

NAIROBI EVANGELICAL GRADUATE SCHOOL OF
THEOLOGY

FACTORS AFFECTING THE DEVELOPMENT
OF CURRICULUM MATERIALS IN THE
AFRICA INLAND CHURCH OF KENYA

BY

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

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June, 2000

Student's Declaration

FACTORS AFFECTING THE DEVELOPMENT OF CURRICULUM MATERIALS
AT AFRICA INLAND CHURCH OF KENYA

I declare that this is my original work and has not been
Submitted to any of 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


Woyita Woza Olla

June 22, 2000

ABSTRACT

This study reports an attempt to ascertain the extent to which certain perceived factors affect the development of curriculum materials at Africa Inland Church of Kenya. It was a descriptive study which was done by using the opinion of curriculum materials writers, project leaders and materials users (teachers and students) in that church.

Three sets of instruments prepared by the researcher were administered and provided data for analysis. The data gathered from the respondents and the corresponding interpretations provided answers to the research questions were asked. Based on the findings possible conclusions and recommendations were made to curriculum materials writers, and project leaders on how to bring improvement in curriculum material development work.

Findings of this study showed that the majority of the perceived factors are affecting the materials production work negatively. Some of the factors which are supposed to put positive impact, such as leadership and relationship among the workers, are affecting the work negatively. Above all the study ascertained that the AIC curriculum materials development project is heavily under the influence of negative factors. Thus this study calls out for urgent remedy on how to deal with those factors that affect the project negatively.

DEDICATION

To my loving wife Selamawit Guja

And

Our children

Ebenezer and Jedidiah

And

to Almighty God who has concern for curriculum materials development project in

the Africa Inland Church of Kenya

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CHAPTER 1

INTRODUCTION

Introduction and Background

The Africa Inland Church of Kenya was founded in 1895, by God's great work through His faithful servants of the Africa Inland Mission. Since then the church has been involved in different activities to reach the unreached group of people and to bring its members into maturity in Christ. The Christian Education Department of the African Inland Church of Kenya was established in 1963, after its need had been realized for many years. It was initiated by the cooperative effort of missionaries of African Inland Mission (A.I.M) and the indigenous members of Africa Inland Church (A.I.C) of Kenya. At the same time, the national Christian Education Committee was formed. Since the beginning of the department, A.I.M of Kenya has played an active role in the work by providing the department with both financial and moral support. In the beginning, Reverend Roger Coon (an A.I.M missionary) was appointed as the first Director and Executive Secretary. After that the Kenyans took the leadership and they continued the work up to present day. (Ndumu ed. 1995, 1).

One of the main duties of the Christian Education Department of A.I.C. Kenya is developing curriculum materials for its congregations. The curriculum materials developing center of A.I.C Kenya produces materials for Sunday School, Christian Service Cadettes, Christian Service Battalion, Christian Youth in Action Christian women fellowship conferences, seminars and small group and other local Bible

studies. Since 1963, fifty-three different materials were produced to enhance the educational ministry of the church. Some of these are in Kiswahili languages; however, the majority is written in English. Currently there are twenty-five writers who carry out the work at national level (Rev. Joseph Maswai, November 15, 1999). "Curriculum materials are mainly addressed to students, teachers, or any other person involved in the educational process. They could be outlines, continuous prose passages on specific topics, exercises to be completed, or any combination of these written materials." (Robinson, Ross and White 1985, 331). They further noted that all writers of curriculum materials intend that someone will learn from their materials although the audience will vary as will the sort of learning intended. (Ibid).

Writing curriculum materials is an extensive work that aids the promotion of educational ministry of the church. Byrne suggested, "...it would be necessary for each church to publish its own lesson materials and hence to maintain a full-time worker whose only work would be to analyze the pupils, choose the work, prepare materials for the help of pupils and for the teacher, and then publish it in such a way as to get it into their hands." (Byrne 1973, 231). A.I.C Kenya does this work. The target of A.I.C Curriculum Materials Development Center is to provide locally produced educational materials for the pupil and teachers to achieve the educational objective of the church: Teaching everyone with all wisdom to make everyone mature and perfect in Christ (A.I.C Christian Education Guide 1995). In relation to this overall educational objective of the church, curriculum materials development project has its own objective which reads: To produce quality and biblically sound materials that

are relevant to the context of the congregation. Thus the production of curriculum materials is a necessary part of the educational ministry in that church.

Developing those materials is highly demanding. Certain factors that affect the developing process either positively or negatively must be analyzed for its effectiveness. No thorough research has been done on the assessment of factors affecting the development of curriculum materials at A.I.C of Kenya. This prompted the researcher to carry out this study.

Problem Statement

Nowadays there is a great need for education in the church. It is a fact that each local church that is established by Christ is commissioned to promulgate the Gospel, teach believers, build up and arm the saints (Mt. 28:19; Eph. 4:11-16). "The church cannot be true to its nature and its mission without committing itself to an educational task." (Coleson and Rigdon 1981, 138). Hence effective educational ministry is possible by using helpful curriculum materials. These materials serve as a powerful tool in the church's educational ministry. Therefore it is the local church's responsibility to develop curriculum materials that are biblically sound and relevant to the context of the pupil. Megill (1981, 211) in her presentation of the challenge to the African church education noted that the pressing need in African churches is providing suitable materials to use in teaching. She further recommended that these materials must also be made available to the churches through individual denominations or, preferably, the Christian councils (Ibid, 212).

In 1988, a research was conducted by Reynolds, Haymore, Ringstaff and Grossman at Stanford University among the University students in Australia. The purpose of that study was to identify the factors that influence a beginning teacher's evaluation of curriculum materials, and decisions to modify materials for use in class. In this work, the researchers made an effort to identify factors influencing the modification of curriculum materials. These are the contextual constraints such as time, mandated curriculum, or overpowering head teachers, teacher's orientation towards the subject matter, teacher's degree of confidence in subject matter content to be presented, and teacher's growing attention to student needs, interests, and abilities.

Similarly, a report was made by Schaefer (February 1972) concerning the production of curriculum materials in the Lutheran Churches of Southeast Asia countries, namely, Hong Kong, Taiwan, Singapore and Malaysia. The data collection was carried out by implementing a set of questionnaires among families and communities in the University. The report revealed that the Lutheran Church curriculum materials producing centers in the above mentioned countries are suffering from lack of trained workers and inadequate finances. Further the report suggested the importance of clarification of educational objectives of the church, the need for indigenization of the curriculum materials and active involvement of the project leaders for the effectiveness of the materials production.

Also Oluoch (1982) dealt with the preparation and selection of curriculum materials. He identified the following factors that determine the preparation of curriculum materials: quality, cost and variety.

Recommendations made in the above reports are summed up thus: the development of pertinent curriculum materials is a top need in the sphere of instruction not only in secular schools but also in churches, not only for the present but also for several decades in the future. Therefore churches must deal with the factors under consideration and bring possible improvements in this ministry. In response to this concern, this research aspires to find out factors and the extent to which they affect the development of curriculum materials at AIC Kenya. In relation to those factors, it attempts to assess the materials producers and users' perception for the improving the development of curriculum materials at A.I.C Kenya.

Since there was no legitimate study has been done on the factors that affect the development of curriculum materials, and the assessment of the perception of the materials producers and users on what is necessary for improving the development of curriculum materials at AIC Kenya, this unprecedented challenge called the researcher to carry out this study. The researcher hopes that the findings and subsequent recommendations will provide an impetus to the curriculum material developers so that they would be able to understand and deal with factors under study. Also they would be benefited from people's perceptions that can aid for their effectiveness in their work.

Purpose of the Study

The purpose of this study was to find out some of the factors affecting the development of curriculum materials at A.I.C Kenya. It attempted to describe how those factors affect the work of curriculum materials production and what possible

perceptions materials producers and users have for the improvement of this work, and then to make important recommendations to the curriculum materials developers on the basis of conclusions reached.

Significance of the Study

This study was significant because first, it equips Christian curriculum materials writers with the knowledge of some of the factors that affect the development of curriculum materials and the extent to which they affect the development of curriculum materials in the local churches. Second, it further provides a body of knowledge to all those who want to know about factors that affect the development of curriculum materials, and specially it aids program planners and policy makers at A.I.C and other local churches that are involved in developing curriculum materials. Third, it offers useful information for anyone who ever has an interest in exploring this area of study.

Research Questions

The research was intended to find out the extent to which certain factors affect the development of curriculum materials at A.I.C Kenya. It also seeks what the curriculum materials producers and users perceive as necessary for improving the development of curriculum materials. The two questions that the research addressed were:

R.Q.1. Do the educational objectives, lack of trained human power, lack of finance, needs of the pupil, leadership, culture and relationship among curriculum materials writers affect the development of curriculum materials at A.I.C Kenya?

R.Q.2. What do the curriculum materials writers, curriculum project leaders and the materials users at A.I.C Kenya perceive as necessary for improving the development of curriculum materials?

Hypotheses

The following null hypotheses were generated from the above research question one.

H₀:1 There will be no positive effect of educational objectives of the church on the development of curriculum materials at AIC Kenya.

H₀:2 There will be no positive effect of trained human power on the development of curriculum materials at AIC Kenya.

H₀:3 There will be no negative effect of lack of finance on the development of curriculum materials at AIC Kenya.

H₀:4 There will be no positive effect of assessment needs of the pupil on the development of curriculum materials at AIC Kenya.

H₀:5 There will be no positive effect of leadership on the development of curriculum materials at AIC Kenya.

H₀:6 There will be no positive effect of assessment of culture and cultural awareness on the development of curriculum materials at AIC Kenya.

H₀:7 There will be no positive effect of relationship among the curriculum materials development workers on the development of curriculum materials at AIC Kenya.

In response to research question two, one null hypothesis was generated. This reads as follows.

H₀:1 There will be no significant difference between curriculum materials producers and users as to what they perceive necessary for improving the development of curriculum materials.

Delimitation of the Study

The factors that might affect the development of curriculum materials at A.I.C are many; however, the scope of this study did not cover all. It did not deal with factors such as technology, material resources, time, advertisement and others. Rather it is delimited to only seven: educational objectives of the church, trained personnel, finance, needs of the pupil, leadership of the church, culture, and relationship among the materials developers.

A.I.C Kenya develops curriculum materials for the higher level Bible colleges and Bible schools as well as for lower level of church education, Sunday schools, camping and small group Bible studies. This study did not deal with the factors in relation to curriculum materials for high level education.

Definition of Terms

Africa Inland Church of Kenya: Africa Inland Church of Kenya (A.I.C) is one of the Evangelical churches in Kenya which was planted in 1895 by the active ministry of Africa Inland Mission. As its name signifies, it is a national church under which many local churches are incorporated.

Curriculum Materials: According to this thesis, Curriculum materials are the written materials that could be outlines, continuous prose passages on specific topics, exercises to be completed, or any combination of these and other written materials

addressed to students, teachers, or any other person involved in the educational process.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Introduction

The attention of this study is on factors affecting the development of curriculum materials at A.I.C Nairobi. This chapter looks into the substantive and methodological precedents that exist in the literature. The substantive literature review covers the following variables: educational objective of the church, lack of trained man power, lack of finance, the needs of the pupil, leadership, culture and relationship among the materials writers. The methodological literature review includes various methods that are adopted in this study.

Substantive Literature Review

The Effect of Educational Objectives of the Church on the Development of Curriculum Materials

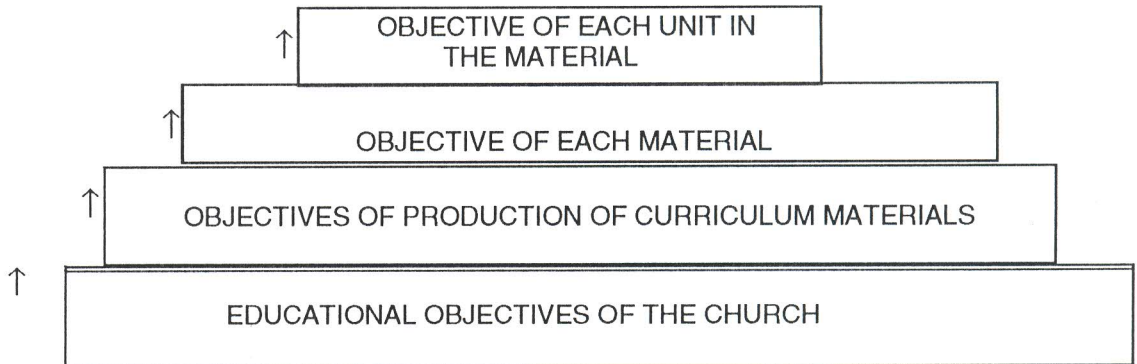
Many definitions are given to the term 'objective.' Edge (1956, 91) quoted Paul Vieth who says, 'Objective is a statement of result consciously accepted as a desired outcome of a given process.' In other words, it is an outcome, usually conceptualized in terms of performance of one kind or the other. Lierop (1992, 88) noted that objectives will determine the character of the curriculum and they should be in line with the process of education in the local church.

The educational objective of the church is derived from the church's philosophy of life and education. It is a statement of desired outcome to be achieved

through the process of education in the church. In other words, it is a statement of the major (dominant) or preeminent objective of the total educational program of the church. It has its precedents in the Bible, the special revelation and ultimate guide for the educational task of the church (Matt. 28:19 and Eph. 4:11-16). The educational objective statement of the church which serves as a model and is accepted among the Evangelicals is the objective statement of the Southern Baptist Convention of U.S.A., which states as follows: “To help persons aware of God through his self-disclosure, especially his redeeming love as revealed in Jesus Christ to respond in faith and love- to the end that they may know who they are and what their human situation means as they grow as sons of God rooted in the Christian community, live in the Spirit of God in every relationship, fulfil their common discipleship in the Word of God, and abide in Christian hope” (Colson and Rigdon 1981, 46).

It is true that behind every educational success there is an educational objective and its appropriate applications. A clearly stated and implemented educational objective of the church can positively affect the development of curriculum materials in that church. Curriculum materials are resources that are produced to aid educational activity in the church. The educational objective of the church is the overall guiding objective upon which all other specific educational tasks get their foundation. It determines the general objective of curriculum materials and the specific instructional objectives of each unit in the materials of that church. In other words, the properly framed general and instructional objectives of curriculum

materials are aimed at meeting the educational objective of the church. The following diagram offers an illustration.



Educational objectives of the church determine the content desired, the resources to be used, the structure devised and the evaluation criteria required in the production of curriculum materials (Sanner and Harper 1978, 174, 183). From this we can imply that change in the educational objective of the church brings change in the objective of the development of curriculum materials that effects change in the content of the materials. Marlow (1994) mentioned that a curriculum designer can now look for the printed curriculum resources that match the cultural and church context and are in harmony with the church’s stated educational objectives. These objectives must flow from the cultural and church contexts, and they serve as the background for the curriculum design in that church.

Therefore, “Curriculum material, must be built upon clearly established objectives what the curriculum seeks to accomplish” (Walworth 1994, 70). These materials also must be in harmony with the church’s educational objectives. Okech and Asiachi (1992) stated that the objectives must guide the process of curriculum development, and preparing teaching materials requires the knowledge of educational

objectives in advance. On this line they further identified several reasons which warrant the writing of objectives of curriculum. First, objectives are important and they are for guiding decisions about the selection of content and learning experiences and also providing criteria on what to teach and how to teach it. Second, a clear statement of objectives helps to select from vast areas of knowledge in the various disciplines, which is necessary for valid outcomes. Third, objectives serve to clarify the types of powers, mental and otherwise, which need to be developed. Fourth, objectives are needed to provide a common, consistent focus for many activities that go into the curriculum. Fifth, the objectives serve as a guide for evaluation. (Okech and Asiachi 1992, 48).

Thus educational objectives influence instructional objectives of the curriculum material, what topics to be covered, what procedures are appropriate for directing the learning and how evaluation will be carried out. Robinson, Ross and White (1985) noted that the major educational objective has three important uses: First, it provides an appropriate language for public input to education and decision making. Second, it provides a common language enabling teachers to sort out their responsibilities within disciplines. Third, it provides a starting point for the definition of specific instructional objectives.

Therefore it is essential for curriculum writers to develop the objectives of each material they write in line with the overall objectives of educational program of the church. Instructional objective is a statement of performance to be demonstrated by each student in class, derived from the educational objective, stated in measurable

or observable terms. Thus all instructional objectives should relate to the existing curriculum goals or objectives. As Okech and Asiachi (1992) recommended, the instructional goals and objectives should be stated within the three domains of learning, that is the cognitive, the affective and the psychomotor.

It is true that the curriculum materials writer asks the following questions: What is to be done? What subject matter is to be covered? What methods and organization is to be used? How are the results to be appraised? If the educational objectives of the church are sound and clearly stated, and widely used by the materials writers, they can positively affect the curriculum material production because they guide and motivate the writers with a worthwhile endeavor, a sense of purposefulness and destiny. Thus such objectives provide a practical basis for actions (Bryne 1979), including the development of curriculum materials.

However, the educational objective of the church can negatively affect the production of curriculum materials if it is not clearly stated and consistent with the Christian truth or if it is not used by the writers when they write the curriculum materials. It is impossible to have legitimate curriculum materials without worthy and understandable educational objectives. Mellander (1993) in his presentation of the problem within companies and organizations noted that certain organizations and companies appear to be incapable of taking actions because their people have different knowledge or conceptions of what the company's objectives are. The same is true of curriculum development projects in some churches; if the constituents in such projects are not in line with the educational objective of the church to which

they belong, they would be less likely to meet the intended educational objective of the church. Because the educational objective of the church is that which binds a congregation together, and to which the curriculum project in the church is indebted (Wilkerson 1997, 364). Thus it is the church's responsibility to make it clear for its constituents. If it is not clear, the whole educational activity of the church including the curriculum materials development will be thwarted.

The Effect of Lack of Trained Human Power on the Development of Curriculum Materials

Developing curriculum materials demands much diligent effort and skills because it involves much planning, writing, printing and distributing. For each church to publish its own curriculum materials, it has to maintain skilful full-time and part-time workers. It is a fact that there are various actors who have much potential to affect the curriculum materials developing process. These are the project directors, authors, publishers, testers, accreditors, pollsters, lobbyists, and philanthropists (Saylor, Alexander and Lewis (1981, 46). Sanner and Harper (1978) quoted Clemenceau who says, "War is too serious a business to be left to the generals; so as the curriculum planning is too serious a business to be left to the experts." Those experts are products of either pre-service or in-service training. Thus, those who are involved in the development of the curriculum materials for local churches must be trained in theology, Bible, education, psychology, art and communication as well as curriculum writing.

Lack of trained human power can negatively affect the production of the quality curriculum materials. Robby Muhumuza (1997) said, “The shortage of well qualified writers, designers, editors and marketers is a handicap of Christian publishing houses.” It is a fact that the lack of well qualified personnel results in production of poor curriculum materials that do not meet the needs and interests of the targeted people. This would result in an ineffectiveness of the total ministry of developing curriculum materials.

The Effect of Lack of Finance on the Development of Curriculum Materials

The production of curriculum materials is costly not only in personnel but also in finance. Large sums of money are required to build up the basic instructional materials and to coordinate their production. The adequately financed centers are privileged to hire qualified personnel and to run their activities successfully. But others from lack of finance find themselves in a great deficit that results in failure to carry out their ministry effectively. In this relation Culiffe (1997) said that insufficient initial capital is the major cause of business failure. Insufficient operating capital is the second major cause of business failure; and the same is true with producing and publishing Christian literature materials. So adequate providence of fund is important for the success of the work if it is properly used and wisely invested.

To finance the program of developing curriculum materials properly, there must be understanding of its scope and usefulness in the total program of the church. Some churches are mere appropriators of the curriculum materials developing centers. This means they do not offer financial support to the curriculum materials

developing centers as it is expected from them. Mainly the curriculum materials developing projects depend on funds that come through the partner mission agency or donors from the Western world. Because those projects do not strive on their own to be helped by the indigenous churches, when the foreign support delays or fails or when the church-mission for church- donors financial policy changes, they can hardly continue their work. On the other hand, the locally supported curriculum materials centers often face financial crisis because the money that comes from selling the products and local contribution are not adequate to run the project.

Because money is needed to purchase supplies, to pay for workers and publishers, transportation and postage, its inadequate supply can easily hinder the work of developing curriculum materials. “The problems, patterns and potential of individual financial conditions have an effect upon the church and its entire ministry.” (Showchuck and Perry 1982, 76). Rev. Kibet Maswai in his discussion of giving and financial management in the church, made it clear that the present day church lacks money to finance its activities because of the main reason, that is lack of good financial stewardship (Maswai n.d., 4). This means there is lack of a person who takes care of, manages, or utilizes the finances that has been under his trust for the ultimate benefit of the actual owner. Maswai further mentioned the evidences and causes of financial crisis as follows:

Evidence of financial crises in the church:

1. Inability to meet the financial requirements; payments or purchases
2. Existence of poorly paid personnel: staff, Pastors etc.
3. Grounded and deterioration situation of the churches equipment's and facilities

4. Increasing reliance or resort to worldly methods of raising funds for the church

5. Change or lack of priorities in execution or church plans.

Causes of financial crises in the church today

1. poor giving

2. poor financial management (Maswai n.d., 4-5).

It can be inferred that if the church is poor, or it is rich and unwilling to give and manage finances, the church ministry will be affected negatively. The same is true of the work of the development of curriculum materials. When there is lack of finance, it is arguable that the capacity of developing curriculum materials to achieve its overriding purpose will be severely constrained.

The Effect of the Needs of the Pupils on the Development of Curriculum Materials

Need, as a fundamental consideration in curriculum development, is defined as the difference between existing actuality and envisioned ideal circumstance (Unruh and Unruh 1984, 201). In other words it is a gap between what is and what should be. The needs of the growing person are different at various levels of development; the general needs of human beings however, remain the same. According to Tidwell (1982) human needs are classified as spiritual, physical, safety, social, self-esteem and growth. These needs vary from one stage of development to the other with a new appearance of characteristics and developmental tasks.

Those who produce curriculum materials are expected to assess the needs of the pupil. According to Lierop (1992) the most effective curriculum is the one that is graded according to the needs, capacities, and experiences of the learner. The same is true of the development of curriculum materials. The curriculum materials are aimed

to serve the needs of the pupil. The needs of the pupil should be discovered so that the materials will be prepared as they target those needs. This means the needs of the pupil present problems and issues that the materials need to deal with. The analysis of the needs of the pupil will determine what type of material should be produced. In the making of the curriculum materials, the usage of the language, the content of the lesson, the methods to be used are heavily influenced by needs of the people. That is why Okech and Asiach (1992) said that curriculum development in any country must be based on the results of a genuine and honest assessment of that particular country's national needs. Therefore, "If there is a more comprehensive assessment of needs, the curriculum development process will be more responsive to both individual and group concerns" (Unruh and Unruh 1975, 201).

The challenge that the needs of pupils present to the curriculum materials development work is great. The change in the needs of pupils calls for a change in the curriculum materials. Besides this, the need for materials on the part of the pupil enforces the curriculum builders to produce more materials and provide for required needs. Thus any curriculum material must be appropriate and must meet the needs of the users.

The Effect of Leadership on the Development of Curriculum Materials

A leader is the one who holds the key to every activity that goes on in the sphere of education in the church. Leaders in the church's educational ministries are expected to create a climate for teaching, learning and producing curriculum

materials. Leaders are the ones who supervise the work, make decisions, plan for action, allot budgets, recommend curriculum materials for use in teaching and learning (Tidwell 1982, 274). On the one hand, leaders are the ones who legislate goals of education, even aspects of curriculum design and implementation (Saylor, Alexander and Lewis 1981, 45). On the other hand, it is the leaders' duty to select workers, allot funds, provide equipment and supplies. And also they are responsible to administer or supervise the work. Thus the policies that govern the administration will determine the degree of success in the development of curriculum materials (Mbiti 1974, 115-116).

It is a fact that curriculum planners, writers and publishers need encouragement from the leaders of the church. If a leader is a good motivator and facilitator, he/she can make the curriculum writers, developers and workers effective in their ministry. If the leaders of the church are capable of performing their duties and have interest to promote the work of development of curriculum materials, they can positively affect the work. If they fail to do this they could hinder the work.

The Effect of Culture on the Development of Curriculum Materials

Each church lives within the socio-cultural context of the society to which it belongs. We can't pull out a church and make it an independent entity. Though the church is unique in its objectives and goals, it is a fact that it is an institution within the society. Thus most activities that each church does, have cultural bearings. One of the activities of the church is developing curriculum materials for its own members.

Hence the cultural effect on development of curriculum materials is a considerable phenomenon.

“Culture is the environment of ideas, experiences, beliefs, traditions, customs, institutions, science, arts, technologies, humanities, and commonsense ways of doing things that are part of the shared life of people.” (Unruh 1975, 143). It is the sum total ways of living (example, values, customs, rituals and beliefs) that are built up by a group of human beings and that are transmitted from one generation to another from current members to newly admitted members (Gall, Borg and Gall 1996, 757).

Thus we can say that people at every age everywhere are not free from cultural influences in one way or another. Also it is a fact that the culture in which persons are born and live provides them windows on the world (Pazmino 1997, 165). In other words, each person’s culture serves a lens, through which he or she sees and understands the world.

Curriculum materials are the products of people. All educational endeavors including the development of curriculum materials are the product of their natural and human environment. In the development of curriculum materials for local churches, though we use the Bible (the divine revelation which is supra cultural), it has to communicate with the cultural context of the group of people to which the materials are targeted. It is true that the development of curriculum materials takes place within the context of a given culture in which the materials producers and users live. When a developer writes the materials, he/she uses his/her perceptions, experiences, symbols, sayings, ways of communication, etc. that are not free from the influence of his/her

culture. Therefore the curriculum materials are the bearers of the cultural values and practices in one way or the other. On the one hand, culture is a context for the production and implementation of curriculum materials of any kind. On the other hand culture provides technologies and non-natural materials or artifacts to produce the curriculum materials.

As Mpalirwa (1996) noted that the AEAM (Association of Evangelicals of Africa and Madagascar) Christian education strategy conference of January 25-31, 1973 held in Nairobi realized the cultural influence upon church education including the development of curriculum materials in Africa. It suggested that preparation of teaching materials should be African originated. The conference drew some principles and one of it is that a student learns best when he/she can associate new information with something he/she already knows. In the light of this basic principle, it is possible to infer that more learning can take place when the instructional materials originate from the learners' cultural context. Unruh (1975) noted that culture is complex and it consists of many related modes and it is constantly under change. He further elaborated that the scope of available culture is almost limitless and it involves societal conditions, knowledge about learning and the educative process, philosophical and value base, realities in the classroom, pluralistic ethnic backgrounds of participants, and their needs and desires (Unruh 1975,144). Therefore, "Unless curriculum development draws from the total culture and total context, it will be unresponsive to changing knowledge and social and personal needs and therefore ineffective." (Unruh and Unruh 1984, 110).

Therefore, the work of developing curriculum materials for local churches demands the complex task of making the materials relevant to the cultural context of the people in those churches. The curriculum materials for local churches must be Bible based. When a writer writes a curriculum material for instruction, he/she uses the Bible and biblical truths in one way or the other as they communicate with the material users. This calls for making a bridge between two cultures, namely: the culture of the biblical time and the culture of the material users. At the same time, the writer has to make the biblical truth applicable and more relevant to the way of life (culture) of the material users. It has to be done without sacrificing the biblical truth at the altar of human culture. This is called contextualization.

In the curriculum materials production process, problems arise when the writers are ignorant of the culture of the materials users and/or rely on single or limited avenues and sources and ignore other significant dimensions of the culture of the materials users. Therefore, it is the materials writers' responsibility to assess the culture and cultural changes going on in the setting of the materials users. Lack of cultural awareness on the side of the writers might end in producing materials that are irrelevant to the users. These materials will not be marketable and in turn will clog the work of production. Therefore the cultural influence upon the development of curriculum materials for local churches is a pervasive and undeniable fact.

The Effect of Relationship among Workers on the Development of Curriculum Materials

Producing the curriculum materials is the serious duty of the people who are engaged in that work. It is a cooperative effort, but not one person's work. Peaceful and mutual relationship among the people who are involved in the work is a key for their effectiveness. Chaplin (1966) said that every worker who engages in the project of producing books should be in harmony with one another and create an atmosphere of mutual trust. He further elaborated by saying that writer, editor, and publisher should seek to be reconciled to one another as they work together. There will be inevitably different opinion, but all workers in that project should develop mutual trust. Good relationship is a key for organizational success and to enhance productivity in any organization. Such a good relationship should be based on the biblical principles includes the following conditions: mutual commitment to meet one another's need, mutual trust and respect, mutual use of gifts, skills and creativity, joint development of solutions to problems, and continued commitment and strengthening relationships (Rush 1985, 67).

However, if there are aggressive actions, struggle for domination, continual conflict, selfishness, mutual mistrust and unconcern, unsolved problems and blocked communication, that would hamper the creativity and use of the skills of the workers in and organization, and as a result productivity would decrease (Ibid, 68-79). The same is true with curriculum materials development work in the curriculum materials developing centers. If any curriculum materials development work takes into consideration the promotion of good relationship among the workers, a smooth work

environment will be created. These and other related factors also bring about success in the process of the work. Therefore the team members within an organization need to have good working relationships to accomplish their task (D'Souza 1989, 191). Unless members accept and listen to each other, try to build up on each other's suggestions, they have difficulty in accomplishing their tasks. If there is no mutual trust, peace, accepting one another among the workers, this will create hindrances in the work.

Methodological Literature Review

Educational research is a disciplined inquiry which follows a scientific procedures and use of methods. There are different kinds of research methods. A researcher can choose of methods depending on the nature and character of his/her study. In this present study the researcher used descriptive research method. Descriptive research method depicts the phenomena at hand, and it best goes with the study of factors that affect certain phenomena (Gall, Borg and Gall 1996, 3-5). There are many descriptive research methods, and one of them is survey method. In the present study the researcher used the survey method. The survey method of descriptive research is the most appropriate for this study because it is helpful in seeking information from participants in a sample about their characteristics, experiences and opinions in order to generalize the findings to a population that the sample is intended to present. (Ibid, 288).

In this study, the instruments used to collect data from the respondents were questionnaires and semi structured interviews (See Appendixes B, C, and D).

Questionnaires and interviews are typically inquire about the feelings, motivations, attitudes, accomplishments, and experiences of individuals (Gall Borg and Gall 1996, 288). Also these instruments are useful for the gathering of factual information when research is desired (Best and Kahn 1989, 191). Thus questionnaires and structured interviews sought essential in this study because this study deals with finding the opinions of the issues under study. The questionnaires may consist of both open-ended and closed-ended items. In this study the researcher sought to use both items because the information that the open-ended items couldn't inquire from the respondents could be inquired by open-ended questions and vice versa. The closed-ended questions can be scaled by use of various methods. Because Likert method of summated ratings is a popular method used to measure people's opinions and it measures those opinions on a scale contains five responses rate with scores 1-5, the present study adapted this method (Nachmias and Nachmias 1979, 496). Instead of strongly agree, agree, undecided, disagree and strongly disagree, to suit this study, the following options were used: very great extent, great extent, medium extent, small extent and very small extent. The questionnaires should be constructed carefully and tried out or pilot tested before handed over to the respondents. In this study the researcher sought it essential and pilot tested them. (See chapter 3).

The questionnaires of this study were administered through mail as this is advantageous, and the respondents are from wide geographical areas (Gall, Borg and Gall, 1996). After the return of the questionnaires, data distribution and analysis were needed. Because the open-ended, closed ended were used in the instruments in this

study (see Appendixes B, C and D), both the qualitative and quantitative data analyses were used. Quantitative data analysis used with the closed-ended items whereas qualitative data analysis was used with open ended questions.

To manipulate the independent variables that affect the development of curriculum materials, the statistical method used was Chi Square of Independence. The chi-square is a non-parametric test that applies to discrete data, counted rather than measured values (Borg and Gall 1989, 526-564). They further identified two conditions to use the chi-square for statistical data. These are: (1) the data must be in the form of frequency counts, (2) the categories into which frequencies fall are discrete rather than continuous (Ibid). Thus the chi square test of significance was used as the statistical instrument for this study because the data were in form of frequency counts and categories are discrete. The chi-square formula and the further explanation on the use of formula is given in chapter three of this thesis.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

Introduction

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

Entry

In order to carry out data collection, the researcher obtained a letter of introduction from the Academic Dean of the Nairobi Evangelical Graduate School of Theology to leaders of A.I.C Nairobi. This letter allowed the researcher to get permission from the national leaders of A.I.C Kenya. The permission was granted to the researcher by the A.I.C national office of Kenya. Then the researcher collected the data without difficulties.

Basic Research Design

The researcher used a descriptive research design. According to Isaac and Michael (1979, 14), descriptive research describes situations or events factually and accountably. Descriptive study is primarily concerned with finding out “what is” and it goes with study of factors or causes of the phenomenon (Borg and Gall 1989, 311). It is known that there are different kinds of descriptive research methods, such as

survey, case study, document or content analysis and others. This study adopted the case study approach. The case study approach of descriptive study is helpful to produce detailed description and explanation of the phenomena at hand. Thus this research approach goes with the topic of the study under consideration. In this study, information was gathered from respondents through questionnaires and semi structured interviews, and the unpublished recordings of A.I.C. The data that was gathered by administering the instruments was analyzed both quantitatively and qualitatively. Data interpretation and discussions were done the basis of the findings. Then generalizations, conclusions and further recommendations were made accordingly.

Population

The population in this study was made up of the current participants in the curriculum materials development program and the material users at A.I.C Kenya. It consisted of curriculum materials writers, program coordinators (leaders), and the material users (teachers and students) in that church. There are twenty-five writers, ten coordinators and thousands of teachers and students. The first two groups are limited in number, while the third group is big in size. Therefore the researcher adopted a sampling strategy to arrive at manageable groups to administer the questionnaires. This included both male and female respondents above sixteen years old, because those who are above sixteen years of age would be able to present a better perception of the phenomenon that this study is seeking. These respondents were identified in geographical sites of Kenya where A.I.C churches widely located.

Sampling

There was no need of sampling of the members of the first two groups of the targeted population because they were small in number and easily manageable. An attempt was made to collect information from each member of these groups. But the third group is big in size. The researcher used a stratified sampling method to arrive at a manageable size. The geographical variation, and the size of population compelled the researcher to use the above sampling method. There are 4,000 A.I.C churches in Kenya. These are located in 40 regions. The criterion for selection was the region in which the churches consistently use the A.I.C curriculum materials.

As a national AIC Christian education department director observed, out of 40 regions, 20 are using the AIC curriculum materials exhaustively and consistently. The researcher arranged those regions in alphabetical order and picked every fifth out of the twenty. This provided him four regions. From those selected regions five churches each were chosen by the recommendation of each regional Christian education director. The criterion for selection was the extent to which they use A.I.C curriculum materials. From these churches, one teacher and two students(sixteen and above years of age) were selected by the recommendation of the Christian education coordinator of the church. This constituted a sample size of 20 teachers and 40 students. In total a sample size of ninety-five respondents were selected for administration of instruments.

Instrument Design

A survey method of descriptive study, data can be gathered by a variety of methods such as interviews, questionnaires, opinions and recordings (Gall, Borg and Gall 1996, 288). The survey instruments that were used in this study were questionnaires and semi-structured interviews (See Appendixes B, C and D). The researcher's interaction with previous knowledge in the literature provided him with the above factors. In his field search, the researcher wanted to know whether these factors affect the development of curriculum materials at AIC Kenya or not. In the light of literature review, instruments were designed and provided the data for this search. In the process of designing instruments, various steps were taken by the researcher.

To construct instruments in relation to research question one, the researcher consulted with Christian Education students at the Nairobi Evangelical Graduate School of Theology, and the curriculum materials developers at the Christian Learning Materials Center in Nairobi, Kenya. This consultation revealed the following factors: Lack of trained human power, finance, needs of the pupil, and leadership. Then the researcher reviewed relevant literature and the following perceived factors were added: Educational objective, culture and relationship among the workers. Based on the information that the researcher has got on the above factors, two sets of questionnaire and a set of semi-structured interview questions were constructed to seek information from the respondents at A.I.C. The semi-structured interview questions were constructed in a way to obtain information from

the curriculum materials project coordinators at A.I.C Kenya.

The first questionnaire was designed to elicit information from the curriculum materials writers regarding the factors that affect the development of materials at A.I.C Kenya. The second questionnaire was designed to get information from curriculum materials users. Items in the questionnaires were designed to get information regarding the demography of the respondents, as well as the factors that affect the development of curriculum materials in A.I.C Kenya. The items also are designed to find out the perception of the materials writers, users and project coordinators about the improvement of the development of curriculum materials at A.I.C. Each questionnaire contained both closed and open-ended questions to get factual information from the respondents. The closed-ended questions call for check-mark responses whereas the open-ended questions call for a free response, meaning the respondents are not limited, rather they are free to respond and elaborate their thoughts (See Appendixes B and C).

In relation to research question two, one open-ended question is constructed as a last item in the questionnaires and as item number twenty in semi-structured interview.

Validation of the Instrument

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

the validity and reliability of questions in the interview and questionnaires in this research were examined in the following manner. First, the constructed questions in the interview and questionnaires were handed to at least two research experts in curriculum and education. This helped the researcher either to exclude or to make necessary corrections on less likely questions. Second, those questions were jury tested. The jury consisted of five persons, one each selected from lecturers of Christian education program of study at N.E.G.S.T, N.E.G.S.T alumni, Curriculum materials writers at Christian Learning Materials Center in Nairobi, curriculum writers at A.I.C and second year students in Christian education program at N.E.G.S.T. These people have the knowledge and experience in field educational research, and they examined the questions in the interview and questionnaires in the light of the research questions, and they made possible comments and suggestion. Four out of five members of the jury needed to agree on the clarity of each item in the questionnaires and interview questions to regard each item as valid or invalid. Following their decision, the researcher deleted out some and corrected others that appeared as less likely, vague and difficult for respondents. Third, for further clarity, the questionnaires were pilot tested.

Though the instruments are carefully constructed, it is necessary to pre-test them for precision of expression, objectivity, relevance, suitability to the problem situation and of favorable reception and return (Leedy 1985, 12). Because pre-testing can be carried on a small sample of respondents as a preparatory exercise to the actual research project (Peter 1981, 198), in this study, the questionnaire for curriculum

materials writers were pre-tested by curriculum materials writers at the Christian Learning Materials Center (C.L.M.C) at Karen, Nairobi. C.L.M.C was chosen for convenience. The questionnaire for Materials users were pre-tested at A.I.C Ngong Road in Nairobi. The interview questions for curriculum materials project leaders were pre-tested at C.L.M.C. Then the writer has did certain corrections to make the instruments clear to the respondents.

Administration of the Instrument

When the questionnaires were ready for implementation, the researcher distributed them to the respondents through mail. The instruments were mailed to curriculum writers and the materials users in A.I.C Churches of Kenya through AIC national office. Interviews were conducted by the researcher's direct contact with AIC curriculum materials project writers according to their availability of the within twenty days. The researcher made a constant follow-up to get back the mailed questionnaires within five weeks.

Methods of Data Analysis

As soon as the instruments were returned, the researcher began data analysis on the information gathered. This constituted the bulk of chapter four in this thesis. The researcher used both quantitative and qualitative data analysis. The quantitative data analysis worked out with the information that was collected by closed-ended questions in the questionnaires, whereas qualitative data analysis was carried out with the open-ended questions in questionnaires. The data collected were distributed according to independent and dependent variables, and tabulation was carried out to

find the frequencies. Analysis was done section by section and in the order of answering the research questions. The findings were reported both in charts and words.

The independent variables in this study were the educational objective of the church, lack of trained human power, finance, needs of pupil, leadership, culture and relationship among workers. Each kind of independent variable in this study was analyzed as it affects the development of curriculum materials or the dependent variable. The other group of independent variables in the study were the different groups in the population. The opinion of the respondents on the extent to which each independent variable affects the dependent variable was measured by the adapted form of Likert scale ratings; Very great extent, great extent, medium extent, small extent, and very small extent.

In this study, seven null hypotheses were formulated in the light of research question two and one null hypothesis was generated in relation to the research question two, were tested by applying the Chi Square Test of Independence. The purpose was to see if there is each factor positively or negatively affects the development of curriculum materials. The chi square formula used in the analyses states:

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

χ^2 -Chi square test of significance Σ -Summation sign

O -Observed frequency

E -Expected frequency

R.Q.1 Do educational objectives, lack of trained human power, lack of finance, needs of pupil, leadership, culture and relationship among curriculum materials writers affect the development of curriculum materials at AIC Kenya?

The researcher's main interest was to find out the extent to which the above factors affect the development of curriculum materials at AIC Kenya. In response to research question one the following seven null hypotheses were generated.

H₀:1 There is no positive effect of educational objectives of the church on the development of curriculum materials at AIC Kenya.

H₀:2 There is no negative effect of lack of trained human power on the development of curriculum materials at AIC Kenya.

H₀:3 There is no negative effect of lack of finance on the development of curriculum materials At AIC Kenya.

H₀:4 There is no positive effect of assessment of the needs of pupil on the development of curriculum materials at AIC Kenya.

H₀:5 There is no positive effect of leadership on the development of curriculum materials at AIC Kenya.

H₀:6 There is no positive effect of culture on the development of curriculum materials at AIC Kenya.

H₀:7 There is no positive effect of relationship among the workers on the development of curriculum materials at AIC Kenya.

The researcher's interaction with the literature revealed that the above factors can affect curriculum materials development work either positively or negatively

depending on the situation. In his field search the researcher expected that except the two (lack of trained human power and finance) all others would affect curriculum materials development work at AIC Kenya, positively. With this in mind, the above seven hypotheses were generated. Items 5-27 in Appendix B and 5-15 in Appendix C and 5-19 in Appendix D were constructed and provided data in response to research question one.

To know the extent which each factor affects the development of curriculum materials work, the responses of the curriculum writers, the materials users and the project leaders were analyzed to show the extent to which each factor affects the development of the curriculum materials at A.I.C Kenya. To make it clear, the researcher reported the findings both in words and tables. The test of hypotheses and corresponding data interpretation and discussion followed in order to describe the extent to which each factor affects the development of curriculum materials at AIC Kenya.

R.Q.2 What do the curriculum materials writers, the curriculum project leaders and the materials users perceive for the improvement of curriculum materials development work at A.I.C Kenya?

One null hypothesis was cast in relation to research question two.

H₀:1 There is no significant difference between what the curriculum materials producers and curriculum materials users as to what they perceive important for the improvement of the development of curriculum materials.

The last item in each questionnaire and in semi-structured interview was designed to get information that provided answer to the research question two. (See appendices B, C and D). Because the item was an open-ended question, it was analyzed qualitatively. The same chi- square test of significance was administered to determine the opinion difference between the curriculum materials producers and users.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

The purpose of this research was to find out the effect of some of the factors affecting the development of curriculum materials at A.I.C Kenya. This chapter analyses, interprets and presents the data that was gathered from the respondents by using the quantitative and qualitative data analysis methods. The data was analyzed as well as interpretation of the findings was done in the light of the research questions of the study. The interpretation of findings was made known the test the seven null hypotheses.

The following groups in AIC Kenya provided data for analysis and interpretation: Twenty- five curriculum materials writers, sixty materials users and ten project leaders. The data was studied with primary purpose of understanding the extent to which the perceived factors affect the development of curriculum materials at AIC Kenya. The findings were described both in words and charts. The hypotheses were tested by the use of their corresponding questionnaire items noted in Appendixes B, C and D. The findings were reported in two parts. First part deals with returns of the questionnaires, and demographic profile of the respondents. The second part deals with survey of findings presented in text and tables. Then the interpretation of findings was done in the light of the research questions.

Questionnaires Returns

Most of the questionnaires were administered to the respondents through mail. Some of the questionnaires were administered by the researcher's direct contact with the respondents. Through great effort and constant follow up, a hundred percent (100%) of completed questionnaires were returned. The table below shows the rate of returns of questionnaires distributed to curriculum materials writers and users.

Table 1. Rate of questionnaires returns

Group	Numbers Given out	Number Returned	% Returned
CMW	25	25	100
CMU(T)	20	20	100
CMU(S)	40	40	100
TOTAL	85	85	100

N=85

Key: CMW- Curriculum materials writers

CMU(T)- Curriculum materials users (teachers)

CMU(S)- Curriculum materials users (students)

Besides this, the researcher conducted interviews with AIC curriculum materials project leaders (CMPL) by using the third instrument (See Appendix D) and it provided the needed information for this study.

Demographic Distribution of the Respondents

The Profile of the Gender of the respondents

Table 2. Distribution of respondents by gender

Response	MW	CMU(T)	CMU(S)	CMPL	Total	%
Male	22	13	34	9	78	82.1
Female	3	7	6	1	17	17.9
Total	25	20	40	10	95	100.0

N=95

From the above table it can be seen that 82.1% of the respondents are males, and 17.9% are females. This shows us that the majority of the respondents are males

but the minority are females. Further the table reveals that the females among CMU(T) are more in number as compared to the others(CMW,CMU(S) and CMPL).

Age Profile of the Respondents

Age was represented in groups and not in exact years of individual respondents. The ages range from 16-59 years. (See Table 3.)

Table 3. Age distribution of the respondents

AGE BAND	CMW	CMU(T)	CMU(S)	CMPL	TOTAL	%
16-26	0	0	5	0	5	5.26
27-37	10	11	27	6	54	56.84
38-48	13	8	8	2	31	32.63
49-59	2	1	0	2	5	5.49
TOTAL	25	20	40	10	95	100.00

N=95

The above table 3 reveals that 56.84% of the respondents lie between ages 27-37. The same number of respondents fall in age range between 16-26 and 49-59. As it indicated in the table, the greatest number of respondents have ages range between 27-37. Also it shows most of the respondents have age range between 27-48.

Profile of Educational Background of the Respondents

Table 4. Distribution of respondents by educational background

	< SSC	SSC	CDP	UGD	GD	TOTAL
CMW	1	9	12	1	2	25
CMU(T)	1	7	11	1	0	20
CMU(S)	13	22	5	0	0	40
CMPL	0	2	6	1	1	10
TOTAL	15	40	34	3	3	95
%	15.79	42.11	35.79	3.16	3.16	100

N=95

Key: SSC- Secondary school certificate
 CDP- College Diploma GD- Graduate degree
 UGD- Undergraduate degree

Table 4 shows that 42.79% of the respondents attained secondary school certificate, 35.79% with college diploma, 15.79% have attained education less than secondary school certificate while the undergraduate degree and post graduate degree holders are 3.16% each. Most of the college diploma holders received training in Bible and theology. All of the undergraduate and postgraduate degree holders are graduates in disciplines of Bible and theology. From all these we can infer that those who have had post secondary level of education are very few in number as compared to those who had below. Generally it can be said that the respondents educational background qualifies them to read, understand and provide answers to questions in the questionnaires.

Distribution of Respondents by Ethnicity

Table 5. Distribution of respondents by ethnicity

Occupation	CMW	CMU(T)	CMU(S)	CMPL	Total	Percentage
Kamba	9	8	14	4	35	36.8
Kalenjin	9	7	12	3	31	32.6
Kikuyu	5	4	11	2	22	23.2
Others	3	1	3	1	7	7.4
Total	25	20	40	10	95	100

N=95

Table 5 shows that 36.8 % of the respondents in this study are Kamba, 32.6% Kalenjin, 23.2% Kikuyu and 7.4% from other ethnic groups of Kenya. It indicated that most of the respondents are from the above mentioned ethnic groups of Kenya. The figure of the respondents from other tribes of Kenya is small.

Possible Factors Affecting the Development of Curriculum Materials

The study was based on answering two questions. The findings were reported by examining the responses of the three groups of respondents: curriculum materials writers, the materials users and the curriculum development project leaders.

Responses to the Research Question One

R.Q.1 Do educational objectives, lack of trained human power, lack of finance, needs of pupil, leadership, culture and relationship among curriculum materials writers affect the development of curriculum materials at AIC Kenya?

The researcher was interested in discovering the extent to which the above factors affect the development of curriculum materials at AIC Kenya. In attempt to find out what factors affect the development of curriculum materials at AIC Kenya, seven null hypotheses were generated and tested accordingly.

H0:1 There is no positive effect of educational objectives of the church on the development of curriculum materials at AIC Kenya.

Findings on the Effect of Educational Objectives of the Church on the Development of Curriculum Materials

In chapter two we have seen that a clearly stated, verified and implemented educational objective of the church can positively affect the work of development of curriculum materials in that church. In this chapter the researcher investigates whether the educational objectives of the AIC Kenya positively or negatively affect the development of curriculum materials at AIC Kenya. Responses to items 5-8 in Appendix B, and items 5 and 6 in Appendix C and items 5 and 6 in Appendix D were

analyzed to explain the effect of educational objectives on the development of curriculum materials at AIC Kenya.

Reports on the findings

The respondents knowledge of the educational objectives of AIC Kenya.

Responses to item 5 in Appendix B, item 5 in Appendix C and item 5 in Appendix D were presented as the following. (See table 6).

Table 6. Respondents knowledge of the educational objectives of the church

Response	CMW	CMU(T)	CMU(S)	CMPL	Total	%
VGE(5)	22	15	16	10	63	66.3
GE (4)	3	3	14	0	20	21.1
ME (3)	0	2	10	0	12	12.6
SE (2)	0	0	0	0	0	0
VSE (1)	0	0	0	0	0	0
TOTAL	25	20	40	10	95	100

N=95

Key: VGE- Very Great Extent SE- Small extent
 GE- Great Extent NA-Not at all
 ME- Medium Extent

A score of 63 (66.3% of the respondents) understand and stated the educational objectives of AIC Kenya to the very great extent as it described in the manual, a score of 20 (21.1%) of the respondents aware and use the educational objectives greatly, and a score of 12 (12.6%) of the respondents understand the educational objectives of AIC Kenya to the small extent.

From what has been indicated in the table above, it can be inferred that the majority of the respondents are aware of the educational objectives of AIC Kenya. It also shows that at AIC the materials producers (CMW and CMPL) have much

understanding and use of educational objectives as compared to that of the materials users (CMU(T) and CMU(S))

The extent to which the educational objectives of AIC reflected in the curriculum materials that produced by the AIC Kenya. Responses to item 6 in Appendix B used for analysis.

Table 7. Curriculum materials' reflection of the educational objective of the Church

Response	Frequency	%
VG E (5)	2	8
GE (4)	12	48
ME (3)	9	36
VSE (2)	2	8
NA (1)	0	0
Total	25	100

N=25

From table 7, the curriculum materials writers' responses indicated the following: 8% of curriculum materials writers responded to very great extent; 48% great extent; 36% to the small extent; and 8% to the very small extent. This means according to the curriculum materials writers, the educational objectives of AIC Kenya are reflected to the great extent in the materials they produced. In other words in curriculum materials writers' understanding, the AIC curriculum materials are the bearers of the educational objectives of the church.

The extent to which curriculum materials meet the educational objectives of the church. Item 6 in Appendix C implemented to find responses from the materials users.(See table 8 below.)

Table 8. The extent to which the curriculum materials meet the educational objectives of the Church

Response	CMUT)	CMU(S)	Total	%
VGE (5)	5	4	9	15
GE (4)	5	24	29	48.3
ME (3)	10	11	21	35
SE (2)	0	1	1	1.7
VSE(1)	0	0	0	0
TOTAL	20	40	60	100

N=60

Table 8 indicated that out of 60 curriculum materials users, 9(15%) reported that AIC curriculum materials are the bearers of the educational objectives of the church to the very great extent, 29(48.3%) to the great extent, 21(35%) to the small extent, 1(1.7%) to the very small extent.

The extent to which curriculum materials writers use the educational objective of the church as they write the materials. The responses to item 7 in Appendix B used for analysis

Table 9. The materials writers' response on their use of educational objectives as they write curriculum materials

Response	Frequency	Percentage(%)
VGE	9	36
GE	10	40
ME	4	16
SE	2	8
VSE	0	0
TOTAL	25	100

N=25

As it indicated in table 36% of curriculum materials writers implement the educational objective of the church to the very great extent, 40% to the great extent, 4% to small extent and 2% to the very small extent. This implies that curriculum

curriculum materials writers at AIC are actively implementing the educational objectives of the church as they write the materials.

The extent to which the AIC curriculum materials project leaders make clear and enforce the use of educational objectives of the church to their workers. The responses to item 6 in appendix D converted into raw data and presented as follows.

(See table 10)

Table 10. Response on the leaders' effectiveness on ensuring the use of educational objectives in writing the materials

Response	Frequency	%
VGE (5)	4	40
GE (4)	5	50
ME (3)	1	33.3
SE (2)	0	0
VSE (1)	0	0
TOTAL	10	100

N=10

As shown in table 10, 40% of the leaders responded that they enforce the use and implementation of educational objective in the activities developing curriculum materials to the very great extent, 50% of them responded to the great extent, 33.3% to the moderate extent. Thus it can be said that all the curriculum materials development project leaders in one way or the other committed to enforce the use of educational objectives in the preparation of curriculum materials.

Testing null hypothesis 1

In this study, the hypotheses were tested by the use of their corresponding questionnaire items. The chi-square test of significance was implemented to test the null hypothesis 1 because the data were distributed in frequencies and reported in

tables. The chi-square observed value of items corresponding stated hypothesis compared with the critical chi-square point to determine whether the hypothesis is confirmed or rejected. It is therefore decided that a response would be considered positive or negative according to whether its chi-square value was greater or less than the critical chi-square value at 0.05 level of significance.

H_0 :1 There is no positive effect of educational objectives on the development of curriculum materials at AIC Kenya.

All that have been found are not necessary for testing the null hypothesis one. The observed frequencies in tables 8, 9 and 10 are used to test the hypothesis. (See table 11 below).

Table 11. Extent to which educational objectives affect the development of curriculum materials

Variable	VGE	GE	ME	SE	VSE	Raw Total
CMREO	10 (29)	48 (41)	27 (16)	4 (3.1)	0	89
CMWUEO	45 (33)	40 (42)	12 (18)	4 (3.5)	0	101
CMPLUEO	20 (14)	20 (20)	3 (8)	0 (1.5)	0	43
Column Total	75	108	42	8	0	233

$$\chi^2 = 22.78$$

$$df = 8$$

$$\text{Significance level} = 0.05$$

Key: CMRE- Curriculum materials reflection of educational objectives
 CMWUE- Curriculum materials writers' use of Educational objectives
 CMPLUEO-Curriculum materials project leaders' ensure the use of educational objectives.

A chi square test was performed. The obtained chi-square value of 22.78 exceeds the critical chi-square value (15.51) required to reject the null hypothesis at

the 0.05 level of significance. The null hypothesis was therefore rejected. It can be ascertained that the educational objectives positively affect the development of curriculum materials work at AIC Kenya. The findings shown that both at awareness and implementation level, the educational objectives of the church are influencing the materials production work to the great extent. Furthermore it was found that the curriculum materials founded on the educational objectives of the church and they bear them with a great extent. Additionally the findings ascertained that curriculum materials writers use the educational objectives of the church as they write AIC curriculum materials

Discussion

From the data analyzed it was discovered that the observed chi-square score of the effect of educational objectives on the work of production of curriculum materials fallen above the critical chi-square value. It was ascertained that the curriculum materials writers at AIC Kenya clearly understand the objectives and effectively use those objectives as they write the AIC curriculum materials. Besides this from literature, it was discovered that the educational objectives of AIC Kenya is Bible based, Christ centered and Christian nurture and maturity oriented. Also it was discovered that the materials are the bearers of the educational objectives and prepared in such a way to achieve those objectives to the great extent. All these pointed out the positive effect of educational objectives on the development curriculum materials.

The Effect of Lack of Trained Human Power on the Development of Curriculum Materials

H₀:2 We would expect that lack of trained human power has no positive effect on the development of curriculum materials.

Reports on findings

Chapter 2 revealed that lack of trained human power in the production and implementation of curriculum materials can negatively affect its work. The field search aimed to find out whether that is the case or not at AIC Kenya.

Table 4 in the demography section ascertains that of the AIC materials writers 4% attained education below secondary school certificate, 48% hold college diploma and 4% bachelor degree and 2% graduate degree. This is about the general educational background of the respondents. In this section the researcher is interested in finding out whether the curriculum materials writers or producers at A.I.C had enough training in the field of curriculum development work or not. In relation to this, the researcher intended to explain the extent to which lack of trained human power affects the development of curriculum materials at A.I.C Kenya.

Training workers for the work of developing curriculum materials. Items 8-9 in Appendix B, item 7 in Appendix C, and item 7 in Appendix D were analyzed to provide answers

Table 12. The materials writers' response on the extent to which they receive training for their work

Response	VGE (5)	GE (4)	ME (3)	SE (2)	VSE (1)	Total
Frequency	0	0	4	6	15	25
%	0	0	16	24	60	100

N=25

Out of 25 respondents who reported the extent of their formal training in the area of developing curriculum materials, 4(16%) said that they had medium extent, 6(24%) small extent, while 15(60%) had very small extent.

Kinds of training offered to the curriculum materials writers. Item 9 Appendix B and item in Appendix C used to find out what kind of formal training has been offered to curriculum materials writers at A.I.C Kenya.

Table 13. Kinds of training being offered to the curriculum materials writers

Kind of training	Frequency	Percentage (%)
Workshop	6	24
Seminars	8	32
Formal schooling in Literature Arts and Writing	0	0
Nothing	11	44
Total	25	100

N=25

Out of 25 respondents, 11(44%) had no formal education of any kind in the area of developing curriculum materials, while (32%) had received a bit of training through seminars and (24%) had workshops that were conducted some times ago. As it indicated in the table, no one of the AIC curriculum materials writers are in the process of training on higher level, and even the training that some of them had received through seminars and workshops are bits and to the small extent.

The effect of training that the curriculum materials writers received on the development of curriculum materials at AIC Kenya. Item10 in Appendix B, was engaged to find out responses on the extent to which the bits of the training they have received them help in their work.

Table 14. The extent to which the training that the curriculum materials writers have had affects their work

Response	VGE	GE	ME	SE	VSE	TOTAL
Frequency	0	0	2	3	20	25
%	0	0	8	12	80	100

N=25

Out of 25 writers, 2(8%) reported that the bits of training that they had help them to the medium extent in their work. The 3(12%) reported that the training they had help them to the small extent in their work. While 20(80%) responded that they training they had effect on their work to the very small extent. Those who categorized under the third group are those who haven't had training at all in the area of developing curriculum materials. From this it can be inferred that the training that the AIC curriculum materials writers had is not enough and satisfactory to make them effective in their work

The extent to which the AIC Kenya curriculum materials development project leaders train the curriculum materials writers. Item 7 in Appendix D analyzed and the frequency of the responses were tabulated and presented as follows. Out of 10 respondents, 4(40%) were reported that they provide training opportunities for curriculum writers in the small extent. The remaining 6(60%) were reported that they never thought of formal training curriculum materials writers except that the materials writer learn out of the in-service training through many challenges.

Reasons for the lack of trained human power. Responses to item 11 in Appendix B and item 8 in Appendix D used for analyses.

Table 15. Curriculum materials writers and project leaders' response on the reasons for the lack of trained human power

Issue	Frequency	Percentage(%)
Lack of finance	30	85.7
Lack vision	34	97.1
Lack of understanding the importance of CMDP	32	91.4
Lack of proper planning	33	94.3

N=35

Key: CMDP- Curriculum Materials Development project

Table 15 indicates that the existence of lack of trained manpower for the work of developing curriculum materials is due to lack of finance, vision, planning and understanding of the significance of Curriculum materials project for the church's educational task.

Testing Null Hypothesis 2

$H_0:2$ There is no negative effect of lack of trained human power on the development of curriculum materials.

The results of table 14, and Item 7 in Appendix C were analyzed to test the above null hypothesis. A chi-square test was performed and presented the following results. The obtained chi-square value of 9.3 is more than the critical chi-square value (7.779) necessary to reject the null hypothesis at the 0.10 level of significance. Therefore the null hypothesis was rejected.

Table 16. The effect of lack of trained human power on the development of curriculum materials

Variables	VGE	GE	ME	SE	VSE	Raw Total
CMW	0	0	6	6	20	32
CMPL	0	0	0	8	6	14
Column Total	0	0	6	14	26	46
$X^2= 9.3$	$df=4$	$Significance\ level= 0.10$				

This shows that there is lack of trained human-power for developing curriculum materials for lower level of church education at AIC Kenya. It was clear that this affects the development of curriculum materials negatively.

Discussion

The findings revealed that the chi-square value of lack trained human power for the production of curriculum materials is 9.30, which is below the critical chi-square value (7.779) at 0.10 level of significance. This indicates that the AIC lower level curriculum materials development project suffers from the lack of trained human power and this affects the development of curriculum materials negatively. As it observed from the responses of the curriculum materials writers, most of them have had very small extent of training in the field of curriculum materials writing, and that is through experience but not formal education. While a few of them had short-term training through workshops and seminars. However, as they pointed out this small training was inadequate and didn't provide them the knowledge and skills on how to write the materials.

The reasons for lack of trained human power at AIC Kenya were lack of vision and planning for personnel development in this project. Besides this lack of understanding the importance of curriculum materials production work on the part of the benefactors was the case. As an interview with the AIC curriculum materials project leaders discovered that some of the AIC materials found as unfit and sub-standard, and were discarded out after the field test, and this implies the materials writers incompetence in the area of developing curriculum materials.

As we have seen in chapter 2, literature revealed that if the materials writer or any other worker in the curriculum materials development is not adequately trained and equipped with all skills what the work demands, he/she can negatively affect the work. Also from the findings of this search we see that lack of trained human power negatively affects the development of curriculum materials development work.

All what has been said this far implies that AIC curriculum materials writing project didn't put much effort to train and employ skilful and competent workers. Thus the expected result from the work was poor and not that much satisfactory.

The Effect of Lack of Finance on the Development of Curriculum Materials

The literature ascertained that lack of finance negatively affects the development of curriculum materials at any given point. In addition to that the 1998/99 report on total income and expenditure proves that lack of finance negatively affected the work of developing curriculum materials at AIC Kenya. (See Appendix E). In this search the researcher was intended to find out whether that is the case or not in AIC Kenya curriculum materials development project. Responses to item 12 in appendix B, and 9 in Appendix D tabulated and presented as follows.

Table 17. Source of funds for the curriculum materials development project.

Annual Christian education day	Frequency	Percentage(%)
	35	100
Sales of Books	35	100
Volunteer Individuals	4	11.42
Camp Fees	3	8.6
Contribution form Local Churches	2	5.7

N=35

Out of 35 respondents 2 (5.7%) reported that money for AIC curriculum materials development project comes from local church contribution with out including the annual Christian education day contribution, 35(100%) from annual Christian education day, 3(8.6%) from comp fee, 35(100%) from sales of books and 4(11.42%) from volunteer individuals. From table 17 it can be inferred that the main sources of funding for curriculum materials writing comes from annual Christian education day and from the sales of the products (books).

The opinion of curriculum materials writers and project leaders studied. Item 13 in Appendix B and item 10 in Appendix D provided data from the respondents for analysis.(See table 18 below).

Table 18. Local churches' financial support to the curriculum materials development project.

Response	VGE (5)	GE (4)	ME (3)	SE (2)	VSE (1)	Total
Frequency	0	1	10	24	0	35
%	0	2.9	28.6	68.6	0	100

N=35

All the project leaders reported that local churches financial support towards the materials production work is very small. They reported the little contribution that comes from what has been contributed on annual AIC Christian education conference day. Over half the curriculum materials writers agree with the project leaders on this matter. This designates that the local churches' contribution to the curriculum materials developing project is minimum and unsatisfactory.

Local Churches' financial support to the development of curriculum materials.

Item 8 in Appendix C used for analysis. (See table 19 below.)

Table 19. The extent to which the materials users support the curriculum materials development project financially

Response	CMUT	CMUS	FT	%
VGE (5)	0	0	0	0
GE (4)	0	0	0	0
ME (3)	5	3	8	13.3
SE (2)	13	15	28	46.7
VSE (1)	2	22	24	40
Total	20	40	60	100

N=60

Out of 60 curriculum materials writers who expressed the extent to which they offer financial support to AIC curriculum materials project, 8(13.3%) reported that they support to medium extent, 28(46.7%) support to the small extent and 24(40%) very small extent. As it shown in the table, it can be inferred that majority of students who use AIC materials not contributing money towards the materials production.

The extent to which lack of finance affects the development of curriculum materials negatively. Responses to item 14 in Appendix B, 9 in Appendix C item 11 in D reported as following.

Table 20. The negative effect of lack finance on the development of curriculum materials

Response	CMW	CMU(I)	CMU(S)	CMPL	Total	%
VGE (5)	20	16	19	8	63	66.3
GE (4)	5	4	14	2	25	26.3
ME (3)	0	0	7	0	7	7.36
SE (2)	0	0	0	0	0	0
VSE (1)	0	0	0	0	0	0
Total	25	20	40	10	95	100

N=95

As it indicated in table 18, 63 (66.3%) of the respondents reported that lack of finance affects the development of curriculum materials to the very great extent, 25(26.3%) to the great extent, 7(7.36%) to the medium extent.

Issues related to lack of finance. Item 15 in Appendix B, 10 in appendix C and 12 in Appendix D

Table 21. Issues related to the lack of finance

Issues	Count	Percentage
Infidelity and lack of accountability on the part of local and regional church leaders	95	100
Lack of proper biblical teaching on giving	85	89.5
Lack of the understanding of the importance of the project	70	73.68
Lack of creating awareness of the materials to the users on the part of the materials project leaders	65	68.4
Lack of motivation because of the materials incompetent with other materials around	45	47.36
The materials users unwillingness to give	40	42.1

N=95

As it indicated in the above table, the major problem of the lack of finance to fund the curriculum materials development project is leaders of the local and regional churches. Interviews with the curriculum materials leaders ascertained that the members of the church contribute small amount of money but that money often does not reach to the hands of the project leaders because the regional and local church leaders. Such a response is also confirmed by the responses of curriculum materials writers and users as we can see from the table.

Testing null hypothesis 3

The second null hypothesis that was formulated in response to research question one is as follows.

H₀:3 There is no negative effect of lack of finance on the development of curriculum materials at AIC Kenya.

Table 22. The effect of lack of finance on the development of curriculum materials

Variables	VGE	GE	ME	SE	VSE	Raw Total
Local churches financial aid	0	4 (2.3)	30 (29.2)	48 (41.2)	0 (7.2)	82
Sufficiency of finance for the work	0	0 (1.7)	21 (21.7)	24 (30.7)	16 (7)	61
Column Total	0	4	51	72	16	143

$$\chi^2 = 16.426$$

$$df = 4$$

$$\text{Significance level} = 0.05$$

To test the null hypothesis 3, a chi-square test of independence was performed. The obtained chi-square value of 16.426 is more than the critical chi-square value (9.84) necessary to reject the null hypothesis at the 0.05 level of significance. Therefore the null hypothesis was rejected. This shows that the AIC curriculum materials development project has lack of finance to run its activities. Thus lack of finance affects the development of curriculum materials negatively.

Discussion

Lack of finance is another factor that affects the development of curriculum materials work at AIC Kenya. The extent to which it affects the development of curriculum materials was analyzed and it shown that AIC curriculum materials writing project has a limited sources, the money for the work comes from the local

church members on the annual Christian Education Day and sales of books. As interview with the curriculum project leaders and the financial report of 1998/9 (Appendix E) indicated that curriculum materials writing project is under Christian education department and it gets its share through that department, and that share was not enough to run the its work successfully. Furthermore, it was discovered that the materials users and local church members are not sufficiently funding the curriculum materials writing project. As interview with the project leaders revealed that lack of finance was not mainly because the church members are unwilling to contribute towards the project but rather they were ignorant of the importance of the project. Besides this, the infidelity and lack of accountability on financial matters on the part of the local and regional AIC leaders and lack of proper Biblical teaching on the subject “giving” left many people insensitive to contribute towards the project. Additionally the low quality of the products (books written) did not motivate the benefactors to give money towards that work.

All these imply that AIC curriculum materials developing project suffers from the lack of finance both to employ skillful writers, and to write and publish books as well as ran other activities. Above all the statistics shown that the chi-square value of the null hypothesis 3 is 16.426 which is far more than the chi-square critical score(9.84) at 4 degree of freedom and 0.05 level of significance. Thus it can be said that there is lack of finance and that affects the curriculum materials development work negatively. So what the literature highlighted (see chapter 2) was further confirmed by this study.

Findings on the Effect of Assessment of the Needs of Pupil on the Development of Curriculum Materials

Report on the findings

The AIC curriculum materials writers and the project leaders involvement in the assessment of the Needs of the materials users. Item 19 in Appendix B, item 12 in Appendix C and item 15 in Appendix D provided data for analysis.

Table 23. Curriculum materials writers and project leaders' involve in the assessment of the needs of the materials users

Response	CMW	CMP L	CMU(T)	CMU(S)	Total	%
VGE (5)	5	2	0	2	9	9.7
GE (4)	3	6	4	4	17	17.8
SE (3)	4	2	5	14	25	26.3
VSE (2)	5	0	4	13	22	23
NA (1)	8	0	7	7	22	23
TOTAL	25	10	20	40	95	100

N=95

The table 23 above shows that out of 95 respondents, 9(9.7%) reported that curriculum materials developing workers (materials writers and project leaders) involvement in the assessment of development of curriculum materials to the very great extent, 17(17.8%) to the great extent, 25(26.3%) to medium extent, 22(23%) to the small extent, 22(23%) very small extent.

Curriculum materials meeting the needs of the pupil. Item 20 in Appendix B, 13 in Appendix C and 16 in D provided data for analysis.

Table 24. The extent to which the curriculum materials meet the needs of AIC Kenya

Response	CMW	CMU(T)	CMU(S)	CMPL	Total	%
VGE	4	1	2	2	9	9.5
GE	9	3	6	5	23	24.2
SE	8	6	10	3	27	28.4
VSE	4	10	22	0	36	37.9
NA	0	0	0	0	0	0
TOTAL	25	20	40	10	95	100

N=95

From Table 24 above, it was discovered that out of the 95 respondents, 9(9.5%) indicated that AIC curriculum materials meet the educational needs of the users to the great extent, 23(24.2%) indicated to the great extent, 27(28.4%) indicated to the medium extent, and 36(37.9%) to the small extent.

Testing the null hypothesis 4

$H_0:4$ There is no positive effect of assessment of the needs of the pupil on the development of curriculum materials at AIC Kenya.

Item 15 in Appendix D and item 21 in Appendix B were used to test the null hypothesis 4. The variables in the population that used to test this hypothesis were the following: a) Curriculum materials project leaders

b) Curriculum materials writers

The responses of curriculum materials writers and curriculum materials project leaders were tabulated as shown in table25. A chi square test of independence was performed with the following results.

Table 25. The effect of assessment of needs of pupil on the development of curriculum materials

	VGE	GE	ME	SE	VSE	Raw Total
CMPL	15	20	18	18	12	83
CMW	45	40	30	60	36	211
Column Total	60	60	48	78	48	293

$$\chi^2 = 4.869 \quad df = 4 \quad \text{Significance level} = 0.05$$

The obtained chi square value of 4.869 is less than the critical chi square value (9.49) necessary to reject the null hypothesis at 0.05 level of significance. The null hypothesis therefore not rejected. Consequently, at the 0.05 level of confidence, it can

be asserted that the assessment of the needs of pupil negatively affects the development of curriculum materials at AIC Kenya.

Discussion

It was discovered that the project leaders and the materials writers' involvement in the assessment of the educational needs of the materials users (pupils) is to the very small extent. (See tables 23). In relation to this the respondents were asked whether the produced AIC materials meet the educational needs of the materials users or not. The report and the analysis ascertained that it was also to the very small extent. Above all, the curriculum materials writers and the project leaders were inquired to help the researcher know the extent to which assessment of the needs pupil affects the development of curriculum materials at AIC Kenya. As it discovered in the literature, if the need assessment is inadequate or not carried out on timely basis, the materials fail to meet the needs of the people and as a result the materials production work can be affected negatively. In the light of this, it can be inferred that the need assessment of the materials users at AIC Kenya affects the production work, negatively. This means when the materials fail to meet pupil's needs and the materials loose their demand and people would not buy them. When pupils fail to buy and use them, the project fails to achieve its ends as well as its market.

Findings on the Effect of Leadership on the Development of Curriculum Materials

As it observed from the literature, curriculum project leaders who have good leadership qualities and perform their duties in efficient way produce a positive impact on the work of production of curriculum materials. Here the researcher

attempts to know whether that is the case at AIC Kenya. The findings reported as follows.

Report on findings

Extent to which good leadership qualities reflected in the life of the leaders of Curriculum materials development project. Responses to the items 16 in Appendix B used for analysis. As it indicated on the table 26, out of 95 respondents, 17(8.5%) reported that curriculum materials project leaders of AIC Kenya reflect the good leadership qualities to the very great extent, 41(20.5%) to the great extent, 24(12%) to the medium extent, 56(28%) to the small extent, 63(2%) to the very small extent.

Table 26. Response on qualities of AIC curriculum materials development project leaders

Issues	VGE (5)	GE (4)	ME (3)	SE (2)	VSE (1)
Motivation	2	7	3	5	8
Organization and supervision	3	4	4	9	5
Resource allocation	2	4	4	7	8
Love and concern	5	4	3	6	7
Encouragement	1	7	1	7	9
Involvement in the work	1	4	2	9	10
Giving and receiving feedback	0	3	4	8	6
Involving the participants in planning and decision making	3	8	3	5	0
Total	117	41	24	56	63
Percentage(%)	8.5	20.5	12	28	31.5

N=25

Other issues related to the leadership that affect the development of curriculum materials development work negatively. Item 18 in Appendix B implemented and brought responses that are indicated in the table.

Table 27. Issues related to leadership that affect the development of curriculum materials at AIC Kenya, negatively

Issue	Frequency	Percentage
Lack of well organized constitution	30	85.7
Inadequate recruitment of workers	25	71.4
Lack of communication	24	68.57
Lack of competency and qualification	20	57.1
Lack of delegation	15	42.9
Lack of vision	12	34.28
Total	126	359.95

N=35

Table 27 shown that 68.57% of the materials producers indicated that lack of communication is a problem with in the existing leadership of A.I.C Kenya, 57% hinted that the leaders lack of qualifications and incompetence is the problem. 85% of the respondents pointed out that the lack of constitution is the root of all hindrance. 72% of the respondents mentioned that there is a lack of proper recruitment. 42.9% of the respondents noted that the lack of delegation as one in the existing leadership of A.I.C Kenya. 34.28% of the respondents mentioned the lack of vision on the part of the leaders as a negative factor that affects the curriculum materials development work.

Table 28. Issues related to leadership that affect the development of curriculum materials positively

Issue	Frequency	Percentage(%)
Willingness to participate in the writing work	22	62.9
Courage to carry out the work despite difficulties	25	71.4
Enthusiasm	20	57.1

N=35

As table 28 showed, the positive issues that were observed by most of the curriculum materials writers and project leaders are participation in the work, courage and enthusiasm.

From all that has been found on the effect leadership on the development of curriculum materials, the results of table 20 and 21 used to determine whether leadership affects positively or negatively on the development of curriculum materials work at AIC Kenya.

Testing null hypothesis 5

H₀:5 There will be no positive effect of leadership on the development of curriculum materials at AIC Kenya.

The responses curriculum materials writers to item 17 in Appendix B and the responses of curriculum materials project leaders to item 13 in Appendix C were used to test the null hypothesis 4. A chi-square test of independence was performed with the following results.

Table 29. The effect of leadership on the development of curriculum materials at AIC Kenya

Variable	VGE	GE	ME	SE	VSE	Raw Total
CMW	10 (11)	20 (20)	21 (21.4)	16 (14)	3 (3.6)	70
CMPL	5 (4)	8 (8)	9 (8.6)	4 (6)	2 (1.2)	8
Column total	15	28	30	20	5	98

$\chi^2 = 1.721$ $df = 4$ Significance level = 0.05

The chi-square value of 1.721 obtained at 4 degrees of freedom was below the chi-square critical value (9.49) necessary to reject the null hypothesis at 0.05 level of significance. The null hypothesis was not rejected. Hence at the 0.05 level of

confidence, it can be asserted that leadership negatively affects the curriculum materials development work at AIC Kenya.

Discussion

From the findings it was discovered that good leadership qualities are lacking in the lives of the AIC curriculum materials project leaders. Most respondents reported that the leaders' positive influence on the project was to the very small extent. Their positive impact was mainly observed from their participation in writing the materials, and their enthusiasm and courage to carry out the work despite many problems the project faces such as lack of finance and trained human power. But to the greater extent, the leadership lacks the implementation of effective communication methods, competence and qualifications for the desired work. Besides this, leaders were not very effective to delegate the work, and to recruit and build an effective working team and organize committee with a known constitution. In chapter 2, literature revealed that if the curriculum materials developing project leaders lack good leadership qualities and competence, or are ineffective in performing the required duties, they would negatively affect the work. Thus this field search has found that the negative impact of leaders weigh more than that of their positive impact on the curriculum materials work at AIC Kenya.

Findings on the Effect of Culture on the Development of Curriculum Materials

Responses to items 22-25 in Appendix B, item 11 in Appendix C and item 12 in Appendix D analyzed to explain the cultural influence on the development of curriculum materials at AIC Kenya.

Report on Findings

The cultural background of the A.I.C curriculum materials writers. As we have seen in the demography section, there is a good distribution of the recruitment of curriculum materials writers from the ethnic groups where Africa Inland Church is dominant. (See table 5).

The materials writers' knowledge of the cultural elements of Kenya as they write the materials. Literature revealed that any curriculum materials writer must understand the culture of the materials users and contextualize the materials to the users' cultural context. In this relation items 21 in Appendix B constructed to find out whether that is the case with the curriculum materials writers at AIC Kenya.

Table 30. Materials writers' response on their knowledge of cultural elements of Kenya

Cultural element	VGE	GE	ME	SE	VSE	Total
Beliefs	4	10	5	6	0	25
Values	3	8	6	8	0	25
Norms and sanctions	2	9	8	6	0	25
Symbols	4	9	7	5	0	25
Total	13	36	26	25	0	100
Mean Score	0.65	1.44	0.78	0.5	0	3.37

N=25

As it indicated above, 13 of the curriculum materials writers reported that they know well the sub-cultures of Kenya and reported to the very great extent, 36 reported to the great extent, 26 to the small extent, 25 to the very small.

Curriculum materials writers' assessment of culture and culture change.

Responses to item 22 in Appendix B provided the data for analysis.

Table 31. Extent to which the curriculum materials writers assess culture and culture change as they write the AIC materials

Response	VGE	GE	ME	SE	VSE	Total
Frequency	2	4	6	11	2	25
%	8	16	24	44	8	100

N=25

Out of 25 curriculum materials writers, 3(8%) reported that they assess culture and cultural changes in Kenya as they write the AIC curriculum materials to the very great extent, 4(16%) to the great extent, 6(24%) to the small extent, 11(44%) to the very small extent and 8% not at all.

The effect of culture and culture change. Responses to item 24 in Appendix B provided the data for analysis. (See table 32 below).

Table 32. The extent to which culture and culture change affects the development of curriculum materials

Response	VGE	GE	SE	VGE	NA
Frequency	5	9	8	3	0
%	20	36	32	4	0

N=25

Table 32 shows that out of 25 AIC curriculum materials writers, 5(20%) responded that culture and culture change affects the development of curriculum materials work to the very great extent, 9(36%) to the great extent, 8(32%) to the small extent, and 3(4%) reported to the very small extent.

Materials relevance to the cultural context of Kenya. Item 14 in Appendix B and item 14 in Appendix C and item 17 in Appendix D provided the data for analysis. (See table 33 below).

Table 33. The extent to which AIC curriculum materials are relevant to the cultural context of Kenya

Response	CMW	CMPL	CMU(T)	CMU(S)	TF	%
VGE	4	2	3	6	15	15.8
GE	10	4	6	14	34	35.8
SE	9	3	4	12	28	29.5
VSE	2	1	7	8	18	19
NA	0	0	0	0	0	0
TOTAL	25	10	20	40	95	100

N=95

Out of 95 respondents 15(15.8%) reported that AIC curriculum materials fit to the cultural context of Kenya to the very great extent, 34(35.8%) to the great extent, 28(29.5%) to the small extent, 18(19%) to the very small extent.

Testing null hypothesis 6

$H_0:6$ There will be no positive effect culture on the development of curriculum materials.

To test the null hypothesis 6, results of table 31,32 and 33 were used and presented the following results. (See table 34 below).

Table 34. Effect of culture on the development of curriculum materials

Variables	VGE	GE	ME	SE	VSE	Raw Total
Use of cultural elements in writings	25 (20.3)	36 (35.4)	24 (23.2)	6 (11.8)	0 (0.4)	91
Assessment of culture and culture change	10 (16)	20 (28)	18 (18.4)	22 (9.3)	2 (0.3)	72
Materials relevance to cultural context	75 (73.7)	136 (129)	84 (84.4)	36 (43)	0 (1.3)	331
Column total	110	192	126	64	2	494

$$\chi^2 = 38.26$$

$$df=8$$

$$\text{Significance level} = 0.05$$

A chi-square of independence as performed. A chi-square value of 38.26 is far greater than the critical value of 9.48 required to reject the null hypothesis at 0.05 level of significance. Therefore the null hypothesis was rejected. Thus at the 0.05 level of confidence, it was asserted that there is positive effect of culture on the development of curriculum materials at AIC Kenya.

Discussion

It was discovered that the curriculum materials knowledge of the sub-cultural elements and assessment and taking into consideration of the culture and culture changes in Kenya was to the great extent. Besides this, there was an even distribution of writers from cultural groups where the AIC churches are dominant.(See table 5). Furthermore an interview with curriculum project leaders revealed that AIC curriculum materials writers share each other their cultural experiences and knowledge as they meet to write or scrutinize the first written curriculum materials. Also it was indicated that these writers consider culture to the great extent and they contextualize the materials in a way pupil understand them in their own dialects as well as thought patterns. Additionally it was discovered that curriculum materials produced by AIC Kenya are relevance to the sub-cultural groups of Kenya. They were produced by Kenyans, to Kenyans with in Kenyan context. Above all a chi- square test of independence was performed, and it ascertained that there is positive effect of culture on the development of curriculum materials at AIC Kenya.

Findings on the Effect of Relationship among the Materials Writers on the Development of Curriculum Materials

Literature revealed that poor relationship among the workers can negatively affect the work of developing curriculum materials. To know whether this is the case or not, this search analyzed responses to items 26-28 of Appendix B and 18 in Appendix D.

Report on findings

Interpersonal relationship among curriculum materials writers. Items 25 of Appendix B and item 13 of Appendix D used for analysis.

Table 35. Rate of interpersonal relationship among the materials writers

Variables	Very Good	Good	Average	Poor	Very poor
CMW	0	4	6	9	6
CMPL	1	3	3	2	1
Total	1	7	9	11	7
%	2.9	20	25.7	31.4	20

N=35

From table 35, the curriculum materials producers' responses indicated the following. Out of 35 respondents, 1(2.9%) reported the relationship among the curriculum materials workers is very good, 7(20%) reported as good, 9(25.7%) average, 11(31.4%) as poor, and 7(20%) as very poor

Besides this an interview with project leaders revealed that relationship among the workers of AIC materials writing project affects the work negatively. It ascertained that there is a communication gap between the writers and leaders, and a limited amount of interactions among the workers (especially the writers).

Positive effect of Relationship among the curriculum materials workers on the development of curriculum materials. Item 27 in Appendix B, 19 in D provided the data for analysis.

Table 36. Issues related to relationship among the curriculum materials development workers that positively affect the development of curriculum materials at AIC Kenya

Issue	Count	Percentage (%)
Credibility	14	40
Personality trait	13	37
High self-esteem	12	34
Flexibility	11	31.4

N=35

Table 37. Issues related to relationship among the curriculum materials development workers that affect the development of curriculum materials, negatively

Issue	Count	Frequency
Ones cultural background	32	91.4
Low self esteem	30	86
Educational background	30	85.7
Lack of love	27	77
Selfishness	26	74
Lack of proper coordination	16	45.7

As the above two tables indicated, there are factors that contribute both positive or negative relationship among the curriculum materials producing project.. It was found that flexibility, high self-esteem, flexibility, credibility and personality trait affect the inter personal relationship positively whereas lack of servant hood mood, respect, proper coordination and love affects negatively. Similarly, giving a high place to ones status, selfish behavior and low self-esteem affects the relationship among the project workers negatively. Also it was discovered that most of the respondents indicated the negative factor rather than the positive. This is also an indicator of poor relationship that exists among the workers.

Testing null hypothesis 7

H₀:7. There will be no positive effect of relationship among the materials producers(workers) on the development of curriculum materials at AIC Kenya.

The effect of relationship among the curriculum materials workers on the development of curriculum materials. Item 26 in Appendix B and item 18 in D. provided data for analysis.

Table 38. The effect of relationship among the workers on the development of curriculum materials at AIC Kenya

Variables	VGE	GE	ME	SE	VSE	Raw total
CMW	0	16(19)	18(18)	18(16)	6(5)	58
CMPL	0	12(9)	9(9)	7(6)	1(.3)	28
Column total	0	28	27	24	7	86
$\chi^2=3.49$ df=4 Significance level=0.05						

A chi-square value of 3.49 obtained is far less than the critical value of 9.48 required to reject the null hypothesis. Therefore, the null hypothesis was not rejected. At 0.05 level of confidence it can be said that there is no positive effect of relationship among the workers on the development of curriculum materials.

Discussion

It was discovered that the rate of interaction between the curriculum materials writers at AIC Kenya is very poor. This was due to in effective coordination and the geographical location of the curriculum materials writers. Further more it was ascertained that there is a communication gap between the project leaders and materials writers. Additionally the search found both the positive and the negative factor relationship among the workers. It was discovered that ones ethnic background, educational status, personality trait and self-esteem contributes towards creating

positive relationship with his/her co-workers. Whereas lack of humility, respect, love and proper coordination, the cultural and low educational background and selfishness can negatively affect the relationship among workers of the AIC curriculum materials development project. The data analyses revealed that the negative aspects of relationship among the workers of AIC Kenya are much greater than that of the positive ones. The literature revealed that if there is poor or negative relationship among the workers, it could affect the curriculum materials work negatively. In the light of this and the findings that have arrived, it can be said that the relationship among the workers of the curriculum materials developing project negatively affects the work of developing curriculum materials at AIC Kenya.

Responses to Research Question Two

R.Q.2. What did the curriculum materials writers, curriculum project leaders and the materials users at A.I.C Kenya perceive as necessary for improving the development of curriculum materials?

One null hypothesis was generated in relation to research question two.

H₀:1 There will be no significant difference between the curriculum materials producer and curriculum materials users as to what they perceive necessary for the improvement of curriculum materials at AIC Kenya.

In relation to research question, one open-ended item was formulated at the end of each instrument. The respondents were asked to indicate what they thought would be necessary to improve the materials developing work at AIC Kenya. The suggestions were tabulated in table 39 below.

Table 39. Suggestions on how to improve curriculum materials development work at AIC Kenya

No.	Suggestions	CMP	CMU	Total	%
1	Maintaining permanent budget for the work	35(26)	53(62)	88	92.6
2	Establishing strong body of working team	35(25)	48(58)	83	87.4
3	Constant evaluation of the materials as well as the activities of the project.	24(23)	52(53)	76	80
4	Improved chain of communication	15(21)	55(49)	70	73.7
5	Survey the educational needs of the materials users and produce materials that best meet their needs	19(20)	47(46)	66	69.5
6	Addressing current issues to meet the itching needs of the pupil in the present situation and context.	10(18)	50(42)	60	63.2
7	Developing complete series of the Materials	12(17)	45(40)	57	60
8	Upgrading and reviewing the materials	14(17)	42(39)	56	58.9
9	Make known the materials as well as the project work and its importance to the local church members and leaders.	10(15)	41(36)	51	53.7
10	Build a work team with other similar institutions	20(14)	26(32)	46	48.4
Column total		194	459	653	

$$\chi^2 = 26.85 \quad df = 9 \quad \text{Significance level} = 0.05$$

Key: CMP- Curriculum materials producers (writers and the writing project leaders).
 CMU- Curriculum materials users, both teachers and students.

As table 39 above shows, seventy (15 CMP and 55 CMU) of the respondents thought the AIC curriculum materials developing project needs an improved chain of communication between the curriculum material writers and project leaders, as well as with other departments of the church. This issue was suggested by less than a half of the curriculum materials producers and almost all of the curriculum materials users.

This implies there is a difference between the curriculum materials producers and users as to what they perceive of communication in that work. Though that is the case, both the curriculum materials writers and the project leaders can find possible ways to facilitate the situation for effective communication.

Fifty-seven (12 CMP and 45 CMU) of the respondents suggested that there is a need for developing a complete series of books for all ages and age groups. This implies that the curriculum materials users are in need of having a complete series of materials for different grades and age levels. If AIC materials writers focus their attention to build a series of books to different age and grade groups, it is hoped that the demand for such materials also would be increased.

Sixty (10 CMP and 50 CMU) of respondents pointed out that AIC curriculum materials writers should prepare materials that can incorporate and address current issues and thorough Bible knowledge. In relation to this, the respondents further hinted that the already written AIC materials do not that much address current issues and are not thorough in biblical teaching and that is why many AIC churches prefer to use CLMC (Christian Learning Materials Center) materials

Fifty-six (14 CMP and 4) of the respondents viewed the need for upgrading and reviewing AIC materials for its further improvement. Less than a half of the curriculum materials producers and over a half of materials writers agreed on the fact that AIC curriculum materials need upgrading and a constant revision. This shows that those curriculum materials users are more aware of the need for upgrading and revising the materials more than that of the producers. Many of the curriculum materials users commented that AIC curriculum materials are sub-standard materials

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Eighty-three (35 CMP and 48 CMU) of the respondents suggested that there is a need for establishing a strong body of working team. They explained that almost all of the curriculum materials writers are volunteers but not full-time employees. There is a need to find and employ full-time materials writers whose main duties are writing and publishing materials.

Eighty-eight (35 CMP and 53 CMU) of the respondents suggested that maintaining a permanent budget for curriculum materials production work is of one of the prior things that the project needs. They further indicated that the project has to enforce its financial policies and find different methods of fund raising strategies and methods rather than sticking to the usual ones.

Seventy-six (24 CMP and 52 CMU) of the respondents proposed that there is a need for constant evaluation of the materials as well as the activities of the project. Similarly forty- six (20 CMP and 36 CMU) of respondents hinted that there is a need for creating a teamwork or relationship with sisterly institutions which are devoted to the curriculum materials development work. This means over a half of curriculum materials writers and less than a half of the materials users pointed up this issue. They indicated that this would help much on sharing experiences and visions.

Fifty-one (10 CMP and 41 CMU) of the respondents hinted that there is a need to make known both the materials and the project to the AIC and other local churches of Kenya, to create a demand for AIC curriculum materials.

To test the null hypothesis one, a chi-square of independence was performed. The chi-square value (26.85) is more than the critical value (9.84) necessary to reject the null hypothesis at 9 degree of freedom and significance level of 0.05. Therefore the null hypothesis was rejected. It means that there is difference between curriculum

materials producers and users as to what they perceive necessary for the improvement of development of curriculum materials.

Discussion

In the above table 35, it was discovered that on suggested item 1-5, over a half of CMP and CMU hinted and thus we would take those suggestions as the most essential ones for the improvement of the curriculum materials production work at AIC Kenya. Among those suggested items, maintaining permanent budget for curriculum materials work is the top need that has to be considered. On the other suggested items, less than a half of CMP and over a half of CMU hinted. It means those items are mainly perceived by the CMU but not that much understood by the CMP.

Besides this, the chi-square test of significance pointed that there is significant difference between curriculum materials producers and curriculum materials users perceive necessary for the improvement of the development of curriculum materials. This shows that what the curriculum materials producers see most important suggestion may not be the same to that of the curriculum materials users. Thus this presents there is the need to merge the suggestions of both curriculum materials producers to that of the curriculum materials users so as to bring improvements in the curriculum materials development work.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter includes a summary of the research, important recommendations for improvement of developing curriculum materials, and for the further study in this area of knowledge. The research was conducted in response to the crucial problem at hand. This was the need to understand the factors and the extent they affect the development of curriculum materials for the churches' educational ministry. On the same line, there is also a need to assess the curriculum materials producers and users thoughts on how to improve curriculum materials writing work effectively.

Thus this descriptive study was carried out with a purpose to understand the extent to which the educational objective of the church, lack of trained human power, lack of finance, leadership, assessment of the needs of the pupil, culture and relationship among the workers affect the curriculum materials developing work at AIC Kenya, and also to find out perceptions for its improvement. The research was done through the generation and finding of answers to the following questions:

R.Q.1. Do the educational objectives, lack of trained human power, lack of finance, needs of the pupil, leadership, culture and relationship among curriculum materials writers affect the development of curriculum materials at AIC Kenya?

In relation to research question 1, seven null hypotheses were generated and they were tested accordingly.

H₀:1 There will be no positive effect of educational objectives of the church on the development of curriculum materials at AIC Kenya.

H₀:2 There will be no negative effect of lack of trained human power on the development of curriculum materials at AIC Kenya.

H₀:3: There will be no negative effect of lack of finance on the development of curriculum materials at AIC Kenya..

H₀:4 There will be no positive effect of need assessment on the development of curriculum materials at AIC Kenya.

H₀:5. There will be no positive effect of leadership on the development of curriculum materials at AIC Kenya.

H₀:6. There will no positive effect of culture on the development of curriculum materials at AIC Kenya.

H₀:7. There will be no positive effect of relationship among workers on the development of curriculum materials at AIC Kenya.

R.Q.2. What do the curriculum materials writers, curriculum project leaders and the materials users at A.I.C Kenya perceive as necessary for improving the development of curriculum materials?

In relation to Research Question 2, one hypothesis was cast.

H₀:1 There will be no significant difference between the curriculum materials producers and materials users as to what they perceive necessary for improving the development off curriculum materials at AIC Kenya.

The study is significant because first, it equips Christian curriculum materials writers with the knowledge of some of the factors that affect the development of curriculum materials and the extent to which they affect the development of

curriculum materials in the local churches. It also provides a body of knowledge to the program planners and policy makers at AIC and other local churches that are involved in writing curriculum materials for their congregations. Furthermore it offers useful information for anyone who has interest in exploring this area of study.

The study was limited to dealing with seven factors (educational objective, trained human power, finance, assessment of needs of the pupil, leadership, culture and relationship among the workers) and the extent to which they affect the development of curriculum materials at AIC Kenya. It was further delimited to the discussion of those factors especially in the lower level curriculum materials producing project.

The study adopted a descriptive research method case study. The survey instruments used to gather information from the AIC curriculum materials writers, the materials users and the project leaders were the questionnaires and the semi-structured interviews. The questionnaires contained both open-ended and closed-ended questions as to what the researcher desired to seek opinions from the informants. Both the research questions and formulated hypotheses and the corresponding instruments were based on the ideas acquired from the literature review. The instruments were administered to seek responses from the informants. The collected data was analyzed both qualitatively and quantitatively, and provided answers to the research questions. The findings were summarized as follows.

R.Q.1. Do educational objectives of the church, lack of trained human-power, lack of finance, leadership, culture, assessment of the needs of the materials users and relationship among the workers of curriculum materials affect the development of curriculum materials at AIC Kenya?

The main part of this study was focused on answering the above research question. In relation to this research question, three directional hypotheses were generated and tested. These hypotheses are stated below with their results:

H₀:1 There will be no positive effect educational objectives on the development of curriculum materials positively.

This hypothesis was not rejected. The data analysis ascertained that the implementation of educational objectives and making use of them, and building curriculum materials as they are seen to the 'great extent.' Also this was clearly observed from the materials relevance to the cultural context of Kenya and the way they bear and founded on the strongly stated educational objectives of the church. The chi-square test of significance ascertained that educational objectives of AIC church affect the development of curriculum materials positively.

H₀:2 There will be no negative effect lack of trained human power on the development of curriculum materials at AIC Kenya.

Also this hypothesis was rejected. It was found that there is lack of trained human power affects the curriculum materials productions work negatively at AIC Kenya. This further confirmed with what was already discovered in the literature, lack of trained human power is a handicap of the curriculum materials production work at AIC Kenya.

H₀:3 There will be no negative effect of lack of finance on the development of curriculum materials at AIC Kenya.

This null hypothesis was also rejected. The study was found that there is negative effect of finance on the development of curriculum materials at AIC Kenya.

This further confirmed what was discovered in the literature review section about the negative effect finance on the development of curriculum materials at AIC Kenya.

H₀:4 There will be no positive effect of need assessment on the development of curriculum materials at AIC Kenya.

This null hypothesis was also rejected. The research ascertained that the assessment of the needs of pupil by the AIC curriculum materials writers was done to the very small extent and this impacts the negative effect on the AIC curriculum materials. This also discovered from the materials insignificant effect in meeting the needs of the pupil.

H₀:5 There will be no positive effect of leadership on the development of curriculum materials at AIC Kenya.

This hypothesis was rejected. The research was found that there seems leadership affects the development of curriculum materials to negatively.

H₀:6 There is no positive effect of cultural awareness and culture change on the development of curriculum materials at AIC Kenya.

This null hypothesis was rejected. This study discovered that there is positive effect of culture on the development of curriculum materials. This means the curriculum materials producers at AIC Kenya are well informed of the culture of the material users. Besides this they take into consideration culture and cultural aspects as they write curriculum materials. Thus the material also thought that they are culturally relevant to Kenya.

H₀:7 There will be no positive effect of relationship among the workers in the curriculum materials development project, on the development of curriculum materials at AIC Kenya.

The above null hypothesis 7 was not rejected. The research was found that there seems loose relationship among the workers and this affects the work negatively

R.Q.2. What do the curriculum materials writers, curriculum project leaders and the materials users at AIC Kenya perceive as necessary for improving the development of curriculum materials at AIC Kenya?

In relation to this research question, one null hypothesis was generated. The respondents gave suggestions on what they thought would improve the development of curriculum materials.

Seventy-three percent of respondents indicated that there is a need for an improved chain of communication on the part of project leaders; sixty percent of respondents indicated that there is a need for the production of a complete series of materials for all age and grade levels; sixty-three percent of the respondents indicated that there is a need to assess the needs of the pupil and develop materials accordingly; fifty eight percent of the respondents indicated that there is a need for up-grading and revising the existing materials; eighty-seven percent of the respondents indicated the need for building a strong working team; ninety-two percent of the respondents indicated that there is a need to maintain a permanent budget for the work; eighty percent of the respondents indicated the need for evaluation of the materials and the project activities, forty-eight percent of the respondents indicated that there is a need for team work with other similar organizations, fifty three percent indicated that there is a need to make the materials known to the users, sixty-nine percent of respondents indicated that there is a need to survey of the needs of the pupil.

From the above analysis, seventy percent and above of the respondents pointed out that an improved chain of communication, establishing permanent budget

and working them evaluation of the project and materials, and assessing the needs of the pupil are the most significant aspect for the improvement of the materials production work.

The null hypothesis generated in relation to research question two was: There will be no significant difference between curriculum materials producers and materials users as to what they perceive important for the improvement of curriculum materials development project at AIC Kenya.

This null hypothesis was not rejected. The chi-square statistical test ascertained that there is significant difference between curriculum materials writers and curriculum materials producers as to what they perceive important for the improvement of curriculum materials development work at AIC Kenya.

The findings that have been discussed this far highlight a number of issues which curriculum materials developing project at AIC and also other similar institutions (projects) should take into consideration. Thus the following conclusions can be drawn from the findings of this study.

1. Though they are different in the way they affect educational objectives of the church, lack of trained human power, leadership, needs of the pupil, lack of finance, culture and relationship among the workers are factors in the development of curriculum materials.
2. Out of seven perceived factors, except the two (educational objectives and culture), the rest five (leadership, trained human power, finance, need assessment and relationship among the workers) affect the work negatively. The findings point out that AIC curriculum materials development project work is at stake unless it finds ways to do away with the factors affecting the work negatively.

3. As the findings indicated, the AIC curriculum materials development project is extremely affected by lack of trained human power and finance, (this is observed from their mean score (1.8 and 2.05). thus there is a need for trained human power in the area of materials writing and personnel management). There is also a need for fund raising and searching for possible ways to get money for the work.
4. AIC curriculum materials development project is strong in dealing with the educational objectives of the church and making materials relevant to the cultural context of Kenya, to great extent.
5. Curriculum materials development project leaders have insignificant impact on the materials production work because of they lack most of the good leadership qualities and incompetent or unqualified in the field of writing curriculum materials.
6. There is a need for adequate personal interaction and unity among the workers of the project.
7. There is a need for assessing the needs of the materials users both by writers and the project leaders so that the project writers would be able to write the materials that meet the needs of the pupil. Because this was missing at the AIC curriculum project, that is why the materials are failing to meet the needs of the users.
8. As the suggestions for improvement maintained, establishing a strong working team, permanent budget, and a constant evaluation of the project are of those highly recommended.

Recommendations

Based on the findings and conclusions, the following recommendations were made.

1. Since the study found lack of finance and trained human power as severely constraining factors, it is necessary for the project to deal with those factors. As it was discovered, lack of finance is not because of peoples' unwillingness to give but rather there is improper management and lack of sound teaching on the subject "giving". Thus it is recommended that the curriculum materials development project to make its best effort to avoid the above mistakes and to ensure fund raising strategies. Besides this it is necessary for the project to train writers in the area art, literature, psychology, Bible and theology. Or else the project should find ways to employ people of those qualifications.
2. The project leaders must reflect good leadership qualities and be efficient and active to make the project fruitful and far reaching. Also they should maintain a good relationship among themselves and project workers. Besides this they should promote good communication channels.
3. The materials users must offer both moral and financial support to the project.
4. The writers and project leaders should involve in assessing the needs of the materials users. If possible the project must organize a research theme and survey the pupil's needs before writing each material.
5. The produced materials must be upgraded or revised for contemporary use.
6. The materials should be evaluated on constantly to bring improvements in them.

Recommendations for Further Research

This study has been limited to dealing with seven perceived factors (educational objective of the church, finance, trained human power, leadership, culture, relationship among workers, and assessment of the needs of the materials users). There is a need for further study on factors such as work experience, effectiveness of the materials, writer's experience in writing, time, etc.

This study was limited in scope of discovery of the factors because of the time constraints. Therefore it is necessary for the thorough and more detailed study to be done, which can even incorporate a documentary search on how those factors affected the AIC curriculum materials development project through out the years.

The study mainly focused on factors, it is important that further evaluative study be done covering the whole areas and activities of the project as well as the materials themselves. Such findings will also go long way to reinforce the importance of justification of its programs and the necessity of its continuation.



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APPENDIX A

April, 3rd 2000

AIC Kenya Office
Nairobi

Dear Sir,

Greetings in the Name of our Lord Jesus Christ

RE: RESEARCH WORK

The bearer of this letter, Mr. Woyita Woza 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 programme. The research is on "*Factors Affecting the Development of Curriculum Materials at AIC Kenya*".

The School will very much appreciate whatever assistance you can give to his research.

Sincerely,

Victor B. Cole
Vice Principal for Academic Affairs

VBC/mo.

APPENDIX B

QUESTIONNAIRE FOR CURRICULUM MATERIALS WRITERS

Introduction: The aim of this study is to find out factors affecting the development of curriculum materials at A.I.C Kenya. In this regard, you are kindly requested to answer the following questions as completely as possible to the best of your knowledge.

Demography

1. Age _____
2. Sex _____
3. Your educational background
High school certificate []1 College diploma []2 University degree []3
Post graduate degree []4
4. Which ethnic group are you from? _____

Educational Objective of the Church.

5. State the educational objective of A.I.C Kenya _____

6. To what extent the educational objective of your church reflect on the materials you develop? Very great extent []5 Great extent []4 Medium extent []3
Small extent []2 Very small extent []1.
7. To what extent do you use educational objectives of your church as you write the curriculum materials? Very great extent []5 Great extent []4
Medium Extent []3 Small extent []2 Very small extent []1

Trained Human Power

8. To what extent do you receive training that aids you in the work of the developing of curriculum materials? Very great extent []5 Great extent []4
Medium extent []3 Small extent []2 Very small extent []1
9. What kind of training have you had in the area of developing curriculum materials?

10. To what extent has your educational background helped you in the development of curriculum materials for your church?
Very great extent []5 Great extent []4 Medium extent []3
Small extent []2 Very small extent []1

11. Describe the reasons for the lack of trained man power. _____

Finance

12. List the source of funding for curriculum materials project at AIC Kenya _____

13. To what extent your church supports AIC curriculum materials development work, financially?

Very great extent []5 Great extent []4 Medium extent []3
 Small extent []2 Very small extent []1

14. To what extent does the lack of finance negatively affect your work?

Very great extent []5 Great extent []4 Medium extent []3
 Small extent []2 Very small extent []1

15. If there is lack of finance to find the AIC curriculum materials developing project, list the reasons. _____

Leadership

16. To what extent are the following issues related to leadership affect the curriculum materials development project at A.I.C Kenya? (Tick one corresponding an issue)

<u>Issues related to Leadership</u>	<u>The Extent of Its affection</u>				
	Very G.	Great	Medium	Small	Very Small
motivation	_____	_____	_____	_____	_____
supervision	_____	_____	_____	_____	_____
resource allocation	_____	_____	_____	_____	_____
love and concern for workers	_____	_____	_____	_____	_____
encouragement	_____	_____	_____	_____	_____
Involvement in the routine work	_____	_____	_____	_____	_____
giving and receiving feedback	_____	_____	_____	_____	_____
participating others in decision making	_____	_____	_____	_____	_____

17. To what extent AIC curriculum materials project leaders exert positive influence on the work of developing curriculum materials?

Very great extent []5 Great extent []4 Medium extent []3
 Small extent []2 Very small extent []1

18. Issues related to leadership that affect the development of curriculum materials at AIC Kenya, positively, _____

Negatively _____

Needs of the Pupil

19. How do you get involved yourself in the assessment of the needs of the curriculum materials users? Very great extent []5 Great extent []4

Medium extent []3 Small extent []2 Very small extent []1

20. To what extent do you think the curriculum materials you produce meet the needs of people?

Very great extent []5 Great extent []4 Medium extent []3

Small extent []2 Very small extent []1

21. To what extent the assessment of the needs of the pupil affect the development of curriculum materials at AIC Kenya? Very great extent []5 Great extent []4

Medium extent []3 Small extent []2 Very small extent []1

Culture

22. To what extent do you aware of cultural elements of most sub-cultures of Kenya?

Cultural element	Very G	Great E.	Medium E	Small E	Not at all
Beliefs	_____	_____	_____	_____	_____
Values	_____	_____	_____	_____	_____
Norms and Sanctions	_____	_____	_____	_____	_____
Symbols	_____	_____	_____	_____	_____

23. To what extent do you assess culture and culture changes in your work?

Very great extent []5 Great extent []4 Medium extent []3

Small extent []2 Very small extent []1

24. To what extent do culture and culture changes affect your work?

Very great extent []5 Great extent []4 Medium extent []3

Small extent []2 Very small extent []1

25. To what extent are A.I.C curriculum materials relevant to the cultural groups of Kenya?

Very great extent []5 Great extent []4 Medium extent []3

Small extent []2 Very small extent []1

Relationship among Workers

26. How can you rate your relationship with the leaders of curriculum materials development project at A.I.C Kenya?

Very good []5 Good []4 Average []3 Weak []2 Very poor []1

27. To what extent does interpersonal relationship affects your work positively?

Very great extent []5 Great extent []4 Medium extent []3

Small extent []2 Very small extent []1

28. Describe the most important issues that are related to the development of curriculum materials at A.I.C Kenya.

APPENDIX C

QUESTIONNAIRE FOR A.I.C CURRICULUM MATERIALS USERS

Introduction: The aim of this study is to find out factors affecting the development of curriculum materials at A.I.C Kenya. In this regard you are kindly requested to answer the following questions as completely as possible to the best of your knowledge.

1. Age _____
2. Sex Male []1 Female []2
3. Describe your educational background _____

4. Which ethnic group are you from _____
5. To what extent are you familiar with the educational objective of A.I.C Kenya?
Very great extent []5 Great extent []4 Medium extent []3
Small extent []2 Very small extent []1
6. To what extent do A.I.C Curriculum materials meet the educational objectives of your church? Very great extent []5 Great extent []4 Medium extent []3
Small extent []2 Very small extent []1
7. Do you think that A.I.C curriculum materials writers had enough training for their work? Yes []2 No []1
8. To what extent do you contribute to the A.I.C curriculum materials development project? Very great extent []5 Great extent []4 Medium extent []3
Small extent []2 Very small extent []1
9. To what extent does the lack of finance negatively affect your purchase of curriculum materials? Very great extent []5 Great extent []4
Medium extent []3 Small extent []2 Very small extent []1
10. If any, describe reasons for lack of finance to fund the curriculum materials project of AIC Kenya. _____

11. To what extent do A.I.C materials developers seek to know your educational needs?
Very great extent []5 Great extent []4 Medium extent []3
Small extent []2 Very small extent []1
12. To what extent do A.I.C Curriculum materials meet your needs?
Very great extent []5 Great extent []4 Medium extent []3
Small extent []2 Very small extent []1
13. To what extent the curriculum materials developing project leaders positively influence the work?

APPENDIX D

INTERVIEW QUESTIONS FOR CURRICULUM MATERIALS

DEVELOPMENT PROJECT LEADERS AT A.I.C KENYA.

- 1 Age _____
2. Sex Male [] Female []
3. Describe your educational background.
4. Describe your ethnic and cultural background.
5. What is the educational objective of A.I.C Kenya?
6. How do you clarify the educational objective of your church to the workers in the curriculum materials development project?
7. How are you involved in the development of curriculum materials?
8. How often do you train the curriculum materials writers?
9. Describe the sources of funding for the development of curriculum materials at A.I.C Kenya.
10. Describe the local churches contribution towards the curriculum materials development project.
11. How lack of finance affects the development of curriculum materials negatively?
12. Describe some of the reasons to the lack of finance that affect the development of curriculum materials.
13. Describe your influence on the development of curriculum materials project at A.I.C Kenya.
14. What are the issues related to leadership that affect the materials development work at AIC Kenya?
15. Describe the way you assess the educational needs of AIC curriculum materials users.
16. How the AIC Curriculum materials effective in meeting the educational needs of the materials users?
17. If any, explain the cultural influence upon the development of curriculum materials at AIC Kenya. Do you think the materials are relevant to the sub-cultures of Kenya?
18. Describe interpersonal relationship that exists among the workers in the curriculum materials writing project of AIC Kenya.
19. What are the issues that affect the interpersonal relationship among the workers either positively or negatively?
20. Describe what you perceive important for the improvement of curriculum materials work at AIC Kenya.

APPENDIX E

CHRISTIAN EDUCATION DEPARTMENT

BUDGET PROPOSAL FOR 1998/1999.

SOURCES OF INCOME.

1. INCOME	1997/1998	1998/1999
1. Sales	850,000.00	1,000,000
2. Photocopies	25,000.00	50,000.
3. Conferences	50,000.00	200,000.
4. C.E.D. Day	50,000.00	200,000.
5. Bank Interest	100,000.00	50,000.
6. Other		
	1,075,000.00	1,500,000.

SALARIES AND ALLOWANCE.

2. SALARIES.	1997/1998	1998/1999	
1. Director	12,000.00	16,000.	192,000.
2. Office Secretary	6,500.00	8,500.	102,000.
3. Sales Secretary	5,500.00	6,500.	78,000.
3. ALLOWANCES.			
4. Book-keeper	2,000.00	2,000.	24,000.
5. C.Y.A./C.S.B. Coord	2,000.00	2,000.	24,000.
6. Music Coord.	2,000.00	2,000.	24,000.
7. C.W.F./C.S.C. Coord		2,000.	,000.
9. Chairman	2,000.00	2,000.	24,000.
		41,000.	492,000.

EXPENSES DISTRIBUTION.

1. Salaries and allowances	339,500.00	492,000.
2. N.S.S.F. matching	2,800.00	2,880.
3. Provident Fund	13,500.00	18,600.
4. Leave allowances	6,400.00	7,750.
5. House Telephone	9,000.00	12,000.
6. Office Telephone	-	27,000.
7. Office electricity bill	-	12,000.
8. Postage	3,000.00	20,000.
9. Stationary	13,000.00	40,000.
10. Publisging	240,000.00	317,770.
11. Gifts and Hospitality	25,000.00	40,000.
12. Repairs and maintenance	30,000.00	150,000.
13. Travels (Director)	60,000.00	100,000.
14. Bank charges	9,000.00	10,000.
15. Car Depreciation	250,000.00	250,000.
	1,035,700.00	1,500,000.



FINANCIAL STATEMENT FROM 01/10/98-30/11/99.

INCOME		
Opening Bank Balances		
Savings A/C 1.10.98		557,754.05
Current A/C 1.10.98		104,832.20
Sales: Stationary		1,168,430.15
Materials		77,146.00
Special Offering/Donation		17,668.50
Computer project		10,250.00
Conference Income		121,163.00
C.E.D Day-1998		14,758.95
C.E.D Day .99		143,818.00
Receivable -Education Dept.		638,291.90
Loan payments		288,841.00
Closing Bank Balances		
Car A/C as at 30.9.99		175,316.30
Publishing A/C as at 30.9.99		242,301.20
Current A/C as at 30.9.99		18,340.20
SUB. TOTAL		3,578,911.50
EXPENSES		
Directors travel	111,694.00	
Directors vehicle Repairs	212,343.00	
Staff training	29,200	
Vehicle Insurance	58,216.00	

EXPENSES

Office Hospitality	32,701.00	
* Board Travel	3,300.00	
Postage	15,940.00	
Equip Machine Repairs (Photocopy)	163,688.30	
Loan to central Office	652,779.00	
Office Repairs Renovations	90,504.00	
Telephone and Electricity	55,522.20	
* Publishing and printing	830,106.00	
Salaries	538,310.00	
Photocopy papers	50,973.00	
Receivable Education	574,254.00	
Gifts and other allowances	2,000.00	
Staff loan given	89,000.00	
Bank charges	4,290.40	
TOTAL	3,148,670.90	

SUMMARY

TOTAL INCOME	3578,911.50
TOTAL EXPENSES	<u>3148,670.90</u>
Balances - Surplus	<u>430,240.60</u>

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Curriculum Vita

Name: Woyita Woza Olla
Date of Birth: July 15,1968
Marital Status: Married
Nationality: Ethiopian

Educational Background

Sawla Secondary School 1980-1984

Addis Ababa University, major in Philosophy 1985-1987

Evangelical Theological College of Addis Ababa; special emphasis on Christian

Education 1992-1995

Work Experience

Employer	Period	Position
SIM	1987-1991	Community Based
Health Care project		Assistant coordinator
Gofa Kale Heywot	15/6/95-12/19/95	Acting General Secretary
Church		
Kale Heywot	1/1/96-20/8/98	Academic Dean of Hosanna
Church Board		Kale Heywot Ministry Training College