

**NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY**

**THE APPROPRIATENESS OF THE
PLANNED ACTIVITIES OF THE
NYAMACHAKI PRESBYTERIAN MEN'S
FELLOWSHIP TO THE STATED
OBJECTIVES**

**BY
ANNE WANJA MACHARIA**

**A Thesis submitted to the Graduate School in
Partial fulfillment of the requirements for the
degree
of Masters of Arts in Christian Education**

JUNE, 2003

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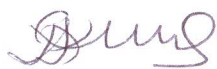
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Student's Declaration

THE APPROPRIATENESS OF THE PLANNED ACTIVITIES OF THE
NYAMACHAKI PRESBYTERIAN MEN'S FELLOWSHIP TO THE STATED
OBJECTIVES.

I declare that this is my original work and has not been submitted to any other
College or University for academic credit.

The views presented herein are not necessarily those of the Nairobi Evangelical
Graduate School of Theology or the Examiners

(Signed) _____

Anne Wanja Macharia

4th June 2003

ABSTRACT

The Presbyterian Church Men's Fellowship (PCMF) is the only men's fellowship in the Presbyterian Church of East Africa (PCEA). It is intended to provide a forum through which the men can channel their resources and gifts (talents) to strengthen the church at all levels. Nyamachaki PCMF is a branch of the national men's fellowship.

The members of the fellowship designed objectives and activities through which members would be involved. The objective of this study has been to establish the appropriateness of the planned activities. The jury procedure was used where the jurors responded to a three-item self-administered questionnaire. The jurors are practitioners in the field of Christian Education with a bias towards curriculum development. Content analysis of PCMF documents enumerated the objectives and activities of PCMF.

The PCMF objectives were found to be unclear whereas the activities were clear. On appropriateness, the set activities are not appropriate to the stated objectives. The researcher suggested the use of the andragogical model in designing their educational curriculum. This model is based on the needs of the learner and explains that the need for more knowledge results from the learner's interaction with each other. When the learner identifies his limitations, he subjects himself to further learning, completing the learning cycle.

ACKNOWLEDGEMENTS

I wish to convey my sincere gratitude to all those who were directly or indirectly involved in the writing of my thesis:

- Head of Department, Dr Surajah Raman, for her encouragement and the course – Ministry to Adults, which provided insight for this thesis
- Dr Cole, the DVC Academic Affairs, without his input through the course Research Methods, I would not have managed to put this thesis together
- Mr Jusu and Dr Ashdown as Readers
- Colleagues, Asunta, Mutunga and Lental for their encouragement as we toiled together, urging each other on.
- My family,
 - My Husband, who provided moral and financial support. He have been a wonderful source of encouragement
 - Warigia, who has not only encouraged, but also typed my work
 - Gachanja, Wambui and my granddaughter Wanja, they found time to come and encourage me as I struggled through my studies
 - Gathigia, who found time to be sent on errands as the load got heavier
 - And Wangari, who though away at school, found time to visit Mama during the holidays

- The NEGST Community who showed concern when I was weighed down by my workload

Special thanks also go to

- Josephine Gichovi and Stephen Kakungu.
- Margaret Muhia, the Registrar for she took special interest in what I was doing and encouraged me at all times.

Lastly, I give all glory and honour to Jesus, My Saviour, for the ability to proceed against many odds.

To

My wonderful husband, Macharia

Gachanja and Wambui and their beautiful daughter and my granddaughter Wanja

Wangari, Gathigia and Warigia

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CHAPTER ONE

INTRODUCTION

A lot has been written concerning Christian education. This is mainly due to the central role Christian education plays in the church. The content and methodology used in Christian education has been analysed and examined in such detail and never before has there been a variety of teaching resources for Christian educators. However, variety does not guarantee the attainment of desired objectives. Admittedly, the gap between the planned activities and the set objectives of most Christian educational programmes still exists.

In an attempt to bridge this gap, books have been written and studies carried out in the field of Christian education. To add to the number of studies requires justification and that can only be if something genuinely different is attempted.

Adult education programs are evaluated for a variety of reasons. The most important is the desire to have some grounds on which to improve the programs. By assessing the appropriateness of the planned activities to the stated objectives, it is hoped that a rational basis can be established from which to make program decisions.

Many researches deal with a wide area of Christian education. This study is evaluative, formative and specific, dealing with one aspect of Christian education in a specific church. This research is intended to offer an insight into the challenges that the Christian education program is facing with regards to the relevance of the planned activities to the stated objectives. One aspect of an evaluative study is determining

the extent to which the desired objectives have been attained or the amount of movement that has been made in the desired direction (Smith, Aker and Kid 1970).

The evaluation of Nyamachaki Presbyterian Church Men's Fellowship (PCMF) curriculum is viewed as a formative evaluation. This is because the evaluation is done during the formative stages of the fellowship. Evaluation is said to be formative if the data is collected for use while the program is in the formative stages (Mugenda and Mugenda 1999). Formative evaluation is significant as it diagnoses the problem in an educational program and suggests prescription for further learning (Gress and Purpel 1988). This information will be valuable to the Christian educator as it will help in understanding their role as well as bridge the gap between activities and objectives.

Adult learners constitute a wide range of participants in the Christian education program. This group of individuals present a challenge to Christian educators because of the diversity of their needs, values, competences, experiences, abilities and beliefs, all accumulated over many years. The fact that the adults choose to participate in Christian education programs organised by the church, the educators should assume that they are ready to examine the critical issues of their faith, beliefs, attitudes and values as must happen from time to time.

The sole purpose of Christian education is to transform lives so that individuals become more like Jesus. The programs set for adult learners should aim at affecting the physical, psychological, social and other developmental aspects of the learners' life. The choice of content, process and the teacher are important if significant change is to be effected. For Christian educators, the primary source of knowledge is the Word of God. Other sources in the name of religious knowledge may affect religious development of the learners, but could also adversely affect their

perception of God. Therefore, sourcing of learning materials needs to be a concern for the Christian educator.

The aim of this study was to evaluate the relevance of the planned activities to the stated goals of a specified churchmen's group. The underlying motive is revitalising the life of the adult Christian education program of the Nyamachaki Presbyterian Church of East Africa, Nyeri.

Presbyterian Church of East Africa

Sir William Mackinnon and Alexander Low Bruce started the Presbyterian Church of East Africa (PCEA) in 1889 as a private Christian mission. The two men worked for the Imperial British East African Company (IBEACo.) that ruled East Africa on behalf of the British Government (McPherson 1970).

Sir Mackinnon and Bruce prepared a constitution, which spelt out the characteristics of the private Christian mission as follows:

1. It was to be called the East African Scottish Mission
2. It was to be directed towards religious education, medical and industrial ends
3. The Christian Mission was to be set in the heart of the territory their company was administering on behalf of the British government.

Mackinnon and Bruce chose Kikuyu as the best site to start the Christian mission. However, Watson, the man charged with the responsibility of opening up the mission settled for Kibwezi, which he opened in 1892. To his dismay, the Kibwezi missionary site proved disastrous. A number of missionaries died due to

what turned out to be malaria. As a result the mission was finally moved to the Kikuyu site in 1900.

The establishment of the mission in Kikuyu coincided with the occurrence of natural disasters, which devastated the whole of Kikuyu land. There was famine, rinderpest, small pox and a locust invasion. By the year 1900, it was estimated that 50% of the Kikuyu community had died. The missionaries under the leadership of Watson started a famine relief camp at Thogoto in Kikuyu for the orphaned children and the aged. The famine relief operation was closely followed by a day school for the children and evening school for the young men. The evening school for the young men was later transformed to a training school for apprenticeship. The missionaries also took the opportunity to start a Swahili Sunday School and an English Service. In 1901, the East African Scotland Mission ceased to be a private company. It was handed to the Scottish Mission but its goals and objectives were maintained.

The dedication of the missionaries to the Kikuyu community following the calamities endeared the Kikuyu people to the work of the missionaries. The rulers as well as the common people agreed to take their children to school where they were well equipped with the knowledge of God and the culture of the white man. By 1926, seven Africans were ordained to be ministers of God's Word. Thogoto Mission became known to those in Kikuyu land and beyond as a centre for the white man's culture.

Other mission stations were opened in the Mt Kenya area, including Tumutumu in Nyeri. Like its predecessor, Tumutumu Mission, which opened in 1908, became the centre of learning in Nyeri District. In recognition of its role as a centre of learning, Tumutumu was referred to as 'Mambere', a Kikuyu term that

translates to 'a centre of higher learning'. Nyamachaki PCEA is an offshoot of the Tumutumu Church, and it was started in 1915 (McPherson 1970).

The Nyamachaki PCEA Church has held on to the goals and objectives of the church founders, in that, the education ministries of the church have a central position. Nyamachaki PCEA has established several ministries of the church with education in focus. One of the ministries is the Presbyterian Church Men's Fellowship, which is the object of this study.

Nyamachaki Presbyterian Church Men's Fellowship (PCMF)

According to the available documents, the proposal to start the Nyamachaki PCMF was made on the 23rd of December 2001. The men in the congregation expressed the desire to form a fellowship that would address their felt needs. The main justification for the formation was that apart from the small percentage of men who are deacons and elders, the majority of the church men did not have a recognised forum or springboard from which their individual and corporate contributions would be utilised in the church. To address these issues, PCMF developed the following objectives:

The fellowship shall endeavour to:

1. enhance spiritual foundations of the members
2. carry out the priestly role in the home
3. participate in church activities
4. participate in community affairs

To achieve these objectives, the fellowship planned the following activities:

1. Organise youth seminar
2. Participate in men's choir
3. Organise and participate in family life seminar for married couples
4. Participate in weekly Bible study
5. Financial contribution towards church projects
6. Financial contribution towards missionary work
7. Attend weekly prayer meetings in member's homes
8. Leaders attend PCMF National Conference
9. Attend church membership classes
10. Attend church regularly
11. Attend District (cell group) meetings
12. Attend Theological Education by Extension (TEE) classes

From the foregoing, the research concern was to find out the measure of fitness between the planned activities and the stated objectives.

Statement of the Problem

The church has come up with a number of objectives that are intended to guide the learning activities that the members will be involved in through their fellowship. This is an important step in the learning process for indeed, trying to learn without defining objectives is like starting on a journey without knowledge of where one is going (Nicholls and Nicholls 1987). The Nyamachaki PCMF also designed objectives that are appropriate to their context. In addition, the fellowship came up

with a number of activities to be carried out by their members. The presence of planned activities in any program cannot be over estimated for it is these activities that foster goal achievement.

The concern of this study is to evaluate the appropriateness of the planned activities for the Nyamachaki PCMF in meeting intended objectives of the men's organisation. Most churches generally set up attractive objectives for the different organs of the church, but activities are either non-existent or incompatible with the objective. Under such circumstances, the objectives and the planned activities for a given church organisation may be incongruent. It is therefore expedient to do a research to ascertain the level of congruence between the planned activities and the stated objectives as an attempt to harmonise the objectives with changing needs of the church.

The Purpose of the Study

The broad purpose of this study is to evaluate the objectives and activities of the Nyamachaki PCMF to determine their appropriateness.

The specific purposes are:

1. To examine whether the stated objectives of the Nyamachaki PCMF are clear and specific enough to avoid misinterpretation
2. To investigate the extent to which the planned activities of the PCMF are appropriate to the stated objective

Research Questions

To address the research concern, the following Research Questions were generated:

1. Are the objectives of the Nyamachaki PCMF clear enough as to avoid misinterpretation?
2. Are the activities of the Nyamachaki PCMF clear as to avoid misinterpretation?
3. To what extent are the planned activities of the PCMF appropriate for the intended objectives?

Significance of the Study

At inception, the men's fellowship set up objectives and activities as a guide in what they seek to achieve and the needs they need to meet. This study looks into the appropriateness of their activities to the objectives. The result of this evaluative study would enable the fellowship define ways of improving their fellowship. The church is at liberty to use the data obtained in this evaluation study for decision-making. There are three types of decisions for which the data produced can inform the course of improvement, decision on individual participation, administration and regulation.

The results of the application of this study will enlighten the church hierarchy on the need for evaluating other church programs in an attempt to direct the course of the church.

This study is justified on six grounds. First, discussion of the appropriateness of the objectives and activities of the PCMF is a virgin area, being one that has not been researched before. This study is therefore timely.

Second, PCMF is a relatively new organisation within the PCEA framework. A formative evaluation will identify early weaknesses and strengths to serve as a

guide in the progress of the fellowship. A good beginning will probably ensure that they meet the needs of the men in the church and also influence those that have not joined and those that are not members of the church body to participate. This will in effect have an influence in the community.

Third, PCMF seeks to replicate in other communities and an evaluation of the already existing branches will provide useful information for the planners and especially as concerns issues of policy.

Fourth, as this information influences policy, it will also ensure that structures that enhance the development of PCMF and the involvement of men in the Presbyterian Church are put in place.

Fifth, this study is vital as it will give guidance to the leaders of Nyamachaki PCMF, as well as other church ministries, as they design objectives and activities for their organisations.

Last, the study would provide a road map in future research into adult education programs in the area of relevance of activities to objectives.

CHAPTER TWO

SUBSTANTIVE LITERATURE REVIEW

Theoretical Framework

The theoretical approach adopted for this study is the andragogical model by Malcolm Knowles.

Education is a continuous process, occurring throughout the life of a given individual. Educational opportunities present themselves in a variety of ways. These include non-structured and incidental events in everyday life. Varying situations that man encounters present him with new challenges that need resolving. In an attempt to meet the demands of those new challenges, man develops new strategies, which constitute learning. As man accumulates knowledge and experience with regards to his surrounding, he learns to subdue the environment around him. The knowledge so acquired is then passed on to the coming generations. Every new generation does not have to 're-invent the wheel'. What they are expected to do is to learn the wisdom of their fathers and then build on it.

Needs and Objectives

Adult learners in a church set-up are volunteer participants. They come to the class with varying needs and aspirations and continue to take part in the organised activities so long as they perceive that the organisation fulfils their needs. Maslow sees needs and as ordered in a hierarchy, with the most basic needs being the lowest.

According to Maslow, security needs which rank low on the scale must be satisfied first before ascending to the higher needs such as that of self-actualisation. This implies that only the programs that take the needs of the participants into consideration are assured of survival (Maslow 1954). According to Wicket (1991), successful programs will be about the real issues in the present, concrete, personal and social lives of the participants.

Wicket's "real issues" as they relate to Maslow's "survival needs" provide a complex needs structure of adult learners. Researchers have identified various needs as relates to adult learners in the areas of:

- a. Survival
- b. Security
- c. Self-importance
- d. New experiences
- e. Demands of Adulthood
- f. Nature of Knowledge

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An effective program scratches where it itches. Program objectives that are not grounded or sensitive to these needs will fail.

Activities and Needs

Nature of Knowledge

The essence of Christian education is to pass knowledge that would enable the transformation of the learners to be more Christ-like. This means that the basic objective of Christian educators is to enable the learners to grow toward Christ-like lives. If any program to adult learners is to bear fruit, the knowledge acquired by the

learners must affect this transformation. Not all knowledge acquired in the name of Christian education may lead to transformation of life. This is because knowledge has many aspects to it and each of the aspects determines the effect it produces in the learner.

According to Wicket (1991), Bloom recognised three domains of knowledge, which are cognitive, affective and psychomotor (Wicket 1991). The cognitive domain is concerned with intellectual development, which proceeds from mere reflexes to pre-logical fantasy, to concrete and then abstract thinking.

The affective domain deals with attitudes, values, beliefs and aspiration. The question of whom we are in relation to God, where we are going and our goal in life are in this domain. This is in many instances a highly personal arena.

The psychomotor domain deals with learning, which occurs through skill and repetition. This implies that what is learnt cognitively through activities such as memorisation, can be translated into motor skills through application. Significantly, also, psychomotor domain is not separated from other areas of knowledge. This is because the affective domain receives the impact of most forms of learning in that our attitude is affected frequently when we learn something. This clearly indicates that the three domains of knowledge are interrelated.

However, there is a need to acknowledge the existence of the domains while at the same time appreciating their interrelationship. As Christian educators plan their instruction to adult learners, they need to maintain a balance so that they meet the need for cognitive, affective knowledge and psychomotor skills. A balanced program provides learning activities that address the three domains. Wholesome activities must provide a transformation in feeling, doing and being.

Conducting a Viable Education Program for Adults

A viable educational program that satisfies the needs of the learner needs to consider their experiences. The experiences of adults however, are dependent on their exposure and they are personal as opposed to representative (generalised). The learner's context is therefore a determining factor in defining their needs and aspirations.

When designing an educational program for adults, there is a need to take a 'walk' through the myriad of misconceptions that learners have acquired through life. In a Christian education context, the program planner should be aware of the possibility that the learner may have moved from one denomination to another hoping to find clarity for what may be unfulfilled. In such a case, there is a need for patience, and respect for the learner. The kind of curriculum offered must be sensitive to those needs of the learner.

The Christian educational program that is sensitive to perceptions of the learner has a higher chance of benefiting them. Habermas (1992) advises on the use of the Emmaus strategy. This strategy provides an opportunity for the learner to voice their fears and misconceptions before presenting the correct view. Emmaus strategy enables the learner to participate in the process of creating knowledge and therefore becomes intrinsically motivated. Emmaus strategy enables the learner to integrate his past experiences with the new knowledge. This provides a means to inform the adult's worldview enabling him to make a complete or partial shift from old values or beliefs. According to Wicket, adults will integrate new learning and discard old learning when they are convinced of merit of such action (Wicket 1991).

Viability of an educational program not only regards the content, but also the context of the learner. For instance, adults have pressing responsibilities. An adult evaluates educational programs for the possible benefits and categorises the presumed benefits against other involvements. The learner then determines the value of the learning experience and therefore makes a decision about the time he/she would sacrifice for that. This characteristic of the learner underlies the reason why he/she should be involved in curriculum development as a means to successful educational program.

Andragogical Model by Malcolm Knowles: An Overview

The basis of the process through which adults progress as they plan and develop a learning process is that they have a need for moving from dependency towards self-directedness. Self-directedness is related to perspectives on life and being able to make better and more informed decisions.

As we have seen from the literature, unlike pedagogy, where an exterior body more often defines the needs of the students, in andragogy the participants define their felt needs and look for ways of meeting them. Knowles (1913) has given the distinguishing aspects of andragogy, which are summarised in the four areas given below:

Concept of the learner

It is a normal aspect of the process of maturation for a person to move from dependency toward increasing self-directedness, but at different rates for different people and in different dimensions of life. Teachers have a responsibility to encourage and nurture this movement. Adults have a deep psychological need to be

generally self-directing, although they may be dependent in particular temporary situations.

Roles of learner's experiences

As people grow and develop, they accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning – for themselves and for others. Furthermore, people attach more meaning to learning they gain from experience than those they acquire passively. Accordingly, the primary techniques in education are experiential techniques – laboratory experiments, discussion, problem-solving cases, simulation exercises and field experiences.

Readiness to learn

People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems. The educator has a responsibility to create conditions and provide tools and procedures for helping learners discover their “needs to know”. In addition, learning programs should be organised around life-application categories and sequenced according to the learners' readiness to learn.

Orientation to learning

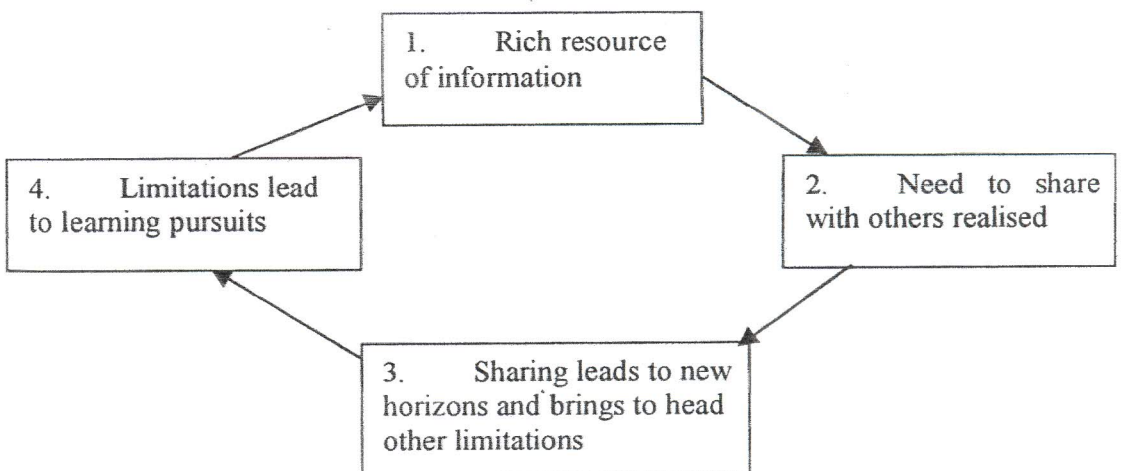
Learners see education as a process of developing increased competence to achieve their full potential in life. They want to be able to apply whatever knowledge and skill they gain today to living more effectively tomorrow. Accordingly, learning experiences should be organised around competency-development categories. People are performance-centred in their orientation to learning.

Looking at the above assumptions in relation to the learner, his experiences, readiness and orientation to learning, it can be concluded that adult learning is largely in the hands of the learner in the following ways .

1. their self-concept moves from one of being a dependent personality towards being a self-directed human being during independent learning;
2. they accumulate a growing reservoir of experiences that becomes an increasingly rich resource for learning;
3. their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; and
4. Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation towards learning shifts from one of subject-centeredness to one of performance-centeredness.

With respect to the above assumptions and the forgoing information, below is a model that illustrates the relationship of needs to the development, a structure to meet the needs.

Fig. 1: An summary of Knowles' Andragogical Model



According to Figure 1, education, whether pedagogical or andragogical is a cyclic process, the more one learns through experience, education or otherwise, the greater the need to share and this in turn influences our experiences and needs.

Operationalising the Androgogical Model

In a group situation such as PCMF, those with similar needs come together to define and prioritise the activities that will best meet their mutual needs. As they go through the cycle, goals, objectives and activities that are relevant to their needs are developed.

Issues concerned with learning activities and learning objectives are essentially concerned with the curriculum. None of the three terms, namely activities, objectives and curriculum has a definite definition. However, a significant number of curriculum developers seem to agree that learning activities consist of a selection from the infinite body of knowledge, packages that are worthy of knowing (Harris 1979). Similarly, the term objective is defined as intent communicated by a statement, describing a proposed change of behaviour in the learner towards a desired direction (Ondieki 1986). Finally, the term curriculum is generally defined as all the learning that is planned or guided by the institution (Lawton 1975). In the church context, we can deduce that all the learning, which is planned and guided by the church, qualifies to be termed as a curriculum.

The PCEA has indicated its concern for education among the church members:

The church is entrusted with the souls of men, their bodies and their minds, and following the example of Jesus, who went about doing good, the church claims the right as it sees fit, to undertake educational work for the benefit of those who desire it (PCEA 1998).

The PCMF is a group of men who have shown the desire to submit themselves to an educational program under the guidance of the PCEA Leadership.

Programme Objectives

The term, objectives, has been used interchangeably with other terms such as aims, purpose, goals and targets, all of which denote ends to which efforts are directed. Different curriculum designers tend to use different terms to mean objectives either based on their philosophies or the task. For instance, those curriculum designers involved in designing national curriculum tend to use goals, while those designing instruction, for example teachers or trainers, usually use the term objectives (Popham and Baker 1970). Objectives used for instructional purposes tend to be more specific to the task.

Characteristics of objectives

Oluoch (1982) advises that in stating goals and objectives, it is important that they be stated within the three domains of learning. The domains are cognitive, affective and psychomotor. The specification of behavioural objectives in terms of taxonomies or domains helps in sequencing the activities to be included in the educational program (Smith, Aker and Kid 1970). When the objectives are stated and classified into domains, suitable learning methodologies can be selected. Stenhouse's (1975) taxonomy model, with reference to Bloom, produced a curriculum model, which provides a systematic focus for the various study of education. Robinson Ross and White (1985) refined Bloom's model and named it the Objectives Category System (OCS). OCS system embraces the three domains of learning and provides

useful information in sequencing the activities to be included in the education program. The OCS is depicted here below.

Table 1. Category objective system

Domain	Category	Subcategories
Cognitive	1. knowledge (about)	<p>Facts strand</p> <ul style="list-style-type: none"> • specific values of a characteristic • summarising statements of increasing complexity <p>Ideas strand</p> <ul style="list-style-type: none"> • concepts • concept hierarchical (classification schemes) • generalisations (principles, laws) • theories
	2. knowledge (how to)	<ul style="list-style-type: none"> • primitive • basic • inquiry • problem solving • linked problems solving
	3. intellectual skill (being able to)	
	4. knowledge about knowledge and skill	
Affective	1. knowing-that linked affect	<ul style="list-style-type: none"> • feelings • likes • values • beliefs • attitudes
	2. knowing-how/being-able-to linked affect	<ul style="list-style-type: none"> • feelings of competence
	3. secondary affect	
Psychomotor	1. manual skill	
	2. bodily (motor) skill	

A simple procedure for developing objectives categories and subcategories start with the qualities in the major goal statements. These qualities are converted to categories, which are located and expanded within the commonly accepted domains. Subcategories are created by working from simplest to most complex examples within each category (Robinson, Ross and White 1985).

Robinson Ross and White continue to note that a notable discrepancy in the objectives category model is that the relationships between outcome subcategories are not maintained. However, by considering the various subcategories, related behaviours brought into play at each level we can begin to establish their relationship.

Objectives are expected to be clear and specific. To this end, it is advisable to state the objectives in behavioural terms. When the objectives are vague, they provide little guidance for planning and assessment of purposes. Consequently, the intended behaviour may not be acquired. Similarly, Popham (1997) noted that a properly stated behavioural objective must describe without ambiguity the nature of the learner's behaviour or product to be measured.

Ondieki (1981) believes that one can define an objective with sufficient clarity if he can describe or illustrate the behaviour the learner is expected to acquire. This is attained if one would recognise the behaviour when it is displayed. The acquisition of such behaviour is through instruction.

Instructional objectives consist of two parts; these are the behaviour part or the component that specifies the expected behaviour or achievement, and the content part that specified the context in which the behaviour in the objective is to operate. However, it must be specified that stating objectives in the form of activities to be performed by the teacher should be avoided. Objectives stated in terms of what the teacher does makes no provision to ensure that learning on the part of the students has

taken place. Such objectives are not regarded as the ultimate purpose of the educational program (Stenhouse 1975).

According to Harris, education is concerned with the transmission of knowledge that changes people's views of the world (Harris 1979). In essence, the real purpose of education is to bring about significant changes in the learner's pattern of behaviour. For that reason, there is a need to recognise that any statement of objectives of the school should be a statement of changes to take place in the learners. Commenting on adult education, Smith, Aker and Kid citing Katten maintained that the basis to a philosophy of adult education is the premise that education of the adult is the recognition of his individuality, and that education should be the enabling, creating and maturing of the ongoing process of self-differentiation (Smith, Aker and Kid 1970).

Functions of objectives

Objectives determine and make explicit the goals to be achieved, they are the ends to be reached, and the targets towards which one aims in seeking behaviour modification. According to Kelly, the chief function of the more specific platform of objectives is to guide the making of curriculum decisions on what to cover, what to emphasise, what content to select and which learning experiences to stress. Kelly also explains that where objectives are specified, both teacher and pupils have a clear idea of what they are working towards so that it becomes possible for both to select and organise their work in the light of the criteria derived from the stated goals of the activity (Kelly 1977).

Goals and objectives play an important role in the development of the curriculum and in instruction and evaluation. The objectives provide direction for the

entire enterprise of a school or other organisational unit and stipulate its quality. In support of this view, Mager states that when clearly defined objectives are lacking, it is impossible to evaluate a course or program efficiently as there is no sound basis for the selection of appropriate materials, content or instructional methods (Mager 1962). According to Knowles (1913), the final measure of any educational program is the actual changes in behaviour the program helps the participant to accomplish. However, Knowles cautions that evaluators in adult education cannot be satisfied with measuring changes in knowledge, understanding, attitude, skill, values and interest. Instead, they have to be concerned with the transfer of these kinds of learning to behavioural performance.

The use of objectives helps to make it relatively easy to determine when the learner can achieve a set of goals or behave in the way desired and if so to what extent. With regard to cognitive domain, the tasks are represented in a hierarchical complexity, which starts with the relatively simple behavioural tasks, which require the learner to recognise or recall ideas, facts or phenomena, and moves to more complex tasks involving making value judgement and using standards as the basis for judgement. As for affective domain, at the lowest level, the learner is barely conscious of the existence of the phenomena or stimuli. However, at succeeding levels, there is greater interaction between stimuli and learner until at the higher level, whereby stimuli (experiences) are internalised and become the basis for guiding one's behaviour. Finally, psychomotor behaviour includes a hierarchy from perception through the sense organs to complex overt action, for example, driving a motor vehicle, which is performed without hesitation.

The knowledge of taxonomies helps the adult educator to state the objectives more precisely so that it becomes easier to select and organise and evaluate learning

experiences. The specification of behavioural ends in terms of the taxonomies helps the sequencing of events to be included in the educational programs. Sequencing of objectives is significant in that it enables the learner to move progressively from his/her level of competence upon entry into the program, to the desired level of competence upon termination of his participation in the program (Smith, Aker and Kid 1970).

Challenges to the use of objectives

As important as the objectives model may be regarded, not all curriculum designers believe in its usefulness. For instance, Saylor, Alexander and Lewis (1981) state that value judgement is inherent in any statement of aims or objectives. They go on to add that curriculum planners make choices based on their values and their perception of the future. However, individual and groups within society may hold different views. Lawton (1975) concurs this view and states that different sections of the community have only limited ways of perceiving reality. Robinson Ross and White (1985) cast a pessimistic view of objectives when they state that since curriculum building involves choice there is no hope of arriving at a right set of objectives since choices are relative.

Nicholl and Nicholls have observed that it is quite difficult to write objectives that deal with attitudes, values and feelings and yet some areas of curriculum are concerned with such objectives (Nicholls and Nicholls 1987). Robinson, Ross and White (1991) emphasise that comprehensive classification and hence writing of affective objectives is virtually impossible. Because of this constraint, many of the most important goals, especially those of an affective nature, are not sought through the subject or non-conventional areas.

A curriculum design based on community problems may focus on functions and aspects that are specific to the community in question. Such objectives may directly contribute to the continued improvement of the society by meeting its needs. However, care has to be taken for we may begin with a notion of what community needs are and then we manipulate the community and their environment so as to attain our predetermined learning outcomes.

Many worthwhile aims of education may express themselves behaviourally only in the long term or in the face of certain contingencies. Unfortunately, there is a strong tendency in the literature about behavioural objectives in curriculum design to make the assumption that the objectives that can be defined behaviourally and/or readily assessed are the most important objectives for school programs. The attitude that seems to follow this characteristic of objectives is that whatever learning outcome that seems impossible to detect and assess is probably not important.

Finally, Smith Aker and Kid (1970) have emphasised that “if the program is to have maximum impact, educational objectives should be related to a clientele, that is, to a target population having similar problems and needs. Second, a precise identification must be made of the behaviour changes which are needed or desired in the potential learner, and third, the content areas which relate to the needs or problem areas of the clientele must be identified with accuracy”.

Programme Activities

An activity is the means to an end. According to Popham and Baker (1970), learning activities comprise a selection from the curriculum that appears likely to promote the attainment of the stated objectives. For Harris, activities consist of a selection from the infinite body of knowledge, packages that are thought to be

particularly worthy of knowing (Harris 1979). Tyler as cited by Stenhouse takes the issue of activities more broadly. He states that the school is a purposeful institution and education an intentional activity (Stenhouse 1975).

Characteristics

Learning activities are stated in terms that clearly indicate the action to be carried out and the object or content on which the action is expected to operate. For instance, carrying out a good learning activity should be equivalent to practising the behaviour stated or implied in the objectives. Equivalent practices or activities are those that are similar to the actual practices but involve different subjects. If objectives are vague, they cannot allow the learner to infer equivalent learning activities (Popham and Baker 1970).

To provide an equivalent practice, one must first have an explicitly stated behavioural objective. Along with equivalent practices, there are analogous practices or activities. According to Cliff, as quoted by Popham and Baker (1970), analogous practices or activities are those in which the essential nature of instructional stimulus and the students' response are similar but not identical to the terminal behaviour. For instance, the teacher may have the stated objective as: 'The student will write an essay describing creation (biblical perspective).' Later, he may ask the student to present this essay orally. The oral description is analogous to the stated objectives. This is because the intellectual operations involved in both cases are the same. Empirical investigation suggests that considerable analogous practice may be substituted for equivalent practice in some instances.

An analysis of stated objectives yields what is categorised as enroute behaviour. Teachers analyse desired pupil behaviour differently and this may yield

different learning tasks. Cliff states that the choice of enroute activities is dependent on the task analysis and the judgement of the class needs. It should be noted that the enroute behaviour is any learning that the student must master as a preliminary or basic skill to enable him to perform the terminal behaviour. Enroute behaviour however, does not constitute either analogous or equivalent practice.

Objectives, Activities and the Adult Learner

Stated objectives describe the outcomes of a course or a program. In essence, the objectives tell us what the learner is to be like as a result of some learning experience (Mager 1962). Tyler cited by Popham and Baker (1970) identified three sources of objectives, namely, the learner, the society and the subject matter of the discipline. Bloom and his associates also cited by Popham and Baker (1970) suggested a standard way of selecting objectives. The model suggested comprises of three broad classification or categories of behaviour. The three taxonomies or domains are of cognitive, affective and psychomotor.

The cognitive domain is concerned with those behaviours that are related to recall and recognition of knowledge and the development of intellectual skills and abilities. The affective domain on the other hand deals with those behaviours, which describe changes in interests, attitudes, values and the development of appreciation. Finally, the psychomotor domain is concerned with manipulative or motor skills areas of behaviour (Smith, Aker and Kid 1970).

Although Bloom and his associates as cited did not directly connect their objectives to developmental and Piagetian cognitive stages, there is an implicit relationship. For instance, sequencing of instruction has been found to promote

abstract thinking, which is Piaget's formal level of thought and also abstract thinking is in turn linked to the higher levels of thought described by Bloom.

While planning learning activities for adult learners, there is a tendency to assume that all of them function at the formal level. However, it has been observed that cognitive growth in any stage is dependent on activity. This view has been confirmed by anthropological studies, especially studies of prehistoric humans, which generally indicate that human brainpower, increased after the invention of tools. This kind of a scenario lead to the conclusion that, if learners have not been exposed to a careful balance and guided reflection in all areas of human activity, then it is highly unlikely that their development may be complete.

Varying levels of cognitive development have significant implication for the selection and sequencing of curriculum activities for adult learners in the church context. This is because the members of the church congregation in general and the men's fellowship in particular have different educational backgrounds and therefore different cognitive abilities. However, adults can continue the process of growth if they are provided with manageable learning tasks and a supportive learning environment. The involvement of an adult learner is in deciding the selection of objectives and activities to meet their needs and desire learning goals.

For a meaningful program of instruction, the objectives and activities need to bear a relationship for an adult program of instruction the learner needs to be involved in the selection of the program objectives, so as to enhance motivation.

While the objectives give the desired behaviour from the learner, the activities give us the means to that desired behaviour. The two, the objectives being the ends and activities the means, are vital in curriculum development or program instruction.

This includes church fellowship programs such as PCMF. Both the objectives and activities are significant in the sense that they provide a means through which an evaluation of the program of instruction can be conducted. For that reason, we can assess whether a program is serving the people concerned or not, and decisions made accordingly.

Methodological Literature

There exist a variety of research methods in current use. For the purpose of this evaluative research, the self administered questionnaire and content analysis of relevant documents have been utilised.

Jury

Jury procedure was applied at two distinct levels of the study. In the first level, the jury will be involved in determining the clarity of the objectives and the planned activities of PCMF. In the second level, the jury will be concerned with determining the appropriateness of the activities to the objectives

Validation of Objectives and the Planned Activities:

Gangel and others (1993) believe that Bible teaching that is beset with vagueness and imprecision brings inefficiency in the learning process. In addition, vague objectives discourage effective planning. In order to evaluate the objectives and activities of Nyamachaki PCMF, a jury consisting of three curriculum specialists in Christian Education was constituted.

Method of Analysis

For the purpose of this study, the researcher used simple descriptive statistics. These will include tables, simple percentages and averages, in an attempt to analyse the samples and the variables in the study. The five-scale Likert-type scale was used in this study.

Content Analysis

Information concerning the background of PCMF was derived from the available literature. For the purpose of this research, the information sought through this method was the objectives and activities of the Nyamachaki PCMF, and their achievements as well as the objectives of the wider PCMF within the PCEA community. This information provides the benchmark for which the results on objectives and activities are analysed.

Pre-Testing

To eliminate causes of ambiguity, the questionnaires were pre-tested. According to Leedy, questionnaires should be pre-tested for precision of expression, objectivity, relevance and suitability to the problem situation and favourable reception (Leedy 1993).

CHAPTER THREE

DESIGN AND METHODOLOGY

This was a formative evaluative study, which used the descriptive approach. The purpose of the research was to evaluate the appropriateness of the planned activities of the PCMF Nyamachaki Church to the stated objectives. In other words, do the planned activities of the Nyamachaki PCMF lead to the desired outcomes? A questionnaire was administered to a three-panel jury to provide a technical opinion.

Entry Procedure

Before carrying out this study, the researcher approached the leaders of PCMF on the desire to evaluate the educational ministry of the men's program at Nyamachaki. The researcher requested and was granted the necessary documents relating to their organisation. These documents were subjected to analysis.

With respect to the jurors, a letter of introduction was given by the administration at NEGST. This was acceptable to all.

Jury Procedure and Instrument Development

The jury procedure was employed to seek key respondents. The jury being persons who are familiar with Christian Education and curriculum development and have been sought to respond to the questionnaire. The purpose of the jurors was to provide an opinion on the clarity and appropriateness of the objectives and activities of the Nyamachaki PCMF.

The opinion of the three-juror panel formed the criteria of judgement on each item of clarity or congruence. The average ranking of the jurors on a five-point scale was used as the basis. Items with a 75% score were deemed as clear. The congruence level was set at 75% of juror opinion. To arrive at the figures, the value of juror rating were added and divided by the total number of jurors, which was 3.

The self-administered questionnaire method was most appropriate as all jurors are literate. The questionnaire also allows for confidentiality and hence the jurors are able to express themselves more freely. Time being of essence to the jurors was vital and hence the questionnaire allowed them to answer in their own time.

Method of Data Analysis

The research concern was the extent to which activities of Nyamachaki PCMF meet the group's set objectives? The data obtained was analysed using tables, percentages and averages.

CHAPTER FOUR

FINDINGS AND INTERPRETATION

The purpose of this research was to investigate the appropriateness of the planned activities of Nyamachaki PCMF to the stated objectives. The research sought to answer the following research questions:

1. Are the objectives of the Nyamachaki PCMF clear enough as to avoid misinterpretation?
2. Are the activities of the Nyamachaki PCMF clear as to avoid misinterpretation?
3. To what extent are the planned activities of the PCMF appropriate for the intended objectives?

A three-item questionnaire was administered to the juror who were chosen because of their expertise in curriculum issues. The three jurors filled in and returned the questionnaires. The juror gave their responses based on a five-point scale which was scored as follows:

		Score
1.	Very clear	100
2.	Clear	80
3.	Fairly clear	60
4.	Least clear	40
5.	Not clear	20

This chapter presents an analysis and the findings of the data collected concerning the appropriateness of the planned activities to the stated objectives. The analysis and the findings are shown in the tables that follow. The opinion rating of each juror is analysed separately and corporately.

Questionnaire Returns

The questionnaire return rate was 100%. This was because the researcher personally hand-delivered the questionnaire and made sustained follow-up to ensure that the jurors return the questionnaires.

The jury was made up of two lecturers, one in Christian education and the other in curriculum development, and a curriculum developer. The results are tabulated and analysed here below

Clarity of the Objectives

Research Question One: Are the objectives of the Nyamachaki PCMF clear enough as to avoid misinterpretation?

The objectives of the PCMF were tabulated given to the three jurors to determine the level of clarity (appendix). The juror responded as follows:

Juror One**Table 2 – Juror one’s Response on Clarity of Objectives**

PCMF Objectives	Juror Rating					%
	Degree of clarity					
	1	2	3	4	5	
Enhance spiritual formation for the members		X				80
Carry out priestly role in the home		X				80
Participate in church activities		X				80
Participate in community affairs		X				80
<i>Average Rating</i>						80

According to table 2, the average rating of clarity for all the objectives by juror one is 80%. This is above the 75% benchmark for clarity. According to juror one, the objectives of Nyamachaki PCMF are clear.

Juror Two**Table 3 – Juror two’s Response to Clarity of Objectives**

PCMF Objectives	Juror Rating					%
	Degree of clarity					
	1	2	3	4	5	
Enhance spiritual formation for the members			X			60
Carry out priestly role in the home		X				80
Participate in church activities				X		40
Participate in community affairs				X		40
<i>Average Rating</i>						55

According to table 3, Juror two's opinion is that the objectives of the fellowship are not clear, and the average falls way below the appropriate mark of 75%. However, Objective 2, which is "carrying out priestly role in the home", was rated as clear. For all other objectives the clarity level was low (less than 75%).

Juror Three

Table 4. Juror three's Reponse to Clarity of Objectives

PCMF Objectives	Juror Rating					%
	Degree of clarity					
	1	2	3	4	5	
Enhance spiritual formation for the members	X					100
Carry out priestly role in the home	X					100
Participate in church activities					X	20
Participate in community affairs					X	20
<i>Average Rating</i>						60

According to table 4, Juror three rated objectives 1 and 2 as very clear (100%) but all others were rated unclear. Compositely, the objectives were rated as unclear (60%).

Table 5 – Average clarity rating for Research Question One

Objectives	Juror Rating on Clarity of Objectives				
	Juror 1	Juror 2	Juror 3	Total	%
Enhance spiritual formation for the members	80	60	100	240	80
Carry out priestly role in the home	80	80	100	260	86.6
Participate in church activities	80	40	20	140	46.6
Participate in community affairs	80	40	20	140	46.6

According to table 5, the average Juror ratings of the clarity of the objectives show that objectives 1 (80% clarity) and objective 2 (86.6% clarity) are clear enough to be misunderstood while objective 3 and 4 (46.6% clarity) may be ambiguous. This shows that only 50% of the objectives are clear.

Research Question Two: Are the activities of the Nyamachaki PCMF clear as to avoid misinterpretation?

The activities of the NPCMF were tabulated and given to a panel of 3 jurors to assess the clarity of the activities (appendix). The jurors responded as follows:

Juror One

Table 6. Juror one's Reponse on the Clarity of Activities

S.No	PCMF Activities	Juror Rating					%
		Degree of clarity					
		1	2	3	4	5	
1	Organise youth seminar		80				80
2	Participate in men's choir		80				80
3	Organise and participate in family life seminar for married couples		80				80
4	Participate in weekly Bible study		80				80
5	Financial contribution towards church projects		80				80
6	Financial contribution towards missionary work		80				80
7	Attend weekly prayer meetings in member's homes		80				80
8	Leaders attend PCMF National Conference		80				80
9	Attend church membership classes		80				80
10	Attend church regularly		80				80
11	Attend District (cell group) meetings		80				80
12	Attend Theological Education by Extension classes		80				80
	<i>Average Rating</i>						80

From table 6, Juror one rated all the activities as clear (80% level of clarity).

According to this Juror, the members of the fellowship cannot misunderstand any of the activities.

Juror Two

Table 7. Juror two's Response on Clarity of Activities

S.No	PCMF Activities	Juror Rating					%
		Degree of clarity					
		1	2	3	4	5	
1	Organise youth seminar		80				80
2	Participate in men's choir		80				80
3	Organise and participate in family life seminar for married couples		80				80
4	Participate in weekly Bible study	100					100
5	Financial contribution towards church projects			60			60
6	Financial contribution towards missionary work			60			60
7	Attend weekly prayer meetings in member's homes	100					100
8	Leaders attend PCMF National Conference	100					100
9	Attend church membership classes	100					100
10	Attend church regularly		80				80
11	Attend District (cell group) meetings		80				80
12	Attend Theological Education by Extension classes		80				80
	<i>Average Rating</i>						83.3

From table 7, Juror two rated all but two of the activities as clear. All the activities scored above the 75% level of clarity except activities 5 and 6 each scoring 60% level of clarity.

Juror Three**Table 8. Juror three's Response to Clarity of Activities**

S.No	PCMF Activities	Juror Rating					%
		Degree of clarity					
		1	2	3	4	5	
1	Organise youth seminar	100					100
2	Participate in men's choir	100					100
3	Organise and participate in family life seminar for married couples	100					100
4	Participate in weekly Bible study	100					100
5	Financial contribution towards church projects	100					100
6	Financial contribution towards missionary work	100					100
7	Attend weekly prayer meetings in member's homes	100					100
8	Leaders attend PCMF National Conference	100					100
9	Attend church membership classes	100					100
10	Attend church regularly	100					100
11	Attend District (cell group) meetings	100					100
12	Attend Theological Education by Extension classes	100					100
	<i>Average Rating</i>						100

From table 8, Juror three rated all the activities of the PCMF as clear (100% clarity).

Table 9. Composite Rating of Juror a Clarity of Activities

Activities	Juror Ratings on Clarity of Activities				
	Juror 1	Juror 2	Juror 3	Total	%
Organise your seminar	80	80	100	260	86.6
Participate in men's choir	80	80	100	260	86.6
Organise and participate in family life seminar for married couples	80	80	100	260	86.6
Participate in weekly Bible study	80	100	100	280	93.3
Financial contribution towards church projects	80	60	100	240	80
Financial contribution towards missionary work	80	60	100	240	80
Attend weekly prayer meetings in member's homes	80	100	100	280	93
Leaders attend PCMF National Conference	80	100	100	280	93
Attend church membership classes	80	100	100	280	93
Attend church regularly	80	80	100	260	86.6
Attend District (cell group) meetings	80	80	100	260	86.6
Attend Theological Education by Extension classes	80	80	100	260	86.6

From table 9, the composite response of the jurors indicated that all the activities are clear enough (above 75% benchmark) that they cannot be misunderstood. This indicates that the activities are possible.

Research Question Three: To what extent are the planned activities of the PCMF appropriate for the intended objectives?

The Jurors were requested to use their expertise to indicate the level at which each of the activities can meet the intended objectives. The composite responses of the Jurors are given in Table 10. Activities which were deemed appropriate to a given objective as rated by all the Jurors are given a tick (✓).

Table 10. Composite rating for all the Jurors on the Appropriateness of the planned activities to the objectives

S.No	PCMF Activities	PCMF Objectives			
		Objective 1	Objective 2	Objective 3	Objective 4
		Enhance spiritual formation for the members	Carry out priestly role in the family	Participate in church activities	Participation in community affairs
1	Organise youth seminar			√	
2	Participate in men's choir				
3	Organise and participate in family life seminar for married couples	√	√	√	
4	Participate in weekly Bible study	√	√	√	
5	Financial contribution for church hall expansion			√	
6	Financial contribution for missionary work			√	
7	Attend weekly prayer meetings in member's homes	√	√	√	
8	Leaders attend PCMF National Conference			√	
9	Attend church membership classes	√	√	√	
10	Attend church regularly		√	√	
11	Attend District (cell group) meetings			√	
12	Attend Theological Education by Extension classes	√	√	√	

From table 10, it was revealed that objective 1 (Enhance Spiritual Formation of the Members) was only catered for by 5 of the 12 activities (i.e. nearly 50% of the activities of the men are geared towards meeting objective 1). Six of the activities are designed to achieve objective 2. That is 50% of the activities. For objective 3, eleven activities (99%) were designed while no activities were designed for objective 4.

Summary of Findings

The goal of the research was to ascertain the appropriateness of the planned activities of the PCMF to the stated objectives of the group. It was discovered that only two of the objectives (enhance spiritual formation, carry out priestly role in the family of the members) lacked ambiguity while the other two (participate in church activities and participation in community affairs) were unclear. The activities of the group were also clear and double. Investigating the appropriateness of the activities to meeting the objective, it was discovered that most of the activities (99%) were formulated to meet only one objective (participate in church activities). One objective (participate in community affairs) had no activities. One activity, activity 2 (participate in men's choir) did not cater for any objective. Most of the activities catered for three of the objectives. It can be concluded that only one activity (participate in men's choir) is out of place and only one objective (participate in community affair) cannot be realised in the PCMF. Overall, at least five activities catered for three of the objectives. Thus, the following activities are appropriate for the given objective.

Objective 1: Enhance Spiritual Formation for the members

- Activities:
1. Organise and participate in family life seminar for married couples.
 2. Participate in weekly Bible study.
 3. Attend weekly prayer in members' homes
 4. Attend church membership classes.
 5. Attend Theological Education by Extension

Objective 2: Carry out Priestly role in the Family

- Activities:
1. Organise and participate in family life seminar for couples
 2. Participate in weekly Bible study.
 3. Attend weekly prayer in members' homes
 4. Attend church membership classes.
 5. Attend church regularly
 6. Attend Theological Education by Extension

Objective 3: Participate in Church Activities

- Activities:
1. Organise youth seminar
 2. Organise and participate in family life seminar for couples
 3. Participate in weekly Bible study.
 4. Financial contribution for Church hall expansion
 5. Financial contribution for missionary work
 6. Attend weekly prayer in members' homes
 7. Leaders attend PCMF National Conference
 8. Attend church membership classes.
 9. Attend church regularly
 10. Attend District (cell group) meetings
 11. Attend Theological Education by Extension

Objective 4: Participate in community Affairs

Activities: None

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study was an attempt to discover the measure of fit between the planned activities and stated objectives of the Nyamachaki PCMF. In this chapter, the summary of the study, conclusion and recommendations from the findings are presented.

Research Problem and Purpose

The Presbyterian Church Men's Fellowship (PCMF) is a relatively new institution within Presbyterian Church of East Africa (PCEA), Nyamachaki having begun in December 2001. The PCEA church has come up with a number of objectives to guide the learning activities that the men will be involved in through their fellowship. The Nyamachaki PCMF then designed objectives and activities that are appropriate to their context.

The concern of this study is to evaluate the appropriateness of the planned activities for the Nyamachaki PCMF in meeting intended objectives of the men's organisation. Most churches generally set up attractive objectives for the different organs of the church, but activities are either non-existent or incompatible with the objectives. Under such circumstances, the objectives and the planned activities for a given church organisation may be incongruent and research become a key tool in

ascertaining the level of congruence. It is also necessary to attempt to harmonise the objectives with changing needs of the church.

The broad purpose of this study is to examine the level at which the activities can lead to the achievement of the objective.

Research Questions

The main concern of this study was: To what extent do the activities of Nyamachaki PCMF meet the group's set objectives? In relation to concern, three research questions were posited.

1. Are the objectives of the Nyamachaki PCMF clear enough as to avoid misinterpretation?
2. Are the activities of the Nyamachaki PCMF clear as to avoid misinterpretation?
3. To what extent are the planned activities of the PCMF appropriate for the intended objectives?

Significance of the Study

At inception, the men's fellowship set up objectives and activities as a guide in what they seek to achieve and the needs they need to meet. This study looks into the appropriateness of their activities to the objectives. The result of this evaluative study would enable the fellowship define ways of improving their fellowship and for the church to use the data obtained in decision-making. There are three types of decisions for which the data produced can inform; the course of improvement, decision on individual participation and administration and regulation of the fellowship. The

research provides the basis for the stakeholders in the educational activities of the church to re-examine the entire educational ventures in relations to efficiency measured by goal attainment. Also the research contributes to the ongoing academic discussion about the role of objectives in directing or misdirecting educational ventures.

Research Design

This study employed the evaluative design. A description of the programme was given and jurors were used to provide the criterion for judgement. An opinion about the relevance of the activities to the attainment of goals was made.

The opinion of the three-juror panel formed the criteria of judgement on each item of clarity or congruence. The average ranking of the jurors on a five-point scale was used as the basis. Items with a 75% score were deemed as clear. The congruence level was set at 75% of juror opinion. To arrive at the figures, the value of juror rating were added and divided by three and a percentage taken.

The Instrument

The researcher designed a three-item questionnaire. The questionnaire was given to a set of three jurors for their professional advice on the clarity of the objectives and activities, and appropriateness of the planned activities to the stated objectives. The opinion ratings of these three jurors were on Clarity of Objectives, Clarity of Activities, and Appropriateness of the planned activities to the stated objectives.

A three item questionnaire (appendix) was designed in which the Jurors were simply to respond on a five point scale.

Major Findings

Three research questions were posed for the jurors to attend to, the following were the findings:

Research Question 1: Are the Objectives of the Nyamachaki PCMF clear enough as to avoid misinterpretation?

The three-panel juror determined the clarity levels of the four objectives. It was discovered that objective 1 (Enhance spiritual formation) and objective 2 (Carry out priestly role in the family) were clear to the extent that they cannot be misinterpreted. On the other hand objective 3 (Participate in church activities) and objective 4 (Participation in community affairs) were rated as unclear and hence ambiguous and could be misunderstood.

Research Question 2: Are the activities of the Nyamachaki PCMF clear as to avoid misinterpretation?

The three-panel Juror determined the clarity levels of the twelve activities the men of the fellowship engage themselves in. It was discovered that all the activities as stated were clear enough in a way that they could not be misunderstood.

Research Question 3: To what extent are the planned activities of the PCMF appropriate for the intended objectives?

The three-panel Juror was requested to match the appropriateness of each activity to each of the four objectives. It was discovered that one activity (Participate in men's choir) was not appropriate for any of the objectives. Also, it was discovered that one objective (Participation in community affairs) was not catered for by any of the twelve activities. Generally, at least five of the eleven activities catered for at least one of the objectives. That is to say, apart from the objective dealing with the community, each of the objectives has at least five appropriate activities.

Conclusion

The focus of the research was to ascertain the level of congruence between planned activities and stated objectives. From the findings, it was concluded that

1. The activities are fairly appropriate for the realisation of the objectives of the fellowship. However, there is the tendency of the fellowship paying more attention to just one objective (participate in church activities) at the detriment of the others. This is a tendency of orthodox congregations whose focus is normally on church activities inwards rather outwards in community affairs.
2. There was the likelihood that most of the activities were designed with the objectives in mind. There is therefore the high probability that the objectives except on can be realized.
3. There is a high level of congruence between the activities and some of the objectives indicating that most of the objectives can be met. This shows that the entire program is relevant.

Recommendations

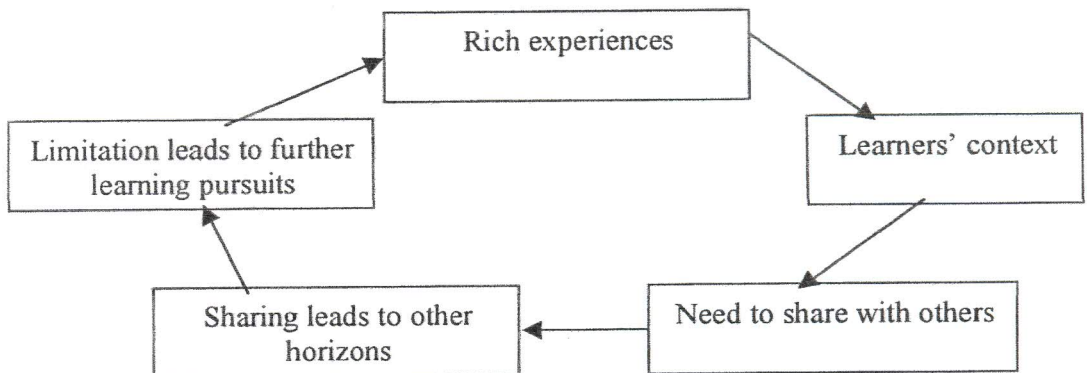
The purpose of this study was to investigate the level of clarity of the planned activities and the objectives of the Nyamachaki PCMF and to determine the appropriateness of the planned activities to the stated objectives. The research was limited to planned activities in relation to stated objectives. These are only two factors that can affect the relevance of a programme, a further research is needed to ascertain the type of teachers, types of instructional methodologies and the sequencing of the activities to enable one to get a clearer picture of the total relevance of the programme.

For Nyamachaki PCMF to succeed in meeting the needs of their membership, it is vital that they define the needs of the members. A thorough and careful research is recommended to ascertain the overall needs of the fellowship to enable proper curriculum decisions to be made.

To ascertain full congruence between the planned activities of the group and the stated objectives, it is recommended that other models other than the objectives model be experimented. A further research is needed to ascertain the success rate of Knowles' adapted andragogical model (Figure 2) in adult education in light of the fellowship.

An adaptation of the Knowles's Andragogical Model is presented:

Figure 2: The Knowles' Andragogical Model, an adaptation



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APPENDIX

- i. Letter of Authorisation (Research)
- ii. Key Respondents Questionnaire
- iii. PCMF Annual Report
- iv. PCMF Statutory Document



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10th April, 2003

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH WORK

The bearer of this letter, Mrs. Anne Wanja Macharia is a student at Nairobi Evangelical graduate School of Theology and is doing research towards the completion of the Master of Arts in Christian Education. The research is on **“The Appropriateness of the Planned Activities of the Nyamachaki Presbyterian Men’s Fellowship to the Stated Objectives”**.

Any assistance that you can give to Mrs. Macharia will be much appreciated.

Sincerely,

Victor B. Cole
Deputy Vice-Chancellor for Academic Affairs

QUESTIONNAIRE: KEY RESPONDENTS

The purpose of this study is to evaluate the effectiveness of the Nyamachaki Presbyterian Church Men's Fellowship (PCMF). In this regard, you are kindly requested to fill in the questionnaire below.

1. You are requested to study and pass judgement with regard to the clarity of the intended objectives and activities. Please indicate your best option with a tick (✓) in the appropriate space in the table below.

Response Key (for parts 'a' and 'b')

Very clear	1
Clear	2
Fairly clear	3
Least clear	4
Not clear	5

a. PCMF Objectives and the Level of Clarity

PCMF Objectives	Degree of clarity				
	1	2	3	4	5
Enhance spiritual formation for the members					
Carry out priestly role in the home					
Participate in church activities					
Participate in community affairs					

b. PCMF Activities and the Level of Clarity

PCMF Activities	Degree of clarity				
	1	2	3	4	5
Organise youth seminar					
Participate in men's choir					
Organise and participate in family life seminar for married couples					
Participate in weekly Bible study					
Financial contribution towards church projects					
Financial contribution towards missionary work					
Attend weekly prayer meetings in member's homes					
Leaders attend PCMF National Conference					
Attend church membership classes					
Attend church regularly					
Attend District (cell group) meetings					
Attend Theological Education by Extension classes					

2. You are requested to study and pass judgement with regards to the appropriateness of the planned activities to the fellowship objectives. Please indicate your best option as follows:

1. Very appropriate
2. Appropriate
3. Fairly appropriate
4. Least appropriate
5. Not appropriate

PCMF Activities	PCMF'S Objectives			
	Enhance spiritual formation for the members	Carry out priestly role in the family	Participate in church activities	Participation in community affairs
Organise youth seminar				
Participate in men's choir				
Organise and participate in family life seminar for married couples				
Participate in weekly Bible study				
Financial contribution for church hall expansion				
Financial contribution for missionary work				
Attend weekly prayer meetings in member's homes				
Leaders attend PCMF National Conference				
Attend church membership classes				
Attend church regularly				

	PCMF'S Objectives			
	Enhance spiritual formation for the members	Carry out priestly role in the family	Participate in church activities	Participation in community affairs
PCMF Activities				
Attend District (cell group) meetings				
Attend Theological Education by Extension classes				

PCMF NYAMACHAKI CHURCH

ANNUAL REPORT FOR THE YEAR 2001/2002

Parish Minister – Rev Murerwa

Chairman of the Congregation Board – Mr R Ndiangui

Patron of PCMF

Members of PCMF

Invited Guests

Ladies and Gentlemen

INTRODUCTION

It is my great pleasure to present the Annual Report of PCMF Nyamachaki for the year ending 30th September 2002. The report covers the period when men fellowship was started in December 2001 to September 2002.

You will recall that on 23rd December 2002 an announcement was made in the church during the 2 services that men were required to meet at 2.30 p.m. that day. None of us knew of the agenda of the meeting. During the meeting, it was felt that men generally do not get involved in various felt needs was expressed. During the same meeting, the following were elected to spearhead the formation of Presbyterian Church Men's Fellowship (PCMF) of Nyamachaki:

Mr. Richard Gikuhi Chairman

Mr. Stanley Kinyua Secretary

Mr. John Mutahi Treasurer

Dr. Robert K. Kabugi Member

Mr. James Njeru	“
Mr. Francis Wandeto	“
Mr. Maina Njoroge	“
Mr Paul Wachira Githu	“
Mr. Asaph Mutahi	“
Mr. Joseph Wanjau Kirathe	Patron

The following Sunday 30th December 2001 the Officials were introduced in both the English and Kikuyu service and the men made a presentation of a song – *ARUME UKIRAI...*

On 11th January 2001 during a meeting of PCMF Mr. James Njeru and Mr. Maina Njoroge were elected Vice Chairman and Assistant Secretary respectively. This was to comply with Article 7 of PCMF Constitution.

INDUCTION MEETINGS

Men started the fellowship with vigour and enthusiasm. Committee and fellowship meetings were held to enlighten members on the PCMF Constitution and the vision and mission of the organisation and to do registration of new members.

The Rev. Charles Kibicho conducted an induction seminar on Sunday 27th January 2002. This provided a good opportunity for members to further understand PCMF and a reminder of the Role of men as (5 Ps)

Prophet

Preacher

Provider

Protector

Preventor

Members watched two Christian videos during their meetings.

SUB-COMMITTEES

In furtherance of the objectives of PCMF as outlined in the constitution, the following Sub-committees were formed:

Christian Emphasis and Spiritual Growth

Welfare of Members and Family

Development Committee

Programs have already been started by the three Sub-committees and a plan for the year 2002/2003 has also been prepared.

ADMISSION SERVICE

An admission service was held on 7th July 2002. This was preceded by a one-day workshop the previous day. A total of 120 members were admitted and given the official cards. The parish minister Rev. Murerwa presided over the function.

DEDICATION SERVICE

On the 25th August 2002, Rev Kibicho conducted a dedication service where 107 members were dedicated and given Fellowship Badges. The previous days, Rev. Kibicho had conducted a brief workshop and rehearsal for the ceremony.

COMMISSIONING SERVICE

The fellowship is preparing to have a Commissioning Service before the end of the year. As you know, this is only open to full members of the PCEA Church. I am aware that a number of Men are already preparing to become full members of the Church. This is very encouraging.

During this ceremony the Fellowship Tie and Uniform shall be given to the members. We shall be discussing about this ceremony in greater detail in our regular meetings.

ACHIEVEMENTS

During that brief period of the existence of PCMF; the following has been achieved through the grace of God:

- (i) The Chairman and Vice-Chairman learnt quite a lot from established PCMFs when they attended the PCMF National Conference on 13th and 14th February 2002.

- (ii) 120 members have been admitted and given admission cards.
- (iii) 107 members have been dedicated and given Fellowship Badges.
- (iv) A number of PCMF members are attending programs to enable them become full members of PCEA.
- (v) A successful Youth Seminar was organised during the month of August 2002.
- (vi) Regular Bible Study sessions are held every Wednesday at 5.30 p.m.
- (vii) Men are participating more in Church activities e.g.
 - a. Taking part in regular Church Service
 - b. Involvement in development activities (fundraising)
 - c. Joining Thursday Prayer meetings in their Districts
 - d. A number of men have also joined Theological Education by Extension (TEE)
- (viii) A successful one-day workshop for men and their spouses was held on 5th October 2002. The topic for discussion was the Role of man at home, in church and in the society.

FUTURE PLANS

We have proposed to undertake the following activities in 2002/2003:

- (i) Continue and enhance the ongoing activities.
- (ii) Form a Men's Choir.
- (iii) Strengthened the operations and activities of the Sub-committees.
- (iv) Increase membership by reaching out to men who do not even attend church services
- (v) Organise exchange visits to well established PCMF:

- (vi) Invite more Guest Speakers to encourage men and their families to follow Christian teaching.
- (vii) Organisation of youth seminars during holidays.
- (viii) Other activities which will help men to fulfil the objectives set out in PCMF Constitution.
- (ix) Assist in the improvement of the Public Address for the new extended church.
- (x) Assist in the improvement of the Church Compound.
- (xi) Visit to homes of the needy e.g. Huruma Children's Home.

We are confident that with the help of God we shall achieve what we have set ourselves to do.

CONCLUSION

In conclusion, I would like to thank God Almighty for giving us strength and the will to do his work through PCMF

We cannot forget to thank the National Coordinator of PCMF Rev. Kibicho for his guarantee and support that he has given Nyamachaki. We hope that this support will continue in the future.

We would not have achieved what we have without the support and encouragement from the Parish Minister, Rev. Murerwa. The Chairman of the Congregation Board, Mr Robert Ndiangui and the Church Elders were instrumental in starting the PCMF. They have guided and supported us in our various activities. We thank them most profoundly. The members of the Women's Guild have come out very strongly to support our activities. The two organisations are indeed complimenting each other. I thank them for their support.

We have been touched by the warmth that the whole congregation has received us with. We are indeed grateful to know that the whole congregation is with us in our endeavour to grow spiritually.

Lastly to you men – I wish to thank you for the interest you have shown in PCMF activities. Some of you are extremely busy people, yet you find time to join other PCMF members in various activities. I appeal to you to continue with the same spirit so that we live up to the Fellowship Motto: *“CALLED TO THE LORD’S SERVICE”*.

Thank you and may God Bless You.

RICHARD GIKUHI

CHAIRMAN

PCMF-NYAMACHAKI CHURCH

3rd November 2002

OBJECTIVES OF THE PRESBYTERIAN CHURCH MEN'S FELLOWSHIP

Objectives

A8.13 The Fellowship shall endeavour to be a men's united Christian force, in matters concerning faith, witness and service to Jesus Christ, and to serve God and glorify him at all levels of Church life by participating in Church activities as individuals to the community and nation, guided by the following objectives:

- A8.13.1 To encourage members to discern, through Scripture, positive Christian contribution and living in all aspects of life and to find ways and means of bearing the fruit of the Holy Spirit.
- A8.13.2 To build up Christian character by encouraging regular attendance at public worship, the reading of Scripture and witness to Christ.
- A8.13.3 To encourage and develop a living Christian fellowship among members of the fellowship as disciples of Christ.
- A8.13.4 To encourage a sense of responsibility and service toward others especially those who need either practical or spiritual assistance.
- A8.13.5 To develop relationship in sharing among members and to provide opportunities for guidance and counselling among members and youth.

- A8.13.6 To support and encourage one another in upholding the Christian faith on both personal and social responsibilities.
- A8.13.7 To establish a forum for discussion on specific issues affecting Christian life and witness.
- A8.13.8 To co-operate with the established Church courts, committees and groups in their programs and functions, where the input of the fellowship would be desirable.
- A8.13.9 To support and participate in the development and maintenance of Church facilities.
- A8.13.10 To strengthen and enrich the family life by encouragement of mutual support for family welfare and spiritual growth in order to function as God intended.
- A8.13.11 To initiate and develop channels of communication to encourage sharing in fellowship with other Christian churches and organisations bearing similar objectives.
- A8.13.12 To encourage members, both individually and collectively to be involved in mission and evangelism of the Church.

A8.13.13 To encourage members to discover their full potential or part time Christian vocation.

A8.13.14 As our brother's and sister's keeper to be concerned about the welfare of those less privileged than ourselves.

A8.13.15 To carry out any General Assembly, GAC, or Business Committee's instructions, or resolutions referred to it in accordance with the set objectives.