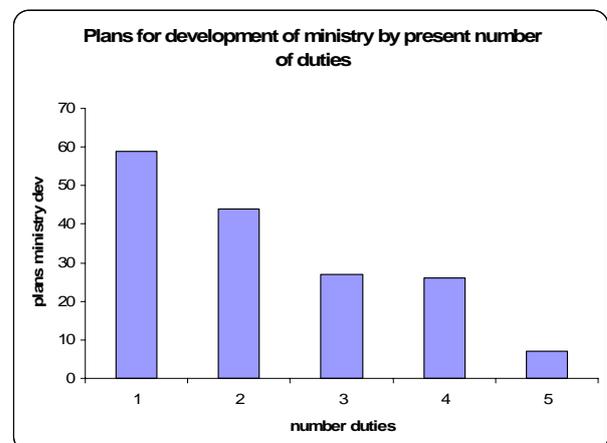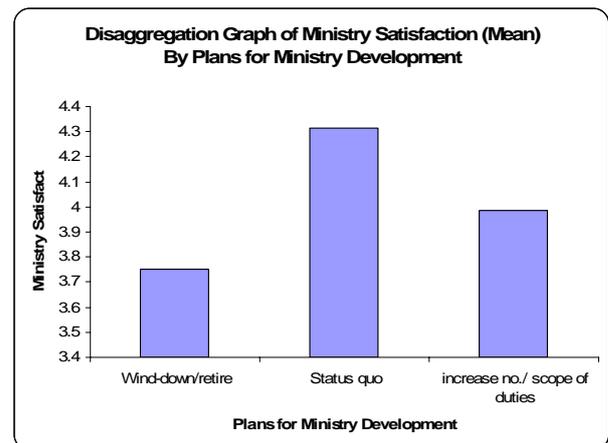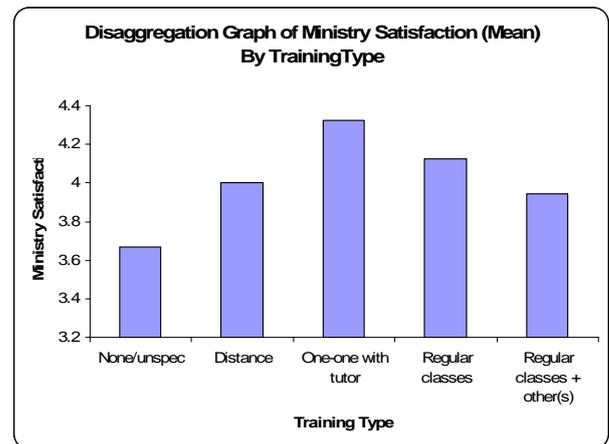
Discussion of results:

Answers to the research questions posed earlier

1. *To what extent, if any, do the type, level and scope of pre-commissioning training affect deployment (number and geographical scope of duties) and overall ministry satisfaction?*

There is a significant relationship between level of pre-commissioning training and satisfaction with training, as might be expected. There is also appears to be a significant relationship between the type of training received prior to commissioning and subsequent ministry satisfaction – one-to-one sessions with a tutor standing out in this regard (see graph above). However level of training does not appear to influence the number (or range) of duties subsequently undertaken, the geographical scope of such duties, or overall ministry satisfaction. Interestingly, it is the level of education prior to training which is seen to have the connection with number (range) of duties. And this variable (level of prior education) also relates strongly to subsequent ministry satisfaction. One might speculate that this variable constitutes a measure of ability, at least as perceived and acted upon by others in a position to decide on deployment (see below). As well, the scope of pre-commissioning training as reflected in the number of subjects studied relates significantly but probably unsurprisingly to the number (range) of duties undertaken subsequently in ministry.

2. *To what extent, if any, is the type of ongoing training reflected in satisfaction with training, satisfaction with support, and overall ministry satisfaction?*

The analysis showed little or no relationship between the type or ongoing training and any of the satisfaction variables, perhaps surprisingly in the light of comments made about the need for more training in relation to frustrations in ministry. (See above).

3. *To what extent, if any, does scope of deployment (size of area covered and number of duties) influence ministry satisfaction?*

The internal association between the two 'duty' variables is in itself insignificant – perhaps surprisingly. Number (range) of duties does not correlate significantly with overall ministry satisfaction; however there is a significant positive association between geographical scope of duty and satisfaction with ministry. Those readers who are deployed on a diocesan-wide basis seem happier with their ministry.

4. *To what extent, if any, is the type of expenses paid reflected in satisfaction or dissatisfaction with support and degree to which expectations of ministry have been realised?*

In the first instance it seems reasonable to relate types of expenses paid to satisfaction with expenses. This relationship is graphed here.

Disaggregation Graph of satisfaction with expenses (Mean) By type of expenses provided
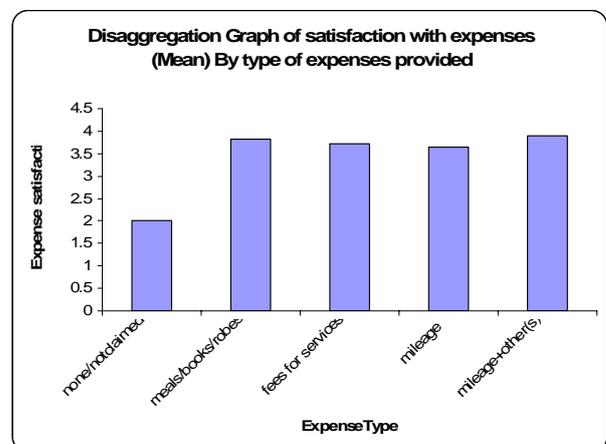
Unsurprisingly, those who received no expenses or do not claim them appear significantly less happy with their expenses than those who receive the various types, who appear undifferentiated.

While there appears to be no relation between type of expenses paid and satisfaction with support received, there appears to be a decisive if odd connection between type of expenses paid and ministry satisfaction. This is graphed here.

The three types of regular expenses seem on a par, averaging 'mainly satisfied'. Readers are less satisfied with the second, more occasional category of expenses if paid these alone. But they are most happy with receiving no expenses at all – or when not claiming them where they would be entitled to them! This quirky finding should be explored further. It certainly should not be used as policy ammunition!

Disaggregation Graph of Ministry Satisfaction (Mean) By Expense Type
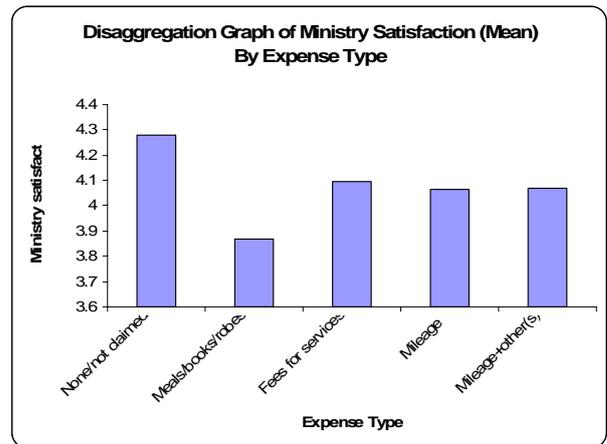
5.   *To what extent, if any, is the type of ministry support reflected in satisfaction/dissatisfaction with support and realisation of ministry expectations?*

The relationship between support type and support satisfaction is a positive one. *Personal* support from a support person such as a rector, warden, or spiritual director is valued more highly than courses in spiritual development or ministry formation. Unsurprisingly, all of these are preferred to no support at all!

Disaggregation Graph of Support Satisfaction (Mean) By Type of Support
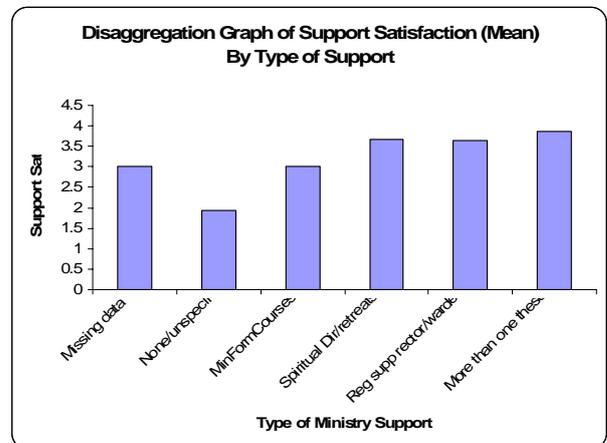
6.   *What are the respective relative importance of level of initial training, type of ongoing training, scope of deployment, and ministry support in regards to overall ministry satisfaction?*

The relativity question is made difficult to answer by the differing types of data here – amounts and types cannot be compared simply. However, what appears to have emerged is that the types of training and support that most influence ministry satisfaction are those which offer personal one-to-one contact with tutor or support person. That the relationship between training, support, and ministry is an important one is underlined by the strong correlations between the three satisfaction variables. If, in spite of this, these correlations account for a rather disappointing proportion of the variance of ministry satisfaction, this, I believe, points to our having not tapped into the main factors in satisfaction. These may be found in the qualitative data summarised in Appendix B, the most significant of which seem to be:

- affirmation and support from people (11% of respondents)
- sermon preparation & preaching (13%)
- pastoral work/visiting/contact with people (11%)
- Joy/privilege/happiness in serving/helping (11%)

The relationship between scope of deployment in relation to geographical spread of work – diocesan rather than simply union, group or parish – seems a significant determiner of ministry satisfaction, although it is interesting that it does not feature in the main grouping above, coming in at 2%.

The negative relationships are rather harder to explain. Why should level of education prior to training have a negative impact on ministry satisfaction? Is it because better educated people have higher expectations? And why should level of pre-commissioning training have a negative impact on satisfaction with support? Is it because those who received superior training tend to be disappointed with the subsequent level of ongoing training and support? Areas of frustration mentioned might have provided a clue, but collectively they account for only 36% of respondents and the two most 'popular' were mentioned by only 8% and 6% respectively:

- poor relationship or lack of contact with rector/ clergy attitudes: being treated as gap-filler (8%)
- insufficient training (6%)

The various comments supplied by respondents are summarised in Appendix B. I have mentioned some of the most common areas of fulfilment and frustration above.

The other main comment areas are to do with calling and general comments about reader ministry (see below). The information about calling is best summarised here in a graph:
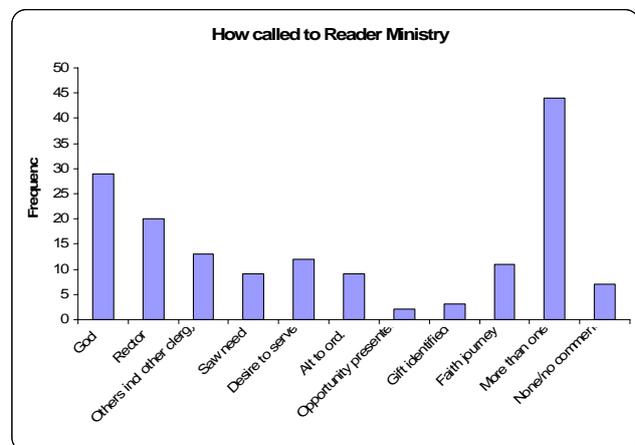
Suggestions made by respondents regarding what would make their ministry more effective

These were as follows:
- More/ongoing training (31%)
- More contact with other readers (13%)
- More support (including provision of retreats/quiet days (10%)
- Being used more often or more widely (incl. pastoral work and Communion) (13%)
- Better clergy/reader relationship/better communication (7%)
- Better fee structure (2 %)
- More than one of the above (12%)

See appendix B for a fuller version of this information.

Recommendations made by respondents regarding Reader ministry

These are best left to stand alone. They have been collated into five categories:

1. Training issues: [31% of respondents]

- Better use of distance learning
- Bi-monthly meetings to develop communication and belonging
- Clarification of role of warden

- Common curriculum and qualification
- Voice-production training
- Annual diocesan training weekends
- Use of internet as resource
- More flexible training options
- More practical training including preaching practice
- Cross-diocesan reader meetings
- More reader-focused training
- Fast-track training options to take account of experience
- Running in-service training concurrent with final stage of preliminary training.
- Standardized and relevant ongoing training.
- Weekend refresher courses.
- Structured training for deployment of readers in vacancy situations.

2. Personnel issues: [30% of respondents]

- Better clergy-reader communication/relations
- Clarification of mutual expectations between rectors and readers
- Development of Reader involvement in team ministries
- Under- and over-deployment – lack of ministry descriptions/agreements between incumbents and readers.
- Lack of contact with and support by rector.
- New ways of affirming quality and status of reader ministry.
- More appreciation of reader ministry.
- More opportunities for readers to get together for fellowship, support, mutual learning.

3. Deployment issues: [13% of respondents]

- Better spread of Readers in a diocese – too many in some parishes.
- Training of clergy in how to utilise readers in team ministry
- Concern youth leaders may supplant Readers
- Continued development of the distinctiveness of lay ministry
- Development of spiritual direction as a Reader ministry
- Fuller ministry role for Readers
- More Holy Communion by extension
- More involvement of Readers in Holy Communion services
- More pastoral care work
- Reader exchanges between parishes and further afield
- Administrative role for Readers
- Oversight of vacant parishes
- Sensitivity to travel cost issues
- Sensitivity to context when deploying

4. Structural issues: [7% of respondents]

- Clarification/review warden/s role as enabler of reader ministry
- Lay Presidency
- Review of expenses/fees structure
- Relation of clergy and Reader roles
- Readers as permanent Deacons
- Readers as ministers-in-charge (in long vacancies or remote areas)

- Readers taking weddings and funerals
- Readers as administrators.
- Role exchanges between Methodist lay preachers and Readers.
- Some relaxation of rules and regulations needed.

5. Recruitment issues: [5% of respondents]

- More flexible training options
- Encourage reader ministry among young people.
- Give opportunity for greater use of gifts in reader ministry – wider, more varied role.
- More encouragement of reader ministry by clergy.
- Better marketing of reader ministry by Church.

6. Commendations/warnings: [5% of respondents]

- Thank you for opportunity to rant!
- Will be great to see anniversary properly marked
- Pleased interest being taken in readers.
- Concern survey might dictate rather than facilitate.

Final comments and policy implications

This research cannot be a basis for drawing hard conclusions about reader ministry in Ireland because of (1) the low return rate of questionnaires (more than 40% of readers failed to respond at all), and (2) the largely moderate level of statistical association between the factors under consideration. Notwithstanding these qualifications, it can be said that sufficient concerns were registered about training and support measures to suggest steps should be taken to refine and strengthen their impact. Overall, the thing that readers valued most was *personal* support and encouragement in the areas of pre- and post-commissioning training and ministry support, but the results suggest that there is some room for improvement in these areas.

Arguably there also needs to be more ongoing *monitoring* of satisfaction concerning training and support measures as well as overall ministry satisfaction and I believe this study underlines the present plans to institute more quality of control and standardisation of training and support measures. If the survey helps to focus concerns to be addressed at the conference and beyond it will have succeeded in some measure.

I believe that the other major aim of this survey has been achieved: namely, to offer readers a long overdue opportunity to express their views and feelings about their training, vocation, support and practical ministry issues. There were many cries from the heart on the questionnaire forms! I hope the respondents will feel they have been heard and taken seriously, both in this report and its repercussions.

September 2008 – February 2009

Appendix A

A QUESTIONNAIRE for DIOCESAN READERS
This questionnaire is anonymous to safeguard confidentiality,

1. How long have you served as a Diocesan Reader? _____ years_____ months

2. What was your level of education prior to training as a Reader:

☐ Jr Cert/GCSE   ☐ Leaving Cert/A levels   ☐ University Degree/Diploma (subject _____)   ☐ other _____

YOUR TRAINING AS A READER

3. How long was your Reader training? _____ years_____ months

4. What form(s) did this training take?
☐ regular classes
☐ one-to-one sessions with tutor
☐ distance learning
☐ other *[please describe]* _____

5. What subjects/areas were you taught?

☐Biblical Studies ☐Doctrine ☐Church History ☐Pastoral Studies ☐Liturgy ☐Ethics ☐Preaching ☐Other(s) _____

6. Did you receive a certificate or other award for your training?   Yes *[what?]* _____   No

If yes, from what university/college etc? _____

7. Are you receiving any ongoing ministerial training/equipping?   Yes/No

If yes, what form(s) does this take?

☐ study for degree or diploma
☐ seminars, training days, or conferences *[how often?_____]*
☐ informal sessions with warden or other person
☐ other *[please describe]* _____

If no, when did you last receive any ongoing training? _____

8. Which parts/aspects of your training have you found to be most useful in the course of your ministry?
[please continue on a separate sheet if necessary]

9. Which have you found to be less useful?
[please continue on a separate sheet if necessary]

10. In general, how satisfactory have you found your training to be?
[please circle the category that best fits your experience]

1	2	3	4	5
not at all	slightly	moderately	mainly	completely

YOUR WORK AS A READER

11. What duties do you perform in your ministry as a Reader?
☐ services including preaching
☐ pastoral visiting
☐ attending meetings
☐ leading groups
☐ other *[please describe]* _____

12. What geographical area(s) does your work cover?

- ☐ one parish
- ☐ one group or union   .
- ☐ more than one group/union, but less than whole diocese
- ☐ whole of diocese
- ☐ other *[please describe]* _____

13. For what things are you paid expenses and/or allowances?
- ☐ mileage
- ☐ meals in course of duty
- ☐ fees for services
- ☐ book allowance
- ☐ robes/clothing allowance
- ☐ other *[please describe]* _____

14. How adequate do you find these expenses/allowances?

1	2	3	4	5
not at all	slightly	moderately	mainly	completely

15. Have you entered into a written ministry description/agreement with your Diocese?   Yes/No

16. Is there anything that you consider would help your work to be more effective?
[please continue on a separate sheet if necessary]

YOUR VOCATION AS A READER

17. Please describe how you were called to Reader ministry.
[continue on a separate sheet if necessary]

18. How are you supported in your ministry? *[tick whatever applies]*
- ☐ regular contact with warden, bishop, rector, or other support person
- ☐ spiritual direction/supervision
- ☐ regular or semi-regular retreats
- ☐ courses in spiritual development or ministry formation
- ☐ other *[please describe]*_____

19. How satisfied are you with the support you receive?

1	2	3	4	5
not at all	slightly	moderately	mainly	completely

20. Please comment on any particular areas of fulfilment or frustration in your ministry.
[continue on a separate sheet if necessary]

21. To what extent would you say that your expectations of Reader ministry have been realised?

1	2	3	4	5
not at all	slightly	moderately	mainly	completely

22. How would you see your ministry developing in the future?
[please continue on a separate sheet if necessary]

23. Is there anything else you would like to comment on?
[please continue on a separate sheet if necessary]

DESCRIPTION OF DATA

Percentages

Length of service

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	1	.806		
0-5 yrs	29	23.387	23.577	23.577
6-10 yrs	17	13.710	13.821	37.398
11-15 yrs	24	19.355	19.512	56.911
16-20 yrs	15	12.097	12.195	69.106
over 20 yrs	38	30.645	30.894	100.000

Level of education prior to commissioning

	Frequency	Percent	Valid Percent	Cumulative Percent
primary	3	2.419	2.419	2.419
jr cert/GCSE	20	16.129	16.129	18.548
Leaving cert/A levels	32	25.806	25.806	44.355
other incl. vocational training	4	3.226	3.226	47.581
tertiary	65	52.419	52.419	100.000

Length of training prior to commissioning

	Frequency	Percent	Valid Percent	Cumulative Percent
<1 yr	2	1.613	1.613	1.613
1 yr - <2 yrs	19	15.323	15.323	16.935
2 yrs - <3 yrs	54	43.548	43.548	60.484
3 yrs - < 4 yrs	40	32.258	32.258	92.742
> 4 yrs	9	7.258	7.258	100.000

Number of subjects studied

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	3	1.796		
0	1	.599	.610	.610
1	4	2.395	2.439	3.049
2	9	5.389	5.488	8.537
3	8	4.790	4.878	13.415
4	39	23.353	23.780	37.195
5	52	31.138	31.707	68.902
6	22	13.174	13.415	82.317
7	25	14.970	15.244	97.561
8	4	2.395	2.439	100.000

Satisfaction with training

	Frequency	Percent	Valid Percent	Cumulative Percent
not at all	1	.806	.806	.806
slightly	14	11.290	11.290	12.097
moderately	37	29.839	29.839	41.935
mainly	52	41.935	41.935	83.871
completely	20	16.129	16.129	100.000

Number of duties

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	1	.800		
1 [services including preaching]	47	37.600	37.903	37.903
2 [services &/or 1 other]*	34	27.200	27.419	65.323

	Frequency	Percent	Valid Percent	Cumulative Percent
3 [services + 2 others]	21	16.800	16.935	82.258
4 [services + 3 others]	16	12.800	12.903	95.161
5 [services + 4 others]	6	4.800	4.839	100.000

Geographical scope of duties

	Frequency	Percent	Valid Percent	Cumulative Percent
parish	6	4.839	4.839	4.839
one group or union	9	7.258	7.258	12.097
more than one group/union	38	30.645	30.645	42.742
diocesan	67	54.032	54.032	96.774
beyond diocese	4	3.226	3.226	100.000

Satisfaction with expenses

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	1	.806		
not at all [or not claimed]	11	8.871	8.943	8.943
slightly	13	10.484	10.569	19.512
moderately	26	20.968	21.138	40.650
mainly	30	24.194	24.390	65.041
completely	43	34.677	34.959	100.000

Satisfaction with support

	Frequency	Percent	Valid Percent	Cumulative Percent
not at all	14	11.290	11.290	11.290
slightly	13	10.484	10.484	21.774
moderately	31	25.000	25.000	46.774
mainly	47	37.903	37.903	84.677
completely	19	15.323	15.323	100.000

Degree to which ministry expectations have been realised – variable of ministry saisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
not at all	1	.806	.806	.806
slightly	4	3.226	3.226	4.032
moderately	20	16.129	16.129	20.161
mainly	65	52.419	52.419	72.581
completely	34	27.419	27.419	100.000

Whether any qualification was received for training

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	1	.629		
No	125	78.616	79.114	79.114
Yes	33	20.755	20.886	100.000

Type of ongoing training

	Frequency	Percent	Valid Percent	Cumulative Percent
None	58	36.478	36.478	36.478
Informal sessions with tutor/warden	30	18.868	18.868	55.346
Seminars, training days, conferences	32	20.126	20.126	75.472
More than one of the above	29	18.239	18.239	93.711
Study for tertiary qualification	10	6.289	6.289	100.000

Whether a written ministry description has been agreed

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	3	1.887		
No	121	76.101	77.564	77.564
Yes	35	22.013	22.436	100.000

Type of ministry support

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	1	.629		
None or unspecified	26	16.352	16.456	16.456
Courses in spiritual dev/min formation	2	1.258	1.266	17.722
Spiritual direction/retreats	3	1.887	1.899	19.620
Regular support of rector, warden etc	70	44.025	44.304	63.924
More than one of above	57	35.849	36.076	100.000

Whether an ordinand or intending ordinand

	Frequency	Percent	Valid Percent	Cumulative Percent
Not indicated	139	87.421	87.421	87.421
Considering/intending	7	4.403	4.403	91.824
Accepted for ordination	13	8.176	8.176	100.000

Plans for development of ministry

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	1	.625		
Decrease duties, resign, retire etc	21	13.125	13.208	13.208
Maintain status quo	45	28.125	28.302	41.509
Increase extent/scope of ministry	82	51.250	51.572	93.082
No comment	11	6.875	6.918	100.000

Type of expenses paid

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	2	1.198		
None or not claimed	21	12.575	12.727	12.727
Meals &/or book allow. &/or robes	16	9.581	9.697	22.424
Fees for services	22	13.174	13.333	35.758
Mileage	46	27.545	27.879	63.636
Mileage+other(s)	60	35.928	36.364	100.000

How called to reader ministry

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	1	.625		
God	29	18.125	18.239	18.239
Rector	20	12.500	12.579	30.818
Others incl. other clergy, bishop etc	13	8.125	8.176	38.994
Saw need	9	5.625	5.660	44.654
Desire to serve	12	7.500	7.547	52.201
Alternative to ordination	9	5.625	5.660	57.862
Opportunity presented	2	1.250	1.258	59.119
Gift identified	3	1.875	1.887	61.006
Next step in faith journey	11	6.875	6.918	67.925
More than one of above	44	27.500	27.673	95.597
None of above or no comment	7	4.375	4.403	100.000

What would make ministry more effective

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	1	.625		
Used more often or more widely	6	3.750	3.774	3.774
More + ongoing training	31	19.375	19.497	23.270
More support incl. retreat/quiet day	10	6.250	6.289	29.560
More contact with other readers	13	8.125	8.176	37.736
Celebrating HC/HC by extension	4	2.500	2.516	40.252
Inclusion of pastoral work	3	1.875	1.887	42.138
Better communication	3	1.875	1.887	44.025

	Frequency	Percent	Valid Percent	Cumulative Percent
Changes in fees structure	2	1.250	1.258	45.283
Better clergy/reader relationship	4	2.500	2.516	47.799
More than one of above	12	7.500	7.547	55.346
None of these or other	8	5.000	5.031	60.377
No comment	63	39.375	39.623	100.000

Aspects of ministry found to be fulfilling

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	4	2.500		
Affirmation and support from people	18	11.250	11.538	11.538
Sermon preparation and preaching	20	12.500	12.821	24.359
Leading worship	12	7.500	7.692	32.051
Pastoral work/visiting	17	10.625	10.897	42.949
Duty outside own parish/vacancy cover	4	2.500	2.564	45.513
Assisting with Holy Communion	2	1.250	1.282	46.795
Joy/privilege of serving/helping	17	10.625	10.897	57.692
Working in team	4	2.500	2.564	60.256
Own spiritual development	3	1.875	1.923	62.179
No comment	26	16.250	16.667	78.846
No aspect mentioned	33	20.625	21.154	100.000

Aspects of ministry found to be frustrating

	Frequency	Percent	Valid Percent	Cumulative Percent
Missing data	2	1.250		
Being under-used	4	2.500	2.532	2.532
Wanting wider diocesan involvement	3	1.875	1.899	4.430
Poor relationship/lack of contact with rector, clergy attitudes, being treated as gap-filler	12	7.500	7.595	12.025
Limited by day job, family responsibilities, or health	4	2.500	2.532	14.557
Want to celebrate HC or offer by extension; other structural restrictions	4	2.500	2.532	17.089
Had wanted to be ordained	2	1.250	1.266	18.354
Parishioner attitudes, under-appreciated	5	3.125	3.165	21.519
Small congregations	1	.625	.633	22.152
Insufficient training	10	6.250	6.329	28.481
Insufficient contact with other readers	2	1.250	1.266	29.747
Loneliness, isolation, lack of support	5	3.125	3.165	32.911
Want team/shared ministry	4	2.500	2.532	35.443
Workload, distances, stress and strain	2	1.250	1.266	36.709
No comment	27	16.875	17.089	53.797
No aspect mentioned	73	45.625	46.203	100.000

Descriptive Statistics – Metric variables

	LengthServ	LevelEdPrior	LengthTrain	#Subjects	TrainSatisfact	# Duties	Scope duties	ExpensesSatis	SupportSatis	MinistrySatis
N Valid:	123	124	124	124	124	124	124	123	124	124
N Missing:	2	1	1	1	1	1	1	2	1	1
Mean:	3.130	3.871	3.282	2.984	3.613	2.194	3.435	3.659	3.355	4.024
Median:	3.000	5.000	3.000	3.000	4.000	2.000	4.000	4.000	4.000	4.000
Mode:	5.000	5.000	3.000	3.000	4.000	1.000	4.000	5.000	4.000	4.000
Std. Dev:	1.563	1.281	.870	.928	.917	1.214	.867	1.298	1.198	.801
Range:	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000
Minimum Value:	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum Value:	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000
Sum:	385.000	480.000	407.000	370.000	448.000	272.000	426.000	450.000	416.000	499.000

Descriptive Statistics – Non-metric variables

	TypeTraining	Qualifcation Y/N?	OngoingTrainType	Expenses Type	MinDescr Y/N?	MinDev </SQ/>
N Valid:	124	158	159	159	156	148
N Missing:	36	2	1	1	4	12
Median:	4.000	.000	2.000	4.000	.000	3.000
Mode:	4.000	.000	1.000	5.000	.000	3.000

	TypeSupport	How called	What wd make ministry more effective?	What fulfils?	What frustrates?
N Valid:	158	159	159	156	158
N Missing:	2	1	1	4	2
Median:	4.000	5.000	10.000	7.000	15.000
Mode:	4.000	10.000	12.000	12.000	16.000

Table 1   Correlation Matrix

	LevelEdPr	LgthTrain	LevelTrain	No.Subjects	TrainSatis	GeogScDuty	No. Duties	Exp Satis	Sup Satis	Min Satis
LevelEduc Prior	1									
N	-									
P	-									
Length Training	.011	1								
N	124	-								
P	.90	-								
Level Training	-.015	.022	1							
N	124	124	-							
P	.87	.81	-							
No. Subjects	-.043	.096	.025	1						
N	124	124	124	-						
P	.64	.29	.78	-						
Training Satis	-.064	.006	**.196**	.165	1					
N	124	124	124	124	-					
P	.48	.95	.03	.07	-					
GeogScopeDuty	-.051	.019	.118	.069	.081	1				
N	124	124	124	124	124	-				
P	.57	.83	.19	.44	.37	-				
No. Duties	**.191**	-.021	.146	**.194**	-.041	.057	1			
N	124	124	124	124	124	124	-			
P	.03	.82	.10	.03	.65	.53	-			
Expenses Satis	.119	-.017	-.040	-.140	-.078	.003	-.157	1		
N	123	123	123	123	123	123	123	-		
P	.19	.85	.66	.12	.39	.97	.08	-		
Support Satis	-.060	.161	**-.188**	.100	**.348**	.038	-.008	.067	1	
N	124	124	124	124	124	124	124	123	-	
P	.51	.07	.04	.27	.00	.68	.93	.46	-	
Ministry Satis	**-.203**	.048	.071	.143	**.256**	**.207**	.127	.055	**.474**	1
N	124	124	124	124	124	124	124	123	124	-
P	.02	.59	.43	.11	.00	.02	.16	.54	.00	-

Significant correlations are shown in bold.

Table 2   Multiple Regression Analysis

Figure 1

Analysis of association - Linear Regression
2 cases were removed due to missing data

The dependent variable was the degree to which ministry expectations have been realised

Regression Statistics	
Multiple R	.553
R Square	.306
Adjusted R Square	.250
Standard Error	.657
Observations	122.000

ANOVA

	df	SS	MS	F	Significance F
Regression	9.000	21.322	2.369	5.484	.000
Residual	112.000	48.383	.432		
Total	121.000	69.705			

Metric variables	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	2.347	.534	4.395	.000	1.289	3.405
Length of Service	-.005	.041	-.111	.912	-.085	.076
Level of Education Prior to training	-.093	.047	-1.975	.051	-.186	.000
Length of training	-.029	.070	-.412	.681	-.167	.110
Level of training	.037	.057	.645	.521	-.076	.150
No. subjects taught	.049	.066	.748	.456	-.081	.180
Satisfaction with training	.079	.076	1.032	.304	-.073	.230
Geographical scope of duties	.144	.071	2.027	.045	.003	.284
Satisfaction with expenses	.055	.047	1.167	.246	-.039	.150
Satisfaction with support	.270	.058	4.672	.000	.155	.384

Scatterplot of Predicted and Expected Values for Ministry Satisfaction
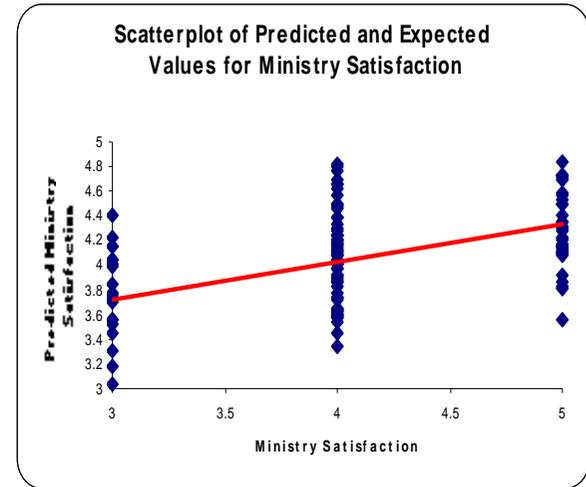
Table 3   Point biserial correlations (between binary and continuous variables)

	Written ministry description	Ongoing ministry training
Training satisfaction	Not measured	0.060
Support satisfaction	0.068	0.060
Overall ministry satisfaction	0.058	0.042

Where r =+1.00 would be a perfect positive correlation, and r=-1.00 would be a perfect negative correlation.
None of these values are significant.