

NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY

THE STUDY OF THE EFFECTIVENESS OF AFRICA INLAND  
CHURCH CHRISTIAN EDUCATION CURRICULUM IN  
THE LOCAL CHURCHES

BY

JONATHAN MUTUNGA

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

JUNE, 2003

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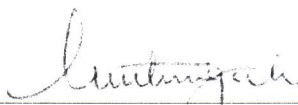
## Student's Declaration

### THE STUDY OF EFFECTIVENESS OF CHRISTIAN EDUCATION CURRICULUM IN THE AFRICA INLAND CHURCH LOCAL CHURCHES

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)

  
Jonathan Muthama Mutunga

June 2003

## ABSTRACT

The purpose of this study was to assess the overall effectiveness of Christian education curriculum in Africa Inland local churches and investigate whether or not Christian education is achieving the expected goals and objectives and to make important recommendations to the AIC Christian Education department on the basis of conclusions reached. These are the questions I wanted to ask about AIC Christian education curriculum.

1. What are the major objectives of the Christian education department of AIC Kenya?
2. What is the goal of the Christian education department of AIC Kenya?
3. What ways do the CE coordinators try to implement the Christian education provided for local churches?
4. What are the factors that contribute/ hinder the implementation of Christian education in local churches

From the research study the following answers were obtained. One, there is an acute limitation of the current personnel of the Christian education regional coordinators in trying to teach all levels of people due to their academic level.

Secondly, the Christian education department at the national level doesn't involve the regional coordinators in the designing, implementing and evaluating the CE Programmes. This is a major drawback in the effectiveness of the Christian education curriculum. As conclusion the researcher has suggested the Christian education department should reorganise its functioning to involve the regional coordinators in the designing, implementing and evaluating the Christian education programme. This will help in making the content and materials appropriate and the teachings quite relevant to the nature of problems and the needs of the people. It will also help the regional coordinators to have a sound understanding of the goals and objectives of the Christian education curriculum.

## DEDICATION

To my loving wife Peninah Nthenya Muthama

And

Our children

Grace Mumo Muthama

Benjamin Mumo Muthama

Caleb Kyama Muthama

And to my mother Kalondu

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## ABBREVIATIONS

AIC Africa inland church.

C.E.D Christian education department.

CE Christian education.

## LIST OF TABLES

- Table 1. Academic level of co-ordinators.
- Table 2. Co-ordinators' experience.
- Table 3. Christian education curriculum content and the Bible.
- Table 4. Relevance of Christian education teaching to real life experience.
- Table 5. The Christian education coordinators' understanding of the goal of The Christian education curriculum.
- Table 6. The Christian education coordinators' understanding of the objectives of the Christian education curriculum.
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## **CHAPTER ONE**

### **INTRODUCTION**

The Africa Inland Church of Kenya was founded in 1895 by God's great work through His faithful servants of the Africa Inland Mission. Since then the church has been involved in different activities to reach the unreached groups of people and to bring its members into maturity in Christ. The Christian Education Department (C.E.D) of the Africa Inland Church of Kenya was established in 1963 after its needs had been realized for many years. It was initiated by the co-operative efforts of missionaries of Africa Inland Mission (AIM) and the indigenous members of Africa Inland Church (AIC) of Kenya. At the same time, the National Christian Education Committee was formed (AIC Christian Education Guide 1998).

One of the main duties of the Christian Education Department of AIC Kenya is to design Christian education curriculum and develop curriculum materials for its congregations. The department has the following programs: Sunday school for all ages, Christian Service Cadets for girls, Christian Service Battalion for boys, Youth in Action, Christian Women Fellowship Conferences, Seminars and small group and local Bible Studies. The target of AIC Christian Education Department is to provide a curriculum and materials that are aimed at achieving the educational objective of the church: Teaching everyone with all wisdom, to make everyone mature and perfect in Christ (AIC Christian Education Manual 1995). In relation to this overall educational objective of the Church, the curriculum materials development project has its own objectives which endeavors to produce quality and biblically sound materials that are relevant to the context of the congregation (ibid.).

Christian education (CE) has always been one of the powerful ministries of the church. It is powerful in the sense that it is through it that the church is able to pass its doctrines and objectives to its members in a most effective way. Christian education ministry is a teaching ministry of the church. Any well-organized church will usually have several Christian educational ministries in it. H. Colson and Raymond Rigdon are convinced that a responsible Church cannot do without an educational plan, and that such a plan must represent the full life, work and belief of the church as it attempts to maintain faithful worship in the modern world (Colson 1981, 9). This study therefore, aspires to assess the overall effectiveness of Christian education in the AIC local churches in Kenya and investigate whether or not CE is achieving the expected goals.

### **Problem Statement**

AIC Christian education department has developed both curriculums for the programmes and curriculum materials. However, reports of local church leaders and members indicate that Christian education in the local churches has been stagnated for quite some time. Several church leaders have noted a lack of teaching and training in local churches despite the fact that there are trained Christian education coordinators. This is attributed to various factors including understanding and implementation of the CE curriculum materials and facilities required. One of the major factors to be considered is the effectiveness of the CE curriculum toward accomplishing the goal set by the AIC Christian education department which has necessitated this study. Are the CE objectives and goals of the AIC being accomplished through the curriculum provided to local churches; and secondarily, is the curriculum being effectively implemented?

Nowadays, there is a great need for education in the church. It is a fact that each local church that is established by Christ is commissioned to promulgate the

Gospel, each believer, build up and arm the saints (Matt. 28:19; Eph. 4:11-16). The church cannot be confined to its nature and its mission without committing itself to the educational task (Colson and Rigdon 1981, 138). Thus, the importance of effective CE curriculum and implementation cannot be understated.

In response to the above report and concern, this study aspires to assess the overall effectiveness of Christian education in Africa Inland local churches, and investigate whether or not Christian education is achieving the expected goals. The researcher hopes the findings and subsequent recommendations will provide an impetus to the AIC Christian education department so that they would be able to understand and deal with factors under study. Also they would benefit from people's perceptions that can aid effectiveness in their work.

### **Purpose of the Study**

The purpose of Christian Education in a local church is to bring about spiritual formation and nurture. Thus the purpose of this study was to assess the overall effectiveness of Christian education curriculum in Africa Inland local churches, and to investigate whether or not Christian education is achieving the expected goals, and then to make important recommendations to the AIC Christian education department on the basis of conclusions reached.

### **Research Questions**

The research was intended to evaluate the use and effectiveness of the AIC Christian education department curriculum in the AIC local churches in Kenya. The following research questions guided the focus of this study.

1. What are the major objectives of the Christian education department of AIC Kenya?

2. What are the goals of the Christian education department of AIC Kenya?
3. What are the activities the CE coordinators try to implement Christian education provided for local churches?
4. What are the factors that contribute and or hinder the implementation of Christian education in local churches?

### **Significance of Study**

The findings of this study will help the CE department to know their areas of strength and weakness so as to improve. The findings of the research might also help the designers of the curriculum to assess the objectives of the program in the light of its relevance to the needs of the people in the local churches.

The findings of this study will help AIC Churches in Kenya, and also provide guidelines that could be useful in designing similar programs for Christian education ministry in other churches.

### **Limitations**

This study was limited to the regional coordinators and the director of the AIC Christian education department as these are supposed to be the designers and the implementers of the CE curriculum in the Africa Inland local Churches in Kenya.

### **Definition of the Terms**

**AIC** – Africa Inland Church of Kenya is one of many Evangelical churches in Kenya, established in 1895 by the Africa Inland Mission. As its name signifies, it is a national Church which incorporates many local churches.

**Christian Education coordinators** - The implementers of Christian education curriculum in the Africa Inland Church Kenya, through their regions to the local Churches.

**Christian Education** – Is a Bible-based, Holy Spirit empowered (Christ Centered) teaching learning process that seeks to guide individuals at all levels of growth, contemporary teaching means, which tries to follow a holistic approach that seems to develop the whole person through a variety of experience in life (Graendorf 1981, 16).

**Curriculum** – is “the entire program of the school work, which includes everything that the learners and their teachers do in any educational institution (Ondiek 1986, 8).

This can also apply to each department and courses. Curriculum is what is planned for to take place in school. This enables the learner to acquire the desired new knowledge, skills and attitudes to enable the learner to achieve his long term goals and aspirations.

**Goals** - Means a relatively broad statement of learning intent, which specifies the kind of learning desired and ‘expresses the subject in a chewable bite’ (Ford 1991, 86).

Goals reflect upon the intended outcomes.

**Objectives** – a direction to be followed in order to achieve the desired outcome specified under a program. They reflect upon the actual outcome, which is the measure of the attainment of the stated goals.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

The purpose this study is to assess the effectiveness of Christian education curriculum in Africa Inland local churches, and to investigate whether or not Christian education is achieving the expected goals.

This chapter contains a review of substantive literature relevant to the topic studied. The essence of this chapter is to incorporate into this study the current thinking of experts on Christian education curriculum relevant to this subject. It attempts to review how the goals and objectives of Christian education agree with what others have said about a good curriculum for Christian education in the local church.

The substantive literature review will cover goals and objectives of Christian education curriculum. The methodological review includes various methods that are adopted in this study.

#### **Goals and Objectives**

Objectives, purposes, and goals are terms that are used interchangeably. They are universally acknowledged to be indispensable in any educational process (Sanner and Harper 1978, 19). An objective is a goal, a target. Objectives may vary in their nature or character. They may be psychological, operational, or theological (Wyckoff 1961, 59). That is, they may stress personal changes hoped for or the content of the curriculum objectives may be general or specific, i.e., they may attempt to state an overall, general policy, or they may articulate intermediate goals or steps by which a primary purpose is to be achieved (Sanner and Harper 1998, 20).



Different scholars have given different definitions to the term objectives. Paul Vieth as quoted by Edge says, objective is a statement of result consciously accepted as a desired outcome of a given process. In other words, it is an outcome, usually conceptualized in terms of performance of one kind or the other (Edge 1956, 91).

The educational objective of the church is the overall guiding objective upon which all other specific educational tasks get their foundation. The Educational objectives of the church determine the content desired and the resource to be used (Sanner and Harper 1978, 174, 183). It can therefore be concluded that behind every educational success there is an educational objective and its appropriate applications. A clearly stated and implemented educational objective of the church can positively affect the programs in that Church.

### **Learning Activities.**

Christian educators in the church have the responsibility of identifying the purposes and needs of the learners and then set out to carry out the program. Aims and objectives are set after the identification of needs of any given program. An objective provides a focus and serves as a magnet within an ongoing enterprise (Powers 1981, 3). Aims and objectives therefore specify the kind of learning experiences the teacher chooses to develop, they also give the program a sense of direction and they serve as a checkpoint for the program as it is being assessed. Aims and objectives guide both the teacher and the learner.

If objectives are to be realized in any given program, curriculum planners should then decide what learning activities are also stated in terms that clearly indicates the action on which the action operates (Oluoch 1982, 32).

Planned learning activities are of vital importance:

1. Learning occurs as a result of a learner carrying out certain activities (Ibid).

2. Learning benefit maximally from participation in selected learning activities (Saylor, 259).
3. Participation becomes a learning experience, which may result in personal growth (Ibid).

Although the planned learning activities are of such great importance, as seen above, it is noted that efficient learning depends on how well these activities are chosen and managed. J. S. Farrant comments

An activity should not be regarded as an end by itself. It is possible to be very active and learn nothing. A good teacher will always use ability as a means to an end select with care activities he uses so that they serve best the process of learning (Farrant 1981, 75).

To achieve the aim of a program, it is therefore the teachers' duty to organize worthwhile activities in order to get this stated or expected results.

### **Curriculum Implementation**

In curriculum design as well as implementation, involvement should be the teamwork of all curriculum workers within the department. It is the duty of teachers to implement the curriculum. Bobby Clinton provides a very useful definition of a teacher. He says,

A person who has a gift of teaching is one who has the ability to instruct, explain or expose biblical truth in such a way as to cause believers of the church to understand the biblical truth and to acquire truth for their own use (Clinton 1975, 37).

Teachers have the responsibility in program implementation. J. G Saylor comments that during curriculum planning, teachers are involved in setting up goals and objectives of the program in focus as the program carried out, taking into consideration learners' needs and interests and capabilities (Saylor 1974, 159).

On the same issue, Howard P. Colson comments:

It is the teachers who usually guide curriculum in action . . . although learning task concepts may be built into printed curriculum materials teachers will be able to select teaching goals and methods much more intelligently if they had a clear understanding of the long tasks containing learning activities (Colson 1981, 68).

It is important that teachers of Christian education be involved not only in program planning but also in its implementation. This is because the intended results of the program depend on how well the teachers carry it out.

## **Curriculum**

### Definition of curriculum

Definitions of curriculum among practitioners and theorists are plenty (Cole 2001, 24). It has been defined as a body of subjects that teachers set out to teach students in school (Ibid). It is also said to be all planned activities geared towards helping students to acquire and develop knowledge skills and attitudes (Oluoch 1982,7). Ondieki defines it as everything that teachers and their learners do in any educational setting. (Ondieki 1986,1). The word "curriculum" means a place of running, a racecourse (Byrne 1977, 157). The word meant a schedule of horserace that was to be done in a given sequence and at a certain interval. The word has been grafted into the field of education to commonly mean a course of study, often simply represented by a list of subjects . . . mathematics, foreign language, history, and so on (Kliebard 1979, 199).

Saylor, and Alexander and Lewis use curriculum as a plan for providing sets of learning opportunities for the person to be educated . . . the total plan for a program of a particular educational setting (Saylor Alexander and Lewis 1981, 8). Nicholls and Nicholls define it as all the activities planned by the teacher for the pupils (Nicholls and Nicholls 1987, 11).

According to Glatthorn, curriculum includes

The plan made for guiding learning, usually represented in retrievable documents of several levels of generality, and the implementation of those plans in the classroom; those experiences which take place in a learning environment that also influence what is learned (Glatthorn 1987, 1).

It could therefore be concluded from the above definitions that curriculum is a plan of what is to be taught, to whom, for what purpose and where. According to Beauchamp the word curriculum may refer to the content of the curriculum or its substantive dimension (Beauchamp 1988, 556). Nicholls and Nicholls have described the content dimension of curriculum as the knowledge, skills, attitudes and values that the curriculum requires to be learnt (Nicholls and Nicholls 1987, 48).

Substantive curriculum must be relevant to the needs and interest of the learners, it must be relevant to the values and solutions to societal problems and it must be available in teachable form. The activities which are selected for inclusion into a schools curriculum could be divided into several aspects depending on which purpose they are selected to serve. Glatthorn has divided these activities into two main groups which he calls the mastery and the organic curriculum (Glatthorn 1987, 2).

A curriculum item that is systematically structured and carefully planned should meet four main criteria according to Nicholls and Nicholls. These are:

1. The content should meet the criterion of validity. That is, the content should be authentic and true and should not be obsolete but should be able to address present issues. Further, the content is valid if it is possible for the objectives to be achieved through it.
2. The content must satisfy the criterion of interest. That is, the issues that are provided in the content must be such that it will arouse the attention of the learner

and must be able to motivate him to learn. For this to happen the content must be related to the needs of the learner.

3. The content must satisfy the criterion of significance. That is, the issues that are provided in the content should be such that they are applicable to new situations. The breadth and depth of the understanding of the content must be well balanced.
4. The criterion of learnability must be met by the content offered. What is included in the content must be at the level of the learner and he/she must be able to interact with it and learn it without strain (Nicholls and Nicholls 1987, 48-55).

If a curriculum has to move away from “process to results” then effectiveness of the program will be seen as we see how good or bad the results are. Such a move, if realized can rejuvenate the whole system of education. It is also imperative to note that the administration of any curriculum is used for “guiding the learner to discover meaning through the medium” any teacher may be using for a course (Mbiti 1974, 103).

### Christian Education curriculum

In developing a curriculum for Christian education it is necessary that teachers know how students develop mentally, emotionally, physically, and socially. At this point it is important for the Christian teacher to acquire knowledge from a variety of courses found mainly in general education which deals with man's development. Javalera, an outstanding teacher of Christian education from Manila, Philippines, says about attitudes, through teaching the teacher should also be able to help learners acquire desirable attitudes such as those towards himself, others, and God, and overcome undesirable ones (Javalera 1973, 13). We will never know if we are achieving this unless our curriculum is constantly being evaluated.

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We need to point out some key areas in curriculum. About this, Colson and Rigdon in their book “understanding your church’s curriculum”, point out some major areas in Christian education, especially in a local church. They state.

A good curriculum for Christian Education in the local church has at least seven characteristics, namely:

1. Biblical and theological soundness are important to assure that what is taught in curriculum is genuine Christianity.
2. Relevance has to do with suiting the teaching to the nature and needs of the learners in their current situations.
3. Comprehensiveness means that the curriculum will include all that is essential in the scope of well rounded Christian personality on the part of the learner.
4. Balance means that the curriculum will have neither over-emphasis nor under-emphasis of the various parts that make it up.
5. Sequence is the presentation of portions of curriculum content in the best order for learning.
6. Flexibility is important if the curriculum is to be adaptable to the individual differences of the learners, adaptable to the varying abilities of learners and teachers.
7. Correlation is the proper relation of part to part in the total curriculum plan (Colson and Rigdon, 1981, 50).

These curriculum characteristics can be used as a base from which all truth from God can be taught. It is also important to do self-evaluation in Christian education. We do not need to apply self-evaluation only when we have experienced problems in the running of the program. In Christian education self-evaluation is known as a procedure by which individuals and groups weigh their own performance

and achievements (Taylor 1966, 155). Again, it is necessary to know what we are looking for when doing self-evaluation. About this we note that it

Implies the conscious setting of goals by the individual and the group, the collection of pertinent data about process and achievement, and rendering of evaluative judgements by the individuals or group themselves, leading to determination of changes that are needed and new direction that ought to be followed (Taylor, 155).

What this entails is that the individual or a group, will find out if all the goals laid down for the accomplishment of a curriculum were achieved. Reason for not achieving some should also be pointed out as necessary. It is again pointed out that self-evaluation needs someone who will “identify significant problems, develop hypothesis, gather data, test the hypothesis, draw conclusions, and suggest implication” (Taylor, 156).

### **Curriculum Evaluation**

There are several ways of defining curriculum evaluation. According to Saylor, Alexander and Lewis have defined curriculum evaluation as the process used in judging the appropriateness of curriculum choices (Saylor, Alexander and Lewis, 1981, 319). Oluoch on his side sees evaluation as the process of gathering and preparing needed information for making decisions on the planning, execution, completion and worth of the project. He sees evaluation process as performing three basic functions. They are:

1. To know the present state of the project (program),
2. To take corrective action if it is necessary to continue the program or to terminate it  
and
3. If the program has terminated, to find how well it performed (Oluoch 1982, 65).

A program can be evaluated using its goals as the standard. In such a case the concern will be whether the goals the program sets out to achieve are actually achieved, which is the major concern of this study.

Glatthorn has identified some criteria for an evaluation of a sound program of study:

1. Be capable of accomplishing the district's (constituency) goals and objectives
2. Be able to provide skills required for learning
3. Open-ended thereby giving provision for transfer of learning and,
4. It must be responsive to the special needs of the student population it serves

(Glatthorn1987, 41).

Downs states that what we want to see from the results of any evaluation is how effective the project (program) implemented has been. Talking of an evaluation for the church, Downs states the process of evaluation may appear to be somewhat competitive and inappropriate for the church, but if we are attempting to accomplish anything through our educational programs, it is essential that we take this final step of evaluation (Downs 1981,117). Since Christian education largely falls under practical theology, it is imperative to find out how far the curriculum of this department is practical. There must be certain ways students can be geared towards the fact that Christian education is practical. About this Downs explains

The curriculum should allow students to respond to the truth that they have learned in some practical ways – class projects, individual activities, or family activities will allow people to put learned truth into practice. Rather than simply telling them what they should do in response to biblical truth, we should let them think through implications of the truth to their own lives and help them decide on an appropriate life response to the truth. Perhaps the most important concern for ...growth is the response of obedience by the believers to the truths of scripture. Our curriculum must be designed in such a way that it helps students to respond in obedience (Downs,125).

From the literature review the following can be summarized about curriculum.



1. That when drawing up a curriculum we must bear in mind the development of the learners.
2. That a curriculum for a course should consider the context of the students.
3. That there is a need to use measuring tools to evaluate our curriculum.
4. That a curriculum should have definite goals that it seeks to accomplish.
5. That we can definitely find the effectiveness of a program by using scales which seek information from both trainers and trainees.
6. That Christian education should formulate its own distinct curriculum based on scripture.
7. The Bible is very clear on how we should build our Christian education program. Biblical objectives should guide our curriculum evaluation.

#### Review of AIC CE Curriculum

In the obedience to the great commission of our Lord Jesus Christ, the Christian education department as a department is fully dedicated to teaching the believers to be obedient to all that Christ taught the early Church to observe (Matthew 28:20). In Christian education teaching goes beyond mere pulpit preaching and learning lessons to include guiding of the lives and activities of the believers into actual individual growth and development spiritually, morally, socially, and mentally and economically. The sole goal of AIC Christian education is to cause qualitative growth to the church. The Church can become mature only when the members are mature God uses his called one to educate the church members, and thus make the whole Church grow to Christian spiritual maturity (AIC Manual Guide Book 1985).

According to AIC, Christian education is a process of learning whereby the church through the various educational programs and activities is spiritually nurtured to maturity through the systematic study of God's word, prayer and the fellowship of believers. It is summarized as the process of learning whereby every believer

throughout life is a student of the word for the purpose of making Christ and the Bible central in all the teaching and learning activities (AIC CE Manual 1998).

### ***Aims and Objectives of Christian Education Programs***

The main programs of Christian Education are the Christian Sunday School, the Christian Service Cadet, the Christian Service Battalion, Christian Youth in Action, Christian Wives Fellowship, Christian Husband's Fellowship, Christian Married Couples Fellowship and Christian Music.

Aims and Objectives of CE programs are;

1. To mobilize the church through the seminars, trainings, and conferences for the purpose of learning the word of God.
2. To provide a forum whereby believers of all age groups are spiritually and socially nurtured to growth and personal development.
3. To undertake to study by way of research the relevant and necessary methods of effectively meeting the needs and aspirations of every individual believer in the church (Ibid).

### ***The Main Features of the Educational Process***

Educational programs

The church body is divided into Educational Programs or agencies to facilitate learning. The Programs refer to such groups as the Sunday school, Christian Youth in Action, Christian Wives Fellowship, Christian Husbands Fellowship and others.

Christian activities

Christian education is an activity-oriented ministry. Our stand is that learning without implementation is of no purpose to a believer. Every skill, attitude and knowledge acquired is utilized to bear spiritual fruit. Activities therefore are the means

of investing the above spiritual acquisition in the life and service of the Christian believers.

### Spiritual nurture of Christians

A healthy church is the source of quality Christian service. Christian education therefore strives to bring the church to a higher level of spiritual productivity by encouraging “resourceful study of God’s Word” which is the source of the spiritual food.

### Spiritual growth and maturity

Every ministration undertaken by the Christian education is aimed at growing the entire church to maturity. Individual and group Bible study groups, camps, conferences and seminars are organized regularly for this purpose.

### Attainment of a definite goal

Christian education programs and activities are not ceremonial rites or entertainment. They are specifically designed to meet the spiritual demands of the church of Christ and the transformation of the individual and community’s day to day living.

### *The Aims of Christian Education*

In obedience to the great commission of our Lord and Savior Jesus Christ “to make disciples, and to teach” his commands (Matt. 28:19-20), Christians education, as a department, aims at the following biblical goals:

1. Transformation of the believer’s ways of life through the learning and teaching of God’s word (2 Tim.3: 16-17).
2. Training individuals and groups of believers for the responsibilities as church leaders (Eph. 4:11-13; 2 Tim.3: 17).

3. Involving the entire church congregation in the activities and ministries that will enable them utilize their talents and spiritual gifts (Romans 12:4-8; Eph. 4:11-13; 1 Cor. 12).
4. Addressing the needs of the individuals in the congregation by making available programs or activities that can best accommodate individual's desires and aspirations. Winning the persons still lost in sin for Jesus Christ through the evangelistic undertakings and discipling them to maturity by recruiting them to Bible study sessions, prayer groups and fellowships.

Christian Educators should therefore:

1. Target individuals for life and service.
2. Use the word and prayer to bring change in lifestyle.
3. Themselves act as desirable models for learning.
4. Exercise good interpersonal relationship (AIC Christian Education Manual 1995).

### **Methodological Literature Review**

Educational research is a disciplined inquiry that follows scientific procedures and use of methods. There are different kinds of research methods. A researcher can choose the methods depending on the nature and the character of his/her study. In this present study the researcher used descriptive research method. Descriptive research method depicts the phenomena at hand, and it best goes with the study of factors that affect certain phenomena ( Borg and Gall 1996, 3-5).

There are many descriptive research methods, and one of them is survey method. In the present study the researcher will use the survey method. The survey method of descriptive research is the most appropriate for this study because it is helpful in seeking information from participants in a sample about their characteristics, experiences and opinions in order to generalize the findings to a population that the

sample is intended to present (Ibid. 288). There are various ways of data collection, which include the questionnaire the interview method and observation method. In this study interview and questionnaire methods are reviewed. These two methods of data collection being popular with researchers were adopted because of their effectiveness in the data collection. The unpublished records of AIC were reviewed in order for the researcher to get information about AIC and it's Christian education department goal and objectives.

The questionnaire is a well known tool of data collection because specific data related to a specifically defined problem can be collected, analyzed and interpreted; and it gives a better understanding of the issue. The questionnaires could either be mailed or administered personally, which is accepted mode of reaching the respondents in the research (Leedy 1993,187) The interviews adds flavor to data collection because questions that are sensitive can be delicately probed without hurting the respondent's feelings. Also the interview method offers a chance to clarify statements made by respondent there and then. The interview is administered personally and orally.

## **CHAPTER THREE**

### **METHODOLOGY**

The objective of this section is to explain the necessary procedures and methods that were used by this researcher to conduct the field study. They included: entry process, basic research design, population definition, sampling, instrument design, pilot testing, instrument administration and methods of data analysis.

#### **Entry**

In order to carry out data collection, the research obtained a letter of introduction from the Academic Dean of the Nairobi Evangelical Graduate School of Theology to the AIC National Director of Christian Education Department Kenya. This letter allowed the researcher to get permission from the National Director of CE Department, Kenya. The permission was granted to the researcher by the director. Then the researcher collected the data without any difficulty.

#### **Population**

The population of this study was made up of the AIC National Director of CE department and CE Coordinators from forty Regional Church Councils of the Africa Inland Church, Kenya. Africa Inland Church, Kenya, has about five thousand local Churches. These local churches fall under forty regions, each having a CE coordinator. Among these forty regions, the researcher, with the help of the National Director selected twenty-five coordinators for sampling. The criterion, which was used to select, was that the regions had to have a well-established CE program.

## **Sampling**

Since the forty regional CE coordinators were having a five-day annual meeting in January at Nairobi, the researcher was able to administer the questionnaires to them. Among the forty the researcher picked twenty-five using the criterion of those who had an existing Christian education program. The director assisted in identifying them.

## **Designing the Instrument**

The researcher formulated two types of instruments for the purpose of data collection. These acted as tools in the task of assessment. Leedy says that a tool “is an intermediary instrument facilitating the ultimate goal of the research” (Leedy 1985, 2). One type of instrument was interview that was administered to the CE National Director to ascertain the goal and objectives of the CE curriculum in AIC and its implementation. It was hoped that responses obtained through this interview would clarify the goal and objectives of CE as they appeared in the official CE curriculum of the department. The questions for the interview are spelled in Appendix A.

The second instrument was the questionnaires, which were administered directly to the CE coordinators. The questionnaires were designed to elicit information from the CE coordinators as the implementers of the CE curriculum in AIC churches in Kenya (Appendix B). The questionnaires were filled and handed over to the researcher. The personal interaction with the population or sample enabled the researcher to ask further oral questions concerning the documented goal and objectives and the expected outcomes.

All the questionnaires were filled in, the researcher immediately collected them from the informants directly.

### **Pilot Testing**

Validity and reliability are qualities that are essential to the effectiveness of any data gathering procedure (Best 1981, 153). Instruments such as questionnaires and interviews must meet the standard of validity and reliability that apply to data collection measures in educational research ( Borg and Gall 1996, 290).

The validity and reliability of questionnaires in this study was examined in the following manner.

First, the constructed questionnaires and interview question was handed to the first reader and second reader for corrections. This helped the researcher either to exclude or to make necessary corrections.

Secondly, the questionnaires and interview questions was tested by a N.E.G.S.T. alumni, who has a knowledge and experience in field educational research, and he examined the questionnaires in the light of the research questions, and made comments and suggestions.

### **Research Design**

The researcher used a descriptive research design. According to Isaac and Michael (1979, 14) descriptive research describes situations or events factually and accountably. Descriptive study is primarily concerned with finding out “what is” and it goes with study of factors or causes of the phenomena (Borg and Gall 1989, 311). It is known that there are different kinds of descriptive research methods such as survey, case study, document or content analysis and others. This study data was gathered from respondents through questionnaires and interview and the unpublished recordings of AIC data interpretation was done on the basis of the findings. Then generalizations, conclusions and recommendations were made accordingly.



### **Administering the Instrument**

The researcher administered the questionnaires to the respondents individually and directly. In order to ensure uniform condition of administration, the questionnaires were hand delivered to each respondent. The researcher made himself available to the respondents and assisted by clarifying the questions where necessary as they responded to the questions. The researcher collected the completed questionnaires from the respondents.

### **Method of Data Analysis**

Once the raw data had been gathered, the data was analyzed and interpreted. Descriptive statistics was used in interpreting the data. In making conclusions, tables of analysis, percentages calculations and graphs were used to discuss the results.

## **CHAPTER FOUR**

### **FINDINGS AND INTERPRETATION**

#### **Introduction**

The purpose of this study was to assess the overall effectiveness of Christian education curriculum in Africa Inland local churches and investigate whether or not Christian education is achieving the expected goals. This chapter covers analysis and interpretation of the data that was gathered from the respondents. The data is analyzed and interpreted in the light of the research questions. The findings are described both in words and charts.

#### **Questionnaire Returns**

The researcher administered twenty five questionnaires to the Regional Christian education Coordinators and twenty three forms were returned to the researcher.

#### **Academic level of the coordinator**

This research was set out to establish the academic level of the CE coordinators. In the former Kenya system of education primary level started at the age of six year to fourteen years in standard seven. From fifteen years to eighteen years was for the ordinary level or secondary school level that is form one to form four. The advanced level was for those of nineteen years to twenty years in form five and six. Graduate level began at twenty years onwards. In the current system primary education is six years to fourteen years, ordinary/advanced are combined as the secondary, level fifteen

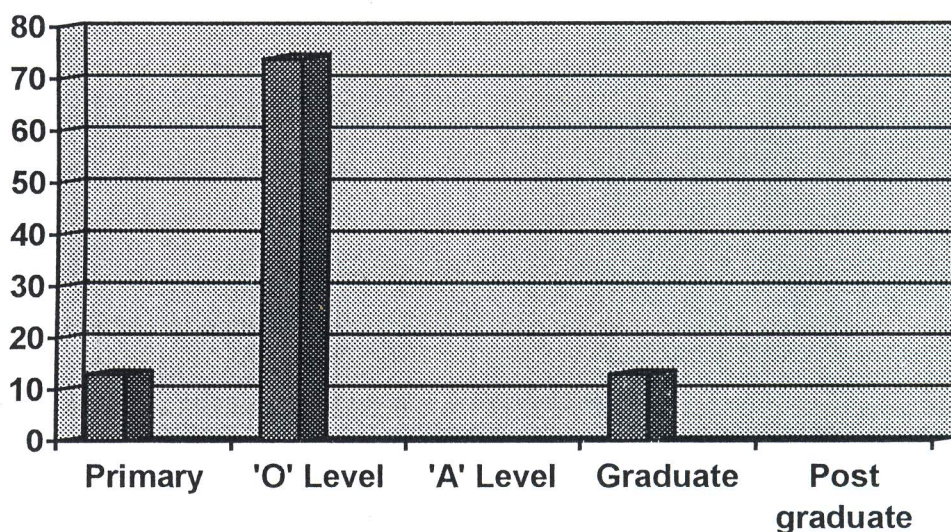
years to eighteen years; graduate level is from nineteen years onwards. The following is a summary of the findings:

Table 1. Academic level of coordinators

Academic Level	No. of Coordinators	Percentage
Primary Level	3	13.04%
Ordinary Level	17	73.92%
Advanced Level } Secondary		
Graduate	3	13.04%
Post Graduate	0	0%

When extracted from the table above the academic qualification of the coordinators can be represented in a graph for quick reference as follows:

Graph 1. Academic level of coordinators.



The study revealed that 74% of the coordinators hold an O Level certificate while those with Primary certificate and Graduate are 13% each. The 0% 'A' Level can be

attributed to the change of education system in Kenya from 7-4-2-3 to 8-4-4 in 1980's.

There are 0% Postgraduate in the coordinators of Christian education.

Despite the fact that there are many graduates out of both theological and secular universities the CE ministry still lacks graduates who would be better placed in trying to interpret the CE curriculum. Kenya, having academic training opportunities available to the general populace, has large numbers of learned people in congregations. This research revealed that there is an acute shortage of the current personnel of CE coordinators in trying to reach all levels of people.

CE as a teaching, learning process aim at guiding individuals at all levels of growth and developing the whole person through a variety of experiences in life (Graendorf 1981, 16). The task of the leader is to reach all levels of people from the top to the bottom. The teacher ought to have higher command than the learner in the ability to apply biblical concepts, vocabulary organizational skills and discipline.

### **Coordinators' Experience**

This research study sought to establish the experiences of CE coordinators involved in implementing the CE curriculum in the AIC regions. The following is the summary of the findings.

Table 2. Coordinators' experience

<b>Experience/s</b>	<b>No. of teachers</b>	<b>Percentages %</b>
Less than 1 year	0	0
1-5 years	17	73.92%
5-10 years	5	21.74%
11-15 years	0	0%
16-20 years	0	0%
Above 20 years	1	4.35%

The research study shows that the majority of the CE coordinators which is about 73.92% have been in the ministry for five or less years. Those with experience of 5 to 10 years are 21.74%. From 11 to 20 years the result is 0% . But only 4.35% have over 20 years experience.

Based on the above report it is generally inference that there is a relationship between the effectiveness of the curriculum and the lack of experience of the CE coordinators based on the percentages in table 2 above. An experienced teacher is an invaluable asset to any learning institution. Through time and practical work, teachers are able to address persistent problems, needs and purposes of the learner. Through experience teachers will be able to select or vary teaching goals and methods much more intelligently for they have a clear understanding of life long tasks containing learning activities.

### **C E. Curriculum Content and the Bible**

Understanding the biblical base of CE curriculum content is another concern of this research study. The results obtained were as follows:

Table 3. C E. Curriculum content and the bible

<b>Understanding</b>	<b>Number</b>	<b>%</b>
Biblical	22	95.65
Non-Biblical	1	4.35

The research study revealed that 95.65% of the CE coordinators found the CE curriculum content biblical. While only one person, that is 4.35% felt the content is non-biblical. The researcher concluded that a large portion of the CE curriculum content is biblical and this is a good sign for the future of Christian education.

### Relevance of CE teaching to real life experience

The research aimed at establishing the relevance of the scripture teachings to the nature and needs of the people in their life experience. The following were the results.

Table 4. Relevance of CE teaching to real life experience

	<b>Number</b>	<b>Percentage %</b>
Relevant	19	82.61
Irrelevant	3	13.04
Not sure	1	4.35

From the findings the results revealed nineteen coordinators out of twenty three which is 82.61% found the teaching relevant to the needs of the people in their real life experiences and the content is Bible based. The result also revealed that three coordinators out of twenty three which is 13.04% found it irrelevant while one person which is 4.35% was not sure. Several reasons were given for finding Christian education teaching irrelevant which include; one, the coordinators and some church members think it's not the Word of God. Secondly, the requirement in some programs seems not to favor certain groups such as widows, singles mothers and polygamists and thirdly, some of the teachers who were not competent were recommended by the leaders and friends.

The researcher concluded that there is a possibility of emphasizing secular/traditional philosophy (as opposed to CE philosophy) which may undermine biblical principles in the subject matter. There is an indication that certain groups have not been considered in the planning of the CE curriculum particularly in regard to group representatives leading programs and group members' participation in programs, in areas such as conducting of programs.

Coordinators perceive their role as one of training church workers rather than developing the church members. The researcher also concluded that some people have

taken the task of teaching as a form of duty. This is implied from the reason given above by some CE coordinators.

### **The CE Coordinators' Understanding of the Goal and Objectives of the CE Curriculum**

One of the purposes of the study was to establish the level of understanding of CE coordinators on goal and of the CE curriculum. The following were the results obtained:

Table 5. The CE Coordinators' understanding of the goal of the CE curriculum

Goal and Objectives	No. of respondents	%
Transform believers towards maturity	12	52.17

From the results above, the study reveal that the CE coordinators have mixed feelings in their understanding of the CE program goal as a form of preparing Christians towards spiritual maturity. Only half recognized this as the supreme goal of CE.

The study aimed at establishing the level of the CE coordinators' understanding of the CE curriculum. The following are the results obtained:

Table 6. The CE coordinators' understanding of the objectives of the CE curriculum.

Facilitating training for CED leaders	8	34.78
Facilitate fellowships and evangelism in the local churches	3	13.04
Teaching people the Word of God	6	26.08
No goals/objectives given	3	13.04

Results show 34.78% believe that the program's objective is to train church leaders. Results shows 13.04% and 26.08% reported that the program is meant to teach members the Word of God , facilitate evangelism and fellowship in the local church . About 13.04% have no idea about the goal/objectives of the CE curriculum. These scores reflect a low understanding of both the goal and objectives for CE Curriculum.

The following is a summary from the results in table 6:

First to mobilize the church through seminars, trainings and conferences for the purpose of learning the Word of God. And secondly to provide a forum whereby believers of all age groups are spiritually and socially nurtured to growth and personal development. A total of the scores for the objectives of transforming believers (52.17%), facilitating training (34.78%), facilitating fellowships (13.04%), teaching the word (26.08%) tallies to 86.96%. Given this tally, it is concluded that CE coordinators have an understanding of either one or both the aims/objectives stated above. This shows a possibility that striving to attain the aim/objectives of the AIC-CE curriculum did not feature in the understanding of any CE coordinator.

### **Factors Hindering the Implementation of the CE Program.**

The purpose of this study was to establish the various factors that hinder the implementation of the CE program. The following are the major factors given by the CE coordinators from different regions:



Table 7. Factors hindering the implementation of the CE programme

<b>Factors</b>	<b>No. of Coordinators</b>	<b>Percentage</b>
Lack of trained/Poorly trained personnel	15	65%
Lack of Adequate Finances	13	57%
Lack of Commitment on the part of the Leaders	7	30.43%
Uncooperative Church Leaders/Pastors	9	39%
Lack of Commitment on the part of the Church Members	4	17.39%
Poor Planning and Coordination	1	4.35%
Lack of Sufficient and Appropriate Materials	1	4.35%

From these findings it is clear that the most serious problem facing the program is the lack of trained personnel. Those available are poorly trained to effect any observable change in the people. This is also reflected in coordinator's academic levels. Those trained by the director may not grasp the content due to a lack of academic training . In addition 65% reflected the coordinators' low or mediocre understanding of CE curriculum, goal and objectives.

Secondly, lack of adequate finances seems to be a major drawback in the implementation of the CE program. Results shows that 57% of the coordinators are facing this as a major problem. As indicated in an interview with the National Director, the Central Church Council of AIC has not set budgetary provision for the CE department. Even at the regional level the directors are not financed to carry out the program.

The efforts made by the department in training coordinators are frustrated by uncooperative leaders/pastors. Research shows that 39% of the coordinators face this problem and are unable to go for training even when they are willing. Most church

leaders do not understand the role and importance of the CE in the church resulting in a lack of commitment to CE programs.

Church members also lack commitment because most of them have no understanding of CE and its importance. About 17.39% of the coordinators reported this problem. Other members might not be committed since some leaders, as earlier stated, lack commitment and therefore do not encourage their members to be committed to the program. As indicated elsewhere by the director, some pastors are ignorant of CE activities, so members do not see the importance of ministry activities.

A small factor hindering the implementation of the CE program is poor planning and co-ordination. This contributes to about 4.35% as seen from the table of analysis. This is attributed to the fact that the director does not involve the coordinators in the planning and designing of the programs. Also, the director mainly works alone in the process of evaluating and making decision on the programs.

At the Regional level the planning and coordinating is left as a task of the coordinators. As indicated earlier there is lack of co-operation and commitment on the part of church leaders.

The final fact, which also contributes 4.3%, as presented by the coordinators is the lack of sufficient and appropriate materials. This problem is attributed to lack of enough finances to produce the materials. Appropriateness has to do with the content meeting the needs and the problems of the people. It can be concluded that because local people do not contribute to writing materials, coordinators miss appropriate themes and application. The director is not likely to be aware of the nature of problems and needs of people who should benefit from the CE programs. He is not likely to produce the appropriate content. The coordinators also find it hard to interpret the written materials and to meet the needs of the people.

### **Coordination of CED Program**

The study aimed at establishing the coordination of CED program from the CED Directors' office.

### **Qualifications of the CED Director**

The research study revealed that the director's conversion experience took place in 1977 and entered the ministry as a call from God. He is a graduate and holds a M.Div (Christian Education) and M.A (Management & leadership studies). He has served in the CED of AIC for at least 5 years. Going by these credentials, he qualifies fully to head the CED. His coordination of the program was commended so as to fulfil the task. This is to identify the purposes and needs of the learners and to fulfil requirements of the program.

### **Methods of Implementing the CED Program by Directors Office**

The researcher learnt from the director that, CE coordinators/workers, pastors, and trained program leaders are used in implementing the program. In order to ensure the implementation of the program designed to achieve the goal and objectives the director does the following:

- 1) The decisions made at the director's office are communicated to the regional coordinators. The research concluded that there are possibilities that the coordinators are not involved in the planning and designing of the programs. This may, at times, lead to lack of understanding the goals and objectives of particular programs. This is likely to affect the success of the program once the coordinators try to implement. In curriculum design and implementation involvement should be the teamwork of all curriculum workers within the department. It is important that teachers of Christian education be involved not only in program planning but also in implementation. The intended results of this program depend on how well the teachers carry it out.

2) The coordinators report the implementation progress to the director who, in turn, evaluates the progress and makes the necessary changes. The researcher concluded that the director working alone in this process is not likely to be effective. The process of evaluating and making decisions to change parts of the program requires teamwork. It is concluded that this element is likely affecting the implementation of the program to a great extent.

### **Factors that Hinder Implementation of CE Program at the Director's Office**

The researcher was interested in establishing the factors that hinder the CE program at the director's office. It was revealed from the director's response that the major factors are:

1. Pastors are ignorant of CE ministry activities. It was concluded that most pastors either do not understand what CE is and its importance in the church, or they are not ready to co-operate.
2. Leaders in the regional church council are rigid to the program. This means they do not want to adapt to new changes. For instance, if the office gives suggestions regarding the qualification for coordinator trainee, they want to give their own choices which were irrelevant.
3. Lack of adequate finances. The researcher concluded that the department does not have a set budget from the central church council but relies on the regional offices which cannot meet financial needs.
4. The CE officials in the region lack adequate education that can enable them to strengthen and implement the CE curriculum.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

This chapter includes a summary of the significant research findings and important recommendations for further study. This study was to assess the overall effectiveness of the Christian education curriculum in the Africa Inland Church local Churches and investigate whether or not it is achieving the expected goals. The research was done through the generation and findings of answers to the following questions:

1. What are the major objectives of the Christian education department of AIC Kenya?
2. What are the goals of the Christian education department of AIC Kenya?
3. What ways do the CE coordinators try to implement the Christian education provided for the local Churches?
4. What are the factors that contribute and hinder the implementation of Christian education in local Churches?

The study dwelt with the national director of Christian education department in Kenya who designs the curriculum for the department and the CE coordinators in the regions who are the implementers of the programs in the local Churches. The study was descriptive, information was gathered from respondents through questionnaires and interviews and also unpublished records of AIC.

### **Conclusion section**

**R. Q. 1.** What are the major objectives of the CE department of the AIC Kenya?

1. The AIC Christian education manual clearly states one of the main objectives of CE curriculum materials is “ the Bible central in all the teaching and learning activities”. This research confirms this key objective is being fulfilled, CE curriculum is largely perceived to be biblical in content. This area is not a major concern for redeveloping but should continue to be maintained to a high standard. The research showed that 95.65% of the coordinators find the CE curriculum content biblical while 4.35% find it non-biblical indicating small portion of the content should be reviewed.
2. It may be concluded that the presentation of and the interaction with the curriculum lacks some clarity since less than a third of the respondents listed any CE objective and 13.04% did not understand any of the objectives of curriculum.

The presentation of the content matter of the CE curriculum by coordinators lacks some principle characteristics of a good curriculum for CE. The following are not depicted in the coordinator’s understanding of the CE curriculum:

1. Relevance which has to do with suiting the people in their current situations.
2. Balance which means neither over-emphasis nor under-emphasis on the various parts that make it up. There is an over-emphasis on perfection before God and under-emphasis on needs and situations in the people lives.
3. Comprehensiveness which means the curriculum has to include all that is essential in the scope of well rounded Christian personality on the part of the learners.

The local churches seem to have education programs, christian activities, and provide fellowship which nurture members, but without a better understanding of the goal and objectives for these efforts, the effectiveness of CE is limited.

**R.Q. 2:** What is the goal of the CE department of AIC Kenya?

Table 5 above shows the goal of the AIC CE department is Christian maturity of which only half of the interviewers recognized. For AIC the central goal of CE is spiritual maturity; nonetheless CE coordinators demonstrate a tremendous lack of understanding the end goal of CE programs they are implementing. If people do not recognize the goal of CE then they may be likely to have little participation or under value study groups and CE activities. Only half (57.17%) of the coordinators understand the goal of the CE curriculum, whereby the local Church is mobilized through seminars, training and conferences for the purposes of Christian maturity through learning the Word of God. No goal can be achieved if unrecognized and worked toward completing.

**R.Q. 3:** What ways do the CE coordinators try to implement the CE curriculum provided for local churches?

Implementation of the CE programs is carried out in a variety of ways. Coordinators use quite a number of programs and activities. Most obvious is the institution of the following:

1. Christian Sunday schools for all children of all the ages, youth and extended to cover adults.
2. Christian service cadet, Christian service battalion for girls of age 9-15 and boys 10-15 years.
3. Christian women fellowship for all married women of all ages.
4. Christian youth in action for boys and girls of 16-26 years.
5. Christian youth Camps for those in standard five to standard eight (junior camps) and senior camp for those in form one to university and above.

The research concludes lack of training listed by 65% of coordinators as a hindering factor that probably significantly reduces the positive impact of these programs.

**R.Q. 4:** Which are the factors that contribute and hinder the implementation of Christian education in local churches?

1. CE coordinators lack broad education levels to address the varying levels of educational experience found among local churches thus it can be concluded that there is an acute limitation of the current personnel of CE coordinators in trying to reach all levels of people. About 13.04% of the coordinators are above 'O' level academically and 86.06% are 'O' level and below. Significant to mention is none of the coordinators have post graduate education of any kind.
2. CE coordinators lack adequate experience overall to ensure CE success. The research concludes that most of these CE curriculum implementers have the disadvantage of being 'green' and lacking in a pragmatic approach to issues facing the church today. Three quarters of CE coordinators have less than five years experience in CE ministry with only 4.35% with above twenty years.
3. A significant contributing factor for CE success is the fact that local congregations view the content as relevant to their life experience and felt needs. A small percentage of the people did not find CE content relevant to their lives. The reasons given by them should be discussed so as to help them in their christian development. The church need to be sensitive towards the members. The study revealed that 82.61% of the coordinators find the CE teaching relevant to real life experience. The study also revealed that 13.04% of the coordinators found the teaching irrelevant because the people thought that it's not God's Word. Some groups are not taken into consideration in the teachings and some teaches are not competent to teach.



4. In addition to hindrances, a lack of understanding among CE coordinators of the primary goal and objectives of the CE program does effect CE implementation, because of the following reasons. First, there should be organized teaching which is appropriated in such a way that there is a theme related to the spiritual growth. Secondly, each lesson or activity should have one goal related to spiritual growth. Thirdly by training leaders of each program.
5. This study revealed both the director and the coordinators agree on four significant areas hindering CE. First of all, 65% of coordinators suggested the greatest hindrance is untrained personnel. A lack of trained personnel generally may be inadequate for the CE program. As an interview with the director revealed, this has effected the effectiveness of the program in the local churches. The members have found coordinators unfit to teach, meaning a lack of understanding of biblical concepts giving way to incompetent instruction. Secondly, lack of finance negatively affects the CE program. Both the director and the coordinators reported that the AIC central Church council and local churches financial support for the CE department is very small. In an interview with the director and the coordinators revealed the lack of finances was not mainly because the church members are unwilling to contribute towards CE but rather they were ignorant of the importance of CE in the local Churches. So many found difficult to support financially. Thirdly, the commitment and willingness of local Church leadership does not fully support what it takes for CE implementation. Several factors can be attributed to this lack of co-operation: a) some coordinators were not chosen on merit but favoritism, thus some leaders are less willing to co-operate with such a coordinator. b) Those coordinators chosen on merit and who deserve to carry out the program are not financed which makes it hard for them to go for training. The results shows 30.43% of the coordinators are faced with the problem of uncommitted church

leaders. This is due to rigidity of the church leaders to change to new programs.

Some church leaders hold to certain church traditions, which they are not ready to discard.

### **Recommendations**

Following the findings of the study the following recommendations were made:

1. Regional coordinators should be people of sound academic background preferably graduates of CED from the theological colleges. This will cater for well-trained leaders of the CE programs.
2. Regional coordinators should be people who have served in the C.E.D in other capacities for at least five years. This will enable them to have cumulative knowledge from the lowest level.
3. The current emphasis on biblically based curriculum should be continued.
4. The CE department should reorganize its functioning to involve all the CE leaders to work as team in the designing, implementing and evaluating the CE programs and to encourage dialogue. This will help in making the content and materials appropriate and the teaching quite relevant to the nature of problem and needs of the people. It will also help the regional coordinators to have a sound understanding of the goals and objectives of the CE curriculum.
5. The central Church council of AIC should be financially responsible for the CED. They should provide adequate finances for training leaders, publication of materials and finance the director's office. The regional offices should finance the coordinators to help them implement the CE program at the regional levels.
6. The CE department through the director should look into ways of promoting the CE education at national, regional and district levels. For instance during annual Pastors' conferences and meetings.

**Recommendation for further Studies.**

1. Since this study was carried out at the National level there is need to carry out a similar study at regional and even local church levels. Some relevant questions to be dealt with:
  - a) What are relevant issues as it relates to CE for local church members?
  - b) What are the relevant programs for local church members?
  - c) What training should coordinators devise for local members in implementing CE in their churches?
  
2. The study dwelt much on CE curriculum but there is a need to evaluate the individual Christian education ministries in the AIC local churches .Relevant question for guidance in the study:
  - a) What CE ministry activities are functioning in the local church?
  - b) Is attendance consistent or growing?
  - c) Do members express a positive attitude about CE programs?
  - d) What is the quality of the CE activities?

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## APPENDIX A

### INTERVIEW QUESTIONS FOR THE AIC CED DIRECTOR

The purpose of this study is to determine the factors that contribute to the implementation of the CE curriculum in local churches. The researchers' main aim is to study the effectiveness of the CE curriculum in local churches.

You're therefore kindly requested to answer the questionnaire appropriately and as completely as you can.

1. When were you converted?

2. Is your position as a result of God's calling to the ministry?

Yes [ ]

No [ ]

3. (a) Please state your academic qualifications?

University [ ]

Theology [ ]

(b) What's the highest qualifications/training you have undertaken as a Christian Educator?



4. How long have you served in the CED of AIC?

0 – 5 years [ ]

5 – 10 years [ ]

10 – 15 years [ ]

15 – 20 years [ ]

others (specify

5. How do you ensure the implementations of the programs you design to achieve the goals and objectives of CE?

6. In what ways have you been able to implement the CE program in your church?

7. What are some of the factors that have hindered implementation of the same program in your church?

## APPENDIX B

### QUESTIONNAIRE TO CE COORDINATOR

The purpose of this study is to determine the factors that contribute to the implementation of the CE curriculum in local churches. You're therefore kindly requested to fill the questionnaire appropriately and as completely as you can.

#### Demography

1. Please state your academic level:

Primary [ ]

'O' Level [ ]

'A' Level [ ]

Graduate [ ]

Post graduate [ ]

2. For how long have you been working with the CED as a coordinator?

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#### CE curriculum and implementation

3. How do you find the teachings of the CE curriculum? Tick appropriately (√)

Biblical [ ]

Non Biblical [ ]

Others

Why? (please explain).

4. What would you say about the relevance of the teaching of scriptures to the nature and needs of the people in their life experience

Relevant [ ]

Irrelevant [ ]

Others

Why? (please explain).

5. What major factors would you say contribute to the implementation of the CE curriculum in your region?

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**Educational Goal and Objectives**

6. (a) Please state the goals and objectives of CE curriculum plan of your church.

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- (b) Does the content you studied during your training match with the goals and objectives of the CE curriculum of your region?

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7. What are the some of the factors that hindered the implementation of the CE program in your region?

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APPENDIX C



**NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY**

P.O. Box 24686, NAIROBI, KENYA  
A Project of the Association of Evangelicals in Africa (AEA)

TEL : 254-2-882104/5, 882038  
FAX : 254-2-882906  
E-Mail : [NEGST@maf.org](mailto:NEGST@maf.org)

30<sup>th</sup> January, 2003

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: RESEARCH WORK**

The bearer of this letter, Mr. Jonathan M. Mutunga is a student at Nairobi Evangelical Graduate School of Theology(NEGST) and is doing research towards the completion of the Master of Arts in Christian Education. The research is on **“A Study of the Effectiveness of African Inland Church Christian Education Curriculum in the Local Churches.”**

Any assistance that you can give to Mr. Mutunga will be much appreciated.

Sincerely,

Victor B. Cole  
Deputy Vice-Chancellor for Academic Affairs

## **CURRICULUM VITAE**

**NAME:** JONATHAN MUTHAMA MUTUNGA

**DATE OF BIRTH:** 1961

**MARITAL STATUS:** MARRIED

**NO. OF CHILDREN:** THREE

### **ACADEMIC QUALIFICATIONS**

1977 – 1980: Kilala Secondary School

1981: Masimbani Secondary School

1983 – 1984: Ravals Secondary School

### **POST-SECONDARY QUALIFICATIONS**

1985 – 1989: Scott Theological College, Bachelor of Theology

### **WORK EXPERIENCE**

1989 – 2000: AIC Mtito Andei Bible School – Teacher/Principal

1989 – 2000: Africa Inland Church – Part-time Pastor