

The Relationship Between Experiences of Master of Divinity Students at the Seventh-day Adventist Theological Seminary and Their Spirituality

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DISSERTATION NOTICES

Cho, C. S. (2006). *The relationship between experiences of Master of Divinity students at the Seventh-day Adventist theological seminary and their spirituality.* Ph.D., Andrews University, ProQuest Dissertations Publishing. 3213127.

The purpose of this study was to examine the relationship between the experiences of Master of Divinity students while enrolled in the seminary and their level of spirituality upon completion.

A quantitative research design with a limited qualitative piece was used to survey M.Div. students who graduated in 2004. Exactly 100 participants completed the Christian Spiritual Participation Profile and an instrument that explored the degree of effort put into formal curriculum offering, and the frequency of participation in nonformal curriculum and socialization activities. Participants were also asked to share a positive experience and to recommend changes to the seminary curriculum. The Pearson correlation and ANOVA procedures were employed to analyze the data.

Spirituality correlated positively with the following: the effort students made in the formal curriculum, the frequency of participation in the nonformal and socialization areas, and the perception of faculty modeling. The effort students made in the formal curriculum produced the highest correlations with both current spirituality and the reported change in spirituality during the seminary years. Black students ranked highest in spirituality and white students the lowest. Faculty involvement in student activities made a difference in how an activity was perceived to have influenced spirituality. Outside of the seminary experiences, some of the supportive influences and/or obstacles were found to have significant rela-

tionships to the spirituality of all M.Div. students.

Intentional spiritual emphasis in the formal and nonformal curricula, socialization, and Christian modeling of faculty enhances the spiritual growth of students. Students need to take responsibility for their own time management in order to invest enough time for regular personal devotion and in-depth study of the Word. Finally, the seminary should provide a strong community experience where fellowship among students and faculty can flourish.

Goldberg, D. S. (2016). *The intersection of leadership and spirituality: A qualitative study exploring the thinking and behavioral attributes of leaders who identify as spiritual.* Ph.D., Union Institute and University, ProQuest Dissertations Publishing. 10173954.

While the field of leadership can trace its roots to Plato, Sun Tzu, and Machiavelli, among many others, it has become a focus of contemporary academic studies in the last 50 to 75 years. And while spirituality can trace its origins to Muhammad, Jesus, and Buddha, the exploration of the nexus of leadership and spirituality is much more recent and as a result, a limited body of knowledge exists and thus, is ripe for study.

Many challenges exist, including the fact that the study of leadership is a multidisciplinary academic field which includes a myriad of topics from a vast array of disciplines and spirituality, which are extraordinarily diverse. This study explored a set of theories and tools enabling leaders to develop and support qualities within themselves and those with whom they work and interact. Specifically, this work is a qualitative study exploring