

WESLEY BAKATI NATANA  
- AN EVALUATION OF THE SUNDAY  
SCHOOL PROGRAMME AT NEGST.

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NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY

AN EVALUATION OF THE SUNDAY SCHOOL PROGRAMME  
AT THE NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY


BY

WESLEY BOKATI NATANA

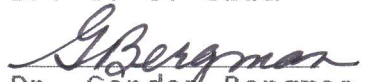
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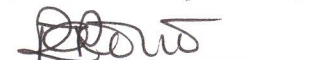
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## Abstract

The purpose of this study was to evaluate the Sunday School Programme at N.E.G.S.T. The researcher investigated the Sunday School's planned activities, teaching methods, teaching materials, curriculum and facilities as measured against the aims and objectives of the Sunday School to find out whether or not the Sunday School was achieving its aims and objectives. Data was gathered by means of interview, questionnaires and personal observation. Aims and objectives were used as criteria for judgement.

Though the Sunday School Programme at N.E.G.S.T. did not have any written aims and objectives, interview with the Superintendent and the teachers' responses from the questionnaires indicated that the aims and objectives of the Sunday School were: to teach the word of God to children; to reinforce what Christian parents were teaching their children at home; to provide Christian teaching for children who came from non-christian homes; to enable children to fellowship; to help children grow in Christian faith and character; and to provide an alternative avenue of training to children who might not otherwise have the chance to go to any church service with their parents, due to transport difficulties.

All the activities of the Sunday School Programme were found to be geared toward meeting the aims and objectives. Similarly, teaching methods were found to be based on the planned activities and teaching materials used were related to the teaching methods and the planned activities.

DEDICATION

To

My father Rev. Natan Ibidri

My Late Mother Vibiya Natana

My Wife Ruta Justin

My children Susan, Esther and Emmanuel

## Acknowledgements

I acknowledge the support of all people who made the writing of this thesis possible and those who prayed. I am particularly indebted to:

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## Chapter One

### INTRODUCTION

The Nairobi Evangelical Graduate School of Theology (N.E.G.S.T), teaches masters level courses in several areas of Christian studies and offers diploma and certificate in Christian Ministries for women. The majority of students come from 18 different countries, but mostly from Africa, and represent various denominations.

Married men bring their families with them to live on campus. Children of teaching and non-teaching staff also live on site with their parents.

The Sunday School programme at N.E.G.S.T was established in 1993 as part of students' field ministries. The purpose of this Sunday School is to lead the children to a saving knowledge of Jesus Christ. Most of the Sunday School pupils are the children of students of N.E.G.S.T. and some are from the neighbourhood.

Means of transport to and from N.E.G.S.T. is difficult, especially for families with children. During the week, buses are available before 8.30 a.m and after 4 p.m. During the weekend, there can be a two to three hour gap between

buses. Matatus (vans) operate between Dagoretti Market and Karen, but are often full before reaching N.E.G.S.T.

Thus, difficulties experienced because of transport, make students leave their children home with house-help while they attend Church. It was primarily in response to this need that the N.E.G.S.T. Sunday School was set up to cater for the 50-60 children now attending the Sunday School and who are being taught by ten to fourteen teachers every Sunday morning.

#### **Purpose of the Study**

The purpose of this study was to evaluate the Sunday School programme at N.E.G.S.T. The researcher investigated the Sunday School's planned activities, teaching methods, teaching materials and facilities as measured against the aims and objectives of the Sunday School, to find out whether or not the Sunday School was achieving its aims and objectives.

It was hoped that the researcher's findings and subsequent recommendations would help improve the Sunday School programme at N.E.G.S.T., if adopted.

#### **Research Questions**

In order to purposefully evaluate the Sunday School programme at N.E.G.S.T., the following questions were asked:

1. What are the aims and objectives of the Sunday School at N.E.G.S.T.?
2. What kinds of planned activities are being used in N.E.G.S.T. Sunday School programme?
3. In what ways do the planned activities relate to the aims and objectives of the Sunday School programme?
4. In what ways are the teaching methods related to the planned activities?
5. How are the classrooms organised?
6. What kinds of teaching materials are being used?

Answers to these questions were used in evaluating this Sunday School programme, as measured by the aims and objectives of the Sunday School as given on page 6 of this Chapter.

### **Significance of the Study**

This study is significant because it is dealing with a unique Sunday School, in that the Sunday School is not in a Church but in a theological school setting. It is also significant because the children are from different denominational and cultural backgrounds, but are being brought together for a common purpose: to come to a saving knowledge of Jesus Christ and to grow up in Him.

Specifically, the study is important because it is hoped that the findings and recommendations will enable the Sunday School to improve its programme. The study will enable parents to become aware of what is taking place in the Sunday School they are sending their children to every

Sunday morning from 7:00 - 8:00 a.m.

### **Limitations and Delimitations**

This study was focused only on about 50-60 children who attend the Sunday School at the Nairobi Evangelical Graduate School of Theology compound. Aims and objectives of this Sunday School programme were used as the criteria for judgement in evaluating this Sunday School programme.

### **Plans for this Study and Criteria for Judgement**

The researcher used three components for this study, namely; description, criteria and judgement.

Chapter One deals with the introduction and Chapter Two with the literature review.

Chapter Three explains the methodology and the criteria for judgement. Descriptive data of the Sunday School at N.E.G.S.T. is given in chapter Four.

Below is a summary of categories from the research questions and criteria for evaluation of each item based upon the aims and objectives of the Sunday School Programme at N.E.G.S.T.

Table 1: Category and Criteria for Judgement

S/NO	Category	Criteria for Judgement
1	Aims and Objectives	Is the programme geared towards teaching the Word of God and leading the children to accept Christ as personal Lord and Saviour, fellowship, growth in Christian faith and character?
2	Planned Activities	Do they relate to the aims and objectives? Do they include singing, praying, Bible stories and memory verses?
3	Teaching Methods	Do they relate to the planned activities and the aims and objectives? Are different methods of teaching used to carry out the planned activities? (e.g. story-telling, singing, drama and memorisation).
4	Teaching Materials	Are there a variety of teaching materials? Are there commonly available materials which can be used in the teaching methods like pictures, colours, chalkboards, puppets, papers and toys?
5	Facilities	Class and classroom organisation: - Do the classes have manageable number of children? (7-15).

### Definitions

1. Aims: Is used to mean general statements which represent ideals or aspirations of the Sunday School programme.
2. Objective: Is used to mean the intent communicated by a statement describing a proposed change in the learner.

## Chapter Two

### LITERATURE REVIEW

The Nairobi Evangelical Graduate School of Theology (N.E.G.S.T.) Sunday School programme, comprises children of different ages. The researcher carried out his research with children between 2 to 13 years old. Most of the literature review were therefore based on these age groups.

Teaching children through the Sunday School introduces the children to our Lord and Saviour Jesus Christ and contributes greatly to the children's spiritual and moral growth. The need to introduce children to Christ is urgent as Barbar explains:

There is a sense of urgency that motivates you to want to introduce your 2s and 3s to your precious Lord. You realise that each day is important in a child's spiritual growth. Children, like tender plants, must be nurtured during their early growth period in order to reach the maturity God has planned for them (Barbour 1985, 16).

#### Aims and Objectives

Aims and objectives of Sunday School programmes come from the aims and objectives of the Christian Church, since Sunday School is one of the educational ministries of the Church. Writing about the objectives of the Christian Church, Beechick contends that "all persons be [made] aware of and grow in their understanding of God, especially



of his redeeming love as revealed in Jesus Christ, and that they respond in faith and love" (Beechick, 1980, 97).

The main work of any Sunday School teacher is therefore to lead children to the full knowledge of our Lord and Saviour Jesus Christ, and this fact should be clearly stated in the aims and objectives of a good Sunday School programme. Aims and objectives of a good Sunday School programme should also take into account the spiritual and moral development of children. The moral development of children should include:

1. Experiencing love, security, discipline, joy, worship.
2. Beginning to develop awareness and concepts of God, Jesus and other basic Christian realities.
3. Developing attitudes toward God, Jesus, Church, self, Bible.
4. Beginning to develop concepts of right and wrong (Beechick 1981, 24).

Aims and objectives should enable the Sunday School children to respond to the Bible truth. Learning God's word in the Sunday School should facilitate children's response to God progressively in all stages of their spiritual and moral development. Writing about response to God's truth, Richards observes that "We are trying to establish early in life a pattern of response to truth. We are trying to help children develop awareness that response is the normal and necessary companion of learning Bible truths" (Richards 1970:153).

Therefore, clearly stated aims and objectives of a Sunday School programme that enable children to learn biblical truth and respond to God are helpful in the spiritual and moral

development of children.

### Teaching methods

Selection and use of teaching methods is very important in Sunday School programmes. Gangel has defined "method" as a word which "Simply describes the process and techniques used by a teacher in communicating information from himself to his students" (Gangel 1985, 179).

The Sunday School teachers should use a variety of teaching methods in their teaching. Visual aids, story-telling, discussion, and singing are good methods for Sunday School teaching. Therefore, the Sunday School teacher should select a method that is relevant to each age group as Gangel observes: "Because classes differ in such various factors as interests, mental abilities, and attention spans, a teacher should use teaching methods that are appropriate for his group" (Gangel 1985, 179).

In considering teaching methods for the Sunday School children, their personal needs should also be taken into serious consideration because "Some pupils are motivated to learn while others are not. Children must be appealed to through their personal needs, then be led into learning experiences that meet their spiritual needs" (Robertson 1980, 47).

The best way to know the needs of our Sunday School children, so that we can attend to them effectively, is to interact with them, as Robertson observes:

In order to determine these needs, a teacher must become involved in the students' lives. Expecting all children at a given age or grade to learn the same way and to do the same work is unrealistic. Children do not fit into a rigid pattern of instruction (Robertson 1980, 47).

Therefore, we should be flexible and be able to use a variety of teaching methods in the Sunday School in order to meet the children's needs and interests.

While paying attention to the personal needs of Sunday School children, it is necessary that all their senses be involved in the teaching-learning process. As Frost writes: "Since the child is learning by smelling, tasting, and touching, as well as seeing and hearing, sensory experiences which relate to your purpose should be used as much as possible" (Frost 1973: 9).

Praising children is another way of encouraging them to learn. Sunday School teachers should encourage children to learn by praising them since,

Encouraging each child during each session will accomplish more for your class than almost anything else. It need not be praise for great achievement (which might be a rare event), but just a reminder that they are making progress, they have done something well. We live up to what is expected of us. Children who are praised accomplish more than those who are criticised (Frost 1973, 12).

### Teaching Materials

The Sunday School teaching materials must be true to the Bible. Bible stories and basic biblical concepts used must be accurate. Teaching materials therefore "Should be relevant to the age and needs of the children. Each study must be related to the general theme for the entire unit" (Evangelical Training Association 1983, 47).

Sunday School teachers should therefore select and use relevant teaching materials. Various teaching materials such as pictures and maps should be used wisely according to the children's levels of understanding and cultural situations.

Maps, as teaching aids, are used to locate places and rivers, etc.

### Facilities

Each Sunday School class should have enough space for children and children should be grouped according to their age groups. A Sunday School teacher should always check to see he/she has all the required facilities.

Chairs for Sunday School children should be of reasonable height and comfort. Benson observes: "Chairs and tables of suitable height are necessary for the convenience and comfort of pupils if good learning is to be expected. Folding chairs are not recommended for young children"

The shape of tables for Sunday School children should be movable and suitable for their activities. As far as possible, they should be rectangular as such tables are "readily moved to one side while the space is used for other purposes" (Benson 1976, 93). The classrooms should have manageable number of children (7 - 15).

### **Planned Activities**

Good Sunday School programmes should have planned activities such as praying, telling Bible stories, memory verses, singing and drama.

A good planned activity should only have one central theme per session. Richards explains well the value of having one main theme for the lesson:

One main Bible truth is to be communicated during each Sunday's session, and response encouraged. The program, then isn't "loose" (in the sense that children may choose any of a variety of activities and as they please); it's "tight" (in that all activities are carefully planned to help children learn the day's Bible truth). Every activity must fit the lesson aim and give added dimension to the truth taught (Richards 1970, 168).

### **Memorization**

Memorization is one of the planned activities for learning simple scripture verses in Sunday School programmes. However, children's ability to memorise differs from one child to another. It is the responsibility of the Sunday School teacher to encourage each child to learn according to his/her learning abilities. Writing about children's

abilities to memorize, Fillmore observes that:

How much you emphasize memorizing will depend upon the children in our group. Ability to memorize varies from child to child. Do not set up a program which causes the child to feel he is a failure unless he memorizes all of the Bible verses (Fillmore 1981, 6).

For memorization to be meaningful to children, whatever is memorized should focus on meaning rather than mere words. Richards observes that "Beginners can easily learn simple scripture portions. Here, as with songs, the 'learning' must focus on meaning rather than on the words themselves. Simply repeating Bible words isn't really learning God's word" (Richards 1970, 172).

### Songs

Singing is one of the learning activities for children. Children enjoy singing in their Sunday Schools. However, songs should be taught to children according to their level of understanding and meaningfulness. As one of the ways to involve children in worship and learning in the Church,

Care should be taken to select songs and choruses that help to accomplish the purpose of the unit. The song melody should be within the range of children's voices, and the words and concepts should be ones the children can understand (Fillmore 1982, 6).

If there are difficult words in the song, it is the responsibility of the Sunday School teacher to explain the meaning of these words clearly to the Sunday School children.

### Bible Stories

Bible stories, as one of the activities which help children understand biblical truth, are very important in any Sunday

School programme. Bible stories can be presented through drama, picture books, and in many other ways. Beechick has underscored the importance of picture books when he writes,

Of the various kinds of story presentations, the picture book is undoubtedly the classic, all-time favorite of children. A good picture book is a careful blend of pictures and words. A good collection of picture books enhances any preschool classroom. In a Christian setting in Sunday Schools and other Church related programs, they are more important than blocks, crayons, and most other classroom items (Beechick 1979, 95).

Therefore, various ways of presenting Bible stories to children should be encouraged, provided that they are contributing in reaching the Sunday School Children for Christ.

## Chapter Three

### METHODOLOGY

Entry: The researcher arranged to meet the superintendent of the Sunday School at N.E.G.S.T.'s Sunday School Programme. When permission was granted, the researcher asked her to inform the Sunday School teachers about the researcher's intentions.

#### Data Collection

This research took the form of an evaluative study and is descriptive in approach. It sought to evaluate the Sunday School programme at N.E.G.S.T. by trying to discuss whether the planned activities were appropriate to the aims and objectives of the Sunday School at N.E.G.S.T., i.e. Are the planned activities *achieving* the intended aims and objectives of the Sunday School? Are the planned activities *relevant* to the intended aims and objectives of the Sunday School?

To begin the data collection, the researcher made an appointment to meet the Superintendent of the Sunday School at N.E.G.S.T. to explain to her the need for an evaluation of the Sunday School programme. The discussion included the purpose of the study, i.e. an evaluation of the planned activities of the Sunday School programme at N.E.G.S.T., based on the intended aims and objectives of the programme.



While data about aims and objectives and planned activities were collected from the Superintendent, additional information related to the entire programme was gathered from Sunday School teachers through interviews and questionnaires.

The researcher sought the permission of the Superintendent to allow him to collect additional data from the Sunday School teachers, through the questionnaire to be filled in. The purpose of collecting this additional information was to clarify those aims and objectives, planned activities which were observed by the researcher during the Sunday School classes.

The researcher went to observe personally each of the classes being taught to verify the information gathered from the Superintendent and teachers, as well as to collect data from the documents of the Sunday School at N.E.G.S.T.

### **Population**

There was one type of population for this evaluation, i.e. the Sunday School Superintendent and the Sunday School teachers of the Sunday School at N.E.G.S.T. Because of the small number of teachers (10-14), there was no sampling of the population. All the teachers were asked to answer the questionnaires. Children between 2 to 3 years, and 4 to 5 years old were the researcher's target in this research.

### Designing the Instrument

The researcher formulated two types of instruments for the purpose of data collection. One was the interview that was administered to the Sunday School Superintendent at N.E.G.S.T. The interview sought to ascertain the aims and objectives, planned activities and teaching facilities of the Sunday School at N.E.G.S.T. The second instrument was the questionnaires, which were administered directly to the Sunday School teachers. They were to fill them in and hand them over to the researcher. Once the questionnaires were filled in, the researcher received them from the informants. Personal observation was used by the researcher during the Sunday School's meeting times (7:00 - 8:00 a.m.). Each class was observed twice. All five classes were observed according to their age groups of 2 - 13.

The elements observed in each of these classes included: expected activities such as story telling, memorisation, singing, dancing, teaching methods, teaching materials, and teaching environment.

The aim of personal observation was to discover the class features of N.E.G.S.T. Sunday School as compared with the aims and objectives of Sunday School Programmes.

The procedures for formulating the questionnaires were as follows:

1. The researcher formulated the questionnaires and gave them to his supervisor for corrections and advice before they were used for pre-testing.
2. The researcher then chose a group of five N.E.G.S.T. students who have been involved in teaching Sunday Schools before or during their stay at N.E.G.S.T. The researcher gave them questionnaires so that they could fill them in. They were also asked to point out the questions which they did not understand and suggest some ways of improving the questionnaires. After collecting back the sample questionnaires from the five N.E.G.S.T. students, the researcher made corrections and gave the questionnaires again to the supervisor for final corrections and approval. The approved questionnaires were sent out to the teachers of the Sunday School at N.E.G.S.T.; another one was given to the Sunday School Superintendent.

### **Research Design**

For this study, the researcher used an evaluative research design. The researcher described aims and objectives, planned activities, teaching methods, teaching materials and facilities. Aims and objectives were used as the criteria for evaluating the planned activities, teaching methods, teaching materials and facilities.

Data was collected through interviews, questionnaires and personal observations. The Likert scale was used in evaluating the Sunday School classes, during the personal

visits, to see whether the activities corresponded to the aims and objectives of the Sunday School programme, e.g.

**Table 2:** *Rating of Sunday School Activities*

Activities	Rating By the Researcher			
	1	2	3	4
Praying				
Singing				
Teaching				
Games				
Drama				
Bible Story Telling				
Memorisation				
Others (Specify)				

**Key:**

1. Does not correspond at all with the aims and objectives
2. Corresponds sometimes with the aims and objectives
3. Corresponds most of the times
4. Corresponds always with the aims and objectives

The researcher rated these activities against the aims and objectives of N.E.G.S.T. Sunday School programme. Since the researcher knew the schedule of the Sunday School, he observed all the five classes grouped according to age groups of 2-13. By concentrating on different classes for each age group, the researcher was able to observe each class twice. First observation was used to collect the data and the second, to verify the data.

The summary of the categories and the criteria for judgement which were stated by the researcher in Chapter Two were deduced from the literature review.

## CHAPTER FOUR

### DATA ANALYSIS

Data for this study were collected by means of two types of instruments. One was the interview which was administered to the Sunday School Superintendent at N.E.G.S.T. The interview sought to ascertain the aims and objectives, planned activities and teaching facilities of the Sunday School at N.E.G.S.T. The second instrument was the questionnaire which was administered directly to the Sunday School teachers who filled them in and handed them over to the researcher. The researcher used a checklist (See Appendices C & D) for guidance in class observation.

The table showing the schedule which was used to personally observe the N.E.G.S.T. Sunday School classes, namely: ages 2-3, 4-5, 6-7, 8-9, 10-13, is given in **Appendix E.**

To purposefully evaluate the Sunday School programme at N.E.G.S.T., the researcher investigated the Sunday School's aims and objectives, planned activities, teaching methods, teaching materials, curriculum and facilities to find out whether or not the Sunday School was achieving its aims and objectives. Six research questions were asked and each of them was analysed accordingly as follows.

### Aims and objectives

**Research Question 1:** *What are the aims and objectives of the Sunday School at N.E.G.S.T.?*

#### Findings

In the absence of written aims and objectives by the N.E.G.S.T. Sunday School, Research Question 1 was designed to collect this information. From the researcher's interview with the Sunday School Superintendent and the Sunday School teachers' responses to the questionnaire, the researcher discovered that the aims and objectives of the Sunday School at N.E.G.S.T. were: to teach the Word of God to children; to reinforce what Christian parents were teaching their children at home; to provide Christian teaching for children who come from non-christian homes; to lead the children to Christ; to enable children to fellowship; to help children to grow in Christian faith and character; and to provide an alternative avenue of training to children who might otherwise have no chance to attend church services with their parents due to transport difficulties.

**Table 3** shows the researcher's findings on the aims and objectives of the Sunday School at N.E.G.S.T. as indicated by the Sunday School teachers' responses.

**Table 3:** *Aims and objectives of the Sunday School at N.E.G.S.T. as perceived by the Sunday School teachers.*

Teachers' Responses	Frequency	Percentage(%)
To teach the Word of God to children	12	92.38
To reinforce Christian parents' teaching	9	69.23
To provide Christian teaching for children who come from non-christian homes	7	53.85
To lead the children to Christ	13	100
To enable children to fellowship together	6	46.15
To help children to grow in Christian faith and character	8	61.54
To provide alternative avenues of training and fellowship for children who may not have any chance to attend church services together with their parents due to transport difficulties.	5	38.46

According to **Table 3**, N.E.G.S.T. Sunday School programme, from the teachers' responses, gave top priority to leading the children to Christ, as it was rated 100%. The second objective was teaching the Word of God to children (92.38%). Reinforcing Christian parents' teaching was third with 69.23%. Helping the children to grow in Christian faith and character was stated by 61.54% of the Sunday School teachers. Provision of Christian teaching for children who come from non-Christian homes was indicated by 53.85% of the teachers. Enabling the children to fellowship together was only



indicated by 46.15% of teachers. Thirty-eight percent of the teachers indicated provision of an alternative avenue of training and fellowship for children who may not have a chance to attend church services together with their parents, due to transport difficulties. This rating was expected by the researcher to be the highest because the primary purpose of starting this Sunday School was related to transport problems. However, the low rating could mean that many of the teachers were not aware of this primary purpose. From the percentages indicated by the teachers' responses, it seems that the Sunday School programme at N.E.G.S.T has clear aims and objectives with the ultimate goal of leading children to Christ.

#### Overall Impression

In general, most of the aims and objectives of the Sunday School programme at N.E.G.S.T are clear, biblical and achievable.

#### **Planned Activities**

**Research Question 2:** *What kinds of planned activities are being used in N.E.G.S.T. Sunday School Programme?*

Questionnaire items 2 and 3 (Questionnaire B) were designed to indicate kinds of planned activities being used in the N.E.G.S.T. Sunday School Programme. From the teachers' responses, the following were indicated as the planned activities of the N.E.G.S.T. Sunday School Programme:

praying, singing, teaching, games, drama, Bible story-telling and memorisation.

Table 4 shows the indicated planned activities versus observed activities among ages 2-3, 4-5, 6-7, 8-9 and 10-13 respectively.

Table 4: *Indicated planned activities versus observed activities among ages 2-3, 4-5, 6-7, 8-9 and 10-13.*

Planned Activity	Observed Activity
Praying	Praying
Singing	Singing
Teaching	Teaching
Games	Games
Drama	Drama
Bible story-telling	Bible story-telling
Memorisation	Memorisation

All the indicated activities were observed by the researcher among ages 2-3, 4-5, 6-7, 8-9 and 10-13. Praying, singing, teaching, games, drama, Bible story-telling and memorisation take place every Sunday among all the ages stated. Children were active in games that involved drawing, running and jumping.

**Research question 3:** *In what ways do the planned activities relate to the aims and objectives of the Sunday School Programme?*

Questionnaire items 1, 2, 3 and 5 (Questionnaire B) were designed to help in rating the relationship between planned activities and aims and objectives of the Sunday School Programme. Personal observation was also used by the researcher to see this relationship. Tables 5, 6, 7, 8, and 9 indicate the degree of relationship between aims and objectives, and planned activities of the Sunday School Programme at N.E.G.S.T. respectively.

**Table 5:** *Degree of relationship between planned activities and objectives for ages 2-3.*

Activity	Rating by Reseacher			
	1	2	3	4
Praying				*
Singing				*
Teaching			*	
Games		*		
Drama			*	
Bible story-telling				*
Memorisation				*

*Key:*

1. Does not correspond at all with the aims and objectives
2. Corresponds sometimes with the aims and objectives
3. Corresponds most of the times with the aims and objectives
4. Corresponds always with the aims and objectives

In **Table 5**, the researcher found out that activities such as praying, singing, Bible story-telling and memorisation corresponded always with the aims and objectives of the Sunday School. Teaching and drama corresponded most of the time with the aims and objectives, while games corresponded sometimes with the aims and objectives of the Sunday School.

#### Interpretation of Findings.

From **Table 5**, it seemed that the Sunday School teachers put more emphasis on praying, singing, Bible story-telling and memorisation among ages 2-3, and this could be the reason why the degree of relationship between these planned activities and the objectives were very high. Since teaching and drama were well organised by the teachers, it might explain why these two activities corresponded most of the time with the aims and objectives. Games rated low in the degree of relationship between planned activities and objectives. This could be because children at this age are not inclined to participate in games though they provide physical exercises which lead to their physical and mental development.

#### Overall Impression

The planned activities of N.E.G.S.T. Sunday School were related to the aims and objectives of the Sunday School programme as observed in their degree of relationship among ages 2-3, since they all corresponded with the aims and objectives.

**Table 6:** *Degree of relationship between planned activities and objectives for ages 4-5.*

Activity	Rating by the Researcher			
	1	2	3	4
Praying				*
Singing				*
Teaching			*	
Games		*		
Drama		*		
Bible story-telling				*
Memorisation				*

*Key:*

1. Does not correspond at all with the aims and objectives
2. Corresponds sometimes with the aims and objectives
3. Corresponds most of the times with the aims and objectives
4. Corresponds always with the aims and objectives

In **Table 6**, the researcher discovered that praying, singing, Bible story-telling and memorisation corresponded always with the aims and objectives among ages 4-5, while teaching corresponded most of the time with the aims and objectives but games and drama matched sometimes with the aims and objectives of the Sunday School among ages 4-5.

### Discussion

From **Table 6**, prayer rated high because teachers always prayed for the salvation and needs of children when they came together. This was observed by the researcher in each class. This is a better age for salvation as opposed to ages 2 to 3. Children also prayed for their teachers and their needs in Sunday School. Singing, Bible story-telling and memorisation were used to teach the Bible to children. For example, singing was used to praise God while Bible story-telling was used to teach the goodness, kindness, mercifulness and the love of God. This could be the reason why they rated high. According to the literature review, ages 4-5 enjoy singing more than games and drama because of their age characteristics. This could be the reason why games and drama rated low.

### Overall Impression

In general, all the planned activities of the N.E.G.S.T. Sunday School programme were based on the aims and objectives of the Sunday School. This relationship enables the Sunday School to easily work towards achieving its aims and objectives among ages 4-5.

**Table 7:** *Degree of relationship between planned activities and objectives for ages 6-7.*

Activity	Rating by the Researcher			
	1	2	3	4
Praying				*
Singing				*
Teaching			*	
Games				*
Drama			*	
Bible story-telling				*
Memorisation				*

**Key:**

1. Does not correspond at all with the aims and objectives
2. Corresponds sometimes with the aims and objectives
3. Corresponds most of the times with the aims and objectives
4. Corresponds always with the aims and objectives

**Interpretation of Findings**

From **Table 7**, praying, singing, games, Bible story-telling and memorisation had the highest rating in the degree of relationship among ages 6-7. Teaching rated second, while drama and games rated third. This could mean that the above mentioned activities were based on the aims and objectives of the Sunday School programme at N.E.G.S.T.

**Table 8:** *Degree of relationship between planned activities and objectives for ages 8-9.*

Activity	Rating by the researcher			
	1	2	3	4
Praying				*
Singing				*
Teaching			*	
Games				*
Drama			*	
Bible story-telling				*
Memorisation				*

*Key:*

1. Does not correspond at all with the aims and objectives
2. Corresponds sometimes with the aims and objectives
3. Corresponds most of the times with the aims and objectives
4. Corresponds always with the aims and objectives

The researcher's findings in **Table 8** indicate that among ages 8-9, praying, games, Bible story-telling and memorisation correspond always with the aims and objectives of the Sunday School, while teaching and drama correspond most of the time with the aims and objectives of the Sunday School.

**Interpretation of Findings**

From **Table 8** above, it seemed that children aged 8-9 years learned more through student-centred approach where they were involved to pray for their needs, sing, tell Bible stories, memorise Bible verses and participate in games. The higher



degree of correspondence between student-centred activities and the objectives may explain why these activities were rated highly.

**Table 9:** *Degree of relationship between objectives and planned activities for ages 10-13.*

Activity	Rating by the Researcher			
	1	2	3	4
Praying				*
Singing				*
Teaching			*	
Games				*
Drama		*		
Bible story-telling				*
Memorisation				*

*Key:*

1. Does not correspond at all with the aims and objectives
2. Corresponds sometimes with the aims and objectives
3. Corresponds most of the times with the aims and objectives
4. Corresponds always with the aims and objectives

The researcher's findings in **Table 9** indicate that among ages 10-13, story-telling and memorisation were used most regularly and corresponded always with the aims and objectives of the Sunday School Programme at N.E.G.S.T., while teaching and memorisation corresponded most of the time with the aims and objectives of the Sunday School.

## Discussion

From **Table 9** above, it appeared that children aged 10-13 years, could pray for their needs more meaningfully, were more interested in singing new songs, were more active in games, were bold in telling Bible stories and were able to memorise many verses because they were becoming more mature and their reasoning capacities were widening in understanding the Word of God.

The use of drama was low as compared to other activities. This could mean that the teachers did not have the time to invest in it as it involved a lot of creativity.

**Research question 4:** *In what ways are the teaching Methods related to the planned activities?*

Questionnaire items 2, 3, and 5 (Questionnaire B) were designed to show the relationship between teaching methods and the planned activities of the Sunday School Programme at N.E.G.S.T. These relationships were also observed personally by the researcher, during Sunday School's class times.

The following were the planned activities that were indicated by teachers and observed by the researcher in the N.E.G.S.T. Sunday School Programme: Praying, singing, teaching, games, drama, Bible story-telling and memorisation. The relationship between methods and planned activities are explained under discussion of findings below.

Discussion of Findings

The aims and objectives listed in Table 3 might not have a specific way in which they were met by the above mentioned planned activities. But the aims and objectives might be achieved in a general way by the planned activities and the teaching methods of the Sunday School. Teaching the word of God to children might be met through singing, games, Bible story-telling and memorisation. For example, during the researcher's observation, it was noted that sometimes the children held their hands together like an open Bible and pretended to read a verse.

#### *Research Question 5: How are the classrooms organized?*

Under classroom organization, the researcher wanted to find out through personal observation and to describe how each class was organized. It was observed that classes were organized according to age groups. Each class had between 5-8 children. In such small classes, teachers were able to give individual attention to each child according to their needs and differing learning abilities. The children had enough space in each class to be able to move from one corner of the room to the other as they tried to use the classrooms. Each classroom had a chalkboard which was used for teaching. For example, memory verses were written on the chalkboard for children to read and memorise. However, children who could not read, were asked to repeat the verse after the teacher until they were able to memorise it.

**Table 10: Teaching materials used by the Sunday School at N.E.G.S.T.**

Teachers' Responses	Frequency	Percentage
Pictures	10	76.92
Colours	8	61.54
CLMC Books	13	100
Audio tapes	5	38.46
Chalkboards	12	92.31
Pieces of chalk	9	69.23
Puppets	7	53.85
Bible	13	100
Toys	6	46.15
Plants	3	23.07
Grains	2	15.38
Bread	1	7.69
Sand	1	7.69
Newsprints	12	92.31

### Discussion

From the researcher's findings, teachers reported 100% use of CLMC Books and Bibles as teaching Materials, 92.31% use of chalkboards, 92.31% use of newsprints, 76.92% use of pictures, 69.23% use of pieces of chalk, 61.54% use of colours, 53.85% use of puppets, 46.15% use of toys, 38.46% use of audio tapes, 23.07% use of plants, 15.38 % use of grains, 7.69% use of bread and sand respectively as teaching

activities.

**Research question 6: *What kinds of teaching materials and curriculum are being used?***

Questionnaire items 2 and 5 (questionnaire B) were designed to collect this data. From teachers' responses to the questionnaire (Table 10, below) the researcher discovered that the teaching materials used at N.E.G.S.T. Sunday School included: pictures, colours, books, audio tapes, chalkboards and pieces of chalk, puppets, plants, grains, bread, sand, Bible, CLMC Sunday School books for ages 0 [sic]-4, 5-7, 8-9, 10-12, and 13 respectively. Toys and newsprints were also used for teaching as Sunday School materials.

#### Discussion

From the researcher's findings it was evident that good teaching materials were used to enable children to easily understand the lessons. Some of these materials could be bought locally and gotten easily.

#### Interpretation of Findings

From **Table 10**, the researcher observed that more use is made of pictures, colours, chalkboard, and the Bible, indicating perhaps a teacher-centred approach to teaching as opposed to student-centred approach where more of colouring, listening, audio-tapes, toys and other materials are used for pupil activities.

Pupils learn more by what they do than by what they hear. Therefore, more use could be made of teaching activities that increase children activity. Bread rated low because it was only used once to demonstrate the feeding of five thousand people by our Lord Jesus Christ, while sand was used to explain the promise of God to Abraham that his descendants would become like the sand of the sea. This could be the reason why it rated low. Plants were used to teach the beauty of God's creation while grains were used to demonstrate God's provision of food to mankind. This could be the reason why the rating was not high.

The researcher observed that the teaching materials for teaching the Sunday School children at N.E.G.S.T. come from CLMC, a product of Africa by Africans, and relevant to the African situation.

**Table 11:** *Curriculum used by the Sunday School at N.E.G.S.T.*

Teachers' Responses to CLMC Sunday School Books in Use	Frequency	Percentage
Book for ages 0-4	13	100
Book for ages 5-7	13	100
Book for ages 8-9	13	100
Book for ages 10-12	13	100
Book for age 13	13	100

### Conclusion

From the literature review, curriculum should be relevant to the ages and needs of the children. Each study must be related to the general theme for the entire unit. This seemed to be the case with the curriculum used by the Sunday School at N.E.G.S.T. (See details in Appendix F).

## **Chapter Five**

### **Conclusions and Recommendations**

The purpose of this study was to evaluate the Sunday School Programme at N.E.G.S.T. The researcher investigated the Sunday School's planned activities, teaching methods, teaching materials, curriculum and facilities as measured against the aims and objectives of the Sunday School to find out whether or not the Sunday School was achieving its aims and objectives. To gather the relevant information, six research questions were developed. Data were collected by means of interviews, questionnaires and personal observation. The criteria for judgement were the aims and objectives of the N.E.G.S.T. Sunday School Programme.

The researcher has summarised the findings as follows:

#### **Aims and objectives**

The researcher discovered that the N.E.G.S.T. Sunday School had no written aims and objectives. But by interviewing the superintendent and collecting teachers' responses to the questionnaires, the aims and objectives of N.E.G.S.T. Sunday School were ascertained to be: to teach the word of God to children and to lead them to Christ, to enable children to fellowship together, to help children to grow in Christian faith and character, to provide an alternative



avenue of training and fellowship to children who do not have a chance to attend church services with their parents due to transport difficulties, and to reinforce Christian parents' teaching of their children.

#### **Planned Activities for N.E.G.S.T. Sunday School Programme**

From the teachers' responses and the researcher's observations, the planned activities being used at N.E.G.S.T. Sunday School Programme comprised: praying, singing, teaching, games, drama, Bible story-telling and memorisation. The planned activities were found to be based on the aims and objectives of the Sunday School at N.E.G.S.T.

#### **Planned Activities versus Aims and Objectives**

From teacher's responses, all the planned activities corresponded with the aims and objectives of the Sunday School.

#### **Teaching Methods versus Planned Activities**

From the data collected through the questionnaire and verified by personal observation, the researcher found out that different methods of teaching were being used, namely Bible story-telling, drama, memorisation and games, were based on the planned activities.

#### **Classroom Organisation**

The researcher observed that classes were organized according to age groups and each class had between 5-8

children. In such small groups, teachers were able to give individual attention to each child according to each child's needs and differing learning ability. Children had enough space in each class to be able to move during lessons. Each classroom had a chalkboard for use by the teachers.

### **Teaching Materials and Curriculum in Use**

The researcher discovered that the N.E.G.S.T. Sunday School used a variety of teaching materials, all relevant to the different age groups. Books used were those of CLMC for children and early teens. These books were found to have a clear philosophy of education as well as aims and objectives for each Sunday school lesson.

It was further observed that the N.E.G.S.T. Sunday School programme was achieving its aims and objectives through its planned activities, methods and curriculum.

### **Recommendations Based on the Findings**

1. The Sunday School Programme at N.E.G.S.T. did not have written aims and objectives, as a result, the programme could only be evaluated on the basis of Superintendent's and teachers' opinions. It would be better for the Sunday School Programme to have formally stated aims and objectives on which the Superintendent and teachers could focus their efforts. This will also help the Sunday

School Programme committee to make self-evaluations from time to time.

2. The Sunday School Programme at N.E.G.S.T. did not have permanent teachers, relying mainly on women who were required to do their field ministries, and volunteer male and female students at N.E.G.S.T. When the students graduate each year, the Sunday School Programme is faced with the task of recruiting new teachers. It would be better for the teachers of Christian Ministries Programme and the permanent staff at N.E.G.S.T. to get involved in teaching the Sunday School children. They should alternate with those who are required to do their field ministries at the N.E.G.S.T. Sunday School.

#### **Recommendations for the Further Study**

Further study needs to be done in the following areas:

1. The relationship between the Sunday School programme at N.E.G.S.T. and other existing programmes in the school (i.e. Nursery School, Certificate, Diploma, M.A., M.Div., and M.TH. programmes).
2. The attitude of N.E.G.S.T. administration towards the Sunday School programme.
3. Comparisons between this Sunday School programme and others in the neighbourhood.

## APPENDICES

(A)

Questionnaire for interviewing the Sunday School superintendent at N.E.G.S.T.

1. What are the aims and objectives of the N.E.G.S.T. Sunday School programme?

- (a)
- (b)
- (c)
- (d)

2. How many Sunday School teachers are currently teaching at the N.E.G.S.T. Sunday School programme?

- (a) Male =
- (b) Female =

3. How many Sunday School teachers have received training in Sunday School teaching and how many are untrained?

- (a) Trained =
- (b) Untrained =

4. What are some of the problems facing the N.E.G.S.T. Sunday School programme?

- (a)
- (b)
- (c)
- (d)

5. Please give any information you consider necessary for the improvement of the N.E.G.S.T. Sunday School programme.

(B)

Questionnaire for the Sunday School teachers at N.E.G.S.T. Sunday School

1. What are the aims and objectives of the N.E.G.S.T. Sunday School programme?

- (a)
- (b)
- (c)
- (d)

2. What teaching materials (e.g. pictures) do you use for your Sunday School?

- (a)
- (b)
- (c)
- (d)

3. What teaching methods do you use in your Sunday School

- (a)
- (b)
- (c)
- (d)

4. Have you been trained to teach in the Sunday School?

- (a) Yes. ....
- (b) No. ....
- (c) If yes, where were you trained? .....

5. Which books do you use for teaching your Sunday School class?

- (a)
- (b)
- (c)
- (d)

(C)

Sample Table of Planned Activities and their Ratings Used in the Observation of each age group.

CLASS OBSERVED \_\_\_\_\_

DATE OBSERVED \_\_\_\_\_

ACTIVITIES	RATING			
	1	2	3	4
Praying				
Singing				
Teaching				
Games				
Drama				
Bible story-telling				
Memorisation				

Key

1. Does not correspond at all to the aims and objectives
2. Corresponds sometimes with the aims and objectives
3. Corresponds most of the times with the aims and objectives
4. Corresponds always with the aims and objectives

(D)

Sample Table of Planned Activities versus Observed Activities.

CLASS OBSERVED \_\_\_\_\_

DATE OBSERVED \_\_\_\_\_

INDICATED ACTIVITY	OBSERVED ACTIVITY
Praying	
Singing	
Teaching	
Games	
Drama	
Bible story-telling	
Memorisation	

(E)

Schedule for Class Observation

AGE	DATE	TIME
2 - 3	7/1/1996	7 - 8 AM
2 - 3	14/1/1996	7 - 8 AM
4 - 5	2/1/1996	7 - 8 AM
4 - 5	28/1/1996	7 - 8 AM
6 - 7	4/2/1996	7 - 8 AM
6 - 7	11/2/1996	7 - 8 AM
8 - 9	18/2/1996	7 - 8 AM
8 - 9	25/2/1996	7 - 8 AM
10 - 13	31/3/1996	7 - 8 AM
10 - 13	28/4/1996	7 - 8 AM



(F)

## CLMC Philosophy of the Sunday School Lessons

### Book One

You are fulfilling Jesus' command when you teach Sunday School.

"Make Disciples ... teaching them to obey everything I have commanded you" (Matthew 28:19-20).

1. You teach to win souls to Christ. The value of a child's soul is so great that Jesus died for them.
2. You are a channel through whom Jesus reaches children. You are not teaching chairs and lessons, but children whom God loves and cares for. Jesus wants to meet their needs through you.
3. You teach God's Word which is completely true and dependable.
4. You are laying up great treasures in Heaven.
5. You are preparing good citizens of your nation, and future mothers and fathers (Christian Learning Materials Centre 1993:1).

The outline of the curriculum for ages 2-3 and 4-6 is summarized as follows:

This curriculum is divided into seven units. Each unit has its aims and lessons.

#### Unit 1: Learning about Jesus

Unit Aim: To lead the children to know that Jesus is their friend who loves, protects, forgives and cares for them.

- Lessons:
1. Jesus loves the children
  2. Jesus Heals Jairus' daughter
  3. Jesus calms a storm
  4. Jesus forgives Zacchaeus

#### Unit 2: Trusting God's Care

Unit Aim: To lead the children to understand the different ways God provides for them to feel secure in His care.

- Lessons:
5. Elijah is fed by Birds
  6. More and more oil
  7. Jacob's ladder
  8. A brave shepherd boy

### Unit 3: Showing Love through Kindness

Unit Aim: To lead the children to understand the different aspects of kindness; to have them practice kindness.

- Lessons: 9. Joseph is kind to his brothers  
10. Isaac and the wells  
11. The woman who shared her food  
12. Elisha's room.  
13. Blind Bartimaeus

### Unit 4: Creation

Unit Aim: To lead the children to know that God has made the world and everything in it for them to enjoy; to thank Him for his creation.

- Lessons: 14. God made the world for us to enjoy  
15. God creates plants  
16. God creates animals  
17. God creates man

### Unit 4: Sin Spoils God's Plans

Unit Aim: To lead the children to understand how sin spoiled the good things God has given us; to ask His forgiveness for sin.

- Lessons: 18. Adam and Eve disobey

### Unit 6: Living in our families.

Unit Aim: To lead the children to appreciate the families God has given them; to be obedient helpers in their family.

- Lessons: 19. Baby Moses  
20. Moses and Aaron  
21. Joseph obeys his father  
22. Jesus obeys his family  
23. Timothy learns about God.

### Unit 7. Christmas

Unit Aim: To lead the children to know that Christmas is Jesus' birthday; to express their love to Jesus and thank Him for the happy Christmas time.

- Lessons: 24. An Angel brings Mary Good News  
25. Jesus is born  
26. The Wise men bring gifts to Jesus

Each lesson has an aim, explanation of the aim, memory verse, lesson outline, study of the scripture, teaching aids, Bible story, meaning for life and response. The children are also given assignment every Sunday to do at home with the help of

their parents. e.g. Encourage the children to tell their mother and father that Jesus loves them. Suggest that they ask their parents or older brother or sister to help them draw a picture of Jesus holding their hands in their exercise book (Christian Learning Materials Centre 1993,3).

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