

*NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY*

*Perception of Christian Education Students of the Relevance  
of Various Teaching Methods used at Nairobi Evangelical  
Graduate School of Theology*

*BY  
FLORENCE MUTHONI MUNGATHIA*

*A Thesis Submitted to the Graduate School in Partial  
Fulfillment of the Requirements for the Degree of Master  
of Divinity (Christian Education)*

*JULY 2005*



NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY

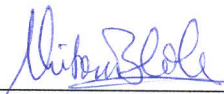
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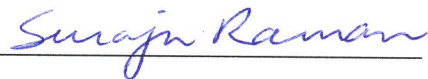
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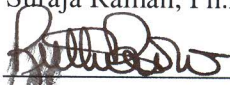
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Student's Declaration

PERCEPTION OF CHRISTIAN EDUCATION STUDENTS OF THE RELEVANCE  
OF VARIOUS TEACHING METHODS USED AT NAIROBI EVANGELICAL  
GRADUATE SCHOOL OF THEOLOGY

I declare that this is my original work and has not been  
submitted to any other College or University for academic credit

The views presented herein are not necessarily those of the Nairobi  
Evangelical Graduate School of Theology or the Examiners

(Signed) *Florence Mungathia*  
Florence Muthoni Mungathia

July, 2005

## ABSTRACT

This study is an attempt to investigate C.E students' perception of the relevance of various teaching methods used at Nairobi Evangelical Graduate School of Theology (NEGST). It was a descriptive study, which was carried out using opinion of students as the basis for investigation. The research further investigated some of the factors that may influence students' perception of the teaching methods.

The data collection involved the use of a closed-ended questionnaire, part of which was developed using the Likert Scale of Summated Ratings to determine the opinions of the respondents. The instrument was distributed personally to 17 students. The research also sought to discover factors that may influence the perception of the students on the teaching methods, therefore Chi Square Test of Independence was the statistical instrument used to determine the relationship.

The major focus of this research was to investigate the students' perception of the relevance of teaching methods used at NEGST and some of the factors responsible for students' perception. By this the researcher hopes that NEGST faculty will have an idea of students' perception of the methods they adopt so that they can consciously adjust, adapt and modify them in order to increase teaching-learning process at NEGST.

It was discovered that generally, majority of the students perceived the teaching methods used at NEGST as relevant but the research revealed that gender, year of study and program of study did not influence the perception of relevance of teaching methods. It was therefore recommended that more research be carried out to find out factors that could be influencing students' perception of the teaching methods.



## **DEDICATION**

To my Husband Stanley Mungathia Mungania and our son Charis Wema.

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## CHAPTER ONE

### INTRODUCTION

#### Background Information

The Nairobi Evangelical Graduate School of Theology (NEGST) is a graduate Theological Institution built on the philosophical foundations of the Association of Evangelicals in Africa of which it is a project. It was started as a concern of the late Dr. Byang Kato of Nigeria to train pastors beyond certificate and Diploma level.

The purpose of NEGST is to provide graduate training for leaders and missionaries for and from the church in Anglophone Africa, from other parts of Africa and elsewhere.<sup>1</sup>

Since its inception in 1983, NEGST has trained many students from different parts of Africa and other parts of the world for different ministerial professions. Many of the Evangelical churches send their pastors, teachers, leaders and missionaries to the school for training. NEGST started in October 1983 with four students who graduated with Master of Divinity (M. Div) degree in July 1986. At the time of writing, there are 167 students from 19 countries in Africa and other continents as well. There are 130 students in the Masters program and 37 are in Christian Ministries Program (Registrar' Office). The school is consequently enlarging its scope of training as the demand rises. NEGST has graduated over 400 men and women who are serving God across the continent of Africa mainly as pastors (48%), teachers (40%), and church and school administrators (10%). The faculty make-up is a combination of academically qualified professors with a lot of professional experience.

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<sup>1</sup>Nairobi Evangelical Graduate School of Theology, *The prospectus* (Nairobi: N.E.G.S.T., 1996-97), 7.

NEGST has 28 full time faculty members, 12 Africans, 2 Asians, 2 Europeans, and 12 Americans.<sup>2</sup>

NEGST exists primarily as a post-graduate theological institution to promote excellence in African Christianity and the following are its objectives as stated in its mission, goals, and purpose:

1. Training men and women in necessary ministry skills;
2. Developing in students a deeper understanding of Biblical and theological foundations.
3. Studying the major issues and challenges facing Christianity in Africa; and
4. Engaging in research and publication to address the concerns and needs of African Christianity.

Promotion of the above four-fold missions is done through:

5. Striving to be a godly international community of Scholars;
6. Encouraging personal spiritual formation to produce servant Christian leaders for the churches and ministries, and
7. Offering integrated programs.<sup>3</sup>

NEGST offers the following programs of study:

1. Master of Arts (2 years) in Christian Education, Missions, Biblical studies, Church History and Translation Studies.
2. Master of Divinity (3 years) in Missions, Christian Education, Biblical studies and Pastoral studies.
3. Christian Ministries Program (2 years)- Certificate and Diploma.

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<sup>2</sup>Nairobi Evangelical Graduate School of Theology, Step (Nairobi: N.E.G.S.T., 2004), 4-5.

<sup>3</sup>Nairobi Evangelical Graduate School of Theology, *The prospectus* (Nairobi: N.E.G.S.T., 2000-2002), 9.

Every department has a purpose of existence and has specific content of the various courses that are offered. The Program of Christian Education is designed for:

...equipping potential and functional leaders with knowledge, skills and character qualities to enable those trained to go on to serve in Church education ministries, or teach in theological institutions, or teach Christian Religious Education (C.R.E) in public schools.<sup>4</sup>

### **Problem Statement**

The quality of faculty members at NEGST has contributed greatly to the achievements of excellence in African Christianity. Oladeji in her thesis has quoted the speech of the former Vice-Chancellor in the opening of the 2001-2002 academic session when he declared, “Without any exaggeration, our faculty members are among the best in the World. The training they provide has enabled students to excel in various church ministries, denominational leadership, as well as in doctoral studies abroad.”<sup>5</sup>

Many factors may have contributed to this and according to research carried out by Mbogo, factors that positively affect academic performance include: students interest in subjects taught, students experience in writing and are stimulated in ministry.<sup>6</sup> The other main factor could be as a result of the teaching methods used by the faculty. While Buconyori was acknowledging that course content should be contextualized, he insisted that teaching methods should be given prominent attention.<sup>7</sup> He also observed that little research had been done in the area of learning and teaching styles in an African classroom setting.<sup>8</sup>

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<sup>4</sup>Ibid., 71.

<sup>5</sup>Felicia Adenike Oladeji, “Students’ Perception of the End of Course Faculty Evaluation at NEGST” (M.A.C.E. thesis, N.E.G.S.T, 2002), 3.

<sup>6</sup>Rosemary Wahu Mbogo, “Factors Affecting Academic Performance of Graduate Students of N.E.G.S.T” M.A.C.E. thesis, N.E.G.S.T, 1998), 46.

<sup>7</sup>Elie A. Buconyori, “Cognitive Styles and Development of Reasoning among African Students in Christian Higher Education” (Ph.D. diss., Trinity Evangelical Divinity School, 1990), 197.

<sup>8</sup>Ibid., 7.

Onsando has quoted Javalera who said:

...we need to exercise great care in choosing our methods. Method in itself communicates content. This is another way to say that the way you present the material can draw out the content that you are trying to communicate....The careful choice of methods can also create and stimulate interest on the part of your learners involved, taking them from the role of listeners to one of actively digging into the scriptures. They can create desire to explore and study intensely....Methods can also stimulate the learners to make practical application of material being studied.<sup>9</sup>

Nikobari identified the need to improve teaching methods in theological colleges.<sup>10</sup>

Theological educators were encouraged to employ a variety of teaching methods. For example the International Council of Accrediting Agencies (ICAA) in their Manifesto of Evangelical Education noted the following:

Our programmes of theological education must vigorously pursue use of variety of educational teaching methodologies, evaluated and promoted in terms of their demonstrated effectiveness; especially with respect to the particular cultural context. It is not right to become fixed in one method merely because it is traditional or familiar, or even avant-garde. Lecturing is by no means the only appropriate teaching method, and frequently by no means the best. Presumably neither is programmed instruction. Our programs need to take practical steps to introduce and train their staff in new methods of instruction in a spirit of innovative flexibility and experimentation, always governed by the standards of effectiveness.<sup>11</sup>

It is with this in mind that the researcher made an attempt to find out the commonly used teaching methods at NEGST and the Christian Education students' perception of the relevance of these teaching methods.

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<sup>9</sup>Mercy Njeri Onsando, "Some factors Determining the Selection of the Teaching Methods in selected Theological Colleges in Kenya" (M.A.C.E. thesis, N.E.G.S.T., 1997), 2.

<sup>10</sup>Simeon Nikobari, "Determining Teaching Methods in the Theological Colleges of Kenya" (M.A.C.E. Thesis, N.E.G.S.T., 1992).

<sup>11</sup>ICAA, Theological education today. Unpublished paper presented at the ICAA meeting in Wheaton, Illinois. 1983, photocopied ( ICAA), 1.



### Purpose of Study

As indicated above Christian Education has its purpose of existence which can be achieved either through the content offered to students or the teaching methodologies applied by the faculty. NEGST students raised different opinions concerning the teaching methods employed at NEGST. Therefore it was apparent that there were different preferences of students on teaching strategies used by the teachers. Schwartz is quoted to have stated,

How student learn and how teachers teach are complicated processes difficult to understand and even harder to master. It is not surprising that professors of many years of experience felt they have never quite got it right, and are amazed and gratified when the will to learn and the desire to teach come together in a few moments of excitement, pleasure and joyful discovery.<sup>12</sup>

The purpose of this study was to investigate the perception of NEGST Christian Education (C.E) students of the relevance of various teaching methods used at NEGST and some of the probable factors that were responsible for their perception. To be able to do this, the first approach was to ascertain how some students who are in second year and third year perceived the various teaching methods. The second approach was to examine some probable factors that may have influenced their perception.

### Significance of the Study

At NEGST, for several years, studies have been carried out on investigation of learning-teaching styles in undergraduate theological colleges<sup>13</sup> and on factors determining the choice of these styles<sup>14</sup>. However no research has been conducted at NEGST that focuses

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<sup>12</sup>Neal A. Whiteman, David C. Spindlove and Claire H. Clark, *Increasing Student's Learning: A Faculty Guide to Reducing Stress among Students* (Washington, D. C: Association of Higher Education, 1986), 1.

<sup>13</sup>Deogratias Nshimiyimana, "Learning and Teaching Styles in Theological Colleges" (M.A.C.E. thesis, N.E.G.S.T., 1997), 5.

<sup>14</sup>Mercy Njeri Onsando, "Some Factors Determining the Selection of the Teaching Methods in Selected Theological Colleges in Kenya" (M.A.C.E. Thesis, N.E.G.S.T., 1997); Simeon Nikobari, "Determining teaching methods in the Theological colleges of Kenya" (M.A.C.E. thesis, N.E.G.S.T., 1992).

on student perception of the teaching methods. The findings from this study are significant in the following ways:

1. The research will hopefully help teachers to become knowledgeable about their teaching methods so that they can consciously adjust, adapt and modify them in order to increase teaching-learning process.
2. The research may help both students and faculty understand the complexity of learning and probably appreciate the teachers' role in the teaching-learning process.
3. The information will indicate the teaching strategies which may suit theological students at higher level of learning.
4. While this study may not cover all the teaching methods used by faculty at NEGST, the results may have implications for those other teaching methods and will serve as future guide to help faculty in selection of teaching methods that students perceive to be relevant to them.

### **Research Questions**

This research was intended to find out students' perception of the relevance of the various teaching methods used at NEGST. The researcher developed the following research questions (RQ) as means to provide needed information for the research.

R.Q. 1. What is the C.E students' perception of the various teaching methods used by faculty members at NEGST?

R.Q. 2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

## Research Hypotheses

The following research hypotheses were based on the evidences obtained from the review of related literature, some pre-research exercises and the experiences of the researcher. These hypotheses acted as a means of providing tentative answers to the questions raised and a basis for the statistical manipulation of the data that was collected.

Hypothesis 1 stated in directional form ( $H_1$ ) is a response to Research Question 1.

R.Q. 1. What is the C.E students' perception of the various teaching methods used by faculty members at NEGST?

### Hypothesis 1

$H_1$ : The C.E students will perceive the various teaching methods used at NEGST as relevant.

Hypotheses 2 to 4 were stated in the null form ( $H_0$ ) rather than in directional form ( $H_1$ ) in response to Research Question 2.

R. Q. 2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

### Hypothesis 2

$H_0$ : There is no significant relationship between students' year of study and perception of relevance of the teaching methods.

### Hypothesis 3

$H_0$ : There is no significant relationship between gender and students' perception of relevance of the teaching methods.

### Hypothesis 4

$H_0$ : There is no significant relationship between the students' program of study and perception of relevance of the teaching methods.

### **Limitations, Delimitations, and Scope of the Study**

Due to the scope of the subject, this study was limited to students' perception of some of the commonly used teaching methods at NEGST and some factors that might be influencing the students' perception of these teaching methods. The students whose answers were solicited were those who were in their second and third year of the Masters program. All first year students were excluded because they had completed one term in their program and were still adjusting to the teaching methods of their instructors.

### **Definition of Concepts**

Teaching: A process in which a person engages in actions intended to help another person learn.<sup>15</sup>

Teaching Method: This refers to means by which the teacher attempts to bring about the desired learning.<sup>16</sup>

Christian College: This is a postsecondary institution of learning, which takes seriously an evangelical doctrinal statement; classes in bible and Christian ministry; a distinctively Christian philosophy of education and life; and the quality of spiritual life on campus.<sup>17</sup>

Lecture: The presentation of material by speaking directly to the class in an expository manner.<sup>18</sup>

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<sup>15</sup>Robert W. Pazmino, *Principles and Practices of Christian Education: An Evangelical Perspective* (Grand Rapids: Baker Book House, 1992), 117.

<sup>16</sup>Irving S. Starr and Leonard H. Clark, *Secondary Middle School Teaching Methods* (London: McMillan Publishing Company, 1986), 49.

<sup>17</sup>Kenneth O. Gangel and Howard G. Hendricks., *The Christian Educator's Handbook on Teaching: A Comprehensive Resource on the Distinctiveness of True Christian Teaching* (Grand Rapids 1988), 330.

<sup>18</sup>Ibid.



Questioning Method: The engaging of students in a learning process by challenging them with planned and prepared questions.<sup>19</sup>

Programmes of study: The total set of organized educational experiences offered for a particular group of learners over a multi-year period and encompassing several fields of study.<sup>20</sup>

Course: A set of organized learning experiences within the field of study and part of the programme of study.<sup>21</sup>

Validity: The term validity when applied to a test refers to the precision with which the test measures some cognitive ability.<sup>22</sup>

Learning Styles: Learning styles can be defined as individual way of perceiving, remembering and thinking or as distinctive ways of taking information and making it meaningful.<sup>23</sup>

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<sup>19</sup>Ibid.

<sup>20</sup>Allan A. Glatthorn, *Curriculum Renewal* (Alexandria, VA.: ASCD, 1987), 1.

<sup>21</sup>Ibid, 2,3.

<sup>22</sup>Steven J. Osterlind, *Constructing Test Items* (Boston: Kluwer Academic Publisher. 1989), 66.

<sup>23</sup>Earle A. Bowen and Dorothy Bowen, "Learning Styles and Christian Education," *Journal of Adult Training* 8 (fall, 1995): 2-7.

## CHAPTER TWO

### LITERATURE REVIEW

#### Learning

Angelo stated that it is important for faculty to know how students learn so as to promote learning that is effective and efficient. This is to avoid spending carelessly the time, energy and aspirations that faculty and students invest in coursework.<sup>1</sup> Angelo has defined higher learning as:

An active, interactive process that results in meaningful, long-lasting changes in knowledge, understanding, behavior, dispositions, appreciation, belief, and the like....Higher learning is *meaningful* if the learner understands and appreciates what is learning; that means learning by rote but not understood would not qualify. By *long-lasting*, I mean learning that will endure in accessible memory at least beyond the term. And *changes* here means not simply the addition of knowledge but also the transformation of ways of understanding and organizing the knowledge learned.<sup>2</sup>

Farrant defined learning as the process by which we acquire and retain attitudes, knowledge, understanding, skills and capacities that cannot be attributed to inherited behavior patterns or physical growth.<sup>3</sup> There are different types and ways of learning. According to educational psychologists, the types of learning include: affective learning, cognitive learning and psychomotor learning. Affective learning has to do with feelings and values and therefore influence our attitudes and personalities. Cognitive learning is achieved by mental processes

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<sup>1</sup>Thomas Anthony Angelo, "Teacher's Dozen: Fourteen general research-based principles for improving higher learning in our classrooms," *The Journal of Adult Training* Vol. V1 No.1.USA. (1993): 2.

<sup>2</sup>Ibid., 4.

<sup>3</sup>J. S. Farrant, *Principles and Practice of Education* (Harlow, England: Longman, 1980), 107.

such as reasoning, remembering and recall. Cognitive process is utilized in problem solving, developing new ideas and evaluation. Psychomotor learning has to do with the development of skills which require efficient coordination between the brain and muscles as when we read or write or carry out physical skills.<sup>4</sup>

There are many ways of learning. In general the two main ways of learning are deductive and inductive. Deductive learning describes the process by which a learner is presented with a hypothesis or general principles and applies a number of tests to it to discover whether it is true or not. Inductive learning describes the process which is the reverse of deductive learning. In it the learner examines related matters to see whether any general conclusion can be drawn.<sup>5</sup>

### **Teaching styles / strategies**

The way teachers teach is very important, as it determines the learning outcome. Some teachers try to match their teaching styles with the students' learning styles while others through the process of modeling teach the way they were taught. It is these differences in teaching styles that call for a disciplined inquiry so as to find out the perception of NEGST students concerning the various teaching methods used by the faculty.

Teaching is the act or profession of one who teaches. Abraham says that teaching is the role of the teacher which involves: teachers' preparation for their classes, guiding, or assisting the learning of the students, checking students' progress, and setting a good example for their students.<sup>6</sup>

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<sup>4</sup>Lenox Daniel Barlow, *The Teaching-Learning Process* (Chicago: Moody Press, 1985), 244-245.

<sup>5</sup>J. S. Farrant, *Principles and Practice of Education* (Harlow, England: Longman, 1980), 205.

<sup>6</sup>Abraham Willard, *Teaching: The World Book Encyclopedia* (Chicago: Field Enterprises Corporation, 1977), 55.

Bowen said that it is very good to contextualize the subject matter, but if the teaching methodology is not adjusted to culture, then learning may not be as efficient as it could be. He therefore suggests the need to give attention to teaching style. In his article found in the book *Internationalising Missionary Training*, Bowen quoted Silver and Hanson who said:

A teaching style is a reflection of the individual's value system regarding human nature, and the kinds of goals and environments that enhance human learning. One's teaching style represents a conscious (or unconscious) enacting of the ways one prefers to learn and to be taught.<sup>7</sup>

Teaching styles go hand in hand with teaching methods. In each teaching method, different styles are used. Some methods include : Lecture, memorization and recitation, group projects, group activity, story telling, debate, brain storming, question and answer, group discussion, buzz groups , case study , skit or drama, role play and many more others. Bearing in mind that there are many teaching methods, there are many strategies which can be used with each method to be able to maximize students' achievement. Olander proposed the following instructional strategies<sup>8</sup>, which the teacher needs to consider when teaching:

1. Using variety of teaching methods rather than using one.
2. Allowing students to ask questions and to interact whenever a lecture method is used.
3. Making a conscientious effort to involve students in our teaching so that they play an active role rather than a passive one.
4. Being sensitive to students' comprehension of the material being taught by periodically asking them questions.
5. Frequently relating the materials being studied to life situations and ministry experience.
6. Making creative use of visuals aids in our teaching whenever appropriate and sensible.

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<sup>7</sup>David William Taylor (ed), *Internationalizing missionary training: A global perspective*.(Grand Rapids: Baker Book House, 1991), 209.

<sup>8</sup>Mark Olander, "The Teacher's role in Student Motivation," *African Journal of Evangelical Theology* 12 (2) (1993): 105.



Teachers like students have their own way of acquiring information. Bowen in his studies in the field of learning quoted Candler who found that field-dependent teachers tended to acquire more information through observations and tended to model the auditory and visual aspects of video taped lessons more than field –independent teachers did.

Teachers play a very important role especially in the future life of their students. The teaching styles of teachers are also important in teaching-learning process because they are used to match students' learning styles so as to motivate students and to maximize the students' achievement. Using the appropriate teaching styles the teacher becomes a role model to his students who become the future teachers for the next generation.

Bowen quoted Stych who said that individual teachers not only possess teaching style but that teaching style is a significant contributor to their learning process. He said, “the behaviour of the teacher probably influences that character of the learning climate more than any other single factor”. He said that responsiveness to learners requires that instructors increase their effectiveness in the use of familiar methods while also learning how to use unfamiliar methods.<sup>9</sup>

The readings in the literature have contributed to my interest in learning styles. Buconyori (1991), in his research “cognitive styles and development of reasoning among younger African students in Christian Higher Education” said that when teachers are asked why students are having difficulties in studying, they reply that students are not studying as they should. And when students are asked why they are not excelling academically, they respond that teachers are not teaching them in a way they can study well. He therefore said:

These experiences and responses for both teachers and students raised questions about the importance of considering teaching styles needed as the key to an effective teaching-learning process.<sup>10</sup>

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<sup>9</sup>Earle A. Bowen, “The learning Styles of African College Students” (A Doctoral diss., Florida State University College of Education, 1984), 78.

<sup>10</sup>Elie Alexandre Buconyori, “Cognitive styles and development of reasoning among Younger African students in Christian higher education” ( A doctoral diss. , Trinity Evangelical Divinity School, Published by University Microfilms International, 1994).

### Students' Expectation of Teachers

Draves in his book, *How to teach adults* said that it is very important to involve students in adult learning as they are the most dynamic and variable element in adult learning situation. He said:

Expectations are central to tapping your human resource hence it is important for you to know who your participants are, what they expect from the class, why some of them may drop out, what they can and want to contribute, and how to adjust to their differing expectations.<sup>11</sup>

Draves said it is important for the teacher to find out the participants' expectation as the success of the class depends upon meeting their needs. He suggests that teachers should be flexible enough to meet the students' different expectations and this is only possible by involving them in the learning process.<sup>12</sup> Draves is suggesting that the joy of teaching adults is interacting with and exploring the skills, talents, and ideas of your participants.<sup>13</sup>

Studies carried out in England and America pointed out that learners in all stages of education expected teachers to assume an essentially intellectual and instrumental role. Teachers who were most valued were those who had the ability to explain difficulties patiently. Other characteristics in descending order were sympathy; fairness; humour; readiness to accept children's questions; wide interest; firm discipline. Michael found that the teachers' method of teaching was judged to be the most important attribute, his competence as an instructor and his pedagogical skill. Undergraduate students demanded a lecturer that presents his material clearly and logically, enables the student to understand the basic principles of the student and one who makes his material intelligibly meaningful.<sup>14</sup>

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<sup>11</sup>William A. Draves, *How to teach adults* (Kansas: LERN, 1984), 53.

<sup>12</sup>*Ibid.*, 54.

<sup>13</sup>*Ibid.*, 59.

<sup>14</sup>A. Morrison and D. McIntyre, *The Social Psychology of Teaching* (New York: Richard Clay Ltd, 1972), 171-172.

## Teaching methods

Methods are essential for teaching. The method a teacher uses expresses his attitude and convictions.<sup>15</sup> 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 lead to insight, or to encourage response”.<sup>16</sup> Gangel and Hendricks have emphasized on the importance of choosing and using creative methods which when properly applied serve as valuable tools in teaching-learning process. They have stated that the needs of the learners must be the foremost consideration in choice of teaching methods.<sup>17</sup>

There are many effective teaching methods each having an appropriate use to improve one’s teaching. 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 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.”<sup>18</sup> One therefore chooses a method which best serves his purposes of teaching. Variety of methods makes teaching more interesting and more alive. “A variety of methods must be used if effective learning is to take place.”<sup>19</sup>

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

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<sup>15</sup> Werner C. Graendorf, *Introduction to Biblical Christian Education* (Chicago: Moody, 1981), 179.

<sup>16</sup> Lawrence O. Richard, *Creative Bible Teaching* (Chicago: Moody, 1970), 112.

<sup>17</sup> Kenneth O. Gangel. and Howard G. Hendricks., *The Christian Educator’s Handbook on Teaching: A Comprehensive Resource on the Distinctiveness of True Christian Teaching* (Grand Rapids 1988),175.

<sup>18</sup> J.S, Farrant, *Principles and Practice of Education*, 2<sup>nd</sup> ed (Burnt Mill England: Longman Group U.K., 1989), 133.

<sup>19</sup> Betty B. Robertson, *Ideas for Teaching Children Creativity* (Kansas City, Missouri: Beacon Hill Press, 1990), 46.



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, 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.<sup>20</sup>

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 advantage in drawing learners into lesson material and urging self-study and preparation. While all the methods are good in teaching, some are more favourable than others when used for particular groups.

Draves has stressed the flexibility in teaching techniques so that the teacher is able to use variety of teaching methods. For informal adult-oriented teaching, there are four types of learning formats depending on the kind of subject one is teaching. His objective is to have each of them gaining maximum involvement from the participants and making it attractive and fulfilling in their learning process. He has suggested group discussion and formal classroom Instruction.<sup>21</sup>

The following are the major categories of teaching methods. Those that focus on the teacher as a performer or receiver of student response and others that focus on group activities, as discussed by Gangel.<sup>22</sup>

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<sup>20</sup>Werner C. Graendorf, 1981, 179-180.

<sup>21</sup>William A. Draves, *How to Teach Adults* (Kansas: LERN, 1984), 62-63.

<sup>22</sup>Kenneth O. Gangel, *Understanding Teaching* (Evangelical Teacher Training Association U.S.A: 1979), 35-48.



## Methods that focus on the teacher

### Lecture

In the lecture method the teacher presents the lesson largely by speaking directly to the class. The advantage of the lecture method of teaching is that it makes possible the covering of considerable material in minimum time. It lends itself to work in large group. With the teacher determining the material to be presented, class time can be kept centered on the subject at hand. Minimum class preparation is necessary of the students.

Difficulty experienced in use of the lecture method is that it can become boring unless the teacher keeps the presentation fresh and meaningful for his listeners. With class participation usually limited, student creativity and initiative can be stifled as the teacher remains the only performer in the classroom.

Further difficulties in this method are that it does not allow the teacher to observe the reactions of the students; there is little provision for individual difference of students; and questions may go unanswered throughout the entire class period. Suggestions for use are:

1. Combine lecture with other methods of teaching, which provide class involvement.
2. Use visuals where possible to clarify the content of the lecture.
3. Have very clear objectives and teaching outlines.

### Memorization and recitation

This is the use of teaching methods, which utilize student to teacher communication process; the teacher gains an understanding of the student's level of knowledge and achievement through being a listener. Also, the student becomes actively involved in the learning process. The difficulty that exists in this method is the limitation of one-way communication, even though the speaking role has been shifted from teacher to student. Furthermore, there is need to carefully guard against rote memory without understanding.

### Suggestions for use

1. Seek to make all material to be memorized meaningful to the student.
2. Apply review principles to strengthen learning retention.

3. When a memorization assignment has been made, give the student opportunity to demonstrate that he has achieved.
4. Utilize available visual materials to increase the memorization potential of the student.

### **Methods that emphasize group work**

#### Group projects

Projects can be carried on by a teacher and class either during the classroom period or an outside activity. Projects ideas include observation and report, writing (such as a junior high class rewriting a chapter of the Bible in contemporary language), construction (such as a model tabernacle), or service projects (such as gospel team work or institutional visitation). All of these ideas emphasize the group doing something together under guidance.

The use of projects can greatly increase the value of class time, particularly when the project is carried on outside of class. A group of young people studying a unit in personal evangelism, for example, might add significantly to their learning through a mission's ministry or tract distribution project. A good project methodology often ties the lesson and the classroom to the real life activities of the student.

The Difficulties with this method is that a great deal of flexibility is required on the part of the teacher. He cannot be a mere transmitter of information, but must become a guide and motivator. Expense for projects for materials must also be considered.

#### Suggestions for use:

1. Make sure that the project is specifically related in content and objective to the lesson being studied.
2. Evaluate the projects carefully for degree of difficulty to avoid having students become discouraged by a project that is beyond their ability to handle.
3. Do not let the project go so long that the students begin to lose interest. It sometimes helps to break a large project into stages of development that permit satisfaction for the completion of each stage.

### Group activity

The activities in this category depend especially on the interaction or dynamics of a group situation. Activities such as panels, debates, discussion groups, and buzz groups are listed under this general heading. This method encourages the development of the students as they are drawn into participation and activity. It involves a maximum number of students in the learning process at any given time.

Group process is not simply an unstructured classroom situation. On the contrary, it requires thorough preparation, and it is often far more difficult for a teacher to assure a properly functioning group process than to deliver a lecture in the classroom.

### Suggestions for use

1. Before using any group process, have clearly in mind just what results are expected and how the particular activity to be used will accomplish them. Do not take result for granted.
2. Do not force shy students to take part in large group activity. Instead, arrange for small group that will encourage natural participation.
3. Give clear preparation assignments that will help students prepare for intelligent participation in the group activity.

### **Methods that illustrate teacher-student cooperation**

The emphasis in these methods of teaching is on verbal exchange between two persons. Primarily this exchange, or dialogue, takes place between a student and a student, although it may also be between students under the guidance of a teacher or leader.

### Discussion

A good discussion is a cooperative search for truth. It differs from the question and answer method both in the kind of questions which are asked and also in the fact that discussion is not limited to a question approach. A discussion awakens interest in the subject and guides the thinking of the students. It allows participation of the student in terms of sharing ideas as

well as raising questions. A discussion may require the teacher to think spontaneously, and it also involves a good background on the subject being considered.

### Question and Answers

Questions raise curiosity and interest and are stimuli for learning. A carefully worded question by a capable teacher can assist the student both to review learning and to increase knowledge as he searches for answers still unknown.

The question and answer method enables the teacher to focus on a particular lesson point and obtain class interest on that point. It can be used in conjunction with almost every other teaching method. Because of its adaptability, this method can be used with almost any age group.

A major difficulty is in choice of appropriate questions. It is not difficult to ask a question, but it requires considerable thought to ask those that will give maximum help to students.

### Research and Reports

Research and reports become most productive when student works with the teacher on an individual basis. Guided by good counsel in his study, the student also can contribute to the enrichment of his peers by a well presented report of his discoveries. As a student and a teacher work together in developing a research report, a kind of informal interchange takes place which is a valuable educational process. Written research followed by public reporting is also a key means for increased meaning and retention. Time and resources are problems to be considered here.

### Role play

In role playing the student seeks to understand and act out a particular part of another person's life. Role playing produces empathy which is a helpful ingredient in the learning process. The student must think in terms of the person being studied. Role playing is also a stimulus for discussion. Sometimes it is difficult to motivate students to participate in role



playing. They may feel embarrassed and wish not to get involved. Occasionally, the acting out of a role may become humorous, and the serious emphasis becomes lost.

### **Research Instrumentation**

The use of the survey method has been very prominent in finding out the opinion of people about certain issues. Thus, to determine students' perception of relevance of various teaching method, the survey method will be most appropriate.

The questionnaire is a popular instrument used to get factual information from people. In cases where the opinion of group of people is required, as in the case of determining students' opinion about teaching methods used at NEGST. Best and Kahn propose the use of an *opinionnaire or attitude scale*.<sup>23</sup>

Questionnaires can take one of two forms. They can be in a closed form in which case the questions call for "short, check-mark response."<sup>24</sup> Here the respondent does not have to elaborate on his response; the other form is the open form in which the questions call for a free response.

Best and Kahn discuss a number of ways questionnaires can be distributed. They can be distributed personally to groups of individuals. The authors perceive some advantages in this method of distribution. According to them,

The person administering the instrument has the opportunity to establish rapport, explain the purpose of the study, and explain the meaning of items that may not be clear. The availability of a number of respondents in one place makes possible an economy of time and expenses and provides a high proportion of usable responses.<sup>25</sup>

The Likert methods of summated ratings used in measuring the opinion of people about certain issues has received much popularity. It measures the opinion of people on a

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<sup>23</sup> John W. Best and James V. Kahn, *Research in Education*, 6th Ed (Englewood Cliffs, New Jersey: Prentice Hall, 1989), 182-183.

<sup>24</sup> Ibid.

<sup>25</sup> Ibid., 181.

scale which normally contains five responses rated from 1-5. The responses range from a very strong positive assertion to a very strong negative assertion on an issue. Midway between these two extremes are moderate responses. When using the Likert scale, a panel of judges is not always necessary. It takes much less time to construct and it offers an interesting possibility for the student of opinion research.<sup>26</sup> Thus, in investigating the opinion of a group of people about the relevance of certain issues, the Likert method of summated ratings could be most appropriate.

To measure the likelihood that some factor other than chance is responsible for an apparent relationship between two variables, the statistical instrument that could be used is the *Chi Square* Test of independence.<sup>27</sup>

The *Chi Square* is a nonparametric test that is employed to estimate relationships when the data collected for the research are in frequency counts and when they are put in two or more categories.<sup>28</sup> To be able to use the *Chi Square* the following assumptions are made: (i) that one variable is not affected by, or related to, another variable. That is to say that the variables are independent, (ii) that the sample observation have been randomly selected.<sup>29</sup>

The *Chi Square*, like other nonparametric tests, has the following disadvantages due to the fact that the data collected are based upon counted or ranked order rather than measured values. It is less precise, has lower power than parametric tests and it is not likely to reject a null hypothesis when it is false.<sup>30</sup> However, this test of independence is appropriate to be used when (i) the nature of the population distributed from which samples are drawn is not known

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<sup>26</sup> Ibid.,196

<sup>27</sup> Ibid., 300.

<sup>28</sup> Walter R. Borg and Meredith Gall, *Educational Research: An Introduction* (New York: Longman, 1989), 562.

<sup>29</sup> John W. Best and James V. Kahn, *Research in Education*, 6th ed (Englewood Cliffs, New Jersey: Prentice Hall, 1989), 299.

<sup>30</sup> Ibid.

to be normal; (ii) the variables are expressed in nominal or ordinal form.<sup>31</sup> The *Chi Square* is used in this research because the data collected is not drawn from a normal population distribution and the variables are in ordinal form.

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<sup>31</sup> Ibid.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the means and conditions under which the data for this study was collected and analyzed. It gives details of the methods and procedures used in the field of research. This includes: population definition, sampling design instrument and research design.

To achieve the purpose of this study, the researcher initiated a questionnaire based on the research questions posed in chapter one and the information from the literature review. This is a descriptive research and the researcher's intention will be to find out students' perception of the relevance of the various teaching methods used at NEGST.

#### **Entry**

The researcher requested for a letter of introduction from the Deputy Vice-Chancellor Academic Affairs (DVCAA) of NEGST for permission for the proposed study. Through this letter, the Registrar and the students were notified about the study. Thus, the researcher was able to have access to the necessary information through the help of the people concerned.

#### **Participants**

The students' answers formed the basis of the description of findings in this research. Thus, the relevance of the teaching methods was approached from the perceptions of the students. The population of this study comprised all second and third year Masters students in the Christian Education (C.E) department. This group was selected because it is already well acquainted with the teaching methods used at NEGST. Those in the divinity program have



taken courses in all the six departments at NEGST which are: Christian Education, Biblical studies, Church History, Pastoral studies, Translation, and Missions.

### **Sampling**

Sampling was only done for pilot testing and no sampling of the members of the target population of the actual study was done. This is because sampling is carried out when the total population being studied is too big and must be carefully done so as to get careful representation of the whole population.<sup>1</sup> An attempt was made to collect information from each member of the population as the identified population size was not too big and was accessible to the researcher.

### **The Design Instrument**

The survey instrument used in this study was closed-ended questionnaire (Appendix A). In developing this instrument, the researcher went through two steps. First, the researcher examined the relevant literature to ascertain the possible factors that might influence students' perception of relevance. From the literature, the following factors were identified: (a) Program of study; (b) Year of study; (c) Gender.

Based on these factors, items 1- 3 of the instrument (Part A) were developed. It consists of the personal data of the respondents. The information here included the students' gender, programs of study and the year of study.

These were closed-ended questions, meant to find out the personal information of the respondent, hence they addressed R.Q 2. and the attending hypotheses (2-4).

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<sup>1</sup>John W. Best and James V. Kahn, *Research in Education*, 6th ed (Englewood Cliffs, New Jersey: Prentice Hall, 1989), 10-11.

Secondly, to determine the teaching methods applied in various courses the researcher chose the two most recent courses offered in every department as shown in table 1 below.

This was because the students could easily identify the teaching methods used since they

should still be fresh in their memory. In selection of the courses, priority was given to the courses that were studied by both the second and third year students. The second part of the questionnaire (Part B) addressed Research Question 1.

It investigated the ratings of the students' perception of relevance on the Likert scale. The students were asked to rate the teaching methods in terms of the extent to which they were relevant in equipping them for the task stated under the purpose of the CE program (page 2).

The first hypothesis was stated in response to this question.

Table 1. Selected courses and their departments

Departments	Selected courses
Educational Studies (ED)	- Principles of Teaching - Educational Administration
Biblical Studies (BS)	- Old Testament Theology - Pastoral Epistles
Church History (HS)	- History of Reformation & Med. Church - African Church History
Pastoral Studies (PA)	- Pastoral Care of the Family - Field Ministries
Mission studies (MS)	- African Trad. Religions - Introduction to Missiology
Translation studies (TS)	- Vernacular Scriptures - Sociolinguistics

### **Pilot Testing**

The questionnaire was pilot tested on four 3<sup>rd</sup> year students in other departments. This was because they had done many courses in different departments including a course in Christian Education known as principles of teaching. This meant that they understood the

meaning of teaching methods and they were familiar with most of the commonly used teaching methods at NEGST. The non-probability sampling method was used in selecting samples from other departments. That is, the students were selected randomly based upon whoever was available.

The purpose of pilot testing was to determine whether the items were clear and valid and to confirm if the instrument could actually work in the field. The researcher had a brief interaction with the students to ascertain if they encountered any difficulties in answering the questions. The participants were therefore asked to point out any unclear items and also suggest ways of improving on the survey instrument before data collection. All of them indicated understanding of the questions. Jurors or validators were not required since the instrument was designed on the *Likert Scale* as stated in chapter two.

### **Administering the Instrument**

The researcher used the students' mailboxes for the distribution of the questionnaire. The researcher then followed the respondents individually for final collection of the questionnaire. On the final analysis, 17 (100%) of the questionnaires were retrieved.

### **Plan for Data Analysis**

To determine the students' perception of the relevance of various teaching methods used at NEGST, the research instrument required the respondents to state the commonly used teaching methods in the courses selected in every department. The respondents indicated their perception of relevance of the teaching methods on a five - point Likert Scale. The scale ranged from 1 denoting rating of "totally relevant" to 5 denoting a rating of "totally irrelevant". A mid-rating of 3 was denoting a rating of "not sure". This procedure is illustrated in table 2 below.

Please circle as appropriate.

Table 2. Ratings of teaching methods used in Christian education department

Selected courses	Main teaching Methods	Ratings	
- Principles of Teaching	a)	1) Totally Relevant 3) Not sure 5) Totally irrelevant	2) Relevant 4) Irrelevant
	b)	1) Totally Relevant 3) Not sure 5) Totally irrelevant	2) Relevant 4) Irrelevant
Explain why you gave each method the rating you did.			
-Education Administration	a)	1) Totally Relevant 3) Not sure 5) Totally irrelevant	2) Relevant 4) Irrelevant
	b)	1) Totally Relevant 3) Not sure 5) Totally irrelevant	2) Relevant 4) Irrelevant

Explain why you gave each method the rating you did.

The data collected from the research was analyzed with the aim of providing answers to the research questions and grounds for the testing of the research hypotheses. The response of the students on the *Likert Scale* was tallied and summed up showing their opinions about the teaching methods used at NEGST and the overall perceived relevance of the teaching methods to them.

R.Q. 1. What is the C.E students' perception of the various teaching methods used by faculty members at NEGST?

H<sub>1</sub>: The C.E students will perceive the various teaching methods used at N.E.G.S.T as relevant.

Part B of the questionnaire (Appendix A) provided the necessary data for this question.

To determine the relevance of individual teaching methods to the entire students selected, the data was analyzed as follows:



All the respondents (17 students) participated in rating their opinions on a five-point scale and the results were collapsed to form Relevant (R), Not sure (N) and Irrelevant (I). The total respondents' ratings of the perception of relevance of all teaching methods identified in the selected 12 courses were calculated as indicated in table 3 below.

Table 3. Rating the perception of relevance

Teaching methods	Responses			Total
	Relevant	Not sure	Irrelevant	
1.				
2.				
3.				
4.				
5.				
Total				

The criteria for testing the hypothesis was that if more than 50% of teaching methods were thought to be relevant the hypothesis will not be rejected, but if otherwise it will be rejected.

Part A of the research instrument (Appendix A) was designed to collect the data relevant to research question 2 and the related hypotheses.

R.Q.2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

Three factors were identified as having a possible relationship to the perception of students towards the teaching methods. The independent variables of year of study, gender and program of study were measured against the dependent variable, which was the students' perception of various teaching methods.

The statistical instrument used for the analysis was the Chi Square Test of Independence. 2x3 tables with 2 degrees of freedom were used. This is a non-parametric test that can be used as a "test of independence, the idea that one variable is affected by, or related to, another

variable”.<sup>2</sup> Chi-Square is also used to “estimate the likelihood that some factors other than chance (sampling error) account for the apparent relationship.”<sup>3</sup>

The Chi Square formula that was used for this research was:

$$\chi^2 = \frac{\sum (O - E)^2}{E}$$

Where,  $\chi^2$  = Chi Square,  $\sum$  = Summation of all items to nth term

O = observed frequency, and E= expected frequency.

If the computed Chi Square value is equal to or exceeds the tabled Chi Square value at the 0.05 level of significance, there will be grounds not to reject the null hypothesis, if otherwise it will be rejected.

Three research hypotheses (2 to 4) were therefore developed to answer R.Q.2. They were all tested in the null form.

R. Q. 2. What are the probable factors influencing the C.E students’ perception regarding the teaching methods used at NEGST?

## Hypothesis 2

H<sub>0</sub>: There is no significant relationship between students’ year of study and perception of relevance of the teaching methods.

The following variables were used to test this hypothesis: Students who are in 2<sup>nd</sup> year of their study and students who are in 3<sup>rd</sup> year of their study.

The responses of respondents in this group were tabulated as shown below.

Table 4. Perception of Relevance Based on Student Year of Study.

Year of Study	Perception of Relevance			Total
	Relevant	Not sure	Irrelevant	
2 <sup>nd</sup> Year				

<sup>2</sup>John W Best, and James V. Kahn, *Research in Education*. 6<sup>th</sup> ed, (New Jersey: Englewood Cliffs: Prentice Hall inc. 1989) 481.

<sup>3</sup>Ibid., 299.

### Hypothesis 3

$H_0$ : There is no significant relationship between gender and students' perception of relevance of the teaching methods.

The variables used in this case were male and female students.

Table 5. Perception of Relevance Based on Gender

Gender	Perception of Relevance			Total
	Relevant	Not sure	Irrelevant	
Male				
Female				
Total				

### Hypothesis 4

$H_0$ : There is no significant relationship between the students' program of study and perception of relevance of the teaching methods.

The variables used in this case were: Master of Arts and Master of Divinity

Table 6. Perception of Relevance Based on Program of Study

Irrelevant	Perception of Relevance			Total
	Relevant	Not sure	Irrelevant	
Masters of Arts				
Masters of Divinity				
Total				

## CHAPTER FOUR

### ANALYSIS OF FINDINGS AND DATA INTERPRETATION

The research was concerned with the Christian Education students' perception of the relevance of the various teaching methods used at NEGST. To determine the students' perception of relevance of the various teaching methods and the factors, which might influence that perception, the researcher used a closed-ended questionnaire (Appendix A) to collect data from the respondents which are analyzed accordingly. The independent variables of gender, program of study and year of study were measured against the dependent variable, which is the students' perception of various teaching methods.

#### Rate of Questionnaire Returns

Table 7 below shows the rate of returns of the questionnaire distributed to students. All the seventeen questionnaires were returned. Hence a hundred percent (100 %) response rate was obtained. The data is presented in table 7 as follows:

Table 7. Rate of Questionnaire Returns

No. of Questionnaires distributed	No. of Questionnaires returned	Percentage returned
17	17	100

#### Students' Perception of Relevance

Part B of the questionnaire (Appendix A) was administered so as to respond to the first question which was stated as follows:

R.Q. 1. What is the C.E students' perception of the various teaching methods used by faculty members at NEGST? The hypothesis stated below was cast to answer this question.

H<sub>1</sub>: The C.E students will perceive the various teaching methods used at NEGST as relevant.



From the questionnaire that was administered (Appendix A), the respondents were asked to identify two teaching methods used by teachers in the selected twelve courses, and six methods listed in table 8 were identified. Further the respondents were asked to indicate along a five-point scale their perception of relevance of identified teaching methods in the selected twelve courses. The researcher recorded the responses for various teaching methods in each course along the five-point scale and the results obtained from the seventeen respondents were collapsed and used to investigate the extent to which the students perceived the teaching methods as relevant. Very relevant and Relevant were collapsed to form Relevant (R), Not sure (N) formed the mid-point and Irrelevant and Very Irrelevant were collapsed to form Irrelevant (I). The results obtained in respect to the responses of the respondents are given in table 8 below.

Table 8. Summary of student response on perception of relevance of various teaching methods adopted in all selected 12 courses

	Lecture			Class discussion			Question & Answers			Group work			Reading Assignments			Project presentation			Row Totals
	R	N	I	R	N	I	R	N	I	R	N	I	R	N	I	R	N	I	
Principles of Teaching	3	-	-	1	-	-	2	-	1	7	-	2	-	-	1	-	-	-	17
Education Administration	4	3	2	-	2	-	3	-	1	-	-	-	-	-	-	1	-	1	17
Old Testament Theology	1	5	-	1	-	-	1	-	-	3	4	1	-	-	1	-	-	-	17
Pastoral Epistles	3	-	1	3	3	1	-	-	-	-	-	-	-	-	-	4	-	2	17
History of Reform. & Med. Church	7	3	3	1	-	1	1	-	-	-	-	-	1	-	-	-	-	-	17
African Church History	6	3	3	1	-	-	1	-	-	-	-	-	2	-	1	-	-	-	17
Pastoral Care of the Family	8	1	1	4	-	2	-	-	-	-	-	1	-	-	-	-	-	-	17
Field Ministries	2	-	1	4	-	2	3	-	-	3	2	-	-	-	-	-	-	-	17
African Traditional. Religion	4	1	-	3	1	3	-	-	-	-	-	-	1	-	1	2	-	1	17
Introduction to Missiology	3	2	3	3	1	2	-	-	-	-	-	-	-	-	-	3	-	-	17
Vernacular Scripture	2	2	1	3	-	2	2	1	-	2	-	-	2	-	-	-	-	-	17
Sociolinguistics	6	-	1	2	-	-	3	-	1	-	-	-	3	-	1	-	-	-	17
Column Totals	49	20	16	26	7	13	16	1	3	15	6	4	9	-	5	10	-	4	204

Table 9. The summary totals of the respondents' rating of the perception of relevance of all the teaching methods in the selected 12 courses.

<i>Teaching methods</i>	<i>Responses</i>						Row Totals
	Relevant		Not sure		Irrelevant		
Lecture	49	(58%)	20	(23%)	16	(19%)	85 (100%) [42%]
Class discussion	26	(57%)	7	(15%)	13	(28%)	46 (100%) [22%]
Question & Answers	16	(80%)	1	(5%)	3	(15%)	20 (100%) [10%]
Group work	15	(60%)	6	(24%)	4	(16%)	25 (100%) [12%]
Reading Assignments	9	(64%)	-		5	(36%)	14 (100%) [7%]
Project presentation	10	(71%)	-		4	(29%)	14 (100%) [7%]
Column Totals	125	(61%)	34	(17%)	45	(22%)	204 (100%) [100%]

( ) = Row

[ ] = Column

From table 9, it was discovered that a total of 204 responses of perception of relevance of teaching methods was obtained from 17 respondents in the 12 courses. Some 125 (61%) responses suggest that the methods are relevant, while 34 (17%) were uncertain and 45 (22%) of the responses indicated irrelevance.

The percentage of relevance for each method was checked against the percentage of irrelevance and it was observed that the percentages of the column of relevance for all teaching methods outweighed the percentages of irrelevance. The criterion for testing the hypothesis was that if more than 50% of the teaching methods are thought to be relevant, the hypothesis will not be rejected, but if otherwise it will be rejected. Therefore,  $H_1$  was not rejected since all methods were perceived to be relevant, suggesting that the students generally perceive the various teaching methods used at NEGST as relevant. This implies that the teaching methods can be relied upon to provide excellence in education. However, some improvements may be needed for the sake of those who felt that they were uncertain about the relevance of the teaching methods and those others who felt some teaching methods were irrelevant.

### **Factors that influence the CE students' perception towards the teaching methods used at NEGST**

Part A of the research instrument (Appendix A) was designed to investigate factors that may be related to the perception of the students towards the teaching methods. Specifically, the researcher used this part of the instrument to collect the data relevant to research question 2 and the related hypothesis.

R.Q.2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

Three factors were identified as having a possible relationship to the perception of students towards the teaching methods. The independent variables of year of study, gender

and program of study were measured against the dependent variable, which was the students' perception of various teaching methods.

The statistical instrument used for the analysis was the Chi Square Test of Independence, 2x3 tables with 2 degrees of freedom were used. The Chi Square formula used was:

$$\chi^2 = \frac{\sum (O - E)^2}{E}$$

Where,  $\chi^2$  = Chi Square,  $\Sigma$  = Sum, O = observed frequency, and E = expected frequency.

The observed frequencies were found in each of the six cells of every case. The expected frequencies were calculated as the product of total observed frequency values per column and the total observed frequency values of the corresponding row divided by the total values of all the observed frequencies. The expected frequency of each cell was subtracted from the corresponding observed frequency and the result was squared and then divided by the expected frequency. The Chi Square of all the cells was summed up to find the final results.

If the computed Chi Square value is equal to or exceeds the tabled Chi Square value at the 0.05 level of significance, there will be grounds not to reject the null hypothesis, if otherwise it will be rejected.

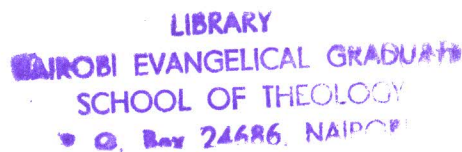
Three research hypotheses were therefore developed to answer R.Q.2. They were all tested in the null form.

### Hypothesis 2

H<sub>0</sub>: There is no significant relationship between students' year of study and perception of relevance of the teaching methods.

The following variables were used to test this hypothesis: Students who are in 2<sup>nd</sup> year of their study and students who are in 3<sup>rd</sup> year of their study.

The respondents were asked to indicate their perception of relevance of various teaching methods in the selected 12 courses along a five-point scale. The results obtained





from the seventeen respondents were again collapsed. The results obtained in respect of the responses were cross tabulated with the respondents' years of study and computed using Chi Square Test and the results are indicated in Appendix B.

Table 10. Summary of Chi Square test

Year of Study	Perception of Relevance	df	Value	Level of Significance
	Principles of teaching	2	11.492	vs
	Educational Administration	2	1.037	ns
	Old Testament Theology	2	2.622	ns
	Pastoral Epistles	2	1.570	ns
	History of Reformation	2	0.466	ns
	African church history	2	6.493	s
	Pastoral care	2	0.654	ns
	Field-ministries	2	7.238	s
	ATR	2	0.917	ns
	Introduction to missiology	2	2.142	ns
	Vernacular scriptures	2	5.448	ns
	Socio-linguistics	2	1.153	ns

ns= not significant; s= significant; vs= very significant; 2df;  $p < 0.05$

The Chi-square test in table 10 shows that the calculated values of Principle of teaching (11.492), African Church History (6.493) and Field Ministries (7.238) are above the critical value of  $\chi^2$  (5.99) necessary for the rejection of the null hypothesis at 0.05 level of significance.

Therefore,  $H_0$  was rejected in these three cases, suggesting that there were statistically significant differences between second year and third year students' perceptions of relevance of teaching methods. The Chi square test showed the tendency of some of the second year students to express some degree of uncertainty as to the relevance of the methods adopted in these three courses, whereas third year students did not.

The calculated Chi square for Educational Administration (1.037), Old Testament Theology (2.622), Pastoral Epistles (1.570), History of Reformation (0.446), Pastoral Care (0.654), African Traditional Religion (0.917), and Introduction to Missiology (2.142), Vernacular Scriptures (5.448) and Sociolinguistics (1.153) are below the critical value of Chi-

square (5.99) at 0.05 level of significance. This suggests that there was no statistically significant difference between the second and third year CE students in their perceptions of relevance of teaching methods used in the above nine courses. This means all the students regardless of their year of study generally perceived the methods of teaching used in the nine courses as relevant.

Since more than half of the courses (nine out of twelve) had no statistically significant difference between second and third year CE students in their perceptions of relevance of teaching methods used, then  $H_0$  was not rejected. Thus, year of study is generally not a factor that may influence the perception of relevance of teaching methods in various courses. However, there are some exceptions like the three courses where there were differences between second and third year students in their perceptions of methods used. However, other factors may have led to this difference in perception.

### **Hypothesis 3**

$H_0$ : There is no significant relationship between gender and students' perception of relevance of the teaching methods.

The respondents were asked to indicate their perception of relevance of various teaching methods in the selected 12 courses along a five-point scale. The results obtained from the seventeen respondents were again collapsed. The results obtained in respect of the responses of the respondents were cross tabulated with the respondents' gender; computed using Chi-square Tests and the results are indicated in Appendix B.

Table 11. Summary of Chi square test

Gender	Perception of relevance	df	Value	Level of significance
	Principles of teaching	2	1.303	ns
	Educational administration	2	2.472	ns
	Old Testament	2	0.873	ns
	Pastoral Epistles	2	0.118	ns
	History of Reformation	2	0.141	ns
	African church history	2	1.506	ns
	Pastoral care of the family	2	0.600	ns
	Field-ministries	2	3.249	ns
	ATR	2	0.210	ns
	Introduction to missiology	2	3.828	ns
	Vernacular scriptures	2	0.459	ns
	Socio-linguistics	2	5.366	ns

ns= not significant; s= significant; vs= very significant; 2df;  $\chi^2=5.99$ ;  $p<0.05$

The results showed that the computed values all fall below the critical value of Chi-square (5.99) necessary for the rejection of the null hypothesis at 0.05 level of significance. Therefore,  $H_0$  was not rejected suggesting that there was no statistically significant difference between male and female students' perceptions of relevance of various teaching methods. This means that they equally perceived the methods as relevant and the male students did not perceive the teaching methods as more relevant than their female counterparts.

In summary, there is evidence to support the idea that gender does not determine the perception of teaching methods in various courses. Thus, gender is not a probable factor that may influence the perception of relevance of teaching methods in various courses.

#### **Hypothesis 4**

$H_0$ : There is no significant relationship between the students' program of study and perception of relevance of the teaching methods.

The variables used in this case were: Master of Arts and Master of divinity.

The respondents were asked to indicate their perception of relevance of various teaching methods in the selected 12 courses along a five-point scale. The results obtained from the seventeen respondents were again collapsed. The results obtained in respect of the

responses were cross tabulated with the respondents' program, computed using Chi-square test and the results are indicated in Appendix B.

The summaries of Chi-square test are indicated in Table 12 below.

Table 12. Summary of Chi-square test

Programme of study	Perception of Relevance	df	Value	Level of Significance
	Principles of teaching	2	3.771	ns
	Educational Administration	2	2.497	ns
	Old Testament Theology	2	5.293	ns
	Pastoral Epistles	2	0.030	ns
	History of Reformation	2	4.959	ns
	African church history	2	1.277	ns
	Pastoral care of the family	2	1.238	ns
	Field-ministries	2	0.276	ns
	ATR	2	1.431	ns
	Introduction to missiology	2	2.265	ns
	Vernacular scriptures	2	0.031	ns
	Socio-linguistics	2	9.731	vs

ns= not significant; s= significant; vs= very significant; 2 df; p.05

Chi-square test indicated that the calculated values of Sociolinguistics (9.731) was above the critical value of Chi-square (5.99) necessary for the rejection of the null hypothesis at 0.05 level of significance. Therefore,  $H_0$  was rejected in this case, suggesting that there was a statistically significant difference between the Master of Arts and Master of Divinity students. Thus the Master of Arts students tended to perceive the methods in the course as relevant while the Master of Divinity tended to perceive methods in the course as irrelevant.

Chi-square test indicated that the calculated values of Principles of Teaching (3.771), Educational Administration (2.497), Old Testament Theology (5.293), Pastoral Epistles (0.030), History of Reformation (4.959), African Church History (1.277), Pastoral Care of the family (1.238), Field Ministries (0.276), African Traditional Religion (1.431), Introduction to Missiology (2.265) and Vernacular Scriptures (0.031) are below the critical value of Chi-square (5.99) at 0.05 level of significance. This suggests that there was no statistically significant difference in perception of the Master of Arts and Master of Divinity students in saying the teaching methods adopted in the eleven courses are relevant.



It can be concluded therefore that since almost all courses, except one, had no statistically significant difference between respondents' program of study and the perception of relevance of teaching methods used, then  $H_0$  was not rejected. Thus, program of study is not a factor influencing the perception of relevance of teaching methods used in almost all the courses.

However, there was the exception of Sociolinguistics, which deviated from this trend indicating a significant difference between the respondents' program of study and the students' perception of relevance of teaching methods.

### **Interpretations of Findings and Discussions**

The purpose of this study was to investigate the perception of Christian Education (C.E) students of the relevance of various teaching methods used at NEGST and some of the probable factors that may be responsible for their perception. The following two research questions were posed:

- R.Q. 1. What is the C.E students' perception of the various teaching methods used by faculty members at NEGST?
- R.Q. 2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

In response to research question 1, one hypothesis was generated, which in its directional form ( $H_1$ ) stated, "The C.E students will perceive the various teaching methods used at NEGST as relevant".

The findings of the research indicated that the hypothesis ( $H_1$ ) was not rejected suggesting that the students generally perceive the various teaching methods used at NEGST as relevant. Therefore, discovering that the C.E students find the teaching methods used at NEGST as relevant, it will require lecturers to strive to sustain this perception and harness it towards desirable goals.

In response to research question 2, three hypotheses were generated in null form to help establish the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST. The findings of this research show that these hypotheses were all not rejected except for the several cases where there were statistically significant results.

The following conclusions were made:

The year of study is generally not significantly related to the students' perception of relevance of teaching methods (hypothesis 2). That is, generally the perception of relevance towards the teaching methods was not influenced by year of study. This means all the students, regardless of their year of study, perceived the methods of teaching used in the nine courses as relevant. However, there are some exceptions of three courses in which there were differences between second and third year students in perception of methods used. The Chi square test showed the tendency of some of the second year students who expressed some degree of uncertainty as to the relevance of the methods adopted in these three courses, whereas third year students did not.

From the literature review, some factors may have influenced the perception of the students. For instance, possibly there were different methods used by teachers who taught the two groups. The duration of study may have influenced them so that the 3rd year students may have appreciated the teaching methods more than the second year students who may still be adapting to the teacher's teaching styles.

Gender did not influence the perception of students towards the teaching methods used at NEGST (hypothesis 3). The students tended to perceive the methods as relevant. In other words, male students did not perceive the teaching methods more relevant than their female counterparts. This means that the teacher does not need to put gender as a factor when choosing the teaching methods.

The program of study is not significantly related to the students' perceptions of relevance of teaching methods (hypothesis 4). That is, the perception of relevance manifested towards the teaching methods was not influenced by the program of study. However, there

was the exception in Sociolinguistics, which deviated from this trend, indicating a significant difference between the respondents' program of study and the students' perception of relevance of teaching methods. In this case the Master of Arts students tended to perceive methods in Sociolinguistics to be relevant, while those in divinity tended to perceive the methods as irrelevant.

The above trend indicates that except for some other factors that may have influenced the students' perception of teaching methods, gender, program or year of study did not influence students' perception of teaching methods used at NEGST. The study shows that the students generally found teaching methods used at NEGST as relevant. This means the lecturers should be confident of the teaching methods used at NEGST.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This descriptive study was an attempt to investigate C.E students' perception of the relevance of various teaching methods used at Nairobi Evangelical Graduate School of Theology (NEGST) and some of the factors that are responsible for their perception.

#### **Purpose of Study**

Many researchers agree that teaching methodologies are key in determining the success of teaching-learning process. So far the literature reveals studies carried out on investigation of learning-teaching styles in undergraduate theological colleges and on factors determining the choice of these styles. However no research has been conducted at NEGST that focuses on student perception of the teaching methods. The purpose of this study was to investigate the perception of second and third year (C.E) students on the relevance of various teaching methods used and some of the probable factors that may be responsible for their perception. This was done through two research questions and four hypotheses.

#### **Significance of the Study**

This study was intended to provide crucial and important information about the students' perception of teaching methods used at NEGST. It was also to provide information as to what factors may be responsible for such a perception. The students' perception as well as the factors that may be responsible for their perception may provide the basis on which NEGST faculty can have an idea of students' perception of the methods they adopt so that they can consciously adjust, adapt and modify them in order to increase teaching-learning process at NEGST.



## **Research Questions**

This research is intended to find out students' perception of the relevance of the various teaching methods used at NEGST. The researcher developed the following research questions (RQ) as means to provide needed information for the research.

R.Q. 1. What is the C.E students' perception of the various teaching methods used by faculty members at NEGST?

R.Q. 2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

## **Research Design**

For this research, no sampling was done because the population was small and within reach. A closed-ended questionnaire was used in collecting information for this study. The questionnaire was developed based on the previous informal interaction of the researcher with the students and the literature reviewed. The two research questions were based on the areas relevant to the situation under study among many other factors that may influence students' perception.

## **Findings**

The two research questions that the researcher tried to answer were:

R.Q. 1. What is the C.E students' perception of the various teaching methods used by faculty members at NEGST?

R. Q. 2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

In regard to Research Question 1, one hypothesis was generated and was tested using frequency count. The required hypothesis was:

H<sub>1</sub>: The C.E students will perceive the various teaching methods used at NEGST as relevant.

From the responses, 61%, which formed the majority of the students, indicated that the teaching methods used at NEGST were relevant.

R.Q.2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

Three hypotheses were cast and tested, starting with hypothesis 2.

R. Q. 2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

Hypothesis 2: There is no significant relationship between students' year of study and perception of relevance of the teaching methods. This null hypothesis was not rejected because there was no statistically significant difference between second and third year CE students in their perception of relevance of teaching methods used in more than half of the courses (nine out of twelve). Thus, year of study is generally not a factor that may influence the perception of relevance of teaching methods in various courses. However, there were some exceptions in three courses where there were differences between second and third year students in their perceptions of methods used.

Hypothesis 3: There is no significant relationship between gender and students' perception of relevance of the teaching methods. This null hypothesis was not rejected. The research revealed that gender does not influence students' perception of relevance of teaching methods in various courses. In other words, they all equally perceived the methods as relevant and the male students did not perceive the teaching methods as more relevant than their female counterparts.

Hypothesis 4:  $H_0$ : There is no significant relationship between the students' program of study and perception of relevance of the teaching methods. This null hypothesis was not rejected because it was discovered that there was no statistically significant difference between Master of Arts and Master of Divinity students in perception of relevance of various teaching methods used. That is, the perception of relevance manifested towards the teaching methods was not influenced by the program of study. However, there was the exception in Sociolinguistics, which deviated from this trend, indicating a significant difference between

the respondents' program of study and the students' perceptions of relevance of teaching methods.

### **Conclusions**

The two research questions posed at the beginning of this study were:

R.Q. 1. What is the C.E students' perception of the various teaching methods used by faculty members at NEGST?

R. Q. 2. What are the probable factors influencing the C.E students' perception regarding the teaching methods used at NEGST?

The following conclusions can be drawn from the summarized findings given in this chapter.

1. A majority of the students perceived the teaching methods used at NEGST as relevant.
2. Although many of the students perceived the teaching methods used at NEGST as relevant, there were some dissenters who perceived them as irrelevant and those who were not sure. Possibly the second and third categories felt the teaching methods did not meet their expectations.
3. Gender, program of study and year of study have no statistically significant influence on students' perception of relevance.

### **Recommendations for Further Research**

Based on the conclusions above, the following recommendations were made:

It is very important that further evaluative study be done covering teaching methods in all courses offered at NEGST. The findings that will emerge from such a research might

provide a sound and consistent basis for a thorough evaluation of the teaching methods offered here at NEGST.

The research involved only the second and third year students in the Christian Education department. A research could be done to investigate the perception of all the students in all the departments so as to discover whether different departments would affect perception.

Since gender, year of study and program of study did not influence students' perception of relevance of teaching methods, there is need therefore to carry out more research to find out factors that could be influencing students' perception of the teaching methods.

Since this study was limited to NEGST, there is need for research to be carried out in more theological institutions.



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## APPENDIX A

### QUESTIONNAIRE

The purpose of this study is to investigate the students' perception of the relevance of the teaching methods used at NEGST, and some of the factors that may be responsible for such perception.

In this regard, you are kindly requested to fill the questionnaire as completely as possible, and to the best of your knowledge. Tick in the bracket below ( • ) your response in the space provided.

#### PART A

1. Year of Study: 2<sup>nd</sup> ( )                      3<sup>rd</sup> ( )
  
2. Sex : Male ( )                                  Female ( )
  
3. What is your Program of study?      MA ( )    M. DIV ( )

PART B

Below is a list of the selected courses offered in six departments at NEGST.

1. Please state two main teaching methods that teachers use in the courses that you are learning or you have learnt.
2. Rate the teaching methods stated in terms of their relevance to you. Circle as appropriate.

Christian Education Department

Selected courses	Main teaching Methods	Ratings	
- Principles of Teaching	a)	1) Totally Relevant 3) Not sure 5) Totally irrelevant	2) Relevant 4) Irrelevant
	b)	1) Totally Relevant 3) Not sure 5) Totally irrelevant	2) Relevant 4) Irrelevant
Explain why you gave each method the rating you did.			
-Education Administration	a)	1) Totally Relevant 3) Not sure 5) Totally irrelevant	2) Relevant 4) Irrelevant
	b)	1) Totally Relevant 3) Not sure 5) Totally irrelevant	2) Relevant 4) Irrelevant

Explain why you gave each method the rating you did.



## PART B

Below is a list of the selected courses offered in six departments at NEGST.

1. Please state two main teaching methods that teachers use in these courses.  
Then, rate the teaching methods stated in terms of their relevance to you.  
Circle as appropriate.

## Biblical Studies Department

Selected courses	Main teaching Methods	Ratings
- Old Testament Theology	a)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
	b)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
Explain why you gave each method the rating you did.		
-Pastoral Epistles	a)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
	b)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant

Explain why you gave each method the rating you did.

## PART B

Below is a list of the selected courses offered in six departments at NEGST.

- Please state two main teaching methods that teachers use in these courses. Then, rate the teaching methods stated in terms of their relevance to you. Circle as appropriate.

## Church History Department

Selected courses	Main teaching Methods	Ratings
-History of reformation & Med.Church	a)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
	b)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
Explain why you gave each method the rating you did.		
-African Church History	a)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
	b)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant

Explain why you gave each method the rating you did.

## PART B

Below is a list of the selected courses offered in six departments at NEGST.

1. Please state two main teaching methods that teachers use in these courses.

Then, rate the teaching methods stated in terms of their relevance to you.

Circle as appropriate.

## Pastoral Studies Department

Selected courses	Main teaching Methods	Ratings
- Pastoral care of the family	a)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
	b)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant

Explain why you gave each method the rating you did.

-Field Ministries	a)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
	b)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant

Explain why you gave each method the rating you did.

## PART B

Below is a list of the selected courses offered in six departments at NEGST.

1. Please state two main teaching methods that teachers use in these courses.

Then, rate the teaching methods stated in terms of their relevance to you.

Circle as appropriate.

## Mission Studies Department

Selected courses	Main teaching Methods	Ratings
- African Trad. Religions	a)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
	b)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
Explain why you gave each method the rating you did.		
-Introduction to Missiology	a)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant
	b)	1) Totally Relevant      2) Relevant 3) Not sure              4) Irrelevant 5) Totally irrelevant

Explain why you gave each method the rating you did.



## PART B

Below is a list of the selected courses offered in six departments at NEGST.

1. Please state two main teaching methods that teachers use in these courses.

Then, rate the teaching methods stated in terms of their relevance to you.

Circle as appropriate.

## Translation Studies Department

Selected courses	Main teaching Methods	Ratings		
- Vernacular Scriptures	a)	1) Totally Relevant	2) Relevant	3) Not sure
	4) Irrelevant	5) Totally irrelevant		
	b)	1) Totally Relevant	2) Relevant	3) Not sure
		4) Irrelevant	5) Totally irrelevant	

Explain why you gave each method the rating you did.

Sociolinguistics	a)	1) Totally Relevant	2) Relevant	3) Not sure
	4) Irrelevant	5) Totally irrelevant		
	b)	1) Totally Relevant	2) Relevant	3) Not sure
		4) Irrelevant	5) Totally irrelevant	

Explain why you gave each method the rating you did.

## APPENDIX B

### The relationship between Respondent's Year of Study and the Perception of relevance of teaching Method -Cross tabulation.

Principles of teaching ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	8	2	4	14
3 <sup>rd</sup> Year	2	0	1	3
Total	10	2	5	17

N=17    df 2    p<0.05    Chi Square 11.492

Education Administration ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	10	2	2	14
3 <sup>rd</sup> Year	2	1	0	3
Total	12	3	2	17

N=17    df 2    p<0.05    Chi Square 1.037

Old Testament Theology ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	8	3	3	14
3 <sup>rd</sup> Year	1	0	2	3
Total	9	3	5	17

N=17    df 2    p<0.05    Chi Square 2.622

Pastoral Epistles ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	10	2	2	14
3 <sup>rd</sup> Year	1	1	1	3
Total	11	3	3	17

N=17    df 2    p<0.05    Chi Square 1.570

History of Reformation & Med. Church ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	9	2	3	14
3 <sup>rd</sup> Year	3	0	0	3
Total	12	2	3	17

N=17    df 2    p<0.05    Chi Square 0.446

African Church History ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	9	3	2	14
3 <sup>rd</sup> Year	2	-	1	3
Total	11	3	3	17

N=17    df 2    p<0.05    Chi Square 6.493

Pastoral Care of the Family ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	10	3	1	14
3 <sup>rd</sup> Year	3	-	-	3
Total	13	3	1	17

N=17 df 2 p<0.05 Chi Square 0.654

Field Ministries ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	10	2	2	14
3 <sup>rd</sup> Year	2	-	1	3
Total	12	2	3	17

N=17 df 2 p<0.05 Chi Square 7.238

African Traditional. Religion ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	8	3	3	14
3 <sup>rd</sup> Year	2	-	1	3
Total	10	3	4	17

N=17 df 2 p<0.05 Chi Square 0.917

Introduction to Missiology ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	10	1	3	14
3 <sup>rd</sup> Year	1	1	1	3
Total	11	2	4	17

N=17 df 2 p<0.05 Chi Square 2.142

Vernacular Scriptures ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	11	3	-	14
3 <sup>rd</sup> Year	2	-	1	3
Total	13	3	1	17

N=17 df 2 p<0.05 Chi Square 5.448

Sociolinguistics ratings				
Year of Study	Relevant	Not sure	Irrelevant	Total
2 <sup>nd</sup> Year	9	3	2	14
3 <sup>rd</sup> Year	2	-	1	3
Total	11	3	3	17

N=17 df 2 p<0.05 Chi Square 1.153



**The relationship between Respondent's Gender and the Perception of  
relevance of teaching Method -Cross tabulation.**

Perception of Relevance- Principles of teaching				
Gender	Relevant	Not sure	Irrelevant	Total
Male	7	2	1	10
Female	3	3	1	7
Total	10	5	2	17

N=17 df 2 p<0.05 Chi Square 1.303

Perception of Relevance- Education Administration				
Gender	Relevant	Not sure	Irrelevant	Total
Male	6	-	4	10
Female	6	1	-	7
Total	12	1	4	17

N=17 df 2 p<0.05 Chi Square 2.472

Perception of Relevance- Old Testament Theology				
Gender	Relevant	Not sure	Irrelevant	Total
Male	6	1	3	10
Female	4	1	2	7
Total	10	2	5	17

N=17 df 2 p<0.05 Chi Square 0.873

Perception of Relevance- Pastoral Epistles				
Gender	Relevant	Not sure	Irrelevant	Total
Male	5	2	3	10
Female	4	1	2	7
Total	9	3	5	17

N=17 df 2 p<0.05 Chi Square 0.118

Perception of Relevance- History of Reformation & Med. Church				
Gender	Relevant	Not sure	Irrelevant	Total
Male	7	1	2	10
Female	5	1	1	7
Total	12	2	3	17

N=17 df 2 p<0.05 Chi Square 0.141

Perception of Relevance- African Church History				
Gender	Relevant	Not sure	Irrelevant	Total
Male	7	1	2	10
Female	3	2	2	7
Total	10	3	4	17

N=17 df 2 p<0.05 Chi Square 1.506

Perception of Relevance- Pastoral care of the family				
Gender	Relevant	Not sure	Irrelevant	Total
Male	5	3	2	10
Female	4	1	2	7
Total	9	4	4	17

N=17 df 2 p<0.05 Chi Square 0.600



## Perception of Relevance- Field Ministries

Gender	Relevant	Not sure	Irrelevant	Total
Male	8	-	2	10
Female	4	2	1	7
Total	12	2	3	17

N=17 df 2 p&lt;0.05 Chi Square 3.249

## Perception of Relevance- African Traditional. Religion

Gender	Relevant	Not sure	Irrelevant	Total
Male	6	2	2	10
Female	4	2	1	7
Total	10	4	3	17

N=17 df 2 p&lt;0.05 Chi Square 0.210

## Perception of Relevance-Introduction to Missiology

Gender	Relevant	Not sure	Irrelevant	Total
Male	6	2	2	10
Female	1	2	4	7
Total	7	4	6	17

N=17 df 2 p&lt;0.05 Chi Square 3.828

## Perception of Relevance- Vernacular Scriptures

Gender	Relevant	Not sure	Irrelevant	Total
Male	5	2	3	10
Female	4	2	1	7
Total	9	4	4	17

N=17 df 2 p&lt;0.05 Chi Square 0.459

## Perception of Relevance- Sociolinguistics

Gender	Relevant	Not sure	Irrelevant	Total
Male	7	-	3	10
Female	4	2	1	7
Total	11	2	4	17

N=17 df 2 p&lt;0.05 Chi Square 5.366

**The relationship between Respondent's Programme of Study and the Perception of relevance of teaching Method -Cross tabulation.**

## Perception of Relevance- Principles of Teaching

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	7	-	1	8
Masters of Divinity	4	2	3	9
Total	11	2	4	17

N=17 df 2 p&lt;0.05 Chi Square 3.771

## Perception of Relevance- Education Administration

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	5	3	-	8
Masters of Divinity	7	1	1	9
Total	12	4	1	17

N=17 df 2 p&lt;0.05 Chi Square 2.497

## Perception of Relevance- Old Testament Theology

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	7	1	-	8
Masters of Divinity	5	-	4	9
Total	12	1	4	17

N=17 df 2 p&lt;0.05 Chi Square 5.293

## Perception of Relevance- Pastoral Epistles

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	5	2	1	8
Masters of Divinity	6	2	1	9
Total	11	4	2	17

N=17 df 2 p&lt;0.05 Chi Square 0.030

## Perception of Relevance- History of Reformation &amp; Med. Church

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	6	2	-	8
Masters of Divinity	6	-	3	9
Total	12	2	3	17

N=17 df 2 p&lt;0.05 Chi Square 4.959

## Perception of Relevance- African Church History

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	5	2	1	8
Masters of Divinity	5	1	3	9
Total	10	3	4	17

N=17 df 2 p&lt;0.05 Chi Square 1.277

## Perception of Relevance- Pastoral Care of the Family

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	5	1	2	8
Masters of Divinity	6	-	3	9
Total	11	1	5	17

N=17 df 2 p&lt;0.05 Chi Square 1.238

## Perception of Relevance- Field Ministries

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	6	1	1	8
Masters of Divinity	6	1	2	9
Total	12	2	3	17

N=17 df 2 p&lt;0.05 Chi Square 0.276

## Perception of Relevance- African Traditional. Religion

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	4	2	2	8
Masters of Divinity	7	1	1	9
Total	11	3	3	17

N=17 df 2 p&lt;0.05 Chi Square 1.431

## Perception of Relevance- Introduction to Missiology

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	5	-	3	8
Masters of Divinity	5	2	2	9
Total	10	2	5	17

N=17 df 2 p&lt;0.05 Chi Square 2.265

## Perception of Relevance- Vernacular Scriptures

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	5	2	1	8
Masters of Divinity	6	2	1	9
Total	11	4	2	17

N=17 df 2 p&lt;0.05 Chi Square 0.031

## Perception of Relevance- Sociolinguistics

Programme of Study	Relevant	Not sure	Irrelevant	Total
Masters of Arts	6	2	-	8
Masters of Divinity	8	-	1	9
Total	14	2	1	17

N=17 df 2 p&lt;0.05 Chi Square 9.731



## APPENDIX C

### AUTHORITY TO DO RESEARCH



## **NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY**

P.O. Box 24686 - 00502 Karen, NAIROBI, KENYA

Tel: 254 (020) / 882104/5, 882038  
Fax: 254 (020) 882906  
Email: [info@negst.edu](mailto:info@negst.edu)  
Website: [www.negst.edu](http://www.negst.edu)

3<sup>rd</sup> Feb., 2005

#### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

#### RE: RESEARCH WORK

The bearer of this letter, Mrs. Florence Mungathia is a student at Nairobi Evangelical Graduate School of Theology and is doing research towards the completion of the Master of Divinity in Christian Education. The research is on **“Perception of Christian Education Students of the Relevance of Various Teaching Methods used at NEGST”**.

Any assistance that you can give to Mrs. Mungathia will be much appreciated.

Sincerely,

George L. Huttar, Ph.D  
Ag. Deputy Vice-Chancellor for Academic Affairs