

AN EVALUATION OF THE CHRISTIAN
EDUCATION PROGRAMME IN THE JUNIOR
CHURCH OF NAIROBI PENTECOSTAL
CHURCH

BY

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ABSTRACT

This study evaluates the Junior Church programme at the Nairobi Pentecostal Church (NPC). Its focus is on the programme's aims and objectives, learning activities, programme planning and implementation, personnel and facilities.

Data collection involved an oral interview with the Junior Church head of department, a written questionnaire filled by 15 teachers or 50% of the Junior Church teachers, the researcher's classroom observations and the written records of the Junior Church programme.

Important features of this study are the recommendations it offers to improve the Nairobi Pentecostal Junior Church programme based on a review of the available literature on Junior Church programmes, and the knowledge it adds in the field of Christian Education.

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TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION

Purpose of this Study.....	1
Research Questions.....	2
Importance of this Study.....	2
Plan for this Evaluative Study and Criteria for Judgement..	3
Definition of the Junior Church.....	5
End Notes.....	6

CHAPTER 2 LITERATURE REVIEW

Goals and Objectives.....	7
Learning Activities.....	9
Programme Implementation.....	11

Personnel

Recruitment of Junior Church Teachers.....	12
Training the Teachers.....	15
Teaching Methods.....	17

Facilities

Teaching Materials.....	20
Instructional Aids.....	22
Class and Classroom Organization.....	24
End Notes.....	27

CHAPTER 3 METHODOLOGY

Data Collection

Information from the Junior Church Head of Department.....	30
Information from the Junior Church Teachers.....	31
Information from the Written Records.....	32
Researcher's Observations.....	33

Criteria for Judgement.....	33
Data Analysis.....	34

CHAPTER 4 FINDINGS AND DATA ANALYSIS

Aims and Objectives.....	37
Planned Activities.....	39
Relationship Between Aims and Objectives and Planned Activities.....	41
Programme Planning.....	44
Personnel Recruitment.....	47
Training Teachers.....	50
Teaching Materials.....	59
Classroom Organization.....	62

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

Findings

Aims and Objectives.....	66
Planned Activities.....	67
Relationship Between Aims and Objectives and Planned Activities.....	67
Programme Planning and Implementation.....	67
Personnel Recruitment.....	67
Training Needs.....	68
Classroom Organization.....	69
Recommendations for Further Study.....	70

APPENDICES

A. Interview Questions for Junior Church Head of Department.....	72
B. A Letter to the Junior Church Teachers.....	74
C. A Questionnaire for Junior Church Teachers.....	75
D. NPC Junior Church Teachers' Form.....	78
E. Classroom Observations and Analysis Charts i-v.....	79

BIBLIOGRAPHY.....	84
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LIST OF TABLES

	Chart for Evaluating the Junior Church Classes....	35
Table 1	Perceived Aims and Objectives of the Junior Church.....	38
Table 2	Measurement of Perceived Aims and Objectives by Criteria.....	39
Table 3	Comparison Between Stated and Observed Activities of the Junior Church.....	40
Table 4	Measurement of Planned Activities by Criteria....	41
Table 5	Comparison of Aims with Planned Activities.....	42
Table 6	Details of Each Classroom Observations.....	43
Table 7	Teachers' Involvement in Programme Planning and Implementation.....	46
Table 8	Comparison of Personnel Recruitment Written Guideline with the Criteria.....	48
Table 9	Teachers' Responsibilities as Indicated by Head of Department and the Teachers.....	49
Table 10	Comparison of Stated Teacher Responsibilities with Criteria.....	49
Table 11	Teacher Training Topics Reportedly Covered.....	52
Table 12	Teachers' Distribution According to Tenure.....	53
Table 13A	Training Needs of Teachers in Age 5 Class.....	54
Table 13B	Training Needs of Teachers of Ages 6-7 Class.....	55
Table 13C	Training Needs of Teachers of Age 8 Class.....	56
Table 13D	Training Needs of Teachers of Age 9 Class.....	57
Table 13E	Training Needs of Teachers of Ages 10-12 Class....	58
Table 14A	Summary of Highly Felt Training Needs.....	58
Table 14B	Summary of Highly Felt Training Needs.....	59
Table 15	Comparison of NPC Junior Church Materials with the Criteria.....	62
Table 16	Sizes of Class Groupings.....	63
Table 17	Comparison of Class Grouping with Criteria.....	64
Table 18	Comparison of Class size with Criteria.....	64

CHAPTER 1

INTRODUCTION

Junior Church programme at the Nairobi Pentecostal Church is one of the many Christian Educational Ministries that this Church carries out. This ministry is of vital importance for it is the basis of making and moulding future men of God in God's work as it was in the case of Timothy. One can tell the need of this ministry in this Church especially at the middle of the second service which is attended by over five thousand adults each Sunday morning. At the Pastor's call, hundreds of children walk out to their Junior Church classes. How does the Church manage such a number of children? How are they taught? What are they taught? These questions, therefore, express the need to study the Junior Church programme of the Nairobi Pentecostal Church.

Purpose of the Study

The purpose of this case study is to evaluate the Junior Church programme as it is carried out at the Nairobi Pentecostal Church. Areas of interest and concentration in this study will include: Aims and objectives, learning activities, programme planning and implementation, personnel and facilities. Specific questions under each of these areas of interest are listed in the section that follows to give guidance in this study.

Research Questions

The study of the Nairobi Pentecostal Junior Church programme was based on the following questions under the researcher's areas of interest and concentration.

- R.Q.1. Does the Nairobi Pentecostal Church have defined aims and objectives of the Junior Church?
- R.Q.2. What are the planned activities for the Nairobi Junior Church?
- R.Q.3. How do the planned activities relate to the aims and objectives?
- R.Q.4. Who is involved in the programme planning and implementation?
- R.Q.5. How are the Junior Church teachers of the Nairobi Pentecostal Church recruited?
- R.Q.6. How are the Junior Church teachers of the Nairobi Pentecostal Church trained?
- R.Q.7. What teaching materials are used in the Nairobi Pentecostal Junior Church?
- R.Q.8. How are the Junior Church classes organized?

The answers to the above key questions of the researcher's study served as the basis of evaluation of the Nairobi Pentecostal Junior Church programme.

Importance of This Study

This study is important in that a report and recommendations based on the findings of the research will help the Nairobi Pentecostal Church in its endeavour to achieve the

aims and objectives of the Junior Church. In the same way, similar churches will be helped.

This study will also contribute to the area of knowledge in African Christian Education, especially in the area of the Junior Church. It is recognized that the Nairobi Pentecostal Church is not a typical Kenyan church but represents an emerging type of urban church in Kenya.

Plan for this Evaluative Study and Criteria for Judgement

Three components for evaluation will be used, namely: Description, Criteria and Judgement.

Chapter four of this research will provide a descriptive data of the Nairobi Pentecostal Junior church while the Methodology is shown in Chapter three.

Chapter two of this evaluative study will provide the criteria for judgement used in this research. The chart below is the summary of the categories under the researcher's study questions and criteria for evaluation of each item. The criteria are drawn from the literature reviewed on a typical Junior Church and the Sunday School materials that are applicable to the Junior Church setting.

<u>Category</u>	<u>Criteria for Judgement</u>
Aims and Objectives	1. Is the programme geared to the teaching of the Word, the children's learning, giving their lives to the Lord and actively participating in Worship?
Learning Activities	2. Do these include singing,

story telling, drama, memory verse, prayer and stewardship?

Programme Planning

3. Are the teachers involved?

Recruitment of the Personnel (Requirements and Responsibilities)

4. i) Are there written guidelines for enlisting the teachers which include being born again Christians, maturity in the faith, church membership, love for children, knowledge of the church's statement of faith and willingness to miss adult's morning service to worship with the children?

ii) Do the teachers' responsibilities include participation in teacher's meetings, preparation of worship services in advance and follow up of the children who receive Christ as Saviour?

Personnel Training

5. i) Are the training needs identified by the head of department and the teachers?

ii) Do the training sessions include understanding of the children, their needs, teaching methods and teaching materials?

Teaching Methods

6. Are there variety of teaching methods, e.g. story telling, drama and

		others that make learning interesting?
Teaching Materials and Aids	7.	<ul style="list-style-type: none"> i) Are they relevant or applicable to the African Junior Church? ii) Are they comprehensive and biblically sound?
Classroom Arrangement	8.	<ul style="list-style-type: none"> i) Are the children grouped according to standard age groups (Grades 1-2, Grades 3-4 and Grades 5-6)? ii) Are the sizes of the classes between fifteen to twenty-five children? iii) Does each class have enough space?

The above questions helped to portray what takes place in the Nairobi Pentecostal Junior Church. The questions also formed the criteria for evaluating the activities of the Junior Church.

Definition of the Junior Church

Christian Education is primarily the function of the family and parental responsibility as stated in Deuteronomy 6:5-9. Nevertheless, the Junior Church assists parents in the fear and admonition of the Lord (Eph. 6:4).

Doris A. Freese says that Children's Church is neither a second hour Sunday School, a mini-adult worship service, a gathering of children of all ages, a child evangelism class nor a Bible Club.¹ She defines the Junior Church as:- "A

programme geared to child's level so he truly worships the Lord with understanding and has opportunity to actively participate."²

Junior Church is therefore not a mere child-care session where toddlers, two's and three's are included.³ It is a setting where each child is given an opportunity to participate actively in learning and worship. The programme is therefore planned for children of ages 6-12.⁴ However, the ages may vary from one place to another depending on the children's capacity for understanding.

To be effective, the teachers in the Junior Church need to work as a team, group the children according to their level of understanding and plan activities that will develop their readiness to respond to God in praise and thanksgiving.

END NOTES

¹Doris A. Freese. Children's Church: A Comprehensive How To (Chicago: Moody Press, 1982), 8.

²Ibid., 11.

³Robert D. Troutman ed. Leading Children in Worship: 52 Complete Plans for Children's Church (Kansas City, M.O.: Beacon Hill Press of Kansas, 1980), 5.

⁴Ibid.

CHAPTER 2

LITERATURE REVIEW

Many concerns pertaining to Christian Education in the Church have been addressed in the past by Christian authors. Although not many of these explicitly address the Junior Church as they do the Children's Sunday School, the ones for Sunday School could be applied to the Junior Church since most of these are the ones in the market. The difference between the Sunday School and the Junior Church is that Sunday School emphasis is on instruction while Junior Church leads children to worship God as defined in chapter one of this thesis. Therefore, most of the works reviewed in this chapter are Sunday School oriented.

Various topics dealt with in the past give suggestions and methods on how to effect this important ministry. The topics dealt with in this chapter include: Goals and Objectives, Learning Activities, Programme Implementation, Personnel and Facilities.

Aims and Objectives

Educational ministries in the Church are supported by its members for the purposes of attaining a desired outcome. "Efforts to direct the experiences of learners, whether children or adults, constitute preferences for certain human ends and values."¹

Commenting on planning and fulfilling Educational ministry responsibilities, M. Calhoun states:

To fulfill its responsibilities in Christian Education, the Church plans Educational Ministry with goals, teaching-learning settings, approaches in learning designed for achieving the objective of the Church: that all persons [including Children] be aware of and grow in their understanding of God, especially of His redeeming love as revealed in Jesus Christ, and that they respond in faith and love - to the end that they may know who they are and what their human situation means, increasingly identify themselves as [children] of God and members of the Christian community, live in the Spirit of God in every relationship in the world, and abide in Christian hope.²

The responsibility of Christian Educators in the Church is to identify the purposes and needs of the Junior Church and to set aside personnel who prepare instructional guides to carry out the programme. Aims and Objectives are set after the identification of needs of any given programme.

By definition, "An aim or objective is simply a statement of what the group or individual plans to accomplish."³ "An objective provides a focus and serves as a magnet within an ongoing enterprise."⁴ Aims and objectives therefore specify the kinds of learning experiences the teacher chooses to develop, they also give the programme a sense of direction and they serve as a check-point for the programme as it is being assessed. Aims and objectives therefore give the programme a sense of purpose as Rozell says, "Unless we are teaching with a definite purpose, we are not likely to get anywhere."⁵ The

teacher is likely to wander around the materials and get nowhere in particular.

Aims may be classified as general or specific. General aims express broad terms while specific aims state actual needs. Werner C. Graendorf states:-

...aims of any kind immediate or long-range, general or specific should be written with the following characteristics ... clear enough to be written down, concise enough to be kept on focus and accomplishable within a designated time period.⁶

Such are the characteristics of aims and objectives that should apply in lesson plans of the Junior Church. It is the responsibility of Junior Church teachers to make such aims personal as well as worthy. Having clear aims makes it possible to measure progress. As stated in Chapter one the aim of the Junior Church is to provide children with an opportunity to actively worship the Lord with understanding. If the teacher does not know where he or she is going, it is hard to tell when he or she arrives! Aims and objectives guide both the teacher and the learner.

Learning Activities

If objectives are to be realized in any given programme, which includes the Junior Church, curriculum planners should then decide what learning activities they should provide. Like aims and objectives, learning activities are also stated in terms that clearly indicate

the action to be carried out and the content on which the action operates.⁷

Planned learning activities are of vital importance:

1. "Learning occurs as a result of a learner carrying out certain activities."⁸
2. "Learners benefit maximally from participation in selected learning activities."⁹
3. Participation becomes a learning experience which may result in personal growth.¹⁰
4. "Activities are used because children learn best by doing and find interest and enjoyment in activity."¹¹

Although the planned learning activities are of such great importance, as seen above, it is noted that efficient learning depends on how well these activities are chosen and managed. Pertaining to this, J.S. Farrant comments:

An activity should not be regarded as an end by itself. It is possible to be very active and learn nothing. A good teacher will always use activity as a means to an end and select with care activities he uses so that they serve best the process of learning.¹²

To achieve the aim of a Junior Church programme, that is, leading children to participate actively in worshipping the Lord,¹³ it is therefore the teachers' duty to organize worthwhile activities in order to get to this stated end. Furthermore, a teacher who plans good activities for his or her class finds it much easier to control the class.

Teaching that uses active children participation is a co-operative effort, not a one-man act.

Programme Implementation

In curriculum development as well as implementation, involvement should be the team work of all curriculum workers within the department. Though these may include those under children's ministry Committee, the programme implementation is seen as a duty of the teachers.

J. Galen Saylor gives a highlight of the teachers' responsibilities in programme implementation. During curriculum planning, teachers are involved in setting up goals and objectives of the programme. They are the actual interpreters, the arbitrators and guides in implementation of the purposes of the programme. Formal statements of the purpose are translated into learning opportunities.

He continues with this idea and states that it is the responsibility of the teachers to put the aims and objectives of the programme in focus as the programme is carried out, taking into consideration children's needs and interests and capabilities. The teachers also make sure that the educational environment, namely class organization and materials are properly administered.¹⁴

On the same issue, Howard P. Colson comments:-

It is the teachers who usually guide curriculum in action... Although learning task concepts may be built into printed curriculum materials, Sunday School teachers will be able to select teaching goals

and methods much more intelligently if they have a clear understanding of life long tasks containing learning activities.¹⁵

It is important that teachers in Junior Church be involved not only in programme planning but also in implementation. This is because the intended result of the programme depends on how well the teachers carry it out.

Personnel

Recruitment of Junior Church Teachers

A Junior Church teacher should be one who can explain clearly and apply the truth of the Word of God to the lives of young children.

Boby Crinton provides a very useful definition of a teacher. He says,

A person who has a gift of teaching is one who has the ability to instruct, explain or expose Biblical truth in such a way as to cause believers of the Church to understand the Biblical truth and to acquire truth for their own use.¹⁶

Though this is a general definition of a teacher it is applicable to Junior Church teacher. Nevertheless, one who is supernaturally gifted in teaching can develop this skill through training and practice.

In choosing Junior Church teachers, it is important that the Church or Children's department have written guidelines. These are not only for teachers and leaders to abide

by, but also to show the responsibilities of the Junior Church teachers.

One of the most important literature in this topic is Norah K. Kivuva's work on Sunday School programme of the Nairobi Baptist Church.

In her guidelines for choosing Sunday School teachers and their responsibilities, Kivuva suggests that in recruitment of the teachers, they should be requested to write not only their testimony but also the Church's Statement of Faith; then sign if they are willing to live and abide by it. The responsibilities for Sunday School teachers should be clearly listed and provided to them. These should include preparation for teaching, team teachers' organization, teachers' attendance at Sunday School meetings, preparation of Sunday School rooms, and others. Also, there should be some records providing teachers with teaching tips and recommendation for teachers to attend Sunday School orientations as organized by the department.¹⁷

Other writers have taken interest in this issue of enlisting teachers in Educational ministries in the Church. Rodney B. McKean in his work, "Research on Teaching for Christian Education"¹⁸, discusses some common assumptions on teaching which influence the choosing of Christian Educators which are valuable in this work. These include:-

1. Assumption that higher education automatically

makes a person a better teacher.

2. Assumption that good curriculum materials make a good teacher and upon this assumption those recruiting the teachers promise good material that make teaching easy as an incentive.
3. Assumption that good character and a good personality automatically makes a person a good teacher.

McKean concludes that, it is hard to tell how reliable, helpful and true those assumptions are in recruiting teachers. This is true because in some cases one could use the assumptions and in other cases they could be misleading.

In her work, Doris A. Freese answers the questions on what to look for in teachers of the Junior Church and how to recruit them. In enlisting personnel in the Junior Church, she suggests that those with the best qualifications be asked to serve and those with lesser qualifications be trained so as to serve effectively.¹⁹

Freese lists the requirements, responsibilities and relationships of the Junior Church teachers in the appendix of her book.²⁰ These are valuable for evaluation purposes in this thesis. On the methodology of discovering teachers, she mentions that long-range planning is very important in discovering both the needs of the Junior Church and those teachers who could meet them. She points out that the whole Church should be informed about such needs through the pulpit, church bulletin, and church magazine. With all

these, the present teachers could be given an opportunity to suggest some names of prospective teachers.

When possible candidates are called, the example of Jesus in choosing the disciples could be used (Luke 6:12-13) that is, taking time to pray and encouraging those selected.²¹

Freese concludes well here, mentioning the reason why it is difficult to recruit Junior Church teachers.

Finding and enlisting leaders for Children's Church can admittedly be difficult at times, because people often do not wish to miss the morning worship service. Therefore, it is imperative that leaders look at Children's Church not only as a time of worship for children but also as a means of personal worship. Then children and adult leaders can truly worship together in Children's Church, enjoying and experiencing the presence of the Lord together.²²

Considering the importance of this ministry of moulding future whole man in the Word, recruitment of teachers should be taken as a serious matter in the Junior Church.

Training the Teachers

In order to achieve the goals of Christian Education, it is the responsibility of the church leaders to provide training for the teachers. Once teachers are enlisted for Junior Church, a training plan should begin. A teacher might need some basic job training related specifically to his or her position. This may take place around the time when the teacher takes his or her initial appointment or thereafter. This however depends on the individual Church's

training programme. It is important to train the teachers because of the following good reasons given by Powers:

The quantitative and qualitative success of a Church in educating those who are its responsibility is directly related to the quantity and quality of those whom the Church enlists for teaching and leading.²³

It is therefore the responsibility of the Junior Church committee, the head of the department and the teachers to identify the areas that need training. "Training for Children's Church should include three basic areas: the children, goal setting and programme, and the team relationship."²⁴

Age-group characteristics and the way each learns should be studied. Aims to meet the needs of each particular age-group are then formulated. It calls for co-operation of teachers to pray together and work together to meet the needs of the children in the Junior Church.

Training personnel is determined generally by the Junior Church Committee; but the teachers could be consulted as well for they could give good suggestions for competent trainers.

Training for the Junior Church teachers may be determined by the Junior Church committee or the teachers. This depends on the needs of both the children and the teachers.

Freese does well in providing a sample of a training seminar for Junior Church teachers which she divides into

four sessions. The first session deals with the topic of who the children are that are taught and where the needs of the children are discovered. Session two deals with what should be taught to meet those needs already discussed leading to the thought of curriculum development. Session three deals with different teaching methods and the fourth session discusses the framework within which teachers and children may work effectively, sharing the responsibilities for each lesson.²⁵

In conclusion, Freese helps us to understand what a task it is to train teachers. She states:

Training requires time and effort on the part of the team, but even as few as four sessions can result in teaching that is not only knowledgeable in who, what and how of teaching but also demonstrates in a unique way that they are co-labourers with Jesus Christ.²⁶

This kind of training sample is valuable for the Junior Church teachers.

Teaching Methods

Methods are essential for teaching. The method a teacher uses expresses his attitudes and convictions.²⁷ By definition, methods can emphasize communication of content or experience. "A method is simply an activity designed to hook students, to communicate information and meaning, to teach, to insight or to encourage response."²⁸

There are many effective teaching methods, each having an appropriate use to improve one's teaching. Whatever method a teacher uses, it should "secure the interest of a

student assisting the student in understanding the Biblical content, relating Biblical content to life and securing personal commitment."²⁹

Any teaching method should always be determined after the teacher knows what content he or she is teaching. J.S. Farrant's statement is worth noting: "It is possible to have too much of a good thing and that one method which may be delightful and stimulating if used from time to time can become wearisome if used too frequently."³⁰

"The teacher does not use one method for every teaching situation."³¹ One therefore chooses a method which best serves his purposes of teaching. Having seen the value of teaching methods, it is important to remember that the Holy Spirit uses methods to bring about spiritual nurture to the learners. Variety of methods makes teaching more interesting and more alive. "A variety of methods must be used if effective learning is to take place."³²

Since there are many teaching methods, this calls for proper choice of particular methods.

Graendorf provides some basic guidelines in choosing teaching methods. He gives five steps that are useful for this work:

First, the content of the lesson should be prepared before determining teaching method. Secondly, the method should be determined as appropriate to the age group. Thirdly, a variety of methods should be utilized for better

communication, giving the learner an opportunity to participate. Lastly, the room should be prepared to suit the particular method to be used. The size of the classroom and specific sitting arrangements should be considered in application to any particular method.³³

As indicated earlier, there are many teaching methods. These include lecture, story telling, question and answer, group discussions, panel, drama, project and field trips. Illustrations are used to emphasize the point. Participation offers advantages in drawing learners into lesson material and urging self study and preparation. While all the above methods are good in teaching, some are more favourable than others when used for particular groups.

Zuck's work is important in this study because he highlights activities that help children to worship. According to him, children in the Junior Church learn to worship God more easily through scripture memorization, story telling, songs, poetry and drama. Other elements of worship in the Children's Church include prayer and stewardship. According to Zuck, all the elements of worship in the Junior Church should support one given central aim.³⁴

Although other teaching methods may be applied in the Junior Church, the aim of the Junior Church should always be kept in focus.

Facilities

Teaching Materials

"The Church needs trained teachers who put their minds into their preparation, their hearts into preparation and their lives into example.³⁵

In view of the standard of secular education and pressures therein, Church teachers ought to be competent enough to raise the standards of Christian Education in the Church. This therefore calls for good choice of teaching materials and proper preparations of lesson plans. Teaching Techniques for Church Education provides this important information.³⁶

Though the Bible is the ultimate source and basis for authority in Christian Education, it is important to have supplementary materials that are organized for the Junior Church Children. Such materials should also be relevant to the context of a given Children's Church.

Kivuva gives information on such materials though her concentration is on Sunday School. She mentions that for many years, Africa imported teaching materials for children from England and the United States of America. These proved deficient in terms of relevance to the African situation. Over the years, African curriculum developers have produced materials relevant to an African child. These include African Gospel Light in Nigeria and Kenya, and more recently, Christian Learning Materials Centre (CLMC) in

Kenya has gained great prominence in preparing children's materials on the entire continent of Africa.³⁷

Since these materials are relevant to an African child, though prepared for Sunday School, they could be applicable to the Junior Church teaching if only the teachers kept the aim of the Junior Church in focus as defined in chapter one of this thesis.

On material evaluation, LeBar's work is useful here because she gives some helpful suggestions about the criteria for evaluating printed materials. These include seven major areas of observation:-

First, the use of content to determine whether it is Biblically sound and comprehensive. Secondly, whether the materials use the learners' experience to lead them to the desired objective. Thirdly, evaluating the relation of the content and the experience to determine whether the content meets the experience effectively. That is, meeting the present interests, needs and capacities of a given age level of learners. Fourthly, considering whether the materials meet the particular needs of the learners, allowing place for individual challenge to commitment and meeting specific needs (spiritually, psychologically and physically). Fifthly, evaluating the materials in the light of the teacher, that is whether they meet the teacher's needs (being self-explanatory, practical, definite, flexible, spiritually enriching, inspiring, adaptable and others.)

Sixthly, whether the materials meet the needs of the agency to whom they are prepared. Lastly, evaluating the mechanical features of printed materials to determine their quality and the manner in which they are prepared.³⁸

After the church selects the materials or series of lessons that come closest to meeting its particular needs, it does well to adapt that series to its local conditions. Materials are written to meet needs of typical children and teachers in a situation. It is the obligation of the Junior Church teachers to find the reason why any given manual suggests everything it contains. These principles of selecting materials can be applied in choosing materials of the Junior Church in any context. Only that which is applicable in a given context can also be adapted. LeBar's suggestions are recommended in this area.

Instructional Aids

Teaching aids are devices that help teachers to communicate more effectively with their learners. Aids help to impart knowledge, attitudes, skills or understanding. Aids also arouse emotions or develop appreciation. An instructional aid is therefore a tool for improving learning.³⁹

Teaching aids are valuable tools in the teaching field. Nevertheless, many educators fail to use them because a lot of people like using that which is comfortable and familiar to them. Other hindrances to the use of instructional aids

are that they require extra time, money and skill in preparation.

There are two types of instructional aids suggested by the Evangelical Teacher Training Association in Teaching Techniques for Church Education.⁴⁰ These are Impressional and Expressional.

Impressional aids are primarily used to stimulate the learners' response. These include:

- (i) Audio Aids: Examples include records and tapes.
- (ii) Visual Aids: Examples are pictures, bulletin boards, chalk board, flip chart, flannelgraph and puppets.
- (iii) Audio Visual Aids: Examples are films, film strips, slides, transparencies, phone-viewer programmes and video cassettes.

Expressional aids call for learners' involvement in various activities that allow them to express some aspects of the lesson they are learning. Expressional activities allow teachers to evaluate what students have really learned. This active involvement of mind and will urges students to become "doers of the Word" (James 1:22). Two important expressional aids are student activity books and hand-work projects.

Expressional aids may be termed as good for the Junior Church classes. However, any aid that would help the teachers to communicate more effectively could be used. The

important thing is to have an aid that points children to the theme of the lesson and leads them to participate in active worship.

Class and Classroom Organization

For effective teaching and learning, classroom organization as well as grouping children in terms of their age and ability are inevitable. Concerning this, Farrant offers valuable idea in his statement: "Efficient classroom organization is achieved by analysing classroom life into its component activities and making prompt effective provision for each."⁴¹

The duty of a Junior Church teacher is to ensure that all the anticipated activities for each worship service are planned in advance. These include selection of songs of praise, prayer, collection of offering and scripture. The scripture can be presented by reciting from memory, reading the Word or sharing a devotional thought from the Word. While Sunday School's major emphasis is on instruction in the Word, the Junior Church focuses its emphasis on worship. All activities in a single worship service in Children's Church should therefore be developed on a single theme. It is important to remember that children in the Junior Church take active part in both preparation and actual worship time.⁴²

Where more than one teacher are assigned per class, team work and co-operation are needed for the purpose of

good organization. The teachers should think together in advance and share their responsibilities. "Effective organization demands a well developed sense of value of time."⁴³ Teachers should be good examples to their learners in their punctuality.

Robert D. Troutman, writing on the Junior Church, gives detailed instructions on class organization in terms of age group and numbers. This is because the basic reason for having a Children's Church is to provide worship/learning experiences on the child's level. This purpose is denied if the age range within the group is too wide. Further considerations include: how the children are grouped in their Sunday School class, space and leadership.

Troutman suggests that children should be grouped in this order:-

- Group 1 - Grades one and two
- Group 2 - Grades three and four
- Group 3 - Grades five and six.⁴⁴

The grade age group establishment should be observed. It is common to note younger children accompanying their older brothers and sisters to their classes. The older child ends up caring for the young one. This hinders full participation in both learning and worship. A real worshipping Junior Church can be conducted with confidence and standard of achievement if the children in each class

are in the same grade and are able to participate in the Junior Church activities.

In terms of the size of the class, fifteen to twenty-five children per class is recommended. Beyond thirty children, the class should be divided into two groups.⁴⁵ It is easier to adjust activities closely to the interests and abilities of the children in a small class. Troutman's ideas are valuable in this study.

Teachers should therefore keep the goal of effective teaching in focus, which could easily fail if age groupings, activity adjustments and class numbers are not carefully organized.

What has been reviewed in this chapter can give aid in teaching a Junior Church in any given church. With development in the educational enterprise, there are more materials on children ministries on the market than have been in the years past. It is hoped that curriculum developers will organize the Junior Church materials that are relevant to the African setting.

END NOTES

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¹⁵Howard P. Calson, Understanding Your Christian Church's Curriculum (Nashville, Tennessee: Broadman, 1981), 68.

¹⁶Bobby Crinton, Spiritual Gifts: Church Philosophy Series No. 1-100 (Coral Gables, Florida: West Indies Mission, 1975), 37.

¹⁷Norah K. Kivuva, "An Appraisal of Nairobi Baptist Church Sunday School Programme." (M.A. Project, Daystar University, 1985), 27.

¹⁸Rodney B. McKean, "Research on Teaching for Christian Education" Christian Education Journal, 9:2 (Glendale: Scripture Press, 1989), 11-12.

¹⁹Freese, 23.

²⁰Ibid., 63-63.

²¹Ibid., 23.

²²Ibid., 24.

²³Powers, 242.

²⁴Freese, 25.

²⁵Ibid., 26-27.

²⁶Ibid., 27.

²⁷Graendorf, 179.

²⁸Lawrence O. Richards, Creative Bible Teaching (Chicago: Moody, 1970), 112.

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³⁰Farrant, 178.

³¹Teaching Techniques for Church Education (Wheaton, Illinois: Evangelical Teacher Training Association [1983]), 19.

³²Betty B. Robertson, Ideas for Teaching Children Creatively (Kansas City, Missouri: Beacon Hill Press, 1980), 46.

³³Graendorf, 179-180.

³⁴Roy B. Zuck and Robert E. Clark, ed., Children Education in the Church (Chicago: Moody Press, 1975), 281.

³⁵Teaching Techniques for Church Education, 45.

³⁶Ibid.

³⁷Kivuva, 11.

³⁸Lois E. LeBar, Education that is Christian (Old Tappan, New Jersey: Fleming H. Revell Company, 1981), 227.

³⁹Teaching Techniques for Church Education, 51.

⁴⁰Ibid., 51-59

⁴¹Farrant, 204.

⁴²Freese, 37.

⁴³Farrant, 201.

⁴⁴Robert D. Troutman, Children in Worship, 3, (Kansas City M.O.: Hill Press, 1980), 5.

⁴⁵Ibid., 6.

CHAPTER 3

METHODOLOGY

Data Collection

The aim in this study was to evaluate the Junior Church Programme of the Nairobi Pentecostal Church. The information for this evaluative study was gathered from:

1. The Junior Church head of department;
2. The Junior Church teachers;
3. The written records on the Junior Church; and
4. The researcher's own observations.

Information from the Junior Church Head of Department

This covered aims and objectives of the Junior Church, Junior Church activities, programme implementation, the Junior Church personnel and the Junior Church facilities. A questionnaire to gather information from the Junior Church head of department was developed by using the researcher's areas of interest in this study guided by the research questions.

The researcher's supervisor evaluated the Junior Church head of department questionnaire before its administration. This was purposely to ensure its clarity. The interview was conducted by the researcher and the information was recorded. (A sample interview questionnaire for the Junior

Church head of department is included in Appendix A of this thesis.)

Information from the Junior Church Teachers

This covered almost the same areas as did the information gathered from the Junior Church head of department. However, the teachers listed training contents they had undertaken in their formal training, their areas of interest for further training and their assessment of the Junior Church teaching materials. Also, they were asked to give their recommendations on how to improve the Junior Church programme.

The questionnaire for collecting the above information was developed using areas mentioned under the research questions. Six knowledgeable people in education, Church programming and methods of doing research evaluated this questionnaire in terms of validity and clarity. When their comments were analyzed by grouping each question in terms of the evaluators' comments and suggestions, a final questionnaire was made. This questionnaire was self administered. (A sample questionnaire for the Junior Church teachers is included in Appendix B of this thesis.)

The Junior Church programme at Nairobi Pentecostal Church had thirty teachers taking care of ages 5-12. There were other teachers taking care of age 13 and the "parking boys and girls." These are children found wandering in the

streets of Nairobi City. As to create a sense of belonging, the church calls those children under its care "the Nairobi Pentecostal Church Children". Though these two classes are also under the Junior Church programme, they were not covered in this study. This was because of time limitation and the fact that the two classes had only been recently included in the Junior Church programme.

Sampling

50% of the teachers of ages 5, 6-7, 8, 9 and 10-12 received and responded to the questionnaire. The Junior Church has about thirty teachers that alternate each month. In view of that, only those teaching in the month that this study was carried out responded to the questionnaire. That was, three teachers for each age grade listed above.

The researcher was responsible for distributing the questionnaire to the teachers as a group and for explaining questions that needed clarification. The completed questionnaires were handed over to the researcher.

Information from the Written Records on the Junior Church

The researcher requested to see and read any written documents from which information about the Junior Church could be gathered. The records that exist includes the Nairobi Pentecostal Junior Church teachers' form for recruitment and the teaching materials.

The above records which were available from the desk of the head of the Junior Church department provided the researcher with information on the Junior Church.

Researcher's Observation

The researcher observed the Junior Church classes in session. As indicated earlier, this study covered five classes. These included: ages 5, 6-7, 8, 9, and (ages) 10-12.

Time schedule to observe the above classes was set with the help of the Junior Church head of department. The aim of observing the Junior Church classes was to see if they showed the features of a typical Junior Church as found in the literature. The elements observed included classroom attractiveness, Bible lesson, music, prayer and stewardship. Good organization of these elements facilitate the children's learning and enhance their participation in worship. The chart on page 35 was used to collect the data from observation.

Criteria for Judgement

Data gathered from the researcher's interview with the Junior Church head of department, the Junior Church teachers' questionnaire and the Junior Church records, were evaluated using the criteria listed in Chapter One of this thesis. The categories were provided by the researcher's

research questions while the criteria for judgement were from the literature reviewed in Chapter Two of this study.

Roy B. Zuck's activities and Robert D. Troutman's elements that portray the features of a typical Junior Church class in session were adapted in the evaluation of the Nairobi Pentecostal Junior Church classes in session. Zuck's activities include Scripture memorization, story telling, songs and drama. Troutman's elements include classroom attractiveness, Bible lesson, prayer and stewardship. These are shown on the Junior Church classroom evaluation chart at the end of this chapter.

Data Analysis

Since the Junior Church head of department interview was open ended, the information gathered by the researcher is fully stated in Chapter four of this thesis. This applies to the information got from the Junior Church records, as well as the information from the open ended questions in the teachers' questionnaire. Nevertheless, where the teachers gave similar answers to particular questions, the ratings are indicated in a table form. After the analysis of each question, the researcher's comments are highlighted. Where applicable, comparisons were made between the views of the head of department on the one hand and the teachers on the other hand.

Classrooms Observations

The chart on the following page was used to collect the data as per the researcher's observations in each class. The items under consideration were scaled from 1-5, 5 being the highest and 1 the lowest score. The same chart was used to analyse the observations of each of the Junior Church classes.

Comparisons of Descriptive Data with Criteria

Descriptive data obtained from the informants (head of department and teachers) as well as from classroom observations were checked against the criteria obtained from the literature. This done, interpretations and judgements were applied in order to complete the process of evaluation.

CHART FOR EVALUATING THE JUNIOR CHURCH CLASSES

AGE(S) _____ NUMBER OF CHILDREN _____

DURATION OF WORSHIP _____

THEME OF WORSHIP _____

DATE OF OBSERVATION _____

AREAS OF OBSERVATION	DETAILS	E	G	F	P	VP
		5	4	3	2	1
1. CLASSROOM ENVIRONMENT	a) Cleanliness					
	b) Chairs - proper size					
	c) Tables - proper size					
	Pictures					
2. BIBLE LESSON	a) Preceeds the worship					
	b) Fits worship theme					
	Children's participation					
	c) Bible reading					
	d) Acting the story					
	e) Poster making					
3. MUSIC	a) Fits worship theme					
	b) Child. participation					
	4. PRAYER					
4. PRAYER	a) Child. participation					
	b) Children's response					
5. STEWARDSHIP	Children's participation					
	a) Giving					
	b) Ushering					

Key: E=Excellent, G=Good, F=Fair, P= Poor, VP=Very Poor

FINDINGS AND DATA INTERPRETATION

Beginnings of the Junior Church

The Junior Church programme of the Nairobi Pentecostal Church was started in 1987. This was soon after the arrival of the present Junior Church head of department and her husband from Canada. The two came to take the ministerial responsibilities of this Church.

Due to lack of written information, not much is known regarding the Junior Church programme in the years before the above mentioned date.

Aims and Objectives

R.Q. 1. Does the Nairobi Pentecostal Church have defined aims and objectives for the Junior Church programme ?

Through an interview with the Junior Church head of department, the researcher was made to understand that the aims and objectives of the Junior Church were not in any written record. However, the Junior Church head of department stated that the purpose of the Junior Church programme was to minister to the children so that they can learn the Word of God and worship Him. A desired aim was that the children will be led to know the Lord as their Saviour.

Through the Junior Church teachers' completed questionnaire, different answers were listed pertaining to the aims and objectives of the Junior Church. Some teachers stated that the aims and objectives of the Junior Church were not on record, while others indicated that if they were in

written form, they had not seen them. Another group of teachers tried to define the aims and objectives as per their understanding. The table below shows the findings on the aims and objectives of the Junior Church.

Table 1: Perceived Aims and Objectives of the Junior Church

Head of Department's Response	Teachers' Response N=15	Frequency	%
Teach God's Word	Teach God's Word	2	13.5
Worship	--	-	-
Accept the Saviour	Accept the Saviour	1	6.5
	Teach spiritual growth	2	13.5
	Christian teaching	1	6.5
	SUB-TOTAL	6	40.0
	Aims not written	6	40.0
	Written aims not seen	3	20.0
	TOTAL	15	100.0

The findings stated above show that only 20% of the teachers perceived the aims and objectives of the Junior Church in the same way as did the head of department. 60% of the teachers who participated in this study either said there were no written aims (40%) or they had not seen the aims and objectives in writing (20%).

Table 2: Measurement of Perceived Aims and Objectives by Criteria

Criteria of Judgement	Head of Department	Teachers
Teach the Word	Indicated	13.5%
Give lives to Lord	Indicated	6.5%
Participate in Worship	Indicated	0%

When one compares the perceived aims and objectives of the Junior Church from the findings with the criteria from the literature, the findings from Table 2 show that the head of the department of the Junior Church is well informed on what the typical aims and objectives of the Junior Church ought to be. Only 20% of the Junior Church teachers indicated a perception of the Junior Church that is more in line with what is typically prescribed in the literature.

It is quite significant that none of the teachers in the study saw worship as an aim or objective of the Junior Church. However, further analysis suggests that worship activities went on in the Junior Church. (See Table 5)

Planned Activities

R.Q. 2. What are the planned activities of the Nairobi Pentecostal Junior Church?

The head of the department listed the following as the planned activities of the Junior Church at the Nairobi Pentecostal Church: Bible reading, ushering, giving of the offerings, praying, singing, memorizing Bible verses, as well as acting the Bible stories. These same activities were confirmed by the researcher during the Junior Church class

observations. (See Junior Church Observation charts in Appendix E i - v)

Table 3: Comparison Between Stated and Observed Activities of the Junior Church

Head of Department	Classroom Observation N= 5	Frequency
Singing	Yes	5
Story-telling	Yes	5
Acting Bible Story	Yes	1
Memory Verse	Yes	5
Prayer	Yes	5
Giving Offering	Yes	5
Bible reading	Yes	5
Ushering	Yes	5

With the exception of "acting Bible story", all other activities mentioned by the Junior Church head of department were noted in all the Junior Church classes. Acting the story was attempted by ages 6 to 7 and the rating was "fair". (See Table 6) The researcher noted that there was limited time to carry out this activity after the Bible story.

Table 4: Measurement of Planned Activities by Criteria

Criteria	Head of Department
Singing	Singing
Story-telling	Story-telling
Drama	Acting Bible story
Memory verse	Memory verse
Stewardship	Giving offerings
	Bible reading
	Ushering

Looking at Table 4, it is evident that the planned activities of the Nairobi Pentecostal Junior Church are similar to those stated as typical for Junior Church in the literature. It is also noted that Bible reading for children and ushering are practiced in the Nairobi Junior Church.

Relationship between Aims and Objectives
and Planned Activities

R.Q. 3. How do the planned activities relate to the aims and objectives of the Junior Church?

The aims and objectives of the Junior Church listed under the Junior Church literature and as perceived by the programme head are indicated in Tables 1 and 2. A list of the Junior Church planned activities as observed in the classrooms and as compared with the criteria are shown in Tables 3 and 4. Table 5 shows how each aim and objective is achieved through the Junior Church planned activities.

Table 5: Comparison of Aims with Planned Activities

Aim	Planned Activities	Classes Observed N=5	%
1 Learn the Word	1. Story-telling	5	100
	2. Acting Bible story	1	20
	3. Memory verse	5	100
	4. Bible reading	5	100
2 Worship the Lord	1. Singing	5	100
	2. Prayer	5	100
	3. Giving offerings	5	100
	4. Children ushering	5	100
3 Accept Saviour	No specific activity planned for this aim. The above may prepare children to this end.		

Observing Table 5, conclusion can be drawn that the planned activities are clear means of achieving the aims and the objectives of the Junior Church. Though the aim "accept Christ as Saviour" was not covered in this study, the head of this programme indicated that this aim is also covered.

The details of the planned activities of the Junior Church programme are shown on each classroom chart used for evaluation and data analysis. (See Appendix E i - v) These charts are summarized in Table 6.

Table 6: Details of Each Classroom Observations

Areas Observed	Class Ages				
	5	6-7	8	9	10-12
CLASSROOM ENVIRONMENT					
a. Cleanliness	E	E	E	E	F
b. Chairs proper size	E	G	E	E	G
c. Tables proper size	NOT OBSERVED				
Pictures d. Hung low to see	E	N/O	E	E	G
BIBLE LESSON					
a. Precedes the worship	E	E	E	G	E
b. Fits worship theme	E	G	E	G	E
Children's participation					
c. Bible reading	E	G	E	E	G
d. Acting the story	N/O	F	N/O	N/O	N/O
e. Poster making	NOT OBSERVED				
f. Memory verse	E	F	F	F	F
MUSIC					
a. Fits worship theme	P	P	F	P	P
b. Child. participation	E	E	E	G	P
PRAYER					
a. Child. participation	G	E	G	E	F
b. Children's response	G	E	G	E	F
STEWARDSHIP					
Children's participation					
a. Giving	E	E	E	E	E
b. Ushering	E	E	E	E	E

Key: E=Excellent, G=Good, F=Fair, P=Poor, N/O=Not observed

Table 6 suggests that the ratings for nearly all class activities are fair and above. The rating on whether music fits the theme of worship is "poor" for all classes except the

8-year-olds. It is notable that the rating is not high even in this class. Children's participation in music in the class of 10 to 12-year-olds is also poor. This large class (see Tables 17 and 19) could hardly be expected to have a high level of participation and response during prayer time. Cleanliness is also markedly lower for this class.

Acting the story was not attempted except with the 6 to 7-year-olds, and there it was not highly successful. No class engaged in poster making. In connection with that, one can note that no classroom had tables. The area of high participation in all the classes was in giving offerings and ushering.

In general, the Nairobi Pentecostal Junior Church class activities portray those of a typical Junior Church.

Programme Planning

R.Q. 4. Who is involved in programme planning and implementation?

Report from the Head of Department

Concerning planning and implementation of programmes, the Junior Church head of department informed the researcher that it is all teamwork. Involved are the Junior Church head of department, the assistants and the teachers. Ideas on how to carry out the programme and its evaluation are given by the teachers. They also give suggestions on training needs and the trainers.

Short meetings are held by the Junior Church teachers every Sunday morning before the start of classes. They are geared to praying for individual needs of the teachers and the

children, as well as praying for classes and for the worship services for that particular day. The Junior Church teachers take turns to share devotional thoughts and to encourage each other.

Formative evaluation is done every second Sunday of the month. The Junior Church head of department, the assistants and the teachers hold longer meetings than the ones held on Sunday mornings to discuss the progress of the Junior Church programme. Where need be, programme improvements are done.

In addition, it was mentioned that the Junior Church teachers are also involved in preparation of the visual aids and are trained in how to use them.

Report from the Junior Church Teachers

Though the teachers were not directly asked how they are involved in programme planning and implementation, it was clearly indicated in their response about "Junior Church Teachers' Meetings and Discussions." In their response about these meetings, the teachers indicated their involvement in programme planning and implementation. The opinions included: evaluation of the programme, sharing felt needs, suggestions on training topics and trainers and others as listed in Table 7 below.

Table 7: Teachers' Involvement in Programme Planning and Implementation

Opinion of Head of Department	Opinions of Teachers N=15	Frequency	%
Programme evaluation	Evaluation of programme	9	60
Sharing the needs	Sharing felt needs	13	86.5
Sharing ideas on training topics, trainers, others	Suggestions on training topics and trainers	12	80
Making visual aids	Making visual aids	4	26.5
	Encourage one another	8	53.3
	Discuss new ideas on teaching	8	53.3
	Teachers' class distribution	4	26.5
	Planning future events	8	53.3

When one compares the purposes of the Junior Church meetings as indicated by the programme head with the teachers' list, the findings on Table 7 show that the Junior Church teachers are somewhat involved in programme planning and implementation. 80% of the teachers indicated their involvement in suggestions on training topics and trainers, while 60% indicated involvement in programme evaluation. Other high indications of teachers' involvement include: planning for future events, encouraging one another and new ideas on teaching, which were all mentioned by more than 50% of the teachers. Making visual aids shows a low involvement, being mentioned by only 26.5% of the teachers.

Personnel Recruitment

R.Q. 5. How are the Nairobi Pentecostal Junior Church teachers recruited?

The departmental head indicated the following procedures that are followed by the Nairobi Pentecostal Church in recruiting the Junior Church teachers. The teaching personnel need is made known to the congregation through announcements made on the pulpit and on the church bulletin board. Also, the head of the department contacts individual church members who may have indicated interest in teaching the Junior Church in their church enrollment forms filed in the church office.

When the individuals are identified, they meet with the departmental head for oral and written interviews. Orally, the candidates narrate their Christian life and give a statement of the Nairobi Pentecostal Church doctrine. The written interview entails indication of the teacher's date of salvation, date and place of baptism by immersion and date of baptism by the Holy Spirit. Other indications are full membership of the Nairobi Pentecostal Church and one's past experience with children. The candidates are also asked to indicate what ages they would like to teach. (A sample questionnaire given to the Junior Church teachers is included in Appendix D of this study.)

The candidates who qualify are given initial training depending on the previous experience. The head of department tells each new teacher of his or her responsibilities and assigns the new teachers to their classes.

Table 8: Comparison of Personnel Recruitment Written Guideline with the Criteria

Criteria for written guidelines	NPC written guidelines
Born again	Date of salvation
Mature in faith	Date of immersion and baptism in Holy Spirit
Church member	Full NPC church membership
Knows church's statement of faith	Not listed (asked in oral interview)
Willing to miss adult service to worship with the children	Not listed

The above analysis indicates that the Nairobi Pentecostal Church observes 80% of the typical guidelines on recruitment of the Junior Church teachers. Though the item "knows church's statement of faith" is not in recorded form, the candidates are asked this during the oral interview.

The responsibilities of the Junior Church teachers as reported by the head of the programme are: advance lesson preparation, visual aid and other teaching material preparation, attendance at the Junior Church teachers' prayer meetings every Sunday morning and at seminars organized by the church. All the teachers are also encouraged to be in their classrooms before the arrival of the children.

The Junior Church teachers also provided a list of what they understood their responsibilities to be. Some of the responsibilities listed were: praying for children, laying a Christian foundation, being a godly example and others. (See Table 9)

Table 9: Teachers' Responsibilities as Indicated by the Head of Department and the Teachers

Opinion of Head of Department	Opinions of Teachers N=15	Frequency	%
Lesson preparation	Teach class	14	93.5
Visual aids preparation	Help children grow spiritually	5	34
Attendance at: Prayer meetings	Pray for children	1	6.5
Training seminars	Be a godly example	1	6.5
Be in classroom before children	Lay Christian foundation	1	6.5

The above comparison shows that both the head of department and the teachers have different perceptions of what the teachers' responsibilities are.

Table 10: Comparison of Stated Teacher Responsibilities with Criteria

Criteria	Teachers' Responsibilities	
	Opinion of Head of Department	Opinions of Teachers
Participate in meetings	Yes	Not indicated
Preparation for classes	Yes	Not indicated
Follow up children's decisions	Not indicated	Not indicated

Looking at Tables 9 and 10, one can see that the head of department and the teachers have different perceptions of what the teachers' responsibilities are. Likewise, the teachers' perceived responsibilities do not compare with standard responsibilities of the Junior Church. Nevertheless, those

stated by the head of department (67%), compare with the criteria. However, all the responsibilities listed from the three sources could conceivably enhance the Junior Church programme.

Training Teachers

R.Q. 6. How are the Nairobi Pentecostal Junior Church teachers trained?

Report from the Head of Department

The training of the Nairobi Junior Church teachers was reported to be of two kinds, according to the programme head. Both are organized by the church. There is initial training for untrained teachers and two seminars held per year in which all the Junior Church teachers are required to participate.

In the initial training for the beginners, topics covered include: the Christian teacher, child psychology, lesson plans and presentation. Use of visual aids are also said to be taught. The participants are awarded certificates after taking an exam on what was taught.

The topics addressed in seminars include: music, problems of child abuse, use of visual aids, counselling children, preparation of object lessons, and others. The seminar topics are selected by both the Junior Church teachers and the programme head. To encourage the teachers, they are awarded certificates of attendance.

The trainers include the Junior Church head of department, the church pastors and other well-informed people in given fields selected by the Junior Church teachers and the departmental head.

During the closing seminar dinner, the teachers are encouraged to continue with their work. Other encouraging remarks are given every end of the year when all church workers gather for a dinner organized by the church.

Report from the Teachers

The Junior Church teachers listed the training they reportedly had taken and their felt needs in this respect. Training taken included the topics: the Christian teacher, child psychology, learning environment, lesson planning and presentation, use of visual aids and music. The use of the phrase, "many others" by several teachers may indicate that other topics covered were not listed.

The felt needs listed for further training included: lesson planning and presentation, teaching methods, class control, child psychology, music and others. (See Table 11)

Table 11: Teacher Training Topics Reportedly Covered

Head of Department's Response	Teachers' Responses N=15	Frequency	%
Christian teacher	Indicated	5	33
Child psychology	Indicated	5	33
Learning environment	Indicated	5	33
Developing lesson	Indicated	12	80
Lesson presentation	Indicated	12	80
Use of visuals	Indicated	3	20
Music	Indicated	8	53.3
Child abuse	Not indicated	-	-
Counselling children	Not indicated	-	-
Object lesson	Not indicated	-	-

From the above information, one can tell that several training topics had been covered. The lack of uniformity of the responses for these topics could be attributed to the fact that the question was open-ended. Many respondents also ended their statements with the phrase, "and others." It is difficult to ascertain from these responses whether or not the teachers had taken those topics. If they had, they may have forgotten. It is noteworthy that 80% of the teachers reportedly had taken lesson planning and presentation, while 53% reportedly had taken music.

Tables 13 A-E shed more light on the teachers' training needs in terms of the period each had taught and the class age taught. On the other hand, Table 12 shows the tenure of the teachers of each class.

Table 12: Teachers' Class Distribution According to Tenure

Class age	Tenure of each teacher			N=15
	under 6 months	6-12 months	over 12 months	
5		1	2	3
6-7			3	3
8	1	1	1	3
9	1	1	1	3
10-12			3	3
TOTALS	2	3	10	15

Each Junior Church class had three teachers. For the purposes of this study, the tenure was divided into three: those who have taught under 6 months, those who have taught for 6-12 months, and those who have taught for over 12 month.

Table 13 A: Training Needs of Teachers in Age 5 Class

TRAINING NEEDS	12 months N=2		6-12 mo. N=1
	Teacher 1	Teacher 2	
Class control			x
Lesson plan			x
Teaching methods			x
Teach child to pray	x		
Visual aids	x		x
T/Child relations	x		
Music with lesson			x
Lead to salvation		x	
(COLUMN) TOTAL NEEDS	3	1	5

Out of 8 training needs expressed by the three teachers of the age 5 class, the only teacher with between 6-12 months' experience indicated the most training needs. One of the two teachers with over 12 months of experience indicated three needs while the other one indicated only one need. Two teachers indicated the same felt need, that is help on visual aids. There seems not to be any clear pattern in terms of how tenure of the Age 5 class teachers relate to their expressed training needs.

Table 13 B: Training Needs of Teachers of Ages 6-7 Class

	over 12 months N=3		
	Teacher 1	Teacher 2	Teacher 3
Lesson plan	x		x
Psychology	x		
Relevance to Africa		x	
Music with lesson		x	
(COLUMN) TOTAL NEEDS	2	2	1

Out of four teaching needs expressed by teachers of this class, the first and the third teachers desire more training in lesson planning, while the first one also has a need to be trained in child psychology. The second teacher expressed two personal needs not indicated by the other two teachers. It is noteworthy that two of the three teachers with longer tenure of service expressed further need for training in lesson planning (compared with only one out of three among the Age 5 teachers).

Table 13 C: Training Needs of Teachers of Age 8 Class

TRAINING NEEDS	Teacher 1 over 12 mo.	Teacher 2 6-12 mo.	Teacher 3 under 6 mo.
Lesson plan		x	x
Counselling			x
Teaching methods		x	x
Visual aids		x	x
Music with lesson		x	
Stubborn children	x		
(COLUMN) TOTAL NEEDS	1	4	4

Teachers in this class expressed six training needs. The teacher with 6-12 months' experience as well as the one with less than 6 months experience both expressed four needs, with three of the four needs being the same. The three are: Lesson planning, visual aids and teaching methods. The teacher with over 12 months of experience expressed only one need, that of learning how to better reach stubborn children. The same felt needs such as lesson planning, lesson presentation and visual aids continue to re-occur comparatively. Teachers with more than 12 months' service tend to express fewer needs overall.

Table 13 D: Training Needs of Teachers of Age 9 Class

TRAINING NEEDS	Teacher 1 under 6 mo.	Teacher 2 over 12 mo.	Teacher 3 6-12 mo.
Psychology	x		
Class control			x
Lesson plan	x		x
Lesson presentation	x		
Counselling	x		
Visual aids			x
Music with lesson	x		
(COLUMN) TOTAL NEEDS	5	0	3

Out of seven training needs expressed by teachers of the age 9 class, five were expressed by the teacher with less than 6 months experience. The teacher with between 6 to 12 months of experience expressed three needs, and the teacher who had taught over 12 months did not mention any training needs. Help on lesson planning was again indicated as a need by the two teachers with the lesser tenure of service. Whereas the pattern that continues to emerge so far is that teachers with more than 12 months' service express fewer needs, those with less than 6 months service express the most needs.

It is also noteworthy that the teacher with between 6 to 12 months of experience in the Age 9 class expressed some of the same needs as the teacher with the same tenure of service in the age 5 class. The needs are: help with visual aids and with class control.

Table 13 E: Training Needs of Teachers of Ages 10-12 Class

TRAINING NEEDS	over 12 months N=3		
	Teacher 1	Teacher 2	Teacher 3
Class control	x	x	x
Music with lesson	x		
(COLUMN) TOTAL NEEDS	2	1	1

Here again the pattern continues that teachers with more than 12 months tenure express fewer needs. The one need common to all the teachers in this class is, class control. This is the largest class, with children numbering 300-320, so no wonder this training is crucial for teachers in this class.

Looking at Tables 13 A-E, the following summary of the greatest felt needs among the teachers can be made.

Table 14 A: Summary of Highly Felt Training Needs

FELT NEEDS	Tenure by Months		
	over 6 N=2	6-12 N=3	over 12 N=10
Lesson planning	2	2	2
Class control	-	2	3
Visual aids	1	3	1
Music with lesson	1	2	2

Table 14 B: Summary of Highly Felt Training Needs

FELT NEEDS	Class age				
	5	6-7	8	9	10-12
Lesson planning	1	2	2	1	-
Class control	1	-	-	1	3
Visual aids	2	-	2	1	-
Music with lesson	1	2	1	-	1

Teaching Materials

R.Q. 7. What teaching materials are used in the Nairobi Pentecostal Junior Church?

The Junior Church head of department told the researcher that when the Nairobi Pentecostal Junior Church started, there were no Junior Church teaching materials available, not only in Kenya but in Africa at large. This situation remained the same up to the time of writing. The materials suited to the African setting were those of the Christian Learning Materials Centre (CLMC, Kenya). These CLMC materials were already being used in teaching Sunday School classes of the Nairobi Pentecostal Church. CLMC materials are targeted for Sunday School. If the two educational ministries in the same church used the same materials, then it would be hard to tell the difference between Sunday School and Junior Church.

For the above reasons, the NPC decided to adapt materials from well-established Junior Churches in Canada, the United States of America and England. Out of these, the Junior Church head of department and a few teachers developed manuals for the Junior Church teachers.

The following materials were therefore available for the researcher to examine: The Lesson Plan Manual, "Holy Bible Lesson in Pictures" and "The Visualized Bible."

The Lesson Manuals are in the form of extracts, illustrated with pictures and each Bible lesson has a Scripture reading and a memory verse. The teachers are encouraged to make their lessons relevant to the needs of NPC.

They have freedom to change, add to or delete in order to make the lessons relevant to the Junior Church children. In addition, the Junior Church teachers are expected to be creative in their teaching.

The researcher also noted that the manual provides guidelines on how to develop good story-telling skills using visual aids. Some suggestions offered are: selection of the figures in advance, fixing the pictures on the flannel and illustrating the main events of the story. Warning is given to the teachers not to make the figures more important than the story. It is the task of the church to train the teachers on how to develop good lesson plans and presentation of the same.

The "Holy Bible Lesson in Pictures" and the "Visualized Bible" are teaching materials printed in the United States of America. Like the Lesson Manual, the "Holy Bible Lesson in Pictures" and "Visualized Bible" allow the teacher to develop each lesson to meet the needs of his or her class.

The Bible lessons cover the first few pages of those books. Three-quarters of each book contains large illustrative pictures to go along with the given lesson. This

makes for easy and quick reference during the lesson preparations and presentation. The teacher is encouraged to work out the lessons in advance using the Bible, and to use the picture illustrations in lesson presentations. The lesson should not be read during class teaching. Rather, it should flow out of the teacher.

To use those materials, the teachers should give themselves time for preparation. Creativity is also encouraged.

Other materials noted during the researcher's classroom observations include flannel boards, flannel pictures, posters, manila papers and blackboards.

Table 15 gives a clear picture of the Nairobi Junior Church teaching materials compared with the criteria.

Table 15: Comparison of NPC Junior Church materials with the criteria

Criteria	NPC Materials
1. RELEVANCE	
For African child	For Western child
Experiences of learner	Experiences of Western child
Meets present needs	Addresses Western needs
2. CONTENT	
Biblical soundness	Has Scripture reading
	Has memory verse

From Table 15 one can conclude that the materials used in the Nairobi Pentecostal Junior Church may not likely be relevant to Africa. Nevertheless, they are potentially adaptable to the African setting because the teachers have freedom to make their own applications. If the teachers are not capable to adapt the materials, the African needs may not be met. Otherwise the content of the material is biblically sound.

Classroom Organization

R.Q. 8. How are the Junior Church classes organized?

Information gathered here during the interview with the Junior Church head of department is that there are 5 Junior Church classes (as already alluded to all along). The groupings are: age 5, ages 6-7, age 8, age 9 and ages 10-12. It was also reported that age 13 was recently included in the Junior Church because it could not fit in the teens class.

This study, however, covers the first five Junior Church classes.

The head of the department indicated that the class of ages 10-12 is not a model of the Junior Church. This is because the group is too large, ranging between 300-320 children. The situation was said to be due to a lack of space.

In every class, teamwork is encouraged among the teachers. Where there are two teachers in a class, they agree on who is to lead in singing, offering collection and teaching the memory verse, while the other does the Bible story. Where more than two teachers are involved, one leads in singing and offering collection, the other does the memory verse, while the third teacher does the Bible story.

The informations gathered from the Junior Church head of department, the teachers, as well as the researcher's observations show that the Junior Church has over 700 children. (See observation charts in Appendix E i - v.)

Table 16: Sizes of Class Groupings

Class grouping	Class size
Age 5	80-100
Ages 6-7	90-140
Age 8	90-120
Age 9	60-100
Ages 10-12	300-320

Unlike a Sunday school class, the Junior Church classes as a "church" have no records of attendance. The above records are obtained through head counts from time to time. The ranges are due to the mobility of the church members. The Junior Church numbers are especially less during the school holidays when families go out of the city.

Table 17: Comparison of Class Grouping with Criteria

Standard Grouping Criteria		NPC grouping
Grades	(Ages)	
		Age 5
1-2	(6-7)	Ages 6-7
3-4	(8-9)	Age 8, Age 9
5-6	(10-11)	Ages 10-12

Table 17 shows that the Nairobi Pentecostal Junior Church classes begin at a lower age, and that the 8 to 9-year-olds are divided into two classes because of the large number of children. In general, NPC seems to meet the criteria for grouping children of Junior Church ages.

Table 18: Comparison of Class Size with Criteria

Criteria	NPC Junior Church class sizes				
	Age 5	Ages 6-7	Age 8	Age 9	Ages 10-12
15-25	80-100	90-140	90-120	60-100	300-320

From Table 18 one can see that the Nairobi Junior Church class sizes are far beyond the prescribed standard of 15-25

children. In any case, they should not go beyond 30 children per class. In class size, the NPC Junior Church does not portray the features of a typical Junior Church as depicted in the literature. It should, however, be noted that NPC, like many other churches in Africa, experiences the problem of high population and lack of adequate facilities. Even then, the Nairobi Pentecostal Junior Church is far ahead of the typical African church in terms of the attention given to children of these age groups during the worship hour.

CONCLUSION AND RECOMMENDATIONS

The aim in this study was to evaluate the Junior Church programme of the Nairobi Pentecostal Church. The information for this evaluative study was gathered from: the Junior Church head of department, the Junior Church teachers, the written records of the Junior Church, and the researcher's own observations.

Research Questions to gather information were developed based on the researcher's areas of interest and concentration in this study. These areas included aims and objectives, learning activities, programme planning and implementation, personnel and facilities. The criteria for judgement were drawn from the literature reviewed on the Junior Church and the Sunday School materials that are applicable to the Junior Church setting.

Findings

Aims and Objectives

R.Q. 1. Does the Nairobi Pentecostal Church have defined aims and objectives?

The stated aims and objectives of the Junior Church by the head of the programme are: to teach the Word of God, to worship and to accept Christ as Saviour. These compared to the standard aims of a typical Junior Church as found in the literature. The Junior Church teachers, on the other hand, did not so clearly state the aims and objectives of the Junior Church. None of the teachers indicate "worship" as an aim or

objective of the Junior Church. Admittedly, both teachers and the programme head indicated that the aims and objectives were not in any written record.

Planned Activities

R.Q. 2. What are the planned activities of the Junior Church?

It was found that the Nairobi Pentecostal Junior Church planned activities closely compared with those of a typical Junior Church. The activities are: singing, story-telling, drama, memory verse and stewardship.

Relationship Between Aims and Objectives and Planned Activities

R.Q. 3. How do the planned activities relate to the aims and objectives of the Junior Church?

Comparing the aims and objectives of the Junior Church with the planned activities, it was evident that the latter are a clear means of meeting the former.

Programme Planning and Implementation

R.Q. 4. Who is involved in programme planning?

According to the head of the programme, the Junior Church teachers are involved in programme planning and implementation. The teachers, likewise, indicated this fact. The criterion from the literature says that planning and programme implementation should involve the teacher. This is found to be the case in Nairobi Pentecostal Church.

Personnel Recruitment

R.Q. 5. How are the Nairobi Pentecostal Junior Church teachers recruited?

Recruiting NPC Junior Church teachers entails two procedures: firstly, through the pulpit and the church

bulletin announcements, and secondly, by interviewing the prospective candidates, both orally and in written form. Two-thirds of the NPC guidelines agree with those of the standards as found in the literature.

Both the programme head and the teachers have different perceptions of what the teachers' responsibilities should be. When compared with the standard responsibilities, only 66.7% of those stated by the programme head matched with the criteria. None of those stated by the teachers agreed with those of the programme head or with the criteria.

Training Needs

R.Q. 6. How are the Nairobi Pentecostal Junior Church teachers trained?

The church organizes training seminars for the teachers. The findings show that several training topics are covered. However, need for further areas of training were expressed by teachers from the different classes and according to different tenure of service.

Teaching Materials

R.Q. 7. What teaching materials are used in the Nairobi Pentecostal Church?

The Nairobi Pentecostal Church teaching materials were adapted from outside of the African context. Those materials address the Western needs. However, encouragement is given to the teachers to make the lessons relevant to the needs of NPC. Compared with standard criteria, the NPC materials do not address the African child, but they are biblically sound and adaptable.

Class Organization

R.Q. 8. How are the Junior Church classes organized?

The NPC Junior Church cares for children between ages 5 to 12. This is the recommended age range for a typical Junior Church. When the NPC class sizes are compared with the standard criteria from the literature, they are grossly oversized.

Recommendations

Since the aims and objectives form the Junior Church's educational philosophy, it is important that they be written down, be read by all the teachers and be put in focus by all concerned for directing the Nairobi Pentecostal Junior Church.

Concerning planned activities, it is recommended that the teachers work together in their preparations to ensure that worship songs point to the theme of the Bible lesson. This will enhance the learning of the children.

In recruiting the Junior Church teachers, it is recommended that two more items be added to the existing guidelines to make them more comprehensive. These are: asking teachers about the Church's statement of faith, and their willingness to miss the adult worship.

The teachers' responsibilities should also be written and each teacher be given a copy, while the head of the programme and the pastor each keep a copy.

The following are the highly expressed training needs that the researcher recommends should be taken seriously:

1. Lesson planning and presentation
2. Classroom control
3. Visual aids (making and uses)
4. Fitting music to the lesson
5. Teacher/child relationship
6. Making learning relevant to an African child

Since the teaching materials are not made for the African child, the church should consider training teachers on creativity so as to improvise local materials in making personal teaching aids.

It is recommended that the church should work to reduce the class sizes for effective learning.

It is hoped that if the above recommendations are implemented, they will help in fulfilling the goals and objectives of the Junior Church. It is noteworthy that this programme is viewed as an important educational ministry by the church.

Recommendations for Further Study

The researcher was not able to cover some areas that would have given more information on the Junior Church. The following are the recommended areas.

1. A study should be carried out to find out how the age 13 group fits with the age 10-12 class studied in this thesis.
2. A study should be carried out to see how the Junior Church classes are effective in leading children to Christ.
3. A comparative study on the Junior Church and the Sunday school as educational ministries of NPC could be

carried out. Areas of concentration would show their differences and similarities, and more specifically, the teaching materials would be an area to investigate to see if the Sunday school materials could be useful to the Junior Church.

Overall, the Nairobi Pentecostal Church has a sound on-going Junior Church programme. With a few improvements, there could be greater effectiveness. Being such a valuable programme, the importance of the Junior Church should always be in focus: that is, moulding and making the future Church members. These are the future leaders of the church. It is, therefore, imperative to use all opportunities to teach children, win them for Christ and give them a solid foundation as they grow in faith. The Junior Church programme should serve as a channel that can supply all these ingredients.

INTERVIEW QUESTIONS FOR JUNIOR CHURCH HEAD OF
DEPARTMENT

1. When did the Junior Church begin at Nairobi Pentecostal Church?
2. What are the aims and objectives of Junior Church?
3. Are the aims and objectives of Junior Church in written form? (If so, can I please get a copy.)
4. What are the planned activities for Junior Church programme?
5. Who is involved in the Junior Church programme planning?
6. How are the Junior Church teachers recruited?
7. What sort of training do you organize for Junior Church teachers?
8. May I know how the training is conducted? (This question depends on whether there is any training programme.)
9. What are the responsibilities of Junior Church teachers?
10. How are the teachers assigned to their classes?
11. How are the Junior Church classes grouped?
12. Are there planned meetings when the Junior Church teachers discuss Junior Church programme? (If there are, what kinds of things are discussed at such meetings?)

13. What teaching materials do you use?

How are they selected?

Nairobi Evangelical Graduate School of Theology
P.O. Box 24686
NAIROBI, Kenya

10th July, 1992

Dear Junior Church Teacher,

Greetings in the name of our Lord Jesus Christ!

I am a member with you at Nairobi Pentecostal Church but also a student at the above named Graduate School of Theology. I am taking M.A. studies in Christian Education.

I have chosen a research topic on NPC Junior Church. This study is important not only because it will help the Nairobi Pentecostal Church in the area of Christian Education, but other churches and Educators who would want to know more about this important programme.

I would therefore appreciate if you could take some minutes to complete the attached questionnaire for Junior Church Teacher. After completion of your questionnaire, please pass it over to sister Esther White or Pastor Fred Kilonzo.

With lots of appreciation.

Yours in Christ,



Anne Wambugu

QUESTIONNAIRE FOR JUNIOR CHURCH TEACHERS

Dear Teacher,

Kindly complete this questionnaire as completely as possible by putting (X) besides the appropriate responses.

1. How long have you been teaching Junior Church at Nairobi Pentecostal Church?

- a) Not more than 6 months _____
 b) About 12 months _____
 c) Over 12 months _____

2. What age group of children do you teach? _____.

3. About how many children attend your class each week?

Boys _____
 Girls _____
 Total _____

4. Do you have any class records for Junior Church?

Yes _____
 No _____

(If yes, what are the class records for Junior Church?)

5. What are the Church's written aims and objectives for Junior Church? _____

6. i) What formal training have you received if any?

- a) Teacher training organized by the Church _____
 b) Teacher training seminars by Child Evangelism _____
 c) Teacher training organized by CLMC _____
 d) Others - specify _____

ii) If you attended teacher training seminar, please list what you covered.

7. If you had an opportunity to be trained further as a Junior Church teacher, what areas would you desire training? Please list them in order of priority.

- a) _____
- b) _____
- c) _____
- d) _____

8. What do you understand your responsibilities to be as a Junior Church teacher? _____

9. i) How often do you have Junior Church teachers' meetings?

- a) Once per week _____
- b) Once per month _____
- c) Twice a month _____
- d) Other _____

ii) What do you discuss in Junior Church teachers' meetings?

- a) _____
- b) _____
- c) _____
- d) _____

iii) How do you find Junior Church Teachers' meetings? (Please indicate one answer)

- a) Very beneficial _____.
- b) Somewhat beneficial _____.
- c) Not beneficial _____.

10. What would you like to see included in Junior Church Teachers' meetings to make them more beneficial? Please list your suggestions in order of importance.

- a) _____
- b) _____
- c) _____

d) _____

11. i) What teaching materials do you use in Junior Church? Please list them below.

- a) _____
- b) _____
- c) _____
- d) _____

ii) What do you think of the quality of the materials you use in the Junior Church?

Please list each material by name and indicate on the right hand columns how you would rate the quality of each material (please use a check mark).

Type of Material	High Quality	Average Quality	Poor Quality
a) _____	_____	_____	_____
b) _____	_____	_____	_____
c) _____	_____	_____	_____
d) _____	_____	_____	_____

12. Other Comments:

Please give two suggestions that would make Junior Church programme more beneficial.

i) _____

ii) _____

N.P.C. JUNIOR CHURCH TEACHERS' FORM:

NAME _____

ADDRESS _____

TELEPHONE _____ HOUSE _____ OFFICE _____

When were you saved? _____

When were you baptized by imersion? _____

When were you baptized in the Holy Spirit? _____

Are you a registered member of Nairobi Pentecostal Church NO/YES

State experiance with children - _____

State ages you will like to teach _____

Signature _____

D A T E _____

OBSERVATIONS AND ANALYSIS CHART

AGE(S)	5	NUMBER OF CHILDREN	80 - 100				
DURATION OF WORSHIP	50 - 45 MINUTES						
THEME OF WORSHIP	LOVE ONE ANOTHER						
DATE OF OBSERVATION	MARCH 8, 1993						
AREAS OF OBSERVATION	DETAILS	E	G	F	P	VP	
		5	4	3	2	1	
1. CLASSROOM ENVIRONMENT	a) Cleanliness	x					
	b) Chairs - proper size	x					
	c) Tables - proper size	N/O					
	Pictures	d) Hung low to see	x				
	2. BIBLE LESSON	a) Preceeds the worship	x				
		b) Fits worship theme	x				
		Children's participation					
		c) Bible reading	x				
		d) Acting the story	N/O				
		e) Poster making	N/O				
f) Memory Verse	x						
3. MUSIC	a) Fits worship theme			x			
	b) Child. participation	x					
4. PRAYER	a) Child. participation		x				
	b) Children's response		x				
5. STEWARDSHIP	Children's participation						
	a) Giving	x					
	b) Ushering	x					

Key: E=Excellent, G=Good, F=Fair, P= Poor, VP=Very Poor, N/O=Not Observed

OBSERVATIONS AND ANALYSIS CHART

AGE(S)	<u>6 - 7</u>	NUMBER OF CHILDREN	<u>90 - 140</u>			
DURATION OF WORSHIP	<u>45 - 50 MINUTES</u>					
THEME OF WORSHIP	<u>WE ARE THE LIGHT OF THE WORLD</u>					
DATE OF OBSERVATION	<u>MARCH 14, 1993</u>					
AREAS OF OBSERVATION	DETAILS	E	G	F	P	VP
		5	4	3	2	1
1. CLASSROOM ENVIRONMENT	a) Cleanliness	x				
	b) Chairs - proper size		x			
	c) Tables - proper size	N/O				
	Pictures	N/o				
	d) Hung low to see	N/O				
	2. BIBLE LESSON	a) Preceeds the worship	x			
b) Fits worship theme			x			
Children's participation						
c) Bible reading			x			
d) Acting the story				x		
e) Poster making		N/O				
3. MUSIC	f) Memory verse			x		
	a) Fits worship theme				x	
4. PRAYER	b) Child. participation	x				
	a) Child. participation	x				
5. STEWARDSHIP	b) Children's response	x				
	Children's participation					
	a) Giving	x				
	b) Ushering	x				

Key: E=Excellent, G=Good, F=Fair, P= Poor, VP=Very Poor, N/O=Not Observed

OBSERVATIONS AND ANALYSIS CHART

AGE(S) 8		NUMBER OF CHILDREN 90 - 120					
DURATION OF WORSHIP 40 - 45 MINUTES							
THEME OF WORSHIP JESUS LOVES LITTLE CHILDREN							
DATE OF OBSERVATION MARCH 21, 1993							
AREAS OF OBSERVATION	DETAILS	E	G	F	P	VP	
		5	4	3	2	1	
1. CLASSROOM ENVIRONMENT	a) Cleanliness	x					
	b) Chairs - proper size	x					
	c) Tables - proper size	N/O					
	Pictures	x					
	d) Hung low to see	x					
	2. BIBLE LESSON	a) Preceeds the worship	x				
		b) Fits worship theme	x				
	Children's participation	c) Bible reading	x				
		d) Acting the story	N/O				
		e) Poster making	N/O				
f) Memory Verse				x			
3. MUSIC	a) Fits worship theme			x			
	b) Child. participation	x					
4. PRAYER	a) Child. participation	x					
	b) Children's response	x					
5. STEWARDSHIP	Children's participation						
		a) Giving	x				
		b) Ushering	x				

Key: E=Excellent, G=Good, F=Fair, P= Poor, VP=Very Poor, N/O=Not Observed

OBSERVATIONS AND ANALYSIS CHART

AGE(S)	9	NUMBER OF CHILDREN	60 - 100				
DURATION OF WORSHIP	45 - 50 MINUTES						
THEME OF WORSHIP	JESUS ENTERS JERUSALEM						
DATE OF OBSERVATION	MARCH 28, 1993						
AREAS OF OBSERVATION	DETAILS	E	G	F	P	VP	
		5	4	3	2	1	
1. CLASSROOM ENVIRONMENT	a) Cleanliness	x					
	b) Chairs - proper size	x					
	c) Tables - proper size	N/O					
	Pictures	x					
	d) Hung low to see						
	2. BIBLE LESSON	a) Preceeds the worship		x			
		b) Fits worship theme		x			
	Children's participation	c) Bible reading	x				
		d) Acting the story	N/O				
		e) Poster making	N/O				
f) Memory Verse				x			
a) Fits worship theme				x			
3. MUSIC	b) Child. participation	x					
	4. PRAYER	a) Child. participation	x				
b) Children's response		x					
5. STEWARDSHIP	Children's participation	a) Giving	x				
		b) Ushering	x				

Key: E=Excellent, G=Good, F=Fair, P= Poor, VP=Very Poor, N/O=Not Observed

OBSERVATIONS AND ANALYSIS CHART

AGE(S) 10 - 12		NUMBER OF CHILDREN 300 - 320				
DURATION OF WORSHIP 45 - 50		MINUTES				
THEME OF WORSHIP		GOD'S LOVE FOR JOSEPH				
DATE OF OBSERVATION		APRIL 4, 1993				
AREAS OF OBSERVATION	DETAILS	E	G	F	P	VP
		5	4	3	2	1
1. CLASSROOM ENVIRONMENT	a) Cleanliness			x		
	b) Chairs - proper size		x			
	c) Tables - proper size	N/O				
	Pictures		x			
	d) Hung low to see					
	2. BIBLE LESSON	a) Preceeds the worship	x			
b) Fits worship theme		x				
Children's participation						
c) Bible reading			x			
d) Acting the story		N/O				
e) Poster making		N/O				
3. MUSIC	f) Memory Verse			x		
	a) Fits worship theme				x	
4. PRAYER	b) Child. participation				x	
	a) Child. participation			x		
5. STEWARDSHIP	b) Children's response				x	
	Children's participation					
	a) Giving	x				
	b) Ushering	x				

Key: E=Excellent, G=Good, F=Fair, P= Poor, VP=Very Poor,
N/O=Not Observed

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