

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

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

BY

PATRICK ABEL LUMBUMBA MANASSEH

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

July - 2001

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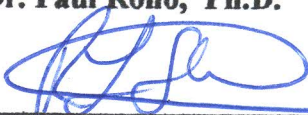
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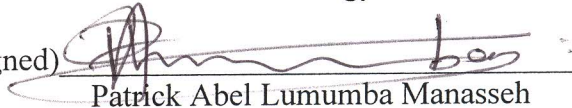
Student's Declaration

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

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

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

(Signed)



Patrick Abel Lumumba Manasseh

June, 2001

Dedicated

To

Catherine Mukami Njeru

And

My mother Felgona Atieno Manasseh.

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

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

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ABSTRACT

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

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

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

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

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

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

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CHAPTER ONE

INTRODUCTION

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

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

In this study, 'outcomes focus' and 'consequences' were looked at as one item viewed invariably, from perspectives of 'planning' and 'practice'. Helpful books on 'learning outcomes' in curriculums seem to be few and far between. H. Colson and Raymond Rigdon are more rightly convinced that "a responsible church cannot do without an educational plan" and that "such a plan must represent the full life, work and belief of the church as it attempts to maintain faithful worship in the modern world (Colson 1981, 9).

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

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

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

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

Purpose of Study

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

