

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

*The Relationship Between Faculty Perspectives on the Role
of Curriculum and their Instructional Methods*

BY
EDGAR JAMES MOMOH

*A Thesis Submitted to the Graduate School in Partial
Fulfillment of the Requirements for the Degree of Master
of Arts in Educational Studies*

JULY 2006

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July, 2006

Student's Declaration

**THE RELATIONSHIP BETWEEN FACULTY PERSPECTIVES ON THE ROLE
OF CURRICULUM AND THEIR INSTRUCTIONAL METHODS**

**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 here are not necessarily those of the Nairobi Evangelical
Graduate School of Theology or the Examiner:**

(Signed) _____

A handwritten signature in black ink, appearing to be 'J. M. M. M.', written over a horizontal line.

July, 2006

ABSTRACT

This study aimed at investigating the relationship between faculty perspectives on the role of curriculum and their choice of instructional methods. The approach of the study was case study that was focused on faculty members at the Nairobi Evangelical Graduate School of Theology. Data for the study was collected by three means. Firstly, through the use of a modified curriculum orientation profile which was originally designed by Pat Babin of the University of Ottawa, Canada. The instrument was redesigned to fit the context of this study. The second mode of data collection was through analysis of course syllabi that were submitted to the DVCAA's office for the second term of the academic year 2005/2006. Lastly, fourteen out of seventeen lecturers were observed during their teaching sessions.

The curriculum inventory questionnaire was intended to find out the various curriculum perspectives lecturers at NEGST held. The line of inquiry into these perspectives was along those proposed by Eisner and Vallance (1974). The syllabi analysis was to investigate into the most prevalent instructional methods used by NEGST lecturers in disseminating the content of their courses. The guided observation/evaluation instrument helped in collecting data that was cross-tabulated and statistically tested in order to determine the relationship between the variables selected in the study.

The findings of the study showed that faculty members at NEGST significantly upheld all of Eisner and Vallance five perspectives on curriculum. Specifically, they all rated highly on the perspective of curriculum as cognitive processes. Moreover, lecture method of instruction proved to be the most prevalent instructional method at NEGST followed by readings, and discussions method. A statistically significant relationship was found between the view on curriculum as cognitive processes and behavior modification instructional methods.

Recommendations were made to the NEGST faculty and administration on how to utilize knowledge on their various curriculum perspectives in determining the areas of emphases in disseminating the content of curriculum.

DEDICATION

To Donna and Edward Kenninger for believing in the call of God upon our lives.

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