

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

EXAMINING THE BIBLICAL TEACHING CONCERNING
RESPONSIBILITY OF PARRENTS TO TEACH THEIR CHILDREN
AND ITS IMPLICATIONS FOR THE CHALLENGES FACING
NEGST STUDENT PARENTS

BY

PHILBERT NANGALE

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

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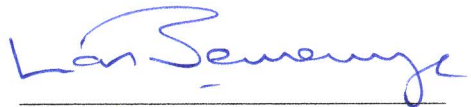
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STUDENT'S DECLARATION

EXAMINING THE BIBLICAL TEACHING CONCERNING RESPONSIBILITY
OF PARENTS TO TEACH THEIR CHILDREN AND ITS IMPLICATIONS
FOR THE CHALLENGES FACING NEGST STUDENT PARENTS:

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) Philbert Nangale
Philbert Nangale

June, 2001

ABSTRACT

The purpose of this study was to examine the Bible's teaching concerning the responsibility of parents to teach their children good behavior, and its implications for the modern challenges which face NEGST student parents as they teach their children good behavior. To achieve this purpose two methods of study were used.

First, was the library research. This examined selected texts from the OT and NT specifically from Deut. 6:1-9; Lev. 19:18; Prov. 19:18; 22:6; Eph. 6:4; 2 Tim. 1:5. The implications for the parents facing modern challenges, such as the mass-media and socializing agents outside the home, were studied with special reference to NEGST student parents as they teach their children. The library research revealed that the passages which were examined showed that there are reasons, methods and contents which parents can use in teaching their children. The library research also examined some modern challenges which seem to hinder NEGST student parents from teaching their children good behavior.

Second, was the field research. Thirty NEGST community members were interviewed. These included nineteen NEGST non-student members and eleven NEGST student parents.

1. The question for all thirty NEGST members was their opinions about the behavior of the children of student parents. A mixture of good and bad behavior was revealed.
2. These were questions which were directed to the eleven NEGST student parents only.
 - (a) What are the Biblical reasons, methods and contents used by parents to teach their children.
 - (b) What are the modern challenges facing NEGST student parents - mass-media and socializing agents outside the home.

Eight out of eleven interviewed NEGST student parents representing 73% accepted that they do not have enough time to teach their children good behavior because of spending more time studying. It was indicated that children's close friends and the people who are with them most of the time, influenced them to behave positively or negatively.

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CHAPTER ONE

INTRODUCTION

Students come to Nairobi Evangelical Graduate School of Theology (NEGST) to study God's Word so that they can be equipped for church leadership. Some students come with their families (husband, wife and children). As they study God's word, the Bible also tells parents (husband and wife) to teach their children God's Word (Deut. 6:7; Prov. 19:18; 22:6; Eph. 6:4b). This means parents have the responsibilities of studying and teaching their children God's Word.

This study examined the Bible responsibility of parents to teach their children God's Word and its implications to the challenges which seem to hinder NEGST students from teaching their children. The study used two methods, the library research and the field work research which interviewed second, third and fourth year NEGST student parents and nineteen NEGST non-students.

Statement of the Issue.

This study focused on the Biblical teaching regarding the responsibility of parents towards their children. The study also attempted to find out the implications of the selected

biblical passages for the challenges which face NEGST student parents.

The Purpose Of The Study.

The purpose of this study was to examine the responsibility of parents in teaching their children who are still under their control from nursery school to primary school level. Their roles were examined in light of selected passages from the Old and New Testament, specifically from Deut. 6:1-9; Lev. 19:18; Pro. 19:18; 22:6; Eph. 6:4; 2 Tim. 1:5. These passages have been selected to represent other scriptures and they are the basic scriptures concerning the role of parents in teaching their children good behavior. These passages were examined in four areas. Why, how, and what children should be taught by parents and the implications of the passages to the challenges which face NEGST students as they teach children.

Research Questions

1. What are the reasons for children to be taught by their parents according to Deut. 6:1-7a; Pro. 19:18; Eph. 6:4?
2. What are the methods to be used by parents to teach their children according to Deut. 6:4-9; Tim. 1:5?
3. What should parents teach their children according to Deut. 6:1-2, 6; Lev. 19:18?

4. What are some of the implications from the text, which will enable NEGST student parents to teach their children good behavior, as they face the challenges which seem to hinder them from teaching their children?
5. What are the NEGST community's (student parents, nursery school teachers, selected staff members, selected house helpers and selected watchmen) opinions regarding NEGST children's behavior?
6. What are the challenges facing NEGST student parents which seem to hinder some NEGST student parents in teaching their children good behavior?
7. What are some of the solutions to the challenges, which seem to hinder some NEGST student parents from teaching children good behavior?
8. What are some of the proposals or recommendations from the study for enabling NEGST student parents to teach their children good behavior?

The Significance of the Study.

The study was important for the following reasons.

1. The study hoped to provide basic Biblical reasons, content and methods for Christian parents to teach their children good behavior.
2. The study hoped to provide an awareness of some of the challenges which face NEGST student parents as they teach their children.

3. The study hoped to suggest solutions and recommendations to the challenges which seem to hinder NEGST student parents from teaching their children good behavior.

In other words, this study is important because it seeks to answer these questions, why, what and how should children be taught by their parents according to the Bible? What are the implications of the study towards NEGST student parents? What would be the challenges facing NEGST student parents which seem to hinder them from teaching their children good behavior? What are the solutions and proposals or recommendations to these challenges for enabling NEGST student parents to teach their children good behavior?

Delimitation of the Study

This study was delimited to the following areas:

1. The reasons (why), the methods (how) and the contents (What) to be taught to children were delimited to the following selected Bible passages. Deut. 6:9; Lev. 19:18; Pro. 19:22:6; Eph. 6:4; 2 Tim. 1:5.
2. The ages of children studied were those who were still under their parents' control from nursery through primary school ages.
3. The passages for study come from the Old Testament and New Testament specifically from Deut. 6:9; Lev. 19:18; Pro. 19:22:6; Eph. 6:4; 2 Tim. 1:5.

4. The challenges which the NEGST student parents face are delimited to three, that is, the challenge of socializing agents, studies and mass media.
5. The researcher intended to interview all thirteen 2nd and 3rd year NEGST student parents. But the researcher interviewed eleven only; for one was sick and one was unwilling. Among the eleven it was discovered that three were in MTH program and have been in the compound for four years. The selected nursery school teachers, staff members, watchmen and house helpers (who have been at NEGST for more than one year) were interviewed regarding NEGST student parents' children's behavior.

Hypotheses of the Study.

1. We would expect that NEGST student parents know what the Bible says about the responsibility of teaching their children.
2. We would expect that the NEGST community's opinions regarding NEGST children's behavior would be both positive and negative.
3. We would expect that the challenge of exposing children to the mass media (TV, radio and literature) hinders NEGST student parents from teaching their children good behavior.
4. We would expect that the challenge of studying hinders NEGST student parents from full participation in teaching their children good behavior.

5. We would expect that the challenge of socializing agents outside the home hinders NEGST student parents from teaching their children good behavior.

Definitions of Key Words

1. The words Child and son as used in the passages under study. The New American Standard Bible uses the word "sons" when referring to parents teaching their children in Deut. 4:9; 6:7; 11:19 and Pro. 19:18 and child in Pro. 22:6. The New International Version uses children in Deut. 4:6, 6:7; 11:19 and child in Pro. 22:6 and son in Pro. 19:18. The Hebrew word for children in Deut. 4:9; 6:2, 7 and son in Pro. 19:18 is "ben" which both means children generally (Harris 1980, 1: 114). In Eph. 6:4 the word children comes from Greek word **teknon** which means male or female children in relation to their parents (Richards, 1985). Therefore, the words children or sons are used interchangeably to mean male or female children in relation to their parents. In this study the word children or sons will be used for male and female children in relation to their parents.
2. Modern challenges. These are current issues which were not found in traditional Africa and in Biblical times which seem to affect or hinder the parents from fulfilling their work of teaching their children good behavior.

3. Good and bad behavior. In this study good behavior is used to mean to guide and encourage the children to know and to adopt behavior which involves loving God, loving other people as they love themselves and to take care of the natural world which is God's creation. Bad behavior is the opposite of all these.
4. Close friends. These are people who walk and stay together in such a way that they influence and shape each other's behavior.

CHAPTER TWO

LIBRARY RESEARCH

The library research examined the role of parents in teaching their children good behavior. Passages from the OT and NT (specifically from Deut. 6:1-9; Lev. 19:18; Prov. 19:18; 22:6; Eph. 6:4 and 2 Tim. 1:5) were selected to examine the reasons, methods and the contents which parents can use to teach their children. The library research also examined the implications of the selected passages to the NEGST student parents.

Why Children Should be Taught by their Parents

To Meet God's Requirements (Deut 6:1-2, 6-7a;
Eph.6:4b)

In these verses God commands parents to teach their children. Deut. 6:6-7a says "And these words, which I am commanding you today, shall be on your heart; and you shall teach them diligently to your sons..."(NASB). The pronoun "them" in verse 7a refers to the words of God which are called commandments, statutes, judgements and these words in Deut. 6:1,2,6. They are also found in Deut. 4:9, 10; 6:20-25; 11:18-20. In all these passages God expects parents to obey Him by imparting His words to their children from one generation to another (Thompson 1974, 123). Even in the Ancient Near East such as in Egypt, parents were responsible

for instructing their children in homes (Sifuna and Otiende 1992, 18).

In Eph. 6:4b God commands parents saying "fathers....bring them [children] up in the discipline and instruction of the Lord". In this case parents are told to bring them up in discipline which means to educate them by training them. This includes correcting them when they transgress the laws (Renecker 1976, 540) and to rear them so that they may "grow to love Jesus Christ and to serve Him in whatever walk of life they enter" (McDonald 1975, 260). Parents are also to give instructions to their children by using word of mouth, which includes giving advice and encouragement (Baker and Kohlenberger III 1994, 2: 781).

The context of Eph. 6:4b is a unit which begins chapter 5:22-6:4. Chapters 5:22-33 teaches about the relationship between wives and husbands and 6:1-4 is about the relationship between parents and children. Eph. 6:4b teaches that it is a duty of the Fathers to train and instruct their children. This duty goes with Deut. 6:6-7a where God requires parents to teach or to impress God's word on their children. The father as the head of the home should participate in training children. Together with other activities outside his home, he should not leave this responsibility to the mother alone, but he should cooperate with the mother (TAG 1994, 124-125).

To Prevent Moral Decay of their Children (Pro. 19:18)

Pro. 19:18 says, "Discipline your son while there is hope. And do not desire his death" (NASB). Botterweck defines the word discipline in this verse as "to instruct or to give instructions in order to shape conduct; to correct and to punish or chasten" (Botterweck and Ringgroned 1990, 129-130). It is synonymous with nurture which "Contains two emphases, that of instructions or education, and that of chastening or correcting' (Fennema 1977, 53). This is the period when a person is still a child, the time of character formation (Thomas 1982, 425).

Discipline can be divided into two parts. The first part is disciplining children by giving them instructions by words and deeds. The parents verbally teach their children God's word and by the example of their deeds as they walk with God daily (Fennema, 58-59). The second part of discipline is correction or chastening (Fennema, 103). This includes punishment (Prov. 13:24). The purpose of instructional and corrective disciplines in the home is to promote behavior that honor God and others [and] a child learns self-control, self-discipline and self-respect" (McDonald 1995, 203).

To Prepare Children to Make Right Choices (Pro.22:6).

Pro. 22:6 says, "Train up a child in the way he should go, even when he is old he will not depart from it"(NASB).

Thomas comments on this verse by saying that a person in his childhood should not be allowed to go in his own way nor in

the way of the evil world, but should be educated and directed in ways of the Lord (Thomas, 536-537). Therefore, parents have the role of teaching their children. Consequently the children are to practice the teachings. Hence the children, by God's help, will make the right choices.

How Children Should be Taught by their Parents

By The Conduct of their Parents
(Deut. 6:4-9; 2 Tim. 1:5).

In Deut. 6:4-9 God tells all Israel (people of all ages), "Hear, O Israel..." (NASB). In verse 6, it says "And all these words shall be on your heart" and verse 7 says "and you shall teach them to your sons...." The meaning here is that the method of teaching children is by the example of the conduct of adults, including parents. In other words adults are to understand and keep or do what God says, so that they will teach their children by their obedience to God in conduct and words. A good example of this is found in 2 Tim. 1:5. Timothy's grandmother, Lois, and mother, Eunice, contributed to the faith of Timothy. As a result Paul remembered Timothy's sincere faith which was shaped and impressed by the grandmother and mother in the "atmosphere of Timothy's home" (Guthrie 1957, 125).

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By Memorizing Scriptures (Deut. 6:4-9).

The command to love God in Deut. 6:5 was also described by Jesus in Mat. 22:36-38; Mark 12:29-34; Luke 10: 27, 28). This means in the time of Jesus people knew this verse.

Thompson says that Deut. 6:4-9; 11:13-21; Numb. 15:37-41 were memorized, confessed and recited as a daily prayer for many centuries among the Jews (Thompson, 121). Schultz also says that these passages were "the confession of faith in Judaism. Pious Jews recited twice daily in the Liturgy" (Schultz 1971, 40). Maxwell comments on these verses by stating that the custom of Orthodox Jewish men was to copy sections from the law (Ex. 13:1-10. 11-16; Deut. 6:4-9; 11:13-21) and put these passages in leather cases on straps and bind them to their left arms and on the foreheads during morning prayers. They also put Deuteronomy 6:4-5 and 11:13-20 in a metal case and affixed it to the right-hand doorposts of every entrance to their houses (Maxwell 1987, 128). This means that another method for learning and teaching God's word was through memorization of portions of scripture

By Conversation Between Parents and Children
(Deut. 6:7b).

Deut. 6:7b says "... and shall talk of them when you sit in your house and when you walk by the way and when you lie down and you rise up"(NASB). Maxwell comments that one of the methods by which parents can teach their children God's truth is to talk about them (Maxwell, 128). This involves conversation, where parents talk to their children and children can ask questions. "When your sons ask you then you shall say to your son..." (Deut. 6:20-25). This is a conversational method, where there is exchange of ideas between parents and children (Lierop 1992, 60). In other

words Deut. 6:7b, 20-25 suggest that parents taught their children through conversation which involved discussion, question and answer methods.

We can summarize this part by saying that children are taught by their parents using two ways: by words (memorizing Scriptures and conversation) and by the example of their parents' conduct. Draper argues that,

The most powerful method of teaching of all is the example of what each parent does, what he says, how he does, and the attitudes that accompany what he says and does... The main lesson is that parents are teaching by example all of the time, even when they are saying nothing, express no opinions hidden and no verbal clues. The child still picks... this into his personality.... he does not question whether the parent is doing wrong or right, but simply accepts that this is the way things are done in life (Draper 1982, 34-35).

What Children Should be Taught by their Parents

To Love God (Deut. 6:5)

Deut. 6:5 says, "And you shall love the Lord your God with all your heart and with all your soul and with all your might" (NASB). In Deut. 6:6, 7 God told Israel saying "and these words... you shall teach them to your sons..." It means that the exhortation to love God was "used to open every Jewish service and... every Jewish child commits (it) to memory" (Maxwell, 126).

This love shows a relationship between God and Israel (Craigie 1976, 170). God expressed his love by making a covenant and promised to Abraham to multiply his seed, to

give them the land, to protect, to guide them, and to be a blessing to other nations (Gen. 12:13; 15:13-16). In response to this, Israel was to trust, obey and commit themselves totally to God. The reason for this is not only because God loved them, but because He is the only true God among the gods e.g. the Canaanite Baals (Deut. 6:4; Ex. 20:1-6).

To Love Others (Lev. 19:18).

Lev. 19:18 says, "... you shall love your neighbor as you love yourself..."(NASB). The context of these words starts from Lev. 18 to chapter 19:1-18. Most of these verses talk about relationship between people. We have the prohibitions of having sexual relationship between son and mother, brother and sister with daughter of one's father, mother's wife, with neighbor's wife. Lev. 19:11-18 is about good neighborliness, being honest (11-12), not exploiting the weak, the laborer and the handicapped (13-14), justice in the courts for the poor and the great (15-16) and behaving well to neighbors (17-18).

The word neighbor in Lev. 19:13, 15-18, has the following meanings. In verses 13, 16 and 18 the word translated neighbor comes from Hebrew word *rea* which means "friend, companion, another person" (Harris, Archer and Waltke 1980, 2:853). In verses 15 and 17 the word for neighbor is *am* in Hebrew which means "people of nations... a group of people larger than a tribe or a clan..." (Harris, Archer and Waltke

1980, 2:1640).

These words mean that a neighbour is a person who lives near or far away, a person of the same or different tribe, nation, or color. For the Israelites then they were to love themselves as God's chosen people (Deut. 7:6; 14:2) and people of other nations remembering that they were strangers in Egypt (Lev. 19:34). And parents were to teach these laws to their children.

Lev. 19: 18 can be taken as a summary of chapters 18-19 of how people can relate to one another. In fact it summarizes the whole Bible's teaching on how people can treat others, "And the second [greatest commandment] is 'Love your neighbour as yourself' (NASB). All the law and prophets hang on these commandments" (Mat. 22:39-40).

Implications from the Text of the Selected Biblical Passages
which will Enable NEGST Student Parents to Teach their
Children Good Behavior.

The following are some of the Biblical principles or standards for Christian parents to teach their children good behavior. These include NEGST student parents who are being theologically trained, prepared and expected to be the light and salt of the world as church servant leaders.

1. The parents are primarily responsible for teaching their children good behavior. The Bible tells us that parents (both fathers and mothers) are responsible for

teaching their children (Pro. 1:8; 6:20). Both must cooperate. Kimathi states:

Parenthood is a joint responsibility. It is a partnership and team work for both father and mother... if parents do not transmit their values in time, their children will learn from other sources, whose values might be contrary to the values that they want their children to assimilate (Kimathi 1983, 41).

Mbiti also adds:

Both parents should cooperate [in teaching their children], so that the child is not frustrated by being shown or told one thing by his mother and a different or opposite thing by his father (Mbiti 1973, 181).

The quotations above show that parents (fathers and mothers) are responsible to teach God's Word to their children. Both must agree on what to teach. Parents should accept the Bible as God's Word and teach it to their children. This also means that parents (both fathers and mothers) should not neglect other duties. But together with other duties, they should arrange to have quality time to teach their children. If they don't children will receive teachings from different sources which may lead to bad behavior. This does not mean that parents are the only teachers of children. Other teachers can teach them. For example, in Jewish education, there were teachers who taught children the OT, traditions and the commentaries of Talmud (Pfeiffer, Vos and Rea 1975, 1:494). This does not however mean that teachers should replace the parents' role.

2. The home is an important place for teaching children.

Cressman states:

The home is the most important organisation in the world.... It was the first organisation in the world. It was set in order by God. From that other organisations....churches, schools and government follow. The home is the greatest training school in the world. It shall be ruled according to God's Word (Cressman 1952, 19, 27).

3. The content for teaching children good behavior is the Bible or God's laws. Jesus summarized the Biblical laws in Matt. 22:36-40 as loving God, loving others and loving oneself. The contents here are relational, how we relate to God, others, and oneself.
4. In teaching their children parents should use a range of methods. Children differ and places also differ, so parents should be sensitive to their children and be creative in using different methods.
5. The goal or purpose of teaching children is to form good behavior towards God, towards others, and towards oneself. It can take time, but parents should not be discouraged. They should remember that in the process of forming good behavior or character, they are fulfilling their role.

The Modern Challenges

The Challenge of Socializing Agents on Parents in Teaching their Children Good Behavior.

In traditional Africa, several people played a big part as agents of socializing children. There was the family. Parents, both fathers and mothers, taught their children skills of work, their responsibility to others, and good character and gave punishment for misbehavior (Male and

Onyango 1984, 22). Grandparents socialized grandchildren by teaching traditional values using stories, proverbs and songs (Male 1984, 20). The elder brothers and sisters taught their younger siblings (Male and Onyango, 20).

The whole community in traditional Africa was involved in child socialization. The adults could correct or discipline any child who misbehaved (Male and Onyango, 19). Also the close friends of a child or peer group shaped the behavior of other children as they stayed, played and worked together (Datta 1984, 76).

In modern Africa there are socializing agents also. The schools socialize children formally in classroom through teaching, "caning, suspension, expulsion...prizes" and informally through the peer group influence and pressure, and the teachers' behavior (Datta, 88). These can influence children's behavior negatively or positively.

House workers or helpers are "socializers of behavior" in modern Africa (Male and Onyango, 23). They spend more time with children than the parents who spend more time outside the family, working or studying. If their behavior is not good they can influence children in negative ways (Male 1984, 23). So there is a need to know their behavior before employing them (Ndegwa 1987, 30).

The Challenge of Studies for Parents in Teaching Their Children.

Studies are a challenge to NEGST student parents because they demand time. They take students' time, effort, energy and they can cause tiredness. At the same time, student parents are responsible for teaching their children (Deut. 6:1-2, 6-7a; Eph. 6:4b; Prov. 19:18; 22:6). This also demands time, effort, energy and it can bring tiredness. The student parents then have two responsibilities which demand time. Studies here are a challenge because they can hinder a student parent from full participation in teaching his/her children.

The Challenge of Mass Media for Parents in Teaching their Children

Mass media can be seen as any means of mass communication, which cover literature (books, newspaper, magazines), television and radio (Atkinson and Field 1995, 579, 580). The mass media are neutral, they can be used for good purposes e.g. communication of Christian messages, or for bad purposes because of human fallen nature (Atkinson and Field 1995, 580). Therefore, the mass media are a challenge to the NEGST student parents because they have them in their homes or in their neighbors' homes. They may contain bad programs which can spoil children's behavior. The parents then need to discern and control the mass media programs.

Regarding TV., parents should set boundaries around their children's television viewing by directing them to programs that are informative, educational or inspirational (Kesler, Beer and Neff 1986, 277) and good entertainment. This can be applied to radio too; not every thing which comes from listening to the radio is good. Therefore parents should direct their children to radio programs which are morally valuable. The same applies to literature (books, newspapers, magazines); words and pictures have an impact on children, therefore parents should be aware of literature so that they choose good ones for their children (Kesler, Beer and Neff, 274).

Summary

From chapter two, it is clear that the Bible tells parents that they are responsible for teaching their children God's Word. It is a requirement from God to prevent children's moral decay and to prepare them to make right choices. As parents teach their children, they are to use methods such as the parents' conduct, scripture memorization and discussions. This results to loving God and other people. The chapter also teaches that as parents teach their children God's Word, they face modern challenges (eg. socializing agents, studies and mass media) which seem to hinder them from fulfilling this role. But with these challenges, parents should remember that they are still responsible for teaching their children God's Word in order to form good behavior.

CHAPTER THREE

METHODOLOGY OF THE STUDY

This chapter describes the methods that were used in carrying out the library and the field work research. The library research was chosen in order to examine the Biblical teaching concerning the responsibility of parents to teach their children and its implications to the challenges which seem to hinder NEGST student parents from teaching their children. In this study, Bible quotations came from the New American Standard Bible. The field work interviewed the second, third and fourth year student parents and nineteen NEGST non-student members. The data was collected from the library and through interviews. This was done to

1. enable the researcher to clarify the questions and answers and to get information (Nachmias and Nachmias 1966, 237). This was more helpful for the househelpers, watchmen and some staff members who had difficulties in reading and understanding English.
2. to enable the researcher to ensure that interviewees understood the questions and answered them as intended (Nachmias and Nachmias, 237). This was because the househelpers, watchmen and some staff members had difficulties in reading and understanding English.

The Population

The population of this study consisted of thirty NEGST members. 19 of these were non-student NEGST members. This included 4 househelpers, 3 nursery school teachers, 4 watchmen and 8 staff members. The other group was the 11 second, third and fourth year NEGST student parents.

Instruments

One type of method was used to collect data. This was the interview method. Twelve (12) questions were formulated. Ten (10) questions were for 11 NEGST student parents and Two (2) questions for non-student NEGST members and NEGST student parents.

Administration of the Instrument

When the questions were ready the researcher interviewed each person in the population individually. It took the researcher two months (February to April) to complete interviewing. The reason was most student parents were very busy.

Sampling

There was no sampling for the NEGST student parents since they were only 13 and 2 were unwilling to be interviewed. The nineteen (19) non-student NEGST members had stayed at NEGST for a period of 1 to 16 years which enabled them to have some knowledge about the questions they were asked.

For the interview procedure which was followed to guide the researcher, see Library and Interview questions in the appendix.

CHAPTER FOUR

ANALYSIS AND DISCUSSIONS OF THE FINDINGS

The purpose of this chapter is to analyse and discuss the findings from the collected data which the researcher got from interviewees at NEGST. The total number of interviewees were thirty. They have stayed at NEGST for a period of one to sixteen years, so they have some knowledge of and information regarding the questions they were being asked. They were divided into two groups. The first group are some NEGST members who are not students. These are: Four househelpers who have been at NEGST for one year. They stay with the children in the student homes. They cook and feed the small children. They also take children to nursery school and they watch children as they play outside the homes. In the evening they call children to return home. Through these activities of associating with children for one year at NEGST, it is possible that they have some knowledge of children's behavior. Then there are NEGST nursery school teachers. They have been at NEGST from two to fourteen years. Then there are four watchmen who have been at NEGST from nine to fourteen years. They go around the school compound and they protect school properties such as water taps and chairs. They work day and night by

alternating. It is possible that sometimes these people see what children talk about with others. Also in the first group of people interviewed there were eight staff members who have been at NEGST for three to sixteen years. Two of them have confirmed talking to some student parents about their children's misbehavior especially saying shameful words. Six are involved in cleaning the school compound. They clean the classrooms, arrange chairs and they clean the school environment outside classrooms and offices. For example, they cut grass and collect rubbish. In other words, they are concerned with the cleanliness of the school compound. It is possible that they have some knowledge of people (including children) who make the environment clean or dirty. Therefore the opinions of first groups of people should be valued because of their years at NEGST and the activities they do. It is possible that they hear what children say, they see what children do, and they talk to and with the children. So, they have some knowledge about children's behavior.

The second group are eleven of the NEGST student parents who are in MA and MTH programs. They have been at NEGST for two, three and four years. Three have been at NEGST for four years and are in the MTH program. Eight have been at NEGST for two years and one for three years, all in MA program. All these parents live in the NEGST compound, so this gives them the possibility to observe their children's behavior.

The questions they were asked and their answers were as follows.

Questions to the eleven MA and MTH NEGST student parents

(1) How long have you been at NEGST?

The student parent interviewees have stayed for a period of two to four years at the NEGST compound.

(2) Questions regarding Biblical responsibility of NEGST student parents to teach their children good behavior.

(a) What are the Biblical reasons for teaching your children?

These are the Biblical reasons which were mentioned.

1. To fulfil God's commands (Proverbs 22:6; to love others, Lev. 19:18),
2. To worship God (Ex.20:3-5).
3. To have christian behavior and
4. To enable children to walk in God's ways. All the interviewed parents confirmed the reasons for teaching the children good behavior.

(b) What are Biblical methods you use for teaching your children?

All the interviewed parents said that they use different methods. These are,

1. To be good example to them,
2. Question and answer method,
3. Memorizing scriptures,
4. use of christian songs, drama, story telling and

5. The use of visual aids eg christian films.

(c) What are the Biblical contents you teach your children?

All the interviewed parents reported that they teach their children:

1. The way of salvation, (that is, how God loves us through Jesus, how sinful we are, and how to receive Jesus.
2. They also teach their children to relate well to others eg. respecting parents and
3. How to pray.

The answers to the three (a-c) above questions show that all parents (100%) know Biblical reasons, methods and contents for teaching their children as Table 1 indicates. This corresponds with the first hypothesis of the study which stated that we would expect the NEGST student parents to know what the Bible says about their responsibility of teaching their children. And this is why some non-students NEGST members testified that some children have some Bible knowledge.

Table 1. Reasons, Methods and Contents

Questions	Answers
About Biblical reasons	11/11 = 100% of parents know Biblical reasons.
About Biblical Methods	11/11 = 100% of parents know the use of different Biblical methods.
About Biblical Contents	11/11 = 100% of parents know what to teach from the Bible

(3) What are your opinions about the behavior of children of the students at NEGST?

Four student parents interviewed said that most children misbehave. They are disobedient, undisciplined and destructive of properties. They speak evil and shameful language and they throw away rubbish, such as pieces of paper, in the school compound. Three student parents said that children show a mixture of behavior; bad and good. Three others reported that most children behave well. They respect people and they are obedient and disciplined. But one student said that he does not know children. Table 2 below shows the parents' opinions about children's behavior.

The reasons which were reported for children's misbehavior include:

1. Most parents spend time studying so they do not have time to stay with their children.
2. Student parents come from different countries and different tribes and different backgrounds, where they

have different ways of disciplining children. When they come to NEGST, they tend to adjust to the way other people stay, thus discipline becomes a problem.

3. Others said that children misbehave because some parents defend their children's misbehavior when they are told to correct them.
4. Some reported that children misbehave because they are born sinners.

Table 2. Parent's Opinions on Childrens' Behavior

Most children misbehave	4/11	36%
Children show mixed behavior	3/11	27%
Most children behave well	3/11	27%
Does not know children's behavior	1/11	9%

From the opinions of the behavior of children of the student parents, it is the opinion of the interviewed student parents of NEGST that most children misbehave and some behave well. This corresponds with the second hypothesis of the study which states that we could expect the NEGST community's opinions about children's behavior to be positive and negative.

Questions regarding the challenges which seem to hinder NEGST student parents from teaching their children good behaviors.

(a) How does your work of studies at NEGST affect your time to teach your children good behavior?

Three interviewees responded that they have enough time to stay with and teach their children. Eight interviewees said

that they spend most of their time studying in classes and in the library meeting deadlines; so they do not have enough time to stay with their children and teach them. This agrees with the fourth hypothesis of the study which states that, the challenge of studying at NEGST, hinders student parents from full participation in teaching their children good behavior. Table 3 below shows the responses of the effect of studies to students' time.

Table 3. Parents' Challenges on Studies

Question	Answers
Studies	3/11 = 27% Enough time
	8/11 = 73% Not enough time

(b) How do you control your children from watching bad TV programs which can influence their behavior negatively? One of the parents said that he had no TV. Ten parents said, they control bad programs by switching them off and switching on good programs. And they instruct children on how bad these programs are and the effects of such TV programs.

(c) How do you prevent your children from listening to bad radio programs which can influence your children negatively? All parents reported that they switch off bad radio programs and switch on good ones. They also instruct their children how bad these programs are to their lives.

(d) How do you prevent your children from reading bad literature which can influence them negatively?

All parents said that they select good literature for their children. They instruct and tell their children on how bad literature can ruin their good behaviors.

From the answers of questions b-d it can be observed that the children are exposed to the mass media as Table 4 indicates. They watch TV, listen to the radio programs, and have access to all kinds of literature. This does not agree with the third hypothesis which states that: "We would expect that the challenge of exposing children to the mass media (TV, radio and literature) hinders NEGST student parents from teaching their children good behavior". This is because parents control the bad programs and bad literature by selecting the good ones and by instructing their children on their bad effects. But most parents answered question (1) that they do not have enough time to stay with their children and to teach them. Therefore, parents should be aware that while they say they control the bad TV and radio programs for their children, it is possible that children watch these programs while parents are busy with studies. The solution to these challenges are that parents should balance their time. There should be enough time to study and enough time to teach their children. NEGST teachers also should give assignments remembering that student parents have the responsibility of teaching their children.

Table 4. Mass-media

Questions	Answers
TV	1/11 = 9% no TV
Radio	10/11 = 91% Control programs
Literature	11/11 = 100% Control

(e) What kinds of close friends do your children associate with?

Six parents said that they associate with children of mixed behavior (bad and good). Five parents said that they try to select close friends of good behavior for their children.

Table 5 shows the responses of student parents about selecting their children's close friends.

Table 5. Close Friends

Question	Answers
About close friends	6/11 = 55% said difficult to select
	5/11 = 45% said try to select

(f) What kind of nursery school teachers teach your children?

Two parents said that they don't have children in nursery school. One parent said nursery school teachers had bad behavior.

Eight parents reported that nursery school teachers have good behavior, for example, they are all christians and trained in their teaching ministry. Table 6 below shows parents' responses to the nursery school teachers' behavior.

Table 6. Nursery School Teachers' Behavior

Question	Answer
Nursery school teachers' behavior	2/11 = 18% Don't know
	1/11 = 9% have bad behavior
	8/11 = 73% have good behavior.

(g) What kind of primary school teachers teach your children?

Five parents said that teachers are of mixed behavior. Some do not behave well, eg. they smoke. But parents tell their children not to imitate bad behaviors of some teachers. Two parents said they don't have children in primary school, so they do not know teachers' behavior. Four parents said that the teachers have good behavior, eg. they are christians who sometimes teach children Christianity. The responses of primary school teachers' behavior is indicated by Table 7 below.

Table 7. Primary School Teachers' Behavior

Question	Answers
Primary school teachers' behavior	2/11 = 18% don't know
	5/11 = 45% mixed behavior
	4/11 = 36% good behavior

From questions and answers e-g it can be summarized that, all the socializing agents outside the home do not hinder NEGST student parents from teaching their children good behavior as the fifth hypothesis of the study stated: "that

we would expect that the challenge of socializing agents outside the home hinders NEGST student parents from teaching their children." But these socializing agents (children's close friends, primary and nursery school teachers) have both good and bad behavior. Thus, they can influence children's behavior positively and negatively. The solution to this challenge is that parents should try to be selective and instruct children to walk closely with friends of good behavior, and to be taught by teachers of good behavior remembering that, "He who walks with wise men will be wise. But the companions of fools will suffer harm" (Prov. 13:20 NASB) and that "the greatest influence in children's life, next to his parents is his teachers.... A good teacher moulds his pupils characters to do what is right" (Anderson, Schelnberg and Wolfe n.d., 43).

Questions for the selected non-student NEGST members (nursery school teachers, house helpers and watchmen).

(1) How long have you been at NEGST?

Most of the interviewees have stayed for a period of one to sixteen years.

(2) What are your opinions about the behavior of the children of the students at NEGST? This question takes into the account that the interviewees have lived and worked at NEGST long enough to have some knowledge about children's behavior.

The answers were as follows. Nine people answered that they have observed most children misbehaving. Some are

disobedient because they do not do what adults tell them. Some do not respect adults, some are rough, fight and some destroy properties. Some throw away rubbish, e.g. pieces of paper, in the school compound. Some open water taps and leave water flowing. Some play with school writing boards and some had bad relationships. They speak evil and shameful words which leave one wondering where children get these words.

Seven interviewees reported that they have observed a mixture of bad and good behavior, disobedience and obedience. Three interviewees said that most children behave well. They are obedient and disciplined. They have Bible knowledge, for example. They associate bad deeds with satan and they call a person who does good things a friend of Jesus. And some know that this world will come to an end and then there will be heaven.

Table 8. Non-student Opinions on Childrens Behavior

Most children misbehave	9/19	47%
Children show mixed behavior	7/19	37%
Most children behave well	3/19	16%

The interviewees gave opinions as reasons for children's misbehavior. That children are born sinners, most parents spend most of their time studying, and some parents do not select qualified househelpers. Other reasons given were: parents do not cooperate with househelpers to discipline

their children. They keep blaming househelpers and nursery school teachers for their childrens' misbehavior.

Other reasons which were given include, parents allow their children to watch bad TV programs and some parents have sex thinking that their children are asleep. Others reported that NEGST has different people from different countries, so there is influence from different cultures.

From the opinions about the behavior of children of student parents, it is the opinions of the interviewed non-student NEGST member's that most children misbehave and some behave well. This corresponds the second hypothesis which states that we would expect the NEGST community's opinions about the children to be positive and negative. This is summarized in Table 8 above.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the responsibility of parents to teach their children who are still under their control from nursery to primary school levels. Their role was examined in the light of the selected passages from the OT and NT specifically from Deut. Deut. 6:1-9; Lev. 19:18; Prov. 19:18; 22:6; Eph. 6:4; 2 Tim. 1:5. These passages were selected to represent other scriptures and because they are the basic scriptures concerning the role of parents in teaching their children good behavior.

These passages were examined in four areas. Why, how and what children should be taught by their parents and their implications to the challenges which face NEGST student parents as they teach their children good behavior.

The findings regarding the questions asked of student parents were as follows: Regarding the responsibility of NEGST student parents to teach their children.

- (a) What are the Biblical reasons for teaching your children?
- (b) What are the Biblical methods you use to teach your

children?

(c) What are the Biblical contents you teach your children?

The findings of these questions showed that 100% of interviewed parents know the Biblical reasons, methods and contents for teaching their children. This is indicated also by Table 1 and it agrees with the first hypothesis which states that we would expect the NEGST student parents to know what the Bible says about their responsibility of teaching their children.

What are your opinions about the behavior of the children of the students at NEGST? The findings of this question indicated that 36% of interviewed parents said children at NEGST have good and bad behavior, 27% reported that most children behave well and 9% said that he does not know. All these are indicated in table number 2. This corresponds with the second hypothesis which states that we could expect the NEGST Community's opinions about children's behavior to be positive and negative.

The findings of the questions regarding the challenges which seem to hinder NEGST student parents from teaching their children good behavior were as follows.

(a) How does your work of studies affect your time to teach your children good behavior?

(b) How do you control your children from listening to bad radio programs which can influence their behavior

negatively?

(c) How do you control your children from reading bad literature which can influence their behavior negatively?

(d) How do you control your children from reading bad, literature which can influence their behavior negatively?

The findings of the above questions revealed that 27% of parents reported that they had enough time to teach their children while 73% had no enough time to stay with their children and teach them (Table 3). This agrees with the fourth hypothesis which states that, we would expect that the challenge of studying at NEGST hinders student parents from full participation in teaching their children good behavior. 100% of parents interviewed showed that they control bad TV and radio programs and bad literature (Table 4). This disagrees with the third hypothesis which is we would expect that the challenge of exposing children to the mass media (TV, radio and literature) hinder NEGST student parents from teaching their children good behavior. They control by selecting good educational programs and literature. But because of having not enough time to teach their children, this leads us to suggest that theoretically parents know more about their parental role, but practically do less. This also leads us to suggest that the children may be watching and listening to bad TV and radio programs while parents are away studying.

(e) What kind of close friends do your children associate with?

(f) What kind of nursery school teachers teach your children?

(g) What kind of primary school teachers teach your children?

Regarding close friends (Table 5) and primary school teachers (Table 7), most parents interviewed (55% and 45%) indicated that some of their children's close friends and some primary school teachers do not behave well. But regarding nursery school teachers (Table 6) most parents interviewed (73%) indicated that these teachers have good behavior.

In summary, the answers to questions e-g shows that the socializing agents outside the home (children's closest friends, nursery and primary school teachers) do not all hinder NEGST student parents from teaching their children good behavior. This disagrees with the fifth hypothesis which stated that we would expect that the challenge of socializing agents outside the home hinders NEGST student parents from their children good behavior. The findings showed that some children's close friends, nursery and primary school teachers have good behavior while others not. Thus, they can influence children's behavior positively and negatively.

The findings regarding the question to the NEGST non-student parents were as follows.

The question: What are your opinions about the behavior of the children at NEGST? The findings of this questions of this question (Table 8) show that most interviewed (47%) indicated more children misbehave. This agrees with the second hypothesis that we should expect the NEGST community's behavior would be both positive and negative.

The NEGST non-student parents (47%) and the NEGST student parents (36%) shared the reasons for the children's misbehavior. The reasons they said were children are born sinful (Ps. 51:5), parents' lack of time to stay with their children and teach them, watching and listen bad TV and radio programs and association with close friends of misbehavior. Other reasons they gave are unqualified house-helpers, some parents blame house helpers and Sunday school teachers for children's behavior and NEGST is composed of people from different countries and backgrounds and that some parents are not sensitive to what they do. For example, some parents sleep with their children in the same room and they have sex thinking that their children are asleep.

Conclusion

The following are the lessons or applications of this study.

1. The parents have the first responsibility of teaching their children good behavior, both the father and the mother should cooperate in teaching their children.
2. We need to know the Biblical reasons and contents for

teaching our children. And we need to know different teaching methods for teaching our children.

3. We need to select good mass-media programs for our children and instruct them concerning the bad effects of the mass-media programs.

4. Children should be taught by teachers of good behavior and parents should instruct children about the bad effect of teachers of bad behavior.

5. Parents should encourage their children to associate with close friends of good behavior. They should also instruct their children concerning the bad effects of associating with close friends who misbehave "He who walks with the wise men will be wise, But the companion of fools will suffer harm" (Prov. 13:20 NASB).

6. Parents should balance their time. There should be enough time to stay and teach children and there should be enough time to do other activities.

Recommendations

While we thank God for the NEGST student parents and for their knowledge of teaching their children good behavior, we also recommend:

1. NEGST should develop a children's teaching ministry. The teachers can cooperate with parents to teach children. The teachers should be those who are trained and they should use relevant materials such as those from Christian Learning Materials Centre (CLMC).

2. Parents should include in their teaching content our responsibility of taking care of our environment. This is because the interviewed people reported that children make the school compound dirty.

3. This study interviewed NEGST student parents who teach their children. Further study should be done

(a) Interviewing children on how they use TV, radio and literature.

(b) Interviewing children on what Biblical content they are taught by their parents and the teaching methods their parents use.

(c) Interviewing children on what kind of close friends they associate with and what kind of nursery and primary school teachers teach them.

4. Further study should be done on the reasons which were given by the interviewees to be the reasons for children's misbehavior. This includes salvation of children at NEGST, since it was suggested that children misbehave because we are born sinful (This is biblical (Ps. 51:5) but the study will reveal to what extent NEGST children understand salvation). Then further study should be done on the qualifications of the house helpers and their cooperation with the parents, how NEGST as a mixed community (of people from different countries) affects children's behavior and the effects of parents and children sleeping in two bedrooms.

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APPENDIX

A. **Library:** This involved literature or library research, so it dealt with the exegesis of the passages in the following ways.

1. Key words which are found in the passage under study were examined.
2. Bible Commentaries, Dictionaries, Lexicons, Encyclopedia, Journals and related books were used.

B. **Interviews:** This was field work which was carried out at NEGST as follows:

Questions were prepared for eleven MA and MTH NEGST student parents. These people have been at NEGST from two to four years. They are familiar with the community and the primary and nursery schools, where their children go.

- (1) How long have you been at NEGST?
- (2) Questions regarding Biblical responsibility of teaching their children good behavior.
 - (a) What are the Biblical reasons for teaching your children?
 - (b) What are the Biblical methods for teaching your children?
 - (c) What are the Biblical contents you over for teaching your children?

- (3) What are your opinions about the behavior of the children of students (studying) at NEGST?
- (4) Question regarding the challenges which seem to hinder NEGST students from teaching their children good behavior.
 - (a) How do your studies at NEGST affect your time to teach your children good behavior?
 - (b) How do you control your children from watching bad T.V. programs, which can influence their behavior negatively?
 - (c) How do you control your children from listening to bad radioprograms, which can influence your children negatively?
 - (d) How do you control your children from reading bad literature, which can influence your children negatively?
 - (e) What kind of close friends do your children associate with?
 - (f) What kind of nursery school teachers teach your children?
 - (g) What kind of primary school teachers teach your children?

Questions for the selected non-student NEGST members (nursery school teachers, house helpers and watchmen).

- (1) How long have you been at NEGST?
- (2) What are your opinions about the behavior of the children of students (studying) at NEGST?

CURRICULUM VITAE

Personal Data

Name: Philibert Nangale
Birth: 1955
Nationality: Tanzanian
Marital Status: Married
Number of children: Two (2)
Name of Spouse: Esther Nangale

EDUCATIONAL BACKGROUND

Solwa Primary School) 1965 - 1974
Ihungo Secondary School 1974 - 1977
Majahida Bible Training School 1978 - 1980
Scott Theological College
(Bachelor of Theology 1984 - 1988
Nairobi Evangelical Graduate School of
Theology (Master of Divinity) 1996 - 1999

MINISTRY EXPERIENCE

Local Church Supervisor 1981 - 1982
Majahida Bible School - Teacher 1982 - 1984, 1988 - 1994
Nassa Theological College - Teacher 1994 - 1996.