

*NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY*

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

*BY
FLORENCE MUTHONI MUNGATHIA*

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

JULY 2005

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

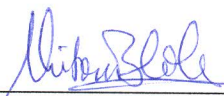
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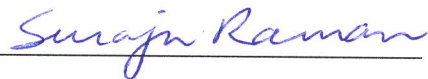
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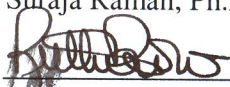
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July, 2005

Student's Declaration

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

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

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

(Signed) *Florence Mungathia*
Florence Muthoni Mungathia

July, 2005

ABSTRACT

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

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

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

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

DEDICATION

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

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CHAPTER ONE

INTRODUCTION

Background Information

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

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

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

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

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

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

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

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

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

NEGST offers the following programs of study:

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

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

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

