

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

*Factors Inhibiting the Development of Curriculum Materials
for Christian Education Ministries in the Africa Gospel Church
Kenya*

BY
STANLEY KIPLANG'AT KOSKE

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

JULY 2006

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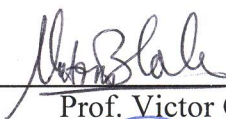
FACTORS INHIBITING THE DEVELOPMENT OF CURRICULUM
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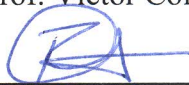
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July, 2006

STUDENT'S DECLARATION

FACTORS INHIBITING THE DEVELOPMENT OF CURRICULUM MATERIALS FOR CHRISTIAN EDUCATION MINISTRIES IN THE AFRICA GOSPEL CHURCH, KENYA

I declare that this is my original work and has not been submitted to any 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)  _____
Stanley Kiplang'at Koske

July, 2006

ABSTRACT

Dynamic and rapid changes in the current society call for urgent attention in the area of curriculum development in the church. Such demands require curriculum developers to study new conditions and their implications for church education. Although evangelical churches in Africa are currently involved in improving the shape of Christian education curriculum, it is being faced with a number of challenges. Africa Gospel Church (AGC) is no exception.

Compelled by the inadequacy of curriculum materials for all age groups in the AGC plus the continued halting of curriculum development, the researcher embarked on this study. The study sought to investigate the factors inhibiting the development of curriculum materials for CE ministries in the AGC. The study further aimed at exploring some ways for improving the development of curriculum materials in the church.

This was a descriptive study, which employed a case study research design. In the study, two crucial questions were addressed. Data was gathered from forty individuals through self-administered questionnaires. The validity of the instrument was determined by a jury test which was given to ten students from the Educational Studies Department at NEGST. Data was analyzed statistically and presented based on the research questions and hypotheses. In this procedure, six null hypotheses were tested using a Chi-square test of independence at 0.05 level of significance.

The study revealed that six factors were perceived to be inhibiting the development of curriculum materials for CE ministries in the AGC. The factors were lack of training in curriculum, lack of funds, lack of cooperation, lack of planning, lack of curriculum evaluation and lack of emphasis on Christian education. Major recommendations were (1) AGC needs to mobilize local churches to financially contribute toward curriculum material development, (2) CE curriculum materials need to be evaluated and revised periodically and (3) church leaders at all levels of the AGC structure should trust and support (cooperate with) the curriculum committees in their endeavors to draw plans and produce relevant materials.

TO

Zipporah, my beloved mother, who exposed me to God's word during my childhood, dedicated and sacrificially labored to sponsor my basic and college education.

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CONTENTS

ABSTRACT	iv
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES.....	ix
LIST OF ABBREVIATIONS	x
CHAPTER 1	1
INTRODUCTION.....	1
Background of the Study	1
Problem Statement.....	6
Purpose of the Study.....	6
Significance of the Study.....	6
Research Questions.....	7
Research Hypotheses.....	7
Definition of Key Terms.....	8
Limitations.....	9
Delimitation.....	10
CHAPTER 2	12
LITERATURE REVIEW	12
Substantive Literature Review.....	12
<i>Emphasis on Christian Education</i>	12
<i>Training in Curriculum</i>	15
<i>Financial Resources</i>	17
<i>Planning and Evaluation of Curriculum</i>	19
<i>Cooperation among Church Leaders</i>	21
Methodological Literature Review.....	24
<i>Rationale for a Research Paradigm</i>	24
<i>Case Study</i>	25
<i>Likert Scale</i>	25
<i>Null Hypothesis (H₀)</i>	26
<i>Chi-Square Test of Independence (χ^2)</i>	26

CHAPTER 3	27
METHODOLOGY	27
Entry Procedure	27
Population of the Study	27
Research Design	28
Instrument Design.....	29
Validation of the Instrument.....	31
Data Collection Procedures	31
Methods of Data Analysis	32
CHAPTER 4	34
DATA ANALYSIS, FINDINGS AND INTERPRETATION	34
Questionnaire Returns	34
Demographic Distribution of Respondents	35
Possible Factors Inhibiting Curriculum Materials Development	36
<i>Lack of Training in Curriculum as an Inhibiting Factor</i>	37
<i>Lack of Funds as an Inhibiting Factor</i>	39
<i>Lack of Cooperation Among Leaders as an Inhibiting Factor</i>	43
<i>Lack of Planning as an Inhibiting Factor</i>	46
<i>Lack of Curriculum Evaluation as an Inhibiting Factor</i>	48
<i>Lack of Emphasis on Christian Education as an Inhibiting Factor</i>	51
CHAPTER 5	57
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	57
Restatement of the Problem.....	57
Purpose of the Study.....	57
Significance of the Study.....	58
Summary of the Procedures used in the Study	58
Summary of the Findings	60
Conclusions	61
Recommendations	62
Suggestions for further Research.....	63
REFERENCE LIST	65
APPENDIX A.....	67
APPENDIX B.....	70

LIST OF TABLES

Table	Page
1. Rate of Questionnaire Returns.....	35
2. Distribution of Respondents by Level of Education	35
3. Distribution of Respondents by (main) Occupation	36
4. Effect of lack of training in curriculum as an inhibiting factor	37
5. Effect of lack of funds as an inhibiting factor	40
6. AGC local churches' financial involvement in CE curriculum Development	41
7. Effect of lack of cooperation among curriculum materials project leaders as an inhibiting factor	44
8. Effect of lack of planning as an inhibiting factor	46
9. Effect of lack of curriculum evaluation as an inhibiting factor.....	49
10. The Frequency level of CE Curriculum Evaluation	49
11. Effect of lack of emphasis on Christian education as an inhibiting factor	51
12. Respondents' perception of emphasis on Christian education in the AGC local churches	52

LIST OF ABBREVIATIONS

AGC	Africa Gospel Church
AGL	Africa Gospel Light
AIC	Africa Inland Church
AIM	Africa Inland Mission
CCEA	Christian Churches Educational Association
CE	Christian Education
CED	Christian Education Department
EFK	Evangelical Fellowship of Kenya
NEGST	Nairobi Evangelical Graduate School of Theology
VBS	Vacation Bible School
WGM	World Gospel Mission

CHAPTER 1

INTRODUCTION

Background of the Study

Renowned educators such as Charles Tidwell and Glenys Unruh have raised a concern that, although the world has always been changing, the rate of change is now so high that it challenges one's ability to tolerate. Some of the areas in which most changes are impacting the current society are advancement in technology, science, agriculture, space exploration, communication, economics, urbanization, lifestyles, politics and education (Tidwell 1996, 56). Such a rapid rate of change in society demands that curriculum developers become aware of the necessity to study new conditions and trends and their potential effects on curriculum and instruction (Unruh and Unruh 1984, xi).

In view of the dynamic changes, much work is now being done globally among the Evangelical Churches in order to improve the Christian education ministries. However, there is still more that is demanded, since the progress that has been made so far is very inadequate to meet the challenges facing the ministries, especially in the area of curriculum development. In 1978, Elwood A. Sanner and A.F. Harper remarkably pointed out that "no problem confronting the evangelical churches globally surpasses that of the curricula for Christian education" (1978, 161). They argued then that the problem had taken a very significant form such that to provide an effective curriculum required an exhaustive plan.

Decisions regarding curriculum are very crucial because it is through it that educational values and commitments actually become embedded in practice (Pazmino 1988, 205). One reason for taking a new look at curriculum is that the church is now seen as the only hope of society especially in regard to value systems. Indeed, this present world system does not uphold absolute moral standards since what is highly valued as right and desirable for human living is being underestimated and even discarded in other segments of society.

Curriculum materials are, therefore, very essential to the growth and health of any church. Developing such materials then would help meet the spiritual needs of the various age groups in the church. That is, the materials would provide guidance in the particular areas that learners need to be nurtured as well as the methods to be adopted for each age group.

Several churches and para-church organizations in Africa are now realizing the need to develop curriculum materials more than they did in the past. In Kenya, this concern was discussed severally during the series of workshops and conventions held in Kisumu and Nairobi between 1993 and 1995 under the auspices of the Evangelical Fellowship of Kenya (EFK). The main objective of the workshops was to develop curriculum materials for the training of lay leaders of Christian education programs in the local churches. During the early stages, these workshops sought to address critical, dynamic and potential issues, challenges and needs of youth work, Sunday school, women's work and adult education in local churches. The researcher participated in all the workshops. In the process of determining the needs of the various age groups in the church, the workshop participants were shocked to learn that most of the evangelical churches in Kenya had not been active in developing curriculum materials for Christian education ministries. These workshops, however,

were not concerned with discussing the cause for the churches' ineffectiveness in developing curriculum materials. Amazingly, despite the initial zeal to engage in the development of leadership training manuals on behalf of the evangelical churches in Kenya, these EFK workshops came to a standstill soon after producing the first training manuals! Investigation into the cause of this failure is beyond the scope of this study.

In the Africa Gospel Church (Kenya), development of curriculum material has also been a major concern since the early days of the World Gospel Mission (WGM) work in Kenya. When the pioneer missionaries, Robert Smith and Kirkpatrick came to Kenya in 1932, they established their first station at Litein (Bureti District, Rift Valley Province). As more people responded to the call to repentance, several churches within the Kipsigis community were planted. Then in 1953, the Registrar of Societies Ordinance Act required all the national churches in Kenya to be registered as societies separate from their founding mission organizations. Therefore, between 1959 and 1961, WGM drafted a constitution in preparation for registration of a national church. The name *Africa Gospel Church* (AGC) was then embraced when it was finally registered on August 29, 1961 (Fish and Fish 1989, 5-37). Currently, AGC has well over 1,500 local churches in Kenya. Some churches have also been planted in Uganda and Tanzania.

However, when the first Sundays School centers were planted, no prepared lesson books were in place. The first teachers used only some large picture rolls, which had been borrowed from USA. Alice Day (a WGM missionary) was, therefore, moved to start preparing mimeographed Sunday school lessons, which were adapted to the needs of local children (Fish and Fish 1987, 367). Alice further contacted the Gospel Light Publication in Glendale (California) and borrowed some learning

materials. Later on, Esther Anderson of Africa Inland Mission (AIM) at Litein joined her in the work and managed to translate the materials into the local language (Kipsigis). In 1960, the Africa Gospel Light (AGL) Publication in Kenya sponsored by the Africa Gospel Church (AGC), Africa Inland Church (AIC), Africa Inland Mission (AIM) and World Gospel Mission (WGM) was established. Thereafter, the Publications Office of the Africa Gospel Church continued to carry on the role of distributing the AGL materials. Situated in Kericho (in the Rift Valley Province), the office is currently responsible for printing and distributing Christian learning materials and other literature.

In addition to Alice Day's contribution, Hellen Kellogg and Mary Smith (also from WGM) conducted the first Vacation Bible School (VBS) in 1959. This became an effective tool in reaching children among the Kipsigis people. They then developed a four-year lesson series, which are currently in use in the Africa Gospel Church, complete with visual aids, teachers' guidebooks and children's workbooks. The first series were ready by 1961 and the upper primary materials were completed in 1969 (Fish and Fish 1989, 368).

Concurrently, classes for new believers began to take shape in the churches. This program provided great opportunities to teach and disciple new converts, guiding them in the basic principles of Christian living. Fragmentary learning materials were put in place in order to meet this need. In 1987, a four-member committee was appointed by the Africa Gospel Church and World Gospel Mission with the task of preparing supplementary materials which would be incorporated with the then catechism lesson book. Other learning materials were, however, unavailable and it is still the unfinished task of the AGC Christian Education Department (CED). Burnet

and Gerald Fish quoted Mary Adkins, who in 1968, wrote an article in the *Call to Prayer* magazine saying,

Christian workers everywhere find literature to be one of the most effective tools of evangelism in today's world. Nowhere is this true than here in Kenya, a country of rapidly growing literacy. People are hungry to read and learn. Everyday they are spending increasing amounts to acquire reading materials of all types. They need some reading materials to help them grow spiritually (1989, 310).

If the above sounding comments could be made about forty years ago, how much more loudly can such a need be expressed today if no much progress has been realized in the area of curriculum development in the church!

Currently, one of the responsibilities of the AGC Central Christian Education Council is to oversee the development of curriculum materials and approve the changes to be made in the curriculum for Christian education (CE) ministries of the entire church (Africa Gospel Church n.d., 17-21). In the year 2000, the council under the chairmanship of the current Central Christian Education Director (Rev. Henry Ng'eno), constituted a curriculum committee. The main task of the committee is two-fold: to prepare guidelines for the development and revision of existing materials and to identify the educational needs of the church on behalf of the Central Christian Education Council. This was a definite step towards improving the curriculum work in the church, but since then the committee's activities have somewhat been halted. Upon this background, then, it became pertinent to the researcher to investigate the factors that play a major role in restraining the development of curriculum materials in the AGC.

Problem Statement

Although AGC Christian education personnel have, over the years, been involved in various attempts to facilitate the development of curriculum materials and implement the changes to be made in the available materials, there has been minimal success. Consequently, the available materials are inadequate to meet the educational needs of the various age groups in the church. In spite of the challenge, there has never been any research done to find out the causes for the prolonged ineffectiveness in the development of curriculum materials in the church. In this study then, the researcher sought to investigate the factors inhibiting the development of curriculum materials for CE ministries in the AGC, Kenya.

Purpose of the Study

The purpose of this study was to examine the factors that play a major role in restraining the development of curriculum materials for CE ministries in the AGC. The study also sought to explore some ways for improving the development of curriculum materials for CE ministries in the church.

Significance of the Study

First and foremost, this study was intended to be a guide to improving the development of curriculum materials in the AGC. Secondly, the study would be a useful resource for students who are engaged in the professional study of curriculum development in theological colleges, Christian universities and seminaries across Africa. Thirdly, the study would be a guiding tool for curriculum project leaders in the church and para-church educational ministries. The findings could assist them in preventing repetition of past mistakes, since it recommends some solutions to current

problems and suggests positive action for the future. Finally, the study would be a valuable resource to those engaged in curriculum research since it includes a reference for investigation of emerging problem areas.

Research Questions

This study aimed at seeking answers to the following two crucial questions:

RQ 1 What are the factors inhibiting the development of curriculum materials for CE ministries in the Africa Gospel Church, Kenya?

RQ 2 What do the AGC curriculum materials project leaders (i.e. Central CE Council, Publications Committee and Curriculum Committee) perceive as ways for improving the development of curriculum materials for CE ministries in the AGC?

Research Hypotheses

In relation to the above research questions, six hypotheses were generated.

The hypotheses were selected after a thorough interaction with the literature related to the research topic. The variables that the hypotheses sought to pursue were lack of emphasis on Christian education, lack of training in curriculum, lack of funds, lack of cooperation, lack of planning and lack of curriculum evaluation. The hypotheses examined whether or not each of the factors might be inhibiting the development of curriculum materials in the AGC. The hypotheses are thus stated:

H₀:1 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of training in curriculum as an inhibiting factor in the development of curriculum materials.

H₀: 2 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of funds as an inhibiting factor in the development of curriculum materials.

H₀: 3 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of cooperation among them as an inhibiting factor in the development of curriculum materials.

H₀: 4 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of planning as an inhibiting factor in the development of curriculum materials.

H₀: 5 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of curriculum evaluation as an inhibiting factor in the development of curriculum materials.

H₀: 6 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of emphasis on Christian education as an inhibiting factor in the development of curriculum materials.

Definition of Key Terms

The meaning chosen for each of the following terms has been taken as the working definition throughout this research.

Curriculum here means “the totality of the process of an educational plan of action. A decision making process of what to teach (content) and why (rationale), whom we teach (the learner) and circumstances under which teaching occurs; that is, the instructional aspects” (Cole 2001, 41).

Curriculum development is “a process of creating curriculum materials for use by students and teachers” (Okech and Asiachi 1992, 5).

Curriculum materials are the written materials that are intended to be used, in conjunction with the teachers' instructional actions, to facilitate the attainment of course objectives (Robison et al, 1985).

AGC Curriculum materials project leaders (CMPL) are the three groups of respondents in the study. They are persons who have direct involvement in the development of curriculum materials for the educational ministries of the Africa Gospel Church. The three groups are Central Christian Education Council, Curriculum Committee and Publications Committee.

Degrees of freedom (df) in statistics refer to the number of independent observations in the sample (i.e. sample size) minus the number of population parameters which must be estimated from sample observations (Uzoagulu 1998, 370).

Inhibiting factors, as the focus of this study, refer to the possible factors restraining the development of curriculum materials.

Limitations

Firstly, because of limited financial resources and time constraints, the researcher did not examine the factors that may be inhibiting the development of all the curriculum materials in the Africa Gospel Church, Kenya. Therefore, the materials which were not included in the study are Theological Education by Extension (TEE) books, Pastoral Programs of Instruction (PPI) books, text books used by students and teachers in schools and colleges, evangelism tracts and other reading books. Such materials are being prepared by agents who are not necessarily members of the Christian education council, publications or curriculum committee of the AGC.

Secondly, since the only type of instrument used in the study was a self-administered questionnaire, some of the information that could be necessary for

providing insightful interpretation of data was not captured. Such information could have been enhanced through the use of interviews, participant observation and other forms of data collection pertinent to a case study. The researcher was limited by time and financial resources to use these other means of data collection. Nevertheless, the data collected was sufficient to facilitate the generalization of the findings as an essential aspect of this study.

Delimitation

The ministries of the Africa Gospel Church, which are under the Christian Education Department (CED), can be placed in two categories: the church-based and the school-based ministries. Church-based ministries are those organized and facilitated within the church. The examples are Sunday Schools, Vacation Bible Schools (VBS), Junior Church, Catechism classes, class meetings for baptized members, Bible studies, workshops, refresher courses and seminars. On the other hand, the school-based ministries are those organized and carried out within the school setting (i.e. in the primary and secondary schools). Some of these are pastoral care, Pastoral Programs of Instruction (PPI), Christian Religious Education (CRE), Christian union and school chaplaincy ministries (Africa Gospel Church n.d., 17-21).

Specifically, this study examined the factors inhibiting the development of curriculum materials for use in churches. Some examples of these materials are Sunday School lesson books, VBS materials, catechism lesson books, Bible study materials, Junior Church teaching manuals, seminar materials and other learning materials for various educational ministries of the AGC.

Consequently, the researcher sought for information only from members of: Central CE Council, Curriculum Committee and Publications Committee of the AGC.

These are persons who have direct involvement in the development of curriculum materials for the educational ministries of the entire denomination.

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CHAPTER 2

LITERATURE REVIEW

This chapter is divided into two sub-sections: substantive literature review and methodological literature review. The substantive literature review discusses the literature related to some challenges facing curriculum development for Christian education ministries. This review describes how some factors have affected and continue to affect the development of curriculum materials, especially in Africa. The methodological literature review, on the other hand, discusses the various methods that were applied in this study.

Substantive Literature Review

Glenys G. Unruh rightly observed, “Contextual factors affecting curriculum development are many, varied, complicated, interconnected and constantly changing. A given model for curriculum may be suitable in one setting and inappropriate in another... even the definition related to curriculum varies from one source to another” (1975, 75). The following then are some of the factors that have persistently been posing great challenges to curriculum development in many churches and educational ministries, particularly in Africa.

Emphasis on Christian Education

Writing from a global perspective, John H. Westerhoff III admitted that, “the very foundations upon which we engage in Christian education are shaking. The

church's educational problem rests not in its educational program, but in the paradigm or model which undergirds its educational ministry- the agreed-upon frame of reference which guides its educational efforts" (1976, 6). The church in Africa, for example, has over the years continued to hold on to a low conception of Christian education. This limited view has been responsible for a narrow conception of curriculum for Christian education. For instance, there is a common notion that the church has accomplished its educational task when it has managed to develop or purchase children's learning materials. In the foreword page of the book, *Christian Education (Principles and Practice)*, Rev. Luckio Otieno, the former Secretary General of the Christian Churches Educational Association (CCEA), decries the narrow conception of Christian education. He points out that "To many Christians in Kenya, what comes to mind when you talk about 'Christian Education' is either Church programmes of Sunday School, Catechism or confirmation lessons conducted within church circles. These are only some aspects of Christian Education" (Lierop 1992, ii). Sanner and Harper (1978) contribute to this discussion by providing the following definition of Christian education that has been adopted by many Protestant Evangelical Churches and Christian Education groups globally:

Christian education is that ministry of the church, which provides the educational undergirding for the church's entire ministry of worship, witness, and work. In this Design (*sic*), Christian education is construed as related to all opportunities offered to persons primarily for the purpose of education in the Christian faith and for the Christian mission (1978, 162).

Definitely, the above definition emphasizes the divine task that the church has for the world: to enable each person to grow in the grace and knowledge of Christ in order to realize his or her greatest potential (Colossians 1:28). Sanner and Harper emphasize that the main task of the church's educational ministry is to help each person become aware of God as revealed in Jesus Christ so as to respond to him in

personal commitment of faith. This education further leads individuals to follow Christ in the full meaning of discipleship by relating effectively to the church and its mission in the world. The ultimate goal is for individuals to live in conscious recognition of the guidance and power of the Holy Spirit as they progress toward Christian maturity (1978, 173). This then introduces individuals into the life, ministry and mission of the Christian community (Powers 1971, 17).

Indeed, the Church's educational task is a redemptive one, hence Christian educators are agents or ambassadors who serve to facilitate for people to hear and respond to God (I Tim 2:2). In Christian education then, curriculum is composed of all the educational opportunities and experiences that are under the guidance of the church for the purpose of fulfilling the aims of the Great Commission as clearly stipulated in Matthew 28:19-20. Such a curriculum, therefore, encompasses people's relationship to God, their relationship to creation, their relationship to one another and a person's relationship to himself or herself (Buconyori 1993, 13). This broad understanding, then, dispels any limited notion on the meaning and role of Christian education.

A narrow view of Christian education has negatively affected the promotion of the work in most evangelical churches across Africa. For example, during Christian education Sundays, children are being encouraged to increase their offerings as well as plan for the presentation of Christian songs, plays and to recite memory verses while the adults watch and cheer them on. Colson and Rigdon decry the neglect of Christian education ministry in some churches by commenting:

Much of the success of a church's curriculum depends on the degree of appreciation the church has for the place of Christian education in its total task. Because teaching is such a vital part of the church's program, it is strange that members should ever fail to appreciate that ministry. Yet there is often a wide separation between a church's education work and its other function. The majority of the members often have little sense of the importance of this task. And never will they gain the needed appreciation until the church's top leadership sets about teaching them (1981, 136).

Christian education is indeed an essential aspect of the overall planning of the pastoral ministry of a local church. Church leaders who attempt to minimize this divine task would minimize the possibilities and smother the vision of spreading the gospel message and of discipling the nations. Those who would heed the call of the Great Commission must, therefore, have in the overall ministry of their local churches, a major place for Christian education curriculum. In the churches where Christian education takes precedence in the planning of the overall church ministry, development of curriculum materials is not construed as a burden. Members of the congregation, therefore, willingly and enthusiastically contribute towards the promotion of the work.

Buconyori points out that in the Jewish history, "the home was the basic socio-economic unit and the primary educational agency" (1993, 17). This clearly implies that Christian education should have a central place in the daily life of the Christian home, should eventually transfer to the pulpit ministry of the church and finally be embedded in the church's entire ministry of worship, witness and service (Anthony 2001, 27).

Training in Curriculum

Because of the complexity of curriculum development and its dynamic nature, the availability of qualified personnel is really crucial. Leaders who understand the nature and purpose of curriculum are in a better position to select intelligently the

curriculum materials best suited for specific learning situations. In this regard, Christian education leaders need to have a thorough knowledge of how the materials are used so as to provide the necessary guidance to the teachers. Curriculum developers, too, need thorough knowledge of theological and educational principles. They require these principles in the writing of curriculum materials. Additionally, the curriculum developers and writers need a basic understanding of the design and the scope of the curriculum. Without such knowledge, the educational program of the church would be seriously handicapped (Colson and Rigdon 1969, 39)! Material users (teachers) also will definitely be effective in their work if they are given the necessary awareness on how to use the materials. They should be acquainted with the principles and the philosophy on which the curriculum is built.

Lack of training in curriculum has really crippled the development and production of curriculum materials in most of the publications departments in Africa. As a result, the materials that are in use are of poor quality since they fail to meet the needs of the targeted audience. The stated objectives are not focused towards accomplishing the educational task of the church.

Moreover, the challenge of time and energy needed for the development of curriculum materials cannot be underestimated. Sometimes, the memberships of curriculum committees are made up of persons who are so engaged in other rigorous work schedules that they only have some remnants of time and energy for curriculum work (Unruh 1975, 256). Since this is a demanding responsibility, it would require that full time trained personnel would do well to devote their time and energy for the work.

Churches in Africa, therefore, need to have a comprehensive plan for offering specialized training programs in the area of curriculum development, evaluation and

planning. There should be at least some frequent short -term courses offered in which persons meet together under competent supervision so as to enable them confidently handle their work. Curriculum resource clinics, if provided, would help curriculum workers gain an overview of the curriculum plans and deeper insight into the helps offered in the materials (Colson and Rigdon 1981, 122). Skill development clinics provide important opportunities in which those involved in the curriculum develop certain skills for effective teaching. More importantly, advanced training programs offered at some seminaries, universities and colleges in Kenya and in other countries, provide thorough specialized skills to curriculum participants to enable them to offer effective services in the work of curriculum development. Through such training programs, one is thoroughly equipped to provide adequate supervision of the church's curriculum material development. In this way, one is enabled to keep abreast of what the church's publishing house should be offering. He or she will then have the ability to interpret the various curriculum materials that are needed for use in the church. At least the ordering of a church's literature must be done by persons who are really sufficiently informed about the educational philosophy and methodology (Ibid).

Financial Resources

No work will succeed without financial investment. Since curriculum materials promote the mission and core values of the church, the development of such materials requires careful budgeting that takes into consideration a number of factors. A few examples are material supplies, printing cost, transport, advertisements, workshops, refresher courses, training and workers' salaries. However, preparing an elaborate budget alone is not a guarantee for success. There is need to sensitize and mobilize the churches and individuals for financial support. Colson and Rigdon

emphasize this fact by pointing out that, “The needs to be met are personal and local but the task of preparing materials and guiding teachers exceeds the ability of most local leaders, so denominational as well as interdenominational concerns take precedence” (1981, 156). Indeed, a curriculum project needs to have a national and international ownership and support groups of various kinds. Such ownership helps to intensify individuals, churches and Christian agencies’ involvement by offering prayer, funding, training, leadership and other needed resources.

Over the years, however, the church in Africa has relied heavily on funds from foreign mission agencies. Apart from their generous financial contribution towards the development of curriculum materials, such agencies have continued sending volunteers to assist in some projects. This has played a tremendous role in the pioneering of Christian education ministries in most of the mainline churches. The important fact is that the materials have been developed, produced and distributed with a lot of subsidy. Therefore, many people have been reached with the gospel through the learning materials and the church is growing tremendously. Consequently, the sharp rise in growth has some obvious financial implications for the development of curriculum materials. In regard to this, the foreign mission agencies are now convinced that the church in Africa has matured enough to be self-propagating, self-governing and self-supporting to the extent that it only requires some subsidies in the running of certain projects. Christian education workers are then faced with the serious challenge of mobilizing the local churches to raise funds for the support of Christian education ministries, among other projects. Often times, they are obliged to be more aggressive in promoting the ministries in the local churches by use of advertisement posters and verbal announcements in camps, conferences and other

church gatherings, but with little results! The question lingers: what may be the causes for this drawback?

Planning and Evaluation of Curriculum

Evaluation, according to Judith Bennett, is “the process of determining to what extent educational objectives are being realized by the program of curriculum and instruction” (2003, 5). Many people still consider evaluation as estimation of a person’s worth; that is, his or her effectiveness in a particular work, program or enterprise. Victor Cole points out that evaluation is seldom done due to ignorance about what this process involves. This lack of know-how, on the part of the leadership or curriculum workers, is a handicap that causes the development of curriculum materials to suffer neglect. Cole says that one of the purposes of evaluation is to gather relevant information that will be used for improving an ongoing program. The goal is to determine the program’s effectiveness and to consider where changes are desirable so as to effectively meet the needs and to counter any possible future challenges (2001, 314-316).

Curriculum evaluation is primarily concerned with improving the quality of education (Oluoch 1982, 1). As a result of neglect of planning and evaluation, therefore, curriculum materials that are currently in circulation in most churches in Africa have been used repeatedly for several years. Moreover, the curriculum designs adopted and the illustrations used in these materials have been borrowed from other contexts with minor changes here and there. The materials are, nevertheless, graded according to the learners’ age and educational levels. The question that requires attention is: do these materials really address the needs of the African child? Only through planning and serious consideration of the educational needs of all the age groups in the church, will the curriculum committees and planners ensure the

development and production of new materials. For proper functioning, a curriculum committee needs to have clear goals, clear responsibilities for each of the participants, clear ownership and regular meetings. However, the fundamental challenge facing curriculum developers is the struggle to determine the relationship between the goals and specific objectives that guide the teaching. If this bridge is not established, curriculum will be inconsistent (Gress 1988, 259).

Generally speaking, planning and evaluation of the curricula is a wonderful investment for it defines what knowledge is important enough to be transmitted. Secondly, it organizes that knowledge so that it can be transmitted efficiently and in the right order (Wright 1995, 28). If the church is open to examining how Christian education curriculum is designed, she is well on the way to becoming a relevant and life-shaping force in today's world. Indeed, planning and evaluation enable curriculum project leaders to properly address some challenges that are currently facing the modern church. Some of these are urbanization, broken homes, substance abuse, sexual abuse, diseases, abortion, and economic stress (Hammett 1995, 45-55).

Without planning and evaluation, the committee concerned with curriculum is often obliged to order curriculum materials to be adopted by all churches without any regard for the learners' needs. This leads to frustration. Ronald Brandt challenges this disregard for the needs of learners by pointing out that "Education has to keep pace with the needs. There is need for relevance to students' lives; a relationship between the personal world of the student and the larger world of vicarious experience" (1988, 191). In this regard, Victor Cole stresses the need to keep in touch with learners so as to facilitate the proper selection of the appropriate learning tasks, which are commensurate with the learners' abilities in their expected level of development (1998, 232).

Cooperation among Church Leaders

Research experts in the field of curriculum development and instruction, Glenys Unruh and Adolph Unruh, argue that effectiveness in curriculum leadership is highly determined by the degree of organizational skills employed. Such skills include:

1. Identifying the needs and problems by using unbiased methods
2. Defining goals and objectives at several levels of decision making
3. Involving people of different as well as like interests and backgrounds in discussing, developing plans and working together on effective action programs
4. Developing plans and procedures that invite the trust of the participants and elicit cooperative decision making
5. Finding ways to communicate and use feedback within the larger community
6. Planning a workable time-phased implementation schedule for moving the agreed-upon curriculum into the mainstream of school (or church school) system
7. Using evaluation procedures that will produce continuing and constructive change and renewal (1984, 85).

The above list implies that development of curriculum materials should receive much emphasis in every aspect of church-life. Without grass-root involvement in the process, such a project may not succeed. The process requires interaction and communication among the persons who have direct involvement at some level. These are policy makers (i.e. curriculum committees), project coordinators, curriculum producers and curriculum material users. Along with these are those who should be

consulted about curriculum but have more indirect relationships, interest, and concerns in the entire process of development. This group consists of bishops, pastors and directors of Christian education. The concerned groups need to cooperate in order to ensure efficiency and effectiveness in the development of curriculum materials for the church. Glenys G. Unruh quotes a statement by Kenneth Benn, who said,

All parts of the system need to cooperate in identifying difficulties, finding alternative responses to each difficulty, and evaluating the results of the response selected. In order to involve others deeply the leader must exhibit supportive behavior and human relations orientation. And as human relations orientation of the leader increases, his or her supportive behavior for the ideas of subordinates increases. Unless curriculum development can find a viable means of attracting teachers on the intellectual excitement it seeks to create in the learners, it cannot succeed (1975, 226-227).

Church leaders, therefore, need to be supportive in identifying the educational needs of the church, in looking for the needed funds for running the curriculum project and in identifying and developing its personnel. They also need to cooperate in planning, developing and evaluating Christian education curriculum.

The foregoing discussion then shows that providing an effective curriculum is an exhaustive plan that requires the cooperation of church leaders, Christian education board, curriculum developers and users. The local church congregation must also contribute materially and prayerfully toward the development and production of curriculum materials. In this regard, Victor Cole emphasizes the need for moral support from top leadership establishment by pointing out that,

The administration is the custodian of the resources. Unless administration is in tune with the educational purpose of the institution and actively pursues it, the implementation of the curriculum may very easily be frustrated. Sometimes the academic and the administrative sections of the establishment play discordant notes. In such a case, the curriculum tends to suffer neglect, if for no other reason but that it is starved of needed resources (2001, 29).

Although the above statements were directed to an educational institution, they nevertheless, provide important advice on the need for cooperation among church leaders in promoting the development of curriculum materials.

Summary of the Substantive Literature

A survey of the substantive literature in this section provides insightful information on the major factors affecting curriculum development in the church in Africa. A narrow view of Christian education results in a narrow conception of its curriculum and, therefore, negatively affects the development of curriculum materials. This also leads to a wide separation between the church's educational work and its other functions.

Curriculum development is also crippled by lack of trained personnel. The church in Africa should, therefore, embark on leadership training in curriculum as a means to checking the ineffectiveness in the work of curriculum development. Another malady is the lack of financial resources; an issue which has often led to overdependence on Western funding in order to accomplish curriculum material development projects, among others. This is the result of the church's inability to utilize its resources and mobilize its membership to greater involvement in the work of curriculum development.

Moreover, the literature reveals that there is need for cooperation among church leaders and curriculum project coordinators in order to successfully maintain and improve the development and production of curriculum materials. The entire church must be involved in the work by praying and contributing financially towards the promotion of the work. Curriculum materials and the entire curriculum require constant revision and evaluation so as to be in touch with current needs. Finally, in

order to be on target, curriculum development work requires strategic planning and goal setting.

Methodological Literature Review

Rationale for a Research Paradigm

Creswell identified three research approaches: quantitative, qualitative and mixed methods (Creswell 2003, 18). In qualitative approach, the inquirer makes knowledge claims based primarily on constructivist perspectives. In the pursuit of truth, the qualitative researcher is less organized for the approach does not have a finalized hypothesis since this can be formulated in the field. In the mixed method approach, the researcher bases knowledge claims on pragmatic grounds. The approach employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. “Data collection involves gathering both numerical information as well as text information so that the data base represents the quantitative and qualitative information” (Ibid).

Alternatively, quantitative approach is a form of descriptive research in which the investigator primarily examines cause and effect thinking, reduction to specific variables, hypotheses and questions. The approach also makes use of measurement and observation and employs strategies of inquiry such as experiments, surveys, and so on. In this paradigm, the researcher collects data on predetermined instruments that yield statistical data (Ibid).

The researcher opted for a quantitative (descriptive) research paradigm to enable him find answers to the research problem through analysis of variable

relationships. The quantitative research also would enable the researcher to assume an objective and unbiased approach to issues.

Case Study

A case study research design was adopted since it was a field research that examined a central phenomenon within an institution (i.e. the Africa Gospel Church Christian education curriculum). A case study is, “an in-depth investigation of individual, institution or phenomenon” (Mugenda and Mugenda 1999, 173). In this design, researchers determine relationships among factors that have resulted in the behavior under study by use of multiple sources of evidence such as interviews, questionnaires, surveys, recorded data followed by in-depth analysis and interpretation of findings (Ibid). However, because of time and financial constraints, the researcher opted to use only a self-administered questionnaire in collecting data for the study.

Likert Scale

A Likert scale has been adopted in this study since data was collected through questionnaires in which some contained matrix questions. In normal circumstances, the Likert scale is composed of five to seven response categories, for example, very small extent, small extent, uncertain, large extent, and very large extent. This ordering is such that it indicates the presence or absence of the characteristics under consideration.

Null Hypothesis (H_0)

A hypothesis is a researcher's anticipated explanation concerning the likelihood of the result of a study, usually based on past experience or information. Researchers have identified three types of hypotheses: the null hypotheses, the alternative non-directive hypotheses and the alternative directional hypotheses (Borg and Gall 1989, 15). Null (statistical) hypothesis is usually stated in negative form as it states that there is no relationship between two variables due to chance or error. In this study, null hypothesis was employed in determining the relationship between variables. The rejection or acceptance of a null hypothesis was set at the alpha level of 0.05.

Chi-Square Test of Independence (χ^2)

Chi-square test is a test of independence, which shows that one variable in the observed frequency, is not affected by or related to, another variable. As it applies only to discrete data, it is not a measure of the degree of relationship but it is an attempt to estimate the probability that a factor, other than sampling error, may be the reason for the resultant relationship. This relationship is then evaluated against this conclusion and if it falls at the 0.05 or 0.01 level of significance, the null hypothesis is rejected (Best and Kahn 1998, 415-418). The Chi-square is used only "when the data must be in the form of frequency counts and when the categories into which frequencies fall are separate rather than continuous" (Borg and Gall 1989, 562). Therefore, a Chi-square test was used as statistical method for this study because some data were in form of frequency counts and the categories of frequencies were separate rather than continuous.

CHAPTER 3

METHODOLOGY

This chapter describes the methods and procedures that were employed in the study. The chapter, therefore, discusses the entry procedure, population of study, research design, instrument design, validation of the instrument, data collection procedures and methods of data analysis.

Entry Procedure

Having served as an Area Christian Education Director between 1989 and 2003, the researcher could still maintain contact with the current Christian education leaders of the AGC. He, therefore, shared his intention (to conduct this research) with the Central Christian Education Director in May of 2005. The leader was very enthusiastic and promised his maximum cooperation and assistance in order to ensure the success of the intended research. Nevertheless, the researcher saw the need for making formal introduction in the field. Therefore, he obtained a letter of introduction from the office of Deputy Vice Chancellor for Academic Affairs at the Nairobi Evangelical Graduate School of Theology (NEGST) before carrying out the study.

Population of the Study

In this study, population is understood to be “a collection of the individual items, whether of people or things, that are to be observed in a given problem situation, and with common characteristics which interest the researcher”

(Uzoagulu 1998, 371). The population of this study was made up of persons concerned with curriculum issues for the educational ministries of the AGC. One group comprised all the twenty members of the Central Christian Education Council. These are persons who, among other responsibilities, recommend and approve the changes and implementation of curriculum for Christian education in the church. Another group was ten members of the curriculum committee whose responsibility is to implement the policies, plans and operation of the curriculum development project. Other participants were ten members of the Publications Committee whose responsibility is to oversee the operation of the Publications Office that produces learning materials.

Since the population of the study was too small to warrant a selection of a sample, all the forty individuals in the target population were included. Olive Mugenda and Abel Mugenda advise that, “at times the target population is so small that selecting a sample would be meaningless. Taking the whole population in such a case is advisable” (1999, 44).

Research Design

Since this was a field study, the researcher adopted a quantitative (descriptive) paradigm that explains a phenomenon as it is (Borg and Gall 1989, 331). A case study approach was considered as the most appropriate design because the study focused on one institution (i.e. Christian education curriculum of the Africa Gospel Church). This case study then sought to examine the factors restraining the development of curriculum materials for CE ministries in the AGC. The researcher examined the factors by gathering numerical data from forty individuals through self-administered questionnaires. The task of the researcher was to find out whether or not, lack of

financial resources, lack of leadership training in curriculum work, lack of planning and evaluation of curriculum, lack of emphasis on Christian education, and lack of cooperation among participants in the curriculum work, restrain the development of curriculum materials in the AGC. Each of these variables was attached to test a specific hypothesis and answer research questions. Out of each of these variables, the researcher developed some questions which enabled him to measure the respondents' answers (See appendix A).

Instrument Design

Data collection involved the use of self-administered questionnaires. The questionnaires comprised both closed-ended and open-ended questions related to the independent variables in the study. Therefore, the questionnaire items were distributed according to these variable categories: emphasis of Christian education, leadership training in curriculum, cooperation among participants in curriculum material project, financial resources, and planning and evaluation in curriculum work. The task was to find out whether or not each of the independent variables is related to the dependent variable, that is, the ineffectiveness of curriculum development in the Africa Gospel Church. The instrument was designed to elicit information from three groups of respondents: Christian Education Council members, Curriculum Committee members and Publications Committee members.

Some of the items in the questionnaire were developed using Likert Scale of Summated Ratings to determine the opinion of the respondents on some of the issues facing curriculum material development in the AGC. The Likert items were based on the rating from a very negative assertion, for example, "strongly disagree or disagree" then a neutral position, "unsure", to a very positive assertion, "agree" or "strongly

agree”. A value (number) was assigned to each item in order to measure the respondents’ perceptions and opinions. Numbers 1 and 2 represent the lowest values whereas the mid-point represented by number 3 on the scale indicated the respondents’ neutral position as it shows “no opinion” or “uncertainty”. Numbers 4 and 5 represented the highest values in a scale. Therefore, the questionnaire items 4, 6, 8, 9, 11, 13, 14, 15, and 16 were designed to provide answers to the research question one (RQ 1) as they indicate the respondent’s opinions on what factors restrain the development of curriculum materials for Christian education ministries in the AGC. The open-ended questionnaire items 5, 7, 10 and 12 were designed to elicit information from each of the respondents regarding the descriptive details of the previous question (RQ 1). Then the last item (no. 17) on the questionnaire was designed to answer research question (RQ) 3: what do the members of the Christian Education Council, Curriculum Committee, and Publications Committee perceive to be the necessary steps to be taken to improve the development of curriculum materials in the AGC? The demographic information (items 1 to 3) was designed to elicit personal details of the respondents, which enabled the researcher to do a comparative analysis of the research findings.

Before developing the instrument, the researcher examined the relevant literature to ascertain the possible factors that might restrain the development of curriculum materials with particular consideration for the African context. Secondly, the researcher did a prior casual conversation with some of the Christian education leaders of the AGC. From these two preliminaries, he formulated six research hypotheses in order to address the first crucial question: what are the factors inhibiting the development of curriculum materials for CE ministries in the AGC, Kenya?

Validation of the Instrument

Olive Mugenda and Abel Mugenda have argued that the quality of a research study is determined by the extent of the accuracy of data collection procedures. This means that the type of instrument used must yield the kind of data that the researcher can comfortably use in seeking answers to his research questions (1999, 78). In order to test the validity of the instrument for this study, a jury test was given to ten students from the Educational Studies Department at NEGST. The students who received the questionnaires were those who had taken educational research methods course. They then judged each item in the questionnaire in terms of: its clarity, numbering, vocabulary used, sensitivity to ethical issues and its relationship with the variables under study. If eighty percent (80%) of the students in the jury approved the accuracy of an item in the questionnaire, the item was considered valid. Upon receiving the feedback of the jury test, the researcher made the recommended corrections before administering the instrument in the field.

Data Collection Procedures

Data collection was done with the assistance of the AGC Central CE Director. The director had the contact of all the participants in the study. The questionnaires were distributed personally to the forty respondents in the study. For this purpose, a maximum period of ten days was given to the respondents to complete the questionnaires and return them to the Central Christian Education Office. After this period, the researcher made a follow-up and collected the questionnaires. Most of the participants in the study, however, lived in the remote rural areas of Kenya where means of communication was quite unreliable. Despite this challenge, they were able

to forward the questionnaires in time. Some of the questionnaires were collected during a Central Christian Education Council meeting on February 10, 2006.

Methods of Data Analysis

Since the questionnaires used in the study comprised both closed and open-ended items, data were analyzed both quantitatively and qualitatively. The analysis was done for each group of related questions with the view to answering research questions. Data from Likert items were analyzed using Likert Scale of Summated Ratings. In a five-point Likert items respondents' answers were considered high if they checked "very large extent" and "large extent" or "strongly agree" and "agree". On the other hand, the respondents' answers were considered low if they checked "very small extent" and "small extent" or "strongly disagree" and "disagree" and neutral if they checked "unsure" or "uncertain". Null hypothesis was then tested using a Chi-square test of independence formula as shown below:

$$\chi^2 = \sum \frac{(O - E)^2}{E} \quad \text{where } \chi^2 = \text{Chi-square test of independence;}$$

Σ = Summation sign; O = Observed Frequency and E = Expected frequency.

In a 3 x 3 table, the formula was used to compute the values of the Chi-square. If the computed Chi-square did not equal or exceed the critical value necessary to reject the null hypothesis at 0.05 level of significance, the hypothesis was not rejected but if the opposite occurred, the null hypothesis was rejected.

In the tabular information, the five response categories were collapsed into 3 categories, namely: (1) Strongly disagree and disagree = Disagree; Unsure = Unsure; Strongly agree and agree = Agree; (2) Very Small extent and small extent = Small

extent; Very large extent and large extent = Large extent; (3) Less regularly and Fairly regular = Not regular; Most regularly and more regularly = Regularly.

On the other hand, data from open-ended items were analyzed qualitatively by use of inductive coding, which were designed on the basis of a representative sample of responses to questions. This was done by grouping together related answers. The same responses that were repeatedly given by a good number of respondents were given their own categories. Such response categories were then organized and interpreted accordingly.

CHAPTER 4

DATA ANALYSIS, FINDINGS AND INTERPRETATION

The main purpose of this study was to investigate the factors inhibiting the development of curriculum materials for Christian education ministries in the Africa Gospel Church, Kenya. This chapter then presents the analysis, findings and interpretation of data that was gathered from forty individuals through self-administered questionnaires. The questionnaires sought for the opinions of the respondents on the factors. The data was statistically analyzed and presented based on the research questions and hypotheses that guided the study.

Questionnaire Returns

As noted in the data collection procedure section, most of the participants in the study lived in the remote rural areas of Kenya where means of communication was quite unreliable. In spite of this challenge, they were able to complete the questionnaires in time and forwarded them before February 11, 2006. Table 1 shows a hundred percent (100 %) return rate from the three groups of respondents in the study, which were: Central Christian Education Council, Publications Committee and Curriculum Committee of the AGC, Kenya (see table 1).

Table1. Rate of Questionnaire Returns

Group	Number Distributed	Number Returned	Percentage Returned
CCEC	20	20	100 %
PCM	10	10	100 %
CCM	10	10	100 %
Total	40	40	100 %

Key: CCEC- Central Christian Education Council Members
PCM- Publications Committee Members
CCM- Curriculum Committee Members

Demographic Distribution of Respondents

Table 2. Distribution of Respondents by Level of Education

Respondents	SSC	CDP	UGD	PGD	Row Total
CCEC	2	14	3	1	20
PCM	-	5	2	3	10
CCM	2	2	5	1	10
Column Total	4	21	10	5	40
Percentage (%)	10 %	52.5 %	25 %	12.5 %	100 %

Key: **SSC** –Secondary School Certificate
CDP – College Diploma
UGD – Undergraduate Degree
PGD – Postgraduate Degree

Table 2 shows that out of the total number of respondents, 10 % were secondary school certificate holders, 52.5 % were college diploma holders, 25 % were undergraduate degree holders and 12.5 % were postgraduate (masters) degree holders.

Table 3. Distribution of Respondents by (main) Occupation

Main Occupation	CCEC	PCM	CCM	Row Total	%
CE Workers	6	2	4	12	30
Teachers	6	1	2	9	22.5
Pastors	8	2	2	12	30
Missionaries	-	3	-	3	7.5
Farmers	2	1	-	3	7.5
Curriculum Materials Producers	-	1	-	1	2.5
Column Total	20	10	10	40	100

Table 3 reveals that 30 % of the respondents were full-time Christian education workers, 22.5 % were full-time teachers, 30 % were full-time pastors, 7.5 % were full-time missionaries, 7.5 % were farmers, while 2.5 % represented curriculum material producers.

Possible Factors Inhibiting Curriculum Materials Development

This study sought to answer two crucial questions by examining responses from forty individuals. The first research question states:

R.Q.1 What are the factors inhibiting the development of curriculum materials for CE ministries in the Africa Gospel Church, Kenya?

In response to this question, six null hypotheses were tested and the results were analyzed in tabular form. Possible factors inhibiting the development of curriculum materials included: lack of training in curriculum, lack of funds, lack of cooperation among curriculum material project leaders, lack of planning, lack of curriculum evaluation and lack of emphasis on Christian education. These were then examined using a Chi-square test of independence at 0.05 level of significance.

Lack of Training in Curriculum as an Inhibiting Factor

On this issue, the responses of the participants were analyzed based on their perceptions and experiences of the challenges facing the curriculum material development in the AGC. The first hypothesis states:

H₀:1: Differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of training in curriculum as an inhibiting factor in the development of curriculum materials.

Item 4 of the questionnaire provided the data for exploring this hypothesis. In the item, each of the respondents was asked to indicate his or her opinion on this statement: In the AGC, editors, curriculum developers and writers do not receive advanced training for effectiveness in their work and this is a major hindrance to the development of curriculum materials. Their responses were then grouped into three categories and the results tabulated as shown in table 4.

Table 4. Effect of lack of training in curriculum as an inhibiting factor

CMPL	Disagree	Unsure	Agree	Row Total
CCEC	5 (6)	8 (6)	7 (8)	20
PCM	3 (3)	3 (3)	4 (4)	10
CCM	4 (3)	1 (3)	5 (4)	10
Column Total	12	12	16	40

$$\chi^2 = 2.88$$

Significance level = 0.05

df = 4

Key: **CMPL** – Curriculum Materials Project Leaders
 CCEC- Central Christian Education Council members
 PCM - Publications Committee members
 CCM- Curriculum Committee members

A Chi-square test of independence was performed (see table 4). The computed Chi-square of 2.88 was far less than the critical value of 9.49 necessary to reject the null hypothesis at 0.05 level of significance with 4 degrees of freedom. The hypothesis, then, was not rejected. This analysis shows that there was no statistically

significant difference in the range of responses from the three groups of leaders regarding their perception on the effect of lack of training in curriculum as an inhibiting factor in the development of curriculum materials. That is, differences among them did not significantly affect their responses.

In order to pursue the above question, questionnaire item 5 was analyzed. In the item, each of the respondents was asked to answer this question: What kind (s) of training have you received in relation to your current involvement in curriculum material work? No hypothesis was tested in response to the question. Instead, data was analyzed and presented as follows:

Seventy-five percent (75 %) of the respondents indicated that they had never undergone any training or seminar in curriculum development. Only 12.5 % of them indicated that they had attended curriculum related seminars organized by the Christian Churches Educational Association (CCEA) and the Evangelical Fellowship of Kenya (EFK). Only 10 % of them affirmed their training in curriculum citing that they did it among other courses in their college years. Two and a half percent (2.5 %) of them indicated that they had actually undergone advanced training in curriculum development and evaluation apart from being involved in curriculum-related activities at the Kenya Institute of Education (KIE) and CCEA.

Discussion

The analysis of the data in table 4 shows that there was no statistically significant difference in the range of responses among AGC curriculum material project leaders regarding their perception of the effect of lack of training in curriculum as a factor restraining the development of curriculum materials.

Differences in their roles at the curriculum material project did not significantly affect

the leaders' perception on the issue. Other variables that could have influenced perception are their perceived levels of education and their varied occupation.

The above analysis of the respondents' training experiences seems to shed light on this factor. From the data it can be clearly seen that the 75% of the curriculum project leaders had not undergone any training in curriculum development. This means that the curriculum material project at the AGC highly depended on the smallest percentage (only 2.5%) of trained manpower for expertise in the work. Secondly, the types of courses that some of the leaders had undertaken were in general areas of education that might not necessarily equip them for effectiveness in their current involvement in the curriculum material work.

As noted in the literature review section, curriculum development is a complex area that requires specific skills from those who are directly involved in the work. Leaders need to understand the nature and purpose of curriculum to be in a better position to select intelligently the curriculum materials best suited for specific learning situations. In particular, Christian education leaders need to have a thorough knowledge of how the materials are used so as to enable them to participate effectively in the curriculum material work. Curriculum developers and writers, too, need a basic understanding of the design and the scope of the curriculum. Without this knowledge the development of curriculum materials will be seriously handicapped (Colson and Rigdon 1969, 39).

Lack of Funds as an Inhibiting Factor

The second null hypothesis, which was tested to enable the researcher provide answers to the first research question (R.Q. 1) states:

H₀: 2. Differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of funds as an inhibiting factor in the development of curriculum materials.

Questionnaire item 6 provided the necessary data for exploring this hypothesis. In the item, each of the respondents was asked to indicate his or her opinion on this statement: Lack of funds is a major hindrance to the development of curriculum materials for CE ministries in the AGC. Responses of the participants were analyzed in a tabular form as shown in table 5.

Table 5. Effect of lack of funds as an inhibiting factor

CMPL	Disagree	Unsure	Agree	Row Total
CCEC	1 (1)	0 (0.5)	19 (18.5)	20
PCM	0 (0.5)	1 (0.25)	9 (9.25)	10
CCM	1 (0.5)	0 (0.25)	9 (9.25)	10
Column Total	2	1	37	40

$$\chi^2 = 4.02 \quad \text{significance level} = 0.05 \quad \text{df} = 4$$

A Chi-square test of independence was performed (table 5) and a value of 4.02 was obtained. Since the table Chi-square was far less than the critical value of 9.49 necessary to reject the null hypothesis at 0.05 level of significance with 4 degrees of freedom, the null hypothesis was not rejected. This means that differences among the AGC curriculum materials project leaders did not significantly affect their perception on the effect of lack of funds as an inhibiting factor in the development of curriculum materials. That is, there was no statistically significant difference in the range of perception among the three groups of leaders regarding this issue.

In the attempt to further explain the above results, questionnaire items 7 and 8 were analyzed. Item 7 was first analyzed in which each of the respondents was asked to list the sources of funds for the development of curriculum materials for CE

ministries in the AGC. No hypothesis was generated; rather, the responses were analyzed by use of comparison in terms of percentages. The result was that 35 % of the respondents indicated that AGC curriculum project received some funding from well-wishers. Some of the sources cited are donations from mission organizations (especially World Gospel Mission), and support from individuals. Forty percent (40 %) of the respondents showed that the project is mainly funded through contributions from local churches. The named sources were income from Christian education special day offerings, Sunday School offerings and other forms of contribution from local churches. Still others (2.5 %) indicated that the project obtained its funding through the proceeds from sale of learning materials and other literature. Without naming any source, 10 % of the respondents expressed the concern that there was no reliable source of income for the project. Twelve percent (12.5 %) of them indicated that they had no idea at all as to which source of income the project relied on.

Secondly, questionnaire item 8 was analyzed. In response to this item, each of the respondents rated his or her opinion regarding the extent to which the AGC local churches contributed financially toward the development of CE curriculum materials. No hypothesis was tested but the analysis was done through the use of frequencies and percentages as shown in table 6.

Table 6. AGC local churches' financial involvement in CE curriculum Development

Responses	Frequency	Percentage
Small extent	39	97.5 %
Unsure	1	2.5 %
Large extent	-	-
Total	40	100 %

From the table, it can be seen that 97.5 % of the respondents perceived that AGC local churches contribute (financially) to a small extent in the development of

curriculum materials for CE ministries in the church. Only 2.5 % of the respondents were unsure about the financial involvement of the local churches in the curriculum material work.

Discussion

The above analysis shows that there was no statistically significant difference in the range of perception among AGC curriculum project leaders on the effect of lack of funds as an inhibiting factor in the development of curriculum materials. However, further analysis of the subsequent questionnaire items (7 and 8) seemed to indicate that the curriculum project has variety of financial resources such as offerings from local churches, grants from WGM and support from individual well wishers. If there were such sources of income for the project, why did a lack of funds become a factor restraining the development of curriculum materials?

The second analysis (of item 8) further indicated that AGC curriculum material project leaders perceived that local churches contributed (financially) to a small extent in the development of the curriculum materials. This implied that the project does not rely on the financial contribution from local churches for its operation. However, other financial resources were not rated to obtain specific statistics concerning the amount of support directed to the project. Nevertheless, it can be inferred from the perception of the respondents that, whatever amount of financial support the project is receiving, it is possibly too minimal to facilitate the development of curriculum materials for the educational ministries of the entire denomination. What about the proceeds from the sale of the available curriculum materials and other literature? In fact only 25 % of the respondents identified this source. This could mean that this source of income is too meager and, therefore, could not assist in the development of new materials. From the results, it was concluded that the curriculum material project

of the AGC has no reliable source of funds and this was perceived as a factor inhibiting the development of curriculum materials for CE ministries in the church.

Curriculum researchers, Allan C. Orstein and Francis P. Hunkins, argue that “without financial support, efforts to get a program going district wide will fail”. They say that ‘money is required for materials and equipment and also to provide the often-overlooked human support for implementation effort’. They advice that such efforts involve budgeting for new programs by taking into consideration ‘preparation, submission, adoption, execution, and evaluation” (2004, 303). This then shows that if there is no reliable source of income, a curriculum project can definitely stagnate or be rendered unsatisfactory and the education objectives would not be realized.

Lack of Cooperation Among Leaders as an Inhibiting Factor

The third hypothesis projected the opinion of the respondents on the issue of cooperation among them as a factor in curriculum development. The hypothesis states that:

H_{0:3} Differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of cooperation among them as an inhibiting factor in the development of curriculum materials.

Data provided by the questionnaire item 9 was analyzed. In the item, each of the respondents gave his or her opinion on this issue: Lack of cooperation among AGC curriculum material project leaders hinders the development of curriculum materials. Analysis of their responses is shown in table 7:

Table 7. Effect of lack of cooperation among curriculum materials project leaders as an inhibiting factor

CMPL	Disagree	Unsure	Agree	Row Total
CCEC	7 (5.5)	0 (2)	13 (12.5)	20
PCM	2 (2.75)	3 (1)	5 (6.25)	10
CCM	2 (2.75)	1 (1)	7 (6.25)	10
Column Total	11	4	25	40

$$\chi^2 = 7.17$$

Significance level = 0.05

df = 4

A Chi-square test of independence was carried out (table7). The result indicated that the Chi-square value of 7.17 was less than the critical value of 9.49 necessary for the rejection of the null hypothesis at 0.05 level of significance with 4 degrees of freedom. Therefore, the null hypothesis was not rejected. This means that there was no statistically significant difference in the range of perception among AGC curriculum materials project leaders on the effect of lack of cooperation among them as an inhibiting factor in the development of curriculum materials. The results also show that differences in their roles did not significantly affect their perception.

In order to follow up the opinions of the respondents on their cooperation in the curriculum material work, questionnaire item 10 was analyzed qualitatively. In the item, the respondents were asked to record some issues regarding interpersonal relationship among them that had negatively been affecting their progress in the curriculum material work. The following then is a list of their responses:

1. Lack of motivation for cooperation in getting things done
2. Lack of appreciation of any good work done
3. Little involvement of majority in decision making
4. Lack of regular communication or feedback, hence poor representation in meetings

5. Failure to follow laid down procedures in the approach to issues
6. No clearly stated roles for each person

The above analysis shows that other factors such as lack of involvement of majority in decision making, unclear goals and procedures, could have led to lack of cooperation among the leaders, which is perceived as a factor hindering their progress in the curriculum material work.

Discussion

The foregoing analysis indicates that there was no statistically significant difference among AGC curriculum materials project leaders in their perception on the effect of lack of cooperation among them as a factor restraining the development of curriculum materials. The leaders perceived that, among them, there was lack of motivation for cooperation in getting things done. This implies that a number of these leaders were not being encouraged to participate in the curriculum work. That is, the detailed affairs of the project could be handled by a few members while the majority only had a superficial involvement in the work. Such a scenario could possibly have been occasioned by lack of regular communication (feedback) which may have further led to poor attendance in meetings and the absence of clearly stated roles for each person. As mentioned earlier in the literature (chapter 2), a curriculum committee needs to have clear goals, clear responsibilities for each of the participants, clear ownership and regular meetings, for its proper functioning. G.P. Oluoch, in discussing about curriculum implementation, provides this advice to curriculum project leaders:

It is important, therefore, that curriculum development project leaders and staff work out strategies and machinery that would make persuasion possible and successful. For example, a lot of information could be directed to key individuals through the mass media... Unwillingness to make changes in education, especially among influential people, is, however, very common in many countries (1982, 57).

Lack of Planning as an Inhibiting Factor

A Chi-square test of independence was performed in testing hypothesis four.

The hypothesis sought the opinions of curriculum material project leaders on the issue of lack of planning as an inhibiting factor in curriculum development. The hypothesis states:

H_0 : 4 Differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of planning as an inhibiting factor in the development of curriculum materials.

In order to obtain the data for testing the hypothesis, respondents' answers to questionnaire item 11 were analyzed. The item states: Lack of planning exerts a negative influence in the development of curriculum material in the AGC and is a factor hindering the development of the CE materials. Analysis of the data is shown on the table 8:

Table 8. Effect of lack of planning as an inhibiting factor

CMPL	Disagree	Unsure	Agree	Row Total
CCEC	3 (4)	4 (4)	13 (12)	20
PCM	1 (2)	4 (2)	5 (6)	10
CCM	4 (2)	0 (2)	6 (6)	10
Column Total	8	8	24	40

$$\chi^2 = 7.25$$

$$\text{Significance} = 0.05$$

$$df = 4$$

From the table, it is clear that the computed Chi-square of 7.25 is less than the critical value of 9.49 necessary to reject the null hypothesis at 0.05 level of

significance with 4 degrees of freedom. Therefore, the null hypothesis was not rejected. This means that there was lack of statistically significant difference in the perception among AGC curriculum materials project leaders on the effect of lack of planning as an inhibiting factor in the development of curriculum materials.

The results of the analysis of questionnaire item 12 provided a further clarification of the results of the above test. In this issue, the respondents were requested to list some of the goals that have been laid down for CE curriculum material work in the AGC. The outcome of this was that, out of the total number of respondents, 32.5 % indicated that they were not sure whether there were goals, which had been laid down for the curriculum material work. Additionally, 27.5 % indicated that, apparently, some goals had been written down but they had not been made known to them. Another 27.5 % clearly indicated that there were plans to develop VBS materials for secondary school students; a target group which had not been reached through this means. Others (5 %) noted that there was a plan to develop Bible study materials for youth and adults in the church, while 2.5 % indicated that there was a plan to adopt VBS materials from India so as to supplement the available materials. Finally, 5 % noted that there was a plan to hire qualified full-time personnel to develop the materials and help speed up the work.

Discussion

The statistical analysis in table 8 (above) shows that the null hypothesis was not rejected. That is, there was lack of statistically significant difference in the range of perception among AGC curriculum materials project leaders on the effect of lack of planning as an inhibiting factor in the development of curriculum materials in the church. Differences among them did not affect their perception as revealed by the results of the Chi-square test. As shown in the subsequent analysis, 60 % of the

leaders agreed that goals were not clear to the majority of them. This state of confusion about the existence of goals implies that there had been lack of clarity about the wellbeing of the project among the greater number of these leaders. This, therefore, puts the work under the shoulders of a minority group; an issue which is perceived to have led to ineffectiveness in the development of curriculum materials in the church.

Usually, proper planning ensures good progress, and if the curriculum project faces significant lack of planning, the development of curriculum materials would be stagnated. As discussed in the literature section, planning enables Christian education curriculum to be relevant and therefore leads to accomplishing the educational objectives of the church.

Lack of Curriculum Evaluation as an Inhibiting Factor

Hypothesis five states:

H₀: 5. Differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of curriculum evaluation as an inhibiting factor in the development of curriculum materials.

In order to test the above hypothesis, item 13 of the questionnaire was analyzed. In the item, each of the respondents was asked to indicate his or her opinion on this statement: Lack of frequent evaluation of curricula is one of the factors restraining the development of new curriculum materials in the AGC. The respondents' answers were as shown in table 9.

Table 9. Effect of lack of curriculum evaluation as an inhibiting factor

CMPL	Disagree	Unsure	Agree	Row Total
CCEC	0 (0.5)	1 (2.5)	19 (17)	20
PCM	1 (0.25)	2 (1.25)	7 (8.5)	10
CCM	0 (0.25)	2 (1.25)	8 (8.5)	10
Column Total	1	5	34	40

$$\chi^2 = 5.09 \quad \text{Significance level} = 0.05 \quad \text{df} = 4$$

From the table, it is shown that the computed Chi-square is 5.09, which is far less than the critical value (9.49) necessary for the rejection of the null hypothesis at 0.05 significance level with 4 degrees of freedom. Therefore, the null hypothesis was not rejected. The conclusion is that there was no statistically significant difference in the range of responses among the AGC curriculum materials project leaders regarding their perception on the effect of lack of curriculum evaluation as an inhibiting factor in the development of curriculum materials. The above analysis also shows that differences in the leaders' roles at the project did not significantly affect their perception on this issue.

Analysis of questionnaire item 14 provided some details on the same issue (curriculum evaluation). The respondents gave their answers to this question: how regularly is CE curriculum evaluated? Analysis of their responses was presented as shown in table 10.

Table 10. The Frequency level of CE Curriculum Evaluation

Responses	Frequency	%
Regularly	2	5
Unsure	4	10
Not regularly	34	85
Total	40	100

In the table (i.e. table 10), it is shown that only 5 % of the respondents claimed that CE curriculum is frequently evaluated. Ten percent (10 %) of them were

uncertain about the frequency level of CE curriculum evaluation. Eighty-five percent (85 %) of them indicated that CE curriculum was not frequently evaluated.

Discussion

From the foregoing analysis it was concluded that, although the AGC curriculum material project leaders belonged to different committees, their perception of the effect of lack of curriculum evaluation as an inhibiting factor in the development of curriculum materials was not significantly affected. They seemed to indicate that lack of curriculum evaluation exerts a great negative influence in the development of curriculum materials for CE ministries in the church. The frequency table shows that 85 % of them indicated that CE curriculum in the church was not frequently evaluated. This means that curriculum material project leaders, curriculum developers and writers did not work on the basis of the information revealed by past research or expert judgment as they struggled to develop the materials.

If a church or para-church organization fails to re-examine how Christian education curriculum is designed, it soon becomes an irrelevant life-shaping force in today's world. Such a church or para-church agency fails to properly address some crucial issues facing the modern church such as: urbanization, broken homes, substance abuse, sexual abuse, diseases, abortion, and economic stress (Hammett 1995, 45-55).

Surely, the need for evaluation of Christian education curricula has continued to be lauded in Africa. In 1976, Ester L Megill (a curriculum specialist and instructor) pointed out that few pastors or teachers have the qualifications or time necessary for writing curricula for Christian education. She, however, said that in spite of this challenge, they should at least be able to evaluate the curricula which are available for their use. Megill also noted that "for many years there had been no materials

especially prepared for use in Africa, except possibly isolated, small areas, prepared syllabuses available for schools often taken directly from England or modeled after British syllabuses” (1976, 201-202). Megill made these remarks three decades ago, but if this has been the case, the church in Africa is in a pathetic situation that results in non-growth in its spiritual dimension.

Lack of Emphasis on Christian Education as an Inhibiting Factor

The last hypothesis, which was examined, concerned the emphasis of Christian education as a factor in the development of curriculum materials. The hypothesis states:

H₀: 6 Differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of emphasis on Christian education in local churches as an inhibiting factor in the development of curriculum materials.

In regard to the above issue, questionnaire item 15 provided data for the testing of the hypothesis. In the item, each of the respondents was asked to indicate his or her opinion on this statement: Lack of emphasis on Christian education in the AGC local churches contributes to the major setbacks in the development of curriculum materials for CE ministries. Their responses were analyzed as shown on table 11.

Table 11. Effect of lack of emphasis on Christian education as an inhibiting factor

CMPL	Disagree	Unsure	Agree	Row Total
CCEC	3 (5)	0	17 (15)	20
PCM	3 (2.5)	0	7 (7.5)	10
CCM	4 (2.5)	0	6 (7.5)	10
Column Total	10	0	30	40

$$\chi^2 = 3.3$$

Significance level = 0.05

df = 4

A Chi-square test of independence was performed (see table 11). The result was that the computed Chi-square of 3.3 was far below the critical value of 9.49, which was necessary for the rejection of the null hypothesis at 0.05 level of significance with 4 degrees of freedom. Therefore, the null hypothesis was not rejected. The analysis shows that there was no statistically significant difference among the AGC curriculum material project leaders in their perception on the effect of lack of emphasis on Christian education in the local churches as a factor inhibiting the development of curriculum materials. That is, differences among them did not significantly affect their perception on the issue.

Questionnaire item 16 also provided data for exploring this hypothesis. In the item, each respondent rated his or her opinion about the extent of emphasis on Christian education in the AGC local churches. Each one was asked to respond to this statement: In the AGC local churches, Christian education is considered a function of the church as a whole and every member is highly motivated to contribute towards the development of CE curriculum materials. No Chi-square test was performed but the analysis was done by use of frequencies and percentages:

Table 12. Respondents' perception of emphasis on Christian education in the AGC local churches

Responses	Frequency	%
Disagree	28	70
Unsure	2	5
Agree	10	25
Total	40	100

From the table, it can be seen that 70 % of the respondents disagreed with the statement. They objected to the statement that, in the AGC local churches, Christian education is considered as a function of the whole church, which may have motivated every member to contribute towards the development of curriculum materials.

Twenty-five percent (25 %) of them perceived the statement to be true. Only 5 % of them were unsure about the emphasis of Christian education in the local churches and whether this was related or not related to the development of curriculum materials for CE ministries in the church.

Discussion

Analysis of the data presented in the foregoing tabular information shows that the null hypothesis was not rejected. The conclusion was that regardless of their different roles in the project, AGC curriculum material project leaders generally agreed that lack of emphasis on Christian education in the local churches is an inhibiting factor in the development of curriculum materials. The analysis implies that in the AGC local churches, Christian education is not perceived as a function of the church as a whole and could be an issue leading to its lack of emphasis. This lack of emphasis, then, negatively affects the curriculum material development for CE ministries. Further analysis of questionnaire item 16 clearly indicated that majority (70 %) of the respondents perceived that this lack of emphasis hindered the development of curriculum materials, since each member was not highly motivated to contribute toward the project.

The above results also imply that in the AGC local churches, Christian education is not perceived as an essential component of the overall planning of the church ministry. This lack of motivation may have been contributed by the members' ignorance on the importance and role of Christian education. The lack of appreciation of Christian education then negatively affected the promotion of CE curriculum material development financially. Colson and Rigdon claim that much of the success of a church's curriculum depends on the degree of appreciation that the church has for the place of Christian education in its total task (Colson and Rigdon 1981, 136).

Respondents' Perception on Ways to Improve Curriculum Material Development in the AGC

Research question two (RQ 2) sought the views of each of the respondents regarding the steps that should be taken towards improving the development of curriculum materials for CE ministries in the AGC, Kenya. The question states:

RQ 2. What do the AGC curriculum materials project leaders perceive as ways for improving the development of curriculum materials for CE ministries in the church?

In answering the question, no hypothesis was generated; rather, only one open-ended questionnaire item was analyzed (no. 17). In the item, each of the respondents was asked to indicate his or her opinion on what should be the best steps to be taken towards improving the curriculum material development in the church. Their suggestions were analyzed as follows:

Curriculum evaluation. In regard to curriculum evaluation, 34 % of the respondents expressed that current materials need to be evaluated and revised on a regular basis. They noted that in order to carry out this task and to develop new materials, curriculum development experts need to be involved. The respondents further suggested that other types of materials need to be introduced, for instance, Bible study materials for the youth and adults. They, however, advised that before developing any type of materials, there is need to carry out a survey in order to establish the needs of the audience, both in the rural and the urban settings. The respondents also suggested that the curriculum materials project leaders at the AGC should consider visiting projects run by other churches with the view to learning and borrowing some ideas that can help improve the curriculum project.

Financial resources. Twenty nine percent (29 %) of the respondents suggested that all leaders at the AGC should be more involved in the CE curriculum

material work and aggressively look for varied sources of funds in order to finance the curriculum project. They expressed that congregations in the local levels should be mobilized for involvement in the work so they may offer prayers and contribute financially towards the project. Moreover, the respondents recommended that curriculum material development should be included in the budgetary allocation and goals of the entire denomination.

Personnel development. Twenty-three percent (23 %) of the respondents noted that AGC leadership should emphasize and aggressively venture into the recruitment and training of personnel to undertake the work of curriculum development in the church.

Creation of awareness. Twelve percent (12 %) of the respondents indicated that since curriculum project suffers from lack of financial and moral support, there is need for creation of awareness. They suggested that curriculum materials project leaders should create more awareness among other church leaders and believers in the local churches (and in other gatherings) on the importance of curriculum materials.

Facilities. Only two percent (2 %) of the respondents expressed the need for securing modern equipment and facilities to enable efficiency and effectiveness in the curriculum material work of the AGC.

Overall Discussion

The findings in this chapter are that all the six hypotheses were not rejected. This indicates that there are six key factors perceived to be restraining the development of curriculum materials for CE ministries in the AGC, Kenya. Although the curriculum materials project leaders played different roles in the project, there was no statistically significant difference in the range of their perception on the effect of

these factors on curriculum development in the church. This means that the AGC curriculum material project is, to a very large extent, halted by lack of funds, lack of trained curriculum personnel, lack of curriculum evaluation, lack of planning, lack of cooperation and lack of emphasis on Christian education in the local churches. That is, all the factors (put together) exert such negative influence on the curriculum material work that they restrain the development of the materials. In the suggestion section, however, a majority of the respondents seemed to indicate that there was need for more attention to the area of curriculum evaluation, financial resources, personnel development, creation of awareness on curriculum and the need to secure modern equipment and facilities.

The above finding tends to coincide with that of Woyita Woza Olla's (2000), who carried out a similar research in the Africa Inland Church (AIC), Kenya. The research focused on the possible factors affecting the development of curriculum materials in the AIC. The study found that lack of finance and lack of trained manpower were leading factors negatively affecting the development of curriculum materials in the AIC (Olla 2000, 88). However, the focus of attention differs. This research (at the AIC) called for attention to proper management of financial resources and teaching on giving. The current one calls for more attention to curriculum evaluation, training in curriculum and mobilization of churches for financial support as means to improving the development of curriculum materials in the church.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study sought to investigate the factors inhibiting the development of curriculum materials for Christian education ministries in the Africa Gospel Church, Kenya. This chapter then provides the summary of the procedures used in the study, the findings of the study, conclusions and recommendations, both for the church and for further research.

Restatement of the Problem

Compelled by the ineffectiveness in the development of curriculum materials for CE ministries in the AGC, the researcher embarked on the study in order to find out the factors inhibiting the development of the materials. The researcher was further compelled by the absence of previous research on this issue plus the inadequacy of the available materials to meet the educational needs of the various age groups in the church. The study then sought to investigate the factors inhibiting the development of curriculum materials for CE ministries in the AGC.

Purpose of the Study

The study aimed at finding out the factors inhibiting the development of curriculum materials for CE ministries in the AGC. The study further aimed at exploring some ways for improving the development of curriculum materials in the church.

Significance of the Study

This study was intended to be useful in the following areas:

1. To guide in improving the development of curriculum materials in the AGC
2. To be a useful resource for students in theological colleges, Christian universities and seminaries
3. To be a guiding tool for curriculum project leaders in the church and para-church educational ministries
4. To be a valuable resource to those engaged in curriculum research

Summary of the Procedures used in the Study

This was a descriptive research (quantitative paradigm) which employed a case study research design, focusing on the Christian education curriculum of the Africa Gospel Church as a research phenomenon. The study sought to examine the factors restraining the development of curriculum materials by gathering numerical data from 40 individuals through self-administered questionnaires.

The questionnaires, which comprised closed and open-ended items, were hand delivered to the respondents. The validity of the instrument was determined by a jury test which was given to ten students from the Educational Studies Department at NEGST. The students who participated were those who had taken educational research methods course. They then judged each item in the questionnaire in terms of: its clarity, numbering, vocabulary used, sensitivity to ethical issues and its relationship with the variables under study. Each item in the jury was considered accurate if 80 % of the participants approved it. The researcher then made the recommended corrections before administering the instrument in the field.

In the study, two crucial questions were addressed and six null hypotheses were tested using a Chi-square test of independence at 0.05 level of significance. Data was, therefore, analyzed statistically and presented based on the research questions and hypotheses. In this procedure, six independent variables (lack of training in curriculum, lack of funds, lack of cooperation, lack of planning, lack of curriculum evaluation and lack of emphasis on Christian education) were examined against one dependent variable. The task was to find out whether or not each of the independent variables inhibits the development of curriculum materials in the AGC (dependent variable).

The first research question states:

R.Q.1. What are the factors inhibiting the development of curriculum materials for Christian education ministries in the Africa Gospel Church, Kenya?

To answer the above question, six null hypotheses were formulated as follows:

H₀:1 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of training in curriculum as an inhibiting factor in the development of curriculum materials.

H₀: 2 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of funds as an inhibiting factor in the development of curriculum materials.

H₀: 3 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of cooperation among them as an inhibiting factor in the development of curriculum materials.

H₀: 4. We expect that differences among curriculum materials project leaders will not affect their perception on the effect of lack of planning as an inhibiting factor in the development of curriculum materials.

H₀ : 5 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of curriculum evaluation as an inhibiting factor in the development of curriculum materials.

H₀ : 6 We expect that differences among AGC curriculum materials project leaders will not affect their perception on the effect of lack of emphasis on Christian education as an inhibiting factor in the development of curriculum materials.

Research question (RQ) 2 states: What do the AGC curriculum materials project leaders perceive as ways for improving the development of curriculum materials for CE ministries in the church?

In answering this question, no hypothesis was generated but responses from individuals were coded and presented qualitatively. This was done by grouping together related answers. The same responses that were repeatedly given by a good number of respondents were given their own categories. Such response categories were then organized and interpreted accordingly.

Summary of the Findings

The study revealed that there was no significant difference among AGC curriculum material project leaders in their perception that each of the six factors plays a major role in restraining the development of curriculum materials. The factors were lack of training in curriculum, lack of funds, lack of cooperation, lack of planning, lack of curriculum evaluation and lack of emphasis on Christian education. In spite of the different roles that the curriculum materials project leaders played in the project, their perceptions on these factors were not significantly different. As revealed by the analysis, the project tends to be more negatively affected by lack of curriculum evaluation and lack of funds. From this analysis, it was concluded that all

the factors (put together) exert such a negative influence on the curriculum material work that they constrain the development of new materials.

Conclusions

The findings of this study served as basis for making the following conclusions:

1. In the AGC, a very small number of curriculum material project leaders seem to be actually involved in the detailed affairs of the project while the majority tends to have a superficial understanding of and involvement in the work.
2. Curriculum material project of the AGC is perceived to have no reliable source of funds.
3. AGC local churches seem to contribute (financially) to a very small extent in the development of the curriculum materials. This implies that the project does not rely on financial contribution from the local churches for its operation.
4. Plans (goals) at the AGC curriculum material project seem not to be clearly understood by the majority of the project leaders. This tends to negatively affect the promotion of the project in the local churches.
5. AGC curriculum material project leaders, curriculum developers and writers do not work on the basis of the information revealed by past research or expert judgment as they struggle to develop the materials.
6. In the AGC local churches, Christian education is not perceived as a function of the church as a whole and is an issue leading to its lack of

emphasis. This lack of emphasis tends to negatively affect the development of curriculum materials for CE ministries in the church.

Recommendations

The following recommendations have been proffered based on the findings and conclusions made in this study:

1. Church leaders at all levels of the AGC structure should trust and support the curriculum committees in their endeavors to draw plans and produce relevant materials. They should do this by mobilizing the local churches to contribute financially toward this work. This will ensure real efficiency and effectiveness on the part of curriculum developers and writers.
2. AGC leadership at the Central office should emphasize and aggressively venture into the recruitment and training of suitable personnel to undertake the work of curriculum development in the church. Also significant is that advanced training in curriculum should be introduced at the church's leadership training institutions or persons be sponsored for such trainings in other colleges or universities. Additionally, seminars should be conducted frequently, in which those who are directly involved meet together under competent supervision so as to enable them confidently handle their work.
3. CE curriculum at the AGC should be evaluated on a regular basis. In particular, curriculum materials need to be revised periodically.
4. Curriculum materials covering various facets of the educational ministries of the church need to be developed. The examples are Bible study guides, VBS materials for senior classes (i.e. high school and college students), training manuals for HIV/AIDS education, family life education, Sunday School

teachers, etc. The materials should address the needs of both rural and urban population.

5. Curriculum materials project leaders at the AGC should acquaint themselves with the work by frequently paying visits to projects run by other churches. This can greatly enhance their competency and creativity in developing new materials.
6. Curriculum project leaders at the AGC should receive frequent reports and feedback concerning the progress of the curriculum work so as to promote the work at the grass-root levels. Quarterly or bi-monthly reports should also be sent out to churches, individuals and Christian organizations with the aim of creating awareness about the project and seeking for financial support. Additionally, the available materials should be advertised and sold to as many churches and individuals as possible.
7. AGC curriculum project needs to have a national and international ownership and support groups of various kinds. Such ownership will help to intensify individuals, churches and Christian agencies' involvement by offering prayer, funding, training, leadership and other needed resources.

Suggestions for further Research

Due to its scope, this research did not cover a number of areas that require attention as revealed by the findings. The following topics have, therefore, been suggested for investigation in order to carry out further studies in curriculum for Christian education:

1. A study should be carried out on the concept of Christian education in the Africa Gospel Church, Kenya. The findings and subsequent recommendations

will help bring into view the proper meaning and role of Christian education, thus boosting the needed support in the development of curriculum materials.

2. Another area requiring attention is the examination of the effectiveness of AGC Christian education curriculum. This study area will help unravel some of the strengths and weaknesses of the Christian education curriculum, thus providing a guide for the improvement of CE curriculum for the church.
3. Another area of need is to study the factors affecting the financial support of the Christian education curriculum project of the Africa Gospel Church. According to the findings of the current research, lack of finance is one of the leading factors inhibiting the development of curriculum materials. There is, therefore, need to investigate the factors that may be responsible for the lack of financial support.

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APPENDIX A

QUESTIONNAIRE FOR MEMBERS OF THE CHRISTIAN EDUCATION COUNCIL, PUBLICATIONS COMMITTEE AND CURRICULUM COMMITTEE OF THE AGC

Introduction

I am currently undertaking research to find out the factors that are inhibiting (restraining) the development of curriculum materials for Christian education ministries in the Africa Gospel Church, Kenya. I hope that the findings of this study will greatly help AGC curriculum material developers and committees in their efforts to improve the development of curriculum materials for use in the churches. I really praise God that you are endowed to contribute to this study. Therefore, I am kindly requesting you to take some moments to read and respond to this questionnaire as carefully and exhaustively as possible. You will need to put a tick [] and write brief statements wherever applicable. Do not indicate your name in this paper. Nevertheless, the information you provide is intended to be confidential and will not in any way be seen as criticism of the performance of the CE Department or publications office. As soon as you complete the questions, enclose the questionnaire and send it (or bring it personally) to the AGC National Christian Education Office, addressed to Rev. Henry Ng'eno.

Thank you in advance. Let us pray for this research work.
Stanley K. Koske, NEGST.

Demography

1. Your highest level of education?

Primary [] College Diploma [] Postgraduate Degree []
Secondary [] Undergraduate Degree [] Other _____

2. Your main occupation _____

3. Which of one of the following statements applies to you?

- (a) I am a member of the Central Christian Education Council- Yes/No
- (b) I am a member of the Curriculum Committee- Yes/No
- (c) I am a member of the Publications Committee –Yes

Training in Curriculum

4. Please, indicate your opinion on this statement: In the AGC, editors, curriculum developers and writers do not receive advanced training for effectiveness in their work and this is a major hindrance to the development of curriculum materials. 1= Strongly disagree 2= Disagree 3= Unsure 4 = Agree 5= Strongly agree

5. What kind (s) of training (if any) have you received in relation to your current Involvement in curriculum material work?

Financial Resources

6. Indicate your opinion on this statement: Lack of financial resources is a major hindrance to the development of curriculum materials for CE ministries in the AGC. 1= Strongly disagree 2= Disagree 3= Unsure 4 = Agree 5= Strongly agree

7. What are the sources of funds for the development of curriculum materials for CE ministries in the AGC?

8. To what extent do the AGC local churches contribute financially towards the Development of CE curriculum materials? (Tick one)

1= Very small extent [] 3= Uncertain [] 5= Very large extent []
 2 = Small extent [] 4= Large extent []

Cooperation

9. Indicate your opinion on this statement: Lack of cooperation among CE curriculum material project leaders hinders the development of curriculum materials. 1= Strongly disagree 2 = disagree 3 = Unsure 4 = Agree 5 = Strongly agree

10. If any, what issues regarding interpersonal relationship among you (CE curriculum project leaders) negatively affect the development of curriculum materials for CE ministries?

Planning

11. Please, indicate your opinion on this statement: Lack of planning exerts a negative influence in the development of CE curriculum material work in the AGC? 1= Strongly disagree 2 = disagree 3 = Unsure 4 = Agree 5 = Strongly agree

12. What goals (if any) do the curriculum material project leaders in the AGC have for the work of curriculum development for CE ministries?

Curriculum Evaluation

13. Indicate your opinion on this statement: Lack of frequent evaluation of curricula is one of the factors restraining the development of new curriculum materials in the AGC? 1= Strongly disagree 2 = disagree 3 = Unsure 4 = Agree 5 = Strongly agree
14. How regularly is CE curriculum evaluated? (Tick one)
1= Less regularly 2= Fairly regular 3= Unsure 4= More regularly
5= Most regularly

Emphasis on Christian Education

15. Indicate your opinion on this statement: Lack of emphasis of Christian Education in the AGC local churches contributes to the major setbacks in the development of curriculum material. 1= Strongly disagree 2 = disagree 3 = Unsure 4 = Agree 5 = Strongly agree
16. Indicate your opinion on this statement: In the AGC local churches, Christian education is considered as a function of the church as a whole and every member is highly motivated to contribute toward development of CE curriculum materials.
1= Strongly disagree 2= Disagree 3= Unsure 4 = Agree 5= Strongly agree
17. In view of your overall assessment of the AGC curriculum development, list the steps you consider as necessary to be taken for further improvement in the development of curriculum materials for CE ministries in the AGC.

Thanks for your prompt, careful and exhaustive answer to each of the above questions.

APPENDIX B

THE ROLE OF AGC CENTRAL CHRISTIAN EDUCATION COUNCIL

The roles of the AGC Christian Education Department include the following:

1. To propose goals and budgets for Christian education ministries for the church
2. To assist in securing funds for the Christian education ministries by sensitizing the need for supporting the work at the Central, Areas, Districts and in the local churches
3. To plan and conduct the training of Sunday school and Vacation Bible School (VBS) teachers annually
4. To recommend and approve the changes and the implementation of curriculum for Christian education in the churches and church-sponsored public and private schools
5. To forecast the education needs of the church and ensure that appropriate materials are available and used
6. To coordinate the scheduling of Vacation Bible Schools, Sunday Schools, catechism classes, classes for baptized members, youth and adult Bible study groups
7. To make and/or recommend policies governing education both in the church and church-sponsored public and private schools
8. To serve as the education conscience for the church by providing advice on matters pertaining to education
9. To ensure that AGC traditions and values are adhered to in the church-sponsored public and private schools
10. To ensure that AGC is represented in the school boards and committees
11. To ensure AGC's participation with other churches in the development of curriculum for CRE and PPI

Sources: AGC Constitution (pp. 18-21) and the Education Policy Manual (Art. IV)



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Email: info@negst.edu

Website: www.negst.edu

2nd December, 2005

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH WORK

The bearer of this letter, Mr. Stanley Kiplang'at Koske is a student at Nairobi Evangelical Graduate School of Theology (NEGST) and is doing research towards the completion of the Master of Divinity (Christian Education). The research is on **“Factors Inhibiting the Development of Curriculum Materials for Christian Education Ministries in the Africa Gospel Church, Kenya”**

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

Sincerely,

Dwight Jessup, PhD.

Ag. Deputy Vice-Chancellor for Academic Affairs

CURRICULUM VITAE (CV)

Personal Data

Name: Stanley Kiplang'at Koske

Born: 1962

Married: To Mary Koske

Children: Faith, Naomi, Enoch, and Ezra

Home: Kiromwok Village, Bomet District (Rift Valley Province)

Educational Experience

Menet Primary School – 1973-80, CPE

Merigi Secondary School – 1981-84, KCE

Kenya Highlands Bible College – 1985-89, Ad. Dipl. in Theo; Associate Teacher Dipl, (ETTA)

ICM Seminary/Global University – 1997-1999, BA (Bible & Theology.)

Nairobi Evangelical Graduate School of Theology (NEGST) – MDiv. (CE) – **Candidate**

Professional Training/Seminars

Christian Teachers' Leadership Seminar – April 1993, Certificate of Attendance

Biblical Discipleship Training Course (by the Worldwide Discipleship Ass) – August 1995, Certificate

Church and Education Training Course by the Christian Churches Educational Association (CCEA) – September 1995, Certificate of Completion

Curriculum Developers and Writers Workshop (by EFK)- November 1995, Certificate of Participation

Christian Teachers' Leadership Seminar (by ALARM) – April 1996, Certificate of Attendance

Youth Ministry Strategies Seminar (by Global Youth Seminar Network) – August 1999, Certificate

School Conflict Prevention, Mediation and Resolution (by ALARM)- December 1999, Certificate of Att.

Teaching Children Effectively, Level 1- April 2000 –Training Course (by CEF) – Certificate

Teaching Children Effectively, Level 2- April 2001 - Training Course (by CEF) – Certificate

Peer Mediation and School Conflict Resolution Seminar (by ALARM) – August 2001, Certificate of Att.

Family Pastoral Enrichment Seminar (by ALARM) – November 2001, Certificate of Attendance

Secondary School Peer Mediation Conference (By ALARM) – August 2002, Certificate of Attendance

Work/Ministry Experience

Christian Union Chairman – Merigi Secondary School - 1984

Area Christian Education Director – June 1989 – August 2003

Pastoral Ministry:

Pastor, Kiptenden AGC – 1990

Pastor, Njerian AGC – 1991-1994

Pastor, Menet AGC – 2002 – August 2003

Teaching Experience

Kaboson Pastors' School – (One Term) – 2001

TEE English (Pioneer) Class – 1998-2003

CEF Ministry Coordinator, Bomet District- 2000-2003

Board of Governors (BOG), Membership

Kiromwok Secondary School – 1998-2005

Chebonei Girls High School – 2000- 2005