

**NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY**

**LEARNING MOTIVATION AT MOFFAT
COLLEGE OF BIBLE**

BY

SOPHIA WAMIRU MUTUA

**A Thesis submitted to Graduate School in partial
fulfillment of the requirements for the degree
of Master of Arts in Christian Education**

JULY 2009

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July, 2009

Student's Declaration

**LEARNING MOTIVATION AT MOFFAT
COLLEGE OF BIBLE**

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 here are not necessarily those of Nairobi Evangelical Graduate School of Theology or of the Examiners.

(Signed) _____
Sophia Wanjiru Mutua

July, 2009

ABSTRACT

This study sought to discuss learning motivation at Moffat College of Bible. In order to answer the research questions, I conducted an interview with the Moffat College of Bible students in the higher diploma to collect data.

Data were gathered through interviews with twenty five students of the higher diploma class. The data were analyzed using the grounded theory procedures outlined by Strauss and Corbin (1998).

Students identified five basic factors, which they said have an influence upon their motivation. The five factors follow: (1) the perceived future utility of the course, (2) the practical nature of the course, (3) the student-teacher relationship, (4) the teacher's characteristics, and (5) the teaching methods used in the course.

The analysis of the findings from this study, on the factors influencing student motivation at Moffat College of Bible, has shown that there are four major values represented emerged from the data: (1) the value of success in the ministry, (2) the value of relationships, (3) the value of cooperative learning, and (4) the value of self-advancement theories.

After the integration of the literature, the writer recommends that the Moffat College of Bible should have full time teachers who are dedicated to student learning. An effective Christian teacher is the one who sees himself as a servant. An attitude of servant-hood is not only Christ-like but it is essential to teaching in the classroom.

TO

This work is dedicated to my husband Isaac Mutua, my parents, and my siblings, Simon, Rahab, Grace, Deborah and Annie, whose support and encouragement are without measure.

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ABBREVIATIONS

M C B- Moffat College of Bible

N E G S T- Nairobi Evangelical Graduate of Theology.

AIM- Africa Inland Mission

AIC- Africa Inland Church

CHAPTER ONE

INTRODUCTION

Background information of Moffat College of Bible

Moffat College of Bible is located at the Africa Inland church Kijabe Mission 65 Kilometers northwest of Nairobi on the side of the Kikuyu escarpment overlooking The Great Rift Valley. It is accessible from the A104 highway via a tarmac side road which meets the A104 at *Gichiengo*.

Moffat College of Bible, whose original name was W.Y. Moffat Memorial Bible Training Institute, opened on 11 February 1929 after more than a decade of planning. The Africa Inland Mission was founded by a Baptist missionary, Peter Cameron Scott at its headquarters in Kijabe. Later the Africa Inland Mission established a church and changed its name to Africa Inland Church which founded Moffat College of Bible. The school was created for the purpose of training evangelists and pastors for the growing Church in Kenya. The name Moffat was adopted in honour of a faithful Christian from the United States by the name of William Y. Moffat whose widow and son provided the financial means to build the first structures. Charles Teasdale, the first Principal and teacher led the school for more than forty years. As an institution of the African Inland Church, Moffat College of Bible shares with the church the purpose of glorifying God and fulfilling the Great Commission, specifically Moffat exists for the purpose of training men and women to serve Christ. A training college for Christian ministry is unique in that it is concerned with character and relationships as well as knowledge and skills. The development of Christian character and relationships is a prerequisite to the effective employment of

knowledge and skills in Christian ministry. Therefore, the activities of Moffat college of Bible are designed to enable its students to:

1. Develop Christian character that is demonstrated in trust and obedience toward God
2. Develop Christian relationships that are characterized by submission to authority and concern for the good of others
3. Acquire knowledge in areas of the Bible, Theology and the church.
4. Acquire skills appropriate for Christian ministry. (Prospectus 2000-2004)

Problem Statement

A disciplined inquiry, whether descriptive or otherwise, begins with the recognition of a problem. The problem may be explained or inadequately explained phenomenon (Engelhart 1972, 12).

The pertinent issue facing all theological institutions in engaging to prepare men and women for ministry in the church and the wider community is how learners are motivated. Student motivation in Moffat College of Bible has contributed a lot to their learning. Many factors contributed to this but the main factor was as a result of the teaching methods used by the teachers. Good teaching methods contribute to communicating the content of the lesson. Having gone through a Bible school, made me to have an interest to find out what makes people join Bible school. But I was not certain of the things that motivated them to study. Therefore this study sought to discover and explain the things that motivate students to learn.

Many studies that have been done on student motivation indicate clearly that there are multiple factors that influence student motivation. The factors which influence student motivation range widely and they vary in different educational

settings. Fairly extensive research has been done on student motivation in secondary level schools, however relatively little research has been conducted in post-secondary schools in Africa. Therefore there is definitely a need for further research in the area of student motivation in Bible colleges.

Purpose of Study

In educational circles it is commonly recognized that student motivation is a key factor in the learning process. Student motivation is a concern of all educators at all levels of education because it has a direct bearing upon how well the students will learn. Though the students may have a tremendous ability, if they are not motivated to learn they will probably do poorly in their studies at school. The purpose of this research was to find out what motivates Moffat College of Bible students to learn, according to their perspectives. It was important for the Bible College administrators and faculty members to know more about the motivation of their students in order to nurture them.

Significance of the Study

The findings of this research would contribute to the growing concern for learning motivation at Moffat College of Bible. The management may use the findings as a guide in the selection of the content, methods, developing curriculum and courses offered in the school. This would be enhanced when the needs of the students are met, therefore increasing their effort to learn. The researcher believed that when students are motivated, they have great ability to perform well in the ministry they are engaged in. The findings from this study will be significant in the following ways:

1. The research will hopefully equip teachers with knowledge about their teaching methods so that they can consciously adjust, adapt and modify them in their teaching.
2. The information will indicate the significant factors that motivate students to learn.
3. The study will be beneficial to the students, faculty and staff of Moffat College of Bible for the same purposes in the area of learning motivation.

Research Questions

1. What did Moffat College of Bible students consider to be significant factors affecting their personal motivation within their courses?
2. What values were inherent in motivational factors represented by Moffat college of Bible students?

Research Assumptions

Several basic assumptions influenced the design procedure of this descriptive research study. An assumption was that motivation is important in terms of quality of work, which a student does during his or her educational experience in school. It was assumed that college students could name the various factors that affect their motivation in their courses. In order to accomplish these goals of descriptive research, it was necessary to conduct interviews with Moffat College of Bible students.

Limitations and Delimitation

This research was delimited to the students of Moffat College of Bible in the Higher Diploma program of the academic year 2008/2009. Factors related to the role of the teacher, environment, student- teacher relationships, activities, which possibly influenced the students' motivation in learning, were not dealt with, they were outside

the scope of this research. Due to the scope of the subject, this study was limited to the Moffat College of Bible students' perception in motivation.

Definition of Terms

Learning: Is the process by which we acquire and retain attitudes, knowledge and understanding skills and capabilities that cannot be attributed to inherited behavior patterns of physical growth.

Motivation: Is a desire or an interest that makes someone to do something, such as gaining interest in what is learned. Motives, which affect our learning, may change as the process of learning goes on.

Perception: Refers to understanding, comprehension, apprehension and cognition.

Coding: Analytical process whereby data is fractured, contextualised and integrated to form a theory.

Validity: The term validity, when applied to a test refers to the precision with which the test measures some cognitive ability.

CHAPTER TWO

LITERATURE REVIEW

This research was an attempt to find out the factors influencing learning motivation among Moffat College of Bible students. This section was an attempt to review to a certain extent the available literature on student motivation, learning, teaching styles and the research methodological literature.

Substantive Literature Review

Student Motivation

The main field of the social sciences, which deals with the topic of student motivation, is Educational Psychology. Those who study this topic approach it from various angles. The type of research study used is determined primarily by the kind of question being addressed. Several key questions appear frequently in the literature on student motivation.

Those who have conducted extensive studies in the area of student motivation have discovered that the role that the teacher plays in student motivation is very significant. Brophy underscores the strategic role of the teacher in student motivation in the following statement:

Student motivation to learn is an acquired competence developed through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers). [Brophy 1987, 40]

Therefore it is important for educational researchers to study more carefully the ways in which teachers can contribute effectively to the development of student motivation at all levels of education. In the next level we are going to see how external factors influence learning motivation.

External Factors

Educational research has often focused on the fundamental question regarding the relationship between intrinsic and extrinsic motivation. It is commonly recognized that motivation is essentially an intrinsic quality. Studies on the topic of student motivation indicate clearly that genuine and lasting motivation is that which comes from within the learner. Nevertheless, educational research also reveals the ways in which external factors can have a strong influence upon the development and cultivation of a student's personal motivation. Part of the criteria for a good extrinsic motivation technique is whether or not it leads to intrinsic motivation (McDonough 1979).

Research in the area of student motivation indicates there are many variables that may have either a direct or indirect influence upon a student's motivation at any given time (Palmer 1982, 198). Matthews and Chan (1980, 531) have done research, which suggests that four of the major motivational factors in the life of a student are:

1. A student's self-concept of his ability
2. A student's attitude toward his or her teacher
3. A student's perception of teacher expectations and values
4. A student's perception of the future utility of the course or program

In addition to these four motivational factors, there are other general factors such as the classroom environment, teaching techniques, the fear of failure, leadership styles of teachers, teacher's attitudes towards the subject, and the overall teacher-student relationship (Brock 1983, 105).

Agauas examined the motivational factors that influence adults to be willing to return to formal education. He concluded that "young adults are motivated by their desire to learn and their desire to reach a personal goal" (Agauas 1986, 128).

Bowen and Bowen did research in seven secondary schools and colleges in Kenya and Nigeria in an effort “to identify the predominant African learning styles (Bowen and Bowen 1986, 172). Their test of 250 students in these seven Schools and Colleges showed that 91 percent were field-dependent learners. This study showed that students are able to learn well through practicing what they have learnt rather than taking theoretical work.

Buconyori (1991) also studied the cognitive learning styles of African students. He sought “to determine how African students in Christian higher education process information and organize their minds to reason” (Buconyori 1991, 174). Buconyori’s research involved the use of three testing instruments (the group embedded figures Test, the cognitive styles inventory for African University students, and the General demographic information sheet), which were administered to sixty-eight students from a Theological College and a Christian Liberal Arts College in the country of Kenya. The finding of his research led to the conclusion that “African students in Christian higher education are overwhelmingly field-dependent and they are visual oriented rather than auditory oriented” (Buconyori 1991, 180). Therefore, Buconyori advises college teachers in African setting to make extensive use of handouts, visual illustrations, and textbooks in their teaching (Buconyori 1991, 185). This research study is helpful to reveal that students love learning by doing and seeing. Some of the teaching methods that would apply are: field trips, projects, group discussions, and visual aids which are suitable to motivate learning in the students. Buconyori’s research also revealed some helpful insight regarding various factors that affect the motivation of African students. For example, Buconyori makes the following observation:

From all these characteristics, it can be concluded that an environment where emotional and physical needs are met, will be one of the factors to motivate

students to learn. Teachers need to be concerned with the needs and problems of their students. Students need to feel loved and appreciated by teachers and educational administrator. The school should have an environment that encourages cooperation between students. All these will affect students' level of attention. (Buconyori 1991, 190)

Learning

Learning is the acquisition of information and knowledge, skills and habits, and of attitudes and beliefs. It always involves a change in these areas - change that is brought about by the learner's experiences. According to psychologists they define learning as "all changes that are relatively permanent and do not result simply from growth in behavior that result from experience" (Lefrancois 1994, 85). In Moffat College of Bible learning can take place through independent studies, classroom instruction and activities.

Angelo has stated, "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 the course work" (1993, 53). This aspect is very essential in helping teachers understand the students.

Farrant has defined learning as "the process by which we acquire and retain attitudes, knowledge and understanding, skills and capacities that cannot be attributed to inherited behavior patterns or physical growth" (1986, 107). Applying knowledge to real life situations and events shows learning has occurred. When you do practical work from the knowledge you have gained it shows that you have learned.

There are different types and ways of learning. According to Barlow, the types of learning include:

Affective, Cognitive and Psychomotor learning. Affective learning has to do with feelings and values and therefore it influences our attitudes and personalities. Mental processes such as reasoning, remembering and recall achieve cognitive learning. Cognitive processes are utilized in problem

solving, developing new ideas and evaluation. Psychomotor learning has to do with development of the skill, which requires an efficient coordination between the brain and muscles as when we read or write or carry out physical skills. (Barlow 1985, 64)

However, there are many ways of learning. In general two main ways of learning are deductive and inductive. Deductive learning describes a process by which a learner is presented with a hypothesis or general principles and applies a number of tests to it in order 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.

Teaching Styles

The way teaching is done is very important as it determines the way learning is done. 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 disciplined inquiry so as to find out learning motivation in Moffat College of Bible.

Teaching is the act or profession of one who teaches. It involves; "teacher's preparation for their classes, guiding or assisting the learning of the students, checking the students' progress and setting a good example for the students. Bowen and Bowen (1986, 74) has 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 the teaching style." Bowen and Bowen has quoted Hawey and Hanson who said: "A teaching style is a reflection of the individual value system regarding human learning. One's teaching style represents a conscious or unconscious enacting of the ways one prefers to learn and to be taught" (1986, 76).

Teaching styles go hand in hand with teaching methods. In each teaching method, different styles are used. Bearing in mind that there are many teaching methods, there are also many strategies, which can be used with each method to maximize students' achievement.

Teachers, like students, have their own ways of acquiring information. Bowen and Bowen in their studies in the field of learning quoted Candler who found that "field-sensitive teachers tended to acquire more information through observations and tended to model the auditory and visual aspects of videotaped lessons more than field-independent teachers did" (1986, 80). The teachers play a very important role, especially in the future of the life of their students.

Methodological Literature Review

Assumptions and Rationale for the Design

The purpose of methodological literature review is to assist the researcher with the various research methods. It shows what possible options are available to the researcher in the course of planning the research work.

Peter C.B. (1994, 89) says, "Research methodology can be understood in two ways: theoretical and practical. From a theoretical perspective, research methodology would be regarded as a discipline of critically studying various research methods and techniques." The methodological literature review explains the researcher's use of qualitative grounded theory research.

Qualitative methods do not give results that are statistically derived. By definition, qualitative research is "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture formed with words, reporting detailed views of the informants and conducted in a natural setting" (Creswell 1998, 1-2).

I was looking into the factors that are most significant to Moffat College of Bible students that motivate them in their learning. Thus qualitative design was the most effective approach to know the underlying factors that influenced motivation. According to Strauss and Corbin, such qualitative design, “can be used to gain novel and fresh slants on things about which quite a bit is already known...and can give the intricate details of phenomena that are difficult to convey with quantitative methods” (1998, 90).

My rationale for using qualitative design lies in the fact that I wanted to study the participants in their natural setting and explore the topic so as to develop a theory to explain the behavior of participants (Creswell 1998, 17).

Grounded Theory

There are several qualitative research traditions including ethnography, phenomenology, ethnomethodology, symbolic interaction and grounded theory. According to Strauss and Corbin, the grounded theory approach is,

Inductively derived from the study of the phenomenon the study presents. It is discovered, developed, and provisionally verified through systematic data collection and analysis and theory is stated in reciprocal relationship with each other. As such one does not begin with a theory then prove it, rather, one begins with the area of study and what is relevant to that area is allowed to emerge. (1998, 23).

Nachmias and Nachmias (1996, 300) inform us that, “The goal of field research is to develop a grounded theory using the method of analytic induction. The researcher constructs analytic categories from the data and develops propositions based on relationships between categories.” Both the analytic categories and the propositions are revised and refined as the research progresses by comparing positive and negative cases.

Data Collection in Grounded Theory

“Grounded theory employs observation, interviews, letters, books and photos in the process of data collection, data being all the information that the researcher gathers for his study” (Mugenda and Mugenda 1999, 12). The interviews include open-ended and semi-structured questions. The interviewer asks questions or makes the comments intended to lead the respondent towards giving data to meet the study objectives (Mugenda and Mugenda 1999, 86).

Also questionnaires are used as instruments of data collection. Walter Borg and Meredith D. Gall rate the questionnaire as the tool that is widely and commonly used for data collection (Borg and Gall 1989, 418). Sogaard defines a questionnaire as “formalized way to collecting data from respondents” (Sogaard 1996, 128).

In formulating a questionnaire, Borg and Gall recommend, “each item in your questionnaire must be developed to measure a specific aspect of your objectives or hypothesis” (1989, 427). Formulating an appropriate questionnaire is one thing and analyzing the information obtained is another thing. In response to this concern, Mugenda and Mugenda give this caution, “The researcher must also know how information obtained from each questionnaire item will be analyzed” (Mugenda and Mugenda 1999, 71).

In seeking to find out the reasons for student motivation in learning, the researcher used qualitative research method. The grounded theory was chosen because it is more appropriate for the topic of research, which was finding out the reasons for students’ motivation in learning. In this study, data was collected primarily through note taking and interviews. The participants were chosen based on their capacity to contribute to a conceptual understanding of issues that would inform the study. I recorded details of my observation in a notebook and kept a diary of my

own thinking, feeling, experience, reflections and perceptions throughout the research process.

My purpose was to generate a theory using category approach. Categories are concepts that stand for phenomena (Strauss and Corbin 1998, 101). Quoting Strauss and Corbin, Creswell (1998, 56) says “Category represents a unit of information that is composed of events, happenings and instances. Category study includes in-depth interviewing and continual and ongoing participant observation of the situation.” The process includes constant comparisons of data with emerging categories of theoretical sampling of different groups to maximize the differences and similarities of information. “The importance of the whole process of grouping concepts into categories is that it enables the researcher to reduce the number of units he works with, and also categories have potential to explain and predict” (Strauss and Corbin 1998, 113).

I used interviews in the process of data collection from twenty-five students selected in the institution. They were interviewed in terms of the research questions in order to give data to meet the objectives of the study. I audio recorded the interviews to obtain an accurate record of the conversation. Also during the interview process I noted important points on paper to gain a clear understanding of what was being shared by the participants.

I noted down my thinking, feelings, experiences, reflections and perceptions of what I saw and analyzed the data in the light of research questions given in chapter one, leading to more interviews and observation as need arises, in order to clarify meanings before the eventual overall analysis.

Data Analysis in Grounded Theory

Data analysis is an integral part of the whole research process that needs to start early enough. Mugenda and Mugenda (1999, 203) say that data analysis “seeks to make general statements on how categories or themes of data are related.” It brings order and sense into the data collected. Strauss and Corbin make the following statement:

Doing a microanalysis is an important step in theory development. It is through careful scrutiny of data, line by line that researchers are able to uncover new concepts and novel relationships and to systematically develop categories in terms of their properties and dimensions. (Strauss and Corbin 1998, 71)

The process of noting what is interesting, labeling it and putting it in appropriate files is called “classifying” or “coding” data (Seidman 1998, 107). In grounded theory, analysis is done until theoretical saturation is achieved (codes and categories are sorted and compared, and contrasted until no new codes or categories are produced). “The process of data analysis includes open, axial and selective coding, where open coding is the analytic process through which concepts are identified and their properties and dimensions are discovered in data” (Strauss and Corbin 1998, 112). Axial coding is “the process of relating categories to their subcategories, termed “axial” because coding occurs around the axis of category, linking categories in the level of properties and dimensions; while selective coding is the process of integrating and refining theory” (Strauss and Corbin 1998, 113). Open coding “enables the researcher to reduce the amount of data into manageable information. This is done by either analyzing sentence by sentence, analyzing the whole paragraph, or the entire document to understand the details of the information” (Strauss and Corbin 1998, 113).

In axial coding the researcher “begins the process of reassembling data that were fractured during open coding... looks at how categories crosscut and link” (Strauss and Corbin1998, 124). Here data are organized and assembled then displayed in pictorial, diagrammatic or visual forms. According to Strauss and Corbin (1998) the main purpose of axial coding is “to systematically develop and relate categories as they are developed. This leads to selective coding, which employs many techniques such as story line, making use of diagrams and reviewing of memos either by hand or by computer program to facilitate the identification of central category and integration of the concepts before the final analysis (Strauss and Corbin1998, 125).

Selective coding allows “the researcher to conceptualize data, leading towards interpretation and conclusion. In this study, data analysis involved continued reflection about the data, asking analysis questions and asking general questions from information supplied by the participants” (Strauss and Corbin1998, 126).

I employed the open, axial and selective coding modes discussed above and generated categories of information and measured them against the theoretical model that finally helped me make a story of interconnections.

The Researcher's Role

In educational research, the researcher is the key data collection instrument. “Since research is carried out in a natural setting, the researcher gathers words, analyzes them, focuses on the informants' meanings and describes a process that is expressive and persuasive in language” (Creswell 1998, 14). The researcher as the primary instrument was helpful since the interview questions are just a guide, which means the researcher can adapt questions depending on the direction of the interviews. At the same time, the researcher was free to ask for clarification from the informants in the process of interviews.

CHAPTER THREE

DESIGN AND METHODOLOGY

In this study the researcher sought to discuss learning motivation at Moffat College of Bible. In order to answer these research questions, I conducted an interview with the Moffat College of Bible students in the higher diploma classes to collect data. These research questions were:

1. What did Moffat College of Bible students consider to be significant factors affecting their personal motivation within their courses?
2. What were the values represented in the motivational factors as identified by Moffat College of Bible students?

This section was concerned with specific application of the methods explored above to the study in question in the collection and analysis of data during the research period. The research was descriptive in nature, requiring the Moffat College of Bible students to respond to a number of questions about their perspective on the factors influencing their learning motivation. This section, thus, concerned how the researcher planned to carry out the findings.

The research method used as the major means of collecting data was qualitative. The grounded theory was chosen because it was more appropriate for the topic of research, which was to find out the reasons for students' motivation in learning.

Grounded theory research design, Mugenda and Mugenda say, provides a list of factors that are responsible for its preference. "By using the qualitative method, researchers are able to collect data and explain phenomena more deeply and

exhaustively” (1999, 197). The researcher will be able to collect data and raise questions and be an active learner who seriously considers views of the participants.

Rationale for Choice of Research Paradigm

I employed the grounded theory approach. As Creswell puts it, the intent of grounded theory “is to generate or discover a theory, an abstract analytical schema of phenomenon that relates to a particular situation. The theory comes toward the end of the study and can be presented as a narrative statement, a visual picture or a series of hypotheses or propositions” (Creswell 1998, 56).

Strauss and Corbin refer to grounded theory as “a theory that was derived from data systematically gathered and analyzed through the research process.” (Strauss and Corbin 1998, 11). In this method data collection, analysis, and theory stand close with each other. Strauss and Corbin continue to say that “the researcher does not begin a project with a preconceived theory in mind; rather the researcher begins with an area of study and allows the theory to emerge from the data” (Strauss and Corbin 1998, 12). I preferred the use of a grounded theory approach because the theory derived from data was more likely to resemble the reality than is theory derived by putting together a series of concepts based on the literature or solely through speculation. Grounded theories are likely to “offer insights, enhance understanding and provide a meaningful guide to action” (Strauss and Corbin 1998, 12). Using a grounded theory approach I looked at perspectives of Moffat College of Bible students on their learning motivation.

Entry Procedures

This is the process through which initial contact between the researcher and the source of data is established. The respondents need to be approached in order to

notify them of the intended study, the purpose of conducting it and the person who will be conducting the study.

To facilitate access to the research area, the researcher got a letter of introduction from the Academic Dean at N.E.G.S.T. This introductory letter enabled the researcher to gain personal entry in order to gather the needed data through the cooperation of all persons concerned at the Moffat College of Bible.

This letter was taken to the Vice Principal for Academic Affairs of Moffat College of Bible who needed to be aware of the intended study. Thereafter, the researcher had a meeting with the students and the Vice Principal and introduced herself and explained what she was planning to do. The students were requested for their willingness to participate in the research process if called upon for an interview.

Grounded Theory

I employed grounded theory method so as to have participants in the Moffat College of Bible narrate their experiences and give detailed information needed for the research. I intended to discover and understand the factors that motivate Moffat College of Bible students in learning.

The study included in-depth interviewing in attempting to capture the whole picture of the learning motivation of Moffat College of Bible students. This process used multiple stages of data collection and refinement of the information. For this qualitative study, I gathered data primarily by interviewing Moffat College of Bible students. The study was guided by the following research questions.

RQ 1. What did Moffat College of Bible students consider to be significant factors affecting their personal motivation within their courses?

RQ 2. What values were represented in the motivational factors as identified by Moffat College of Bible students?

The students identified what they perceive as factors affecting their learning motivation and values that they thought have been obtained through learning motivation. Conclusions were drawn in consideration of the analysis and interpretation of data from the students.

The Population

This study's population comprised of Moffat College of Bible students. The number of students in this institution was about 70. The category of individuals proposed to participate in this research were third and fourth year students, and having been in school for that long doing the higher diploma program, they were capable of giving the required information. The total number in this category was about 25 students. The students were expected to be fairly familiar with the contents of their programs, especially courses that they were highly motivated to learn.

Sampling

According to Mugenda and Mugenda, sampling refers to “the process of selecting a number of individuals for a study in a way that individuals selected represent the large group from which they are selected, thus individuals selected form the sample.” (Mugenda and Mugenda 1999, 10). They add that the purpose of sampling is “to secure a representative group, which will enable the researcher gain information about the population” (Mugenda and Mugenda 1999, 10-11). The study being qualitative in approach, allows for a non- probability sample; because the focus is on the depth of information, a purposeful sampling strategy is used.

I used a non-random method to select informants, and hence, informants were picked based on their availability, the recommendation of the Vice Principal, and their capacity to provide the required information. This approach is called theoretical

sampling because the researcher “samples events and incidents and looks for indicators (events or happenings) representative of theoretically relevant concepts, and then compares these events or happenings for their properties and dimensions, always looking for dimensional range or variation” (Strauss and Corbin 1998, 215).

In this study I picked twenty-five students from students in the higher diploma. I conducted face-to-face interviews because of their effectiveness in developing information. Therefore twenty-five students were interviewed in the study.

The Instrument Design

This research design calls for the use of interview as the primary research instrument. As already mentioned above, I used interview guides to give direction to my open-ended semi-structured interviews. A sample of the interview guide is included in the appendix section but the questions changed during the process of research, which reflected an increased understanding and allowed room for serendipitous discovery of the things that influence Moffat College of Bible students’ learning motivation.

With the help of the Vice Principal of Moffat College of Bible, I made an appointment with the identified students on a Monday evening when all were available. We then arranged the time they would want to be interviewed. At this time I explained to the students the purpose of the study and requested them for their participation. Students were interviewed individually and they were asked the same questions.

Reliability and Validity of the Instrument

In a disciplined inquiry, “the researcher should plan to avoid measurement errors by ensuring that the instrument designed is reliable and valid. Reliability is a

measure of the degree to which a research instrument yields consistent results or data after repeated trials” (Mugenda and Mugenda 2003, 95). Validity of the instruments calls for asking the right questions, and trying to phrase them in a less ambiguous manner.

Best and Khan (1989, 203) point out that, in qualitative research, “effectiveness is to be ensured in establishing rapport so that important information needed is elicited.” To ensure the reliability of the information gathered at the end of the research, I sought to set aside my own bias of having gone through a theological college and read widely concerning my area of study. I also used a peer de-briefer who reviewed and asked questions about the qualitative study so that the information gathered resonated with someone other than myself.

Data Analysis

The data collected from the research was analyzed with the aim of providing answers to the research questions. Mugenda and Mugenda (2003, 203) define data analysis in qualitative research as “the process of putting order, structure and meaning to the mass of information collected.”

In this study, data analysis involved continued reflection about the data, asking analysis questions and asking general questions from information supplied by the participants. I employed the open, axial selective coding modes discussed above and generated categories of information and measured them against the theoretical model that finally helped me make a story of interconnections. I used the following steps in the data analysis:

1. There was continuous data analysis in this study rather than waiting to the end. Thus, the field notes were constantly re-written shortly after the interviews. In the process, I arranged the data in different categories.

2. I took time to read through all data to obtain a general sense of the information and to reflect the overall meaning that the participants gave, and I recorded my general thoughts about the data.
3. I began the coding process by identifying the categories of events. I used categories, which stood out differently and finally assembled the data materials belonging together.
4. I gave detailed information about the people and events in the research setting then used the coding to generate pattern formation and possible theory generated from the findings in the light of the research questions and objectives.
5. I then evaluated and interpreted the emerging patterns and theories in regards to their usefulness in answering the research questions and responded to the research objective in chapter one.
6. Using a narrative passage, I conveyed the findings of the analysis.

To determine students' motivation in learning at Moffat Bible College the research followed the following procedure in data analysis. The data collected was analyzed in a systematic way through the recommended standard of open, axial and selective coding.

In open coding, the researcher forms initial categories of information about the phenomenon being studied by segmenting information. Within each category the investigator finds several properties or sub-categories and looks for data to dimensionalize, or show extreme possibilities on a continuum of the property.

In axial coding, investigator assembles the data in new ways after open coding. This is presented using a coding paradigm or logic diagram in which the researcher identifies a central phenomenon (i.e., a central category about the phenomenon), explores casual conditions (i.e., categories of conditions that influence the phenomenon), specifies strategies (i.e., the action or interactions that result from the central phenomenon), identifies context and intervening conditions (i.e., the narrow and broad conditions that influence the strategies) for this phenomenon.

In selective coding the researcher identifies a ‘story line’ and writes a story that integrates the categories in the axial coding model. In this phase, conditional propositions (or hypotheses) are typically presented. (Creswell 1998, 56- 57)

Through this coding method all the information gathered was ‘chewed’ and the researcher made up connection from experiences that participants went through in the interview then came up with useful conclusions and recommendations. The researcher was to analyze and understand how students were motivated in their learning. Coding method applied in this research enabled the researcher to know the reality of student motivation in learning.

The findings are reported in chapter four. From the data analysis, interpretations were made and conclusions drawn.

CHAPTER FOUR

FINDINGS AND DATA INTERPRETATIONS

This chapter highlights the results, interpretations and discussions of this study in the light of the research questions mentioned in Chapter one.

1. What did Moffat College of Bible students consider to be significant factors affecting their personal motivation within their courses?
2. What were the values represented in the motivational factors as identified by Moffat College of Bible students?

The first section of this chapter which presents the results of qualitative data was generated through structured open interviews with the students of Moffat College of Bible. The interviews were all done in the institution. The description begins with the responses from the respondents who participated in open interviews. The second part of this section presents interpretations and discussions of the results of the study population. In this chapter, the researcher will summarize and give recommendations based on the findings of the study.

Findings of Research Question 1

The first research question to deal with was

1. What did Moffat College of Bible students consider to be significant factors affecting their personal motivation within their courses?

Based on the findings of this study, there were several categories of responses collected by the required interview question. These interview questions were:

1. What reasons can you give in deciding to come to Bible school?

2. Which general factor do you think highly influences your desire to learn in your course?
3. What courses have you found to be particularly interesting since you came here to study? Why?
4. What teaching methods do you find stimulating and helpful within your courses?
5. What do you think makes teachers to be effective in their courses at Moffat College of Bible?
6. What role do you believe the teacher plays in affecting your desire to learn in your course?

Student Motivation

An important factor in student motivation in course work at Moffat College of Bible has to do with why they decided to join Bible school first. Students were asked why they decided to come to Bible school; these revealed that there were a multiple of factors that affect students' decision to attend Bible school which possibly influences their learning motivation greatly Table 1 shows general categories of the reasons that were commonly said by the students. The reasons are listed in order of decreasing frequency in order of their citation.

Table 1.Reasons for deciding to come at Moffat College of Bible

| Reasons | Frequencies |
|---|-------------|
| 1. Desire for being trained | 23 |
| 2. Call to the ministry | 21 |
| 3. Influence of the alumni and the students | 11 |
| 4. Interest in Bible and Theology | 6 |
| 5. Adverts of the College | 4 |
| 6. Denominational preference | 2 |

Desire for Training

Twenty-three of the students said they chose to attend Moffat College of Bible because of their desire to receive training in order to be effective in the Christian ministry. Some of the students have come to Moffat with clear vocational goals such as being a Pastor, Chaplain, Christian education worker, Bible college teacher, evangelist and they visualize these as step necessary for the desired occupational roles. Vast majority of the interviewed students expressed their feeling that the major factor in deciding to come to Moffat was their desire to get training to prepare them for Christian ministry.

The desire for training in Christian ministry is often due to the students' feeling of inadequacy. Some of the students specifically mentioned that during the previous church ministry experiences they felt inadequate and recognized their need to get training in Christian ministry.

Call to the Ministry

Twenty-one students made reference to having received a "call to the ministry." They indicate that God called them to serve in the ministry in various areas. One student explained that, "I chose to come to Bible school when I was still in high school because I felt that God was calling me to the ministry."(Msm-1, 2009) This sense of calling to the ministry has motivated many students to come to Bible school to study.

Influence of Alumni

College alumni did influence students to learn because of their resourcefulness in their various ministries. Eleven of the students made reference to the alumni who encouraged them to join Moffat. College alumni have played a great role in motivating students to join Bible school. The lives of the alumni as well as their

recommendations of the college served as an important influence upon students as they considered whether or not to join Moffat. Other influential people to students were their pastors and students who are currently attending Bible school. In most cases influence of friends was very positive, however one student said he chose to come to Moffat in spite of a friend who told him that he shouldn't attend Bible school, instead he should get married first because he thought that it was a long duration for schooling. (Msm-12, 2009)

Interest in Bible and Theology

Six students indicated that one of the major reasons for coming to Moffat was their personal desire in studying Bible and Theological issues. Some spoke generally of their desire to grow spiritually as Christians so that they can serve God faithfully with knowledge. One of them said that "I like doing Bible and Theology, I will get enriched as I look forward to doing the Lord's ministry in future." (Msm-15, 2009)

College Adverts

Four of the students said that they were influenced to join Moffat by the advertisements of the college they had seen. In most cases advertisements were seen in Christian magazines such as Today in Africa, also through Moffat pamphlets, church sponsors and newsletters.

Denominational Preference

Two of the students mentioned that one of the reasons they chose to join Moffat was because they felt it was good to attend Bible school that is affiliated with their particular denomination. One student said that he felt it was good to join Moffat because of the quality of education and his local church was more likely to accept him as a pastor if he trained at Moffat. (Msm-13, 2009)

General Factors Influencing Student Motivation

The first research question is,

1. What did Moffat College of Bible students consider to be significant factors affecting their personal motivation within their courses?

The students were asked what general factors influence their motivation within their courses. In order to explore this question I used one set of interview questions:

“What courses have you found to be particularly interesting to study? Why?”

In analyzing the student responses to these questions, it was noted that there were several general motivational factors that students frequently cited. The most commonly cited factors could be seen in table 2 below where they are arranged according to the order of decreasing frequency of their citation by students.

Table 2. General factors influencing students to learn within their courses.

| Factors | Frequency |
|------------------------------------|-----------|
| 1. Future Utility of the course | 20 |
| 2. Practicality of course content | 18 |
| 3. Teacher | 14 |
| 4. Teaching methods | 12 |
| 5. Personal growth and development | 6 |

Future Utility of the Course

Twenty of the students expressed their feeling that they tended to be much interested in courses if they believed that what they are learning in these courses would be of help to them in future. Their perception of the future utility of the course appeared to be a very strong motivational factor. One student said that she was motivated in studying homiletics because it will be of great help in future when she will be needed to preach.

Practicality of the Course Content

Eighteen of the students said that they were much more interested in the courses that were practical in nature. This meant courses that had the material, which

helped them with knowledge to minister to others. A course that students liked is the one which had a lot of material and there was room to practice what they had been taught practically while teaching in primary schools. However, many students mentioned that well-planned course content motivates them to learn because they already understand what they are supposed to do, unlike the courses, which have no description of the course content. I can say generally that most students interviewed indicated that they were motivated with courses that were “practical” rather than “theoretical”.

The Teacher

Fourteen of the students indicated that the teacher was a major factor in helping them to find their courses interesting. Students talked about issues such as the teacher’s love for the subject, teacher’s love for the students, teacher’s knowledge of the subject, teacher’s preparedness to teach, teacher’s ability to communicate well, teacher’s honesty, teacher’s enthusiasm and teacher’s hard work on grading and assessment. One fourth year student said that he loved Pastoral Counseling because “the teacher gives his own life experiences, which seems to be true to reality of life, also he gives a lot of illustrations in his teaching that make these illustrations to stick in the students’ mind” (Msm-6, 2009). Most of these illustrations were very practical and very interesting too.

Several students stated that many of the teaching methods applied by teachers contributed toward their learning motivation in those particular courses. Methods which were highlighted were: the lecture method, class discussion, debates, visual aids, question and answer methods and field work. One student said that he finds lecture method to be very interesting especially when the lecturer knows his subject very well and he dramatizes the information while teaching (Msm-11, 2009).

Personal Growth and Development

Six of the students stated that they were particularly interested in courses that they would see were helping them in their own growth and development as individuals. One female student said she liked marriage and family course because it helped her personally grow and anticipate the future with gladness though being a single student.

Teaching Methods Preferred by Students

One of the factors affecting student motivation is the way a course is taught. In dealing with the first research question, during the interviews the students were asked, “What teaching methods do you find stimulating and helpful within your courses?” A pattern appeared in student responses to this question. The teaching methods that students said were the most helpful and interesting are shown in Table 3. The types of teaching methods are arranged according to the order of decreasing frequency of their citation of students.

Table 3. Teaching methods preferred by students

| Teaching Methods | Frequency |
|----------------------------------|-----------|
| 1. Lecture and Class discussions | 18 |
| 2. Group discussions | 15 |
| 3. Visual Aids | 10 |
| 4. Drama | 5 |

Lecture and Class Discussions

Most of the students indicated that they preferred a combination of lecture and class discussion because it provided a good interaction of ideas between the teachers and the students. They explained that lecture alone or class discussion only was undesirable. They liked when the teacher talks they are also being given a chance to interact such as asking questions or giving inputs and letting the class contribute on the same. This was a very strong indicator of the learning motivation among the

students. Another student said that too much lecture puts students to sleep and too much discussion prevents them from covering the materials therefore there should be a balance (Msm-14, 2009). Students also said that they like teachers who use questions to stimulate student's thinking and allow time for students to raise questions. One student expressed his feeling this way, "if the teacher presents the material and asks the questions to interact, it brings us together in the learning process" (Fsm-8, 2009). The students interviewed in this research implied strongly that lecture alone is generally not motivating for the students. They are more motivated if they are allowed to participate in the classroom.

Group Discussions

Fifteen of the students expressed that they enjoy small group discussions and projects. The students indicated that they preferred working as a group and this indicated that they enjoyed the benefits of being able to learn from one another. The students also indicated that small group work gives opportunities for the more reserved students to become involved in discussions.

Visual Aids

Ten of the students specifically said that they find it very helpful when visuals are used in class. For example students said they appreciate when the teachers write outlines, spell out difficult words and draw diagrams on the board as they speak. Also videos shows are very helpful when they have been used in their courses.

Drama

Five students indicated that they find drama to be helpful as teaching method. One student declared that she could recall very well when she acted. When students participate in drama they learn. (Fsm-8, 2009). They like to act things out and play roles.

Characteristics of Effective Teachers

Following the interview regarding the first research question, the students were asked, “What do you think makes teachers to be effective in their courses?” the students cited several characteristics. Table 4 shows the most commonly noted characteristics, which are arranged in order of decreasing frequency of their citation by the students.

Table 4. Characteristics of effective teachers.

| Characteristics | Frequency |
|--|-----------|
| 1. Love for students | 18 |
| 2. Giftedness in the teaching ministry | 12 |
| 3. Academic qualifications | 8 |
| 4. Cooperative | 4 |

Love for Students

One of the most commonly cited characteristics of effective teachers was that they had love for the students. Students said that the teachers’ love for them is clearly seen through their willingness to interact socially with the students in and out of class, their commitment to teach and interaction with the students. This kind of friendliness with the teacher prepares the students, heart and mind to learn from the teacher. This was a major role in teachers’ effectiveness.

Students indicated that teachers had love for them when they showed the ability to help students to comprehend the material being studied. There is a potential danger of teachers becoming preoccupied with covering the syllabus instead of being concerned about the students’ progress. It is important that the teachers have love for the students and they give time to students to comprehend what they are being taught. When a teacher shows a genuine concern for them this helps to motivate them to work hard in their courses. For example, when a teacher shows concern for the student’s comprehension of the material being studied, this increases the student’s desire to

learn the material. This concern for the students is demonstrated by periodically asking students if they understand the material.

Giftedness in the Teaching Ministry

Twelve of the students said that most of the teachers are effective because they are gifted in their material and their preparedness to teach. This might have been as a result of their calling, commitment to study their material and their preparedness to teach. Most of the teachers have the zeal to teach and this makes them to be effective in their teaching ministry.

Academic Qualifications

What makes teachers to be effective is their high level of academic training. Eight of the students said that teachers are well informed regarding the subjects they are teaching. All teachers are academically qualified to teach the students, due to this fact they are able to deliver very well. Students desire that their teachers know what they are teaching. The students also recognize that it's impossible for teachers to know everything about the subject they teach. In fact, students said that they respect the teachers who are willing to be honest enough to admit when they do not know the answer to a question. However they said they respect even more teachers who are willing to go look for the answer and come back to class with a response later.

Cooperative

Four of the students indicated that the teachers are very cooperative with other teachers and students too. These seemed to be an important factor for the betterment of the students' because they work as a team. Teachers are ready to listen to the students and they are willing to work together to help the students meet their needs. This is an important motivator because the students get a good learning atmosphere.

Summary of Findings for Research Question 1

What do Moffat College of Bible students consider to be significant factors influencing their personal motivation within their courses? When analyzing the overall patterns of the response of the interviews with the students, it appears there are five major factors:

1. Future utility of the course
2. Practicality of the course content
3. Student-teacher relationship
4. Teachers' characteristics
5. Teaching methods

Findings of Research Question 2

Student Values

The second research question was to deal with how the students described inherent matters of significance that motivated them to learn. The guiding research question was:

What were the values represented in the motivational factors as identified by students Moffat College of Bible?

In this part of data analysis the focus is upon the evaluation and the nature of the motivational factors that have been identified. The criteria established in chapter 1 guide the evaluation in this part of the analysis. The factors influencing student motivation identified four underlying values shown in table 5.

Table 5. Student Values.

| Values | Frequency |
|---------------------------------------|-----------|
| 1. The values of self-advancement | 15 |
| 2. The values of cooperative learning | 13 |
| 3. The values of Relationships | 11 |
| 4. The values of success in ministry. | 8 |

The Value of Self-advancement

This is a value that fifteen of the students said is of importance. There are indications in the findings of this research study that would suggest strongly that the students have some self-seeking motivations. These self-seeking motivations reflect the value of self-advancement. The students, in some of the reasons why they decided to join Bible school in the first place, indicated this student value. One of the reasons indicated by the students why they came to train is that they wanted to have a foundation for further academic training. Also they valued the quality of education offered at Moffat so that they can be marketable and respected in their society. Through the Diploma for Bible and Theology they get motivated to go higher in other levels of training through encouragement from their teachers. The value of self-advancement is what many students desired to achieve. Students valued what they learn to be of significance, leading them to desire pursuing further studies in their respective area of interests.

The Value of Cooperative Learning

The second value identified by the students is cooperative learning. This value is most clearly seen in the students' responses to the question about which teaching methods they find helpful. Students strongly emphasized their preference for methods that allow students the opportunity to participate and interact in class. Students emphatically stressed their desire to be involved in class discussions and small group work. The students value the dynamics of group learning and teamwork, there is much more of a group mentality than an individual mentality. Therefore even the educational experiences are viewed as efforts of the students and teachers to pull together and learn together so that everyone in the class will feel involved.

The Value of Relationships

The students placed a high value upon interpersonal relationships. Although this value is reflected in several aspects of the findings of this study it is most apparent in the emphasis which both the students and teachers placed upon the importance of positive teacher student- relationships. For example when students were asked to describe the characteristics of effective teachers, they tended to emphasize characteristics such as the love for the students, good teacher-student relationship. Students clearly emphasized their opinion that an effective teacher is the one who is willing to socialize with the students.

The Value of Success in Ministry

According to the study of factors influencing student motivation at Moffat College of Bible, it seemed apparent that success in the ministry is a major value among the motivational factors. The value of success in the ministry is reflected in the student's identification of perceived future utility of a course. It seemed obvious that students place a high value upon being successful and effective in their anticipated areas of Christian ministry. They value what they plan to do in the ministry to be a success. Integration of class work with field ministry experience has been of great help when it comes to preaching and teaching various groups in the church.

Summary of Findings for Question 2

The analysis of the findings from the study on the factors influencing students' motivation at Moffat College of Bible has shown that there are four major values represented:

1. The value of self-advancement
2. The value of cooperative learning

3. The value of Relationships
4. The value of success in ministry.

Students did consider that it is very important for a person to grow and mature as a Christian. They are also concerned about having good relationship with other people including teachers. Overall it can be concluded that these values generally have to do with concern for others rather than purely selfish concerns for self-advancement.

Summary of Findings

Students consistently identified five basic factors, which they have said, influence their motivation. These five factors are:

1. Future utility of the course
2. Practicality of the course content
3. Student-teacher relationship
4. Teacher's characteristics
5. Teaching methods

The analysis of the findings from this study on the factors influencing student motivation at Moffat College of Bible shows there are four values represented:

1. The value of Self-Advancement
2. The value of Cooperative Learning
3. The value of Relationships
4. The value of Success in Ministry.

CHAPTER 5

SUMMARY AND CONCLUSIONS

Student motivation is a crucial aspect of the learning process at any level of education. The motivation of students at Moffat College of Bible is influenced by various factors. The purpose of this research was to explore factors, which influence Moffat College of Bible students to learn. In order to determine what factors affect student motivation, the study was guided by the following research questions:

1. What did Moffat College of Bible students consider to be significant factors affecting their personal motivation within their courses?
2. What were the values represented in the motivational factors as identified by Moffat College of Bible students?

In order to answer the research questions a convenient sample of 25 students from Moffat College of Bible were interviewed. The response to the interview questions were tabulated and analyzed with particular attention given to emerging patterns.

The research has identified some findings as well as some suggestions for further research. Most importantly, the findings of this research have identified some helpful implications for administrators and teachers at Moffat College of Bible.

Students identified five basic factors, which they said have an influence upon their motivation. The five factors follow: (1) the perceived future utility of the course, (2) the practical nature of the course, (3) the student-teacher relationship, (4) the teacher's characteristics and (5) the teaching methods used in the course.

The analysis of the findings from this study on the factors influencing student motivation in Bible colleges in Kenya has shown that there are four major values represented: (1) the value of success in the ministry, (2) the value of relationships, (3) the value of cooperative learning, and (4) the value of self-advancement. These values generally have to do with concern for others rather than purely selfish concerns for self-advancement. This finding is certainly encouraging in the sense that, one would hope that students coming to Moffat College of Bible for Christian ministry are motivated in their studies, primarily by unselfish concerns including the desire to grow spiritually and the desire to become better equipped to serve others more effectively. The quality of a servant heart is that which should motivate the Christian worker who seeks to follow the example of Christ who clearly explained, “For even the son of man did not come to be served, but to serve and to give his life as a ransom for many” Mark 10:45 (New International Version).

Implications for Theological Educators

The findings of this study have some important implications for teachers involved in theological education in Kenya today. Theological educators in institutions of higher education in Kenya need to evaluate and improve their effectiveness as motivators. Wilhoit challenges Christian teachers to be asking themselves continually, “Why do I teach the way I do?” (Wilhoit 1986, 61). Seriously considering the findings of this study and making applications from the implications can help teachers in Bible Colleges to enhance their teaching effectiveness.

It has been clearly observed that the teacher plays a major role in influencing the motivation of his or her students in the courses he or she teaches. If faculty members in these institutions of Christian higher education want to improve their effectiveness as motivating teachers, then there are a number of practical things,

which they can do. These practical things can be grouped in three categories; those related to course design and preparation, those related to teaching strategies, and those related to interaction with students.

Course Design and Preparation

In the area of course design and preparation, there are several things teachers can do to enhance the motivation of Bible College students.

1. Teachers need not only to be academically competent in their subjects but also be well prepared before coming to class. Students are concerned that teachers come to their classes ready to teach. Students are very perceptive when it comes to whether or not their teachers are fully prepared for the classes they are teaching. Lack of adequate preparation by the teacher can adversely affect the students' desire to learn from him or her.
2. Teachers need to make sure their course requirements are realistic for the students so as not to load them down unfairly with "impossible" requirements. Students sometimes will have a tendency to give up if they sense that the course requirements are unattainable.
3. Teachers need to design course assignments for students that are genuinely helpful learning exercises and not simply "busy work." If students sense that assignments are meaningless, they will have a tendency to either neglect the assignment altogether or perhaps pursue it half-heartedly.
4. Teachers should design opportunities for small group work when appropriate in their courses. Students value cooperative learning experiences and therefore enjoy working together in the group context. In some cases, group term papers or projects can be more enjoyable and beneficial to students than individual term papers or projects.

5. Teachers should periodically get feedback from their students to know how they might be able to teach their courses more effectively. This feedback can be obtained through course evaluation forms, which the teacher can give out to all the students in a course, which has just been completed. Using this method, a teacher can read the students' comments looking for general patterns in the responses to the questions on the evaluation forms.

Alternatively, another method of obtaining helpful feedback is through informal discussions a teacher can have with a few students at the conclusion of a course. A good example of this second method of acquiring feedback is Hendricks (1987) who gathers a small group of his seminary students at the end of a course and asks questions such as: "what needs to be changed in this course? What did you like? What didn't make sense? Don't tell me what I want to hear; tell me what I need to hear." (Hendricks 1987, 114). Teachers need to be willing to accept constructive criticism (either written or oral) from their students and adjust their course design and teaching methodology accordingly.

Teaching Strategies

In the area of teaching strategies, teachers can do a number of things to enhance their effectiveness as motivating leaders in the classroom.

1. Teachers need to make effort to use a variety of teaching methods rather than one method exclusively so as to help foster student motivation. Although students are very accustomed to being taught through the lecture method, they also find other methods to be stimulating. When the same teaching method is used repeatedly, classes become too predictable and even boring.
2. When teachers use the lecture method they need to ensure to allow students the opportunity to ask questions and interact with the teacher. Students like the

opportunity to discuss issues of concern to them. Giving students the opportunity to ask questions allows them the chance to pursue such concerns. Questions often facilitate the learning process.

3. Teachers need to make a conscientious effort to involve students in their course so that they are in an active role rather than a passive one. Students indicate that they are more motivated in courses in which they are given the chance to become actively involved in experiential learning activities such as class discussions, student presentations, field trips, debates, role plays, drama.
4. Teachers need to make an effort to explain to students how the course, which they are studying, can have future value to them as pastors, teachers, administrators, and church workers. Students at Moffat College of Bible are strongly motivated by the perceived value of their courses. Therefore, teachers in these Bible colleges need to creatively seek various ways of demonstrating to their students that what they are studying can be of great help in the future. Teachers also need to evaluate themselves all the time whenever they teach their courses so that they make meaningful reflections that will enable them to become better teachers all the more.

Suggestions for Further Research

The results of this research have led to awareness to other topics that could be studied. It would be beneficial to do a descriptive study on the student-teacher relationships in the context of theological colleges in all levels including graduate and undergraduate schools.

Teachers play a great role in the learning of a student; this area can be explored in terms of students' learning in theological schools.

Also the study has revealed alumni have played a great role in helping the students to learn. Therefore this area can be explored further in finding out the contributions they make to the students, or their relevant ministries.

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APPENDIX A

Interview Guide

Dear student,

The purpose of this research is to find out what motivates Moffat College of Bible students to learn. Your views will be of great help and also of benefit to you as a student as well as to the management of Moffat.

Part one: For rapport

1. What reasons can you give in deciding to come to Bible school?

Part Two: Students perception on motivation

2. Which general factor do you think highly influences your desire to learn in your course? _____
3. What teaching methods do you find stimulating and helpful within your courses?

4. What do you think makes teachers to be effective in their courses at Moffat College of Bible? _____
5. What courses have you found to be particularly interesting since you came here to study? _____ Why? _____
6. What role do you believe the teacher plays in affecting your desire to learn in Your course? _____
7. What values can you identify that result from this motivational factors at Moffat College of Bible _____

APPENDIX B

Coding Categories

The following codes were used to categorize responses relevant to interviewed subjects to all the research questions.

General Codes

MSM-Male student Moffat

FSM -Female student Moffat

STUDENTS

| CODE | YEAR | TRIBE |
|-------------|-------------|--------------|
| MSM-1 | Fourth | Kikuyu |
| MSM-2 | Fourth | Kamba |
| MSM-3 | Fourth | Kamba |
| MSM-4 | Fourth | Kalenjin |
| MSM-5 | Fourth | Kamba |
| MSM-6 | Fourth | Kamba |
| FSM-7 | Fourth | Kikuyu |
| FSM-8 | Fourth | Kikuyu |
| FSM-9 | Fourth | Kikuyu |
| MSM-10 | Fourth | Kamba |
| MSM-11 | Fourth | Kamba |
| MSM-12 | Third | Kamba |
| MSM-13 | Third | Kikuyu |
| MSM-14 | Third | Kikuyu |
| MSM-15 | Third | Kamba |
| MSM-16 | Third | Kalenjin |
| MSM-17 | Third | Kamba |
| MSM-18 | Third | Giriama |
| MSM-19 | Third | Kamba |
| MSM-20 | Third | Kamba |
| MSM-21 | Third | Tanzanian |
| FSM- 22 | Third | Kikuyu |
| MSM-23 | Third | Sudanese |
| MSM-24 | Third | Kalenjin |
| MSM-25 | Third | Kikuyu |

APPENDIX C

Sample Letter of the Respondents

Date _____

Nairobi Evangelical Graduate School of Theology
P.O.BOX 24686
Nairobi.

Dear Respondent,

The purpose of this letter is to kindly request your help and cooperation in participating in the interview for the research that is being carried out. The researcher hopes that the findings will be of benefit to you as a student as well as to the management of Moffat.

Your kind cooperation and valuable contribution in achieving this goal will be highly appreciated as you help in sharing out your ideas in the prescribed interview guide. For your information, I am 2004 alumnus of Moffat.

I appreciate your cooperation.

Yours sincerely,

Sophia W. Mutua.

APPENDIX D

CURRICULUM VITAE

NAME: SOPHIA WANJIRU MUTUA
ADDRESS: P.O. BOX 73736 (0200) NAIROBI.
TEL: 0733- 386324
EMAIL: sophiamutua@yahoo.com

PERSONAL DETAILS

DATE OF BIRTH: 22ND MAY 1979.
CITIZEN: Kenyan.
GENDER: Female

EDUCATIONAL BACKGROUND

SEPT 2007-JULY 2009 Masters of Arts in Christian Education, at Nairobi Evangelical Graduate School of Theology. (NEGST).
SEPT 2006-JULY2007: Nairobi Evangelical Graduate School of Theology.
ACHIEVEMENT: Post Graduate Diploma in Christian Education.
AUG. 2000 -JULY 2004: Moffat College of Bible.
ACHIEVEMENT: Diploma in Bible and Theology.
FEB1994 – NOV 1997: Naivasha Girls Secondary School, K.C.S.E)
JAN 1985 - NOV. 1993: Mt. St. Mary's Girls' primary school, K.C.P.E.

PROFESSIONAL COURSES

| | | |
|-------------------|--|------------------------|
| DEC- 2008 | Pastoral Care givers | Certificate |
| NOV-2008 | Palliative Care and Counseling | Certificate |
| APR – 2006 | Training of AIDS Educators | HIV/AIDS &Homecare |
| MAR- 2006 | Moffat Alumni Continuing Ministry Education Course | Pastors Life and Youth |
| AUG- 2005 | Training of AIDS Educators | FACTS- HIV/AIDS |
| MAR- 2005 | Moffat Alumni Continuing Education Course | Chaplaincy. |

WORK EXPERIENCE

APR2006-2007JUL ACTS Christian Bookshop at Moffat College
POSITION: Bookseller
JUNE-NOV 2005. Molo Academy School
POSITION: Librarian

OBJECTIVES: To disseminate knowledge to better lives of others.