

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

AN EVALUATION OF THE LEARNING OUTCOMES FOCUS
ON THE CHURCH SCHOOL CURRICULUM: KENYA
ASSEMBLIES OF GOD - BURU BURU

BY

PATRICK ABEL LUMBUMBA MANASSEH

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

July - 2001

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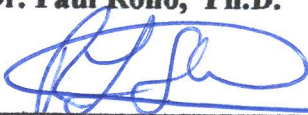
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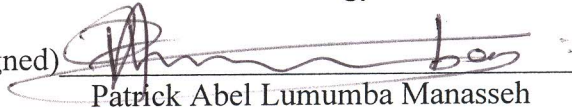
Student's Declaration

AN EVALUATION OF THE LEARNING OUTCOMES
FOCUS ON THE CHURCH SCHOOL CURRICULUM:
KENYA ASSEMBLIES OF GOD BURU BURU

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
Nairobi Evangelical Graduate School of Theology or the Examiners

(Signed)



Patrick Abel Lumumba Manasseh

June, 2001

Dedicated

To

Catherine Mukami Njeru

And

My mother Felgona Atieno Manasseh.

with me, who typed this thesis and whose gift in worship endears her to the Buru Buru church. I am also indebted to Emily, her sister for her friendship and her ultra-modern computer.

12. Above all, to God, my Saviour, who is the reality behind all that I am and by whose discretion I am able to be all that I should be in Christ.

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ABSTRACT

This study was conducted by the researcher to evaluate the 'Learning outcomes Focus' of the Church school curriculum of Kenya Assemblies of God (K.A.G.) Buru Buru. The purpose of the study was four fold:

1. To ascertain that K.A.G. Buru Buru church school curriculum was developed in the 'Learning Outcomes' format.
2. To ascertain whether the planned activities and the stated objectives had a logical relationship to each other.
3. To ascertain the balance between 'cognitive,' 'affective' and 'psychomotor' element emphases in the curriculum learning outcomes objective.
4. To ascertain the effective implementation of the 'Leaning Outcomes Focus' curriculum in the church school, by all stakeholders.

Data was collected by means of interview, questionnaires and written records. Goals and objectives were used as criteria for judgment. Planned activities were used as items of evaluation.

In this study, Learning Outcomes Focus was evaluated at the levels of format, needs, deficiencies, activities, emphases, recruitment, training and programme planning.

The activities in the church school curriculum were found to be well directed towards meeting the 'Learning Outcomes Focus' (goals and objectives).

The study revealed that a significant number of the 'stakeholders in K.A.G. Buru Buru church were not involved in the planning and implementation of the church school's 'Learning Outcomes Focus' curriculum.

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CHAPTER ONE

INTRODUCTION

Ideally, all church schools have some focus. The curriculum design, therefore, reflects a deliberate focus such as ‘learning outcomes’, ‘social issues,’ ‘common life experiences,’ ‘common disciplines’ or a combination of these. At the bottom line is the element of goals and objectives the designer hopes to achieve as product of learning experiences in the school.

For many church schools, this focus is rather more ‘implicit’ than ‘explicit’ so that the effectiveness of the learning process remains more ‘obscure’ than realistic. Robert Pazmino in his book, “Principles and Practices of Christian Education,” crystallizes the concern of the researcher in his discourse on explicit curriculum as “the stated and planned events intended to yield certain educational consequences” (Pazmino 1992, 93).

In this study, ‘outcomes focus’ and ‘consequences’ were looked at as one item viewed invariably, from perspectives of ‘planning’ and ‘practice’. Helpful books on ‘learning outcomes’ in curriculums seem to be few and far between. H. Colson and Raymond Rigdon are more rightly 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).

It should be important to indicate that, the concept of ‘learning outcomes focus’ in this study has been developed from Leroy Ford’s work; “A Curriculum Design Manual for Theological Education.” Which is a superb work on curriculum design providing a framework for analysis of learning at the level of meaningful activity.

The 'learning outcomes focus' is a curriculum design structured on a goal – objective format. While the goal element reflects upon the 'intended' outcome, the objective reflects upon the 'actual' outcome, which is the measure of the degree of attainment of the stated goal. In the broadest sense, church school education includes not only the education and training of persons preparing for full time Christian ministry but also those who take part in the church's educational programme commonly called the Sunday school.

"Some designers use, the terms 'competency based education' or 'performance based learning' when referring to the learning outcomes focus in curriculum design" (Ford 1991, XV). Elements of the learning outcomes focus in curriculum design include institutional purpose, educational goals and objectives for learners, multiple contexts, methodology and institutional/administrative models. Designers in education usually classify goals and objectives as cognitive, affective or psychomotor in nature. This study uses the term 'understanding' to refer to cognitive domain (both knowledge of facts and information and understanding of concepts and relationship), 'attitudes and values', to refer to affective learning and 'skill' to refer to psychomotor learning.

"Historically, most attempts to significantly improve the effects of schooling have failed or have only been marginally successful because of an incomplete conception of the change process held by those centrally involved as agents of change" (Leithwood 1982,1). A conceptual framework for planned educational change is what this study seeks to establish. While this study by no means exhausts problems relevant to a full elaboration of this framework, it provides significant insights about many of the problems involved in the learning outcomes focus of church school education. For clearer perspective, the following words of Leroy Ford should suffice at this stage. "Any, teacher who tests learners already uses to some extent the learning outcomes focus in curriculum design" (Ford, xxii).

Purpose of Study

This study addresses the problem of dealing with the cognitive, affective and psychomotor dimensions of learning outcomes. "Little has been done in a practical way to guide designers in making affective learning outcomes an integral part of

curriculum design” (Ford, xvi). The results of this evaluative study should awaken the interest of curriculum designers towards the incorporation of a learning outcomes focus in curriculum development. For those already using a learning outcomes focus, this study should awaken the need for assessment on effectiveness of the application and product of this learning approach in church schools in contrast to public and theological learning institutions.

Kenya Assemblies of God Church: Buru Buru

This is a “Christian Centre” of the Kenya Assemblies of God churches, International. It is located in Buru Buru estate Nairobi and is affiliated to the East Africa School of Theology (E.A.S.T). The church school educational program is organized around three levels namely; (1) The new Life class, (2) The Discipleship class, and (3) The Leadership Training class. These three levels provide for the framework upon which the entire scope of the Christian educational program in the church is organized. The levels are sub-divided into ministry/learning units. The Sunday Bible study unit is divided into sub-units comprising of specific graded classes for all groups from pre-unit level children to college level adults. These reflect the ‘child’, ‘youth’ and ‘adult’ group needs in the entire church organization.

The children, youth and adults essentially, reflect different developmental needs. Therefore they are further divided out using the criteria of either age or need. For instance, there are the younger children and adolescent classes for juniors while the youth program further divides itself into care group and ministry families such as the Laborers the Worded and the Pneumarists. Adult classes differently represent the young adults (singles), new couples, widows, single parents women and men groups.

Within the spectrum of the groups indicated above are groups that provide not only ‘cognitive’ learning to members but also affective and psychomotor “on the job training” or ministry experience. The groups include among others, “Sisters of Ann,” (Widows fellowship), Tabitha-Dorcas fellowship (Helps Ministries), Barnabas Friends (Encouragement and follow up teams for new comers and absentees), Hospital visitors, Home visitors, Estate Fellowship (cell groups), Pre-marital counsel team,

Evangelistic team, the Intercessory team, Lydias-Friends (hospitality team ministering to the food and accommodational needs of guests), Ushers, the Church Development Committee, Elders and Pastoral ministries and the Music ministries (choirs, worship team, singing groups and instrumentalist). All these are specific expressions of a well-organized dynamic church life under anointed ministers. (See table 10). Broadly speaking, all these together with the Tuesday bible study session in the church represent the church's Christian educational program also called school for Christian living. The local church's institutional goals and objectives for its members cover all these groups in its curriculum. It is difficult to conceive which element of the church is not part of the school. It is however, clear from statistical variations in registered church membership and ministry involvement that a significant portion of the church's membership is not involved in this elaborate church school network. The evaluation of the curriculum of such a large church community, of about four thousand believers was not only necessary, but also urgent, for an experience of true church growth and effective discipleship.

Research Questions

The evaluation of Kenya Assemblies of God, Buru Buru church school curriculum was based on the following questions:

1. What is the deliberate focus of the church school curriculum in terms of learning outcomes (goals and objectives)?
2. Are the objectives expressing what the learners will do in a meaningful way to indicate achievement of stated goals?
3. To what extent are the expectations identified in the current church school curriculum learning outcomes focus likely to meet the felt needs of learners?
4. What problems are experienced by the leaders of K.A.G Buru Buru in the implementation of the 'learning outcomes focus' in the church's educational programme?

5. To what extent are the planned activities in the church school curriculum appropriate for the stated objectives?
6. What are the ratings of the cognitive, affective and psychomotor elements in church school curriculum learning outcomes emphasis? Which one is dominant? Which one is ignored?
7. Are the K.A.G. Buru Buru church school instructors/trainers recruited and trained to meet its goals and objectives?
8. Are the trainers/teachers and unit leaders involved in programme planning to achieve the learning outcomes focus (goals and objectives) of the K.A.G. Buru Buru's church school programme?

Significance Of The Study

Designers of church school curricula should find the insights included here helpful. The results of a 'learning outcomes focus' of a church school curriculum significantly contributes data to curriculum planners for informed decision making. Leithwood rightly observes that "decision making is the basic teaching skill." What distinguishes the exceptional teacher from his or her colleagues is not the ability to ask, say a higher order question, but the ability to decide when to ask the question" (Leithwood 1983, 2).

Secondly, this study proceeded from the assumption that the local church has the capacity to avail sufficient resources to alter current church school educational practices so that fundamental expectations for students/disciples as outlined in existing curriculum can be fulfilled to a significant degree.

Thirdly, this study should provide significant insights into the problems involved in the execution of a learning outcomes focus curriculum for church school education, as outlined in a curriculum design.

Lastly, this evaluative study should help in a significant sense, the leadership of K.A.G Buru Buru church to assess and improve the church school's educational programme. The church will be aware of the effectiveness of the programme and the changes necessary for the upgrading of the learning outcomes focus.

Definition of Terms

Curriculum: may be thought of as the sum of all learning experiences resulting from a curriculum plan, directed towards achieving objectives (Colson 1981,39).

Outcomes: These refer to the things the learner will do in a meaningful way during the entire course of ministry. These meaningful activities result from involvement in all domains of learning, cognitive, affective and psychomotor (Ford 1991, xv). 'Learning outcomes' are a set of goals and objectives, which form the heart of an effective curriculum design (Ford,96). The 'focus' is on 'performance' at the level of meaningful activity. 'Outcomes' are therefore competencies, which indicate goal achievement.

Goal: Means a relatively broad statement of learning intent, which specifies a kind of learning, desired and expresses the subject in a meaningful but chewable bite. (Ford 1991, 83). In this case 'chewable' in a specified time scope.

Objective: This is a statement of what learners will do in a meaningful way to indicate achievement of a goal. (Ford, 86).

Educational Objectives: The cognitive, affective and psychomotor indicators of goal achievement.

Cognitive Educational Goals and Objectives: These relate to knowledge (facts and information) and understanding, (ability to interpret, translates into new forms, analyze, synthesize, and evaluate) (Ford, 97).

Affective Educational Goals and Objectives: These are expressed in terms of typical or representative observable actions such as: ‘the learner will demonstrate commitment to the teaching ministry of the total church’ (Ford,168).

Church School: The learning outcomes focus (goal-objective) design of Christian education in the local church calls for a school of Christian education commonly called ‘Sunday School’. Because not all such formal learning arrangements are confined to the restrictions of the graded Sunday classes, the researcher adopts the term already in use in the K.A.G Buru Buru local church namely ‘Church School’. James Kennedy calls this, “school for Christian living” (Kennedy 1970, 169). Nancy Foltz uses the term ‘church school’ for Sunday school (Foltz 1986, 186). Richardson also alludes to “Church School” in reference to the learning process that goes on in a formal church setting (Richardson 1996, II)

This study assumed that the Kenya Assemblies of God Buru Buru Church School curriculum had the following elements of a typical ‘learning outcomes focus’ in its design; scope, multiple contexts, methodology, and instructional and administrative models.

The study assumed that any teacher who tested learners already used to some extent the learning outcomes focus in curriculum design.

The researcher also assumed that the respondents would be able to comprehend and articulate those learning outcomes in their ‘Christian life experiences’ as distinct effects of exposure to church school instruction.

Assumptions

This study reflects the assumption that there already exists an elaboration of theological foundations upon which the curriculum design builds, that learning outcomes focus in curriculum design for church school education constitutes a valid approach and that there are biblical bases for the learning outcomes approach (Ford 1991 xiv). Such bases include Luke 6:46 where Jesus said; “Why call ye me, Lord,

Lord, and do not the things which I say?" and Mathew 7:20; "by their fruits ye shall know them."

This study assumed that the local church had sufficient resources to alter church school practices so that fundamental expectations for students/disciples as outlined in existing curriculum's 'learning outcomes focus' could be fulfilled to a significantly greater degree.

Delimitations and Limitations

The field aspect of this study was limited to the opinions of the present church school co-ordinator, teachers, students, the senior pastor and selected members of the Kenya Assemblies of God Buru Buru Church. Respondents in this study comprise persons from different age, ethnic, social, theological and educational backgrounds. The background factor was not dealt with in this study as it was outside the scope of the interest of the researcher.

Responses from the church school were taken from the three main categories of the Kenya Assemblies of God Buru Buru church namely; the new life class, the discipleship class and the leadership development class.

The theoretical base of this study was derived from literary sources indicated in the bibliography. The literary aspect of this study with respect to curriculum was constrained by limited materials available on 'learning outcomes focus.' The researcher drew largely from the curriculum goal assessment aspects of curriculum concept found in books quoted herein.

This evaluative study was restricted to the element of educational goals and objectives for learners in the learning outcomes focus design of the church school's curriculum design. The institutional purpose, multiple contexts, teaching methods, instructional models and administrative models were outside the scope of the interest of this research.

CHAPTER TWO

LITERATURE REVIEW

Stanford C Ericksen contends, “teaching is the primary mission of a college” (Ericksen 1985, ix). Admittedly, teaching is the primary mission of a school; in this case a ‘church school.’ Whatever else might be said or done by way of educational reform, how well the teachers do their job is absolutely basic. The demands on instruction change as society modifies and expands what it expects from church education as new resources for teaching become available and as criteria for evaluating the quality of instruction are sharpened.

The purpose of this study is therefore to avail for the church school teachers contributory data on a conceptual base for making effective decisions about how to do a better work in managing the ‘learning hour.’ I concur with Ericksen’s statement that “the payoff for good teaching is in terms of what students learn and carry away and most of us strive for this objective” (Ericksen, ix).

Learning Outcomes Focus

‘Learning outcomes’ are a set of ‘goals and objectives which form the heart of an effective curriculum design (Ford 1991, 96). While the focus is on ‘performance’ at the level of meaningful activity, ‘outcomes’ are the competencies, that indicate goal achievement. With reference to the church school, the learning outcomes focus is factor of goal-objective based instruction evaluated at the activity level (ibid).

Curriculum Evaluation

Curriculum evaluation is the process used in judging the appropriateness of curriculum choices according to Saylor, Alexander and Lewis. Ralph Tyler views evaluation as a checking process that should be applied at four different stages namely; while choosing goals, in the process of implementation, during actual operation and when a program has been carried out and it is desirable to determine whether the results are good enough to continue with it, undertaken modifications or drop the program. The 'Church school' is essentially a Christian educational program in the church. The evaluation of its curriculum is an element of educational evaluation in the local church. Walter R. Borg and Meredith D. Gall define educational evaluation as the process of making judgments about the merit, value or worth of educational programs (Borg and Gall 1989,742). The term "program" is used as a generic label for all the objects of educational evaluation. With respect to policy analysis, evaluative research yields important data about the costs, benefits and problems of various programme alternatives. Borg and Gall observe that evaluative research is an important tool in program management. They offer the example of cost-benefit evaluations (also called "efficiency evaluations"), which are done to determine whether programs are producing benefits that justify their costs. Evaluative research is also used to hold managers accountable for producing results.

With regard to church school curriculum therefore, evaluative research should generate data that help curriculum designers (and instructors) make sound decisions relating to program design, personnel and budget for appropriate learning outcomes.

In the 'learning outcomes focus', evaluation is not restricted to the educational researcher but flows over to the instructor in a class. The Fairhursts observe that teachers generally take a lot of pride in their craft. They enter the field of teaching because they want to positively influence students to be prepared to take their place in and contribute to society. They may express their objectives in various ways such as; "I help students become good citizens through gaining knowledge," or "I challenge students to search for the truth" (Fairhurst and Fairhurst 1995, xv). Instructor evaluation at the level of learner assessment, however, is limited to instructional goals and objectives and may not touch on the curriculum design or learning outcomes focus, which is the concern of this research.

Testing and Evaluative Approaches

Leroy Ford defines a 'test' as any activity, which indicates whether, and to what degree a learner has achieved a goal. The test reflects the same subject, the same kind of performance, and the level called for in an objective. In the learning outcomes curriculum, tests and objectives are the two sides of the same coin (Ford, 268). The testing description should focus on the highest level of performance called for in the learning objective.

In the learning outcomes curriculum, teachers should adjust to a new concept of what 'final examination' means. Ford states that the traditional exam week may become a relic of the past, when the curriculum design focuses on learning at the level of "meaningful activity". A careful study of a learning outcomes curriculum makes it unnecessary to ask the question; "What will the test cover or what will the test be like?" This question is answered by the activities in the 'projected plans' at the level of 'activity'(ibid).

Theoretical Assumptions

To avoid piecemeal reforms, imbalances in curriculum or short-lived innovations a theoretical base for curriculum development is vital. The term "curriculum" is from Latin. It is a noun derived from the verb "currere" which means to run. Literally, a curriculum is a running or a racecourse. Ford says that "curriculum" exists only where true learning experience takes place. Accordingly he adds, curriculum may be thought of as the sum of all learning experiences (activities) resulting from a curriculum plan, directed toward achieving objectives (Ford, 33).

Scaffarzick and Sykes, define curriculum as intentional experiences within the school (activities) planned for students (Scaffarzick and Sykes 1979,142).

Needs as a factor in Curriculum Development

Curriculum development is a planning process; a complete process assessing needs, identifying desired learning outcomes, preparing for instruction to achieve the

outcomes and meeting the cultural, social and personal needs that the curriculum is to serve. Criteria for evaluating the curriculum are provided once learning outcomes are identified. As a fundamental consideration in curriculum development, Glenys Unruh in her book, "Responsive Curriculum Development," defines "need" as the difference between existing actuality and envisioned ideal circumstances. Quoting James Popham (1972), Unruh says needs assessments are procedures, both structured and informal for identifying gaps between the ideal and the real. Popham defines educational need as the difference between a student's current status and his or her desired status, while educational needs assessment is given as a technique for identifying the most important educational objectives to be given in a given instructional situation (Glenys Unruh 1975, 201). Educational needs assessment in this context constitutes the 'learning outcomes focus' for the curriculum designer, crystallized in terms of goals and objectives for learners.

Goals and Objectives

Goals and objectives play a critical part in the development of curriculum and in instructional evaluation. Preparing goals and objectives requires both care and deliberation. Judgements about the merit of program goals are central to most evaluative studies. If a program does not have goals or does not have worthwhile goals, it is hard to imagine how it can be worthwhile in any other respect. A goal is the purpose, effect or end-point that the program developer is attempting to achieve (Borg and Gall 1989, 743).

Characteristics of Educational Goals

Ford gives six characteristics of educational goals;

1. A goal, at the institutional level, reflects a relatively high level generalization. The statements are broad and comprehensive enough to house all sub-goals and objectives which may follow at lower levels on the programs, departments of instruction, course descriptions and lesson plans.
2. A goal reflects an appropriate degree of comprehensiveness. Since scope means "all of human relationship (To God, others, nature, history) in light of the gospel,"

the institutions educational goals and objectives result from an analysis of these relationships.

3. Goals provide the basis for determining departmentation schemes. Curriculum designers use the statements as a basis for developing a departmentation scheme for the institution. They group related goals (conceptual families) together and give them a name (like program of leadership training in church music). Designers may decide that certain items in the list constitute 'common learnings' or 'core learnings', which all learners should master.
4. Institutional educational goals reflect the affective dimensions of learning intent. One of the greatest weaknesses in curriculum design is the failure of designers to include the affective domain in designs and in the curriculum plans, that follow. Much more affective learning would occur, if teachers deliberately focused on attitudes and values. The Bible focuses on affective change in persons.
5. Goals are idealistic. Designers accept the fact that not all learners will learn all that a goal may include, but an idealistic goal forms a "north star" towards which learners may progress.
6. Purposes, goals and objectives form a hierarchy in curriculum design. The curriculum design elaborates the goals and objectives of each of the following levels; institutional, program, department, individual course and lesson plan (Ford, 92).

A Curriculum Rationale: Objectives

Popham and Baker agree that an educator who is involved with curricular questions is concerned with determining the objectives of the educational system. They say that there are basically two kinds of decisions that an educator must make; first, decide what the objectives (that is the ends) of the instructional system should be and second, decide upon the procedures (that is the means) for accomplishing these objectives. The distinction between curriculum and instruction is essentially, a distinction between "ends" and "means" (Popham and Baker 1979, 82).

This view of curriculum is much more limited than the one portended by Leroy Ford who considers curriculum to be the sum of all learning experiences (Ford 1991, 33). While Popham and Baker consider objectives to be "ends" of the

instructional system, Ford considers objectives to be indicators of goal achievement, which in essence is the degree of attainment of the “ends”. Popham and Baker, however agree with Ford in the essence of the understanding of ‘objectives.’

“The specific objective of a program is that the learner’s post instruction responses will reflect a position consonant with the position taken in the program” in which case position taken in the program refers to goal” (Popham and Baker 1970, 6).

When the ‘goal’ of instruction is to change the learner’s observable behavior, the objective will reflect the degree of change, observed in the learner’s behavior, subsequent to instruction relative to the degree of change defined by the goal.

Ford gives an impressive rationale for establishment of goals and objectives for learners. He says that sometimes institutions move the target to where the arrow went! They find it easier to shoo without aiming. A cartoon character once boasted, “I don’t know where I am going, but I am making great time!” Curriculum designers fix targets. They develop at the institutional level the educational goals and objectives for learners (Ford, 82).

Designers may arbitrarily choose to develop the scope of the curriculum first. Scope identifies either subject area or outcomes. They use the subject for stating educational goals. Ford observes that the most significant omission from many curriculum designs in theological (and church school) education is the absence of a comprehensive statement of meaningful educational goals and objectives for learners (learning outcomes focus).

Cognitive Educational Goals

The cognitive educational goals for learners include those which relate to knowledge (facts and information), and understanding (ability to interpret, translate into new forms, analyze, synthesize and evaluate. Ford gives two approaches designers use to develop cognitive goals at institutional level.

1. Some institutions of theological education prefer to state several highly generalized goals which are broad enough to house all the more specific ones which appear later in the program, department and course statements.
2. Designers may deliberately choose at this time to develop both the general educational goals for the institution and specific, refined, enabling goals, which course designers may 'lift out' and use as program, departmental and course goal statements much further in the curriculum design (Ford 1991, 97).

Affective Educational Goals

The Bible experience and all human relationships provide examples of affective learning needs. However, the expression of an institution's affective educational goals for learners is one of the most neglected parts of curriculum design in church school education. Ford says that in many church schools they are dispersed here and there. If compiled, they would constitute a statement. He provides several questions that designers ask in designing the affective component of 'learning outcomes focus.' "What attitudes and values does the Bible require of persons engaged in Christian ministry? What does experience reveal about necessary attitudes and values?" Ford observes that biblical revelation points towards change in 'attitudes' and 'values.' The word 'repent' means 'rethink'.

Ericksen adds an important dimension to the affective educational goal analysis. He uses the word 'motivation,' saying, "motivation is prerequisite for learning, and a teacher can flounder by ignoring or misreading cues about the task related motivation of students (Ericksen 1985, 43). Stanford looks at instruction for the purpose of remembering as a two-fold process. The intellectual treatment of information (cognitive) while indicating it's worth and the attachment of an idea to the feeling (affective) that is worthwhile, condenses the meaning of the material and sets it up for long term memory. The teacher moves back and forth between the cognitive and the affective domains, and the motivational side of teaching is every bit as complicated and diverse as the intellectual side of teaching (Stanford 1985, 30).

Ericksen clearly elucidates this in the following observation. Entering students start with a loose array of interests and ambitions, but things tighten up in the classroom, where motivation is geared towards learning certain topics placed before them. The enthusiasm of the teacher towards the subject at hand helps to set the motivational climate; this unforced display of interests, positive attitudes and enduring values are signs to students about what is worth knowing and retaining in their own store of knowledge. He mentions two major motivation-linked concepts that pervade the instructional scene namely 'reinforcement' and 'intellectual curiosity.' The intrinsic reinforcing effects of satisfying curiosity are educationally more powerful than extrinsic rewards for example, grades and honors. Students learn what they care about and remember what they understand (Ericksen 1995, 51).

Values of Educational Goals and Objectives

Ford provides six values of educational goals and objectives:

1. They serve as a constant reminder of what that entire curriculum may include.
2. The institution's educational goals and objectives for learners serve as a sounding board for determining whether or not courses belong to the curriculum.
3. Educational goals and objectives for learners serve as basis for determining priorities in implementing curriculum scope.
4. Educational goals and objectives for learners help ensure proper expenditure of time, money and personal resources.
5. Educational goals and objectives serve as reminders that a design should deal appropriately with all domains of learning, (cognitive, affective and psychomotor).
6. An institution's educational goals for learners provide the basic rationale for the development of programs, departments, courses and units of study (Ford 1991,95).

Many courses, observes Ford, represent "nice things to know and do" but in no way lead towards achievement of the educational goals and objectives. Few

institutions can produce on demand, a set of learning outcomes (goals and objectives), which form the heart of an effective curriculum design. Why? They do not as yet realize that the whole curriculum plan must be built upon them. An institution, which does not have a statement of educational goals and objectives for learners, is like a ship without a rudder. It may have a lot of sail, but no sense of direction (Ford, 97).

CHAPTER THREE

METHODOLOGY

This was a formative evaluative study, which used the descriptive approach to cover all that it entailed. The purpose of this research was to evaluate the “Learning outcomes focus” of the Kenya Assemblies of God church school curriculum. This evaluation, sought to ascertain the appropriateness of the planned activities in achieving the intended goals and objectives (learning outcomes). That is, are the planned activities as they are now, leading to the projected outcomes? What is their relevance to the learning outcomes focus of the church school curriculum?

Research Approach: Entry Process

Before carrying out the research, the researcher arranged to meet the superintendent of the church school, Mr. Mbutu at the Kenya Assemblies of God Buru Buru church. The researcher explained to him why he desired to take the study in his church. When permission was granted, the researcher asked him to allow the researcher to inform the church school instructors and learners about the researchers intentions and to collect data.

A letter was written by the researcher to the senior pastor of Kenya Assemblies of God, Rev. Pius Tembu officially introducing himself and the purpose of the current research, and asking for permission to conduct an evaluation of the church school’s curriculum. The letter explained to the pastor, the possible benefits of the research to the local church (See appendix A).

Data Collection

This study took the form of an evaluative study and is descriptive in approach. It sought to evaluate the 'learning outcomes focus' of the curriculum of Kenya Assemblies of God Buru Buru's Church School by trying to discuss whether the planned activities were appropriate to the goals and objectives of the church's educational programme (i.e. the planned activities achieving the intended goals and objectives) of the church school.

This study fundamentally dealt with documents that contain information about Kenya Assemblies of God Buru Buru's church school focusing specifically on the planned activities and intended goals (See Appendix E).

The researcher sought permission of the church school superintendent to allow him collect additional data from the church school instructors through questionnaires which were to be filled in. The purpose of collecting this additional information was to clarify those goals and objectives and the planned activities through interviews and questionnaire. The researcher went to the Kenya Assemblies of God church to look for additional data from the pastor through an interview and from the instructors and learners in the three major church school class divisions namely the new believers class, the discipleship class and the leadership development class. Data from these class instructors and learners were obtained through questionnaires filled in by the respondents.

Population

For this evaluation, there were two categories of population; the pastor, the church schools superintendent and instructors in one category and the learning/ministry unit leaders in the other category. Because of the small number of the population for this study, there was no sampling. Everyone was contacted. As Best and Kahn say, sampling is done when the total population under study is too large to interact with. A sample is usually carefully done so that it is a true representation of the whole population (Best and Kahn 1989, 10). Although the respondents from the church school class members is larger than the researcher can

interact with for the purpose of this study, only a few of them from each class, responded to the questionnaires because this group was already represented by the class instructors.

The value of the population in this evaluative study is that of stakeholders. Borg and Gall state that “a stakeholder is anyone who is involved in the program being evaluated or who might be affected by or interested in the findings of the evaluation” (Borg and Gall 1989,746).

The information for this evaluative study was gathered from:-

1. The senior pastor of K.A.G Buru Buru church
2. The superintendent of the K.A.G Buru Buru church school
3. The instructors of the K.A.G. Buru Buru church school’s learning/ministry units.
4. Learners in the K.A.G Buru Buru’s church school learning/ministry units.
5. The researcher’s own observations

Research Instruments – Interviews and Questionnaires

The researcher formulated two types of instruments for the purpose of data collection. These acted as tools in the task of evaluation. Leedy says that a tool “is an intermediary instrument for facilitating the ultimate goal of the research.” (Leedy 1985, 12). One type of instrument was interviews that were administered to the church pastor and the church school superintendent at Buru Buru K.A.G. church to ascertain the “learning outcomes focus” (goals and objectives) and planned activities of the church’s educational programme. It was hoped that the responses obtained through these interviews would clarify the ‘learning outcomes focus’ of the programme as they appeared in the church’s official document (curriculum). The questions for these interviews are spelled on appendix B while the curriculum for the church’s educational program is given in appendix E.

The second instrument was the questionnaires which was administered directly to the church school’s class instructors and the class leaders/learners from each of the three class groups namely the new believers class, the discipleship class and the leadership development class. The questionnaires were filled in and handed over to the researcher. The personal interaction with the population under study enabled the researcher to ask further verbal questions concerning the documented planned activities.

The questionnaires were similar in content to the questions used to interview the pastor and the church school superintendent since they were intended to verify and clarify what is in the 'learning outcomes focus' of the church school curriculum shown in appendix D. Once the questionnaires were filled in, the researcher immediately collected them from the informants directly through the class leaders/teachers, or through the instructors.

Jury Procedure

This part of instrument design deals directly with the 'validity' and 'reliability' of the instruments. Because of the possible biases that may accrue in a research design, the researcher sought for an independent jury to examine and advice him accordingly, regarding the instruments he has formulated. According to Borg and Gall, "questionnaires and interview must meet the standard of validity and reliability that apply to data collection measures (Borg and Gall 1996, 290).

A jury of four (three from the department of Christian Education and one from the missions department) of Nairobi Evangelical graduate school of Theology (N.E.G.S.T) was formed to test the reliability of the questions of both interview and questionnaires. On the basis of their corrections, the researcher refined his instruments. The final test, however, of these instruments was through pre-testing.

Two sets of interview questions were prepared (see Appendix B). One was administered to the senior pastor of K.A.G Buru Buru church and the other, to the church school superintendent. Twenty four sets of questionnaires were administered to fourteen unit instructors and nine sub-unit instructors. One was administered to the church school superintendent (Appendix C).

The fourteen units mentioned above include the following; men's fellowship, women's fellowship, youth ministries, music ministries, hospital visitors, home visitors, estate fellowship team, intercessory team, church development committee, elders group and ushers group.

The nine sub-units mentioned above are part of the Sunday Bible study units. They include; The children's church, for 4-12 year olds, teens/pre-youth, for 13-15 year olds, Aroma, for 16-20 year olds, Beloved of Christ, for 21-25 year olds, Essence, for 26 and above young adults, the adult English class, adult Kiswahili class, the new converts class and the baptism class. The check marks on table 8 (see appendix E) indicate the categories under which these learning/ministry units function. These categories are derived from the overall church school curriculum (see appendix E). These check marks were inserted by the senior pastor and the church school superintendent of K.A.G. Buru Buru church in response to question eleven (Appendix B).

Another 46 sets of questionnaires was administered, two each in the 23 unit/sub-units mentioned above to the unit leaders. Together with the senior pastor and the church school superintendent, there were 71 respondents. These include three in the following units: men's fellowship, women's fellowship, children's church, Sunday Bible Study groups, youth ministries, music ministries, hospital visitors, home visitors, estate fellowship, premarital counsel, evangelistic team, intercessory team, church development committee, elders group and ushers. The check marks on table 8 indicate the categories provided in the church school curriculum under which these learning/ministry units function (Appendix B). These check marks were inserted by the senior pastor and the church school superintendent in response to question 11 (Appendix B.) Because all the respondents were in the same church and because the researcher interacted with each of them at personal level to clarify possible ambiguities in the questionnaire, they were exposed to high probability in response rate. The jury looked into the questions for their clarity and validity. The researcher relied on the integrity of the jury who were experienced academicians holding doctoral degrees. The researcher personally supervised the entire data collection exercise and received the completed questionnaires

Pre-Testing

After the formation of the instruments and making sure they were clear, valid and reliable, these instruments were pre-tested to ensure that they actually work. The importance of this process is outlined in C.B Peter's observation below.

Even the most carefully constructed instrument cannot guarantee to obtain one hundred percent reliable data. For this reason it becomes necessary to pre-test a research instrument on a small sample of respondents in a preparatory exercise before commencing the actual research project (Peter 1981, 198).

Interview questions for the pastor and the superintendent of the church school, and questionnaires for the instructors and class leaders/learners of the church school divisions mentioned in the 'instrument design' section were pre-tested before actual use among the counterparts of the latter at Kenya Assemblies of God Bahati Church. Kenya Assemblies of God Bahati church was chosen for the convenience of program correspondence (similarity). After comparing the two church school educational programs, of Kenya Assemblies Buru Buru Church and Kenya Assemblies of God Bahati Church, it was realized they are similar in structure and operation.

The purpose of the pre-testing exercise (pilot testing) was to determine whether or not there were any items in the instruments, which the respondents would have difficulties in understanding, and to sort out the questions that would not yield the desired information. Accordingly, Leedy instructs, "all questionnaires should be pre-tested for precision of expression, objectivity, relevance, suitability to the problem situation and of favorable reception and return" (Leedy 1985, 12).

Research Design

Both interview and questionnaire methods were used in this research for the purpose of obtaining maximum information. These two methods of data collection were strategic in the sense that they complemented the main source of data which was the curriculum document of the Kenya Assemblies of God, Buru Buru's church school (Appendix E).

Data Processing and Analysis

The question that was answered by this study is; "Are the planned activities appropriate for the intended objectives?" In analyzing the data that was collected, tables and calculations were used. Tables 1 to 6 were used to ascertain the appropriateness of the planned activities as compared with intended objectives. The question that was answered by the use of these tables is: "Are the planned activities in

the K.A.G Buru Buru's church school appropriate for the educational programmes intended objectives?"

To answer the question above, the researcher used his personal judgment by applying the principle of "logical relationship" between stated objectives and planned activities (Tables 13 and 14).

The researcher collected data from the senior pastor of K.A.G Buru Buru church, the church school superintendent and the learning/ministry unit leaders then edited them for accuracy, comprehensiveness and consistency (uniformity).

In this evaluative research, tabulation has been used as a means of data analysis. Mean values and percentages have been used for determining the degree of relevance of activities in each of the three church school categories namely; new life class, discipleship class and leadership development class.

In summary this chapter has dealt with methodology. The researcher has attempted to answer the questions of how the research was conducted. This, the researcher did by examining the research approach at the levels of; entry process, data collection, population, research instruments, jury procedure, pre-testing, research design and data processing and analysis.

Criteria of judgment

The learning outcomes focus of K.A.G. Buru Buru church was used as the criteria for judgement in this study (Appendix E). The planned activities of the three class divisions were be evaluated using the stated objectives of the church school's educational program. Three judges who were selected for their expertise and competence in evaluation research made judgment. These judges were persons who were neutral to the K.A.G. Buru Buru Church School's educational program. They passed their judgments on the basis of the analysis from tables 1 – 6 in this research. The results were arrived at on the basis of logical relationships found between intended learning outcomes (objectives) and the focus of instruction as actual meaningful activities. Tables 4 – 6 identified the areas of learning outcomes (i.e. cognitive, affective or psychomotor). The questions answered by use of these tables were; "What is the percentage ratings of the cognitive, affective and psychomotor elements in church school curriculum outcomes focus at K.A.G. Buru Buru church? Which is the dominant? Which is ignored if any and why?"

Table 1. New Life Class

ACTIVITY		OBJECTIVE									
		1	2	3	4	5	6	7	8	9	10
1	Teach new believers on what a testimony is. -Ask the new believer to give a testimony. - The student performs a task that demonstrates assurance of his/her salvation i.e., gives a witness to his/her convictions.	✓				✓	✓	✓	✓	✓	✓
2	Hold baptism classes and baptise new believers.	✓	✓		✓						
3	Teach about and pray for baptism/ infilling of the Holy Spirit.			✓		✓	✓		✓	✓	✓
4	Enroll new believers in the local church as members.	✓	✓		✓						
5	Teach on the gifts of the Holy Spirit in daily Christian living.	✓			✓	✓	✓	✓	✓	✓	✓
6	Give learners an opportunity for practical experience in ministry i.e., praying, praise, singing, serving, reading, etc.	✓			✓	✓	✓	✓	✓	✓	✓
7	Teach on man's relationship with nature and practical approach to management of resources in a godly and accountable manner (Christian stewardship).	✓				✓	✓	✓	✓	✓	
8	Teach on the meaning and practice of prayer (what, why, when and where of prayer).	✓		✓		✓	✓	✓	✓	✓	✓

9	Teach on spiritual disciplines of prayer, fasting, reading, meditation and obedience.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Teach on witnessing and send out learners to witness in specific environments such as homes and work places.	✓		✓	✓	✓	✓	✓	✓	✓	✓

Key: To demonstrate achievement of the new life class educational goals for learners, the student...

- Objective 1 – effectively communicates the new faith.
- Objective 2 – accepts water baptism.
- Objective 3 – desires and receives the baptism of the Holy Spirit.
- Objective 4 – enrolls in the church as a member and joins a house fellowship.
- Objective 5 – explains and exercises the gifts of the Holy Spirit.
- Objective 6 – nurtures the fruit of the Holy Spirit by/in/through
- Objective 7 – exercises good stewardship of time, resources, finances and ministry gifts in the Church i.e. develops a financial plan of own family/gives personal stewardship testimony.
- Objective 8 – understands levels of prayer and prays effectively.
- Objective 9 – practices spiritual disciplines of fasting, reading, meditation and obedience.
- Objective 10 – witnesses to the unsaved and helps them receive Jesus Savior.

Table 2: Discipleship Class

ACTIVITY		OBJECTIVE							
		1	2	3	4	5	6	7	8
1	Teach the doctrines of God (Father, Son-christology, Holy Spirit-Pneumatology), Man (creation, fall, salvation (soteriology, i.e redemption, atonement justification, sanctification and glorification), sin (evil, wickedness, transgression, iniquity, Satan, Demons (demonology), church, spiritual warfare, evangelism, intercession, Worship (holiness, service, giving) sacraments, (baptism, Lord's table, marriage).	✓	✓	✓	✓	✓			
2	Teach on Christian relationships with God, self, others and nature in practical daily living.	✓	✓	✓	✓	✓	✓	✓	✓
3	Hold training programmes for planning, supervision, and consultation in family and social ministry. -Execute outreach programmes for social ministry.		✓	✓	✓	✓	✓	✓	✓
4	Train learners on how to prepare and deliver a sermon. -Challenge non-believers to receive Christ in their lives/the gift of salvation.			✓	✓	✓		✓	✓

5	<p>-Train disciples (make disciples).</p> <p>-Use drama, skits, plays, mimes, concerts e.t.c., to communicate Biblical principles using familiar life experiences in teaching believers and evangelizing the lost.</p> <p>-Hold seminars and workshops for specific ministry/learning units e.g., single parents, hospital missions ushers, e.t.c.</p> <p>-Involve support Christian ministry groups (e.g. Life Ministry) in training programmes for learning/ministry units.</p>	✓	✓	✓	✓	✓	✓	✓	✓
6	<p>-Plan for games retreats, concerts, hikes or family outings.</p> <p>-Conduct counseling session in a specific area of need.</p>	✓	✓	✓		✓	✓	✓	✓
7	<p>Organize outreach missions to hospitals, open-air crusades, other churches, children's homes, detention centers, and/or hardship areas.</p> <p>-Solicit for and distribute food, cloths, medicine, Bibles and other necessary material needs to remote/need-areas i.e., visit the Pokot once a year.</p>	✓		✓	✓	✓	✓	✓	✓
8	<p>Pray for new believers to receive baptism/ infilling of the Holy Spirit.</p>	✓	✓	✓	✓	✓	✓	✓	✓

Key: To demonstrate achievement of the educational goals for learners in the discipleship class, the student...

Objective 1 – explains the sixteen fundamental doctrines.

3	-Conduct an evaluation of leadership development status in the church's educational programme.		✓	✓	✓	✓	✓	✓	✓
4	-Conduct a talent survey, enlist and train church leaders.	✓	✓	✓	✓	✓	✓	✓	✓
5	Teach about and solicit response for missionary service.	✓	✓	✓	✓	✓	✓	✓	✓
6	Enroll for full time ministry training/service. -Make disciple makers (disciplers).	✓	✓	✓	✓	✓	✓	✓	✓
7	Facilitate worship and fellowship through evangelism/ preaching/ teaching/prayer/ music/e.t.c. -Serve in the Lord's table.	✓	✓		✓	✓	✓	✓	
8	-Design, produce and evaluate publicity plans for various church functions (teaching, seminars, missions, concerts, e.t.c.), as appropriate i.e., prepare weekly bulletins.		✓	✓	✓	✓	✓	✓	✓

Key: To demonstrate achievement of the educational goals of learners in the Leadership development class, the student

Objective 1 – teaches individuals and groups (i.e. practices small group leadership in the home, workplace, school etc.

Objective 2 – applies modern leadership principles in a specific area of need/ministry.

Objective 3 – evaluates leadership development progress i.e. analyses the church's leadership training needs and procedures.

Objective 4 – conducts a talent survey, enlists and trains church leaders (disciple makers).

Objective 5 – enrolls for missionary service, local or foreign/enrolls as a “tent maker” missionary.

Objective 6 – responds to God’s call upon his/her life i.e. enrolls in a Bible college/joins a ministry in the church/takes upon a new job etc.

Objective 7 – ministers actively in church in areas of human need i.e. equips church members for ministry and service.

Objective 8 – designs, produces and evaluates publicity pieces for specific church activities and programs.

CHAPTER FOUR

FINDINGS AND DATA INTEPRETATION

In this section, the researcher undertook the task of interacting with the data from readings, questionnaires, interviews and overall judgments from readers (judges). The researcher harmonized the different judgments passed by the three judges on the appropriateness of the activities of the curriculum of K.A.G. Buru Buru's Church towards the intended objectives of the programme (learning outcomes focus)

Finally, to arrive at an overall judgment regarding the programme's appropriateness of activities, the result of analysis from all sources of data were considered and synthesized. Where a marked difference between different analyses occurred, the word of the judges was final. Most of the analysis was done using tables.

The researcher's judgment on the learning outcomes focus of K.A.G Buru Buru's church school curriculum was based on the Likert scale (and converted to percentages) as shown below.

Very appropriate	5 (81-100%)
Appropriate	4 (61-80%)
Fairly appropriate	3 (41-60%)
Inappropriate	2 (21-40%)
Very inappropriate	1 (1-20%)

(Morenammele, 1996, 4).

Table 6. Appropriateness Analysis For Leadership Development Class

ACTIVITY	LEADERSHIP DEVELOPMENT CLASS								APPROPRIATENESS
	OBJECTIVES								
1	✓	✓	✓	✓	✓	✓	✓	✓	100.0
2	✓	✓	✓	✓	✓	✓	✓	✓	100.0
3		✓	✓	✓	✓	✓	✓	✓	87.5
4	✓	✓	✓	✓	✓	✓	✓	✓	100.0
5	✓	✓	✓	✓	✓	✓	✓	✓	100.0
6	✓	✓	✓	✓	✓	✓	✓	✓	100
7	✓	✓		✓	✓	✓	✓		75.0
8	✓	✓	✓	✓	✓	✓	✓	✓	87.5

Table 7. Overall Analysis

Category	Appropriateness %	Overall Appropriateness %
New Life Class	68.00	79.92
Discipleship Class	75.00	
Leadership Development Class	93.75	

Thereafter, analysis was made from the tables, showing how appropriate each activity is compared to each intended objective.

In dealing with the information from the questionnaire, question 4 (Appendix C) was used to represent the general responses from church school instructors and learners concerning the appropriateness of planned activities to the intended objectives of the K.A.G. Church School curriculum (programme) in general.

Discussion

Tables 4-6 indicate the appropriateness of each activity in the three church school categories of New Life, Discipleship and Leadership Development respectively, in percentages. Table 7 is a summary of the findings in tables 1 – 6.

In general, the average appropriateness of the K.A.G Buru Buru church school curriculum, from the table analyses is as follows; New Life class 68%, Discipleship class 75% and Leadership Development class 93.75%. The average appropriateness of all the activities in the three classes is 78.9%. This means that the planned activities in the church school curriculum are appropriate for the stated objectives.

The researcher considered the outcome of the analyses of all the information from different sources as findings, NOT the conclusion.

Learning Outcomes: Focus

R.Q 1. What is the deliberate focus of the church school curriculum in terms of “goal and objectives”? (See page 6).

In answering this question through an interview, the senior pastor of K.A.G Buru Buru church indicated that the overall goal of the local church is, “To evangelize the lost and disciple the converted in the power of the Holy Spirit. That involves winning, discipling and maturing (training).

The deliberate focus for the church school curriculum (learning outcomes focus) derives from this overall goal. The senior pastor informed the researcher that the church school curriculum is divided into three categories, namely; the new life class, discipleship class and the leadership class. Accordingly, he stated, each category has a set of goals and objectives which emphasizes the specific needs of the three categories. The goals and objectives for the three church school categories are shown in the Church School Curriculum (Appendix E).

From the findings based on the interview with the senior pastor, the researcher got the impression that the church school curriculum was appropriate. The pastor and his

got the impression that the church school curriculum was appropriate. The pastor and his team are highly trained (i.e the senior pastor is a Masters of Divinity graduate), who knew how to go about formulating church school curriculum's goals and objectives.

Learning Outcomes: Format

R.Q. 2 Are the objective expressing what the learners will do in a meaningful way to indicate achievement of goals?

In analyzing the objectives for the three church school categories (new life class, discipleship class and leadership development class), it was observed that all the objectives were given in a "learning outcomes format" expressing what the learners will do in a meaningful way to indicate achievement of goals. (Appendix E).

Leroy Ford observes that a learning outcome identifies a task which a Christian minister should learn to perform well at the level of meaningful activity. He gives "preach the word" and "visit the sick" as examples of learning outcomes (Ford 1991, 67).

Discussion

The findings in relation to question 2 revealed that the church school curriculum at K.A.G Buru Buru was particularly good. This was more so because the objectives were expressed in a 'learning outcome format' indicating what the learners will do in a meaningful way to indicate achievement of goals.

Learning outcomes: Needs

R.Q. 3 To what extent are the expectations identified in the current church school curriculum learning outcomes focus likely to meet the felt needs of learners?

Item 8, (Appendix C) was designed to collect data for research question 3. The answers were recorded using Likert scale where the degree of relevance of activities to objectives was shown by the values of 1-5 where 1 = lowest degree of relevance and 5 = highest degree of relevance.

The table below shows the general opinion of K.A.G Buru Buru church school unit leaders on the stated objectives in the curriculum and planned activities which

appeared on appendix A.

Table 8. Relevance Of Stated Objectives To Planned Activities From The Unit Leaders Perspective.

Activities and objectives	Degree of Relevance and Frequency (N 46)				
	1	2	3	4	5
Discipleship class	0	0	14	18	14
Leadership Dev. Class	0	0	11	19	16

Findings

In relation to the relevance of the in the three categories indicated in Table 8 above, 14/46 (19.57%) of unit leaders who filled the questionnaire (appendix D) indicated that the objectives for the new life class were 5/5 relevant. 20/46 (43.48%) rated it 4/5 relevant and 12/46 (26.09%) rated it 3/5 relevant. For the discipleship class, 14/46 (39.13%) indicated 4/5 relevant and 14/46 (19.57%) indicated 3/5 relevant. For the leadership development class, the ratings were 16/46 (34.78%) 5/5 relevant, 19/46 (41.3%) 4/5 relevant and 11/46 (23.91%) 3/5 relevant respectively. No respondent rated any of the objectives and planned activities as irrelevant (2/5) or very irrelevant (1/5).

Interpretation of findings

From this analysis, it was observed that a minority of the respondents felt that the expectations identified in the current church school curriculum were fairly relevant, i.e. 12/46 (26.09%) for the New Life class, 14/46 (30.43%) for the Discipleship class and 12/46 (26.09%) leadership development class. 20/46 (43.5%), 18/46 (39.13%) and 19/46 (41.3%) indicated that the expectations were relevant for New Life class, Discipleship class and Leadership Development class respectively. 14/46 (30.43%), 14/46 (30.43%) and 16/46 (34.78%) indicated that the expectations were very relevant for the New Life class, Discipleship class and Leadership Development Class respectively.

Conclusion

From the analysis, the researcher concluded that the majority of unit leader felt that expectations identified in the current church school curriculum learning outcomes focus (appendix E) met their felt needs to a high degree.

Learning outcome deficiencies/problems

R.Q. 4. What problems are experienced by the leadership of K.A.G Buru Buru in the implementation of the “learning outcomes focus” in the church’s educational programme?

Item 10 of the interview with the senior pastor and the church school superintendent (Appendix B) was designed to collect data for research question 4. From the responses of the senior pastor and the church school superintendent, the researcher gathered that there were too many Bible study fellowships outside the local church setting which taught wrong doctrines. Some teachers in the church school thought these teachings were good and attempted to teach them. When they were challenged, some of them left the local church.

The church is not able to train instructors to match its growth. The senior pastor informed the researcher that ideally, one instructor should be accounting for 25 people, but now, one instructor accounts for 100 people. Both the senior and the church school superintendent were in agreement that the church is having inadequate training facilities, such as classrooms and training materials such as written texts.

Discussion

The findings in relation to research question 4 indicated that although the church school had an appropriately framed ‘learning outcomes focus’ in the church school curriculum, not all instructors had received informed exposure to it. This information gap, coupled with inadequate training facilities provided loopholes in its

implementation, resulting in the vulnerability of church school instructors to extraneous teachings from other Bible study fellowships, outside the local church.

Learning Outcomes: Activities

R.Q. 5 To what extent are the planned activities in the church school curriculum appropriate for the stated objectives?

Tables 1-3, item 7 in the interview questions for the senior pastor and the church school superintendent (Appendix B) and item 4 of the questionnaire for the church school superintendent and instructors (Appendix C) were designed for the purpose of answering research question 5. The researcher derived data for stated objectives and planned activities from the church school curriculum document (Appendix E).

The researcher's analysis below is based on the logical relationship between the activities and the objectives K.A.G Buru Buru church school curriculum. The check marks reflect appropriateness of planned activity to stated objective.

Findings

From table 1, it was observed that activity one was appropriate for all, except objectives 2,3 and 4. Activity 2 was appropriate for only objectives 1,2 and 3. Activity 3, was appropriate for objectives 3,5,6,8,9 and 10. From the three tables, it was observed that all the activities were suitable for at least three objectives. (See activities 2 and 4, table 1).

Interpretation of findings

From the findings in tables 1-3, it was apparent that as a whole the planned activities were suitable for intended objectives. A number of activities matched all the stated objectives, such as activity 9, table 1, (10/10) activities, 5 and 8, table 2, (8/8) and activities 1,2,4,5 and 6, table 3 (8/8). No activity was found to be absolutely inappropriate for the set of intended objectives in every category.

Learning outcomes emphasis

R.Q. 6 What are the ratings of the cognitive, affective and psychomotor elements in church school curriculum learning outcomes emphasis? Which one is dominant? Which one is ignored ?

Table 9. Ratings for Cognitive, Affective and Psychomotor Emphases

OBJECTIVE	FOCUS	NEW LIFE CLASS	EMPHASIS %	DISCIPLESHIP CLASS	EMPHASIS %	LEADERSHIP DEVELOPMENT CLASS	EMPHASIS %
1	a	✓	50.0	✓	100.0	✓	50.0
	b	✓	50.0	x	0.0	x	0.0
	c	✓	0.0	x	0.0	✓	50.0
2	a	✓	50.0	✓	33.3	✓	50.0
	b	✓	50.0	✓	33.3	x	0.0
	c	x	0.0	✓	33.3	✓	50.0
3	a	✓	50.0	✓	33.3	✓	50.0
	b	✓	50.0	✓	33.3	x	0.0
	c	x	0.0	✓	33.3	✓	50.0
4	a	✓	50.0	✓	50.0	✓	50.0
	b	✓	50.0	x	0.0	x	0.0
	c	✓	0.0	✓	50.0	✓	50.0
5	a	✓	33.3	✓	33.3	✓	50.0
	b	✓	33.3	✓	33.3	✓	50.0
	c	✓	33.3	✓	33.3	x	0.0
6	a	✓	33.3	✓	33.3	✓	50.0
	b	✓	33.3	✓	33.3	✓	50.0
	c	✓	33.3	✓	33.3	x	0.0
7	a	✓	33.3	✓	33.3	✓	33.3
	b	✓	33.3	✓	33.3	✓	33.3
	c	✓	33.3	✓	33.3	✓	33.3
8	a	✓	50.0	✓	50.0	✓	50.0
	b	✓	50.0	✓	50.0	x	0.0
	c	x	0.0	x	0.0	✓	50.0
9	a	✓	33.3				
	b	✓	33.3				
	c	✓	33.3				
10	a	✓	50.0				
	b	✓	50.0				
	c	x	0.0				

Key

(✓) Focus apparent in objective statement.

(X) Focus not apparent in objective statement.

(a) The objective focuses on (reflects) a cognitive learning outcome (knowledge/understanding).

(b) The objective focuses on an affective learning outcome (attitudes/values).

(c) The objective focuses on a psychomotor learning outcome.

Example of Analysis for tables 9

New Life Class

- Activity units = 10
- Objective units = 10

- Total analysis units = $10 \times 10 = 100$
- Balanced emphasis for a, b and c = $100/3 = 33.33$
- Appropriate emphasis $\geq 33.33\%$
- Objectives = 10 units
- Focus (a,b,c) = 3 units = 100%
- Balanced emphasis for each focus unit = $100/3 = 33.3$
- Appropriate/ideal focus emphasis for each unit = 33.33%

Table 9 above was designed for the purpose of answering research question 5. The researchers analysis below is based on perception of a given activity as reflecting cognitive (imparts knowledge/understanding), affective (attitudes/values) or psychomotor (specialization/skills).

Leroy Ford observes that cognitive goals for learners include those, which relate to knowledge (facts and information) and understanding (ability to interpret, translate into new form, analyze, synthesize and evaluate) (Ford, 97).

Whether a given objective (indicator) relates to a cognitive goal or an attitudinal goal is largely a matter of viewpoint. For example, a cognitive objective (indicator) might state that the trainee "visits the sick". On the other hand "visits the sick" may indicate achievement of an attitudinal goal (Ford,143). Psychomotor skills,... identify areas of skill appropriate for a given program (Ford,171).

Findings

From the table above it was observed that cognitive emphasis in the learning objectives was 40% in New Life class, 40% in discipleship class and 47% in Leadership development class. Affective emphasis was 40-% New Life Class, 30% in Discipleship Class and 17.6% in leadership development class. Psychomotor emphasis was 20% in New Life Class, 30% in Discipleship Class and 35.3% in Leadership Development Class.

Interpretation of Findings

From the findings in Table 4, it was apparent that the cognitive element in church school curriculum learning outcomes emphasis was the most dominant, followed by affective and psychomotor in that order i.e. 41.94%, 30.65% and 27.41%

respectively. This account for 100% learning outcomes focus emphasis. None of the elements was totally ignored.

Discussion

Considering the fact that an ideal balance for cognitive, effective and psychomotor elements would be 33.33% of learning outcomes focus, the researcher observed that the emphasis were fairly balanced with the affective attaining 91.96%, and the psychomotor, 82.24% of the ideal. The cognitive element stands at 125.83% of the ideal balance (i.e. 41.94 / 33.33).

Leroy Ford observes that the difficulty in measuring achievement of affective goals does not provide adequate grounds for neglecting them in curriculum design in (church) education. Often, teachers must be satisfied simply to invite students to make an affective response (Ford 1991, 114).

Because of the difficulty in measuring achievement of the affective goals, the results of the analysis of table 4 will not be reflected in the final judgment of appropriateness of activities in K.A.G. Buru Buru church school curriculum.

Learning Outcomes: Recruitment and Training

R.Q. 7 Are the K.A.G. Buru Buru church school instructors/trainers recruited and trained to meet its goals and objectives?

Item 4 and item 5 of the interview with the senior pastor and the church school superintendent of K.A.G.Buru Buru church (Appendix B) were designed to collect data for research question 7.

Findings

The leaders indicated that recruitment of teachers/instructors is done when need arises. This happens when a teacher is no longer available for specified reasons such as illness or transfer. The leaders indicated to the researcher that the church was not able to train instructors to match the growth of learners/ministers. The church school superintendent indicated that out of the current 23 Sunday bible study instructors only 12 (52.17%) are trained.

The senior pastor indicated that while the ideal ratio of instructor to learner should be 1:25, it was 1:100 in most of the church school's learning/ministry units.

Discussion

The responses to these questions indicate that there is serious need both for recruitment and training of church school instructors/trainers if K.A.G Buru Buru church is to meet the goals and objectives of the church school programme.

Learning Outcomes: Programme planning

R.Q.8 Are the trainers/teachers and unit leaders involved in programme planning to achieve the learning outcomes focus (goals and Objectives) of the K.A.G. Buru Buru's church school educational programme?

Item 8 (Appendix B), item 2 and item 3 (Appendix C), and item 9 and item 10 (Appendix D), were designed to collect data for research question 8.

Findings

In response to this question, the senior pastor indicated to the researcher that the church holds regular leadership meetings of the pastoral staff to report, discuss, review, and evaluate the progress of the church school programme. The church school superintendent indicated that the educational department of the church held a fortnightly meeting of all teachers for prayers, formulation of goals and objectives and programme review. In addition to these, the church recruits and trains instructors twice a year. Recruitment sessions and procedures are scheduled normally by the pastoral team in consultation with the church school superintendent.

Out of the instructors/teachers who responded to the questionnaire (Appendix C), 9/23 (39.13%) indicated that they were involved in the formulation of the goals and objectives of the church school curriculum through participation in educational leadership meetings. 5/23 (21.73%) indicated that leaders review the objectives and activities twice a year while 4/23 (17.39%) indicated that the review was done only as need occurred. 3/23 (13.04%) indicated that they did not know about planning or

review schedules for the development of goals and objectives. 11/23 (47.82%) indicated that there was never a planning or review of goals and objectives involving church school instructors. 25/46 (54.35%) of unit leaders (Appendix D) indicated that they were consulted about the formulation of class goals while 21/46 (45.65%) indicated that they were not consulted.

Discussion

From the responses the senior church pastor, the church school superintendent, instructors and unit leaders, it was observed that, there was a structure for involving the stake holders (mentioned above) in programme planning to achieve the learning outcomes focus (goals and objectives) of the K.A.G. Buru Buru's church school programme.

It was also apparent to the researcher from the responses that a significant number of stake holders; 14/23 (60.87%) of instructors and 21/46 (45.65%) of unit leaders were not involved in programme planning. 11/23 (47.82%) of instructors seemed totally unaware of an arrangement for programme planning.

Overall Discussion/Summary

Although the information from the above mentioned stake holders (respondents) was not meant to be used for passing judgement on the K.A.G. Buru buru's church school curriculum, the following were observed about them:

1. That the expectations identified in the current church school curriculum's learning outcomes focus are not being accomplished fully due to insufficient communication within the ranks of stake holders (the pastoral team, the educational committee and the learning/ministry unit leaders).
2. Though the planned activity in the church school curriculum are generally appropriate for its stated objectives a significant number of stake holders (instructors and unit leaders) were operating in the church school without access to the learning outcomes focus (52.4% of the population under study).
3. From the interaction with the senior Pastor through interview, the researcher got

an impression that the instructors who had no access to the church school curriculum probably adopted the content of their instructions from other attractive Bible study groups outside the local church structure.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

According to Worthen, ‘the evaluator who knows those data well, is in the best position to apply the standard to the data to reach a judgment of whether the programme is effective or ineffective, valuable or worthless. Making judgment and recommendations is an essential part of evaluators job’ (Worthen, 17).

On the basis of Worthen’s observation, the researcher could pass the judgment of appropriateness on the curriculum of the K.A.G. Buru Buru Church School’s activities independently. For this study, however, the researcher used external judges who were neutral to the K.A.G. Buru Buru to judge the church school programme’s activities on the basis of intended activities.

The use of external judges adds to the validity and credibility of the whole evaluation. Worthen observes that “external judges are more objective and impartial” (Worthen, 6). The researcher could possibly be biased.

What is of concern here is the necessity of judgment and recommendations following any evaluation. “An evaluation without these ingredients” contends Worthen, “is as much an indictment of its author’s sophistication as one with recommendations that are not based on the data” (Worthen, 17).

Finally, it was the researcher's interest that this study would not be limited to academic benefits for himself, but that it would be of use to Kenya Assemblies of God Buru Buru church. To achieve this, the recommendations were made when the research was completed and the church’s pastor was issued with a copy. Where necessary, the church school's instructors/teachers, will therefore be in a position to

adjust their activities and objectives according to the recommendations of this ‘learning outcomes focus’ study. This study was an evaluation the learning outcomes focus of the church curriculum of Kenya Assemblies of Buru Buru. It was done to ascertain whether or not the planned activities of K.A. G. Buru Buru Church school curriculum had a logical relationship to the stated objectives of the programme.

The main source of information for this study was the K.A. G. Buru Buru Church school curriculum document (Appendix E). Supplementary data was collected from the senior pastor of K.A.G. Buru Buru Church, the church school superintendent, church School ministry/learning unit instructors/teachers and church School ministry/learning unit leaders.

Information from the supplementary data was used in this study to highlight the background of K.A.G. Buru Buru’s Church school programme, whose curriculum was under evaluation, and to draw relevant recommendations for programme leaders.

Purpose of the study

The purpose of this evaluative study was two fold: first, to determine whether the planned activities in the K.A.G. Buru Buru’s church school curriculum were appropriate for the stated objectives; secondly, to provide a set of recommendations for the evaluation results. This was done with help of the research questions (R.Q.) listed below:

- R.Q. 1. What is the deliberate focus of the church school curriculum in terms of ‘goals’ and ‘objectives’ (learning outcomes focus) ?
- R.Q. 2. Are the objectives expressing what the learners will do in a meaningful way to indicate achievement of stated goals?
- R.Q. 3. To what extent are the expectations identified in the current church school curriculum learning outcomes focus likely to meet the felt needs of learners?
- R.Q. 4. What problems are experienced by the leadership of K.A.G. Buru Buru in the implementation of the ‘learning outcomes focus’ in the church’s educational programme ?

- R.Q. 5. To what extent are the planned activities in the church school curriculum appropriate for the stated objectives?
- R.Q. 6. What are the ratings of the cognitive, affective and psychomotor elements in church school curriculum learning outcomes emphasis? Which one is dominant? Which is ignored ?
- R.Q. 7. Are the K. A. G. Buru Buru church school instructors/trainers recruited and trained to meet its goals and objectives ?
- R.Q. 8. Are the trainers/teachers and unit leaders involved in programme planning to achieve the learning outcomes focus(goals and objectives) of the K.A.G. Buru Buru church school programme ?

Significance of the evaluative study

The evaluative study of a church school curriculum in the learning outcomes format provided useful insights to designers of church school curricula for informed decision-making in curriculum planning. The findings of the study were expected to sensitize local church leaders towards problem awareness and the necessity of altering current church school educational practices so that fundamental expectations for learners/disciples as outlined in the existing curriculum can be fulfilled to a significant degree. The body of knowledge availed by the findings of this evaluative study was intended to empower local church leaders in the dimensions of planning, implementation and evaluation of a learning outcomes focus curriculum.

Research Design

The main data for this study was obtained from the K.A.G Buru Buru's church school curriculum document attached (Appendix E). Supplementary information was collected from two population categories. The first category consisted of the senior pastor and the church school superintendent. The second category consisted of 24 unit/sub-unit instructors (including the church school superintendent) in 14 ministry/learning units, 9 learning sub-units and 46 unit/sub-unit leaders (See basic procedure pg.23). No sampling was done due to the small number of informants in each population. In this study, the research population consisted of 71 people.

Learning outcomes: focus (goals and objectives)

From the information gathered from the senior pastor of K.A.G. Buru Buru church supported by the written document of the church school curriculum (Appendix E) it was observed that the church has a set of goals and objectives for each of the major categories of the church school. These are the New Life class, Discipleship class and Leadership Development class.

Learning Outcomes: Format

In analyzing the objectives for the three main church school categories of New Life class, Discipleship class and Leadership Development class, it was observed that all the goals and objectives were given in a learning outcomes format indicating what the learner will do in a meaningful way to indicate achievement of goals.

Learning Outcomes: Needs

From an analysis to the answer for research question 4, the researcher observed that the majority of the church school leaders felt that the expectations identified in the current church school curriculum's learning outcomes focus (Appendix E) met their felt needs to a high degree.

Learning Outcomes: Deficiencies

The findings in relation to research question 4 indicated that, although the church school had an appropriately framed 'learning outcomes focus' in its curriculum, not all instructors had received informed exposure to it.

Deficiency in training of instructors provided loopholes in its implementation resulting in their vulnerability of the aforesaid instructors to extraneous teachings from other bible study fellowship outside the local church whose doctrinal statements are questionable as to accuracy.

Learning Outcomes: Activities

The analysis of tables 1–3 in response to research question 5 indicates the suitability of planned activities generally, for intended objectives. No activity was found to be completely inappropriate for the set of intended objectives in its category (i.e. church

school categories). The overall appropriateness of planned activities to stated objectives was 78.92% (Table 7).

Learning Outcomes: Emphasis

From the findings in Table 4, in response to research question 6, it was apparent that the 'cognitive' element in church school curriculum learning outcomes emphasis was dominant followed by 'affective' emphasis and 'psychomotor' skill emphasis i.e. 41.94%, 30.65% and 27.41% respectively. None of the elements was totally ignored. Table 4 however, will not be reflected in the final judgment for appropriateness of activities in K.A.G. Burr Buru's church school curriculum. This is in light of what Ford observes as the difficulty in measuring achievement of affective goals (Ford 1991,114).

Learning Outcomes: Recruitment and Training

In the analysis of response to research question 7, the researcher observed that only 12/23 (52.17%) of current church school instructors are trained. From the interview with the senior pastor the researcher gathered that 23 instructors are approximately $\frac{1}{4}$ of the ideal 1:25 instructor/learner ratio. This observation was not verified statistically. The researcher learned from both the senior pastor and the church school superintendent that K.A.G. Burr Buru church recruits instructors twice a year.

Learning Outcomes: Programme Planning

From the responses to research question 8, it was apparent that though there was a structure for involving the stake holders in programme planning, learning, only 9/25 (39.13%) of instructors and 25/46 (54.35%) of learning/ministry unit leaders were involved in the actual process of planning at the time of this study.

Recommendations Based on the Study

In view of the findings of this evaluative study, the following recommendations have been made on the basis of research questions for the purpose of improving on the implementation of the learning outcomes focus of the church school curriculum in K.A.G. Burr Buru;

1. The church school curriculum is appropriately structured in a learning outcomes format. The church leadership should discuss its implementation in all the church school unit/sub-units.
2. Because the objectives are expressed in a learning outcomes format, showing what the learners will do in a meaningful way to indicate achievement of goals, the church leadership should ensure that all instructors focus on planned activities in terms of learner response or participation.
3. Because the majority of unit leaders indicated that the expectations identified in the current church school curriculum met their needs to a high degree, the church leadership should ensure that these needs are actually met in practice as factor of 'learning outcomes focus' instruction.
4. In dealing with the problem of implementation of the learning outcomes in the church's educational programme, the leadership should address the issue of 'instructor training' and 'exposure' to the curriculum document.
5. To strengthen the appropriateness of activities in each church school category, the leadership needs to put up a regular curriculum assessment mechanism. If need be, advise could be sought for. Ultimately however, the planned activities should reflect thorough interaction between the leadership and learner ministry structures (units).
6. A balance between the cognitive, affective and psychomotor element should be deliberately attempted by church curriculum designers so that biblical perspective on understanding (mind), values (heart) and practice (works) are equally emphasized in instruction.
7. To monitor the quality of instruction going on in the church school in terms of 'effect' and 'accuracy' of doctrine in practice, the issue of recruitment and training of instructors in each learning/ministry unit needs to be prioritized by the church leadership.
8. To ensure harmony in the implementation of the 'learning outcomes focus' (goals and objectives) of the church school, a structure should be put in place to ensure significant interaction between all the stakeholders vertically and horizontally (the pastoral team, instructors and learners). This should be done at the level of programme planning and implementation.

Areas for Further Study

From the perspective of the researcher, the implementation of a 'learning outcomes focus' in the church school could be further strengthened by a study on how to adapt the curriculum to specific learning/ministry units. Subsequently unit plans or syllabuses should be developed. These should indicate topics, teaching methods, teaching materials, assessment (feed back) modalities and a time frame (time table) which could be monthly, semi-annual, or annual.

The researcher commends further study at the levels of institutional purpose, multiple contexts, teaching methods, instructional modes and administrative models which were outside the scope of this research but are relevant concepts in learning outcomes focus (See Delimitations and Limitations).

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APPENDIX A

N.E.G.S.T
P.O. Box 24686
Karen/Nairobi, Kenya

The Pastor
K.A.G. Buru Buru Church
PO Box 40461
NAIROBI, Kenya

Dear Rev. Tembu,

RE: EVALUATION OF CHURCH SCHOOL CURRICULUM

I am an M.A. student at Nairobi Evangelical Graduate School of Theology (N.E.G.S.T), as you already know, and my specialization is Christian Education. This being my second year in the school, I am expecting to complete my programme by July 2001.

The purpose of this letter is to seek permission to use your church's educational programme document (curriculum) for my master's thesis assignment here at N.E.G.S.T. As part of my M.A. Christian Educational requirements, I am to carry out a research and present my findings in form of a thesis to the school. It is in this light that I wish to kindly ask that I should be allowed to evaluate your church school's 'learning outcomes focus' in order to ascertain the appropriateness of the programme's planned activities in relation to the intended goals and objectives.

If you should allow me to do this study, I will need to interview you as the church pastor and the Sunday school superintendent. I will also ask the instructors/teachers and selected learners/disciples/students to fill in a brief questionnaire for me. These two exercises will provide me with information (data) that will supplement or clarify the learning outcomes focus document, containing the goals and activities of the church school's program.

It is in my intention that if I were granted this opportunity to work with you, I should, at the end of the study, produce a set of recommendations related to the findings of the study, which, I believe, might be of help, to the Christian educational program of the church school, a great deal.

For reference, you may contact the Principal of N.E.G.S.T.

Yours faithfully,

Patrick Abel Lumumba M.

APPENDIX B

INTERVIEW QUESTIONS FOR THE PASTOR AND THE CHURCH SCHOOL SUPERINTENDENT

1. A. What are the goals of this church?
B. What is the church doing to achieve these goals?
2. What are the goals and objectives (learning outcomes focus) of the church school program?
 - (a)
 - (b)
 - (c)
 - (d)
3. For how long have you been the pastor/church school superintendent of this church?
4. How many church school instructors/teachers are currently teaching in your Christian educational program?
 - (a) Male =
 - (b) Female =
5. How many of these instructors have received training in church school teaching and how many are untrained?
 - (a) Trained =
 - (b) Untrained =
6. Would you please briefly state the goals and activities of the church school program, which appear in your projected plans?
7. Would you say, that these activities are relevant to the intended goals of the program? Why or why not?
8. How did the church leadership come up with these goals and activities for the church school?
9. How often do you review the 'learning outcomes focus' (goals and objectives) of the church school, if you do at all?

10. What are some of the problems facing the K.A.G. Buru Buru's church school program?

(The table below indicates the main ministry groups in the K.A.G. Buru Buru Church. Put a check mark (✓) to show where each one fits within the three major church school divisions of New Life, Discipleship and Leadership Development. Do this as the pastor/superintendent responds to the question below).

11. How would you place the main ministry/learning groups of the church into the three major divisions of the church school curriculum?

Table 10. Learning/Ministry Units Of K.A.G. Buru Buru Church.

	New Life	Discipleship	Leadership Development
Men's' fellowship	✓	✓	
Women's' fellowship (WWK)	✓	✓	
Children's' church	✓		
Sunday Bible study Groups	✓	✓	✓
Tuesday Bible Study groups		✓	✓
Youth Ministries		✓	✓
Music Ministries			✓
Aroma of Christ	✓	✓	✓
Beloved of Christ	✓	✓	✓
Essence Group	✓	✓	✓
Sisters of Ann		✓	✓
Tabitha-Dorcas Fellowship			✓
Barnabas Friends			✓
Hospital Visitors			✓
Home Visitors			✓
Estate Fellowship	✓	✓	
Premarital Counsel Team			✓
Evangelistic Team	✓		✓
Intercessory Team			✓
Lydia's-Friends			✓
Church Dev. Committee			✓
Elders Group			✓
Pastoral Ministries			✓
Young Couples Fellowship		✓	✓
Single Parents Fellowship		✓	✓
Ushers		✓	✓

APPENDIX C

**QUESTIONNAIRE FOR CHURCH SCHOOL SUPERINTENDENT AND
INSTRUCTORS/TEACHERS AT K.A.G. BURU BURU**

Informants: You are kindly requested to fill this questionnaire as fully as possible. It is intended to provide information for the evaluation of your church school program. Thank you.

For the two questions below, use a check mark (✓) to indicate your answer.

1. For how long have you been involved in teaching the church school at K.A.G. Buru Buru?

Less than a year _____ 1 – 2 year _____
3 – 4 years _____ 5 years and over _____

2. The church (K.A.G. Buru Buru) curriculum document, “Projected plans for (attached) contains the goals, objectives and planned activities for the Christian educational program of the church. How did you come up with these objectives stated in the church documents?

.....
.....
.....
.....

3. How often do leaders review the objectives and activities?

Twice a year _____ Once a year _____
Once in two years _____ We never _____
Other (explain) _____

4. Study the objectives and activities of K.A.G. Buru Buru curriculum, projected plans that is attached (appendix E) and put a check mark (✓) in the appropriate spaces in

the table below about what you consider to be the degree of relevance of activities to objectives.

Table 11. Instructor perception of Objective/Activity relevance.

Objectives/ Activities	Very Relevant 1	Relevant 2	Fairly Relevant 3	Irrelevant 4	Very Irrelevant 5
New Life Class					
Discipleship Class					
Leadership Development Class					

APPENDIX D

QUESTIONNAIRE TO CHURCH SCHOOL UNIT LEADERS, AT K.A.G. BURU BURU

Informants: You are kindly requested to fill in this questionnaire as fully as you can. It is intended to provide information for evaluation to learning outcomes of the church's Christian educational program.

I : PERSONAL INFORMATION

Please do not write your name. Your answers will be treated with strict confidence, therefore give your honest response by ticking with a pencil. (✓).

1. Please indicate your age below:

- (a) Under 14 _____
- (b) 14 -16 _____
- (c) 17 - 19 _____
- (d) 20 - 22 _____
- (e) 23 - 25 _____
- (f) 26 - 28 _____
- (g) Above 28 _____

2. Level of Education:

- | | | | |
|---------|-------|-----------------|-------|
| Primary | _____ | Secondary | _____ |
| College | _____ | Other (specify) | _____ |

3. Marital Status:

- | | | | |
|-----------|-------|---------------|-------|
| Single | _____ | Married | _____ |
| Separated | _____ | Divorced | _____ |
| Widowed | _____ | Single parent | _____ |

4. Occupation:

Student _____ Unemployed _____
 Self employed _____ Clerical Officer _____
 Secretary _____ Teacher _____
 Other (specify) _____

5. A) I am born again _____
 b) I am not born again _____
 c) If (a) , for how long? _____

6. For how long have you been an active member of the K.A.G. Buru Buru Church?

- (a) Less than a year _____
 (b) One year _____
 (c) Two years _____
 (d) Three years _____
 (e) More than three years (indicate) _____

7. Which of the church school ministry unit (s) do you attend?

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

II: ABOUT THE CHURCH SCHOOL PROGRAMME

The Kenya Assemblies of God Church school has a set of goals/objectives and activities intended for the Christian educational program of the church contained in the document. "Projected plans" attached (See table 11).

8. To what extent are these intended objectives and activities likely to meet your felt needs?

Use the scale below to rate your answers. Use a check mark (✓) to show your answers: where, 1 = Lowest degree and 5 = highest degree.

Table 12: Unit Leaders Perception Of Objective/Activity Relevance.

Objectives/ Activities	Highest Degree 1	High Degree 2	Medium Degree 3	Low Degree 4	Lowest Degree 5
New Life Class					
Discipleship Class					
Leadership Development Class					

9. Were you consulted about the formation of the class goals?

10. What other activities would you have liked the church school board to include in their plans for K.A.G. Buru Buru's church educational programme?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

APPENDIX E

This appendix contains a copy of Kenya Assembly of God, Buru Buru's Church projected plans (curriculum) for its church school educational program.

MISSION STATEMENT

To Evangelise the Lost and Disciple the Converted in the Power of the Holy Spirit.

SLOGAN

'Saved to Care.' (Our Caring Center).

EDUCATIONAL THRUST

Help/teach each person to evangelize the lost, mature the believers and minister to the needy in the power of the Holy Spirit.

Table 13. K.A.G. Buru Buru Church School Curriculum.

NEW LIFE CLASS		
A	B	C
GOALS	OBJECTIVES	PLANNED ACTIVITIES
<p>1. The learner demonstrates understanding of the Biblical basis of Evangelism.</p> <p>2. The learner demonstrates understanding of the guidelines for Christian family living.</p>	<p>To demonstrate achievement of the New Life class' educational goals for learners, the student...</p> <p>1. Effectively communicates the new Faith. -The student demonstrates assurance of his/her salvation.</p> <p>2. Accepts water baptism.</p> <p>3. Desires and receives the baptism of the Holy Spirit.</p> <p>4. Enrolls in the church as a member and joins a house fellowship.</p> <p>5. Explains and exercises the gifts of the Holy Spirit.</p> <p>6. Nurtures the fruit of the Holy Spirit by/through/in.</p>	<p>1. Teach new believers on what a testimony is. -Ask the new believers to give a testimony. -The student performs a task that demonstrates assurance of his/her salvation i.e. gives the testimony/an witness to his/her convictions</p> <p>2. Hold baptism classes and baptize new believers.</p> <p>3. Teach about and pray for baptism / infilling of the Holy Spirit.</p> <p>4. Enroll new believers in the local church as members.</p> <p>5. Teach on the gifts of the Holy Spirit in daily Christian living.</p> <p>6. Give learners an opportunity for practical experience in ministry i.e. praying praise singing serving, reading etc.</p>
	<p>7. Exercises good stewardship of time, resources, finances and ministry gifts in the church i.e., develops a financial</p>	<p>7. Teach on man's relationship with nature and practical approach to management of resources in a godly and an accountable manner. (Christian stewardship)</p>

	<p>plan of own family/gives personal stewardship testimony.</p> <p>8. Understand the levels of prayer and prays effectively.</p> <p>9. Practices spiritual disciplines of fasting, reading, meditation and obedience.</p> <p>10. Witnesses to the unsaved and helps them receive Jesus as saviour.</p>	<p>8. Teach on the meaning and practice of prayer, (what, when, why and where of prayer.)</p> <p>9. Teach on spiritual disciplines of prayer, fasting, reading, meditation and obedience.</p> <p>10. Teach on witnessing and send out learners to witness in specific environments such as homes or work places.</p>
	DISCIPLESHIP CLASS	
GOALS	OBJECTIVES	PLANNED ACTIVITIES
<p>1. The learner demonstrates understanding of approaches to effective communication of the Gospel through worship, witnessing education, ministry and application.</p> <p>2. The learner demonstrates understanding approaches to</p>	<p>To demonstrate achievement of the educational goals for learners in the Discipleship class, the student...</p> <p>1. explains the sixteen fundamental doctrines</p>	<p>1. Teach the doctrines of; God (Father, Son-Christology, Holy spirit-Pneumatology,) Man (creation, fall, salvation- soteriology, i.e., redemption, atonement, justification, sanctification and glorification.) Sin (evil, wickedness, transgression, iniquity, Satan, demons,) Spiritual warfare, Evangelism, Intercession, Worship (Holiness, service, Giving,) Intercession, Sacraments (baptism, Lord's table, marriage)</p>

<p>3. equipping church members for service in the church, denomination and world.</p>	<p>2. develops and follows a plan of lifelong learning as he/she relates to others in the church, family and wider community.</p> <p>3. Develops planning, supervision and consultation strategies for social ministry of bringing people into the church and assimilating them.</p> <p>4. Delivers a message which achieves a goal i.e., wins and follows up a soul.</p> <p>5. Disciples fellow Christians.</p> <p>6. Applies principles of behaviour modification in counseling (i.e., guides and counsels persons anticipating marriage/ plans family enrichment activities etc.</p>	<p>2. Teach on Christian relationships with God, self, others and nature in practical daily living.</p> <p>3. Hold training programs for planning, supervision and consultations in family and social ministry. -Execute outreach programs for social ministry.</p> <p>4. Train learners on how to prepare and deliver a sermon. -Challenge non-believers to receive Christ in their lives.</p> <p>5. Train disciples (make disciples). -Use drama, skits, plays, mimes, concerts etc., to communicate biblical principles using familiar life experiences in teaching believers and evangelizing the lost. -Hold seminars and workshops for specific ministry/learning units, e.g. single parents, Hospital missions etc., -Involve support Christian ministry groups such as 'life ministry' in training programs for learning / ministry units.</p> <p>6. Plan for games (indoor/outdoor) retreats, concerts, hikes or family outings -Conduct a counseling session in a specific area of need.</p>
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	<p>7. does social group work in settings such as hospitals, children's homes, detention centers etc.,</p> <p>8. prays with believers to receive the baptism of the Holy Spirit.</p>	<p>7. Organize outreach missions to: hospitals,/ open air crusades,/ other churches,/ children's' homes/ detention centers/ hardship areas. -Solicit for and distribute food, cloths, medicine, bibles and other necessary material needs to remote/ need-areas i.e., visit the Pokot once a year.</p> <p>8. Pray for new believers to receive the baptism/infilling of the holy spirit.</p>
	LEADERSHIP DEV. CLASS	
GOALS	OBJECTIVES	PLANNED ACTIVITIES
<p>1. The learner demonstrates understanding of principles of Administration, Management and Leadership the church and denomination.</p> <p>2. The learner demonstrates understanding of principles and approaches to care for and Counsel of persons who have</p>	<p>To demonstrate achievement of the educational goals of learners in the Leadership Development Class, the student...</p> <p>1. teaches individuals and groups (i.e., practices small group leadership in home, workplace, school etc.,</p> <p>2. applies modern leadership principles in a specific area of need/ministry.</p>	<p>1. Facilitate fellowship groups such as house, youth, single parent fellowships etc.</p> <p>2. Plan for, organize and teach graded classes for all groups from pre-unit level children to college level adults. -Train leaders on modern leadership principles (motivation, delegation, supervision, cooperation, conflict resolution/management, planning, assessment, feedback, survey evaluation, communication, financial management etc) in ministry.</p>

<p>special needs.</p>	<p>3. Evaluates leadership development progress i.e., analyses the church's leadership training needs and procedures.</p> <p>4. Conducts a talent survey, enlists and trains church leaders (disciple makers).</p> <p>5. Enrolls for missionary service, local or foreign/ enrolls as a tent maker missionary.</p> <p>6. Responds to Gods call upon his/her life i.e. enrolls in a Bible college/ joins a ministry in the local church/ takes upon a new job e.t .c.</p> <p>7. Ministers actively in church in areas of human need i.e. equips church members for ministry and service.</p> <p>8. Designs, produces and evaluates publicity pieces for specific church activities and programs.</p>	<p>3. Conduct an evaluation of leadership development status in the church's educational program.</p> <p>4. Conduct a talent survey, enlist and train church leaders.</p> <p>5. Teach about and solicit response for Missionary service.</p> <p>6. Enroll for full time ministry training/ service. -Make disciple makers (disciplers).</p> <p>7. Facilitate worship and fellowship through evangelism/preaching/teaching/prayer/music etc. -Serve the Lords table.</p> <p>8. Design, produce, and evaluate publicity plans for various church functions (teaching, seminars, missions, seminars, concerts)as appropriate i.e. weekly bulletins.</p>
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APPENDIX F

GUIDANCE FOR THE JUDGES TO PASS JUDGEMENT ON THE APPROPRIATENESS OF K.A.G. BURU BURU CHURCH SCHOOL'S PROEJCTED ACTIVITIES TOWARDS ITS INTENDEND OBJECTIVES/GOALS.

Task: The researcher is evaluating the K.A.G. Buru Buru's Church school curriculum on the basis of its planned activities against its intended objectives/goals, where the appropriateness of the planned activities is sought. The curriculum, (as it w appears in appendix E) has three major categories of objectives.

1. New Life class objectives.
2. Discipleship class objectives.
3. Leadership Development class objectives.

Under each of these categories are objectives and activities. The evaluation must be made on each category separately.

To the judges. You are requested to study and pass judgment concerning the appropriateness/relevance of the 'planned activities' to the 'intended project' of the K.A.G Buru Buru church school curriculum (copy attached). Please indicate your best answer by putting a check mark (✓) in the appropriate spaces in the tables that follow:

EVALUATION AND JUDGEMENT SHEET FOR EXTERNAL JUDGES

Table 14:(a) Goals And Activities For K.A.G. Buru Buru's Church School/Church Educational Program.

CHURCH SCHOOL CATEGORIES		
CRITERIA FOR JUDGEMENT CATEGORY OF:		ITEM FOR EVALUATION CATEGORY OF:
A	B	C
GOALS	OBJECTIVES	PLANNED ACTIVITIES

(See Appendix E)

Table 14(b): Clarity Of Intended Objectives

Category of Objectives	Very clear (1)	Clear (2)	Fairly Clear (3)	Unclear (4)	Very unclear (5)
New Life Class					
Discipleship class					
Leadership Development class					

Table 14(c); Clarity Of Planned Activities Under Each Category

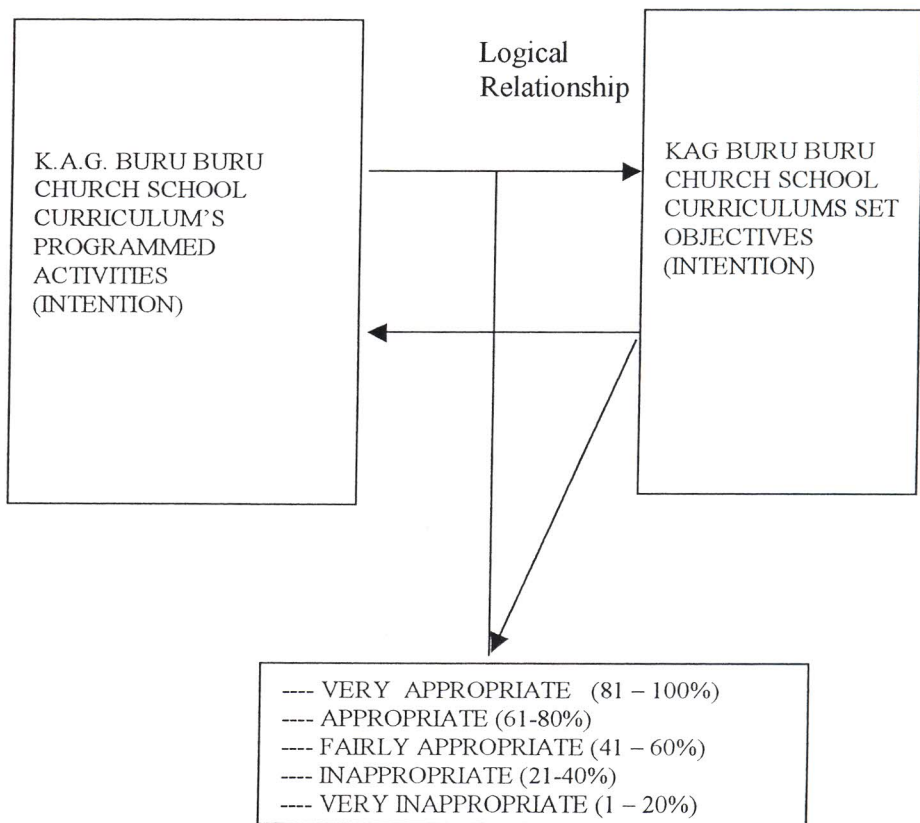
Category of Activities	Very clear (1)	Clear (2)	Fairly Clear (3)	Unclear (4)	Very unclear (5)
New Life Class					
Discipleship class					
Leadership Development class					

Table 14(d): The Degree Of Appropriateness Of The Planned Activities To Intended Objectives.

Use Appendix E (attached) for comparing activities to objectives. Please put a check (✓) in the appropriate places to rate the appropriateness of activities to the objectives in each category as laid out the table below.

Objectives/ Activities	Very appropriate	Appropriate	Fairly appropriate	Inappropriate	Very inappropriate
New Life Class					
Discipleship class					
Leadership Development class					

Figure 1: Overall Judgement



CURRICULUM VITAE

PERSONAL DETAILS

NAME	PATRICK ABEL LUMUMBA MANASSEH
CURRENT ADDRESS	P.O.BOX 24686 NAIROBI TEL.,882104/5
PERMANENT ADDRESS	P.O.BOX 40461 NAIROBI TEL.,792606
NATIONALITY	KENYAN
DATE OF BIRTH	16TH OCT.1969

ACADEMIC BACKGROUND

1999-2001	<i>MASTERS OF ARTS; CHRISTIAN EDUCATION</i> NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY GRADUATING IN JULY 2001
1990-1993	<i>BACHELOR OF ARTS: PHILOSOPHY & RELIGION</i> MOI UNIVERSITY SECOND CLASS HONOURS (UPPER DIVISION)
1988-1989	<i>KENYA ADVANCED CERTIFICATE OF EDUCATION</i> AGORO SARE HIGH SCHOOL THREE PRINCIPLES TWO SUBSIDIARIES
1984-1987	<i>KENYA CERTIFICATE OF EDUCATION</i> AGORO SARE HIGH SCHOOL FIRST DIVISION
1977-1983	<i>CERTIFICATE OF PRIMARY EDUCATION</i> KISII PRIMARY SCHOOL

POSITIONS HELD IN SCHOOL

Library Representative (N.E.G.S.T.), Instrument Board Leader (Moi University), House Prefect (High School), Library Prefect, Scouts Leader, Treasurer School Choir, Christian Union Leader, Medical Prefect

WORKING EXPERIENCES

1999	KenIndia Assurance Co. Ltd. Sales Representative
1998	In-house Publishers Ltd. Sales Representative
1997	College Publishers Ltd. Credit Control and Debt Recovery
1996	Gusii Highlights High School Teacher in the dept. of Humanities & Kiswahili
1994	Jude's Supermarket-Kisii Sales Person
1989	Population Census enumerator-Kenya

TRAINING OPPORTUNITIES

- Policy sales training with KenIndia Assurance Co.
- Advertisement sales training with In-house Publishers
- Debt collection and credit control seminars With College Publishers Ltd.
- Computer System and Microsoft Office applications:MS-DOS, Windows, WINISSIS Programme at NEGST
- Ministry of Evangelism course, Morris Cerrulo.
- Christian Apologetics seminars-Word of Truth Ministries.
- Course on Evangelism by Evangelism Explosion International, NEGST.