PERCEPTION OF TEACHERS, PARENTS AND STUDENTS ON ACCELERATED CHRISTIAN EDUCATION CURRICULUM IN SELECTED SCHOOLS IN NAIROBI COUNTY, KENYA.

by

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In accordance with PAC University policies, this thesis is accepted in partial fulfillment of requirements for the Master of Arts degree.

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

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In accordance with PAC University policies, this thesis is presented for examination with the approval of my Supervisor

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Ciriaka Gitonga, PhD,
Dedication

This thesis is dedicated to my parents Mary and Patrick Amayeye Ongoma, you are a great inspiration.
Acknowledgements

I acknowledge God, the author of my life and on whose principles Christian education is based on. In carrying out this study, I have had the help of various people who I would like to acknowledge.

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Abstract
This study sought to investigate the perception of parents, teachers and students on Accelerated Christian Education (ACE) curriculum in selected schools in Nairobi County, Kenya. The specific objectives were to find out perceptions on the curriculum content, academic progress, nature of individualization and perception of homeschoolers on the curriculum. Accelerated Christian Education curriculum is an American based curriculum whose philosophy is built on basic principles of the Word of God. The purpose of this study was to establish the perceptions about the system and inform relevant stakeholders. This will contribute to the improvement of the Accelerated Christian Education Curriculum in Kenya. This study adopted a descriptive study design. The target population was ACE schools in Kenya. The accessible population was ACE schools in Nairobi County, Kenya. The study applied the Social Learning Theory by Albert Bandura. Random sampling methods were used to select the teachers, parents and students. The accessible population was 500 students, 53 teachers and 200 parents. In total, the sample size was 51 students, 17 parents and 18 teachers which totals to 86 participants. Data was collected using a Likert scale questionnaire. The data was analyzed using SPSS. This study used both qualitative and quantitative data analysis methods. Quantitatively data was analyzed and presented using tables and bar charts. The qualitative data in some parents’ questionnaires was analyzed using themes that were generated. The study revealed that the students, teachers and parents had a generally positive and good perception of the ACE system as far as academic acceleration and progress is concerned. The general perception was that students in the system progress academically. The nature of individualization in the ACE curriculum was found to be negatively perceived by some students probably because of lapses in its implementation. Both parents and students appreciated homeschooling but the homeschooling parents perceived challenges in the process of homeschooling. The study recommends that all ACE teachers and homeschooling parents should be well trained on the ACE system and procedures. Secondly, the ACE schools in collaboration with the ACE headquarters could create awareness and publicity about the system, its core values and benefits.
Definition of Terms

*Gap PACEs*: These are PACEs assigned to strengthen specific skill weaknesses revealed by diagnostic testing. Students do the gap PACEs before they progress from the grade level that is their performance level.

* Supervisor*: This is the main teacher in a learning center. They are the academic teachers helping students with academic instructions and controls. They are mostly teachers trained in teaching and also done the ACE Supervisors’ training course.

* Monitor*: This is an assistant to the supervisor. They help the students in non-academic issues for example distributing learning materials.

*Scope and Sequence*: This is a PACE-by-PACE, level-by-level, statement of academic material being covered. It compares to the syllabi in the conventional systems.

* Chronological Grade Level*: The grade a regular student is supposed to be in at a certain age.

*Teacher Education*: In this study, teacher education refers to training in any field in teaching whether certificate (P1), diploma or B. Ed (Bachelors of Education).

*Learning Centre*: This is a classroom in an ACE system whether school based or homeschool.

*ACE Supervisors’ Training*: This is a two weeks’ training in ACE system and Learning Centre procedures.
Abbreviations /Acronyms

ACE- Accelerated Christian Education.

ACT-American College Testing.

ECD-Early Childhood Education.

CGL-Chronological Grade Level

ICCE -International Certificate of Christian Education.

LCA-Lighthouse Christian Academy


NARIC- National Recognition Information Centre

NQF -National Qualifications Framework.

PACE- Packet of Accelerated Christian Education.

SAQA -South African Qualifications Authority.

SPSS- Statistical Package for The Social Sciences.

SPC-Supervisors Progress Card
CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Accelerated Christian Education curriculum is built on basic principles of the Word of God. Students are taught to see life from God’s point of view. They are also taught to take responsibility for their own learning and to walk in godly wisdom and character. Its educational concepts are based on the following basic laws of learning: A child must be at a level where they can perform, they must have reasonable goals, their learning must be controlled, motivated, and measurable (Stephen and James, 1994). ACE stresses academic progress and acceleration, goal setting, character development, critical thinking skills development and individualized instruction. Homeschooling is also a component of the ACE curriculum for those who opt for that option. Homeschooling involves students learning from home under the supervision of their parent(s). The option requires parents to register their home school with the ACE regional headquarters before they start teaching their children from home. This educational system has been widely accepted by universities and other academic institutions around the world and is registered with the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF) (Story, 2010).

However, in Kenya, it appears that the enrolment of ACE schools has been very low; few parents enroll their children into the system. The highest enrolment has been in the pioneer school in the year 2016 at 256 students only. Others have a population of between twenty to one hundred and forty students. This is possibly because of how people perceive the system.

There is no clear written history of how ACE was introduced in Kenya. The current East Africa ACE ministry representative started the ACE schools in Kenya. The representative had heard about it from a missionary from Uganda to Kenya. He then
caught the interest and asked for contacts of USA and South Africa ACE headquarters. He made contacts and in 1996, went to South Africa with his wife for an intensive training in ACE. They came back to Kenya and started homeschooling their children using the curriculum. They made many people aware of the system. In the year 2001, he started an ACE school along Thika road and since then, many schools have been established throughout the country. There are thirty ACE schools in Kenya, six of them in Nairobi county.

The ACE curriculum works very differently from the conventional systems like the 8:4:4 and the British ones that are commonly used in Kenya. It is based on a series of workbooks called PACEs. Each subject has 12 PACEs per grade level. The basic subjects of ACE are Math, English, Science, Social Studies, and Word Building (spelling and word usage). That is referred to as the core curriculum. In high school (grade 8-12), other elective subjects like Music, Health, nutrition, Business, and Successful living are introduced. A PACE is stated to be equivalent to three weeks of work. Test Keys (answer booklets) are published for corresponding PACEs and tests. Before a student is enrolled in the system, their academic ability is assessed using standard diagnostic tests. Any learning gaps are addressed before they can progress at their performance level. Students are assigned study carrels located around the perimeter of a learning center (classroom). These study carrels are referred to as student ‘offices’. Teachers supervise the Learning Center and move from student to student providing tutoring as required by the ACE procedures and according to students individual learning needs. Some A.C.E. materials are also designed to present the new information using the printed page, audio-video equipment, and computers. Students set goals of how much work they will do in each subject, each day, putting the responsibility for their progress on themselves. This is meant to train them in personal
responsibility and discipline. This is however supervised and monitored by the teachers (supervisors and monitors). As the students work individually through the PACEs, they do a series of reviews, and at the end they do a self-test. They then do a PACE test which is recorded in a Supervisors progress card (SPC). The pass score for a PACE test is 80%, however, if not achieved, the student repeats the PACE until they pass.

The International Certificate of Christian Education (ICCE) is the examining body for the ACE curriculum. It exists to provide Christian qualifications at a high standard for students studying on the ACE program throughout the world. It was set up to give recognition to work completed over a number of years by students using the ACE curriculum.

A recent benchmarking study by UK NARIC confirmed that the International Certificate of Christian Education (ICCE) General and Advanced Certificates can be considered to be comparable to the overall Cambridge International O and A Level standard respectively. UK NARIC is the UK’s National Agency responsible for providing information and opinion on academic, vocational and professional qualifications from across the world.

With increasing number of educational curricula, there has been discussions, ratings and comparisons of the various curriculum designs available not only in Kenya but in the world. Accelerated Christian Education curriculum is not an exception in these. Since its inception, the ACE curriculum has had its own share of challenges, one of them being criticism and people’s misconceptions of certain aspects of the curriculum.

Stoker, Splawn, & West Texas State Univ., (1980) studied a small sample of Accelerated Christian Education (ACE) schools in six towns in northwest Texas to identify aspects of the schools' operations that might be applicable to public education. This study’s results comprised observations and recommendations about aspects of
ACE schools useful or not useful to public schools, involving such areas as student-teacher ratios, parental support, individualized curricula, discipline, and school philosophy. Similar concerns have been raised by various stakeholders of the Accelerated Christian Education in Kenya and those of other conventional systems for example the 8:4:4.

Lisa J.L Kelley (2005) of Marshall University carried out a study to determine if there is a significant difference in scores between students in a West Virginian Christian School which was an ACE school and the students at a local public high school. She found out that those from West Virginian Christian School scored less than their local public counterparts.

Oluleye (2013) carried out an evaluation of individualized instruction as used in the accelerated Christian education curriculum in plateau State, Nigeria. His study revealed that the challenges faced by the system include schools not adhering to the ACE recommended student-teacher ratio, lack of exposure of students to the world in which they live, lack of facilities for science laboratories and sports, lack of sufficient learning resources and lack of social interaction.

Amadi & Eugenia (2014) investigated parents’ and teachers’ preferred medium of instruction in primary schools in Enugu, South East Nigeria. The study revealed that there was a significant difference in parents’ and teachers’ preferences for medium of instruction in primary schools in Nigeria. It was concluded that the proper implementation of the language education policy spelt out in the National Policy on Education may still remain a mirage if proper consultation vis-a-vis education and sensitization of stakeholders is not carried out in due course. Amadi and Eugenia’s research informed this study research a form of consultation of the stakeholders of the ACE curriculum in Kenya.
The above studies brought interest in finding out whether perception on ACE is an issue in Kenya. There have been a lot of perceptions about the ACE curriculum, both positive and negative as cited in the above-mentioned studies. It is such and similar misconceptions coupled with gaps in public knowledge about the ACE system that this study sought to investigate and thereafter recommend further studies or intervention areas. The low enrollment of students into the ACE curriculum could possibly be because of the way people perceive the curriculum. This study therefore sought to find out the perception of ACE students, teachers, and parents on the ACE curriculum. This will shed light of whether perception is the issue that is affecting the low uptake into ACE schools in Kenya.

1.2 Problem statement

A lot may have been said about ACE worldwide but there has been limited research on Accelerated Christian Education in Kenya. Oluleye (2013) recommends further studies on the perceived strengths and weaknesses of the ACE curriculum. Admissions to ACE schools in Kenya has been typically very poor. This could be due to negative perceptions about the curriculum probably caused by lack of publicity knowledge about it. It seems that only a certain percentage of parents seem to appreciate the curriculum. This study sought to find out whether perceptions is the issue.

1.3 Purpose of the study

The purpose of this study was to establish the perception of students, parents and teachers on the ACE curriculum and therefore sensitize people of any misconceptions about it. It should also prompt ACE managers to bring change that will contribute to the improvement of the Accelerated Christian Education Curriculum in the Kenyan context.
1.4 Objectives of the study

The general objective of this study was to investigate the perception of parents, teachers, and students on the Accelerated Christian Education Curriculum in Kenya.

The specific objectives of this study were:

1. To find out the perceptions on the content of the ACE curriculum.
2. To examine the perceptions on academic progress in the ACE curriculum.
3. To find out the perceptions on the nature of individualization in the ACE curriculum.
4. To investigate the perception of homeschoolers about the ACE curriculum.

1.5 Research Questions

This study will endeavor to respond to the following key questions:

1. What are the perceptions on the content of the ACE curriculum?
2. What are the perceptions on academic progress of students in the ACE curriculum?
3. What are the perceptions on the nature of individualization in the ACE curriculum?
4. What are the perceptions of ACE homeschoolers on the ACE curriculum?

1.6 Significance of the Study

The findings of this study will inform ACE regional headquarters of the perceptions, that people have concerning the Accelerated Christian Education Curriculum in Kenya. Any misconception can then be corrected by sensitizing people in the country about the curriculum. It will be a basis for future studies informing the Kenyan community about the Accelerated Christian Education Curriculum.
1.7 Scope of the Study

This study was carried out in selected ACE school-based and homeschoools in Nairobi County. The targeted population was parents, students, and teachers in the ACE curriculum and who have an interaction with other curriculums. Among the Students were ACE graduates who are beneficiaries of the system.

1.8 Limitations and delimitations

The primary focus of the study was perceptions of teachers, students and parents but limited to only those who have had an experience with the ACE curriculum. This study did not cover the perception of respondents from other curriculums. It focused on respondents with experience in ACE to avoid negative perceptions based on ignorance, grapevine and assumptions.

One hindrance to the study was missing responses in some of the questions especially on demographic characteristics. Some of such questionnaires were included in the study because they included valuable responses in the main areas of perception.

The individual student respondents of this study were regular students in and above grade four. Students below grade four were not part of the respondents because they may not have had the capacity to answer the questions objectively.

The ACE system is offered in very few schools in Kenya and this limited the number of the schools to sample from. However, study was done in Nairobi County which is cosmopolitan and therefore considered a representative county of our country. Therefore, the findings of this study could be generalized to Kenya.

1.9. Assumptions of the study

One assumption of this study was that all the respondents were truthful and gave correct and non-biased information. The other assumption was that all the ACE schools were
using the standard, universally recommended ACE procedures as stipulated in the ACE procedural manual.

1.10: Summary.

This chapter has given the background of the ACE curriculum, what some people have said about it, the problem statement, scope of the study, limitations, assumptions and the rationale of this study. The following chapter that follows reviews related literature.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This Literature review covered perceptions on the Accelerated Christian Education curriculum. It focused on what people perceive as individualization in general and in the Accelerated Christian Education curriculum.

2.2 Perceptions on the ACE curriculum content

2.2.1 ACE Core Subjects

The ACE curriculum includes basic academic disciplines that focus on essential educational subjects: math, English, Literature and Creative Writing, social studies, science, Word Building (spelling). Each core subject contains 156 PACEs from kindergarten through Level 12. Exceptions are math (144 PACEs), Word Building (concludes with Level 9), and Literature and Creative Writing (for Levels 2 through 8). Some core courses are enhanced with DVDs, videos, and computer software (ACE, 2016, para.2).

Each core subject consists of 12 PACEs per level. Typical students work daily on one PACE in each subject and may be performing at varying levels according to the diagnostic test results. Most complete at least 70 PACEs per year, maintaining academic balance by completing about the same number of PACEs in each assigned subject.

Elkins (1992) reported the following weaknesses in the ACE system; there is a scarcity of reading materials, overemphasis on independent work in early levels, and reading is not included in all language arts lessons. He also reported that the large amount of detailed bookkeeping in the ACE program tends to bog down both teachers and students.
2.2.2 Academic Acceleration

Guenther (1998) addressed academic acceleration for gifted children. He explained some major types of acceleration along with issues of assessment and appropriateness for each. Early admission to kindergarten is described as attractive because it allows children to be accelerated without the disruption of social life and curriculum that later grade skipping might cause. Primary school advancement may cause concerns about serious difficulties such as loss of friendships with age peers, difficulty fitting in with the new class, and problems with both emotional and physical maturity, however, most research studies on grade skipping have not found these commonly feared effects. Many high schools and middle schools offer a wide range of acceleration options. Because students are with their age peers, there are fewer concerns about possible detrimental effects. The last type of academic acceleration described is early college entrance, one of the most controversial acceleration practices. Advantages include increased likelihood of pursuing graduate studies and increased motivation due to an appropriate level of challenge. Possible negatives include difficulty with peer relations and regret at missing out on normal high school and college experiences. Jones & Southern (1991) found out that educational practitioners regard acceleration as unacceptable options for meeting the educational needs of children and that they jeopardize social emotional adaptation. This study similarly investigated acceleration as applied in the ACE curriculum.

2.2.3 Critical Thinking skills

Critical thinking skills development is important because it helps students to use the knowledge that they gain wisely. It is a key component in the ACE curriculum. It helps students to think creatively and solve problems that present themselves in and out of school.
Norris (1985) states that critical thinking is not an option but an educational ideal. The teaching of critical thinking will develop personal accountability in students and will enable them to establish the principles which will promote intellectual, moral and emotional responsibility. To this end, in the challenging task of educating students, critical thinking is a crucial element which must be the goal of school administrators, teachers, students and parents. Teaching and learning can improve only if critical thinking skills are improved in both teachers and students.

A study in the USA on differences in critical thinking skills among students educated in public schools, Christian schools and homeschooled had ACE among the Christian schools investigated. Its analysis revealed no significant differences in various critical thinking skills among student groups (Sutton, 1995).

The perception of teachers and parents on critical thinking of ACE students was investigated and therefore gave reason for curriculum improvement and correction of public perception on the curriculum.

2.2.4 College preparedness

Kelley (2005) did an analysis of Accelerated Christian education and college preparedness based on ACT scores. He focused on Christian education and the use of Accelerated Christian Education. The researcher obtained the ACT scores received by graduates of an ACE school over the past five years. These scores were analyzed using a t-test of comparative means to determine if there were a significant difference in ACT scores between students at the Accelerated Christian School and the students of a public high school in the same area with a graduate college application rate of 75-83%. Results showed a significant difference between the public school graduates scores and the ACE graduates scores in all areas of the ACT (English, Math, Reading, and Composite...
Score), except the area of Science Reasoning. Overall, the ACT scores of the ACE graduates were consistently lower than those of the public school students.

Baumgart (2005) did a study on perception of the ACE programme as preparation for tertiary education in South Africa. The study sought to explore aspects of the educational practice of the Accelerated Christian Education (ACE) programme. It examined the philosophy and pedagogy of the ACE programme as contemporary educational practice against a background of educational reform movements. In addition, his paper examined the issue of what it takes for a student to succeed in tertiary education, investigated the stated claims, in an empirical study that included ACE graduates, their parents and university admission officers. The results revealed generally positive perceptions of the ACE programme by students, parents and university admissions officers who had experience of the ACE programme in one way or another. People who had not had such experience had negative perceptions, which were attributed to ignorance as opposed to negative experiences. Perceptions of the ACE programme as preparation for tertiary education were overwhelmingly positive, although the alternative admissions process was described as problematic in several cases.

2.3. Perceptions on Academic progress in the ACE curriculum

The ACE curriculum is aimed at helping each child achieve mastery in all subjects. It is designed to meet different levels of abilities with students mastering objectives in order before moving to the next level.

Kelley (2005) sought to determine if there is a significant difference in scores between students in a West Virginian Christian School which was an ACE school and the students at a local public high school. She found out that those from West Virginian Christian School scored less than their local public counterparts.
Amadi & Eugenia (2014) investigated parents’ and teachers’ preferred medium of instruction in primary schools in Enugu, South East Nigeria. The findings showed that there was a significant difference in parents’ and teachers’ preferences for medium of instruction in primary schools in Nigeria. It was concluded that the proper implementation of the language education policy spelt out in the National Policy on Education may still remain a mirage if proper consultation vis-a-vis education and sensitization of stakeholders is not carried out in due course.

Three levels of tests are set up in each PACE. These are Checkup, Self-Test, and PACE Test. The Checkup is set for the student to test mastery in parts of the PACE. The Self-test at the end of each PACE helps students test themselves on mastery of the content. In each of these, the student is expected to score no less than 80% to be able to do the PACE test, which is the supervisor’s tool of measuring performance before the students’ progress to the next PACE level (Shaba, 2013).

Apart from these internal tests, the ACE encourages schools to enroll their learners for other standardized tests, such as: Common Entrance Examinations, etc. This will enable schools to measure student achievement by a larger population and aid improvement where necessary and confidence all around.

2.4 Nature of Individualized instruction in the ACE curriculum

Molenda (2008) states that since the earliest days of pedagogy, educators have recognized that learners differ in numerous ways and that it would be desirable to cater for differences and to ensure that each student gains the maximum from their educational experience. In ancient times individualizing was not an overt concern since one-to-one tutoring was the dominant mode. Later, as formal education spread to larger segments of society and group methods came into vogue, the issue rose to prominence. In the 18th century Rousseau and Pestalozzi developed pedagogical theories around the
concept of individual growth. The 20th century brought mass education, a more industrial mode of schooling in which standardized whole-group instruction predominated. The tradeoff for reaching masses was a loss in personalization and reduced effectiveness for many. There were some notable efforts to break away from the group mode.

Frederic Lister Burk and his colleagues at San Francisco State Normal School in 1912 prepared self-instructional units permitting elementary students to progress at their own pace. Carleton W. Washburn’s Winnetka Plan, developed a few years later, incorporated this idea in a whole restructured school curriculum (Saettler, 1990). Despite these examples, group-paced instruction continued to dominate in practice. At about the same time, Edward L. Thorndike was formulating general principles of learning, including the law of effect: responses are learned depending upon whether they are followed by desirable or undesirable consequences. He then proposed in 1912 what Saettler considers the first technology of instruction— “imagining the arrangement of a textbook in which the reader could progress only by showing comprehension of what had been read” (Saettler, 1990 p. 56).

The venue for research and development on individualization has shifted to the realm of distance education, where independent study is given and it is the social dimension that is missing. Constructivists would like to foster collaborative work among distance learners, but this conflicts with the desire of many distance learners to have control over the timing and content of their study. It turns out that allowing learners to progress through the program at their own pace is relatively easy. What’s more difficult is to provide different content and different treatments, including treatments, such as collaborative learning, that are more difficult to manage and may run contrary to the preferences of many learners.
Accelerated Christian Education upholds individualized learning as one of its distinctive. Individualized learning is a process of learning which allows learners to pursue their own learning in their own way and at their own speed. This process of learning was borne out of deeper psychological knowledge of individual difference (Anih, 2007).

Mungai (2009) carried out a study on review of accelerated Christian education programme and the implication on the Kenya national curriculum,8:4:4 system of education. Results of the study revealed that individual learner differences were the cause of the differences in implementation of the objectives. This means that the objectives need to be adapted to the individual children’s needs. The challenges revealed in the study included slow learning students requiring plenty of time to facilitate, more time being required, dealing with resistance from students and minimal parental involvement. This study recommended further studies on the effects of ACE curriculum on the moral development of a child.

Igwe (2007) identified the gains from individualized learning to include; learners can progress at the pace best suited to them, allows the bright child to accelerate ahead and the slow learner is prevented from being pursed too fast, helps the learner with special difficulties whether physical, psychological, emotional or cultural to develop initiative and independence in learning, and gives the teachers a clear idea of each learner’s progress. Anowor (2008) acknowledged Igwe’s contributions, that individualized learning still has its negative impacts. According to Anowor, he said that the system (individualized learning) places a heavy task on the teacher’s shoulder because the teacher ensures that there are sufficient learning materials for all the students to work with. He also states that it deprives learners of the social and emotional benefits of
group works, and learning becomes dull without the element of competition among the learners.

Akabogu (2009) states that cooperative learning can be viewed as learning within a group and by the group. It is learning generated by the people in order to solve a problem or tackle problems given to them. Nwachukwu (2014) compared the effects of individualized and cooperative learning strategies on performance of students in Economics in Lagos states and the results showed that students in cooperative class performed better than those in individualized class. Based on the findings, the following recommendations were made; adequate teachers should be employed to reduce the heavy task on the teacher’s shoulder, for state adopting individualized method, social and emotional benefits should be built into individualized class so that learning becomes attractive and finally, state should encourage group learning in all level of education particularly the secondary school level to enhance high academic performance.

Oluleye (2013) study revealed that the challenges faced by the ACE system include schools not adhering to the ACE recommended student-teacher ratio, lack of exposure of students to the world in which they live, lack of facilities for science laboratories and sports, lack of sufficient learning resources and lack of social interaction.

Shaba (2013) did an evaluation of individualized instruction as used in the accelerated Christian education curriculum in plateau state, Nigeria. His dissertation focused on exploring the aspects of the Accelerated Christian Education curriculum that shows its Individualized nature. The aim of the study was to explore individualized instruction from the view of the ACE program with a view of possible recommendation for use on a wider scale in Nigerian schools. This was considered because of the several lapses identified in the present Nigerian education program. He explored other teaching and
learning methodologies to establish commonality and assess if indeed the programs form of individualization was related to any existing form. Interviews were conducted to get the experiences of students and supervisors who are using the program. Recommendations were made for consideration to the users of the program on the strengths and weaknesses examined and suggestions for possible improvement given based on the responses of the research participants. This study sought to similarly establish the aspect of individualization in the Kenyan ACE system, its implementation and effectiveness. The concept of individualized learning in the Kenyan ACE context was investigated with special emphasis on perceptions of participants on the same.

2.5 Theoretical framework

Albert Bandura’s social learning theory was used to guide this thesis. It explains how children learn socially and how the behavioral, cognitive and environmental factors all influence learning behavior. Bandura’s concept of regulation of human behavior states that behavioral, cognitive and environmental factors all influence learning behavior. What that means for educators is that they should model appropriate behavior for a school environment. One key concept in this theory is self-efficacy. Bandura states that self-concept arises from past accomplishments and that this contributes to academic confidence and success. For educators, this means that it is important to foster the development of self-efficacy and create a sense of empowerment in the classroom. Bandura’s theory can be applied in the classroom by setting goals for students to accomplish and keeping a record of the accomplishments. Another way is by carefully selecting audiovisuals to be used in the classroom.

This theory was applied in this study to show how the different kinds of behavioral, cognitive and environmental factors as seen in the ACE curriculum affect learning and therefore perceptions about the system. It is the most appropriate theory because it is
based on social aspect of learning which is also emphasized in the ACE curriculum especially in the area of character development. The ACE system also emphasizes on appropriate environmental conditions for learning which is a key aspect in this theory.
2.6 Conceptual framework. This conceptual framework is a schematic representation of how various environmental, cognitive and behavioral elements of the ACE curriculum can be perceived and the possible results thereof.

![Conceptual Framework Diagram]

Perceptions towards ACE Curriculum
- **Positive perception**
  - parents enroll/students perform/appreciate
- **Negative perception**
  - parents withdraw/students underperform/quit/complain

Figure 1: Researcher (2016)
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The first section presents the research design, population, sampling techniques, data collection instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

This study used descriptive survey study design. Descriptive survey describes what is in a social system and in this case the social system is ACE schools. This design allows the researcher to gather data by interviewing or administering questionnaires to a sample of individuals. This is normally suitable in answering questions on challenges and perceptions (Orodho, 2003).

3.3 Target Population

Population is defined as a complete set of individual cases or objects with some common observable characteristics (Mugenda and Mugenda, 1999). The target population was ACE schools in Kenya. Accessible population was ACE schools within Nairobi County. The rationale for choosing Nairobi County as the accessible population is because it is the capital city of Kenya and therefore has a population originating from most other parts of the country. Most ACE schools including the pioneer ACE school are located in Nairobi County as well. The researcher also had the convenience doing the research in Nairobi due to their location at the time of the study vis-a-vis the time available to do the study. It is indicated that “With a population of about 3.36 million estimated in 2011, Nairobi is the second-largest city by population in the African Great Lakes region after Dar es Salaam, Tanzania. According to the 2009 census, in the administrative area of Nairobi, 3,138,295 inhabitants lived. Nairobi is the 14th-largest city in Africa, including the population of its suburbs. The city occupies 696 square kilometers (270 sq. mi). Currently, there are six established ACE schools in Nairobi.
Students from non ACE schools are admitted to the ACE schools after sitting for diagnostic tests that determine their performance level and/or gaps in learning that need to be filled. They are then placed in their grade levels which mostly will go hand in hand with their chronological age level.

3.4 Sampling Techniques and Sample Size

Sampling involves a process of selecting a sub-section of a population that represents the entire population in order to obtain information regarding the phenomenon of interest. The accessible population was selected ACE schools in Nairobi County as a representative of ACE schools and homeschoools in Kenya. The schools were selected using non probability sampling specifically purposive sampling because it allows a researcher use cases that have the required information with respect to the objectives (Mugenda and Mugenda, 2003). Two ACE schools were purposively selected because they had existed for at least ten years.

For descriptive studies, ten percent of the accessible population is enough survey population (Gay, 1981). A sample size of 10% of the total accessible populations of students and parents was used.

Systematic random sampling was used to select the students. In systematic sampling, every $k^{th}$ case in the population frame is selected for inclusion in the sample (Mugenda and Mugenda, 2003). The list of students was randomized and a sampling interval of 10 used to select the students. Convenient sampling was used to select the teachers, parents and graduated students. This technique involves selecting cases as they become available to the researcher (Mugenda and Mugenda, 2003).

Table 1 shows the sampling frame used to determine the number of participants who were given questionnaires.
Table 1: Sampling Frame

<table>
<thead>
<tr>
<th>ACCESSIBLE POPULATION</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOLS</td>
<td>6</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>500</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>53</td>
</tr>
<tr>
<td>PARENTS</td>
<td>200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>86 participants</td>
</tr>
</tbody>
</table>

3.5 Data Collection Instruments

Data collection refers to gathering specific information aimed at proving or refuting some facts (Kombo and Tromp, 2006). This study generated data in form of filled in Likert scale questionnaires. “A Likert-type scale consists of a series of statements that define and describe the content and meaning of the construct measured. The statements comprising the scale express a belief, preference, judgment, or opinion. The statements are composed to define collectively a unidimensional construct” (Babbie, 1999; McIver & Carmines, 1981). Kerlinger (1986) described a Likert scale as a summated rating scale whereby an individual’s score on the scale is a sum, or average, of the individual’s responses to the multiple items on the instrument. A simple three-point scale was used to split opinion quickly and help the respondents be decisive (Iwise, 2011).

Three types of questionnaires were prepared for the three types of participant-parents, teachers and students. The Likert scale consisted of three responses; agree (concur with the statement), uncertain (not sure) and disagree (failed to agree). Parents questionnaires had in addition a few open ended questions. Questionnaires were distributed to the participants by the researcher and collected upon agreed date.

3.6 Data collection procedures

Permission was first sought from the ACE regional director and then from the administrators and principals of the selected schools for study. Research permit was also applied online and obtain from NACOSTI. In the application process, a copy of
the thesis proposal was attached to the application. A letter from Pan Africa Christian University as the sponsor was included. A copy of the researcher’s Identity card, a current passport-size photograph of the researcher and a non-refundable research application fee payable to National Council for Science and Technology was part of the application as well. After approval by NACOSTI, permission was sought from the school heads. The cover letters, consent letters, and questionnaires were then duly distributed to the respondents as sampled. Most teachers’ questionnaires were collected immediately because their consent could be obtained immediately. Parents’ and teachers’ questionnaires were collected on agreed upon dates because they had to go home first.

3.7 Pilot study
In this piloting, five questionnaires each for parents, teachers and students as pilot samples were used. The data collection procedures were used in one school for piloting before they were adjusted according to the pilot observations. Construct validity technique was used to check for comprehensibility of instructions, wording of the questions, reliability and validity of instructions. The results of the piloting revealed that the design of the Likert scale and some wordings and questions lacked clarity to the respondents. They therefore left such questions not responded to. The questions were modified and redesigned where need be to remove any ambiguity or irrelevance in the data collection exercise. The final questionnaires were then used on students, parents and teachers on different days to give ample time for accurate data collection. Questionnaires were distributed to the respondents by the researcher and a time was set aside for them to complete filling them in. The questionnaires were gathered after the response time was over. To get honest feedback, all data was treated with utmost confidentiality.
3.8 Data analysis plan

This involved interpreting and making sense out of the collected data. This study used both qualitative and quantitative data analysis methods. Before analysis, data coding was undertaken. All the questionnaires were numbered and all the questions in the Likert scales were coded. After coding, the data was then entered in and analyzed using SPSS. Quantitatively data was analyzed using frequencies and means and data was presented in tables and bar charts. Qualitative analysis was done where the data was discussed using themes that were generated.

3.9 Ethical considerations

Research permit was obtained as a legal requirement to do this study. Parental consent was also sought in order to interview the individual students. The consent letters and forms were attached with the introduction letters. In the course of the research, dignity and respect for the participating parents, teachers and students was upheld. Their autonomy was ensured.

Fitzgerald (2001), points out that informed consent is a process that requires the researcher to be open and explicit about the research and also provides the participants with the power to accept or decline to participate in the research. This implies that the participants must be adequately provided with relevant information about the purpose, scope, personal risk involved and the expectations of the researcher during data collection.

In this study, the student participants were given a letter seeking for parental consent and the schools also wrote introduction letters to let parents know of their consent for the researcher to conduct the research in the schools. The teachers who participated were also given letters introduction letters. On the days the questionnaires were
distributed, the researcher also explained what the research is all about to the students and teachers. They were also given the opportunity to refuse participation.

3.10 Summary of the chapter

This chapter has explained how this study on perception of parents, teachers and students of the ACE curriculum was conducted. It has laid down the instruments that were put in place to ensure the success of this study and how the instruments were used.
CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS.

4.1 Introduction

This chapter presents data analysis, data presentation and interpretation of results of the study on perceptions about the ACE curriculum. The specific objectives of the study were: To find out the perceptions on the content of the curriculum, to examine the perceptions on academic progress, to find out the perceptions on the nature of individualization in the ACE curriculum, and to investigate the perception of homeschoolers about the ACE curriculum.

4.2 Response rate

There was 100% return rate of questionnaires from students and teachers. Out of 20 questionnaires administered to parents, 17 were filled and returned. This translates to 85% return rate of parent questionnaires.

4.3 Demographic characteristics of the respondents

This section of the study presents the characteristics of personal attributes of the survey respondents such as, age and education level.

4.3.1 Age distribution of ACE student respondents

The results in Table 2 indicates that out of the 51 student respondents, 31% were between 9 and 12 years (pre-teens), 28% between 13 and 17 years (teenagers), and 41% were 18 years. In most conventional systems, students complete high school at age 17. In the ACE system, the chronological age level should be 17 at grade 12 which is the highest grade. This finding reveals that some students in the ACE system take longer than expected to complete school. This raises the question of whether all ACE students are actually accelerated in their learning.
Table 2: Age Distribution of ACE Students

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>20</td>
<td>41</td>
</tr>
<tr>
<td>13 to 17</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>9 to 12</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.2 Teaching Experience

The teachers were asked to indicate the number of years they had taught in the ACE system. Results in Table 3 shows that 6% had less than a year experience, 23% had over 5 years’ experience and the majority (53%) had between two –five years’ experience. This shows that most teachers in the curriculum have taught for at least two years which is considerable experience for them to give relevant feedback about the system.

Table 3: ACE Teachers Experience

<table>
<thead>
<tr>
<th>ACE teaching experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>2-5 years</td>
<td>9</td>
<td>53</td>
</tr>
<tr>
<td>Below 1 year</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>
4.3.3 Teacher Qualifications

The results in Table 4 reveal that among the teachers 22% were trained in ACE only, 39% in ACE and teaching courses, 17% were trained teaching courses only, 5% in ACE and Early Childhood Education (ECD). 17% were trained in teaching courses including ECD and ACE. Therefore, the majority of respondents were trained in teaching as well as on the ACE supervisors course. This finding reveals that the teachers through professional development programs are equipped to teach the ACE curriculum. It also shows that not all ACE teachers are trained in the ACE curriculum that they teach.

*Table 4: Teachers Qualifications*

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE supervisor course only.</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Teaching course and ACE</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>Teaching course only</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>ACE and ECD</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Teaching course, ACE and ECD</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4 Teachers Perceptions on the Content of the Curriculum

Teachers were asked their perception on the following areas of the curriculum; academic acceleration, critical thinking skills development and college preparedness.
4.4.1 Teachers Perception on Academic Acceleration of ACE students

The researcher examined the perception of teachers on academic acceleration of students in the ACE system. Academic acceleration means deciding that competence other than age should be the criteria for determining when an individual obtains access to particular curricular or academic experience (Benbow, 1998, p. 281).

The results in Table 5 shows that a bigger percentage of teachers (89%) agreed that the students are academically accelerated as they go through the ACE curriculum. They therefore agree that the ACE system offers room to accelerate students learning according to their abilities. However, 11% were uncertain about the academic acceleration of students in the curriculum.

Table 5: Teachers Perception on Academic Acceleration of ACE Students

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td>uncertain</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results on academic acceleration which largely agrees that students are accelerated raises the question on how comes some students complete the curriculum at a much older age than in the conventional curriculums.

4.4.2 Teachers Perceptions on Critical Thinking Skills Development of ACE students

Critical thinking is a core component in the ACE curriculum. Critical thinking skills is a person’s ability to evaluate information and form proper conclusions based on that information (Accelerator, 2014). In the ACE curriculum, critical thinking is the evaluation and the ability to discern what is right or true and to make wise choices based on Biblical knowledge. Results in Figure 2 show that 50% of the teachers perceive that
the curriculum teaches students to think critically. This means that they perceive that their students develop critical thinking skills. Another 50% were uncertain about the same. This means that the development of creative and critical thinking skills in ACE students may not be as evident as expected by the teachers who teach them. This means that as much as ACE trains students to think critically, there are gaps to be filled in critical thinking skills development among ACE students; how they evaluate situations, discern what is right and how they make judgements, decisions or conclusions. Sutton, Joe, Oliveira & Paulo (1995) did a research on Differences in Critical Thinking Skills among Student: Educated in Public Schools, Christian Schools, and Home Schools. The research Analyses revealed no significant difference in various critical-thinking skills among the student groups. In addition, students demonstrated no significant differences in the kinds of critical-thinking skills, including those for deductive and inductive reasoning. That would compare with the perceptions of 50% of teachers in this study whose perception is that the ACE students develop critical thinking skills, just like the others.

Figure 2: Teachers perception on critical thinking skills development
4.4.3 Teachers Perception on Students College preparedness

College preparedness means “the acquisition of the necessary information, skills, and attitudes essential for learning and succeeding in college” (Hettich, 1998). Results in Table 6 shows that the 72% of teachers agreed that ACE students are usually prepared well for college. The rest, 28 % were uncertain that students are well prepared for college education. This shows that teachers assessment of ACE student generally reveals that they are well prepared for the future as far as further education is concerned. The principles that they learn; goal setting, self-learning and mastery of content contributes to college preparedness. These results differ from Kelley’s research on “Analysis of Accelerated Christian Education and College Preparedness Based on ACT Scores” which revealed that the ACT scores of the ACE graduates were consistently lower than those of the public school students. In this study, the perception of ACE teachers about their students’ college preparedness was based on what they think about the curriculum contents and procedures in relation to higher learning.

*Table 6 : Teachers perception on ACE students college preparedness*

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>uncertain</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4.4 Teachers Perception on Character Training

ACE curriculum trains students to emulate the character traits of Jesus for example determination, prudence, kindness and forgiveness. It does this through the sixty character traits taught one in each PACE. ACE considers a successful learner as one whose character has been molded and integrity developed. Results in Table 7 reveal
that 72% agreed that godly morals are observed amongst students in the ACE system and 28 % were uncertain about that. This means that godly character is observed among the students at large. However, as much as all ACE students may be taught character, not all of them necessarily uphold and practice the same. None of the teachers disagreed about godliness amongst the ACE students as far as character is concerned. This on the other hand means that as much as there are discrepancies in character, all the students at least exhibit some godly character in the process of learning.

**Table 7: Teachers perceptions on ACE character training**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>uncertain</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The finding on teachers’ perception on ACE students portraying godly character as trained in the system agrees with Mungai (2003) findings which revealed that “the ACE programme is basically concerned with molding the learner’s character and it does so by reinforcing Christian values in its curriculum. In her review of the system, she found out that character training was a reality on the ground. Her findings are similar with the teachers’ perception in this study.

4.4.5 Teachers Perception on workload

The teachers were asked to respond on the heaviness of the task they have in attending to individual students. Each class, also known as Learning centers usually has two teachers; a supervisor and their assistant also known as monitors. The recommended teacher- student ratio in the curriculum is 1:20. The results in Figure 3 show that 50 %
of the respondent teachers agreed that there is a heavy task on ACE teachers to attend to individual students. The teachers’ perception largely reveals that the ACE teachers also known as supervisors and monitors get overwhelmed with the task of attending to the students one at a time. This could especially be the case of Learning centers with large numbers. The results are similar to those by Shaba (2013) that the concern on teacher-learner ratio was unanimous on the issue of heavy workload. They all agreed that the program provided for a good Teacher-Learner ratio but that many schools do not practice it. Those who disagreed were 22% and 28% were uncertain. This means that due to individual differences like experience and qualifications, some teachers do not necessarily perceive the work load to be heavy.

![Figure 2: Teachers perception on workload](image)

4.4.6: Teachers Perception on Social development of students.

The teachers were asked to respond on their perception on the social development of students. None of the teachers disagreed about the students displaying appropriate social behavior. Results in Table 8 shows that 76% agreed and 24% were uncertain that students develop well socially. This means that students are taught to relate well with
others. Molenda (2012) states that the goal of personalized instruction is to provide a holistic learning environment featuring frequent and close personal associations among students and teachers, with emphasis on collaborative groups and authentic assessment. Such is the practice in the ACE system thereby taking care of the social aspect amidst individualized learning and instruction.

Table 8: Teachers Perception on the Social Life of ACE students

<table>
<thead>
<tr>
<th>perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>13</td>
<td>76</td>
</tr>
<tr>
<td>uncertain</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

4.5 Teachers perceptions on Academic progress of ACE students

The teachers were asked about their perception about academic progress of ACE students. Academic progress in ACE refers to individual students studying the curriculum consistent with where they can learn and progress at a steady rate (Rowe, 2010). The ACE curriculum’s academic progress is geared not only towards class progress but majorly towards individual progress. This is seen in how they complete the PACEs and pass the PACE tests. The standard pass mark for the PACE tests is 80%. Progress in this study was measured in terms of a student completing one PACE within the acceptable period which is three weeks and beginning the next one. The results in Figure 3 shows that 83% agreed there is academic progress among ACE students. This shows that the students learn and move up the grade levels at a steady rate in their performance level. The results also show that 17% of the teachers were uncertain and none of the teachers disagreed that there is academic progress among ACE students. This means that some teachers were unsure of what academic progress
entails. This could be due to shorter experience in the system or lack of training in the ACE curriculum.

![Academic progress graph](image.png)

**Figure 3: Teachers perception on academic progress**

These results are similar to Mungai (2003) who found out that the PACEs are very precise and that makes learning very easy for the learners.

4.6 Parents perceptions on the content of the curriculum

Parents were asked their perception on the following areas of the curriculum; academic acceleration, critical thinking skills development and college preparedness of students.

4.6.1 Parents perception on Academic Acceleration of ACE students

Results in Table 6 show that 71% of the parents agreed that students are actually accelerated, 6% disagreed and 24% were uncertain. This shows that the perception of parents about the ACE system in regards to acceleration is positive. Due to children having individual differences, not all would accelerate as required and that accounts for the parents who disagreed and those who were uncertain about acceleration.
Figure 4: Parents perception on ACE students’ academic acceleration

4.6.2 Parents Perceptions on Critical Thinking Skills Development of ACE students

The researcher sought to find out from parents what their perception on the development of critical thinking skills in their children. Results in Table 9 shows that most of the parents, 65%, agreed that ACE students are taught to think critically, 35% were uncertain about ACE students critical thinking skills development. This implies that majority of parents are confident of and have seen their children develop critical thinking skills as a result of being in the system. The uncertainty in some parents implies that they could be having higher expectations of the system (as far as critical thinking skills is concerned) which are not being fulfilled as desired.
Table 9: Parents perception on critical thinking skills of ACE students

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>11</td>
<td>65</td>
</tr>
<tr>
<td>uncertain</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

4.6.3 Parents Perception on College preparedness of ACE students

Results in Table 10 show that 59% of parents agreed, 35% were uncertain and 6% disagreed that ACE prepares students well for college education. A majority of the parents seem to be satisfied with the curriculum’s way of preparing students for college. This shows that there are some parents who have enrolled their children in the curriculum but are disagreeing or uncertain about their children’s future. They may with time withdraw them from the ACE system.

Table 10: Parents perception on ACE students’ college preparedness

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>10</td>
<td>59</td>
</tr>
<tr>
<td>uncertain</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

4.6.4 Parents Perception on Character Training

The results on parents perception about ACE students having godly character in Table 11 shows that 88% of the parents agreed that godly morals is observed amongst ACE students and 12% were uncertain. Just like the teachers, none of the parents disagreed that ACE students portray godly character. Uncertainty could be due individual
differences in people’s perceptions. From the results, the outstanding perception is that ACE students are taught and exhibit good character.

Table 11: Parents perception on ACE students character

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>15</td>
<td>88</td>
</tr>
<tr>
<td>uncertain</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

4.7 Parents perceptions on General Academic Progress of ACE students

On average, the parents agreed that the general academic progress of ACE students is good. Results in Figure 5 show that 76% agreed, 6% disagreed and 18% were uncertain. This means that most parents perceive the curriculum to be accelerating their students as they expect or as they are explained to before admission. Due to children having individual differences, not all would progress as required and that accounts for the parents who disagreed and those who were uncertain.

Figure 5: Parents perception on students’ academic progress
4.8 Parents’ Perceptions on homeschooling

The parents unanimously agreed that in homeschooling there is appropriate teacher-student ratio. The parents also mentioned that some of the challenges that they encountered were lack of initial adjustment and guidance on how to go about homeschooling. This could mean that parents are not well equipped and prepared to start homeschooling their children.

They also mentioned that they get discouragements from people. Homeschooling is generally not a popular phenomenon and people will have varied comments, opinions and perceptions about the same. For the ACE homeschooling parents to perceive challenges from what people say, it means that they are not totally confident of homeschooling.

Some also mentioned that they have limited time to sufficiently homeschool due to other parental involvements and duties. This means that some homeschooling parents are not full time homeschoolers which is a requirement by ACE for one to homeschool. At least one parent should be totally given to homeschooling otherwise the quality and pace of their children’s learning would be affected due to lack of sufficient time.

Another challenge that was mentioned was that they were unsure of whether they were well equipped to teach elective subjects in high school. This could mean that not all homeschooling parents are competent enough to teach. It raises the question of what the minimum qualification of parents for them to be allowed to homeschool should be.

4.9 Students perceptions on the content of the curriculum

Students were asked about their perception on the following contents of the curriculum; goal setting, character training, PACEs, learning center procedures, and talent growth and academic acceleration.
4.9.1 Students Perception on Goal setting

One of the major procedures in ACE is goal setting. Students are given goal cards which are templates with days of the week and subject areas. The students are required to set at least twenty-four pages of PACE work to be done each day. In this study, the researcher sought to find out the perception of students on goal setting in terms of whether it helps them to be organized in their work. Results in Figure 6 shows that, 80% of the learners indicated that goal setting is a good habit that helps them to be organized, 18% were uncertain and 2% disagreed. This clearly shows that goal setting is actually an element of the curriculum that is helpful to the students. This result is similar to Shaba (2013) who found out that goal setting is lifelong habit that helps students to be organized. Those that disagreed and those that were uncertain could be new and still learning the discipline of goal setting. They could also be having challenges with setting and accomplishing daily goals.

Figure 6: Students perception on goal setting
4.9.2 Students Perception on Godly Character Training

In the PACEs, students learn the character traits of Jesus through colorful cartoon strips with short stories in between their academic work. The students were asked to indicate their perception on whether the character traits that they learn in the PACEs help them to be godly. Results in Table 12 show that 86% of the respondent students agreed that they learn to be godly through the character trait training in the ACE curriculum. This means that character training is helping the students be godly and they can attest to that. The goal of character development is being met and positively perceived by the students. The results also show that 14% were uncertain and this means that some students still struggle with character despite them learning good character. None of the students disagreed that they learn to be godly through the character traits lessons. This means that there is no doubt that they learn to be of godly character.

*Table 12: Students Perception on Godly Character Training*

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>44</td>
<td>86</td>
</tr>
<tr>
<td>uncertain</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

4.9.3 Students perception about PACEs

PACEs are the booklets that students use as both reading and writing materials in all the subjects in ACE. The students were asked whether PACEs are interesting learning materials. Results in Figure 7 shows that 82% agreed that PACEs are interesting, 4% disagreed and 14% were uncertain. The number of students who enjoy using PACEs to learn were more than those who disagreed or were uncertain. This could mean that
use of PACEs is a motivating factor to many but could not be working for a number probably depending on the type of learner that they are.

![Bar chart showing the percentage of students' perceptions on the helpfulness of ACE learning center procedures.](image)

*Figure 7: PACEs being interesting learning material*

4.9.4 Students Perception on Learning Centre Procedures

ACE has standard ACE procedures which guide students and teachers on how to go about the system daily. Students were asked to give their perception on whether the learning center procedures help them learn the right things. Results in Table 13 show that 16% were uncertain and 84% agreed that ACE learning center procedures help them learn. This means that students appreciate learning center procedures as a means of helping them do what is required of them. None of them disagreed and this still means that learning center procedures are helpful. Not all students follow procedures and thus the number that were uncertain.
Table 13: Perception on Learning Center Procedures

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>43</td>
<td>84</td>
</tr>
<tr>
<td>uncertain</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

4.9.5 Students Perception on Talent Growth in ACE

ACE students worldwide are given opportunities to participate in student conventions in which they compete in various categories of events in Music, athletics, Academics, photography, needle and thread, dance and platform events. The aim of student conventions is to help students grow their talent. The students were asked whether student conventions help them grow their talents. Results in Figure 8 show that 73% agreed, 4% disagreed and 23% were uncertain. This implies that students grow and improve their talents as they practice and compete at the student conventions. Not all students attend the convention because it is not compulsory. That could account for those who disagreed or are uncertain.
Figure 8 : Students perception on talent growth

4.9.6 Students Perception on Academic Acceleration

Results in Table 14 show that 84% of students agreed that they academically accelerate, 6% disagreed and 8% were uncertain. This implies that generally students see themselves moving at a pace that is neither slowing them down nor putting pressure on them to progress. Fast students are allowed to keep working at their pace. However, this seems not to be the case with all the students because there could be cases of students being slowed down if they are too young to accelerate. On the other hand, if the students are slow and are not able to do the recommended minimum amount of academic work, they can be pushed to work at a reasonable pace.
Table 14: Students Perception on Academic Acceleration

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>43</td>
<td>84</td>
</tr>
<tr>
<td>uncertain</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>disagree</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

4.10 Student Perception on Individualized attention

The students were asked whether they benefit from their teachers’ personalized or individualized attention in the classroom. Results in Figure 9 show that 86% of the students agreed, 2% disagreed and 18% were uncertain. This implies that majority of the students appreciate individualized teacher attention. Some students disagreed and this could mean that they either prefer group classes or do not often get adequate help from their teachers. The uncertain perceptions could mean that some students are not sure that they benefit from their teachers individualized attention and instructions.

Figure 9: Students perception on individualized attention
4.11 Students’ Perceptions on homeschooling.

The homeschooling students that participated in this research had all been in a school before. The results are in Table 15 show that they unanimously agreed that they enjoy homeschooling, PACES are interesting, it is faster to work from home, they concentrate more when they work from home, parents are more effective in teaching and that homeschooling saves time. This shows that homeschooling option is appreciated by those who are practicing it.

They use the same PACES that the school based students use and find them to be interesting learning materials. They find it faster to work from home and this could be due to the unlimited attention they get as a result of being few students. Time saving is also achieved for the same reason. More concentration at home means that there is less distractions due to less number of students. They appreciate their parents as teachers and therefore their perception was that parents are more effective in teaching. This could be because of the amount of time they get in contact with their parents as teachers as opposed to the amount of time they would get from school teachers who have a whole class to attend to.

Table 15: Students’ Perceptions on homeschooling.

<table>
<thead>
<tr>
<th>Perception</th>
<th>Frequency</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACES are interesting</td>
<td></td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Homeschooling is Faster than going to school</td>
<td></td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>More concentration at home</td>
<td></td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Parents are more effective as teachers</td>
<td></td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Homeschooling Saves time.</td>
<td></td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>
They were also asked about their perception on home being a good learning environment. The results in Figure 10 show that 88% of the students agreed that home is a good learning environment and 12% were uncertain. None of the students disagreed about home being a good learning environment. Children will mostly appreciate the comfort and security that they have at home and especially under their parents’ care. That would mostly affect their learning positively because it eliminates most hindrances to learning. They however expressed that they miss the school set up sometimes.

![Figure 10: Students perceptions on home learning environment](image)

Homeschooling students that preferred homeschooling to school based ACE options were asked to state the reasons for their preference. They mentioned that they learn faster and save time. In addition, they stated that they are less distracted when they learn from home. They also mentioned that they learn through experience. This shows that the students feel more independent and motivated to learn.
5.1 Introduction

This chapter examines, interprets, qualifies the results and draws inferences from them. The purpose of this study was to establish the perception of students, parents and teachers on the ACE curriculum and thereafter inform the public and also prompt ACE managers to bring change if needed that will contribute to the improvement of the Accelerated Christian Education Curriculum in the Kenyan context.

Two ACE schools were purposively sampled out of the six in the Nairobi county. Fifty-one students, seventeen parents and eighteen teachers participated in the study. Among the parent and student participants, six parents and eight students were home schooling. Data was collected using Likert type questionnaires and analyzed quantitatively using frequencies and means and qualitative analysis was done where the data was discussed using themes that were generated. The findings were summarized as follows.

5.2 Summary of study findings

5.2.1: Perceptions on the content of the Curriculum

This section summarizes the teachers, students and parents’ perception on academic acceleration and character development among students in ACE system. Academic acceleration and character development are key components of the curriculum.

The conclusive findings on academic acceleration revealed that 89% of teachers, 71% of parents and 84% of students agreed that ACE students attain academic acceleration in terms of students learning at their own pace. The percentage of parents that agreed was less than that of teachers and students. The less percentage of parents that agreed implies that parents may not be fully conversant with acceleration because they do not interact with the system as closely as the teachers and students do. Student learning is generally influenced positively by the environmental, cognitive and behavioral factors
in the curriculum. ACE students learning is enhanced by computer programs which gives them comparative advantage, (Rowe,2010). This offers them good learning environment that motivates their cognitive and behavior abilities and positively influence learning.

Character which is a major concern in ACE, was perceived by most of the teachers as being workable. The results generally revealed that 72% of the teachers, 88% of the parents and 86% of the students agreed that godly morals are observed among ACE students as a result of godly character training. More parents than teachers agreed and this could mean that parents and teachers have different expectations as far as character is concerned. Teachers expectations could be higher because of laid down and written rules. The other relevant finding on character was that 28% of the teachers, 12% of the parents and 14 % of the students were uncertain about character development despite godly character development being a major emphasis in the curriculum. This could be as a result of the home environment which can be a contributing factor to behavior in school and vice versa. This implies that more emphasis and consistency on character development should be put to get best results. Character affects behavior which according to the theoretical framework of this study is a factor that influences learning. Mungai (2009) study revealed that Christian values and principles have been interwoven throughout the ACE curriculum and this has helped increase personal responsibility, character development and positive citizenship. Her study supports this finding.

5.2.2: Perceptions on Academic Progress in the ACE Curriculum.

The teachers and parents were asked about their perception on academic progress in the ACE curriculum. Most parents generally had positive perception about the ACE curriculum but there were variations in their responses as compared to the teachers. The
results revealed that 76% of parents agreed, 6% disagreed and 18% were uncertain, that students progress academically. Among the teachers, 83% agreed and 17% were uncertain. Parents come from different backgrounds, professions, and schools of thought and may prone to have varied perceptions about the same phenomenon. Most teachers had trained in ACE and therefore understood it from a professional point of view. This implies that the teachers’ perception was with more understanding than the parents’. The general perception was that students in the system progress academically. The overall implication is that environmental, behavior and cognitive factors in the system positively affect students to perform well and therefore progress academically. These results are similar to Mungai (2003) who found out that the PACEs are very precise and that makes learning very easy for the learners.

5.2.3: Perceptions on the Nature of Individualization in the ACE Curriculum

The nature of instruction is an environmental factor that can influence learners positively or negatively. The students were asked whether individualized instruction as used in the ACE system benefits them in their learning. Results showed that 86% of the students agreed, 2% disagreed and 18% were uncertain. This implies that majority of the students appreciate individualized teacher attention. Some students disagreed and this could mean that they either prefer group classes or do not often get adequate help from their teachers. The uncertain perceptions could mean that some students are not sure of the benefit that they get from their teachers individualized attention and instructions.

5.2.4: Perception of Homeschoolers about the ACE Curriculum.

Homeschooling parents were happy about the student-teacher ratio at home. However, most are easily swayed or discouraged by public opinion about the system therefore affecting their perception about components of the curriculum. That is the environment
affecting their perception and eventually actions. Their perception on time factor was that they have challenges balancing personal businesses and homeschooling. This implies that homeschooling procedure of having one parent entirely dedicated to homeschool the children is not being adhered to. There could also be the challenge of parents not being equipped or not equipping themselves well to homeschool. This is seen in the way they perceive the teaching of high school subjects.

The homeschooling students generally had a good perception about homeschooling. They specifically mentioned that home is good learning environment and that at home they concentrate more, their parents are effective teachers, they save a lot of time due to less travelling and having favorable student-teacher ratio. Even though students perceived homeschooling as a good avenue to accelerate them academically they mentioned that they miss the school setup. This implies that students appreciate learning progress but also their friends’ company at school and both should be balanced. Generally, both parents and students appreciate home schooling but the parents experience more challenges than the students in the process.

5.3 Overall conclusion

The questions on the perception of students, parents and teachers have been answered as far as the learning environmental, cognitive and behavior of students, teachers and parents are concerned. The study revealed that the students, teachers and parents had a generally positive and good perception of the ACE system. However, poor implementation of some components of the curriculum has impacted negatively on the perception of some components of the curriculum. Some parents seem not to be well educated or informed about certain aspects of the curriculum. The nature of individualization in the ACE curriculum was found to be negatively perceived by some students probably because of lapses in its implementation. Students perceived
homeschooling as a good avenue to accelerate them academically but seemed to miss the school setup.

5.4 Recommendations for stakeholders

Considering the negatively perceived elements about the ACE system in Kenya this study recommends the following;

1. All the teachers and homeschooling parents to be well trained on the ACE system and procedures. Currently, the training takes about a week of intensive training. This could be made into a certificate course and spread into a longer period. Internship could also be included in the course. This should equip teachers and homeschooling parents to implement the curriculum as required.

2. Group lessons should be incorporated more and daily into the curriculum to bring liveliness and variety in ACE learning while still maintaining the self-learning. This can be done with specific topics in the different grade levels. It should reduce the work load on the teachers caused by individualized teaching.

3. The ACE schools in collaboration with the ACE headquarters could create awareness and publicity about the system, its core values and benefits. This should decrease negative perceptions and increase the admissions in the schools.

5.5 Recommendations for further studies

1. It is recommended that a study be done on consistency in goal setting of ACE graduates after school.

2. Acceleration being a major element of the ACE curriculum, there is need to investigate the extent and benefits of acceleration on Kenyan ACE students.
3. A study could be done on the nature of individualization in the ACE curriculum and its ability to educate children with special learning needs.

4. A comprehensive study could be done on effect of ACE on the character and creative thinking skills development of its students.
REFERENCES


Story, J. (2010, May 24). Christians on The Hill: ACE Conference includes students from around the nation, the world; Event includes scholastic, athletic and artistic competitions. *Bowling Green Daily News (KY).*

APPENDIX I.

ACE TEACHERS’ QUESTIONNAIRE

This study attempts to find out the perception of ACE teachers in Kenya about the ACE curriculum of Education. It is hoped that the information collected will be useful to ACE educators, students, parents and Policy makers. Your honest response is highly appreciated.

**Instructions:** Do not write your name in the questionnaire. The information you give will be treated with confidentiality. kindly respond as honestly and as accurately as possible.

1. What training(s) have you undergone after secondary education? (tick)
   (a) Teacher Education (ECD, B. Ed, P1, Montessori etc.)
   (b) ACE Supervisors training
   (c) Others

Please indicate how much you agree or disagree with each of the following statements (circle the number 0 if you disagree, 1 if you are uncertain and 2 if you agree.)

**Perceptions of teachers of learners in the ACE curriculum.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>disagree</th>
<th>uncertain</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General academic progress of ACE students is good.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>There is commendable critical thinking skills among ACE students</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>The students are academically accelerated.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>ACE curriculum prepares the students well for college/University education.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Social interaction of ACE students is commendable.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Godly morals are observed in ACE students.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Communication skills of ACE students is very good.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Nature of Individualization in the ACE Curriculum.**

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>disagree</th>
<th>uncertain</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students learn by themselves without teachers’ interventions whatsoever.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Students read and learn by themselves and seek teacher assistance when stuck and when they reach teacher control areas in their booklets.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>All Students are taught everything individually by the teachers.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Students are attended to one child at a time.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>There is sufficiency of learning materials to support individualized learning.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>There is a heavy task on the teachers to attend to individual students</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Social and emotional being of students is well taken care of.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>There is liveliness of learning.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Individualized learning and instruction is well implemented.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>Individualized learning and instruction is effective.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
ACE PARENTS QUESTIONNAIRE.

This study attempts to find out the perceptions of parents of children studying in the ACE system of education. It is hoped that the information collected will be useful to the educators, students, parents and policy makers. It is also hoped that the findings will be used to help reform the ACE system of education in Kenya. Your honest response is therefore highly appreciated.

Instructions: Do not write your name in the questionnaire. The information you give will be treated with confidentiality. Kindly respond as honestly and as accurately as possible.

1. Which ACE option do you use for your child? (Tick) (a) Homeschooling (____)  
   (b) School based (____)

2. My child is (Tick as appropriate) (a) ACE continuing student (__) (b) ACE graduate (__)  
   Please indicate how much you agree or disagree with each of the following statements (circle the number 0 if you disagree,1 if you are uncertain and 2 if you agree.)

   **Perceptions of parents of learners in the ACE curriculum.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>disagree</th>
<th>uncertain</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General academic progress of ACE students is acceptable.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Critical thinking skills among ACE students is high</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>The students are academically accelerated.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>ACE curriculum preparation for college/University education is good.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Social interaction of ACE students is acceptable.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Godly morals is observed in ACE students.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Communication skills of ACE students is good.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>School fees in ACE schools is generally affordable.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Nature of Individualization in the ACE Curriculum.**

3. Tick ONLY what you understand by individualization as used in the ACE curriculum.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>disagree</th>
<th>uncertain</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Students learn by themselves without teachers’ interventions whatsoever.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b.</td>
<td>Students read and learn by themselves and seek teacher assistance when stuck and when they reach teacher control areas in their booklets.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c.</td>
<td>All Students are taught everything individually by the teachers.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d.</td>
<td>Students are attended to one at a time.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

(THE SECTION IS ONLY FOR HOME SCHOOLING PARENTS)

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>disagree</th>
<th>uncertain</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>There is better learning environment at home</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>I prefer teaching my own children.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Children get unlimited attention at home</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Students travel less and are less tired when they learn from home</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>There is appropriate instructor- student ratio at home</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Students perform better when they learn from home.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

5. What major challenges might you have encountered in the ACE system of education as a homeschooling parent?
ACE STUDENTS QUESTIONNAIRE

Instructions. This is not an Exam. Do not write your name. Kindly answer the following questions honestly.

(Tick in the brackets the appropriate category that you belong to).
1. Do you learn from home (homeschooling) or do you go to school (school based)?
   (a) Homeschooling (____) (b) School based (____)
2. In which of the following age brackets do you belong to?
   - 9 - 12 years (____)
   - 13 - 17 years (____)
   - 18 years (____)
3. In what grade/level are you in? 4-7 (____) 8-12(____) ACE graduate (____)

Please indicate how much you agree or disagree with each of the following statements (circle the number 0 if you disagree, 1 if you are uncertain and 2 if you agree.)

Perceptions of learners in the ACE curriculum.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>disagree</th>
<th>uncertain</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Goal setting is a good habit that helps me be organized.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>I benefit from my supervisors’/monitors’ personalized attention in the learning center.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>I have learnt to be godly through the character traits training.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>I learn life principles during devotions and weekly chapel services.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Student conventions help students grow their talents.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>PACES are interesting learning materials.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Learning Centre Procedures help me do the right things.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>I understand what I read and I am able to answer most questions from my PACES</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>Computer lessons and programs like Math Builder/Word Builder help me to learn.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>My parents help me to learn as well</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>I can get opportunity to serve God in school</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>I move at my own pace in PACES work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Nature of Individualization in the ACE Curriculum.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>disagree</th>
<th>uncertain</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>We learn by ourselves without teachers’ interventions whatsoever.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>We read and learn by ourselves and seek teacher assistance when there is need or the procedures require.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>All students are taught everything individually.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
4. Teachers attend to one child at a time.  
   | 0 | 1 | 2 |
5. I like reading and learning by myself  
   | 0 | 1 | 2 |
6. I understand when I am taught in a group lesson  
   | 0 | 1 | 2 |
7. I understand when I read and learn by myself  
   | 0 | 1 | 2 |
8. I understand when the teacher teaches me alone.  
   | 0 | 1 | 2 |
9. There is liveliness of learning in ACE  
   | 0 | 1 | 2 |

**THIS SECTION IS ONLY FOR HOME SCHOOLING STUDENTS**

1. Write YES for what is your experience as a homeschooler and NO for what is not.

<table>
<thead>
<tr>
<th>No.</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoy learning from home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I am interested in learning and working through my PACEs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I do extracurricular activities (sports, music, art, swimming, convention etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I get time to play with my friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I work faster at home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I complete my daily goals most of the days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I get all the materials needed to do my PACE work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I set my goals every day (Monday-Friday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I concentrate on my learning most of the time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What is your opinion about homeschooling in the areas mentioned below? (Tick as appropriate)

<table>
<thead>
<tr>
<th></th>
<th>disagree</th>
<th>uncertain</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home environment is good for learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being taught by my parent (s) is more effective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At home, I get more attention from my teacher/parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is less travelling therefore saves on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less students at home is more conducive for learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Do you prefer home schooling or going to school? (Tick as appropriate)

   (a) Homeschooling______________________________
   (b) Going to school___________________________

4. Explain the reason why you prefer your choice in 3 above.

________________________________________________________________________________________
________________________________________________________________________________________
APPENDIX II
RESEARCH PERMITS

This is to certify that
MISS. ISABELLA MAPESA AMAYEYE
of Pan Africa Christian University,
45982-100 Nairobi, has been permitted
to conduct research in Nairobi County
on the topic: PERCEPTION OF PARENTS, TEACHERS AND STUDENTS ON ACCELERATED CHRISTIAN EDUCATION CURRICULUM IN SELECTED SCHOOLS IN NAIROBI COUNTY, KENYA.

for the period ending: 13th June, 2017

Applicant's Signature
23/7/2015

To whom it may concern

Dear Sir/Madam

RE: ISABELLA MAFESA – REG. NO. 31740

This is to confirm that Isabella is a student at PAC University pursuing Masters of Art in leadership. She is doing her final stages of her studies and is preparing to do her research project. Her research topic is “Perception of parents, Teachers and Students on Accelerated Christian Education Curriculum in Selected schools in Nairobi County, Kenya”

Isabella is seeking permission to conduct her research in your school. We are therefore writing to request your help to allow her conclude her studies.

Yours sincerely

[Signature]

Enech O. Muthu
Ministry Director

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E-mail: info@schooloftomorrow.co.ke