

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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CHAPTER 1

INTRODUCTION

The essential nature of curriculum to the process of education, that is both learning and teaching, could be likened to the relevance of a master plan of a building to both a contractor and the builder. Therefore one would claim that just as there is no building without a design or plan so there is no education without a curriculum. The underlying concept in this statement is that there are both explicit and implicit aspects of curriculum. The explicit aspect refers to a well-designed and planned curriculum whereas, the implicit aspect refers to the hidden values of curriculum that are not mentioned in writing and in most cases, are unplanned.

The argument above lends support to the claim that there is no education without curriculum, because even where the educational situation may lack printed matter that stipulates the course of study to be followed, all the activities that go on in the process whether intentional or unintentional, accounts for a curriculum. G. P. Oluoch (1982, 7) posits that curriculum is “all that is planned to enable the students acquire and develop the desired knowledge, skills and attitudes.” The point of contention in Oluoch’s definition is the emphasis that curriculum is “only the deliberately planned activities” (Oluoch 1982, 7).

In view of our previous train of thought, both the high-rise building complex in down town Nairobi with a well-designed plan and the shanty house in Kibera slums

signify feature of a plan. The high-rise complex would have printed matter that embodies the blueprint of the building but the shanty house may not have any. Whatever the case, the fact remains that, both buildings follow specific architectural designs that can be likened to that of curriculum in the field of education. The unifying concept of this illustration is that though informal education, for example, may appear not to have a written curriculum, nonetheless the processes and activities of learning follow a specific form of curriculum design.

This argument helps explain why there are so many conflicting views about curriculum among educators from the elementary to the tertiary levels. Eisner and Vallance (1974) are among many educators who have tried to streamline these conflicting views into a concise formulation that serve as a set of helpful signposts that distinguishes between the many conflicting orientations on the role of curriculum for both the professional educator and the nonprofessional. Often times, these conflicting views tend to have bearing on the instructional methods used in the process of education. In that, every divergent orientation on curriculum tends to have some instructional methods that correspond with that orientation.

The above concept could be illustrated using the image of a cone whose circular base lies perpendicularly above the vertex of that cone. For our illustration, we would refer to the vertex, which is the narrowest point of the cone as the lowest level of education i.e. elementary. We would also refer to the circular base lying perpendicularly above the vertex as the highest point of education, which is inferred as any level of tertiary education (Figures 1 and 2.)

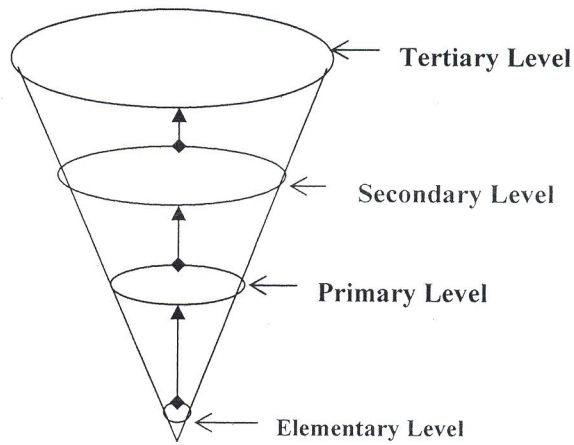


Fig. 1. Cone of Curriculum Orientations at Various levels of Education

Figure 1 evidently shows that as one moves away from the vertex of the cone towards the exterior circular base, the interior circles widens in their circumference. Figure 2 illustrates how the views on curriculum widen at every successive level of education.

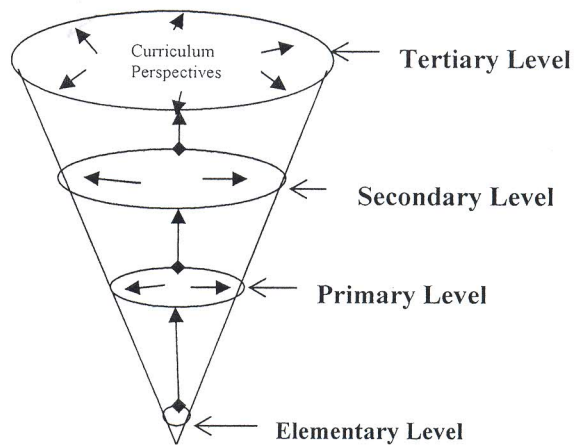


Fig. 2. Cone of Curriculum Orientations and Instructional Methods at Various Level of Education

Nairobi Evangelical Graduate School of Theology (NEGST) is by implication of the name a post-graduate institution that aims at promoting excellence in African Christianity. The attainment of this goal is captured in the commitment of the institution

to “high standards of academic excellence in terms of the quality of teaching staff it attracts, the insistence on high standards of admission of students, quality instruction and on-going research” (NEGST 2004, 4). This process involves integration of the three domains of learning, which is cognitive, affective, and psychomotor or differently put knowledge, character and skills development, which includes curricular activities that extend beyond the classroom environment.

The cognitive element addresses the formal instruction given in the context of the classroom and library research. The psychomotor skills are developed by exposing the students to field experiences in the form of practicum and field ministry. In each of these endeavors, the student is required to not only do maximum information processing and interaction but also quality reflections. The affective or character element is addressed in several ways. There is provision for Academic Advisory (AA) groups where the academic advisers act as mentors to the students. Furthermore, the three hours of chapel services per week are aimed at strengthening the students’ spiritual life through challenges and admonitions from the word of God and personal testimonies.

Problem Statement

Conflicting views about the role of curriculum is a prevalent phenomenon in most educational institutions. The basis of these conflicting views most often stems from what individual teachers believe concerning the primary goal of the teaching and learning process. The disparity between course syllabi from one teacher to another often acts as a window through which one perceives conflicting views on curriculum. The implications of this evidence lie in the way the course content is structured and the type of course requirements demanded from the students. In addition, the various assessment tools lecturers use to assess students’ work in both continuous and end of course assessments are other contributing evidences that reveal conflicting views lecturers hold on

curriculum. A similar scenario prevails in the way individual lecturers at NEGST organize their course contents, apply instructional methods, and set up course requirements. The issue of concern hence in this study was to investigate how individual faculty perspectives on curriculum at NEGST influence instructional methods.

Purpose of Study

The purpose of this case study therefore, was to examine the relationship between the various views faculty members at NEGST hold about the role of curriculum, and the way these views affect their instructional methods. The line of inquiry into the various perspectives of curriculum was from the five basic perspectives of curriculum postulated by Eisner and Vallance (1974): curriculum as cognitive processes, curriculum as technology, curriculum as personal relevance, curriculum as social reconstruction and curriculum as academic rationalism.

Research Questions

The research questions that were addressed in this study include:

R.Q.1 Which of Eisner and Vallance's five perspectives on curriculum do lecturers at NEGST favor?

R.Q.2. What prevalent instructional methods do lecturers at NEGST adopt in disseminating curricular content?

R.Q.3. How do lecturers' perspectives of curriculum at NEGST relate to their preference for instructional methods?

Research Hypotheses

The hypotheses generated in this study included:

H₀: 1 Lecturers' perception of the role of curriculum at NEGST does not reflect Eisner and Vallance five perspectives on curriculum.

H₀: 1 Lecturers' perception of the role of curriculum at NEGST does not reflect Eisner and Vallance five perspectives on curriculum.

H₀: 2 Lecturers at NEGST who perceive curriculum as Technology do not prevalently use the competence enhancement instructional methods.

H₀: 3 Lecturers at NEGST, who perceive curriculum as Cognitive Process, do not prevalently use the behavior modification instructional methods.

H₀: 4 Lecturers at NEGST who perceive curriculum as Self-actualization do not prevalently use the personal relevance instructional methods.

H₀: 5 Lecturers at NEGST who perceive curriculum as Social Reconstruction do not prevalently use the social interaction instructional methods.

H₀: 6 Lecturers at NEGST who perceive curriculum as Academic Rationalism do not prevalently use the information processing instructional methods.

Definitions

Curriculum: the term curriculum comes from the Latin word *currere*, which literally connotes to run. The Romans used the word *currere* to mean, “running a race course” (Ford 1991, 32-33). Educators adapted this to embrace “all of life’s experiences or happenings” (Ford 1991, 32). In another sense, it is a “course of study followed in a school or some other teaching institution” (Oluoch 1982, 5). In this study the definition of choice is that of Ted Ward as cited by Cole that curriculum is a decisive educational plan of what is to be taught and why, to whom, and under what conditions” (2001, 25).

Instructional Methods: In this study, the phrase *instructional methods* refers to the choice of teaching methodologies and approaches teachers employ in the teaching process.

Delimitations

The researcher is aware that there are as many perspectives on curriculum as there are schools of thought on education. However, focus of this study was confined to observing the five perspectives of curriculum at NEGST as proposed by Eisner and Vallance. These include Curriculum as: a) cognitive processes b) technology c) personal relevance/self-actualization, d) social reconstruction and adaptation, e) academic rationalism.

The scope of inquiry into the instructional methods was along the following five approaches: a) information processing methods, which embraced lecture, question/discussion, viewing/listening, and inquiry training. b) Social interaction methods, which embraced community orientation and group investigations, c) Personal relevance methods, which embraced independent learning and Synectics, d) Behavior modification methods which embraced role-play and simulation, inquiry training, group investigation e) Competence enhancement, which embraced instructional systems and programmed instruction, practice and drill, simulation (Saylor, Alexander and Lewis 1981).

Limitations

The associations between Eisner and Vallance's five perspectives on curriculum with the five instructional models adapted in this study, was a purposive attempt based on degree and likelihood of usage of teaching methods related with each instructional model. The researcher was aware that this might impose some limitations of cross-mixed methods across models. Therefore, the findings of this research could not be generalized to every educational situation.

Significance of Study

The findings of this research were intended to provide relevant information for the administration in assessing whether aspects of the outcome goals of the institutional curriculum designs are being met through the teaching/learning process. Furthermore, the findings were meant to help lecturers to discover how their individual curriculum perspectives affect their preference of instructional methods. The assumption was that this knowledge would enable them in their choice of instructional methods in various learning situations. This study was also intended to contribute to the growth of knowledge in the area of establishing how curriculum perspectives and instructional methods influence each other. Finally, the study was an attempt to provide a basis for further research.

CHAPTER 2

LITERATURE REVIEW

Substantive Literature Review

Some Basic Perspectives of Curriculum

Various educators and curriculum developers have defined curriculum in different ways. Cole (2001, 24) asserts that the most common one assumed by both “practitioners and the public at large” is the view of curriculum as a “body of subjects set out by teachers for students to cover.” Others view curriculum as a document that stipulates the content of study on a particular subject or program. Connelly, Dukacz and Quinlan (1980, 3) propose a broader definition that “encompasses the interaction of students, teachers, and subject matter – in a school setting and in a context of educational purpose.” Still another view of curriculum, which is the operational definition in this study, is that of Ward, as posited by Cole, that curriculum is “a decision making process of what is to be taught and why, to whom, and under what conditions” (2001, 25).

The definitions of Connelly, Dukacz, Quinlan and Ward (1980, 2001) entails a distinct concept on curriculum that is not common with the general view held by some practitioners and the general public at large. The distinctiveness of their definitions is in the usage of the word *interaction*, between the teacher, learner and the content in every teaching/learning situation. Ward’s definition even goes beyond that to introducing another component - “decision making factor.

Saylor, Alexander and Lewis (1981, 3) observe yet another, wider range of components when they define curriculum as, “a course of study, intended learning outcomes, intended opportunities for engagement, learning opportunities provided, learner’s actual engagements, and learner’s actual experiences.” These variations in definitions reflect diversity in assumptions on the role of curriculum. For example teachers who see curriculum from the material or subject angle of view are likely to emphasize mastery of content matter. On the other hand, those who see curriculum from the learner’s perspective will emphasize on developing the learner.

Eisner and Vallance’s (1974) attempt to organize the concept on curriculum into five distinct orientations was conceived against the background of the many conflicting assumptions there are on curriculum. The following are the five orientations they suggest in their book *Conflicting Conceptions of Curriculum*: development of cognitive processes, technology, self-actualization, social reconstruction, and academic rationalism.

Development of Cognitive Processes

The role of curriculum as development of cognitive processes is to foster development of the learner’s cognitive processes. Hence, curriculum and school are expected to help learners to master how to learn and provide them with “opportunities to use and strengthen the variety of intellectual faculties that they possess” (Eisner 1979, 51). The argument herein is that curriculum should equip the learners to access knowledge of any kind through a set of cognitive skills of inquiry. Hence, the primary emphasis is not on content but on the processes of learning. In line with that notion, Eisner and Vallance (1974, 19) notes Carl Bereiter’s argument on the purpose of schooling that “the greatest strength of schooling is in the development of cognitive skills”.

Another assumption underlying this orientation is that curriculum should enable the learner to cultivate intellectual autonomy, which will enable him/her to make individual choices and interpretations of situations encountered beyond the context of the learning situation (Eisner and Vallance 1974). Since the curriculum can hardly predict what situations the learner will eventually encounter beyond the learning situation, the emphasis of the curriculum therefore should be on developing cognitive skills that will help the learner respond to any of such situations. Using the thoughts of Ivan Illich, Bereiter says that what people actually need in order to learn in the fashion of cognitive processing included “access to models, to people who practice the skills or behaviors they wish to learn... access to peers who share their interests and with whom they can learn... access to elders, people who can offer them evaluation and advice” (1974, 20). In essence what this suggests is that the learner needs appropriate experiences in order to successfully engage in cognitive processing.

The above scenario is a point in case for the educational process today given the fact that school and other learning institutions are under considerable pressure from the technological world to produce quality learners who can adequately transfer learning to new situations beyond the scope of their learning situations. Although, Resnick and Klopfer (1989) in their research posits that is not always guaranteed.

Contrary to the strong emphasis placed on process over content in curriculum perspective as cognitive processes, Jacobs (1989) observes that the exponential rate at which knowledge is growing necessitates a curriculum orientation that supports both “content-oriented integration and skill-oriented integration.” He asserts that the first approach requires learners to figure out dependent and independent relationships in doing problem solving. In other words, this helps the learner to acquire “higher-order content,” which can aid transfer of knowledge from one discipline to another. The second approach

helps the learner to acquire general skills and strategies that they can apply widely to understand situations and solve problems (Jacobs 1989).

Curriculum as Technology

The second orientation on curriculum described herewith is concerned with a “set of ends.” With the end in view, the function of curriculum is “efficient packing and presentation of materials to the learner” (Connelly, Dukacz and Quinlan 1980, 14). Brandt (1988) adds that this view infers a systematic and predictable way of transmitting knowledge. Similarly, Saylor et al (1981, 216) agree with Brandt that this orientation “seeks to provide the most efficient means of communicating knowledge and facilitating learning”. Therefore, proponents of this curriculum orientation tend to measure learning based on the volume of material learners assimilate, and are able to reproduce. Contrary to the assumption that this view is “value-neutral” Eisner and Vallance support that the view is in fact “highly value saturated”. Since any commitment to method has inevitable consequences for the goals and content of the educational process.

At NEGST one would find lecturers whose curriculum orientation prevalently swings in that direction. For instance two avenues by which these lecturers could be identified are: the course requirements they assign to students and the organization of their course syllabus. Often times they would require students to do several papers supported by class presentations, mid-term and final examinations. Furthermore, they organize their course content in a sequential weekly order. Further than that, they also organize the knowledge and skills to be learned against each activity or task to be accomplished in a hierarchical order of relevance or progression.

In addition, some of them even “determine what one would need to know and do in order to perform *certain assigned tasks or requirements and also determine what one*

needs to know for mastery of each knowledge or skill *or content in that course*” {italics mine}(Saylor et al, 1981).

Self Actualization

Another orientation on curriculum is self-actualization or personal relevance. Brandt says proponents of this orientation see education as an aid by which a learner is able to discover and learn things for himself. Moreover, they hold that curriculum should avail “personally satisfying consummatory experiences for each individual learner” (Brandt 1988, 5). Adding on this claim, Connelly et al states that proponents of this orientation believe curriculum should not be boring; rather the curriculum should be exciting, interesting, and fulfilling. The learner must be able to see the curriculum as personally self-fulfilling and immediately and practical relevant (1980, 15). However, emphasis on present relevance does not suggest lack of concern for future use of the acquired knowledge. What this suggests is that the curriculum should provide a forum for integrating personal experiences with present factors, which would form a future frame of reference in problem solving.

The unifying principle in this orientation, as observed by Brandt, is concerned with the content of education, which is viewed as “an end in itself” (1988) rather than a means to an end. The philosophical bent on education that resonates with this orientation on curriculum are progressivism and existentialism.

Existential bent because the emphasis is on the inner factors that stimulate consciousness and enhancement of decision-making and problem solving skills by means of self-knowledge (Anthony 2001, 32). Progressive in nature because the learners’ freedom to develop naturally through the catalyzing influence of direct experiences is

encouraged. Therefore, role of the teacher in the educational process becomes that of a facilitator who guides and directs learning process (2001, 30).

Social Reconstruction and Adaptation

The social reconstruction and adaptation view of curriculum integrates social realities with school. The idea is that the outcome of curriculum should create awareness and concern in the learners so that they can address the social issues of the day. While social adaptation is concerned with the notion that society is rapidly and inevitably changing, social reconstruction holds that change is needed in society, hence the task of school is to produce leaders who would cause these desirable social changes (Connelly, Dukacz and Quinlan 1980, 15).

The unifying principle in this orientation is that curriculum should reflect the needs of the society and must be relevant to addressing the daily social trends. For example, addressing oneself to the moral decadence of society, ethical issues such as corruption and abortion are all aspects of social reconstructions. In another sense, since pervasiveness of modernism has delivered to us varied societal values systems such as individualism and pluralism, the school curriculum should be leading light in guiding learners to relate with these changes while maintaining certain core values of society that need not be drowned in the pool of modernism.

Academic Rationalism

Academic rationalism is one of the oldest and basic perspectives of curriculum. The assumption in this orientation is, the function and goal of school should be to enhance the intellectual development of the student in courses or disciplines that are “most worthy of study” (Eisner 1979). However, Eisner rightly poses the question, which subject matters are the “most worthy” of study and how do we determine them? On the

contrary while we may see this question as a challenge for curriculum designers and proponents of curriculum perspective as academic rationalism, Saylor, Alexander and Lewis (1981) asserts that what these proponents and designers see as a matter of concern, involves “decisions as to what phases and organizations of knowledge are to be taught to whom, and when and how”.

Going back to Eisner and Vallance’s question about which subject matters are “most worthy of study”, Morris, according to Saylor et al, responded with his 1950 orientation that identified twelve major phases (language, mathematics, graphics, science, religion, morality and moral institutions, art, civics, politics, commerce, industry, and health) of what he calls “universal institutions”. Later on in his life, he modified the concept and called it “the content of general education of the common man” (Saylor, Alexander and Lewi, 1981).

A much earlier response to Eisner’s and Vallance question was provided by the Greek and Roman education during the Early and Middle Ages. Their response to that question was in favor of the humanities. They venerated the study of the humanities as most relevant subject matter worthy of study. Their school system was set up into two liberal arts divisions. The first was the “Trivium” which entailed the study of grammar, rhetoric and dialectic, and secondly the “Quadrivium,” which required the study of arithmetic, geometry, astronomy, and music (Cordasco 1981, 25).

Braunius’ (1985, 53) contribution to this view on curriculum is from a “preservative” perspective, which originated from the Greek and Christian periods of education. In that period, the catechetical and catechumenal schools were run on the curriculum perspective of preservation of the Christian culture. Braunius quotes Norton and Norton that this view can also be associated with terms like “content emphasis, stock

of knowledge and cultural transmission” (1985). Wright (1994) holds a similar view but prefers to refer to the view as classical orientation of curriculum.

Some Basic Instructional Methods

For many people, the following elements immediately come to mind whenever education is referred to – curriculum/content (“what” is to be taught), teaching/teacher (how to transmit what is to be taught) and learning/learner (the receptor of the “what” and the “how” elements). The focus of this study was on the “what” and “how” of education. The dependent variable in this study is the “how” (instructional methods) which is defined as the choice of teaching methodologies, and approaches teachers employ in the teaching process. To help in bringing out the relationship between the independent variables (curriculum perspectives) and dependent variables (instructional methods) intervening variables (teacher role behavior) were used. The instructional methods referred to in this study were grouped under five models, which are discussed in the following pages.

Information Processing Model

Lecture

Both Thigpen (2001, 39) and Edge (1959, 104) suggest that the origin of the lecture method was from the medieval period of Greek education when there were very few copied materials for both the student and teacher. Therefore, the teacher had to transmit the content of the lesson to his students by simply lecturing while the students listen and copy notes or take into memory what is said.

Thigpen advances their claim by giving some etymological explanations of the word *lecture*. He suggests that the words *lectura* and *lecture* simply mean reading, which is followed by a commentary. This method seems to have been the most efficient and

most effective method of teaching in the Middle Ages. However, Edge (1959) comments that in this modern age of ours where there are plenty of materials, the lecture method persists to be a preferable teaching method for many teachers even though many educators criticize the methods as the least efficient among all other teaching methods. Contrary to that notion, McKeachie (1986, 69), postulate that research shows “that when the measures of knowledge are used” to evaluate the lecture method in comparison to other methods, the result shows that the method is as effective as other methods.

In spite the debates about whether this method is effective or not, the lecture method is still a persistent mode of content delivery in our educational system. This might be so because many teachers tend to feel that the lecture method is the easiest form of delivering a lesson. This perceived ease of use offers an explanation why the Sunday school teacher, Bible study leader, college teacher, and pastor tend utilize the method in their teaching engagements. On the contrary though, Edge (1959) suggests that, this method is in fact the hardest method to use in accomplishing the goals of education.

The following are some of the strengths and weaknesses of lecture method as proposed by McCarthy (1992)

Strengths:

- presents factual material in direct, logical manner
- contains experience which inspires
- stimulates thinking to open discussion
- useful for large groups

Weaknesses:

- experts are not always good teachers
- audience is passive
- learning is difficult to gauge
- communication in one way

Discussion and Questioning

Thigpen asserts that the discussion method is an expanded version of the dialogue method. The method provides for more student-teacher interaction and class participation. However, in using the method the teacher should exercise caution so that the discussion does not get out of control and diverted away from the main topic (2001, 36).

A good discussion creates an atmosphere where “opinions are exchanged, ideas are clarified, attitudes are formed, and decisions are made” (Edge 1959, 86). He maintains that the major factor involved in discussion is “seeking solution to a problem.” Therefore, if a verbal interaction in the classroom does not amount to solving a problem through the active participation of a group the method could not be referred to as discussion but rather a debate. From the researcher’s personal experience of classes at NEGST, some lecturers effectively use this method in their classes but others do not.] McCarthy (1992) once more observes the following strengths and weaknesses that come into play when one uses discussion method.

Strengths:

- pools ideas and experiences from group
- effective after a presentation, film or experience that needs to be analyzed
- allows everyone to participate in an active process

Weaknesses:

- not practical with more than 20 people
- few people can dominate
- others may not participate
- is time consuming
- can get off the track

Viewing and Listening

The viewing and listening instructional methods can be used alongside other instructional methods. The implementation of this method would require the teacher to

projectors and other media systems. This teaching method is especially important for subject matters that require high content delivery that calls for both cognitive and emotional responses.

On that note Saylor, Alexander, and Lewis (1981) note Leifer's research findings that "on the average, television, and film impart information as well as the average live teacher does." Some of the strengths and weaknesses entailed in this method include the following:

Strengths:

- entertaining way of teaching content and raising issues
- keeps group's attention
- looks professional
- stimulates discussion

Weaknesses:

- can raise too many issues to have a focused discussion
- discussion may not have full participation
- only as effective as following discussion

Social Interaction Model

Social interaction model entail those methods that focus on the learner's interpersonal interaction with other learners, members of his community and other environmental factors. Hence, teachers who use social interaction model in their teaching situations organize their course content and requirements in such a way that the learner continually touches base with other learners or the community. The following are some of the methods entailed in this model – community based activities, group investigation, simulations and role play.

Community Based Activities

This method takes into consideration the learner's experiences and involvement in the community. This may call for considerable planning of the curriculum in such a

way that learning activities are not restricted to the classroom but allow the learner to experience life and work in the field. Practice of this model is seen in the field ministry requirement that students are expected to do during their training at NEGST. Saylor et al (1981) say that these community experiences yield some of the most relevant opportunities offered in the entire instructional program. They contribute immensely to attainment of the goals of the school, particularly in the affective domain. However, some of the difficulties in this method include cost of organizing community activities in terms of transportation, supervision, availability of adequate time to allow active learner participation in the community. This is a point in case at NEGST.

Group Investigation

Group investigation enables the learner to inquire into social situations with the attitude of an inquirer. The learner in this case learns from co-members of his group. Therefore, the teaching process is not solely reliant upon the teacher but a group interaction among the learners. Joyce, Weil and Calhoun argue that a “substantial part of students’ education should be by cooperative inquiry into important social and academic problems” (2000, 16). The role of the teacher is to guide the learners to be engaged in a first hand activity in real life situations. This leads the learners to collecting data, associating and classifying ideas, developing and testing for hypotheses, and study consequences (Saylor et al, 1981). Once again, McCarthy observes the following strengths and weaknesses about this method:

Strength:

- develops analytic and problem solving skills
- allows for exploration of solutions for complex issues
- allows student to apply new knowledge and skills

Weaknesses:

- people may not see relevance to own situation
- insufficient information can lead to inappropriate results

Personal Relevance Model

Independent Learning

Independent learning is a special kind of instructional method where the teacher gives supervision and even assessment to the learner's progress. The learner may initiate some kind of project or research he/she may want to embark on in lieu of class work or for personal relevance. This instructional method is obvious in higher levels of education. For instance, this is sometimes the case at NEGST in the M.Th. and M.Phil. programs where the learner is expected to do more private learning beyond what is covered in the classroom. Saylor et al say, "It may be used to develop competency in a specific field of study at a high level; develop self-directiveness and ability to further a student's own learning, enable particular students to develop a specialized talent or capability. Prepare a student for advanced study in a field."

Synectics

Synectics is a strategy to increase creativity of learners working in groups. The principle underlying this concept is that "creativity, even though an essentially emotional process, can be learned, and creativity can be fostered through group activity" (Saylor et al). The teacher fosters synergy with mind provoking open-ended questions or critical situations. He/she then guide in open discussion or break the class into small groups to seek for solution.

Behavior Modification Model

Role Playing

Role-playing often aims at providing a type of experience that enables learners to "explore human relations problems, including feeling, attitudes, values, and problem-solving strategies" (Saylor et al, 1981). The principle involved in role-play is solving problem by acting and observing. In a literary context, satires are said to be very good

problem by acting and observing. In a literary context, satires are said to be very good medium of teaching morals just as role-playing is. The following are weaknesses and strengths of role-playing proposed by McCarthy (1992).

Strengths:

- introduces problem situation dramatically
- provides opportunity for people to assume roles of others and thus appreciate another point of view
- allows for exploration of solutions
- provides opportunity to practice skills

Weaknesses:

- people may be too self-conscious
- not appropriate for large groups
- people may feel threatened

Competence Enhancement Model

Instructional Systems

The thrust of instructional systems method is to enhance the learner's skill in information processing that yields to competence building. This is expected to take place through several phases of instructional goals, which include motivation, apprehension, acquisition, retention, recall, generalization, performance, and feedback (Saylor et al, 1981). Competence building as observed by Gagne is targeted at the following learning outcomes:

1. verbal information
2. intellectual skills
3. cognitive strategies
4. attitudes
5. motor skills.

Programmed Instruction

Joyce and Weil, according to Saylor et al (1981, 281), note the following characteristics about this method of instruction. They observe that a teacher using this method will seek to maintain:

1) an ordered sequence of items, either questions or statements to which the student is asked to respond; 2) the student's response which may be in the form of filling in a blank, recalling the answer to a question, selecting from among a series of answers, or solving a problem; and 3) provision for immediate response confirmation sometimes within the program frame itself.

This method is defective when it comes to promoting student independent thinking and creativity. The assumption that this method holds is there is only one correct solution to a problem, which the student must get right in order to forge ahead.

Relationship between Curriculum Orientations and Instructional Methods

Different courses of study offer various kinds of content matter, which in turn may determine the outcome goals and objectives that can be set for that study.

However, apart from the content matter, the curriculum orientations of the instructor also tend to contribute immensely to what kinds of aims/objectives he/she may set in disseminating the content of that study. The interplay of the forces of curriculum orientation and the nature of content matter in determining the course aims/objectives and consequently the instructional methods is often mediated by the teacher's "role behavior" in the teaching/learning process.

Commenting on this, McKeachie points out that every teaching situation tends to place demands upon the "role behavior" of the teacher, which consequently has a bearing with whatever teaching method that is used in the process (1986, 53).

McKeachie cites the work of Mann and Cytrynbaum, which identifies six teacher "role behaviors" four of which are relevant for this study:

1. The teacher as formal authority
2. The teacher as expert
3. The teacher as facilitator
4. The teacher as socializing agent (McKeachie 1986, 53)
5. The teacher as delegator (Grasha)

The assumption behind the formulation of relationships herein is that by examination of each of the curriculum orientations in relation to a corresponding teacher role behavior, some possible teaching methods that are mostly associated with each curriculum orientations would emerge. However, the categorization of the teaching methods into “families” of instructional models does not suggest that there could be no cross-mixes of methods across the other models.

Curriculum as Development of Cognitive Processes and Teacher Role as Delegator

The teacher role as delegator tends to overlap in some respect with the other roles especially that of facilitator and socializing agent. However, the emphasis of this role is concerned with developing learner’s capacity to function in an autonomous manner. Hence, more input is required from the learner in the learning process. He/she would be required to work on projects independently or in teams under supervision of the teacher. Hence the teacher’s function in this process is to set appropriate examples and guidance while the learner is left to explore with all his/her faculties in tackling problems. The assumption is that by so doing the learner will be able to accrue problem solving skills and experiences that could be transferred to new situations beyond the context of the current learning situation.

Similarly, when curriculum is viewed from the perspective of cognitive development, emphasis is usually placed on enablement of the learner to cultivate intellectual autonomy, for making valid choices and interpretations of situations encountered beyond the classroom environment. The instructional model associated with this formulation is *behavior modification model* which includes possible teaching methods like: lecture, role play, group investigation and simulation (Saylor et al 1981, 272).

Curriculum as Technology and Teacher Role as Expert

When a teacher assumes the “role behavior” of an *expert*:

The core of his goal ... [will be] to transmit whatever information, analytic perspectives, or critical viewpoints he wishes the students to acquire in that course. His relevance for that situation [will] flow directly from the fact that he knows something the students do not know yet. (McKeachie, 54)

This expertise is usually displayed by means of lectures, answering of questions, or by correcting and validating what the student say; instructional systems, programmed instruction, role playing, practice and drill, view-listening (McKeachie 1986, Saylor et al 1981). The instructional model associated with this teacher “role behavior” is *information processing*

The related curriculum orientation to this expert “role behavior” of the teacher is the view of curriculum as technology. This orientation emphasizes on the “end product” of the curriculum. Hence, great attention is given to both the method of delivery and the content of studies. In that regard, a teacher holding unto that orientation of curriculum come to the classroom with a fixed content in mind, which cannot be altered as per the needs of the students. Similarly, such teachers are strongly opinion/view oriented since

his role as an expert put into his hands the package of knowledge that the students do not have yet.

Curriculum as Self–actualization and Teacher Role as Facilitator

The teacher's role as *facilitator* is considered as one of the most flexible roles. In his/her function as facilitator, the teacher does not dictate the goals of the learning situation. He/she "tends to respond primarily to the student's own definition of his goals [which] may be quite divergent from the teacher's goals" (McKeachie, 59). However, this does not mean that the teacher has no control over what goes on in the learning process. Conversely, what this suggests is instead of imposing questions or answers upon the students which may have nothing to do with their needs, the teacher facilitates thought provoking schemes that help the students to ask questions that are relevant to their lives.

Grasha (1996, 154) adds to the argument that one of the major emphases in this situation is on the nature of teacher-student interaction. Starcher (class notes) succinctly summarizes Grasha's view on teacher role that the teacher:

Guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. [The] overall goal is to develop in students the capacity for independent action, initiative, and responsibility.

We have discussed that when a teacher holds to the orientation of curriculum as self satisfaction or personal relevance, he/she will see education as an aid by which a learner is able learn things by self-discovery and minimal teacher guidance. The instructional model that is associated with this relationship, i.e. between teacher "role behavior" and curriculum orientation as self satisfaction or personal relevance could be

categorized under the *personal relevance* instructional model. Two main teaching methods associated with this category are independent learning and Synectics.

Curriculum Orientation as Social Reconstruction and Teacher Role as socializing agent

Curriculum orientation as social reconstruction views teaching/learning beyond what happens in the classroom to what goes on in the society. Similarly, the teacher's "role behavior" as socializing agent implies the teacher aims at involvement with students beyond classroom level. McKeachie (1986) attests that this involvement in terms of relationship between the student and teacher yields capacity building through socialization and arousal of social concerns.

Since both the teacher and student belong to communities of the society the process of capacity building through teacher's "role behavior" as social agent will touch on matters relating to the community or societal concerns. Given that relationship the instructional model the teacher may likely prefer is *social interaction model* under which are teaching methods like community based activities, group investigation and role playing.

Curriculum as Academic Rationalism and Teacher Role as Formal Authority

The "role behavior" of a teacher as *formal authority*, puts him/her in the position of authority where he/she defines the standard and structure of what is to be learned. He/she also determines the relevance of subject matter to be taught. In light of this, McKeachie (1986, 56) states that the situation is "within the teacher's power to define what is relevant for class discussion, who shall speak in class, and what kinds of behavior are unacceptably disruptive."

In relation to the five curriculum orientations under review, the correlate to this teacher “role behavior” is the perspective on the role of curriculum as academic relevance. The orientation of the latter as mentioned earlier, holds to the view that the function and goal of school should be to enhance intellectual development of students in courses or disciplines that are “most worthy of study” (Eisner 1979). Hence, to accomplish that goal, the traditional concept of total teacher control (formal authority) over the learning situation must be maintained.

The instructional model associated with this relationship could be described as competence enhancement under which are teaching methods like programmed instruction, instructional systems and practice and drill.

Summary of Relationships between Curriculum Orientations, Teacher Role Behavior and Instructional Models

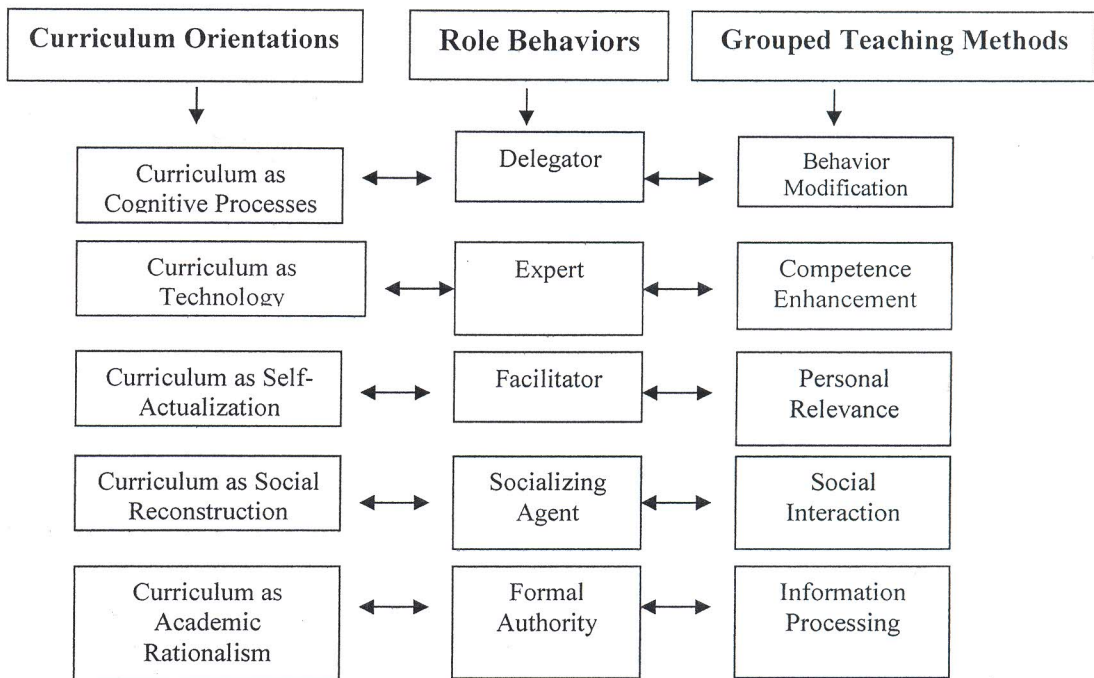


Fig. 3. Summary table of the relationships between curriculum perspectives and instructional methods

Methodological Literature Review

There are three approaches to field research. Firstly, there is quantitative research paradigm in which the researcher uses predetermined instruments in collecting data, which may include performance data, attitude data, observational data, census data and as well as engage in statistical processes in analyzing collected data (Creswell 2003, 17). The second approach is qualitative paradigm, which involves in-depth studies through emerging methods. The third and less common approach with beginner researchers is mixed or triangulation methods. This method employs the processes of both quantitative and qualitative approaches. According to Creswell, this approach makes use of “predetermined and emerging methods, open-and closed-ended questions, multiple forms of data possibilities, statistical and text analysis” (Creswell 2003, 16).

Mixed methods were adopted in this case study. There are six different strategies in this approach namely sequential explanatory strategy, sequential exploratory strategy, sequential transformative strategy, concurrent triangulation strategy, current nested strategy, and current transformative strategy (Creswell 2003, 15-19).

Sequential explanatory strategy focuses on the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. The priority is put on quantitative data however; the two methods are integrated during the interpretation phase of the study. The purpose of this strategy is to use qualitative result to help in the explanation and interpretation of the findings of the primarily quantitative study.

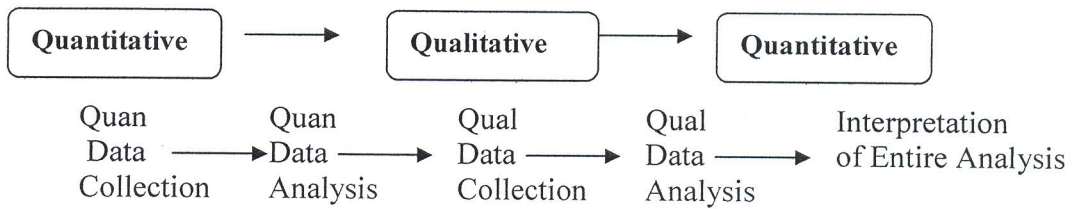
The focus of sequential exploratory strategy is collection and analysis of qualitative data, which is followed by collection, and analysis of quantitative data. Priority is given to the qualitative aspect of the study. However, the findings of both

Priority is given to the qualitative aspect of the study. However, the findings of both phases are integrated in the interpretation stage. The purpose is to use quantitative data and results in order to interpret the qualitative findings. In sequential transformative strategy, emphasis could be put on either the qualitative or the quantitative phases of the study or both of the two strategies. However, integration of the two phases takes place during the interpretation stage.

Concurrent triangulation strategy is the most widely used approach, which collects quantitative and qualitative data concurrently and separately. In this context, priority will be equal between the two methods but in most cases, priority could be give to one of the two. The integration of the two methods takes place during the interpretation stage.

Concurrent nested strategy employs only one data collection phase during which quantitative and qualitative data are collected simultaneously. The predominant methods that guide the study in this strategy could be either qualitative or quantitative. The data collected from the two methods are integrated during the analysis phase of the study.

Concurrent transformative strategy is based on the researcher's use of a specific theoretical perspective such as critical theory, advocacy, participatory research, or a conceptual or theoretical framework. This may encompass a triangulation of quantitative or qualitative data to best integrate information to provide evidence for inequality of policies in an organization (Creswell 208-219). The choice of strategy in this study was sequential explanatory method, which is visualized in figure 4.



Adapted from Creswell, 2003

Fig. 4. Sequential Explanatory Strategy

According to Gillham (2000, 13) when a case study paradigm is used as a main method in any study, the study may employ different sub-methods such as “interviews, observations, document and record analysis, work samples and so on.” Data collected through these different methods would hence require different methods of analysis. He adds that convergence or agreement of all of the methods is a crucial factor in determining the confidence level of a true representation of the study. A gross discrepancy on the contrary, would raise a cause for caution in “basing our understanding on any set of data”. However, he clarifies further that that, “doesn’t mean that one set of data is wrong (or any of them) but that the picture is more complicated than we expected”.

The essence of document analysis as a source of data in a case study in an institution such as NEGST is that documents give evidence of the values and ethos of an organization, person, or institution (Uzoagulu 1998, 79).

Observation is a relevant source of information in case studies because people are not always at their best in what they propose to do and what they actually do. Hence, in observation, one is able to see the harmony or discrepancy between the proposed plan and the real human behavior, attitudes and values. The different types of observation a researcher can engage in include complete participant observation, participant as observer, observer as participant, and complete observer (Creswell 2003 & Wellington 2000).

The use of questionnaire is the most common method of data collection in a quantitative study. According to Mugenda and Mugenda (1999, 71) “Each item in the questionnaires is developed to address a specific objective, research question or hypothesis of the study”. In line with that notion when using a standardized instrument, care must be taken to ensure that each item on the questionnaire addresses the questions or hypotheses raised in the study. In other words, the researcher must ensure that the standardized instrument is relevant to the context of the study.

The chi-square test of independence is used to detect any significant relationship (not in degrees) between two variables. The test merely estimates the likelihood that some factor other than chance accounts for the perceptible relationship between variables in the study (Best and Kahn 1989). The test is usually applicable when data is in frequency counts. In fact, Borg and Gall (1989, 62-64) suggest that for the test to be used, two conditions must be met: a) the data must be in frequency counts, b) the categories into which the frequencies count fall, must be discrete rather than continuous. The chi-square test was used to test for any significant relationship between the variables selected in this study.

CHAPTER 3

RESEARCH METHODS AND PROCEDURES

This chapter is a description of the methods and procedure that were used in this study. Specifically, the chapter describes the entry of the researcher, the population of the study, design of the study, instrumentation, and methods that were used in data analysis.

Research Design

This study was a case study that aimed at investigating the relationship between the various perspectives lecturers at NEGST hold about the role of curriculum and how these affect their preference for instructional methods. The first instrument for data gathering was by the use of a pre-formulated (standardized) curriculum profile questionnaire originally developed at the University of Ottawa by Pat Babin as reported by Connelly, Dukacz, and Quinlan in their book *Curriculum Planning for the Classroom* (1980). The instrument was adapted to the context of this study. This instrument sought to measure the various perspectives the informants held on the role of curriculum along Eisner and Vallance's five perspectives on curriculum.

Another source of data in this study was analysis of the course syllabi of lecturers in order to profile their instructional methods. The last source of data collection was gathered from observation of the teaching sessions of the lecturer

Rational for Choice of Research Paradigm

The mixed methods research paradigm and specifically sequential explanatory strategy was chosen as the strategy to this study because data collection involved both quantitative and qualitative data sequentially. However, priority was put on quantitative data and the integration took place at data interpretation.

Entry

In order to carry out the study, the researcher obtained written permission from the office of the Deputy Vice Chancellor responsible for Academic Affairs (DVCAA).

Population

The population of this study comprised of all full time lecturers in the Masters program at NEGST. However, since some lecturers were away on furlough or study leave, only those present in the second term of the academic year 2005/6 were participants in this study. This was made up of 17 lecturers in the five departments of study, which are Translation Studies, Biblical Studies, Mission Studies, Educational Studies, and Pastoral Studies (see table 1). No sampling was done since the population was manageable to handle.

Table 1. Distribution List of Lecturers by Departments

DEPARTMENT	NUMBER OF LECTURERS
Missions Studies	3
Pastoral Studies	2
Translations Studies	5
Biblical Studies	5
Educational Studies	2

Data Collection Strategy

The first set of data was collected through self-administered curriculum orientation questionnaires, which the informants were asked to fill and return to the researcher. The second set of data was collected by means of document analysis of the course syllabi of the lecturers submitted to the DVCAA's office. Lastly, ten research assistants helped in collecting the observation data by the use of guided observation/evaluation instrument. The criteria of selection of these research assistants were based on the fact the individual assistant (NEGST student) had previously taken at least a course taught by the lecturer that was observed. In addition, the assistants consented to comply with the basic training and instructions the researcher gave them before the exercise. Although the researcher expected that the recruitment processes would be easy, the reality proved contrary to expectation. The major problem the researcher encountered was getting the whole team together for the training session. Although the researcher tried, to entice the prospective assistants with incentives, it was not possible to get them all together. Therefore, the researcher carried out individual training orientation for all of the ten assistants.

Instrument Design

Instrument 1

The original tool had fifty-seven closed-ended statements, which represent sets of values teachers tend to hold towards the “content, goals and organization of the curriculum” (Connelly, Dukacz and Quinlan 1980, 17). These statements are structured to address a wide range of questions that are often asked about curriculum, i.e. what is to be taught, to whom, when and how? Every statement on the instrument was measured on a scale of two basic opinions “agree or disagree.” Against each items on the questionnaire, a number ranging from 1-5 was assigned to represent the five curriculum orientations described by Eisner and Vallance.

The original instrument was adapted to fit the context of this study. That is some items on the original instrument that did not have significant relevance to this study were struck out of the list of items. The number of items relating to each curriculum perspective was also made even so as to allow for equal chances of representation. Therefore, the total number of items on the modified questionnaire was fifty (see appendix A). That is ten items per each curriculum orientation cited in this study.

Instrument 2

Documents are written evidence that give a formal representation of the ideals and policies of an organization or institution. In this study, course syllabi submitted to and approved by the Academic Affairs office was a valuable source of information because they constituted the *modi oprandi* of every course that is taught at NEGST.

The NEGST official curriculum provides a template description of every course in terms of its purpose, objectives, and content and proposed teaching methodologies. The lecturers developed the course content into lessons, assigned appropriate course requirements, and applied preferred instructional methods. Hence, this instrument was

intended to examine the prevalent instructional methods used by lecturers at NEGST in disseminating curriculum.

The researcher decided upon this instrument after examining the different course syllabi in terms of the organization of the contents and lesson plans, the kind of requirements assigned to students, and the stipulated teaching methods. The researcher discovered that there were great disparities between the same courses when taught by different lecturers. Hence, the following factors were considered in the analysis: (a) organization of lesson topics constructed out of the course contents, (b) course requirements, (c) and the teaching methods. Data collected by means of this instrument, provided answer for the research question two of in study, which is “what prevalent teaching methods do lecturers at NEGST use in disseminating curriculum content”.

Instrument 3

Observation is a popular case study instrument used to obtain factual behavioral data. According to Gillham (2000), observation has an overpowering validity as the most direct way of obtaining data in a study. By the use of an observation instrument, one is able to observe more facts about what people say they do and what they actually do in real life situations.

Whilst Wellington (2000) and Creswell (2003) observe four distinct types of observation, i.e. complete participant, participant as observer, observer as participant and complete observer, Gillham (2000) observes only two main divisions. These are participant observation, which he notes is more descriptive and makes use of qualitative method of data analysis. The other is detached/structured observation, which involves watching from outside, counting and classifying what the observer sees in a quantitative manner. Although the observation role of the research assistants in this study was “participant as observer” (not the same as participant observation) due to the structured

design of the observation/evaluation instrument (see appendix B), the data was analyzed quantitatively. The following areas of observation/evaluation provided the necessary data for analysis – teacher role, teaching process, classroom atmosphere, and prevalent teaching methodology.

Validation of Instrument

Validity of a research instrument is very crucial for the authenticity of the research. If a wrong instrument is used to collect data in a study, the research will be flawed or rendered invalid. According to Uzoagulu (1988, 101) validity in a study is about the extent to which a test measures what the study sets out to measure (Uzoagulu 1998, 101). Best and Khan (1989, 193) notes that “In order to verify content validity of instrument, researchers need all the help they can get; suggestions from colleagues and experts in the field of inquiry which may reveal ambiguities...”

The questionnaire and guided observation/evaluation instruments of this study were validated for relevance by five expert validators whose comments helped the researcher in restructuring some of the questions in the questionnaire. The criterion of selection of the validators was based on expertise and experience in academic research.

Pilot Testing

In order to carry out the pilot testing of the questionnaire in this study, the researcher secured a letter of introduction from the DVCAA’s office of NEGST to the Vice Principal in charge of Academics at NIST. The questionnaire was administered to five lecturers and only two questionnaires were filled and returned. Based on the responses from these lecturers, the researcher effected some changes on some items that were not clear to the respondents.

Plan for Data Analysis

Two methods of data analysis were used in this study. The first set of data was analyzed by quantitative means; the second set was analyzed by qualitative means and the last set was analyzed by quantitative means.

Data from the curriculum orientation instrument (see appendix A), which rated the respondents' opinions on an "agree or disagree" scale, were tabulated in frequency counts and the scores tallied. All "agree" frequency counts above five were regarded as significant reflection of the respondent's curriculum orientation whereas scores below five were regarded as insignificant. The limit or "cut-off-point" was set in place in order to determine the level of dominance on each curriculum orientation among the respondents (Connelly, Dukacz and Quinlan 1980, 20). However, the scores that were not rated as significant curriculum orientation do not imply that they do not reflect at any degree a view on the curriculum, rather we could only say that they simply did not rate as high as the others did in order to be considered significant.

Data from the document analysis were analyzed qualitatively and eventually translated into quantitative output. In order to manipulate the variables selected in this study the chi-square test of independence was used. The purpose of this was to observe if any relationship existed between the dependent and independent variables. The Statistical Package for Social Sciences (SPSS) was used in the computation of the chi-square values. Otherwise, the formula for chi-square is indicated below:

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

Where O= observed frequency

E= Expected frequency.

CHAPTER 4

FINDINGS, ANALYSIS AND INTERPRETATION

The purpose of this study was to examine the relationship between the various perspectives faculty members at NEGST hold about the role of curriculum, and the way these perspectives affected their instructional methods. The researcher carried out the study based on the five basic perspectives of curriculum postulated by Eisner and Vallance (1974). The instructional methods were grouped under models or families. These groupings were informed by the literature review. This chapter entails analysis, findings, discussion, and interpretation of the study.

Rate of Questionnaire Returns

The questionnaires were self-administered to the faculty informants of this study. Out of the 17 questionnaires administered, 14 were completed and returned. This represents 82.3% of the total. The overall rate of return is summarized in Table 2 and Table 3.

Table 2. Rate of Questionnaire Returns

Number of Questionnaire Administered	Number Returned	Percentage Rate of Returns
17	14	82.3

Table 3. Returns of questionnaire by department

Department	Number Administered	Number Returned	Percentage Rate of Returns
Missions Studies	3	2	11.8
Pastoral Studies	2	2	11.8
Translations Studies	5	3	17.6
Biblical Studies	5	5	29.3
Educational Studies	2	2	11.8
Total	17	14	82.3

The Most Prevalent Curriculum Perspectives at NEGST

The first research question sought to find out the prevalent curriculum perspectives faculty members at NEGST held.

R.Q.1 Which of Eisner and Vallance's five perspectives on curriculum do faculty at NEGST favor?

Fifty items on the questionnaire (see appendix A) based on an "agree" or "disagree" opinion scale provided data for answering research question one. Based on Connelly, Dukacz and Quinlan's theory (1980, 20) simple comparison of different degrees of the lecturers' curriculum orientations under study were performed in order to respond to the hypothesis. This means that all tallied scores of the respondents above 5 were considered reflective of the lecturer's dominant thrust in curriculum, whereas all scores below 5 reflected a less dominant orientation. In sum, individual faculty score on specific curriculum perspective that was below 50% was considered as a less dominant thrust in curriculum. However, this did not mean a zero value on that particular orientation. Rather the suggestion was that the lecturer did not tend to rely on that

particular orientation of curriculum. In other words, that orientation did not define the lecturers view of curriculum.

The hypothesis cast for this question reads thus:

H₀: 1 Faculty's perspectives on the role of curriculum at NEGST do not reflect Eisner and Vallance five perspectives on curriculum.

The variables of the hypothesis were:

- a) Curriculum as cognitive processes
- b) Curriculum as Technology
- c) Curriculum as self satisfaction
- d) Curriculum as social reconstruction
- e) Curriculum as academic rationalism

Table 4 is a presentation of the individual faculty curriculum orientation on all of the five perspectives under study. The respondents were randomly assigned letter coding to prevent identity. Therefore, table 4 is simply a presentation of the 14 faculty respondents.

Table 4. The curriculum orientations of the faculty members at NEGST

<i>Faculty</i>	CURRICULUM PERSPECTIVES				
	CP	T	SA	SR	AR
A	8	5	9	9	7
B	6	8	10	8	8
C	10	10	10	10	8
D	9	2	8	10	4
E	6	3	3	7	1
F	6	10	10	9	7
G	9	10	9	8	2
H	8	10	10	9	8
I	8	10	9	8	8
J	6	4	2	1	7
K	7	7	8	7	4
L	5	-	2	2	3
M	8	6	7	10	5
N	5	5	7	5	6

Based on the “cut-off-point” formula mentioned above, table 4, shows that 56 scores (all scores above 5) out of 70 scores of the curriculum perspectives were considered as dominant or prevalent while 12 scores were considered as not dominant or prevalent and 1 score received 0 value. This means that the respondents did not respond to all of the items on the questionnaire that tested for that particular curriculum orientation.

Table 5. Frequency distribution of curriculum orientations of faculty members at NEGST

CURRICULUM PERSPECTIVES	FREQUENCY (F)	PERCENTAGE OF OBSERVED FREQUENCY
Cognitive Processes (CP)	14	24%
Technology (T)	10	18%
Self Satisfaction (SA)	12	21%
Social Reconstruction (SR)	11	19%
Academic Rationalism (AR)	10	18%
Total	57	100%

N= 14

Table 5 shows that out of the 14 faculty respondents, 14 (100%) revealed to hold onto the curriculum perspective as cognitive processes, 10 (71%) revealed a perspective on curriculum as technology, 12 (86%) viewed curriculum as self-satisfaction, 11 (79%) indicated a perspective on curriculum as social reconstruction, and 10 (71%) revealed a curriculum perspective as academic rationalism. These perspectives are illustrated in the diagram below.

Frequency

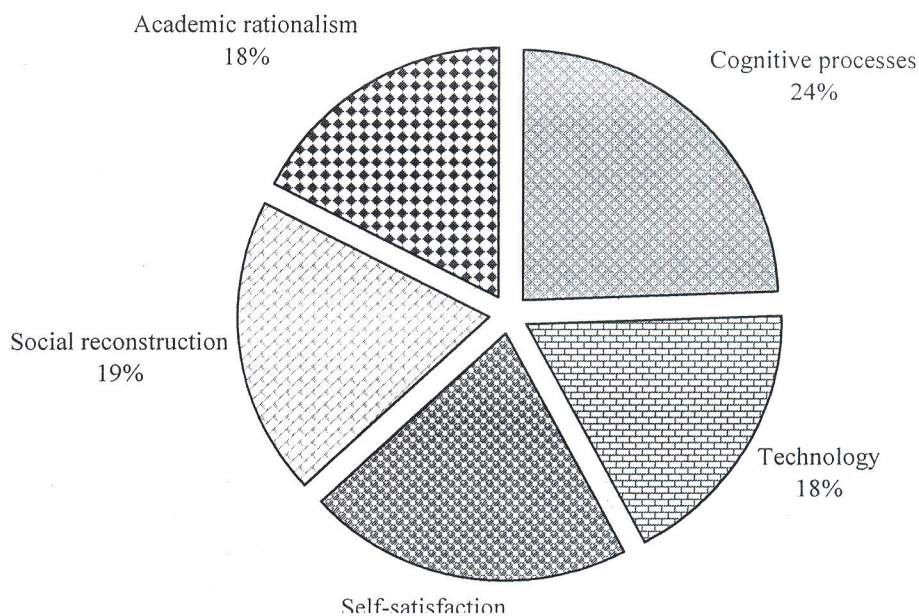


Fig. 5. Frequency of faculty curriculum perspectives

Figure 5 indicates that the most dominant or prevalent curriculum perspective of the faculty members at NEGST is associated with the view of curriculum as cognitive processes. The view on curriculum as self-satisfaction was ranked the second most dominant or prevalent perspective, followed by curriculum as social reconstruction. The view on the role of curriculum as academic rationalism and technology had equal rating. These findings show that lecturers' perspectives on the role of curriculum at NEGST significantly reflect Eisner and Vallance five perspectives on curriculum.

Discussion

The findings from Fig.5 revealed that all of the respondents (NEGST faculty) hold onto the perspective of curriculum as cognitive processes. Even though this perspective was reflected in various degrees, they nonetheless cut across for all faculty

members at NEGST. Furthermore, all of the other four perspectives of Eisner and Vallance's five perspectives on curriculum were prevalent among faculty members at NEGST. The researcher feels that this may suggest the reason why lecturers at NEGST approach teaching/learning in various ways. This concurs with Connelly et al (1980) that various orientations on curriculum influence our attitudes and approach towards the purpose, content, methods, and evaluation of the curriculum. The implication this gives is that different lecturers may approach the same course of study in different ways due to their dominant thrust in curriculum. For example, the literature suggests that if a lecturer's dominant or prevalent curriculum orientation is academic rationalism, that lecturer is likely to emphasize on content coverage over methods or processes whereas a lecturer with technology as dominant orientation would tend to emphasize on the methods utilized in covering the content of study. Therefore, such lecturers may tend to systematize their lessons in clear-cut and detailed weekly schedule. They would also tend to examine the students in various ways that would significantly contribute to the student's continuous assessment grade.

By way of inference, the researcher observed that reference to academic excellence, spiritual development, and relevance (NEGST Strategic Plans) among other core values of the institution tie in with the concept of curriculum as development of cognitive processes or human trait/processes as Saylor et al (1981) prefer to call the process.

The view of curriculum as development of cognitive processes from an institutional perspective would require a curriculum, as Jacobs (1981) observes that seek to integrate the three domains of learning – cognitive, affective, and psychomotor. This notion helped to shed light on the research findings, which revealed that the most

avored curriculum perspective of lecturers at NEGST was the view on curriculum as development of cognitive processes.

In line with the research findings, the inference the researcher drew from the argument of Jacobs' (1981) is that at NEGST, there is a deliberate attempt to prepare the learner in step with high cognitive skill development (core value of academic excellence) that relates with his/her spiritual faculties (core value of spiritual formation). This training is intended to enhance the learner with the ability of making appropriate responses to the various kinds of situations they may encounter in their ministries (core value of relevance).

The Most Prevalent Instructional Methods Used at NEGST

The second research question sought to find out the most prevalent instructional methods that are used at NEGST. Hence the question states:

R.Q.2. What prevalent instructional methods do lecturers at NEGST adopt in disseminating curriculum content?

No hypothesis was generated in response to this question. The relevant data for responding to this question was collected from document analysis of the course syllabi submitted to the DVCAA's office.

When the course syllabi were examined *prima facie*, the researcher noted that all of the lecturers clearly indicated the instructional methods they planned to use in disseminating the course content. They also indicated the instructional materials that would be required in carrying out their proposed mode of delivery. There was no uniformity in the choice of instructional methods from one lecturer to another. The researcher was keen to find out *prima facie* whether there was any pattern formation in the choice of instructional methods within any given department. Hence, the research did an in-depth analysis of each course syllabi by looking at the stated course

requirements, and organization of the course content in order to relate it to the stated instructional methods. The derived data revealed that there was no typically defined pattern in the entire departments except for Translations Studies department, which indistinctly exhibited an appearance of pattern formation in the choice of instructional methods. The exception was based on the fact that all the course syllabi analyzed in this department indicated a common choice of a particular instructional method that is peculiar to that department except for one case in Biblical Studies department.

In order to measure the most common instructional methods used at NEGST, the researcher sequentially recorded the first four instructional methods stipulated on each of the course syllabi and analyzed them in terms of frequency counts. The justification for this method of analysis was because about half of the course syllabi analyzed stipulated not more than three instructional methods while some cases stipulated four instructional methods and very few cases stipulated more than four. The results are shown in table 6.

Table 6. The most prevalent instructional methods used at NEGST

Instructional Method	Frequency	Percentage of observed frequency
Lectures	13	28%
Readings	12	26%
Class Discussion	10	21%
Practice & Drill	4	9%
Group work	3	6%
Class presentations	3	6%
Field trips	1	2%
Case studies	1	2%
Total	47	100

N 14

Table 6 shows that 13 (28%) cases indicated lecture method as the most prevalent instructional method used at NEGST, 12 (26%) indicated the readings method; 10 (21%) indicated class discussion method, 4 (9%) indicated practice and drill method, 3 (6%) indicated group work, 3 (6%) indicated class presentation method. While 1 (2%) indicated field trips and lastly 1 (2%) indicated the case study instructional method. The visualization of these findings is shown in Fig. 5.

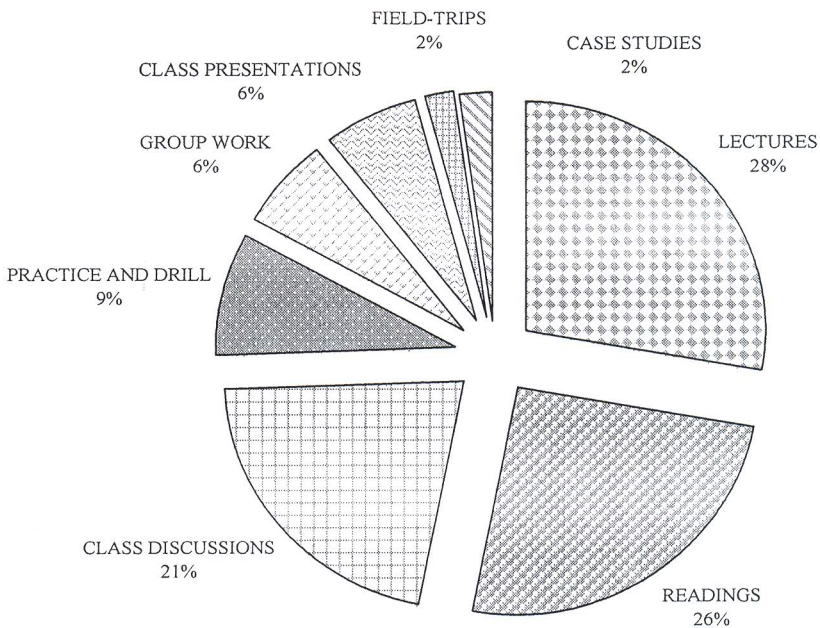


Fig. 5. Frequency of teaching methods at NEGST

Discussion

The findings of Fig. 5 indicated that the most common instructional method NEGST lecturers utilize in classroom instruction is the lecture method. According to Thigpen and Edge (2001, 9 & 1959, 104) the lecture method used to be the primary teaching method in the early and medieval ages, because there were very few copied materials to be shared by both the learners and the teacher. Therefore, the learner listened keenly to the teacher and at the same time took notes on what was taught.

Comparing that era with our modern times of education especially with the context of NEGST where there are volumes of materials on different courses of studies the lecture method still persist to be the most prevalent instructional method. While some educators argue that the reason for this persistence in usage of the lecture method in our educational system is the notion that lecture method is easy to use, research

shows that the method is in fact the hardest method to use in accomplishing the goals of education (Edge 1959). Hillier (2002, 145) observes that while this method may be hard to use in accomplishing educational goals, it is an appropriate strategy to use when there is too much information to deliver to a large group of students in a short space of time.

The inference the researcher drew as a probable reason why lecture method rated as the most prevalent instructional method utilized at NEGST concurs with Hillier's argument on the issue of *time vs. content*. The researcher based his claim on the fact that the NEGST curriculum states as a matter of graduation requirement that the student covers 96 credit hours of course work for the MA program and 148 credit hours of course works for the M.Div program of studies.

When, the researcher looked at the different course contents vis-à-vis the time factor (ten weeks of course work) and course requirements, he concurred with the findings of the study as supported by the literature that lecture method would be prevalent in situations like that of NEGST. This is so because the lecture method makes efficient use of time by presenting factual materials in a direct and logical manner (McCarthy 1992). However, the degree of usage of the lecture method cannot be generalized to every lecturer regardless of the fact that almost all of them indicated in their course syllabi that they planned to use the lecture method as one of their instructional mode of transmitting content. The assumption that suggested a variance in degree of the usage of lecture method was based on the fact that some of the lecturers did not indicate the lecture method as their first choice of instructional method and the course requirements they stipulated in their course syllabi did not rhyme with the lecture method. Nonetheless, the findings held for majority of the lecturers.

The findings also revealed that most lecturers strongly utilized the reading requirements as a method of delivering course content. The usage of this method may

be attributed to the nature of NEGST as a post-graduate institution where the learner is expected to interact with a large volume of information that cannot be transmitted in the limited classroom hours. In fact, the academic rule-of-thumb at NEGST stipulates that for every one-hour of class contact, the student be required to do two hours of private readings (NEGST Student Handbook, 2004/2005). For example, for every four credit hours course, the student is required to do eight hours of private readings per week.

Therefore, the implementation of readings as an instructional method is quite in place with the school policy. In view of that background, the researcher noted a logical reason why the lecture and readings methods were rated as the most prevalent instructional methods. The suggested reason is that lecture method naturally tends to go with the reading method. In fact Hillier (2002) comments that for lecture method to be more effective, additional material such as handouts or other sources of reference that summarize or shed more light on what is taught, would be required

The findings also revealed that there is a significantly high usage of class discussions as an instructional method. The researcher being a student in the same context of this study attested to this finding with an affirmation. However, the researcher noted that although some lecturers indicated discussions as part of their instructional method, some did not effectively implement this method in their actual teaching.

Even though there was no hypothesis generated for the research question that sought to address this case, the researcher expected that the discussion method would have rated highly as a prevalent instructional method at NEGST. The researcher based his assumption on the fact that lecturers would deliberately indicate discussion method as a primary instructional mode in their course syllabi due to the nature of NEGST as a higher learning institution where the student is not supposedly obliged to accept

everything that they are taught. Rather, the student would be expected to interact with the information and draw valid judgment.

Although the researcher's assumption was not confirmed by the findings of the study, hindsight of the review of literature gave the researcher the understanding that different course contents require specific instructional methods for effective dissemination of that content. Hence, discussions could not be the only appropriate way to allow students to interact with a study. Rather other methods like question and answer, practice drill, inquiry training can suffice for discussion method as per the content and objectives of that teaching/learning situation.

The aim of the researcher in investigating the most prevalent instructional methods utilized at NEGST was to establish a ground for explaining the relationships that emerged from the nonparametric test carried out to test the null hypotheses 5-6. The goal was to reconcile the relationship between the outstanding faculty curriculum perspectives and their choice of instructional methods as revealed by the data collected from their course syllabi. However, since the chi-square test revealed there were no relationships between all of the null hypotheses except for hypotheses 2

Relationship between Faculty Perspective on Curriculum and Instructional Methods

The third research question sought to find out what relationships there were between faculty perspectives on curriculum and their choice of instructional methods.

The research question is as follows:

R.Q.3. How do lecturers' perspectives of curriculum at NEGST relate to their preference for instructional methods?

Five hypotheses were cast in response to this question. The relevant data for testing the hypotheses was collected by the use of guided observation/evaluation

inventory that focused on five intervening variables. These intervening variables include:

- a) Teacher role as “delegator”
- b) Teacher role as “expert”
- c) Teacher role as “facilitator”
- d) Teacher role as “socializing agent”
- e) Teacher role as “formal authority”

The intervening variables created a link between the independent variables (curriculum perspectives) and dependent variables (grouped instructional methods). The instrument had five sections of observation/evaluation. Sections 1-4 each contained five items that identified with each of the intervening variables. Section 5 of the instrument contained a collection of the teaching methods spanned in the literature. A cross tabulation of the observed frequencies on each intervening variables with the cognate curriculum perspectives provided the basis of performing Chi-square tests of independence to show the relationships between faculty perspective on curriculum and grouped instructional methods.

Relationship between Cognitive Processes and Teacher Role as Delegator

The hypothesis cast for this relationship is as follows:

H₀: 2 Lecturers at NEGST, who perceive curriculum as Cognitive Processes, do not prevalently use the behavior modification instructional methods.

From the review of literature, the instructional model that is associated with this hypothesis is the “behavior modification methods”. The related instructional methods to this model include role-playing, inquiry training, simulation, and games, group

investigation (Saylor et al 1981, 272). The chi-square tests of independence are as follows.

Table 7. Relationship between Cognitive Processes and Behavior Modification Instructional Methods

Curriculum Perspective as Cognitive Processes	Delegator (Behavior Modification)						Row total
	Encourages out of class contact...	Stimulates independent thinking skills	Develops in learners appropriate skills, attitudes...	Classroom atmosphere conducive for independent work	Group investigation	Role-playing	
Lecturers With	9(0.22)	1(0.02)	1(0.02)	1(0.02)	0(0.86)	0(0.86)	12
Lecturers Without	0(1.29)	0(0.14)	0(0.14)	0(0.14)	1(5.28)	1(5.28)	2
Column Total	9	1	1	1	1	1	14

N = 14

$\chi^2 = 14$

df = 5

Level of significance = 0.05

The calculated chi-square value of 14 is higher than the critical value of (11.07) necessary for the rejection of the null hypothesis at a significance level of 0.05. Hence, the null hypothesis was rejected. This implies that there is a relationship between faculty perspective on curriculum as cognitive processes and the instructional methods associated with the behavior modification model.

H₀: 3 Lecturers at NEGST who perceive curriculum as Technology do not prevalently use the competence enhancement instructional methods.

Table 8. Relationship between Technology and Competence Enhancement Instructional Methods

Curriculum Perspective as Technology	Expert (Competence Enhancement)						Row total
	Teacher is at ease and self confident...	Course content is informative and relevant...	High teacher input in class...	Lectures methods	Instructional systems	Teacher states course objectives clearly and strives to...	
Lecturers With	2(0.23)	0(0.17)	2(0.01)	3(0.35)	1(0.61)	2(0.23)	10
Lecturers Without	0(0.57)	1(1.74)	1(0.02)	0(0.86)	2(1.51)	0(0.57)	4
Column Total	2	1	3	3	3	2	14

N = 14

 $\chi^2 = 7.47$

df = 5

Level of significance = 0.05

The computed chi-square test value (table 10) of 7.47 is below the critical value of (11.07) necessary to reject the null hypothesis at the 0.05 level of significance.

Therefore, the null hypothesis was not rejected. Hence, there was no statistically significant difference between the faculty perspective on curriculum as technology and the competence enhancement instructional methods implying that there is no relationship between faculty perspective on the role of curriculum as technology and competence enhancement instructional methods. In other words, lecturers at NEGST who perceive curriculum as technology do not necessarily use the competence enhancement instructional methods in their teaching processes.

H₀: 4 Lecturers at NEGST who perceive curriculum as Self-actualization do not prevalently use the personal relevance instructional methods.

Table 9. Relationship between Self-satisfaction and Personal Relevance Instructional Methods

Curriculum Perspective As Self-actualization	Facilitator (Personal Relevance)								
	Cheerful and accommodating	Encourages students cooperation and class discussion	Enables students to make critical judgment and explore...	Classroom atmosphere is creative and imaginative	Discussion method	Community based activities method	Group investigation	Independent learning	Synectics
Lecturers With	3(0.17)	1(0.21)	1(0.21)	1(0.06)	1(0.06)	1(0.06)	1(0.21)	0(0.79)	2(0.12)
Lecturers Without	0(2.36)	1(0.21)	0(0.79)	0(0.79)	1(0.79)	0(0.79)	1(0.21)	1(0.06)	0(1.57)
Column Total	3	2	1	1	1	1	2	1	2

N = 14

 $\chi^2 = 8.06$

df = 8

Level of significance = 0.05

A chi-square test of independence was performed (table 9). The calculated chi-square value of 8.06 is lower than the critical value (15.51) necessary to reject the null hypothesis at the 0.05 level of significance. Therefore, the null hypothesis was not rejected which suggests that there was no statistically significant difference between faculty perspective on the role of curriculum as self-actualization and the personal relevance instructional methods. This implies that lecturers who perceived curriculum as self-actualization did not significantly use teaching methods associated with personal relevance instructional methods.

H₀: 5 Lecturers at NEGST who perceive curriculum as Social Reconstruction do not prevalently use the social interaction instructional methods.

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Table 10. Relationship between Social Reconstruction and Social Interaction Instructional Methods

Curriculum Perspective as Socializing Reconstruction	Socializing Agent (Social Interaction)					Row total
	The teacher demonstrates high Christian conduct....	The teacher uses personal experiences to illustrate a point...	Illustrations and examples apply to life situation of the learners..	Warm, accepting and relaxing	Role-play	
Lecturers With	2(0.23)	3(0.17)	5(0.01)	1(0.35)	0(0.61)	11
Lecturers Without	0(0.57)	0(1.74)	0(0.02)	0(0.86)	2(1.51)	4
Column Total	2	1	3	3	3	14

N = 14

 $\chi^2 = 5.51$

df = 4

Level of significance = 0.05

When the chi square test of independence was performed (table 10), the calculated chi-square value of 5.51 is lower than the critical value (9.45) necessary to reject the null hypothesis at the 0.05 level of significance. Therefore, the null hypothesis was not rejected which implies that there was no statistically significant difference between faculty perspective on the role of curriculum as socializing agent and the social interaction instructional methods. This implies that lecturers who perceived curriculum as social reconstruction did not significantly use the teaching methods associated with social interaction instructional methods.

H₀: 6 Lecturers at NEGST who perceive curriculum as Academic Rationalism do not prevalently use the information processing instructional methods

Table 11. Relationship between Academic Rationalism and Information Processing Instructional Methods

Curriculum Perspective as Academic Rationalism	Formal Authority (Information Processing)							Row total
	Professionally and formally looking	Emphasizes key points that need to be remembered	Strictly adheres to the stipulated cause or lesson...	Teacher is highly in control of class	Lectures	Discussions	Viewing and listening	
Lecturers With	1(0.17)	6(0.21)	0(0.21)	0(0.06)	1(0.06)	1(0.06)	1(0.21)	10
Lecturers Without	0(2.36)	2(0.21)	1(0.79)	1(0.79)	0(0.79)	0(0.79)	1(0.21)	4
Column Total	1	8	1	1	1	1	1	14

N = 14

$\chi^2 = 6.50$

df = 6 Level of significance = 0.05

When a chi-square test of independence was performed (table 11) the chi-square obtained 6.50 was below the critical chi-square value (12.59) necessary to reject the null hypothesis. Therefore, the null hypothesis was not rejected. This suggests that lecturers with curriculum perspective of academic rationalism did not significantly prefer the information processing instructional methods in their teaching situations.

Overall Discussion

Of all the null hypotheses cast to determine the relationship between faculty perspectives on the role of curriculum and their instructional methods only the first hypothesis was rejected. In essence, this hypothesis showed a significant relationship between the perspective on the role of curriculum as cognitive processes and behavior modification instructional methods. Interestingly, the findings of research question 1 revealed that all of the faculty members at NEGST who took part in this study favored the curriculum perspective as development of cognitive processes. The literature revealed that teachers, who hold onto such perspective about curriculum, are usually concerned with enabling the learners to cultivate intellectual autonomy such that they

would be able to make appropriate choices in situations encountered beyond the learning situation.

In the context of scriptures, we could claim that Jesus, Paul, Peter and other key examples of teachers in scriptures favored this view of curriculum. For example, when Jesus called the twelve disciples, his goal of education was not only contained in the immediate curriculum at that time. Rather he trained them with implications for their future ministries. In other words, his aim was to train them such that they would be able to continue with his ministry after he would have left them.

In order to accomplish this goal, Jesus deliberately taught them by the example of his own life style. In the language of teaching methodology, we could say he taught them by modeling. In addition, some times he created situations where his disciple questioned him and in the process of answering them, he taught them a lesson. Yet again in the language of teaching methodology, we could say he used the inquiry training method.

A typical point in case was his rebuking of his disciples for not being able to heal a demon-possessed boy. By way of calling their attention to one of his educational objectives (transfer of learning), he asked them “how long shall I stay with you? How long shall I put up with you?” Matthew 17:17. In response to his rebuke, the disciples asked him in private as to why they failed to heal the boy. His response was “Because you have so little faith.” Matthew 17. 20 NIV (New International Version).

What the researcher intended to draw out of this discussion is the point of relationship between curriculum as cognitive processes and behavior modification instructional model in the context of NEGST being a theological institution. As an institution with an overall objective of offering ministerial training that is marked by “academic excellence, spiritual development and relevance” (NEGST Strategic Plan)

among the other core values, one would expect that the biblical model or principle exemplified by Jesus and his disciples to be evident in the educational process of the institution.

The researcher observed that role-play method, which is a major human behavior modification model, was not listed among the findings of instrument 2 regarding the most utilized instructional methods at NEGST. However, the observation/evaluation items of instrument 3 did capture the fact that the real teacher role behavior in the classroom displayed high role modeling effect, which is a unifying principle behind the use of role-play as an instructional method. Hence, the relationship that is established by way of chi square test between the variables in hypothesis 2 is a significant finding that relates with the nature of institution NEGST represents.

The other four null hypotheses (**H₀: 3**, **H₀: 4**, **H₀: 5**, **H₀: 6**) that were generated to test for relationship between the variables identified in the study were not rejected. Therefore, there were no significant relationships between the following curriculum perspectives and instructional methods:

- i) technology and competence enhancement
- ii) self-actualization and personal relevance
- iii) social reconstruction and socializing agent
- iv) academic rationalism and information processing

One would have expected that those lecturers who held to the perspective of curriculum as technology to favor the competence enhancement instructional methods as supported by the literature and the research findings that suggested lecture method as the most prevalent instructional method utilized at NEGST. However, the chi square tests did not confirm that relationship. Similarly, the reasons for the non-rejection of the other four hypotheses in this study are not easily explained.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this case study, the researcher attempted to investigate the relationship between the perspectives faculty members at NEGST held on the role of curriculum and their instructional methods. This chapter contains the summary, findings, conclusions, and recommendations for further research.

Statement of the Problem

Conflicting views about the role of curriculum is a prevalent phenomenon in most educational institutions. These conflicting views tend to affect the way the teacher approaches the teaching/learning situation, how they view the learner, and how they structure their course content. This situation is evident at NEGST just like any other institution of higher learning. Hence, the issue of concern in this study was to investigate how individual faculty perspectives on curriculum at NEGST influenced their instructional methods.

Significance of the Study

The findings of this research was intended to provide relevant information for the administration in assessing whether aspects of the outcome goals of the institutional curriculum designs were being met through the teaching learning process. Furthermore, the findings were meant to help lecturers to discover how their individual curriculum perspective affects their preference of instructional methods. The assumption was that

this knowledge would enable them in their choice of instructional methods in various learning situations.

Purpose of Study

The purpose of this case study was to examine the relationship between the various views faculty members at NEGST hold about the role of curriculum, and the way these views affect their instructional methods. The research questions this study sought to answer were:

R.Q.1 Which of Eisner and Vallance's five perspectives on curriculum do lecturers at NEGST favor?

R.Q.2. What prevalent instructional methods do lecturers at NEGST adopt in disseminating curricular content?

R.Q.3. How do lecturers' perspectives of curriculum at NEGST relate to their preference for instructional methods?

Research Design

This study was limited to lecturers in the masters program in the second term of the academic year 2005/6. Three methods were used in data collection. The first set of data was collected by the use of a pre-formulated curriculum-profiling questionnaire originally developed at the University of Ottawa by Pat Babin. The instrument was adapted to the context of this study. The second method of data collection was by document analysis of course syllabi and finally by guided observation/evaluation of the teaching sessions of the informants.

Summary of the Findings

R.Q.1 Which of Eisner and Vallance's five perspectives on curriculum do lecturers at NEGST favor?

H₀: 1 Lecturers' perception on the role of curriculum at NEGST does not reflect Eisner and Vallance five perspectives on curriculum.

The analysis on the curriculum perspectives of the lecturers revealed the following findings: 100% of the lecturers reflected the orientation on curriculum as cognitive processes, 71% viewed curriculum in light of technology, 86% viewed curriculum in light of self-satisfaction, 79 % viewed curriculum as social reconstruction, and 71% viewed curriculum as academic rationalism. In summary, the hypothesis was rejected.

No hypothesis was generated for Research Question 2.

R.Q.2. What prevalent instructional methods do lecturers at NEGST adopt in disseminating curricular content?

Findings revealed that 93% of the lecturers at NEGST use the lecture method in their teaching process. The study also revealed that 86% of the lecturers assigned readings as part of their instructional method and 71% made use discussions in their teaching process. In summary, the three most prevalent teaching methods at NEGST are lectures, readings, and discussions.

R.Q.3. How do lecturers' perspectives of curriculum at NEGST relate to their preference for instructional methods?

Five null hypotheses were generated in response this question. They are as follows:

H₀: 2 Lecturers at NEGST who perceive curriculum as Technology do not prevalently use the competence enhancement instructional methods.

This hypothesis was rejected. This means that there was a significant relationship between faculty perspective on the role of curriculum as cognitive processes and the grouped instructional methods referred as a behavior modification.

H₀: 3 Lecturers at NEGST, who perceive curriculum as Cognitive Process, do not prevalently use the behavior modification instructional methods.

This hypothesis was not rejected. Therefore, there was not significant relationship between the faculty perspective on the role of curriculum as technology and the grouped instructional methods referred to as competence enhancement.

H₀: 4 Lecturers at NEGST who perceive curriculum as Self-actualization do not prevalently use the personal relevance instructional methods.

Yet again, this hypothesis was not rejected. No significant relationship existed between faculty perspective on the role of curriculum as self-actualization and grouped instructional methods referred to as personal relevance.

H₀: 5 Lecturers at NEGST who perceive curriculum as Social Reconstruction or Adaptation do not prevalently use the social interaction instructional methods.

Similarly, this hypothesis was not rejected. The view on curriculum as social reconstruction did not significantly have a relationship with their choice of instructional method referred to as social interaction methods.

H₀: 6 Lecturers at NEGST who perceive curriculum as Academic Rationalism do not prevalently use the information processing instructional methods.

Lastly, the sixth hypothesis was not rejected. This means that there was no significant relationship between the view of lecturers on curriculum as academic rationalism and their choice of information processing instructional methods.

Conclusions

Based on the three research questions and six hypotheses cast the findings of this study, led the researcher to the following conclusions.

1. In every educational setting, regardless of the overall institutional curriculum target or intended outcomes, each individual teacher has a set or more curriculum perspectives. Similarly, at NEGST, individual lectures have distinct curriculum orientations.
2. Lecturers at NEGST significantly reflect the five curriculum perspectives proposed by Eisner and Vallance.
3. The study also revealed that lecturers at NEGST treat with seriousness the rule-of-thumb for extra readings on the part of the student. This assertion was based on the findings that assigned readings was the second most prevalent instructional methods lecturers at NEGST utilize in their teaching/learning engagements.
4. The significant relationship revealed by the study between lecturers' perspectives on the role of curriculum as cognitive processes and the behavior modification instructional methods is an indication that the core values of *academic excellence, spiritual formation and relevance* are at play in the type of education offered at NEGST. The justification to this claim was based on the facts revealed in the literature about the two variables (curriculum as cognitive processes and behavior modification instructional model). By way of reiteration, curriculum as development of cognitive processes focus on developing the learner with high cognitive skills that tend to affect all domains of learning so that the learner would intellectually function autonomously.

5. One expected that there would have been significant relationships between the other sets of variable (hypotheses 3-6) as revealed by the literature. However, since these expected relationships were not confirmed by the chi-square test of independence at a significant level of 0.05, a conclusion was reached that the observed relationships were not statistically significant. This might have been attributed to some unforeseen factors that were not addressed in this study. A likelihood of these factors may be associated with the size of sampling of instructional methods revealed by literature.

Recommendations

Since the curriculum perspectives proposed by Eisner and Vallance, reflects some of the various philosophical attitudes teachers tend to hold towards curriculum, it is important for everyone engaged in the process disseminating curriculum content to discover their own basic attitudes towards curriculum with the hope of understanding why they teach the way they do. The importance of the discovery of one's personal philosophical bent towards curriculum is helpful in three distinct ways:

1. The discovery helps the teacher in determining curriculum emphasis
2. Assists the teacher in de-emphasizing those aspects of his/her curriculum perspective that are in conflict with the overall curriculum objectives of the course of study or the overall institutional goals
3. Helps the teacher in reevaluating or amending his/her thrust in curriculum

In view of the above assertions, it is important for faculty members at NEGST to identify their individual curriculum perspectives. Although this study was carried out with the help of the individual faculty curriculum profiles gathered from the Curriculum Orientation questionnaire, the identities of these faculty members were withheld due

ethical reasons that govern a study of this nature. Therefore, in order for faculty members to identify their individual curriculum orientations, the NEGST administration should introduce a curriculum orientation profiling system for all faculty members.

Owing to the nature of NEGST as a graduate school, the role of the learner in the teaching/learning process must involve active interaction with material, teacher, and other learners rather than being passive, which is the case when lecture method is adopted as the main method of instruction. Therefore, faculty members must seek to vary their instructional methods especially as per the nature of the course.

Areas for Further Research

Some of the areas that may require further research include:

1. A study on how the content of a curriculum determine the choice of instructional methods by lecturers.
2. A study on any other intervening factors (apart from teacher role behavior) that may influence the relationship between faculty perspectives on the role of curriculum and their instructional methods.
3. A similar study of this nature can be done but with a broader array of instructional methods across different disciplines.

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APPENDIX A

CURRICULUM ORIENTATION PROFILE

Dear Sir/Madam,

The purpose of this study is to examine the relationship between the various views faculty members at NEGST hold about the role of curriculum (**“a decision making process of what is to be taught and why, to whom, and under what conditions”**), and the way these views may or may not affect their instructional methods. Your cooperation in this regard will provide relevant information both for you as faculty member in identifying your individual orientation on curriculum as well for the student body in coping with different approaches lecturers take towards teaching.

Therefore, I kindly request that you do this profiling test as candid as you can by simply checking any option you agree with or disagree with in all of the statements.

1. The curriculum should provide students with intellectual autonomy.

a) Agree [] b) Disagree []

2. Educators should be concerned about teaching the processes by which learning occurs in the classroom.

a) Agree [] b) Disagree []

3. The focus of curriculum should be on the learning process.

a) Agree [] b) Disagree []

4. The curriculum should be preoccupied with the development of means to achieve pre-specified ends.

a) Agree [] b) Disagree []

5. The emphasis should feature heuristic questions – the type that stimulate curiosity and generate speculation.

a) Agree [] b) Disagree []

6. In general the focus of curriculum should be on the how (process) rather than the what (content)

a) Agree [] b) Disagree []

7. General problem-solving skills are more important than mastery of particular content or knowledge.

a) Agree [] b) Disagree []

8. The emphasis should be on problem solving, or the discovery approach to learning.

a) Agree [] b) Disagree []

9. The primary goal should be the development of cognitive skills that can be applied to learning virtually anything.

a) Agree [] b) Disagree []

10. The learner is seen as interactive and adaptive.

a) Agree [] b) Disagree []

11. Curriculum should stress refinement of intellectual operations

a) Agree [] b) Disagree []

12. The curriculum should be concerned with the know-how (expertise) by which knowledge is communicated and learning is facilitated.

a) Agree [] b) Disagree []

13. In an educational setting like ours, the student should play a major role in generating his/her own educational philosophy (sum of personal ideas and convictions).

a) Agree [] b) Disagree []

14. Social reform and responsibility to the future of society are the primary goals of schooling.

a) Agree [] b) Disagree []

15. Curriculum should include classic works that have stood the test of time.

a) Agree [] b) Disagree []

16. Objectives should be stated in specific, unambiguous terms.

a) Agree [] b) Disagree []

17. The curriculum should focus on highly structured tasks, each of which builds upon what has gone before and prepares for what is to come.

a) Agree [] b) Disagree []

18. The curriculum reflects finding efficient means (channel) to a set of predetermined, non-problematic ends.

a) Agree [] b) Disagree []

19. The purpose of curriculum should be deliberately geared towards the cultivation of specific desire values.

a) Agree [] b) Disagree []

20. The curriculum should provide the learner with opportunities to acquire the most powerful products of scholarship.

a) Agree [] b) Disagree []

21. Education should stress the leading ideas that have enlightened humanity.

a) Agree [] b) Disagree []

22. Curriculum is expressed in concise, terse, skeletally logical, crystalline language.

a) Agree [] b) Disagree []

23. Curriculum should focus on personal purpose; the need for personal integration.

a) Agree [] b) Disagree []

24. The curriculum should be an active force that has direct impact on both human social contexts.

a) Agree [] b) Disagree []

25. Curriculum should provide the tools for individual survival in an unstable and changing world.

a) Agree [] b) Disagree []

26. In an educational setting like ours, some subjects are more important than others are in terms of content and intensity.

a) Agree [] b) Disagree []

27. The disciplines of theology, arts and science are the most important to be studied.

a) Agree [] b) Disagree []

28. The curriculum materials, when used by intended learners, should produce specified learning competencies.

a) Agree [] b) Disagree []

29. Curriculum should provide the means to personal liberation and development.

a) Agree [] b) Disagree []

30. Education is an integrative, synthesizing force – a total experience responsible to the individual's needs for growth and personal integrity.

a) Agree [] b) Disagree []

31. Curriculum should be based on the structure of the academic disciplines (primarily intellectual ones).

a) Agree [] b) Disagree []

32. Management by objectives should be an integral part of the curriculum.
a) Agree [] b) Disagree []
33. The curriculum should serve as a vehicle (means) for fostering positive action in society.
a) Agree [] b) Disagree []
34. The curriculum should include community-oriented tasks.
a) Agree [] b) Disagree []
35. The real task of the educator arises in organizing the learning materials prior to the teaching/learning session.
a) Agree [] b) Disagree []
36. Education is seen as a means of helping the individual discover things for him/herself.
a) Agree [] b) Disagree []
37. The overall goals of education should be concerned with the relation of the curriculum to society.
a) Agree [] b) Disagree []
38. Curriculum should include action programs designed to improve social life in the community.
a) Agree [] b) Disagree []
39. The curriculum should advocate adaptation as a means of effecting smooth change.
a) Agree [] b) Disagree []
40. Curriculum should provide access to the greatest ideas and objects (IT and other modern technologies) that humankind has created.
a) Agree [] b) Disagree []
41. The curriculum should represent the transmission of cultural values in specific ways.
a) Agree [] b) Disagree []
42. The curriculum should stress more of societal needs over individual needs.
a) Agree [] b) Disagree []
43. The curriculum should emphasize not topics or subjects but forms of thought.
a) Agree [] b) Disagree []
44. In general sense learning tends to occur in certain systematic and predictable ways.
a) Agree [] b) Disagree []
45. The curriculum should primarily focus on human interests and how to meet them.
a) Agree [] b) Disagree []

46. The goals of education should be formulated in dynamic and personal terms.

a) Agree [] b) Disagree []

47. Curriculum should provide satisfactory experience for each learner.

a) Agree [] b) Disagree []

48. The school should be an agent of social change.

a) Agree [] b) Disagree []

49. The focus of curriculum should be more content.

a) Agree [] b) Disagree []

50. Education should provide content and tools for further self-discovery

a) Agree [] b) Disagree []

APPENDIX B

OBSERVATION FORMS/CHECK LIST

Name of Lecturer Observed _____

Name of Course Session Observed _____

Duration _____

Date of Observation _____

Use the options below to rate the following observations.

- ✓ Agree
- ✓ Not Sure
- ✓ Disagree

		OPTIONS		
		Agree	Not Sure	Disagree
AREA OF OBSERVATION	DETAILS			
<p>1. THE TEACHER IS:</p> <p style="padding-left: 40px;">a) Professionally and formally looking (FA)</p> <p style="padding-left: 40px;">b) At ease and self confident (E)</p> <p style="padding-left: 40px;">c) Cheerful and accommodating (F)</p> <p style="padding-left: 40px;">d) Demonstrates high Christian conduct (PM)</p> <p style="padding-left: 40px;">e) Encourages out of class contact (D)</p>				

<p>2. IN THE TEACHING PROCESS, THE TEACHER:</p> <ul style="list-style-type: none"> a) Emphasizes key points that need to be remembered (FA) b) States course objectives clearly and strives to accomplish it (E) c) Encourages student cooperation and class discussion (F) d) Uses personal experiences to illustrate a point (SA) e) Stimulates independent thinking skills (D) 			
<p>3. THE COURSE CONTENT</p> <ul style="list-style-type: none"> a) Strictly adheres to the stipulated course or lesson objectives and class procedures (FA) b) Is informative, applicable and relevant (E) c) Enables student to make critical judgment and explore relevant options (F) d) Illustrations and examples apply to life situations of the learners (SA) e) Develops in learners appropriate skills, attitudes and values for independent performance (D) 			
<p>4. THE CLASSROOM ATMOSPHERE IS:</p> <ul style="list-style-type: none"> a) Highly controlled (FA) b) Highly teacher input (E) c) Creative and imaginative (F) d) Warm, accepting and relaxing (SA) e) Conducive for independent class work (D) 			

5. THE PREVALENT TEACHING METHODS THE TEACHER USES ARE:

- a) Lectures (FA/E)
- b) Discussions (F/FA)
- c) View and Listening (FA/E)
- d) Community Based activities (D/F)
- e) Group Investigation/Works (D/F)
- f) Role Playing (SA/D/E)
- g) Instructional Systems (E)
- h) Programmed Instruction (E)
- i) Independent Learning (F)
- j) Synectics (F)
- k) Simulation (E/D/SA)

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VITA

PERSONAL DATA

Name: Edgar James Momoh
Gender: Male
Marital Status: Married
Nationality: Sierra Leonean

EDUCATIONAL BACKGROUND

Nairobi Evangelical Graduate School of Theology	Master of Arts in Educational Studies (Candidate) 2004-2006
Kenya Highlands Bible College	B.A. (Hon) in Christian Education 2000-2004
Njala University	B.Sc. (Incomplete due to War) 1996-1998
Fergusson Memorial Sec. School	G.C.E O Levels School Cert. 1984-1990

PROFESSIONAL EXPERIENCE

Science Teacher	Harford School for Girls (founded 1900) 1993-1996
Part Time Lecturer	Nairobi Evangelical Graduate School of Theology