

**Mercy Njeri Onsando - SOME FACTORS DETERMINING THE
SELECTION OF TEACHING METHODS IN
SELECTED THEOLOGICAL COLLEGES IN KENYA**

NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY

SOME FACTORS DETERMINING THE SELECTION OF TEACHING
METHODS IN SELECTED THEOLOGICAL
COLLEGES IN KENYA

BY

MERCY NJERI ONSANDO

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

Approved:

Supervisor: Samson O. Obwa
Dr. Samson Obwa

Second Reader: Lois Semenye
Dr. Lois Semenye

External Reader: Mary Muchiri
Dr. Mary Muchiri

July, 1997

023750

Student's Declaration.

FACTORS DETERMINING SELECTION OF TEACHING METHODS IN
SELECTED THEOLOGICAL COLLEGES IN KENYA:

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

(signed)



Mercy Njeri Onsando

Date: July 1997

ABSTRACT

The aim of this study was to find out factors which guide lecturers in their selection of teaching methods in the teaching of Systematic Theology course in selected theological colleges in Kenya.

The researcher aimed at discovering whether lecturers who taught Systematic Theology in selected theological colleges in Kenya were considering the factors that literature recommends for the selection of teaching methods. In order to carry out this study five research questions were generated by the researcher and from these research questions five hypotheses were developed.

By use of closed-ended questionnaires data was collected from the lecturers who were teaching Systematic Theology in selected theological colleges in Kenya.

Findings of this study showed that the lecturers who had been selected for this study were being guided by factors such as teacher's concept of teaching, amount of time available, content of lesson, class size and the teacher's skill in their selection of teaching methods as they taught Systematic Theology course. Finally, recommendations to the lecturers and for further research were drawn.

DEDICATED TO MY HUSBAND

KEFA ONSANDO MOIBI

AND MY DAUGHTER

FAITH ONSANDO

ACKNOWLEDGEMENTS

First and foremost I would like to give the almighty God all the praise and glory for giving me grace, mercy, courage and his providence as I did this work.

I am also indebted to the following persons, families and organizations who contributed to the completion of this work in various ways.

1. Dr. Samson Obwa who offered his time, strength and kindness to give guidance and encouragement. Without his immeasurable effort the work would not have been as presentable as it is.
2. Dr. Lois Semenye, my second reader whose advice and recommendation were of great worth to the completion of this study.
3. West Bridgeford Baptist Church. Ulting Trust Fund, Help for African Church Leaders. Overseas Council, both U.S.A and UK. Benevolence Fund NEGST, Faith Missionary Church U.S.A for their financial support.
4. The Cole, Ngewa, Mason, Okaalet, Bowen, Kasali, Kung'u, Habtu, Clyne, Wood, Shaw, Mercer, Robertson and Mutunga families for their love and concern which was of great encouragement to me during my studies here at N.E.G.S.T.

5. All the students and faculty (old and new) of N.E.G.S.T for their prayers, love, gifts and concern to me and my family.
6. My prayer partner, Mrs. Josephine Sesi, and her whole family for their support and prayers.
7. Mr. and Mrs. Samuel Kiragu, my parents, my mother in-law, Susan Masese Moibi, and all family members for their moral and material support.
8. Mr. Matundu Zulu who typed my proposal and Justus Nyang'au who typed the whole of this work.
9. My daughter, Faith, and my house helper, Teresia, for their co-operative spirit as I did this study.
10. Last but not least, my husband, Kefa Onsando, for his prayers and support as I worked on this study.

TABLE OF CONTENTS

ABSTRACT.....	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES	x
CHAPTER 1 INTRODUCTION	1
Statement of the Problem	2
Significance of the Study	3
Definition of Terms	5
Research Questions	6
Research Hypotheses.....	7
Delimitations	8
CHAPTER 2 LITERATURE REVIEW	9
Substantive Literature	9
Concept of Teaching	9
Amount of Time Available.....	10
Subject Content	12
Class Size	13
Teacher's Skill	14
Methodological Literature	15
Summary of Literature Review	18

CHAPTER 3 METHODOLOGY	19
Entry	19
Population	19
Instrument Design	21
Jury Procedure	21
Pilot Testing	22
Research Design	22
Method of Data Analysis	23
Scoring Procedure	24
 CHAPTER 4 FINDINGS AND DATA ANALYSIS	 26
Teacher's Concept of Teaching	27
Findings of Research Question 1	30
Discussion	31
Amount of Time Available for a Lesson	31
Findings of Research Question 2	34
Discussion	35
Subject Content	35
Findings of Research Question 3	39
Discussion	39
Class Size	40
Findings of Research Question 4	43
Discussion	44
Teacher's Skill.....	44
Findings of Research Question 5.....	48
Discussion	48

Summary	49
 CHAPTER 5 SUMMARY AND CONCLUSIONS	53
Purpose of the Study	53
Findings	54
Conclusions	54
Recommendations to the Lecturers	54
Recommendations for Further Research	56
APPENDICES	58
Appendix A Letter of Introduction	58
Appendix B Questionnaire	59
REFERENCE LIST	66

LIST OF TABLES

Tables 1a-1d: Teacher's Concept of Teaching	28
Tables 2a-2d: Amount of Time Available for a Lesson.....	32
Tables 3a-3d: Subject Content	36
Tables 4a-4d: Class Size	40
Tables 5a-5d: Teacher's Skill	45

CHAPTER 1

INTRODUCTION

Simeon Nikobari did a study with the aim of examining the extent to which four teaching methods were being applied by theological lecturers in the course of Systematic Theology in theological colleges in Kenya. Nikobari was interested in education objectives, lecturing, imitation, and questioning as teaching methods. Through his research he found out that the teaching methods involving the use of objectives, lecturing and questioning were being applied extensively by lecturers in Systematic Theology course in theological colleges in Kenya.

The teaching methods utilising imitation techniques were perceived differently by the learners and their lecturers. While the lecturers' perception indicated that the method was extensively applied, the students' perception showed that the method was not in extensive use. However, Nikobari's findings suggested that theological lecturers demonstrated the capacity to adapt to a variety of teaching methods (Nikobari 1992, 61-62).

Statement of the problem

It is with the teachers' ability to use a variety of teaching methods that the researcher decided to find out factors which guided them in the selection of teaching methods as they taught Systematic Theology in selected theological colleges in Kenya. Javalera, writing on the importance of choosing the right teaching methods, notes the following:

...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 (Javalera 1987, 60).

She goes on to point out that not all methods are equally good for all settings. However, she encourages the educator to employ intelligent and conscious selection of appropriate teaching methods and more so, she sees this act as a means for increasing the effectiveness of teaching. However, she notes that there is no one who can always be sure concerning what method to employ at a given setting. Javalera considers certain factors which educators could use to guide them in the intelligent and conscious selection of teaching methods. These include: the nature of the aim, the maturity of the learners, attitude of the learners towards learning, previous study

equipment and facilities, time for teaching, skill and qualification of the teacher, ways of learning, the age of learners, the number in the class, sex of the learners, type of material, one's concept of teaching, and the principle of variety; moreover, it is important to choose the right teaching method(s) for this helps increase the effectiveness of teaching (Ibid., 7).

It is assumed that, if the educators fail to select teaching methods with the aid of such factors as the teacher's concept of teaching, amount of time available, content, class size, teacher's skill, among others his/her teaching effectiveness will decrease while if the reverse is done, there is an increase in teaching effectiveness.

It is with this in mind that the researcher sought to find out the factors which guide the lecturers in their selection of the teaching methods in the teaching of Systematic Theology in selected theological colleges in Kenya.

Significance of the Study

This study was significant because it was expected to throw light on some of the factors which guide lecturers in the selection of teaching methods as they taught Systematic Theology in selected theological colleges in

Systematic Theology in selected theological colleges in Kenya. The purpose was to discover whether lecturers selected for this study were taking into consideration the factors that literature recommends in selecting teaching methods. The selected theological colleges were: Kenya Highlands Bible College, East Africa School of Theology, and St. Paul's United Theological College. The reason for selecting these colleges was that Nikobari's research in these colleges had clearly demonstrated that there were certain teaching methods employed in the teaching of Systematic Theology, namely lecture, question, imitation, techniques and teaching objectives (Nikobari 1992, 64,65). Therefore, it was important to find out the factors which guide the lecturers in these colleges in their selection of these teaching methods when teaching Systematic Theology. The findings of this study, could help the lecturers who were selected for the study to find out whether they were being guided by factors which should guide lecturers as they select teaching methods. The study would also throw light to other lecturers on some factors which should guide them as they select teaching methods.

Presently, theological educators are being encouraged to employ a variety of teaching methods, for example the International Council of Accrediting Agencies (ICAA) in their "Manifesto of Evangelical Education" (ICAA 1983, 1)

notes the following:

Our programs of theological education must vigorously pursue the use of a 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 (ICAA 1983, 1).

The researcher therefore, did this study to find out the factors which guide the lecturers, in the selected theological colleges in Kenya, in selecting teaching method(s) in teaching Systematic Theology course. The main purpose for this, was to find out whether the lecturers who taught Systematic Theology were being guided by the factors that literature has recommended concerning the selection of teaching methods. At the same time, the study would throw light to other lecturers on some factors which should guide them as they choose teaching methods.

This is because literature clearly demonstrates that lecturers ought to use a variety of educational methods and more so, be guided by some factors.

Definition of Terms

Teaching Methods: "This refers to: means by which the teacher attempts to bring about the desired learning"

(Starr and Clark 1986. 49).

Theological Colleges:

Christian institutions of training the ministers of the Church of Christ Jesus at the post secondary school level education leading to a bachelor's degree in theology (Nikobari 1992, 4).

Concept of Teaching: The main idea held by a teacher concerning teaching. This is either transmitting of knowledge or helping the learners develop skills (cf. Warren 1983, 27).

Research Questions

The following questions, based on the teaching of Systematic Theology, in selected theological colleges namely, Kenya Highlands Bible College, East Africa School of Theology and St. Paul's United Theological College, guided the researcher in the study, namely:

1. Does the teacher's concept of teaching guide him/her in the selection of teaching method(s)?
2. Does the amount of time available guide the teacher in his/her selection of the teaching method(s)?
3. Does the amount and type of content of a lesson guide the teacher in his/her selection of teaching method(s)?
4. Is class size a factor in the lecturer's selection of

7
teaching method(s)?

5. Does the teacher's skill guide the teacher in his/her selection of teaching method(s)?

These factors were chosen for purposes of convenience and completing this study within the given time.

Research Hypotheses

The purpose of this study was to find out the factors which guide lecturers in their selection of teaching methods in the teaching of Systematic Theology in the selected theological colleges in Kenya. In this study, the hypotheses were based on the information from literature review. The study's hypotheses were stated in a logical manner rather than in a null form.

It is expected that in the teaching of Systematic Theology, the following items will be guiding factors in selecting teaching methods in the selected theological colleges:

1. The lecturer's (teacher's) concept of teaching;
2. The amount of time available for a lesson;
3. The amount and type content of lesson;
4. Class size; and
5. The teacher's skill.

Delimitation

This study was confined to the following factors: Concept of teaching, amount of time available for the lesson, content, class size and teacher's skill. However, there are more factors which could serve as a guide to the educator in his/her selection of teaching methods. These factors include: the age or maturity of the learners, teacher's ability, the availability of equipment, principle of variety (the use of various combinations of teaching methods), among others.

In this study only one type of population was targeted and at the same time the researcher used only one type of an instrument which was an open-ended questionnaire. The teaching of Systematic Theology was used as representative of teaching in the various courses in general. Also, this is one of the courses which was common to all the selected theological colleges. Moreover, it was in this course that Nikobari found various teaching methods being applied (Nikobari 1992, 61).

CHAPTER 2

LITERATURE REVIEW

The purpose of this study was to find out factors which guide the lecturers in their selection of teaching methods in the teaching of Systematic Theology in selected theological colleges in Kenya.

The literature for this study was divided into two sections. These sections were substantive and methodological literature.

Substantive Literature

Many authors have written concerning factors which guide lecturers in their selection of teaching methods. For this study, literature was reviewed on the following factors: concept of teaching, amount of time available, content, class size, and teacher's skill.

Concept of Teaching

Teachers hold different concepts of teaching. For some, teaching is simply an issue of transmitting knowledge or material; others hold that teaching is aimed at helping learners develop skills. These two concepts often guide teachers in the selection of different teaching methods as

Bergman observes:

...if one sees the learner as an empty cup that needs to be filled by the teacher, the selection of teaching method that centers in transmission of information wouldn't be surprising. Or, if a teacher's perspective of the learners centers in the development of one's potential, methods that promote self awareness, personal affirmation, and discovery would receive considerable attention (Bergman 1986, 8).

Javalera, writing on the concept of teaching, says that a teacher's concept of teaching is very essential in choosing teaching methods. If an educator perceives teaching as simply an issue of transmitting knowledge, he/she will teach differently than if his/her concept of teaching is creative (Javalera 1987, 10). These two writers clearly demonstrate that the concept of teaching should serve as a guide in the selection of teaching methods. However, amount of time available for a lesson also acts as a guide in the selection of teaching methods.

Amount of Time Available for a Lesson

Some teaching methods call for much more time for effective teaching than others. Laypoldt notes: "Generally speaking, more time is required when the group members are involved in two-way communication than when the leader is predominant" (Laypoldt 1982, 30).

According to Teaching Techniques for Church Education, more time is needed if the teaching method involves

student participation. Such methods include: discussion, buzz groups or reports (Teaching Techniques for Church Education 1983, 62).

According to Edge, when selecting teaching methods, the amount of time available for teaching should always be taken into consideration. If the teacher has little time he/she can use lecture method for this method makes it possible for the educator to present material to his learners in a relatively brief period which would have taken hours to present if one had employed discussion method (Edge 1959, 73).

Javalera, writing on the classification of the teaching methods according to the amount of time available, presents such methods as: Book Report, Lecture, Question and Answers, and Interview Forum as some of the methods which require between 10-30 minutes. She also presents Case study, Group Discussion, Group Drawing, Panel Forum, Screen Speech, as some of the teaching methods which need between 60-75 minutes. To Javalera, Chain-Reaction, Forum Seminar, will require 60-90 minutes; Sermon Form will need 1 hour and 30 minutes to 2 hours; and finally she says that an extended amount of time is required for methods like Field Trip and Workshop (Javalera 1987, 14). Most of these authors agree that the amount of time available for

a lesson is one of the guiding factors in the selection of teaching methods for a given lesson. Other than amount of time available for a given lesson, subject content is yet another factor that guides lecturers as they select their teaching methods.

Subject Content

The content of subject matter to be taught is also a factor that should guide teachers in their choice of teaching methods. A method that is right for use with one kind of content may be quite ineffective when applied with some other types. Gangel observes:

A historical lesson from the book of Acts for high schoolers could lend itself well to an illustrated presentation with the use of good Bible Maps. On the other hand, the principles of Christians' separation expounded by the Apostle Paul in the sixth chapter of 1 Corinthians would be handled better in that group through open discussion (Gangel 1979, 33).

According to Peterson, if the content is highly technical, simply new to learners, or highly factual, the lecture method is appropriate. But if the aim of the content is towards the development of practical skills then other teaching means other than lecture should be used (Peterson 1984, 91).

Gangel says that if an educator has a lot of content, it can be effectively taught by use of lecture method rather than by use of discussion ("Teaching Techniques for

Church Education" 1983, 62). Javalera writing on content observes:

One would scarcely hit upon the story or narrative method in teaching Romans 8! On the other hand, many of the lessons especially when we are studying a unit on Old Testament history, present to use a visual method, but if neither a chalkboard nor opaque projector is available, it would be difficult (Javalera 1987, 10).

Thus, the nature of the content of a lesson is yet another important guiding factor in the selection of teaching methods. Moreover, class size is also a factor that should guide the lecturers as they choose teaching methods.

Class Size

In a class, the number of the learners vary. Some classes may have two students, but these may not be cost-effective, but in reality it is common in higher institutions of learning. Other classes may have ten or more. Javalera sees the number of the learners in the class as a controlling factor in the choice of teaching methods (Javalera 1987, 9). Thus, she recommends various methods and the corresponding number of learners for which they are suited.

For a smaller number, she gives such methods as: Case Study, Circle Response, Music Forum, and Group Discussion. For a large number, that is, over fifteen students, she recommends: Chain Reaction Forum, Group Response Team,

Sermon Forum Reaction, Panel, and Workshop as suitable teaching methods. For a small or large group, she presents such methods as Book Report, Lecture, Listening Teams, Panel, Role Play, Time Back, Group Writing, Debate Forum, among others (Ibid., 12, 13).

Hyman, writing on class size as one of the factors that determine the selection of the teaching methods, says:

The minimum number of students for a lecture class is about fifteen to twenty. With less than this number it is difficult for a teacher to lecture, since the small number of students discourages him from presenting a formal address. Small groups invite, rather, an informal relationship where one person does not talk about the others (Hyman 1978, 24).

Davies notes that discussion is often appropriate for two to five students (Davies 1994, 27). Wright says: "The lecture may... be used when the group is too large to use any other technique effectively" (Wright 1974, 106). It is clear that class size determines the selection of a teaching method. At the same time, the teacher's skill often acts as a guide in the selection of teaching methods.

Teacher's skill

Teachers' achieve their teaching skills through training and experience. When a teacher has been trained on sound teaching principles such as the use of various teaching

methods and factors to consider in selecting teaching methods, among others. in his teaching, he will consider all the methods and means available to him, basing his consideration on sound teaching principles (Ford 1961, 10).

In the book entitled, Philosophy of Christian School Education, the following is observed:

The teacher is the tactical key to the use of methods. If the teacher does not have a working understanding and expertise in using an array of methods, only those methods with which the teacher feels most comfortable will be used (Kienel, Gibbs and Berry 1995, 251).

Javalera, writing on the teacher's skill, notes the following: "Some teachers are more skilful in certain methods and less skilful in others. They should capitalize on their knowledge and experience" (Javalera 1975, 59).

Most of these authors agree that the teacher's skill derived from their knowledge and experience in selecting an appropriate teaching method is essential in effective teaching.

Methodological Literature

For this study, data was collected by the use of a questionnaire. A questionnaire is a popular means of collecting data in research. It is a tool for collecting specific data concerning a defined problem so that the data, after being analysed and interpreted, gives a better

understanding of the issue (Chrisnall 1991, 140). In this study, the aim of using a questionnaire is to collect information concerning factors which guide lecturers, in their selection of teaching methods when teaching Systematic Theology in selected theological colleges in Kenya.

According to Kaul, a questionnaire is either administered in person to the population under study, or it can be mailed to the population being used for the study. Mailing questionnaires saves money and time which could be used for travelling; however, the mailed questionnaire may fail to reach the individual it is intended for, and sometimes, even if they reach the intended person, they might not be returned to the researcher if he/she expects them to be sent back to him/her through mailing. A questionnaire may either be closed-ended or open-ended. An open-ended questionnaire gives the subject being interviewed room to freely respond to the questions in his/her words. The closed-ended questionnaire permits the subject answering the question(s) to give short answers (Kaul 1984, 173-6).

Chrisnall observes that if one employs either open-ended or closed-ended questionnaire he/she should phrase the questions in a language that can easily be understood by the person being interviewed. The information in the

question must be clearly understood in the meaning aimed at by the researcher.

The closed-ended questionnaire must be specific and one should use as few words as possible to formulate it. Difficult questions must be broken into series of short and manageable questions. Similarly, the questions must not be hypothetical nor place too much strain on the minds of the subject responding (Chrisnall 1991, 142-3).

Ndagi, in his book entitled Essentials of Research Methodology for Nigerian Educators, gives the following guidelines in the formulation of questionnaires:

1. The first questionnaire item must arouse the interest of the person being interviewed.
2. Bring the subject being interviewed from questions which are easy to answer to the ones that are difficult.
3. The individual being interviewed should not be confronted by sudden and early request on personal matters.
4. The one interviewed must not be asked to give answers that might embarrass him/her without providing a chance for giving explanation.
5. Arrange the questionnaire in such a manner that the one being interviewed will be in a position to move

smoothly from one question to another (Ndagi 1984, 61-4).

Summary of Literature Review

Authors writing on the factors determining the selection of teaching methods have a general consensus that the concept of teaching, the amount of time available for a lesson, content, and class size are some of the factors that should serve as guide to lecturers in the selecting of teaching methods. The researcher, therefore, sought to find out whether the above mentioned factors were guiding the lecturers in the selected theological colleges in their selection of teaching methods when teaching Systematic Theology. To collect data for this study, the researcher used closed-ended questionnaire since it is appropriate for collecting data for this type of research.

CHAPTER 3

METHODOLOGY

This is a descriptive field study. The researcher aimed at discovering factors which guide lecturers in selecting teaching methods in the teaching of the Systematic Theology in selected theological colleges in Kenya.

Entry

The researcher obtained a letter of introduction from the Academic Dean of the Nairobi Evangelical Graduate School of Theology to each of the Academic Deans of the selected theological colleges. A sample of this letter is in Appendix A of the thesis. To collect the data for this study, the researcher used closed-ended questionnaire (see Appendix B).

Population

For this study, there was only one type of population. It was made up of three lecturers teaching Systematic Theology in the selected theological colleges in Kenya. The colleges were Kenya Highlands, East Africa School of Theology and St. Paul's United Theological College. The reason for selecting these colleges was that Nikobari's research in these colleges had clearly demonstrated that

there were certain teaching methods employed in the teaching of Systematic Theology, namely education objectives, lecture, question and imitation techniques (Nikobari 1992, 64-65). It was therefore, important to find out the factors which were guiding the lecturers in these colleges in their selection of teaching methods as they teach Systematic Theology. The findings of this study were aimed at revealing whether the lecturers who were selected for this study were being guided by some factors which should guide lecturers as they select teaching methods. The study would also throw light to other lecturers on some factors which should guide them as they choose teaching methods.

Systematic Theology was also taken as the course to be employed in discovering the factors guiding lecturers in their selection of teaching methods simply because it is one of the courses common to the three colleges.

Since the course, Systematic Theology, is taught by a few lecturers, there was no sampling of all the lecturers in the selected theological colleges for 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 (Best and Kahn 1989, 10-11).

Instrument Design

For this research, one instrument was employed in gathering the data. This instrument was a closed-ended questionnaire which the researcher administered directly to the lecturers teaching Systematic Theology in the selected theological colleges in Kenya.

The lecturers were requested to fill in the questionnaire. To save time and money, the researcher made an appointment with the lecturer under study in each college to discuss the questions so as to help the lecturer to have a clear understanding of the questions. To make sure that all the questionnaires were returned, the researcher agreed on a date to collect the completed questionnaire. The three questionnaires which had been given to the lecturers were filled in and the researcher collected them.

Jury Procedure

This part of instrument building deals directly with validity and reliability. Validity is the ability of an instrument to measure what it intends to measure. Reliability is the ability to assess clarity of the item over time (Best and Kahn 1989, 287). To achieve the Jury Procedure, a lecturer teaching Systematic Theology at Pan Africa Christian College was given the questionnaire and requested to fill it. He was also requested to point out

areas which he could not understand and to give his suggestions on how the questionnaire could be improved. After this, the sample questionnaire was collected from the lecturer. The researcher then made corrections before giving the questionnaires to the supervisor for final corrections and approval.

Pilot Testing

After making sure that the instruments were reliable and valid, the next step was to pre-test them, to make sure that they could actually work in the field. These instruments were pre-tested with a lecturer teaching Systematic Theology in Scott Theological College. This lecturer was given the questionnaire to find out whether there was any problem with its suitability and clarity. According to the lecturer, there was no problem with the questionnaire. The instrument was therefore considered ready for use in the field for the research.

Research Design

The purpose of this study was to find out the factors that guide lecturers in their selection of teaching methods in the Systematic Theology course in selected theological colleges in Kenya. To collect this information, the researcher used closed-ended questionnaires.

Method of Data Analysis

The instrument for this study was a closed-ended questionnaire and it consisted of five items seeking to find out factors which guide lecturers in their selection of teaching methods in Systematic Theology course. The questionnaires returned were codified and analysed.

Each of these study hypotheses were tested by the use of their corresponding questions which are in Appendix B:

Hypothesis 1, concept of teaching: Questions 1, 4, 8 and 12.

Hypothesis 2, amount of time available for a lesson:

Questions 7, 11, 14 and 16

Hypothesis 3, amount and type of content of lesson:

Questions 2, 10, 13 and 15.

Hypothesis 4, class size: Questions 5, 6, 9 and 19.

Hypothesis 5, teacher's skill: Questions 3, 17, 18 and 20.

For each of the hypotheses, scores obtained were added up and their average mean scores calculated. The corresponding conclusions were drawn. For this study, Likert scale was used to help in determining whether a factor was or was not a guiding factor to the lecturers in the selection of teaching methods as they taught Systematic Theology in the selected theological colleges in Kenya. Nachamias and Nachamias describe the Likert

scale as "a five point-continuum" (Nachamias and Nachamias 1976, 114). It presents five expressions which are not negotiable. These expressions are: agree, undecided, strongly agree, disagree, and strongly disagree.

For this five point-continuum, weights of 5, 4, 3, 2, 1 are assigned. The Likert concept with a broad range of responses was employed because it reduces the possibility for the respondent to present a manipulated answer which is not true (Nachamias and Nachamias, Ibid.). Instead of using the expressions: agree, undecided, disagree, strongly agree, strongly disagree, such words as never (1), rarely (2), sometimes (3), often (4), always (5), were adapted for this study.

Scoring Procedure

For each question, scores were as follows: never (1), rarely (2), sometimes (3), often (4) always (5). The critical mean score for the five scores was 3.0. With the aid of Nikobari's scoring procedure, it was decided that, if the mean score of a given factor was 3.0 and above, it was to be considered as one of the factors that guides lecturers in the selection of the teaching methods in Systematic Theology course in the selected theological colleges in Kenya. However, if another factor scored less

than 3.0, then it was considered as one of the factors that did not determine the selection of teaching methods in Systematic Theology course (Nikobari 1992, 56).

CHAPTER 4

FINDINGS AND DATA ANALYSIS

The purpose of this research was to find out factors which guide the lecturers in their selection of teaching methods in the teaching of Systematic Theology in selected theological colleges in Kenya.

The factors which were considered were: the teacher's concept of teaching, amount of time available for a lesson, amount and type of content, class size and teacher's skill.

To achieve the aim of this study, five research questions were generated from the literature review for each of the research questions a hypothesis stated in a logical manner was cast.

The researcher used closed-ended questionnaire to collect data from the respondents. The questionnaire returns were codified, classified and analysed accordingly.

For this study, the hypotheses were tested by the use of their corresponding questionnaire items which are found in Appendix B. However, confirmation or rejection of these

hypotheses could not be sustained by any level of certainty since the test of significance was not performed.

Teacher's Concept of Teaching

This area of focus sought to find out whether the teacher's concept of teaching is a guiding factor to him/her in his/her selection of a teaching method in the teaching of Systematic Theology course.

Questionnaire items 1, 4, 8, and 12 were to answer research question 1 and, at the same time, test the related hypothesis (Hypothesis 1).

Research Question 1: Does the teacher's concept of teaching guide him/her in the selection of teaching method(s)? The related hypothesis was as follows:

Hypothesis 1: It is expected that in the teaching of Systematic Theology course, the teacher's concept of teaching will be a guiding factor.

Questionnaire item 1 stated: "It is my responsibility as a teacher to give students facts in the form of a lecture."

Table 1a: Teacher as one who gives factual information in lecture form.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	3	1.0
Often (4)	4	1.3
Always (5)	5	1.7
Total	12	4.0

The lecturers' responses in form of mean scores in Table 1a indicated the following: Sometimes, 1.0; Often, 1.3; Always, 1.7. The mean score for item 1 is 4.0.

Questionnaire item 4 stated: "I aim at helping my students develop their potential/skill in a given lesson/course."

Table 1b: Teacher as one who seeks to develop student's skill.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	0	0
Often (4)	4	1.3
Always (5)	10	3.3
Total	14	4.6

The lecturers' responses as indicated in Table 1b are as follows: Often, a mean score of 1.3; Always, a mean score of 3.3. The mean score for item 4 is 4.6.

Questionnaire item 8 stated: "I use the Lecture Method because it enables me to get over the material in a given period."

Table 1c: Teacher as one who uses the lecture as a method to get over the material in a given period .

Lecture's response N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	3	1.0
Often (4)	4	1.3
Always (5)	5	1.7
Total	12	4.0

The lecturers' responses as shown in Table 1c in terms of mean scores are as follows: Sometimes, 1.0; Often, 1.3; Always, 1.7. The mean score for item 8 is 4.0.

Questionnaire 12 stated: "Since students are responsible for what they learn, as a teacher my aim is to help them develop the ability to acquire information for immediate

or future use."

Table 1d: Teacher as one who aims at helping students acquire information for now and future use.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	0	0
Often (4)	4	1.3
Always (5)	10	3.3
Total	14	4.6

From Table 1d, the lecturers' responses indicated the following in form of mean scores as: Often, 1.3; Always, 3.3. The mean score for item 12 is 4.6.

Findings of Research Question 1

Research Question 1 was stated: Does the teachers' concept of teaching guide him/her in the selection of the teaching method(s)?" The related hypothesis was as follows: Hypothesis 1: It is expected that in their teaching of Systematic Theology course, the teacher's concept of teaching will be a guiding factor.

This Research Question with the related hypothesis was intended to find out whether a teacher's concept of teaching is a guiding factor in his/her selection of teaching methods.

Research Question 1 was answered by the use of questionnaire items 1, 4, 8, and 12. These items score had total scores of 4.0, 4.6, 4.0 and 4.6 respectively. Research Question 1 scored a mean of 4.3 which is above the critical mean of 3.0. From the findings, hypothesis 1 has been confirmed.

Discussion

From the findings, the lecturers' selected for this study indicated that they often considered concept of teaching as they selected methods in their teaching of Systematic Theology course.

The teacher's concept of teaching had a mean score of 4.0 which, according to our scoring procedure, is above the critical mean of 3.0. It can therefore be concluded that the teacher's concept of teaching is one of the guiding factors to lecturers in their selection of teaching methods as they teach Systematic Theology.

Amount of Time Available for a Lesson

Research Question 2 was focused on finding out whether the amount of time available for a lesson is a guide to the selection of teaching method(s). Research Question 2: Does the amount of time available for a lesson guide the teacher in his/her selection of teaching method(s)?

The related hypothesis was as follows: It is expected that in the teaching of Systematic Theology course, the amount of time available for a lesson will be a guiding factor. Research Question 2 and hypothesis 2 were dealt with by the use of questionnaire items 7, 11, 14 and 16.

Questionnaire item 7 stated: "When I have 40-60 minutes. I use question and answer method."

Table 2a: 40-60 minutes as a guide to selection of a method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	1	0.3
Rarely (2)	0	0
Sometimes (3)	6	2.0
Often (4)	0	0.0
Always (5)	0	0
Total	3	2.3

Lecturers' responses as indicated in Table 2a are as follows: Never, a mean score of 0.3; Sometimes, a mean score of 2.0. Item 7 had a mean score of 2.3.

Questionnaire item 11 stated: "If I have 1 to 2 hours for a lesson, I use Sermon Forum Method."

Table 2b: 1-2 hours as a guide to selection of a method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	6	2.0
Often (4)	0	0
Always (5)	5	1.6
Total	11	3.6

Lecturers' responses as indicated in Table 2b are as follows: Sometimes, a mean score of 2.0; Always, a mean score of 1.6. The mean score for item 11 is 3.6.

Questionnaire item 14 stated: "When I have 50-60 minutes for teaching I use the Lecture Method."

Table 2c: 50-60 minutes as a guide to selection of a method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	6	2.0
Often (4)	0	0
Always (5)	5	1.6
Total	11	3.6

From the above Table, the teachers' responses as indicated in mean scores are as follows: Sometimes, 2.0; Always, 1.6. The mean score for item 14 is 3.6.

Questionnaire item 16 stated: "If I have 10-30 minutes to teach I use the Lecture Method."

Table 2d: 10-30 minutes as a guide to selection of a method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	6	2.0
Often (4)	4	1.3
Always (5)	0	0
Total	10	3.3

Table 2d indicates that the lecturers' responses in terms of mean scores were: Sometimes, 2.0; Often, 1.3. Item 16 Scored a mean of 3.3.

Findings of Research Question 2

Research Question 2 stated: Does the amount of time available guide the teacher in his/her selection of teaching method(s)? The related hypothesis was as follows:

It is expected that in the teaching of Systematic Theology course: the amount of time available for a given lesson will be a guiding factor in the selection of a teaching method.

To answer Research Question 2 and test the related hypothesis Questionnaire items 7, 11, 14 and 16 were ~~were~~ formulated. For this Research Question, items 7, 11, 14 and 16 scored average mean scores of 2.3, 3.6, 3.3 and 3.6 respectively. The average mean score for this factor (amount of time available for a lesson) was 3.2, which is above the critical mean of 3.0. The corresponding hypothesis has thus been confirmed.

Discussion

The average mean score for research question 2 was 3.2, which is above the critical mean of 3.0. Therefore, the amount of time available for a lesson is one of the guiding factors to the lecturers in their selection of teaching methods.

Subject Content

The idea of content focused on finding out whether the amount and type of content for a lesson is a guide to selection of teaching methods.

Research Question 3 was stated: Does the amount and type

of content of a lesson guide the lecturer in his/her selection of teaching method(s)? The related hypothesis was as follows: It is expected that in the teaching of Systematic Theology course, the amount and type of content of the lesson will be a guiding factor. To answer Research Question 3 and at the same time test Hypothesis 3, questionnaire items 2, 10, 13 and 15 were generated.

Questionnaire item 2 stated: "If the content is simple and familiar to the learners, I use Open Discussion Method."

Table 3a: Simplicity and familiarity of content as a guide to selection of a method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	0	0
Often (4)	8	2.7
Always (5)	5	1.6
Total	13	4.3

The lecturers' responses as indicated in Table 3a in the form of mean scores are as follows: Often, 2.7; Always, 1.6; in total questionnaire item 2 had a mean score of 4.3.

Questionnaire item 10 stated: "If I have a lot of content to cover in a given period I use the Lecture Method."

Table 3b: A lot of content as a guide to selection of a method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	3	1.0
Often (4)	8	2.7
Always (5)	0	0
Total	11	3.7

The Lecturers' responses as indicated in Table 3b in the form of mean scores are as follows: Sometimes, 1.0; Often, 2.7. Questionnaire item 10 had a total mean score of 3.7.

Questionnaire item 13 stated: "When the content of a lesson is new to the students I use the Lecture Method."

Table 3c: Newness of the content as a guide to selection of a method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	3	1.0
Often (4)	8	2.6
Always (5)	0	0
Total	11	3.6

Lecturers' responses in Table 3c have the following mean scores: Rarely, 1.0; Often, 2.6; total mean score for item 13 is 3.6.

Questionnaire item 15 stated: "If the content of the subject is highly factual, I use the Discussion Method."

Table 3d: Highly factual content as a guide to selection for a method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	2	0.6
Sometimes (3)	6	2.0
Often (4)	0	0
Always (5)	0	0
Total	8	2.6

Table 3d indicated the lecturers' responses in form of mean scores as follows: Rarely, 0.6; Sometimes, 2.0. The mean score for item 15 is 2.6.

Findings of Research Question 3

Research Question 3 which stated: "Does the amount and type of content of a lesson guide the teacher in his/her selection of teaching method(s)" was meant to discover whether the amount and type of content is one of the factors that guides lecturers teaching Systematic Theology course in their selection of teaching methods.

This research question and its related hypothesis were tested by the use of questionnaire items 2, 10, 13 and 15. These items had mean scores of 4.3, 3.6, 3.6, and 2.5 respectively. Research Question 3 had an average mean score of 3.5, which is well above our critical mean score of 3.0. Hypothesis 3 also has been confirmed.

Discussion

The average mean for this factor (type and amount of content) was 3.5, which is above our critical mean score of 3.0. Thus it can be concluded that the type and amount of content is one of the factors guiding lecturers in their selection of a teaching method.

Class Size

This area focused on discovering whether the number of learners in a class guides lecturers in their selection of teaching methods. Research Question 4 was stated thus: "Is class size a guiding factor in the lecturer's selection of teaching method(s)?" The related hypothesis was as follows: It is expected that in the teaching of Systematic Theology course, class size will be a guiding factor. The above research question and its related hypothesis were tested with the aid of questionnaire items 5, 6, 9 and 19.

Questionnaire item 5 stated: "I use the Lecture Method when I have 16-25 students in my class."

Table 4a: 16-25 students in a class as a guide to the selection of a teaching method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	3	1.0
Often (4)	4	1.3
Always (5)	5	1.7
Total	12	4.0

Lecturers' responses as indicated in Table 4a in the form of mean scores are as follows: Sometimes, 1.0; Often, 1.3;

Always, 1.7; the total mean score for item 5 is 4.0.

Questionnaire item 6 was stated as follows: "When I have fewer than ten students in class I use Discussion Method".

Table 4b: Fewer than ten students in a class as a guide to selection of a teaching method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	0	0
Often (4)	8	2.7
Always (5)	6	1.6
Total	13	4.3

From Table 4b the lecturers' responses in the form of mean scores are as follows: Often, 2.7; Always, 1.6; item 6 in general had a mean score of 4.3.

Questionnaire item 9 was stated as follows: "If my class has about 6-10 students, I use the Lecture Method."

Table 4c: 6-10 students in class as a guide to selection of a teaching method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	2	0.7
Sometimes (3)	3	1.0
Often (4)	4	1.3
Always (5)	0	0
Total	9	3.0

Lecturers' responses as shown in Table 4c in the form of mean scores are as follows: Rarely, 0.7; Sometimes, 1.0; Often, 1.3. Questionnaire item 9 had a mean score of 3.0.

Questionnaire item 19 stated: "If I have 11-25 students in class I use the Group Discussion Method."

Table 4d: 11-25 students in class as a guide to selection of a teaching method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	6	2.0
Often (4)	4	1.3
Always (5)	0	0
Total	10	3.3

Lecturers' responses in Table 4d indicated in the form of mean scores are as follows: Sometimes, 2.0; Often, 1.3; the overall mean score for item 19 is 3.3.

Findings of Research Question 4

Research question 4 was stated as: "Is class size a factor in the lecturer's selection of teaching method(s)?" and the related hypothesis (Hypothesis 4), was stated as: "It is expected that in the teaching of Systematic Theology course, class size will be a guiding factor." This research question and its related hypothesis were out to determine whether or not class size was a guide to the lecturers teaching Systematic Theology course in their selection of teaching methods.

Questionnaire items used to answer the research question and also test the hypothesis were items 5, 6, 9 and 19. These four items had mean scores of 4.0, 4.3, 3.0 and 3.3 respectively. The research question had an average mean score of 3.2. Therefore, Hypothesis 4 has been confirmed.

Discussion

The average mean score for research question 4 was 3.2. This score is above the critical mean score for this study. Therefore, this factor has qualified to be termed as one of the factors guiding lecturers in their selection of teaching methods as they teach the Systematic Theology where in the selected theological colleges in Kenya.

Teacher's Skill

This factor (teachers' skill) was aimed at finding out whether a teacher's skill is a guiding factor in his/her selection of teaching methods. To achieve this, Research Question (5) and the related hypothesis were generated. Research Question 5 was stated as: "Does the teacher's skill guide the teacher in his/her selection of teaching method(s)?" The related hypothesis was as follows: Hypothesis 5, "It is expected that in the teaching of Systematic Theology course, the teacher's skill will be a guiding factor. Research Question 5 and Hypothesis 5 were tested with the aid of items 3, 17, 18 and 20.

Questionnaire item 3 was stated as: "I use the Lecture Method because I handle it very effectively."

Table 5a: Teacher's ability to handle a teaching method effectively as a guide to selection of a teaching method.

Lecturer's responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	2	0.7
Sometimes (3)	0	0
Often (4)	4	1.3
Always (5)	5	1.7
Total	11	3.7

Lecturers' responses as indicated in Table 5a are as follows: Rarely, a mean score of 0.7 and Always, 1.7. The mean score for questionnaire item 3 is 3.7.

Questionnaire item 17 stated: "I use Question and Answer Method because I am skilful at it."

Table 5b: Skilfulness of a teacher as a guide to selection of a teaching method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	1	0.3
Rarely (2)	0	0
Sometimes (3)	0	0
Often (4)	4	1.3
Always (5)	5	1.7
Total	10	3.3

Lecturers' responses are indicated in the form of mean scores in Table 5b. They are as follows: Never, 0.3; Often, 1.3; Always, 1.7. Questionnaire item 17 had a mean score of 3.3.

Questionnaire item 18 was stated thus: "My knowledge of teaching principles guides me in the selection of teaching methods."

Table 5c: A teacher's knowledge of teaching principles as a guide to selection of a teaching method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	0	0
Often (4)	0	0
Always (5)	15	5.0
Total	15	5.0

From Table 5c, lecturers' responses indicate Always. The mean score for this item is 5.0.

Questionnaire item 20 was stated as follows: "That I have plenty of experience as a teacher guides me in selecting the method(s) I use in teaching."

Table 5d: Teacher's experience as a guide to selection of a teaching method.

Lecturers' responses N = 3	Frequency	Mean Score
Never (1)	0	0
Rarely (2)	0	0
Sometimes (3)	0	0
Often (4)	4	1.3
Always (5)	10	3.3
Total	14	4.6

Lecturers' responses shown in Table 5d have mean scores as follows: Often, 1.3; Always, 3.3. Questionnaire item 20 had a mean score of 4.6.

Findings of Research Question 5

Research Question 5 was stated: "Does the teacher's skill guide the teacher in his/her selection of teaching method(s)?" The related hypothesis (5) which was stated as: "It is expected that in the teaching of Systematic Theology course, the teacher's skill will be a guiding factor." The main aim of this research question and its related hypothesis was to discover whether a teacher's skill is a guiding factor to him/her in his/her selection of a teaching method. In response to Research Question 5, questionnaire items 3, 17, 18 and 20 were used.

The four items received the following mean scores respectively: 3.7, 5.0, 3.3 and 4.6. The research question items had an average mean score of 4.15. Similarly, hypothesis 5 has been confirmed.

Discussion

The teacher's skill factor had an average mean score of 4.15. This mean score is above the critical mean score of 3.0. With such findings it can be concluded that a teacher's skill is one of the strongest guiding factors

when selecting a teaching method.

Summary

The findings which have been presented in this chapter have brought to light that the teacher's concept of teaching, the amount and type of content for a lesson, class size, amount of time available for a given lesson, and the teacher's skill are some of the factors which have guided lecturers in their selection of teaching methods as they taught Systematic Theology course in the selected theological colleges in Kenya.

These conclusions, based on the findings, are corroborated by literature reviewed in Chapter 2. The teacher's concept of teaching proved to be one of the factors guiding lecturers in their selection of teaching methods. This shows that a teacher's understanding of what teaching is often leads him/her in his/her choice of a teaching method for a particular subject.

The amount of time available for a lesson has also been seen to be a guide to the lecturers in their selection of teaching methods. With such findings, one can assume that the lecturers who have been selected for this study were able to cover their content within the specified time for the given content of Systematic Theology course.

Literature demonstrates that when one has little time he/she may use the lecture method to cover the content of a given lesson. However, if one has a lot of time he may use discussion method, question and answer method, for these are some of the methods which need a lot of time.

Class size was found to be one of the factors guiding the lecturers in their selection of teaching methods.

According to literature reviewed, a teacher should consider his/her class size as he/she selects the teaching method(s). The reason being that some methods such as discussion, question and answer are more effective with a small number than with a large number in class, while a method like lecture will be more effective with a large number of students in a class.

The amount and type of content has been endorsed as a guide to the lecturers in their selection of teaching methods. This agrees with the literature review. For instance, if the content is new to the learners, it will be presented effectively by the use of a lecture method. Also, when the content is familiar to the learners the lecturer may use the discussion method.

Finally, the teacher's skill also proved to be one of the guiding factors to the lecturers teaching Systematic Theology in the selection of their teaching methods. Literature reviewed makes it clear that a teacher can gain teaching skills either through experience or by being trained as a teacher.

It is clearly demonstrated from the findings that the lecturers teaching the Systematic Theology course in the selected theological colleges concur with the literature review that there are factors which should guide the lecturers in their selection of teaching methods as they teach. It is therefore important for the lecturers to carefully select their teaching methods based on these and other factors.

All the factors under study scored above 3.0, which is the critical mean, hence indicating that the lecturers considered all the factors studied in their selection of teaching methods as they taught the Systematic Theology course. However, the teacher's concept of teaching and teacher's skill scored mean averages of 4.0 and 4.15 respectively while time, content, class size score of 3.2, 3.5 and 3.2 respectively. This shows that although all the factors guide the lectures in their selection of teaching methods, some factors such as the teacher's concept of

teaching and teacher's skill play a greater role than the other three factors. It can be assumed that these two factors are considered mostly by the lecturers selected for this study as they choose their teaching methods in their teaching of Systematic Theology in the selected theological colleges in Kenya.

CHAPTER 5

SUMMARY AND CONCLUSIONS

Purpose of the study

The purpose of this study was to find out factors which guide lecturers in their selection of teaching methods in the teaching of Systematic Theology course in selected theological colleges in Kenya.

The study was carried out by formulating and finding answers to the following research questions (RQ):

RQ 1. Does the teacher's concept of teaching guide him/her in the selection of the teaching method(s)?

RQ 2. Does the amount of time available guide the teacher in his/her selection of teaching method(s)?

RQ 3. Does the amount and type of content of a lesson guide the teacher in his/her selection of the teaching method(s)?

RQ 4. Is class size a guide in the lecturer's selection of teaching method(s)?

RQ 5. Does the teacher's skill guide the teacher in his/her selection of teaching method(s)?

Findings

For all the five questions in this study, the teacher's concept of teaching, amount of time available, class size, subject content as well as the teacher's skill proved to be guiding factors. All the hypotheses were confirmed.

Conclusions

The findings have revealed that lecturers of Systematic Theology course in selected theological colleges do consider certain factors in the selection of their teaching methods. These factors include: teacher's concept of teaching, amount of time available, amount and type of content, class size and the teacher's skill.

Recommendations to the Lecturers

From the findings and the literature reviewed for this study, it is demonstrated that the lecturers need to consider their concept of teaching as they select their teaching methods. This is because the concept one holds determines the type of a method that he/she will use. For instance, if a lecturer holds that teaching is the transmitting of knowledge he/she will use such a method as lecture while if another holds that teaching is a means of helping a learner develop skills he may choose to use the discussion method. However, the researcher would like to encourage the lecturers to consider the two types of

concepts as they select teaching methods. This will help them to give the learners information as well as develop their skills. At the same time the lecturers will be able to adapt a variety of teaching methods, hence the teaching learning process will be enhanced.

The lecturers should also consider the amount of time available for a lesson as they select their teaching methods. For example, if one has little time, that is, 10-30 minutes for a lesson, the lecture method may be the right method, for this method is appropriate when one has little time for a lesson. However, if one has a lot of time, that is, 60-75 minutes one can employ question and answer or discussion methods. These methods are effective when one has a lot of time. Failure to consider the amount of time available when one is selecting a teaching method may cause the lecturer not to cover the course content in a given lesson.

The subject content to be taught also needs to be taken into consideration as the lecturer selects his/her teaching methods. This is because some methods are more effective with certain types of content while they may be inappropriate when employed with other types. For example, if the aim of the content is towards the development of practical skills, methods such as discussion, question and

answer may be used other than the lecture method. But, if the content is a lot or new to the learner, the lecture method may be effective.

The lecturers are also expected to consider class size as they select their teaching methods for the number of the learners in a class determine the type of teaching method(s) to be used. For example, for a small class, that is, 2-5 learners, one may use Group Discussion Method while for a large group (15 and above), the Lecture Method may be appropriate.

Finally, the teacher's skill should be considered as a guiding factor when the lecturers select their teaching methods. As noted from literature review, lecturers acquire their skills by being trained as teachers as well as through teaching experience. It is therefore important for lecturers to receive training in teaching principles for this will provide them with skills. At the same time lecturers should consider what their experience in teaching has taught them concerning what method(s) to use in a given situation.

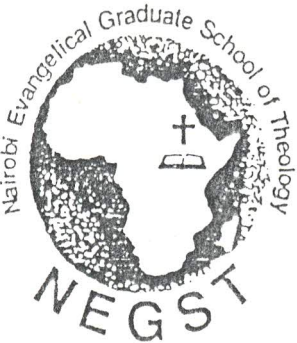
Recommendations for further research

Selection of teaching methods is determined by several factors some of which have been dealt with in this study

(see section on delimitations) while others have not. It is possible that factors which have not been considered by the researcher may or may not be among the factors which guide the lecturers teaching Systematic Theology course in the selection of teaching methods in selected theological colleges in Kenya.

It is recommended therefore that a study be carried out on these other factors which include: age or maturity of the learners, availability of equipment, learning styles, among others.

Since this study has been limited to the course of Systematic Theology, there is need for a research to be carried out for all courses in Kenyan theological colleges.



NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY

P.O. BOX 24686, NAIROBI, KENYA

A Project of the Association of Evangelicals in Africa (AEA)

TEL: 254-2-882104/5, 8

FAX: 254-2-8

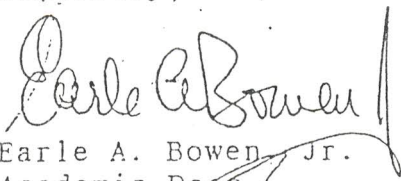
10th February, 1997

TO WHOM IT MAY CONCERN

The bearer of this letter, Mrs. Mercy N. Onsando is a student at Nairobi Evangelical Graduate School of Theology and is doing research towards the completion of the Master of Arts in Christian Education programme. The research is on "Factors Determining Selection of Teaching Methods in Selected Theological Colleges in Kenya".

The school will very much appreciate whatever assistance you can give to her research.

Sincerely,


Earle A. Bowen Jr.
Academic Dean

APPENDIX B
QUESTIONNAIRES

Name of your College: _____

Please, describe factors which determine your choice of teaching method(s) as you teach Systematic Theology course in your College. Answer by ticking < > in the brackets beside the appropriate answer.

Q. 1. It is my responsibility as a teacher to give students facts in the form of a Lecture.

- 1. Never < >
- 2. Rarely < >
- 3. Sometimes < >
- 4. Often < >
- 5. Always < >

Q. 2. If the content is simple and familiar to the learners, I use Open Discussion Method.

- 1. Never < >
- 2. Rarely < >
- 3. Sometimes < >
- 4. Often < >
- 5. Always < >

Q. 3. I use the Lecture Method because I handle it very effectively.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 4. I aim at helping my students develop their potential/skill in a given lesson/course.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 5. I use Lecture Method when I have 16-25 students in my class.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 6. When I have fewer than ten students in a class, I use Discussion Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 7. When I have 40-60 minutes, I use Question and Answer Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 8. I use the Lecture Method because it enables me to get over the material in a given period.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 9. If my class has about 6-10 students. I use Lecture Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 10. If I have a lot of content to cover in a given period. I use Lecture Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 11. If I have 1 to 2 hours for a lesson. I use Sermon Forum Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 12. Since students are responsible for what they learn, as a teacher, my aim is to help them develop the ability to acquire information for immediate or future use.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 13. When the content of a lesson is new to students I use Lecture Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 14. When I have 50-60 minutes for teaching, I use Lecture Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 15. If the content of a subject is highly factual. I use Discussion Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 16. If I have 10-30 minutes to teach. I use Lecture Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 17. I use Question and Answer Method because I am skilful at it.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 18. My knowledge of teaching principles guides me in the selection of teaching methods.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 19. If I have 11-25 students in class, I use Group Discussion Method.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

Q. 20. That I have had plenty of experience as a teacher guides me in selecting the method(s) I use in teaching.

1. Never < >
2. Rarely < >
3. Sometimes < >
4. Often < >
5. Always < >

REFERENCE LIST

Best, John W. and James V. Kahn. 1989. Research in education. Englewood Cliffs: Prentice Hall.

Bergman, Marvin. 1986. Which methods of religious instruction are needed today? Issues in Christian education 20-21 (Fall): 8.

Chrisnall, Peter M. 1981. Marketing research. London: McGraw Hill Book Company UK. Limited.

Davies, James A. 1974. Cooperative learning: issues and implementation ideas. Christian Education Journal 14 (Spring):27.

✓ Edge, Findley B. 1978. Ways of teaching. Nashville : Broadman Press.

ETTA. 1983. Teaching techniques for church education. Wheaton: Evangelical Teachers Training Association.

✓ Ford, LeRoy. 1961. Tools for teaching and training. Nashville: Broadman Press.

✓ Gängel, Kenneth O. 1979. Understanding teaching. Wheaton: ETTA.

✓ Hyman, Ronald T. 1978. Ways of teaching. New York: J.B. Lippincott.

"Manifesto of Evangelical Theological Education," Paper presented to the International Council of Accrediting Agencies in Wheaton, 1983.

✓ Javalera, Elizabeth R. 1975. Training for competence. Manila: Philippine Association of Christian Education, Inc.

✓ _____ . 1987. Creative methods of teaching. Manila: Philippine Association of Christian Education, Inc.

Kaul, Lokesh. 1984. Methodology of educational research. New Delhi: Vitas Publishing House, PVT.LTD.

Kienel, Paul A., Dillie E. Gibbs, and Sharon R. Berry.
1995. Philosophy of Christian school education.
Colorado: Association of Christian Schools
International.

✓ Leypoldt, Martha M. 1967. Ways to teach in groups. Valley
Forge: The Judson Press.

✓ Nachamias, David and Chava Nachamias. 1976. Research
methods in social sciences. New York: St. Martin's
Press.

✓ Ndagi, Jonathan O. 1984. Essentials of research
methodology for Nigerian educators. Ibadan:
University Press.

Nikobari, Simeon. 1992. Determining teaching methods in
the theological colleges of Kenya. M.A. Thesis,
Nairobi Evangelical Graduate School of Theology.

Peterson, Gilbert A. 1984. The Christian education of
adults. Chicago: Moody Press.

✓ Starr, Irving S. and Leonard H. Clark. 1986. Secondary
middle school teaching methods. London: McMillan
Publishing Company.

Wilbert, Warren W. 1989. Strategy for teaching christian
adults. Grand Rapids: Baker Book House.

✓ Wright, H. Norman. 1974. Ways to help them learn.
Glendale: International Center for Learning.

CURRICULUM VITAE

Personal Data.

Name : Mercy Njeri Onsando

Date of Birth : November 11, 1966

Place of Birth : Murang'a District, Kenya

Father's Name : Samuel Kiragu

Mother's Name : Phyllis Kiragu

Marital Status : Married

Spouse's Name : Kefa Onsando Moibi

Number of Children : 1 Faith Onsando

Educational Background

Mukumu Primary School 1974-80

Kibutha Girls Secondary School 1984-86

South Tetu Girls High School 1985-86

Pan Africa Christian College 1989-93

Nairobi Evangelical Graduate School of Theology 1995-98

Professional Experience

Teaching : 1. Baba Dogo 1993-94

2. St. Catherine's Mountainview Academy 1994-95