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AN INVESTIGATION OF LEARNERS' VIEWS ON SUNDAY
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**AN INVESTIGATION OF LEARNERS' VIEWS ON SUNDAY SCHOOL CURRICULUM
MATERIAL AND LEARNING PROCEDURES IN KOREA**

By

Soyon Lee

A DISSERTATION

**Submitted to
Michigan State University
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ABSTRACT

AN INVESTIGATION OF LEARNERS' VIEWS ON SUNDAY SCHOOL CURRICULUM MATERIAL AND LEARNING PROCEDURES IN KOREA

By

Soyon Lee

The purposes of this exploratory research were to investigate students' views on the Sunday School curriculum in the Korean Evangelical Church (KEC) and to confirm the generalizability of the findings to other denominations as well as to the KEC in Korea.

Data were collected in two phases. In the first phase open-ended interviews were conducted with 23 high school students in KEC. Based on the findings from the interviews, a questionnaire, using a Likert-scale opinion form, was designed to confirm the generalizability of the findings in the KEC to other denominations.

Conclusions reached are:

1. Students view the present content of the Sunday School lesson as meaningful.
2. Students wish to have the content of the Sunday School lesson include the exploring of background information, basic knowledge about the Bible, and relevant life issues.
3. Students desire somewhat content with systematic (sequential) Bible study.

4. Students prefer learning procedures with active interaction among fellow students and with the teacher.

5. Students prefer learning procedures with teachers' using appropriate illustrations and emphasizing the points clearly.

6. Some student responses were different, based on their church denomination.

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To God, Who made it possible to keep my promise to Him by providing the right people at the right corner where I faced my shortcomings; and to my parents and American parents (Dr. and Mrs. Donald Joy), who have faithfully supported me with love and prayer.

A handwritten signature in black ink, consisting of a stylized, cursive letter 'D' followed by a flourish.

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CHAPTER I

THE PROBLEM

Scholars in Christian education in Korea have identified the importance of the connection between learners' lives and the curriculum. Kim (1969), Hyun (1983), and Kim (1983) in the conclusion of their theses and Eun (1980) in his book asserted the importance of the relationship between the learners' lives and the curriculum. In spite of these assertions, it appears that little attention has been given to the learners' needs in life in the curriculum of Christian education.

Statement of the Problem

The problem in the curriculum of Christian education in Korea is the lack of connection between the curriculum and the learners. According to Eun's assertion, the curriculum materials and the instruction of the curriculum materials may not relate to the learners' needs in life. Eun (1980) pointed out this problem of irrelevance in the curriculum:

First, the Bible and the curriculum materials based on the Bible do not give meaning to the learners. Second, the message from the Bible is not related to the life nor does it bring about changes in the learners. Third, the Christian Education program in the church cannot give any desirable solution or answer to their struggle in search of meaning in life, especially for those 14-18 years old. (pp. 12-13.)

Eun's article was not based on research but was written as a commentary on an article from the August 1967 issue of Christianity Today: "Is Sunday School Lost?" However, Eun (1975) saw this problem in church education as one that is widespread in Korean churches:

Since most of the Sunday School lesson books have been focused on content delivery not related to learners' questions in life a new experimental curriculum design is needed to make up the weakness. (p. 6)

Based on this, Eun and other Methodist seminary professors conducted an experiment concerning the design of Sunday School curriculum, attempting to compensate for the weakness of the Sunday School lessons and make them better able to relate to the learners' needs in life. However, in the report of this experiment, how they tried to make the Sunday School lesson better able to relate to the learners' life was not specifically identified (Eun, 1975). Instead, the process of the effort to design better Sunday School curriculum through the involvement of seminary professors was emphasized.

Unruh (1975) said that adults selected curriculum content from disciplines in accordance with adults' judgment. She asserted that the involvement of learners is a precondition in responsive curriculum development. Taba (1962) said that in order to know learners' particular meaning they bring to school, knowledge of their particular approach to learning tasks and the expectations they have of themselves and of others is necessary to develop effective curriculum.

To address problems of irrelevancy in Christian education curriculum in Korea, according to Taba and Unruh, learning how learners view the Sunday School curriculum in light of their needs is the first step required to develop a responsive curriculum design and curriculum presentation to learners.

Background of the Problem in Research

Research on the text analysis of the Sunday School lesson book has been conducted by graduate school students (Choe, 1969; Kim, 1969; Kim, 1983; Hyun, 1983). Choe (1969) analyzed the concept of content of the Uniform Sunday School lesson book¹ for primary school children (1st to 3rd grade) by analyzing the degree of difficulty in reference to the vocabulary used in their textbooks at school. He said that its conceptual level and vocabulary are much more difficult than the textbooks used at school.

Eungon Kim (1969) examined the Uniform Sunday School lesson book for middle and high school students in light of the arrangement of the books in the Bible, national and church occasions, and the arrangement of subjects of God, church, the Bible, and neighbors. He suggested the necessity of the publication of the Sunday School lesson book materials for high school students in Korea designed by professionals in Christian education.

¹Every other season or every other year for six years the Old and New Testament were taught alternatively, thus teaching the whole Bible over a period of six years.

Chulhan Kim (1983) analyzed the graded Sunday School lesson books² in light of the purposes of Sunday School lessons, the learning process, and the arrangement of the Old and the New Testaments based on Wyckoff's theory.³ He suggested the Sunday School lesson book must reflect the present learners' needs and concerns.

Byung Joon Hyun (1983) examined the graded Sunday School lesson book in light of selection of educational purposes, selection of learning experiences, organization of learning experiences, and evaluation of learning experiences, based on Tyler's theory.⁴ He suggested that the Sunday School lesson book provide more learning experience which students could then perform and incorporate in their lives. The evaluation of learning experiences of those Sunday School lesson books is not concrete or scientific. In the conclusion of their theses, Kim (1969), Hyun (1983), and Kim (1983) suggested the importance of considering the learners' life in the Christian education curriculum.

Kim (1969) said that Christian education is required to relate the Bible to life rather than to transmit only the knowledge and the content of the Bible. Hyun (1983) said that a curriculum related to

²To be suitable for learners of all ages, it was divided into grades or ages.

³The context, scope, purpose, process, and organizing principles are the designing principles.

⁴Educational purposes, selection of learning principles, organization of learning experiences, and evaluation of learning experiences are the curriculum design principles.

life is urgently needed. Kim (1983) said that the Christian education curriculum must reflect learners' needs and concerns.

Background of Transitional Values of Adolescents

The necessity for studying the background of transitional values of adolescents in Korea has arisen because of the different background the adolescents experience from the background of the older generation, who are the figures in charge of curriculum development and curriculum presentation. Today's adolescents in Korea are thrust into political and cultural situations that are in vast variance with the older generations. They are questioning values that the older generations had accepted.

During the past 50 years in Korean history, there were times of Japanese colonization (1910-1945), independence from Japanese colonization in 1945, the Korean War in 1950, the April Students' Revolution in 1960, and the May Coup D'Etat in 1961. Korean persons aged 50 and older experienced their adolescence during the period of the Japanese colonization. Those aged 40 to 50 experienced their adolescence during the period of the confusion after independence from Japanese colonization, of the Korean War, the April Students' Revolution, and the May Coup D'Etat. Korean persons aged 30 to 40 experienced their adolescence during the period of the beginning of industrialization and urbanization. Those aged 20 and below experienced their adolescence during the period of urbanization and industrialization (Korean Society and Adolescent Guidance, 1983).

In the educational system during this past ten years, dramatic changes have been made. Since 1974 in the educational system the intensive examination for entering top high schools has been discontinued (Korean Adolescence, 1986). In other words, there is no longer a distinction among high schools with regard to academic expectations. Since 1982, middle and high school students are allowed to choose their clothing and hairstyle, rather than needing to wear school uniforms and to have a regulated hair style, as it had been under the influence of Japan (Korean Adolescence, 1982). Due to these different backgrounds, adolescents in Korea have different values in comparison to the older generations.

The older generations are oriented to authoritarianism, collective values, and material success. The adolescents value dialogue, individualism, and equality (Korean Society and Adolescent Guidance, 1983). Further, due to abundance of material resources, material success is not that urgent to the adolescents. The values in the older generations are abstinence, patience, and frugality. The values in the adolescents are wit, honor, and flexible adaptability (Korean Adolescence, 1986).

The Purposes of the Study

This descriptive exploratory research had two purposes. First, the purpose of this research was to investigate students' views on the content of the Sunday School lesson and on the learning procedure used during the Sunday School lessons in Korean Evangelical Churches (KEC). As a second step, the researcher sought

to determine the generalizability of the KEC study findings to other denominations as well as to the KEC in Korea.

Research Questions

The research questions were designed to inquire into the attitudes and experiences of students attending churches in Korea.

Research Question 1: What content concerns for the Sunday School lesson are students bringing to church education?

Research Question 2: What preference of learning procedures during the Sunday School lesson are students bringing to church education?

Definition of Terms

The Korean Evangelical Church (KEC) is a Wesleyan church denomination, an independent Korean denomination founded by two Koreans, Sang Joon Kim and Bin Chung, in 1907 (Lee, 1970).

Students are high school students from the first year to senior attending churches.

Sunday School lesson is a class conducted by teachers with denominationally published Sunday School lesson books as a textbook in church on Sunday.

Sunday School lesson book is a curriculum material for Bible study, usually published by each denomination for high school students.

Church education means in the context of this study the Sunday School lesson in Protestant church school.

Content refers to all the content students learn through the Sunday School lesson.

Learning procedures include all the processes and interpersonal relationships associated with the methods used in the Sunday School.

Transitional values means values that are in the process of transition.

Importance of the Study

The importance of this study lies in its attempt to discover students' views on the curriculum of Korean churches. This study will provide implications for improving the church curriculum in Korea. It is of particular value to curriculum designers, directors of Christian education, teachers of high school students, and Christian educators in Korean churches. It should be useful in generating guidelines for future curriculum development.

Assumptions

As this research was based on self-report, the following assumptions were made:

1. Learners' perceptions provide an important insight into qualitative issues in curriculum for church education.
2. All expressions of opinion about the Sunday School curriculum can be reviewed primarily as a substantive critique of the curriculum.

Delimitation of the Study

The scope of the study was limited in the following ways. First, the churches from which the samples were drawn used the Sunday School lesson book published by their denominations and had teachers to teach the Sunday School class. Second, these churches were located in Seoul for convenience of time, cost, and energy. Third, for the interview phase the samples were drawn from Korean Evangelical Churches. Fourth, for the questionnaire phase the samples were drawn from churches of other denominations as well as Korean Evangelical Churches.

Limitations and Generalizability of the Study Findings

The generalizability of the study is limited as follows. For the interview phase, the findings represent only the three churches involved. The data for the interview phase may be influenced by researcher bias. Translation from Korean to English involved decisions about the most appropriate equivalent words. Therefore, it may also reflect researcher bias. For the questionnaire phase the findings can be generalized to churches in Korea that have similar or comparable settings.

Overview of the Procedure

The research was divided into two procedural phases: the open-ended interview phase to discover students' views on the Sunday School lesson curriculum in Korean Evangelical Churches, and the questionnaire phase to confirm the validity of the findings. In

the interview phase a sample of 23 high school students was drawn from a limited number of Korean Evangelical Churches. In the questionnaire phase a sample of 1,035 high school students was drawn from other denominations as well as from Korean Evangelical Churches. The data of the interview phase were collected through cassette tape recordings. The data of the questionnaire phase were collected by the researcher and students. The data-analysis procedure of the interview phase began with data reduction, selected verbatim illustrations, and data display in the form of tabulations. The data-analysis procedure of the questionnaires was done by measures of variability, chi-square test, contingency coefficients, and significance of difference.

CHAPTER II

REVIEW OF LITERATURE AND BACKGROUND INFORMATION

Chapter II is organized into three parts. The first part reviews literature concerning learners' needs in relation to curriculum content and in relation to instructional procedure. The second part is made up of the review of denominational Sunday School curriculum development from five different denominations of the Protestant Church in Korea and the review of teachers' views on the content of the Sunday School lesson textbook gained through interviews. The third part consists of the review of some examples of similar research methods.

Learners' Needs in Relation to Curriculum Development

Curriculum scholars, especially humanistic curriculum professionals, along with Christian education curriculum scholars, have emphasized the importance of considering learners' needs in curriculum content. McNeil (1981) classified the major categories of conceptions of curriculum: the humanistic curriculum, the social reconstructionist curriculum, technology and the curriculum, and the academic subject curriculum. The humanistic curriculum serves the individual who pursues self-actualizing needs. The curriculum,

as a liberating process toward self-actualizing, should provide experiences to satisfy individual needs.

Zais (1976) also said that a sound basis for curriculum content selection should consider learners' states of knowledge and the continuity of learners' experience. He noted that the content must have a relationship to some questions with which the learner is concerned.

In church education curriculum, LeBar (1969) also asserted that the first step in the educational process is to discern needs felt by learners because these needs are God's equipment for dealing with human nature.

In the book The Church's Educational Ministry: A Curriculum Plan (1965), it was said that the content of the curriculum must be designed to meet and to interact between the Gospel and the lifelong persistent concern of learners. This book also said that God calls man in his human situation. Further, the content must be pertinent to the persistent issues of man's life because then a learner accepts such content as his own life problems.

Colson and Rigdon (1969) also agreed that the content of the curriculum should meet learners' persistent life needs in order to be true learning. They said that true Christian learning takes place when the eternal reality of the gospel interacts with a persistent life need of the learner.

Goldman (1978) pointed out that a weakness in Christian education is the failure to consider learners' development in the content of Christian education. He said that the characteristics of

adolescents' logic and abstract thinking capacity are not fully considered in the content of Christian education. This brings built-in rejection of religion so that they refuse religion, even unconsciously, as not relevant to their life. He recommended that the Bible be taught selectively so as to be comparable to the ideas used in the experience of adolescents.

Havighurst (1948) said that teaching-learning is very effective when the teaching is in accordance with developmental tasks of adolescents, that is, when they are ready to learn the task in their development. Thus, considering learners' needs in curriculum content is very important.

Learners' Needs in Relation to Instructional Procedures

Researchers and educators have pointed out the importance of considering learners' needs for effective instruction. Brophy (1982) asserted the importance of teachers over the curriculum materials in teaching. He discussed the importance of teachers' knowledge about learners' needs in relation to time constraints, and making decisions about how to teach the content successfully. Teachers must learn to meet learners' needs in their selection, adaptation, and use of materials as tools for teaching the learners.

O'Brien (1981) mentioned that some teachers neglect learners' needs in instruction by following the textbook closely with regard to content selection and sequencing and by requiring them to reproduce the language of the textbooks. Dewey (1902) asserted the need for flexibility of subject matter when considering the

learners' needs. He said that all school subjects are instruments to serve the needs of growth and self-realization, which is also a goal, as well as knowledge and information acquisition.

Dewey (1938) divided school education into two categories: miseducative experience and educative experience. When the education does not consider learners' interests and capacities, miseducative experience is the outcome. On the other hand, when education starts where learners are in reference to interests and capacities, educative experience results in growth of the learner.

LeBar (1969) pointed out the importance of atmosphere in Bible instruction. She said that only in a warm, accepting atmosphere does a person feel free to be his/her real self. She further said that human relations with respect, recognizing differences in people and situation, are required. Thus, the instruction considering learners' needs brings effective and optimum learning.

Review of Denominational Sunday School Curriculum Development

The following section is based on interviews with persons from each denominational Sunday School responsible for curriculum development for high school students. The general history of each Sunday School lesson and the development process are reviewed.

Korean Presbyterian Church

In 1978 the plan for the denominational Sunday School curriculum for high school students was made. In 1979 the denominational Sunday School lesson book was published monthly. It was

distributed to 13 churches as an experiment. At the end of 1981 the Sunday School lesson book for high school students was disseminated to all the churches in the denomination.

The themes of the Sunday School lesson were determined to be God, the Church, and the world in light of Jesus, God, and the Holy Spirit. The cycle is a three-year period. According to guidelines of denominational theology, a seminary professor in Christian education, along with a denominational representative from their curriculum writers, selected the Scripture verses, the units of the lessons, and the titles for the Sunday School lesson book. Then, five writers who were specialists in Christian education and in theology discussed how to write the lessons. A seminary professor in Christian education then edited the compilation.

Several national occasions were referred to in the content of the Sunday School lesson. They were Children's Sunday, Parents' Sunday, and Independence Day.

Presbyterian Church (Hapdong)

In 1964 the first Sunday School lesson book for high school students was published. In 1973 the second six-year-cycle course was published. It included a study of God, the Bible, and the Church. Until 1986 these cycles were repeated. In 1987 another edition of the Sunday School lesson book focused on God's promise and life.

The themes are Bible, Church, and life. Seminary professors, along with the chairperson of the education department of the

headquarters, selected the units, titles, and the Scripture verses. A seminary professor recommended a writer whose major was in Christian education. It took eight months to finish writing one year's Sunday School lesson book. Feedback through questionnaires from teachers about merits and demerits of the Sunday School lesson book was used to revise the book for the next year.

The church calendar and the national occasions were not referred to in the content of the Sunday School lesson. In March 1987, the new Sunday School lesson began in accordance with the general education calendar.

Presbyterian Church (Tonghap)

In 1970 at the denominational general assembly meeting a new three-year-cycle curriculum for high school students was planned. In 1972 the Sunday School lesson book for high school students was published. In 1980 the Sunday School lesson book for high school students was revised by adding "life" into the themes of the Bible, the Church, and life. The curriculum committee, consisting of a pastor, a seminary professor, and staff, selected the units, the titles, and the Scripture verses. One unit was written by two or three persons together over a period of six months. The writers were pastors and seminary professors.

National occasions were not referred to in the content of the Sunday School lesson. However, the church calendar was referred to slightly in the content of the Sunday School lesson book. Easter and Christmas were included.

Korean Methodist Church

The Sunday School lesson book for high school students was published in 1980 as a three-year cycle. The first year was focused on God and the world. The second year was focused on God and the Church. The third year was focused on the Church and the world. Seminary professors selected the units, the titles, and the Scripture verses. The curriculum committee, consisting of pastors and elders, discussed the stream of the Sunday School lesson.

The curriculum committee recommended writers who were good at writing and who knew theology. The writers were elders and pastors. The writing took six months. The Church calendar was referred to, but national occasions were not in the content of the Sunday School lesson.

Korean Evangelical Church

In 1983 the Sunday School lesson for high school students was published. The theme for a five-year cycle was the Mature Christian and the World. The themes were chosen to teach what the message of the Bible was and how it related to life in the world of high school students in Korean Evangelical Churches. The curriculum committee consisted of two pastors, one seminary professor in Christian education, and the chairman of the education department in headquarters. They selected the units, the titles, the Scripture verses, and the general trend of the lessons. Writers with formal education in the Bible were recommended. After writing, the curriculum committee made revisions in accordance with the decisions of

the curriculum committee. Church calendar and national occasions were not referred to in the content of the Sunday School lesson.

Teachers' View on the Content of the
Sunday School Lesson Textbook

Eleven teachers of the high school groups from three different Korean Evangelical Churches were asked their opinions of the content of the Sunday School lesson textbook published by the Korean Evangelical Church. They indicated that the content was not related to the learners' real life. Two teachers commented that the content was useful to transmit knowledge about the Bible and Christianity, but not to transform their faith. They agreed that the content was dogmatic, shallow, and abstract.

Five teachers said that the abstract vocabulary and content were hardly understood even by teachers. Sometimes they taught materials to learners without understanding it fully themselves.

Two teachers mentioned that content development was not logical. Further, the objectives for a lesson and the content of a lesson were not seen to be logically related. In addition, the objectives were seen as too abstract and too broad to achieve.

Two teachers said that they shared their personal faith to relate the content to learners' lives. Nine teachers recommended that the topic and the content of lessons should be related to learners' lives. Two teachers remarked that they wished the content was more responsive to learners' capacity to understand.

Some Examples of Similar Research Methods

The research methods of Javalera (1983), Issler (1984), and Andrews (1986) were similar to this research method in terms of the instrument used and in data analysis. Javalera used a questionnaire with Likert-scale items to identify some of the training needs and interests of church workers and to get some general background information about them. Interview protocols of structured questions were used to get the reactions of key decision makers in each church. In testing the validity of the instrument, a panel of five specialists was used. For data analysis, a chi-square test with contingency coefficient and analysis of variance was used.

Issler (1984) used an open-ended interview to describe the educational emphasis placed on the moral development of ministerial students in the curriculum of Protestant seminaries. For data analysis, data reduction identifying the basic unit of analysis and data display with thematic clusters of response units was used. Furthermore, statistical treatments of chi-square and Fisher's exact test, Yule's Q, and Goodman and Kruskal's lambda were used.

Andrews (1986) used semi-structured interviews to understand how seminary students view the role of the pastor-as-leader and to determine if seminaries and/or culture have distinct roles in the formation of those images. A questionnaire using Likert scales to test generalizations made from the interviews was also used. For the interview data analysis, data reduction was done during the interview by transcribing each key word, phrase, or sentence. For

the questionnaire data analysis, t-test, analysis of variance, chi-square, correlations, and linear regression were conducted.

Summary

The related literature included a review of learners' needs in relation to curriculum development, instructional procedures, and some examples of similar research methods. Further, interviews provided information about the denominational curriculum development and teachers' view of content of the Sunday School lesson book in Korean Evangelical Churches. The related literature supported that considering learners' needs is important both in curriculum development and in instructional procedure. Interviews revealed, however, that the present Sunday School lesson curriculum material tends not to take into account learners' needs.

CHAPTER III

PROCEDURES AND FINDINGS FOR THE INTERVIEW PHASE

The purpose of the research was to investigate the content concerns of the students of church-based Christian education and to learn about the preferred learning procedures of the students for the Sunday School lesson in Korea. The open-ended interview phase and questionnaire phase were used to answer the two research questions. The interview phase is dealt with in this chapter. The interview phase was intended to investigate curriculum and procedure of the Sunday School learning experience from the perspectives of students.

Overview of Methodology

This study was conducted at three different Korean Evangelical Churches in Seoul, Korea. Twenty-three high school students were the subjects of this study. Data were obtained by researcher interviews. The interviews were conducted as open-ended questions, and each interview took about 30 minutes. The data were analyzed by data reduction of key themes and displayed by tables of comments.

Research Questions

Two research questions guided this investigation:

Research Question 1: What content concerns for the Sunday School lesson are students bringing to church education?

Research Question 2: What preference of learning procedures during the Sunday School lesson are students bringing to church education?

Development of Interview Questions

The interview was conducted with 23 high school students from three different Korean Evangelical Churches to answer the two research questions. The earlier interview questions tended to be broad to be exploratory about the impressions and the reactions of students to the Sunday School lesson with the idea of determining common major themes and apparent strong contrasts. (See Appendix A.) As the interview progressed, a developing framework emerged, which permitted the researcher to ask more questions to focus on that framework. (See Appendix A.)

Rationale for Using Open-Ended Interviews

As little research has been done on students' feedback in the Sunday School context, qualitative research using open-ended interview questions was needed. Qualitative research is a good tool for preliminary inquiry into such phenomena; it is "an investigative process to make gradual sense of a social phenomenon" (Miles & Huberman, 1984, p. 37). Further, an open-ended interview lends itself well to exploratory studies: "[An] open-ended question allows the interview full scope and solicits his opinion/view/thoughts/feelings" (Benjamin, 1969, p. 64).

Guidelines for Interview Question Construction

Because the relationship between the interviewee and the interviewer is important, the questions needed to be minimally threatening (Rossi, 1983). The first question used was a general question about students' concerns: "It is said that high school days are important in life. What do you want to get through your high school days?"

To find out about the phenomena, the interview questions consisted of asking broad questions on students' views on content and on the learning procedure in relation to their needs and their feelings on the lessons. To be more exploratory, the sequence of the questions and the direction of probing used were flexible:

The more exploratory the purpose, the greater the need for flexibility in determining the wording of questions, the sequence of questions, and the direction and amount of probing used. (Gordon, 1980, p. 62)

In other words, in the interview flexibility was applied and the sequence of questions reversed when necessary.

Interview Protocols

The interview questions regarding the content and learning procedure of the Sunday School lesson for Research Questions 1 and 2 were elicited from the interview questions.

For Research Question 1:

1. What do you think about the content of Sunday School lessons you have learned during this year?

2. What kind of content do you think would make the Sunday School lesson better?

For Research Question 2: What preference have you for the way in which the Sunday School lesson is presented?

Sampling Procedure

In qualitative research the samples of subjects tend to be drawn for representation. In small studies this means that random selection is often unwise (Miles & Huberman, 1984). The three Korean Evangelical Churches in which the data were gathered were intentionally selected on the basis of the following criteria. First, churches needed to be using Korean Evangelical Church Sunday School lesson books. Second, churches needed to have teachers for high school student groups. Some churches do not have teachers but have an internship pastor such as a seminary student or recent seminary graduate who takes care of the whole high school student group. Some churches do not have a Sunday School lesson hour. The three churches in Seoul chosen using the preceding criteria were established churches of more than 1,000 members, each with a history of 30 years or more in Korean Evangelical Churches.

After selecting those three churches in Seoul, the researcher called the youth minister in charge to get permission for an interview one or two weeks before the interview could be conducted. On the pre-arranged Sunday morning, the researcher was introduced during the service and asked for students' cooperation for the

interviews. Before the Sunday School lesson began, right after the worship, the researcher asked a teacher in charge of all student affairs to select four students. Two visits were made to each of the three churches. In all, 23 students were the subjects.

Interview Procedure

After four students were identified and introduced to the researcher, she made appointments to meet with them individually in a room near the worshipping place right after the Sunday School lesson. Because in Korea high school students have a heavy school schedule, the time after the Sunday School lesson was the best available time to interview them. To prevent reflecting only the Sunday School lesson on that day, the researcher probed; e.g., "Then, what do you think about the content you've learned during the past year?" In meeting with each one, the researcher explained the purpose of the interview, the reason for using the tape recorder, and the importance of their frank, personal responses to the interview questions. Each interview usually took 30 to 40 minutes to complete. After the interview, the researcher thanked the student for his or her cooperation.

Language and Translation

The language used in both the interview and the questionnaire was Korean because the subjects of this research were all Koreans living in Korea. The interview protocol and the questionnaire were designed in Korean. Both data reduction and data display were

conducted in Korean in the interview phase. Data analysis for the questionnaire phase was also done in Korean. Translating the Korean materials into English was done with the assistance of an American. In the Korean language, one can answer a question without using subjects such as "I" or "the Sunday School lesson." In translating Korean into English, the implied subjects were added to the transcripts.

Data Collection

During the interviews, the responses were recorded onto a cassette tape. Later, they were transcribed into Korean and, after analysis, examples were translated into English. Interviews were conducted from the beginning of September 1985 to the end of January 1986.

Data-Analysis Procedure

Data reduction and data display were fulfilled.

Data reduction is a process of selecting, focusing, simplifying, abstracting and transforming the "raw data." . . . Data display includes many types of matrices, groups, networks, and charts. All are designed to assemble organized information in an immediately accessible compact form, so that the analyst can see what is happening. (Miles & Huberman, 1984, p. 21)

Data reduction was done by excerpting the expressions of key themes and stating the essence of the responses. Data display was in the form of tables of comments. Interview questions fitting the two research questions were identified from the interview transcriptions in Korean (see interview questions, pp. 23-24).

In data analysis, two steps of process were needed: (a) eliciting the emerging categories and (b) finding factors under each category. As this was an inductive analysis, the themes, patterns, and categories of analysis were not established before the data collection (Patton, 1980).

To get a holistic conception of the content of the interview transcription was the first step in finding emerging categories. Reading through the actual notes page by page provided the researcher with a more holistic conception of the content of the field notes (Erickson, 1985).

From this holistic review, the themes emerged. Those themes were identified as categories. After naming the categories, a list of all the responses from the interviews was made and categorized (Figure 3.1). The responses were simplified to focus on the content; main ideas were condensed, and tangential remarks were omitted (Figure 3.1). Some substantive remarks were not classifiable by an initial classification system. For example, the responses for Interview Question 3 were classified into two categories: student-centered learning procedures and teacher-centered learning procedures. For this classification, some items were judged to be neither a student-centered learning procedure nor a teacher-centered learning procedure. Some items were categorized into "unclassified." A new category system to include those unclassified responses was required: "The task of pattern analysis is to discover and test those linkages which make the largest possible number of connections to items of data in the corpus"

(Erickson, 1985, p. 131). The new categories that emerged were inclusive of both classified and unclassified responses: learning procedure of active interaction and that of teachers' clearly focused presentation (Figure 3.2).

A. CONTENT APPLICABLE TO LIFE

- concrete and realistic content suitable for our age
- comfort and peace
- related to life (issues on friendship)
- suggestion in life/daily life
- mental growth and growth as a member of a society
- related to schooling
- relationship of the world and the Christian
- future course
- how to live as a Christian
- Jesus' sufferings
- development of exploring content
- help in difficulties
- self-abstinence: values
- solution of difficulties

B. CONTENT OF BIBLE STUDY

- systematic and consistent Bible study
- basic knowledge about the Bible

Figure 3.1. Classification of categories from responses for Interview Question 2 of Research Question 1: What kind of content do you think would make the Sunday School lesson better?

A. ACTIVE INTERACTION

- discuss: to know each other
- discussion
- we debate
- dialogue to approach everyday
- talk together and participate together

B. TEACHER'S CLEARLY FOCUSED PRESENTATION

- teacher applied to life
- teacher presented interestingly and easily

Figure 3.2. Classification of some categories from some responses for Interview Question 3 of Research Question 2: What preference have you for the way in which the Sunday School lesson is presented?

Identifying factors within each of the categories was the next step. In finding factors, the researcher used the list of responses under each major category to classify these responses according to similarity of content. For example, Figure 3.3 shows the factors for the category of Content Applicable to Life. Some of the factors were easy to name because the themes of the responses were clear. Then, the responses under those factors were listed together.

As with naming categories, some factors identified were not mutually exclusive. For example, Figure 3.3 shows the factors of Interview Question 3 of Research Question 1. The factors Content helpful to their social needs and Content helpful to their way of Christian living were not mutually exclusive. For example, a student answered the desirable content as dealing with friendship and relationship with the opposite sex. This can be categorized to

both factors: Content helpful to their social needs and Content helpful to their way of Christian living.

CONTENT APPLICABLE TO LIFE

A. EXPLORING BACKGROUND OF CONTENT

- instead of fact, why they behaved that way
- exploring development of content

B. CONTENT DEALING WITH THEIR SOCIAL NEEDS

- related to life (friendship/issue on opposite sex)
- opposite sex

C. CONTENT HELPFUL TO WAY OF CHRISTIAN LIVING

- concrete and realistic
- suitable for our age
- relationship of the world and Christian
- how to live as a Christian
- future course

D. CONTENT OF BIBLE STUDY

- systematic Bible study
- basic knowledge about the Bible
- systematic, consistent Bible study

Figure 3.3. Classification of some factors from students' responses for Interview Question 2 of Research Question 1: What kind of content do you think would make the Sunday School lesson better?

The classification of the factors needed to be mutually exclusive according to Mendenhall et al. (1974). Those responses for Interview Question 1 of Research Question 1 were listed again as condensed phrases (Figure 3.4). Then those responses were transformed into four abstract themes, which are shown in Figure 3.5. These can be put together into one factor, Content Dealing with Relevant Life Issues. In any table, there may be more citations than students ($n = 23$) because some students offered more than one idea.

- concrete and realistic content suitable for our age
- comfort and peace
- related to life (issues on friendship and opposite sex)
- related to schooling
- suggestion in life/daily life
- mental growth and growth as a member of society
- relationship of the world and the Christian
- Jesus' suffering
- how to live as a Christian
- self-abstinence: values
- solution to difficulties

Figure 3.4. Responses of students in condensed phrases to Interview Question 2 of Research Question 1: What kind of content do you think would make the Sunday School lesson better?

1. Issues on friendship
Friendship between same gender and opposite sex
2. Values
Self-abstinence
Relationship of the world and the Christian
3. Future course of life
4. Related to schooling
Comfort and peace

Figure 3.5. Abstraction of themes from condensed phrases of students' responses to Interview Question 2 of Research Question 1: What kind of content do you think would make the Sunday School lesson better?

For example, the response from one student was as follows: "to discuss about the Bible and to wish to ask questions about difficult vocabulary and to ask something we do not not understand." This response can be broken into two factors: "to discuss about the Bible" and "to wish to ask questions about difficult vocabulary and to ask something we do not understand." The first is an example of the factor, "Learning procedure of active interaction among students." The second is an example of the factor, "Learning procedure of active interaction with teacher."

Data Analysis and Findings

The data were presented by tables of factors and categories for students' responses of the present Sunday School lesson, desirable

content of Sunday School lesson, and preferred learning procedures during the Sunday School lesson.

Content Concerns

The focus was on students' opinions on the content of the present Sunday School and on the desired content of the Sunday School lesson.

Research Question 1: What content concerns for the Sunday School lesson are students bringing to church education?

Interview Question 1: What do you think about the content of the Sunday School lessons you have learned this year?

Interview Question 2: What kind of content do you think would make the Sunday School lessons better?

Students' opinions about the content of the present Sunday School lessons. Twenty-one opinions were collected from student subjects. The data were divided into two categories. Under each category, two factors were identified. The number in the parentheses beside each factor indicates the total number of student responses (See Table 3.1).

The 21 comments were divided into two categories: Meaningful and Not Meaningful. Fifteen comments indicated that the present content of the Sunday School lesson was Not Meaningful. Eight comments were Too Much Repetition of Well-Known Content. Seven comments were Content Not Applicable to Life. In the category of Meaningful, six comments showed Content Applicable to Life. Three comments showed New Knowledge. Three comments showed Content Applicable to Life.

Table 3.1.--Students' opinions about the content of the present
Sunday School lesson.

NOT MEANINGFUL

Too Much Repetition of Well-Known Content (total citations = 8)

I know most of the content.

I've heard of the content so much . . . feel the Sunday School lesson is very formal. . . .

It does not have meaning to me. I think I am hearing over again what I already know well.

It is so trite that I think so often the same story is told again and is repeated.

I have scarcely thought of the content . . . I've heard it so often.

I do not listen to the content as I know it so well.

I feel the well-known facts are repeated every year.

Why is it repeated so often?

Content Not Applicable to Life (total citations = 7)

Not concrete, not realistic . . . feel ambiguous . . . not related to what I need . . . too much content-oriented.

I wish the content could be related to my life.

I don't think it helps me although we learn about Jesus' deeds . . . rather prefer to talk with the teacher about daily life.

Too strict because the content from the Bible has some sense of rigidity.

Is difficult.

The conclusion is very simple without exploring.

It does not help me as it does not have any direct connection to life.

Table 3.1.--Continued.

MEANINGFULNew Knowledge (total citations = 3)

It is good . . . I am learning to be Jesus' disciple . . . I am learning something new.

When we first began to learn the history of Christianity at first, it was difficult and unfamiliar. But I think this kind of special knowledge is necessary.

Like the present content . . . teaches me about the Bible little by little . . . learn something new every Sunday.

Content Applicable to Life (total citations = 3)

The content of the lesson is helpful when I argue with my friends, "Ah! I must not argue with friends . . . must be patient." Because the teacher always applied the content to Christian life.

It is good . . . the teacher always gives testimony after the Sunday School lesson.

Felt difficult and unfamiliar . . . the knowledge was helpful to witness Jesus to others.

Students' opinions about the desirable content of the Sunday School lesson. Thirty classifiable comments were collected from 23 student subjects. The data were divided into two categories. Under each category two factors were identified. The number in parentheses beside each factor shows the total number of students' responses (see Table 3.2).

Table 3.2.--Students' opinions about the desirable content of the Sunday School lesson.

CONTENT APPLICABLE TO LIFE

Exploring Background of Content (total citations = 6)

Jesus' love and relationship with us so that we can witness Jesus, serve Him, and praise Him.

The content dealing with why they should live that way . . . why they get to that situation and how God helped them do that and so on . . . the content how we can reflect and use it in our life is important.

Wish the content to be deeper.

As we hear stories about God and Jesus, tell us clearly what we are expected to learn from them.

Rather than stories about what Luther and Calvin did, prefer to learn why they behaved that way.

Rather than simple conclusions, I wish to explore more the "whys" and "hows."

Content Dealing with Relevant Life Issues (total citations = 16)

Concrete and realistic content . . . tell us how we can develop our faith suitable for our age.

Wish the content could be related to my life such as friends, to social life, the relationship between opposite sex in the Bible, and knowledge about church life.

Teaching to learn God and suggestions for direction in life dealing with daily life.

As teachers have lived longer than we have, I'd rather listen to their experiences.

The relationship between the world and the Christian . . . difficulties we face in the world.

Content helpful to our knowledge to live as his disciples.

Jesus' sufferings from the New Testament . . . problems we are facing . . . for example, issues relating to the opposite sex.

Table 3.2.--Continued.

What Christians should keep, such as self-restraint and abstinence, as our values are unsettled.

Suggesting solutions when we are troubled; this kind of special knowledge is helpful when we hate others.

Content which gives me comfort and peace when we study . . . content dealing with school.

Dealing with mental growth as a Christian and growing as a member in the society.

Jesus' sufferings--agonies in Mt. Gethsemane which is helpful to my agony and conflict.

Content to suggest how to behave and practice as a Christian.

Concrete knowledge helpful to life.

What to do when I face trials.

CONTENT OF THE BIBLE STUDY

Systematic Bible Study (total citations = 3).

Out of fragmentary Bible story, I wish the content to be consistent and systematic such as from Genesis to Exodus in the Old and the New Testament.

Systematic and detailed Bible study with continuity.

Bible knowledge helpful to faith.

Basic Knowledge About the Bible (total citations = 5).

Discussion about the Scripture verses we do not know.

I learn little by little about the Bible.

As a new Christian, the content dealing with what the Bible is, such as how many books in the Old and the New Testament.

The present content . . . learn new knowledge about the Bible little by little.

As I know nothing about Christian truth, I want to know basic Bible content such as why we were born and how we should live.

The 30 comments were categorized into Content Applicable to Life and Content of the Bible Study. Twenty-two comments were Content Applicable to Life. Six comments showed Exploring Background of Content was desired. Sixteen comments were Content Dealing with Relevant Life Issues. In the category of Content of the Bible Study, eight comments were included. Three comments were Systematic Bible Study. Five comments were Basic Knowledge About the Bible.

Preference of Learning Procedures

These data were analyzed according to the students' preference of learning procedures.

Research Question 2: What preference of learning procedures are students bringing to church education?

Interview Question 3: What kinds of presentation of the Sunday School lesson capture your interest?

Students' opinions about the preferred learning procedures. Twenty-nine comments were collected from 23 subjects. The data were divided into two categories. Under each category two factors were found. The number in parentheses beside each factor indicates the total number of students' comments (see Table 3.3).

The 29 comments were categorized into learning procedures of Active Interaction and Clearly Focused Presentation. Nineteen comments concerned Active Interaction. Thirteen comments were Active Interaction Among Students. Six comments were Active Interaction with Teacher. In the category of Teachers' Clearly Focused Presentation, ten comments were included. Four comments

were Use of Appropriate Illustration. Six comments were Emphasis on Information.

Table 3.3.--Students' opinions about the preferred learning procedures.

LEARNING PROCEDURE OF ACTIVE INTERACTION

Active Interaction Among Students (total citations = 13)

Discussion . . . express my opinion as well as learn about how others think.

Discussion method.

When we talk together and participate together.

When we discuss together.

When we discuss, we can know other's thoughts and we can express what we think.

Discussion to be able to express what we think.

When we discuss.

When we debate on Sunday about what we studied.

Discussion in a family atmosphere.

In a way of dialogue.

We take turns talking as we discuss stories.

To discuss about the Bible.

In a way of dialogue to approach everybody.

Active Interaction With Teacher (total citations = 6)

When the teacher asks us questions to reflect on our own ideas after thinking for a while.

When the teacher asks us a question to let us think.

Table 3.3.--Continued.

When we share testimony together with the teacher.

When we can express our own feelings rather than answering according to the content.

To wish to ask difficult vocabulary and to ask something we do not understand.

Teacher's attitude rather than telling us "that's not right" please, accept our thoughts, and saying it is not reasonable to think that way . . . suggest some solution in faith as Christian.

LEARNING PROCEDURE OF TEACHER'S CLEARLY FOCUSED PRESENTATION

Use of Appropriate Illustration (total citations = 4)

When the teacher expresses some episodes of difficulties in living rather than telling us the Bible strictly.

When the teacher applies the content to Christian life.

When the teacher relates the content to life.

Episodes (examples) to touch us and to be useful to us so that we can accept in our heart who Jesus is, what He did.

Emphasis on Information (total citations = 6)

Teacher drew a conclusion.

When a teacher who can talk interestingly, presents it interestingly and is easy to understand.

Teacher could make the points clearly . . . tell us what we're expected to learn.

To teach one word to remain in the heart so that we can think continually.

We need some professional who can answer our doubts.

Concrete explanation to have our faith grow.

Summary of Findings for Interviews

The following summary shows the results for each research question through the interviews.

Research Question 1: What content concerns for Sunday School lesson are students bringing to church education?

Students' Opinions on the Present Content

Students' opinions showed more responses in the category of Not Meaningful (15) than that of Meaningful (6). Students' opinions showed more responses in the factor of Too Much Repetition of Well-Known Content (8) from the category of Meaningful than that of New Knowledge (3) from the category of Meaningful. Students' opinions showed more responses in the factor of Content Not Applicable to Life (7) from the category of Not Meaningful than that of Content Applicable to Life (3) from the category of Meaningful. In summary, students' opinions on the present content showed more responses in the category of Not Meaningful.

Students' Opinions on the Desirable Content

Students' opinions showed more responses in the category of Content Applicable to Life (22) than that of Content of Bible Study (8). Referring to the category of Content Applicable to Life, students' opinions showed more responses in the factor of Content Dealing with Relevant Life Issues (16) than that of Exploring Background of Content (6). Referring to the category of Content of Bible Study, students' opinions showed more responses in the factor of Basic Knowledge about the Bible (5) than that of Systematic Bible

Study (3). In summary, students' responses on the desirable content showed that students desired Content Dealing with Relevant Life Issues, Exploring Background of Content, Basic Knowledge About the Bible, and Systematic Bible Study, in that order.

Research Question 2: What preference of learning procedures for the Sunday School lesson are students bringing to church education?

Students' Opinions on the Preferred Learning Procedures

Students' opinions showed more responses in the category of Active Interaction (19) than that of Teachers' Clearly Focused Presentation (10). Referring to the category of Active Interaction, students' opinions showed more responses in the factor of Active Interaction Among Students (13) than that of Active Interaction With Teacher (6). Referring to the category of Teachers' Clearly Focused Presentation, students' opinions showed more responses in the factor of Emphasis on Information (6) than that of Use of Appropriate Illustration (4). In summary, students' responses on the preferred learning procedures showed that they preferred Active Interaction Among Students, Active Interaction With Teacher, Emphasis on Information, and Use of Appropriate Illustration, in that order.

CHAPTER IV

PROCEDURE AND FINDINGS FOR THE QUESTIONNAIRE PHASE

The purposes of the study were to investigate students' views on the Sunday School lesson in Korean Evangelical Church (KEC) and to confirm the findings in other denominations as well as in KEC. The interview phase involved a limited sample. Generalizability was thus an issue, requiring a larger sample to be surveyed. To confirm the validity of the evidence found through the interviews, a questionnaire in the form of a series of Likert scale opinion items was used. Chapter IV deals with the research procedure, methodology, and analysis of the findings of the second phase of the study, the questionnaire.

Research Questions

The study was designed to answer two questions regarding high school students attending church Sunday School.

1. What content concerns for the Sunday School lesson are students bringing to church education?
2. What preference of learning procedures during the Sunday School lesson are students bringing to church education?

Composition of the Sample

The samples for the questionnaire were drawn from 45 different churches of five different denominations in nine districts of Seoul. Thus, the number of persons was larger than that of the interview phase. In addition, rather than being drawn from only one denomination, students from five denominations responded to the questionnaire. The five Protestant denominations were Presbyterian Church (Hapdong) (Presbyterian [H] denomination), Presbyterian Church (Tonghap) (Presbyterian [T] denomination), Korean Presbyterian Church (Presbyterian [K] denomination), Korean Evangelical Church (Evangelical denomination), and Korean Methodist Church (Methodist denomination). For each denomination the samples and the percentage the samples represent of the population were as follows:

Denomination	Population	Sample	Samples as percentage of population
Presbyterian (H)	900	244	26.89
Presbyterian (T)	982	216	22.00
Presbyterian (K)	347	138	39.77
Evangelical	690	236	33.90
Methodist	580	201	34.48
Total	3,499	1,035	29.44

Sampling Procedure

To identify all the possible churches of the population samples, a 1987 directory of the Protestant churches in Korea was

used. To draw churches from five different denominations from 9 out of 17 districts in Seoul, 45 churches were randomly selected. According to the criteria, churches that used their own denominational Sunday School lesson were identified by telephone. From each district five different denominational churches were selected randomly. After selecting churches, each church was called to ask permission to administer the questionnaire. After getting permission, the researcher and students who had been trained to administer the questionnaire visited those churches to administer the questionnaire. A letter expressed the purpose and the reason of the research to teachers in charge of the high school student group, with 30 questionnaires assigned to each church. In the letter, teachers were requested to select equal numbers of female and male students and to randomly select students in different grade levels. Teachers randomly chose the classes¹ to do the questionnaire so that they could answer the questionnaires during the Sunday School lesson hour. This reduced the sampling bias in that not just volunteers were included. In churches that did not use all the 30 questionnaires, the remainder were returned.

Questionnaire Development

The questionnaire was developed to confirm the validity of the findings from the interviews. Twelve factors under six categories emerged from the analysis of the interviews. For each factor, three

¹Each class was said to have a representative distribution of students who attended church regularly and occasionally.

items were developed for the questionnaire. A 36-item questionnaire was thus composed.

Rationale for Using the Likert Scale

The purpose of the questionnaire phase was to confirm the validity of the findings. The items were designed to elicit Likert scale responses. Following are the major advantages of the Likert scale: The Likert scale provides more precise information about the respondents' degree of agreement or disagreement, and respondents usually prefer this to a simple agree/disagree score" (Blalock, 1968, p. 141). Further, "the subtler and deeper ramifications of an attitude can be explored" (Blalock, 1968, p. 141).

The Likert scale used in this study had five points. While several different wordings were used, the connotation of each in Korean was: strongly agree, agree, slightly agree, disagree, and strongly disagree. The items were such that a higher score on the scale represented a favorable attitude, and a lower score meant a less favorable attitude. For example, a score of 5 (strongly agree) meant a more favorable attitude than did a score of 4 (agree) or 3 (slightly agree).

Rationale for Developing Three Items for Each Factor

Three items were used for each factor to increase the reliability of the factor score value. "Quite often, you will want to ask several questions that have the same set of answer categories. This is typically the case whenever the Likert response categories are used" (Babbie, 1979, p. 321). Furthermore, the three

items can be used to provide some control against the rival hypotheses resulting from inquiry based on self-report. "Although as a rule self-report can be obtained easily and economically, people often bias the information they offer about themselves" (Borg & Gall, 1983, p. 465).

Item Content of the Questionnaire

In writing the items of the questionnaire, one factor in each category was the focus or concept behind three items. Eight factors from four categories of two interview questions constituted the item content for Research Question 1. Four factors from two categories of one interview question constituted the item content for Research Question 2.

Research Question 1: What content concerns for the Sunday School lesson are students bringing to church education?

Students' Opinions on the Present Content

Here, students' responses were categorized into two categories, Not Meaningful and Meaningful. Under the Not Meaningful category, two factors, Too Much Repetition of Well-Known Content and Content Not Applicable to Life, were the content of items. Two factors, New Knowledge and Content Applicable to Life, under the category of Meaningful were the content of items.

Factor 1: Too Much Repetition of Well-Known Content

Factor 2: Content Not Applicable to Life

Factor 3: New Knowledge

Factor 4: Content Applicable to Life

Students' Opinions on the Desirable Content

Students' responses were categorized into two categories, Content Applicable to Life and Content of Bible Study. Two factors, Exploring Background of Content and Content Dealing with Relevant Life Issues, under the category of Content Applicable to Life were the content of items. Two factors, Systematic Bible Study and Basic Knowledge About the Bible, under the category of Content of Bible Study were the content of items.

Factor 5: Exploring Background of Content

Factor 6: Content Dealing with Relevant Life issues

Factor 7: Systematic (Sequential) Bible Study

Factor 8: Basic Knowledge About the Bible

Research Question 2: What preference of learning procedures during the Sunday School lesson are students bringing to church education?

Students' Opinions on the Preferred Learning Procedure

Students' responses were categorized into two categories, Active Interaction and Teachers' Clearly Focused Presentation. Under Active Interaction, two factors, Active Interaction with Teacher and Active Interaction Among Students, were the content of items. Under Teachers' Clearly Focused Presentation, two factors, Use of Appropriate Illustration and Emphasis on Information, were the content of items.

Factor 9: Active Interaction Among Students

Factor 10: Active Interaction With Teachers

Factor 11: Use of Appropriate Illustration

Factor 12: Emphasis on Information

Guidelines for Item Construction

In writing items, the statements must be clear, simple, concise, and straightforward (Likert, 1932). Ambiguous or vague words must be avoided because one may agree with one part but may disagree with other parts. Furthermore, the statements should be colloquial and familiar. However, the statements should not make the purpose of the inquiry obvious (Blalock, 1968).

To prevent respondents from misreading the items and providing wrong answers, statements are given different orientations (Babbie, 1983). As attitude statements, the items are related to feelings, hopes, wishes, hates, fears, and happiness (Blalock, 1968). Neutral statements do not work well in the Likert scale (Moser, 1958). As is the nature of an attitude test, each statement should allow the respondent to take his or her stand between two clearly opposed alternatives (Likert, 1932). The number of positively and negatively worded items must be roughly equal so that respondents consider them carefully (Moser, 1958).

Demographic Items

Four demographic items were identified to examine relationships within the data: denomination, gender, grade level of students, and years of church attendance.

Validity of the Items

The items were constructed based on the findings of students' responses in Korean. The 36 items were submitted to a panel of three persons to discuss the validity of the items. The three members of the panel were as follows: a seminary professor in Christian education who had been involved in curriculum development of the Sunday School lesson for more than 20 years; a youth pastor who had worked for the high school students in KEC for ten years; and a youth pastor who had worked with the high school students for eight years in KEC and at the time of the study worked for the education department in the headquarters of KEC. They were asked to check the items according to three judgments: "not relevant," "not clear," and "relevant and clear." The criterion for the validity of each item was the total agreement of the panel on an item as "relevant and clear." When one of them checked an item as "not clear" or "not relevant," the item was revised. The item was then reviewed again by the panel. The 36 items finally used were all thus approved as "relevant and clear" by the three panel members.

Item Distribution of Factors

After the validity test, the three items of one factor were interspersed regularly at every twelfth interval. For example, Items 1, 13, and 25 were the three items asking the same concept for Factor 1.

Pilot Study for the Questionnaire Development

To make a questionnaire that communicated with students in their language and to determine if the statements were clearly understood as the researcher intended, two pilot studies were conducted. In the pilot study, spaces were provided at the end of the questionnaire so that students could write their comments about the items on the questionnaire. Two pilot studies were conducted with 30 high school students each.

After the first pilot study, the five scales were revised because 7 out of 30 students said that the wording of the five scales was too uniform. The expressions for the five scales used in all the statements of the items were: (1) absolutely true, (2) true, (3) I don't know, (4) not true, and (5) absolutely not true. In Korean, these expressions carried the same connotation as strongly agree, agree, undecided, disagree, and strongly disagree. Due to the responses in the first pilot study, those expressions were revised for the second pilot study. They were (1) absolutely true, (2) true, (3) I don't know, (4) not true, and (5) absolutely not true for the items about the present content. However, the expressions for the items asking about the desirable content and the preferred learning procedure were revised to the following: (1) always necessary, (2) necessary, (3) undecided, (4) not necessary, and (5) never necessary.

After the second pilot study, 6 out of the 30 students said that the expression "I don't know" (undecided) was not good to express their opinions. Instead, they suggested revising it into

another expression. Considering these responses from the second pilot study, the expressions were revised again. The expressions for the scales were revised to the following: (1) always true, (2) usually true, (3) sometimes true, (4) almost never true, and (5) never true for the items asking about the present content. The expressions for the scales asking about the desirable content and the preferred learning procedures were revised to the following: (1) always necessary, (2) frequently necessary, (3) sometimes necessary, (4) almost never necessary, and (5) never necessary. Two students said that Item 22 was not clear. The researcher added the implied subject "students" to make the meaning more clear. In Item 9 the implied subject, "the Sunday School lesson," was also added. After those revisions, the pilot study for the instrument development was finished.

Data Collection

The researcher used trained seminary students to help in collecting data. She explained to them the purpose of the study and the procedure to deliver the questionnaire. In 12 out of 45 churches, 30 questionnaire were collected; in 16, 24 to 28 questionnaires were collected; and in 17, 22 to 10 questionnaires were collected.

Data-Analysis Procedure

The questionnaire data were analyzed through frequency distributions of all the responses on 12 factors and the

significance level by chi-square test between each factor and the independent variables.

The four independent variables that were tested for possible relationship were denomination, gender, grade level of students, and years of church attendance. Cross-tabulation was chosen as a method of data display to show the independent and dependent variables.

Chi-square test was used to test for significance of differences because the form of frequency in these data was in the form of category variables. Contingency coefficients are useful when the sample is large and when the chi-square test is available. After chi-square was calculated, the degrees of freedom were calculated. To determine whether a particular chi-square value had reached the level of significance, the chi-square table was used and the cut-off point for assigned significance was .10 (Borg & Gall, 1983).

To discuss the generalizability of the findings, the measures of variability, mean and standard deviation, especially mean scores, were used.

Findings

The findings were analyzed for the two research questions. The responses of the students for each factor were calculated, and the mean was found. Accordingly, the average of responses was used to discuss whether the students' responses in the questionnaire phase confirmed the findings of the interview phase.

The categories and the factors found in the interview phase to be discussed here are presented in Figure 4.1.

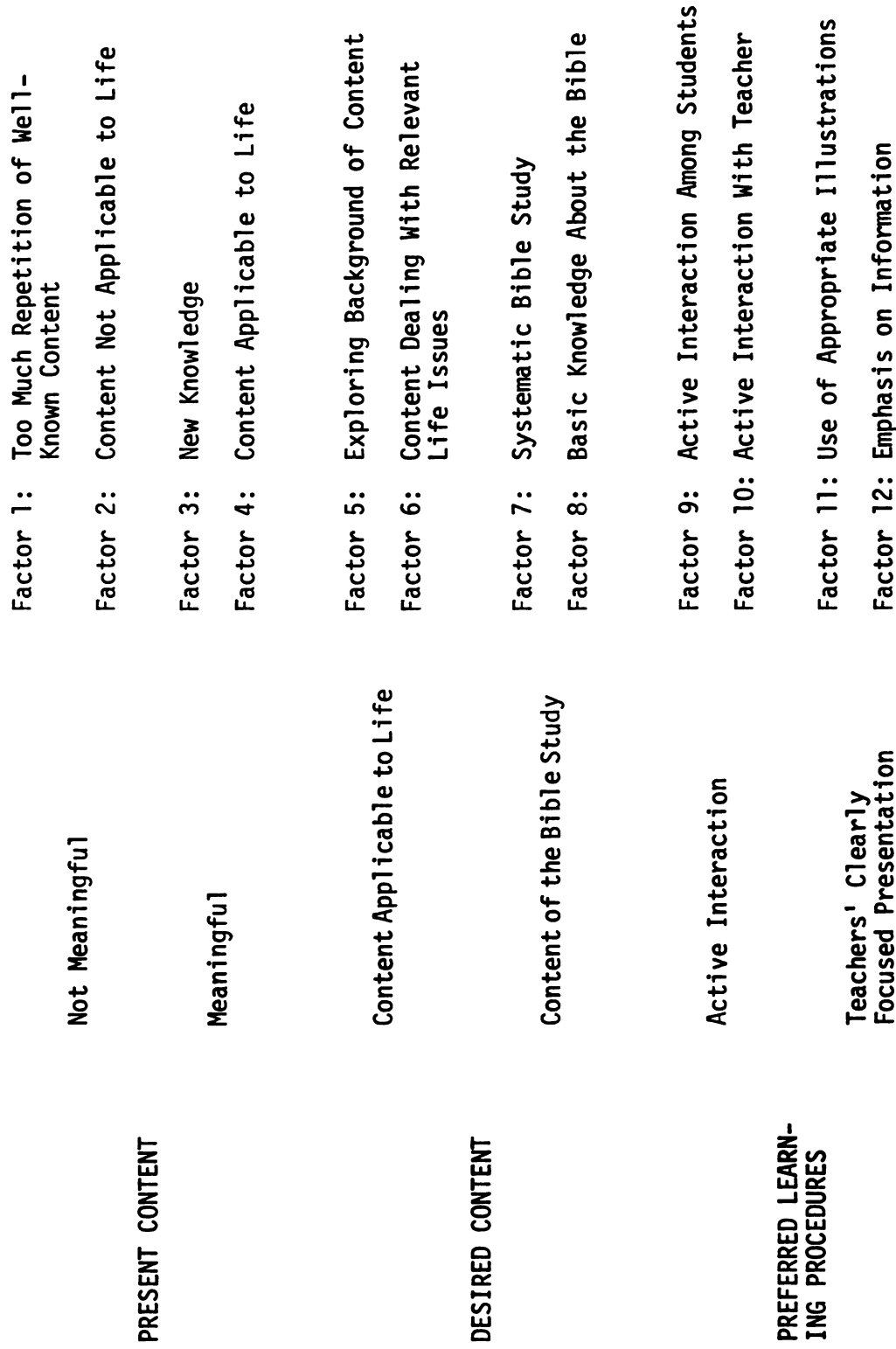


Figure 4.1.--Categories and factors discovered in the interview phase.

For Research Question 1, the analyses were divided into the present content and the desired content.

Present Content

Two categories, Not Meaningful and Meaningful, were included.

Category: Not Meaningful. In this category, two factors, Too Much Repetition of Well-Known Content and Content Not Applicable to Life, were included. The average responses of the students in the five denominations with the four independent variables on the two factors showed "slightly agree" ranges (Table 4.1). The average responses of the students for Factor 1, Too Much Repetition of Well-Known Content, showed upper level of "slightly agree" ranges (M = 3.21, 3.21, 3.15, 3.15, 3.20), while those of the students for Factor 2, Content Not Applicable to Life, showed lower level of "slightly agree" ranges (M = 2.63, 2.79, 2.70, 2.74, 2.84) (Table 4.1).

Thus, students tended to see that the present content was sometimes Not Meaningful. Students' responses in the five denominations on Factor 1, Too Much Repetition of Well-Known Content, showed that they tended to see that the content was sometimes repeated too much. Students' responses in the five denominations on Factor 2, Content Not Applicable to Life, showed that students tended to see that the content was sometimes not applicable to life. Therefore, the average responses of students appeared to confirm that the present content was sometimes Not Meaningful.

Table 4.1.--Mean scores on the category of Not Meaningful.

Independent Variable	Too Much Repetition of Well-Known Content						Content Not Applicable to Life					
	Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangel- ical cal	Metho- dist dist		Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangel- ical cal	Metho- dist dist	
Denomination	N	242	214	138	233	200	242	215	137	234	198	
	M	3.21	3.21	3.15	3.11	3.20	2.63	2.79	2.70	2.74	2.84	
	SD	0.76	0.75	0.72	0.74	0.81	0.82	0.76	0.73	0.77	0.80	
Grade Level of Students	1	N	87	90	52	100	89	92	52	101	79	
		M	3.10	3.19	2.94	3.15	2.65	2.83	2.77	2.77	2.71	
		SD	0.81	0.78	0.70	0.73	0.85	0.75	0.70	0.80	0.82	
	2	N	87	96	71	75	87	95	70	77	87	
		M	3.28	3.22	3.34	2.97	2.68	2.79	2.64	2.66	3.01	
		SD	0.73	0.76	0.74	0.77	0.72	0.73	0.74	0.72	0.75	
	3	N	68	28	15	57	66	28	15	56	32	
		M	3.25	3.29	3.00	3.23	2.53	2.68	2.73	2.79	2.69	
		SD	0.74	0.66	0.53	0.71	0.88	0.90	0.80	0.78	0.78	
Gender	M	N	99	111	73	114	99	110	73	113	97	
		M	3.02	3.15	3.12	3.10	2.80	2.80	2.75	2.77	2.95	
		SD	0.81	0.70	0.73	0.66	0.76	0.73	0.68	0.78	0.86	
	F	N	143	103	65	119	143	105	64	121	101	
		M	3.34	3.28	3.18	3.13	2.51	2.78	2.64	2.71	2.73	
		SD	0.70	0.80	0.73	0.81	0.84	0.80	0.78	0.76	0.72	
Years of Church Attendance	1	N	29	28	15	28	29	28	15	27	27	
		M	2.66	2.50	2.93	2.50	2.59	2.71	2.73	3.00	3.07	
		SD	0.81	0.75	1.03	0.69	0.91	0.85	0.59	0.62	0.78	
	2	N	30	33	22	42	30	34	22	42	26	
		M	2.80	2.91	2.68	2.81	2.77	2.85	2.68	2.93	2.88	
		SD	0.66	0.72	0.57	0.74	0.73	0.83	0.95	0.78	0.82	
	3	N	183	153	101	163	183	154	100	165	145	
		M	3.36	3.41	3.29	3.29	2.61	2.79	2.70	2.65	2.79	
		SD	0.70	0.65	0.65	0.67	0.82	0.73	0.70	0.77	0.79	

Category: Meaningful. In this category, two factors, New Knowledge and Content Applicable to Life, were included. The average responses of the students with the four independent variables were varied in the five denominations. In Factor 3, New Knowledge, the average responses of the students in the four denominations showed lower levels of "agree" ranges ($M = 3.62, 3.54, 3.61, 3.50$) except one denomination, the Presbyterian (K) denomination showing upper level of "slightly agree" range ($M = 3.45$) (Table 4.2). Note, however, the numeric values are not great even though the categories are different. In Factor 4, Content Applicable to Life, the average responses of the students showed upper level of "slightly agree" ranges in the five denominations ($M = 3.47, 3.40, 3.20, 3.36, 3.24$) (Table 4.2).

Thus, students saw that the content was usually Meaningful for Factor 3 except in one denomination, while they tended to see that the content was sometimes Meaningful for Factor 4. Students' responses in the four denominations on Factor 3, New Knowledge, showed that they usually agreed that the content had New Knowledge, while in the Presbyterian (K) denomination they tended to agree that the content sometimes had New Knowledge. Students' responses in the five denominations on Factor 4, Content Applicable to Life, showed that they tended to see that the content was sometimes applicable to life. Therefore, the average responses of the students appeared to confirm that the present content was sometimes and usually Meaningful for Factor 3 and sometimes Meaningful for Factor 4.

Table 4.2.--Mean scores on the category of Meaningful.

Independent Variable	New Knowledge						Content Applicable to Life					
	Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangel- ical	Method- ist		Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangel- ical	Method- ist	
Denomination	N	242	214	138	233	200	240	216	138	236	200	
	M	3.62	3.54	3.45	3.61	3.50	3.47	3.40	3.20	3.36	3.24	
	SD	0.78	0.70	0.67	0.69	0.63	0.78	0.76	0.76	0.72	0.73	
Grade Level of Students	1	N	88	91	52	99	89	92	52	101	79	
		M	3.63	3.54	3.46	3.66	3.61	3.48	3.34	3.02	3.39	3.37
		SD	0.78	0.72	0.61	0.69	0.65	0.76	0.75	0.78	0.81	0.68
	2	N	87	95	71	78	88	84	86	71	78	89
		M	3.57	3.57	3.38	3.64	3.41	3.39	3.40	3.25	3.27	3.10
		SD	0.77	0.74	0.62	0.74	0.65	0.76	0.80	0.73	0.64	0.77
	3	N	67	28	15	56	32	67	28	15	57	32
		M	3.69	3.46	3.73	3.48	3.47	3.55	3.61	3.53	3.44	3.31
		SD	0.78	0.51	1.03	0.60	0.67	0.82	0.69	0.74	0.63	0.69
Gender	M	N	98	110	73	111	96	110	73	114	98	
		M	3.51	3.47	3.40	3.68	3.42	3.31	3.38	3.15	3.33	3.16
		SD	0.86	0.73	0.57	0.66	0.57	0.77	0.78	0.78	0.72	0.81
	F	N	144	104	65	122	102	144	106	65	122	102
		M	3.70	3.62	3.51	3.55	3.58	3.58	3.42	3.25	3.39	3.31
		SD	0.70	0.67	0.77	0.71	0.68	0.76	0.75	0.75	0.71	0.64
Years of Church Attendance	1	N	29	28	15	27	28	29	15	28	29	
		M	3.90	3.79	3.47	4.04	3.66	3.54	3.59	3.00	3.46	3.14
		SD	0.86	0.57	0.64	0.85	0.61	0.74	0.68	0.85	0.69	0.74
	2	N	29	34	22	42	26	30	34	22	42	26
		M	3.66	3.71	3.86	3.60	3.58	3.50	3.35	3.18	3.33	3.19
		SD	0.77	0.63	0.64	0.66	0.86	0.57	0.73	0.66	0.69	0.75
	3	N	184	152	101	164	145	182	153	101	166	145
		M	3.58	3.46	3.36	3.54	3.46	3.46	3.37	3.23	3.35	3.27
		SD	0.76	0.73	0.66	0.64	0.59	0.81	0.79	0.77	0.73	0.73

Desired Content

Two categories, Content Applicable to Life and Content of the Bible Study, were included.

Category: Content Applicable to Life. In this category, two factors, Exploring Background of Content, and Content Dealing with Relevant Life Issues, were included.

The average responses of the students on Factor 5, Exploring Background of Content, in the five denominations showed upper level of "agree" ranges ($M = 4.42, 4.37, 4.18, 4.25, 4.26$), while those of the students on Factor 6, Content Dealing with Relevant Life Issues, showed lower level of "agree" levels ($M = 3.64, 3.60, 3.54$) and upper level of "slightly agree" ranges ($M = 3.38, 3.46$) (Table 4.3).

Thus, students' responses in the five denominations on Factor 5 showed that they desired frequently that the content include appropriate background material. Students' responses in the five denominations on Factor 6 showed that some differences were present from each denomination in the average responses of the students. In the Presbyterian (H) denomination, the Presbyterian (T) denomination, and the Methodist denomination, students' responses on Factor 6 showed that they desired frequently the content to include relevant life issues, while in the Presbyterian (K) denomination and the Evangelical denomination students' responses on Factor 6 showed that they tended to desire the content sometimes to include relevant life issues. Therefore the average responses of students appeared to confirm that Content Applicable to Life is

Table 4.3.--Mean scores on the category of Content Applicable to Life.

Independent Variable	Exploring Background of Content						Content Dealing With Relevant Life Issues					
	Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangelical	Method- ist		Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangelical	Method- ist	
Denomination	N	244	216	137	235	200	246	217	136	235	199	
	M	4.42	4.37	4.18	4.25	4.26	3.64	3.60	3.38	3.46	3.54	
	SD	0.65	0.65	0.73	0.70	0.73	0.67	0.80	0.73	0.79	0.74	
Grade Level of Students	1	N	91	92	52	101	80	91	93	52	101	80
		M	4.40	4.39	4.08	4.10	4.19	3.60	3.53	3.38	3.43	3.60
		SD	0.61	0.66	0.84	0.74	0.78	0.73	0.80	0.77	0.84	0.72
	2	N	85	96	70	77	88	87	96	69	78	88
		M	4.42	4.36	4.30	4.38	4.24	3.62	3.61	3.42	3.42	3.45
		SD	0.68	0.67	0.62	0.63	0.71	0.61	0.79	0.72	0.73	0.73
	3	N	68	28	15	57	32	68	28	15	56	31
		M	4.46	4.29	4.00	4.33	4.53	3.72	3.82	3.20	3.59	3.65
		SD	0.68	0.60	0.76	0.69	0.57	0.67	0.82	0.68	0.76	0.84
Gender	M	N	97	111	72	113	98	99	111	73	113	97
		M	4.39	4.36	4.25	4.25	4.29	3.60	3.61	3.47	3.46	3.58
		SD	0.69	0.71	0.73	0.71	0.70	0.68	0.79	0.75	0.74	0.75
	F	N	147	105	65	122	102	147	106	63	122	102
		M	4.44	4.37	4.11	4.25	4.25	3.67	3.59	3.29	3.47	3.51
		SD	0.63	0.59	0.73	0.70	0.75	0.66	0.81	0.71	0.83	0.74
Years of Church Attendance	1	N	29	28	15	28	29	29	29	15	28	29
		M	4.21	4.29	3.93	4.25	3.93	3.62	3.59	3.13	3.32	3.41
		SD	0.68	0.60	0.59	0.65	0.65	0.68	0.63	0.83	0.72	0.68
	2	N	30	34	22	41	26	30	34	22	42	26
		M	4.30	4.50	4.18	4.34	4.38	3.73	3.50	3.32	3.52	3.69
		SD	0.75	0.62	0.85	0.69	0.70	0.58	0.96	0.65	0.63	0.84
	3	N	185	154	100	166	145	187	154	99	165	144
		M	4.48	4.35	4.22	4.22	4.31	3.63	3.63	3.43	3.47	3.54
		SD	0.63	0.67	0.72	0.72	0.73	0.69	0.79	0.73	0.83	0.74

frequently necessary for Factor 5 and sometimes necessary in the two denominations and frequently necessary in the three denominations for Factor 6.

Category: Content of Bible Study. In this category, two factors, Systematic (Sequential) Bible Study, and Basic Knowledge about the Bible, were included.

The average responses of the students on Factor 7, Systematic Bible Study, showed upper level and lower level of "slightly agree" ranges in general in the four denominations (M = 3.40, 2.90, 3.34, 3.38) except in the one denomination, the Presbyterian (H) denomination, showing lower level of "agree" range (M = 3.52) (Table 4.4). Note, however, that the numeric values were not great even though the categories were different. The average responses of the students on Factor 8, Basic Knowledge about the Bible, showed middle level of "agree" ranges in the five denominations (M = 4.15, 4.08, 3.72, 3.93, 4.03) (Table 4.4).

Thus, students' responses on Factor 7 in the five denominations showed that some differences were present from each denomination in the average responses of the students. In the Presbyterian (H) denomination, students' responses on Factor 7 showed that they desired Systematic Bible Study frequently. In the Presbyterian (T) denomination, the Presbyterian (K) denomination, the Evangelical denomination, and the Methodist denomination, students' responses on Factor 7 showed that they tended to desire Systematic Bible Study sometimes. Students' responses on Factor 8 in the five denominations showed that they frequently desired Basic Knowledge

Table 4.4.--Mean scores on the category of Content of Bible Study.

Independent Variable	Systematic (Sequential) Bible Study					Basic Knowledge About the Bible						
	Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangelical	Method- ist	Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangelical	Method- ist		
Denomination	N	245	214	135	234	200	244	215	137	235	201	
	M	3.52	3.40	2.90	3.34	3.38	4.15	4.08	3.72	3.93	4.03	
	SD	0.99	0.96	0.99	0.92	1.01	0.81	0.73	0.82	0.79	0.84	
Grade Level of Students	1	N	91	92	50	101	80	90	92	51	100	80
		M	3.59	3.50	2.88	3.28	3.33	4.09	4.01	3.59	3.93	3.99
		SD	0.93	0.92	1.00	0.83	0.96	0.84	0.70	0.78	0.70	0.80
	2	N	86	104	70	76	88	87	95	71	78	89
		M	3.41	3.35	2.83	3.50	3.50	4.11	4.12	3.76	3.95	4.11
		SD	1.08	0.99	1.01	0.95	1.01	0.78	0.74	0.84	0.79	0.86
	3	N	68	28	15	57	32	67	28	15	57	32
		M	3.56	3.25	3.27	3.23	3.19	4.27	4.18	4.00	3.91	3.91
		SD	0.97	0.97	0.88	1.04	1.12	0.79	0.77	0.85	0.93	0.89
Gender	M	N	98	110	72	113	99	99	110	73	114	99
		M	3.46	3.39	2.86	3.28	3.40	4.14	4.06	3.63	3.95	4.04
		SD	1.08	0.96	1.05	0.98	1.06	0.82	0.73	0.87	0.84	0.84
	F	N	147	104	63	121	101	145	105	84	121	102
		M	3.56	3.41	2.94	3.39	3.36	4.15	4.10	3.83	3.92	4.02
		SD	0.94	0.96	0.93	0.87	0.97	0.80	0.73	0.75	0.74	0.84
Years of Church Attendance	1	N	29	29	15	28	29	29	29	15	28	29
		M	3.76	3.34	2.53	3.79	3.41	4.10	3.93	3.33	4.14	3.83
		SD	0.99	0.97	0.92	0.79	1.05	0.86	0.70	0.90	0.71	0.85
	2	N	30	33	22	41	26	30	32	22	42	26
		M	3.33	3.61	3.36	3.44	3.50	4.27	4.25	3.82	3.93	4.08
		SD	0.96	0.97	1.00	0.90	0.99	0.69	0.84	0.66	0.92	0.80
	3	N	186	152	98	165	145	185	154	100	165	146
		M	3.51	3.37	2.85	3.24	3.35	4.14	4.07	3.76	3.90	4.06
		SD	1.00	0.95	0.98	0.93	1.01	0.82	0.71	0.83	0.76	0.85

About the Bible. Therefore, the average responses of students appear to confirm that they desired Content of the Bible Study for Factor 7 frequently in the Presbyterian (H) denomination and sometimes in the other four denominations. The average responses of students appear to confirm that the category of Bible Study for Factor 8 was seen as frequently necessary.

Preferred Learning Procedures

Two categories were included: Active Interaction and Teachers' Clearly Focused Presentation.

Category: Active Interaction. In this category, two factors, Active Interaction Among Students and Active Interaction with Teachers, were included. The average responses of the students with the four independent variables in the five denominations showed "agree" ranges with several "strongly agree" ranges in this category.

The average responses of the students for Factor 9, Active Interaction Among Students, showed middle level of "agree" ranges ($M = 4.06, 3.88, 3.95, 3.90, 3.92$), while those of the students for Factor 10, Active Interaction with Teacher, showed upper level of "agree" ranges ($M = 4.46, 4.31, 4.26, 4.31, 4.34$) (Table 4.5).

Thus, students' responses in the five denominations on Factor 9 showed that they frequently preferred the learning procedures with active interaction among students. Students' responses in the five denominations on Factor 10 showed that they frequently preferred the learning procedures with active interaction with teacher.

Table 4.5.--Mean scores on the category of Active Interaction.

Independent Variable	Active Interaction Among Students						Active Interaction With Teacher					
	Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangelical	Method- ist		Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangelical	Method- ist	
Denomination	N	241	215	136	236	200	242	215	136	234	200	
	M	4.06	3.88	3.95	3.90	3.92	4.46	4.31	4.26	4.31	4.34	
	SD	0.74	0.83	0.85	0.71	0.86	0.65	0.70	0.76	0.69	0.65	
Grade Level of Students	1	N	87	92	50	101	88	92	51	100	79	
		M	4.02	3.86	3.62	3.83	4.42	4.21	4.12	4.22	4.25	
		SD	0.82	0.87	0.90	0.76	0.69	0.73	0.74	0.73	0.67	
	2	N	87	95	71	78	87	95	70	77	89	
		M	4.05	3.97	4.10	3.88	4.47	4.44	4.39	4.40	4.36	
		SD	0.75	0.78	0.76	0.64	0.64	0.66	0.69	0.59	0.64	
	3	N	67	28	15	57	67	28	15	57	32	
		M	4.13	3.68	4.33	4.04	4.51	4.18	4.13	4.35	4.53	
		SD	0.60	0.82	0.72	0.71	0.61	0.61	1.06	0.72	0.57	
Gender	M	N	99	111	73	114	99	110	72	114	99	
		M	4.09	4.00	3.88	4.09	4.39	4.35	4.32	4.38	4.40	
		SD	0.77	0.86	0.94	0.69	0.75	0.73	0.71	0.68	0.67	
	F	N	142	104	63	122	143	105	64	120	101	
		M	4.04	3.76	4.03	3.72	4.51	4.27	4.19	4.25	4.29	
		SD	0.71	0.77	0.72	0.70	0.57	0.65	0.81	0.69	0.62	
Years of Church Attendance	1	N	29	29	15	28	29	29	15	28	29	
		M	4.21	3.90	3.73	3.64	4.41	4.07	4.20	4.29	4.10	
		SD	0.68	0.72	0.96	0.62	0.63	0.75	0.77	0.60	0.56	
	2	N	30	33	22	42	30	33	22	42	26	
		M	4.07	3.85	3.68	3.88	4.43	4.27	4.05	4.19	4.58	
		SD	0.58	0.91	0.99	0.77	0.73	0.67	0.95	0.77	0.50	
	3	N	182	153	99	166	183	153	99	164	145	
		M	4.04	3.89	4.04	3.95	4.48	4.36	4.31	4.35	4.35	
		SD	0.77	0.83	0.78	0.71	0.64	0.68	0.71	0.68	0.67	

Therefore, the average responses of students appear to confirm that the preferred learning procedure was Active Interaction.

Category: Teachers' Clearly Focused Presentation. In this category, two factors, Use of Appropriate Illustration and Emphasis on Information, were included. The average responses of the students with the four independent variables in the five denominations for Factor 11, Use of Appropriate Illustration, showed middle level of "agree" ranges (M = 4.17, 3.97, 3.90, 3.97, 4.06), while those of the students with the four independent variables in the four denomination showed upper level of "agree" ranges and lower level of "strongly agree" range (M = 4.50, 4.39, 4.33, 4.31) except in the Presbyterian (K) denomination, showing middle level of "agree" ranges (M = 4.07) (Table 4.6).

Thus, students' responses in the five denominations on Factor 11 showed that they usually preferred the learning procedures using appropriate illustrations. Students' responses in the five denominations on Factor 12 showed that they usually preferred the learning procedures emphasizing the points clearly. Therefore, the average responses of students appear to confirm that the preferred learning procedure was frequently Teachers' Clearly Focused Presentation.

Table 4.6.--Mean scores on the category of Teachers' Clearly Focused Illustration.

Independent Variable	Use of Appropriate Illustration						Emphasis on Information					
	Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangel- ical	Method- ist		Presby- terian (H)	Presby- terian (T)	Presby- terian (K)	Evangel- ical	Method- ist	
Denomination	N	242	215	136	236	201	242	215	135	234	199	
	M	4.17	3.97	3.90	3.97	4.06	4.50	4.39	4.07	4.31	4.33	
	SD	0.65	0.72	0.70	0.75	0.70	0.69	0.72	0.84	0.71	0.79	
Grade Level of Students	1	N	88	93	51	101	80	88	92	50	100	75
		M	4.26	3.89	3.82	3.94	4.07	4.48	4.26	3.96	4.16	4.39
		SD	0.60	0.76	0.74	0.75	0.61	0.76	0.81	0.78	0.72	0.67
	2	N	87	94	71	78	89	87	95	70	72	88
		M	4.05	4.03	3.93	4.08	4.08	4.54	4.49	4.11	4.52	4.25
		SD	0.65	0.69	0.70	0.73	0.71	0.59	0.63	0.88	0.60	0.89
	3	N	67	28	14	57	32	67	28	15	57	32
		M	4.22	4.00	4.07	3.86	4.00	4.46	4.43	4.20	4.28	4.38
		SD	0.69	0.67	0.47	0.77	0.88	0.72	0.63	0.86	0.77	0.79
Gender	M	N	99	111	73	114	99	99	111	72	114	97
		M	4.14	3.97	3.85	3.93	4.03	4.33	4.37	4.11	4.32	4.48
		SD	0.61	0.78	0.72	0.77	0.75	0.76	0.75	0.83	0.72	0.69
	F	N	143	104	63	122	102	143	104	63	120	102
		M	4.20	3.96	3.97	4.00	4.10	4.61	4.04	4.02	4.29	4.21
		SD	0.67	0.65	0.67	0.73	0.65	0.62	0.69	0.85	0.70	0.83
Years of Church Attendance	1	N	29	29	15	28	29	29	29	14	28	28
		M	4.34	4.03	3.87	4.04	4.03	4.48	4.31	3.71	4.36	4.21
		SD	0.55	0.68	0.74	0.69	0.68	0.57	0.61	0.91	0.73	0.83
	2	N	30	33	21	42	26	30	33	22	41	26
		M	4.37	4.09	3.81	4.12	4.35	4.37	4.33	4.00	4.37	4.35
		SD	0.61	0.77	0.75	0.63	0.63	0.85	0.69	0.82	0.62	0.80
	3	N	183	153	100	166	146	183	153	99	165	145
		M	4.11	3.93	3.93	3.92	4.02	4.52	4.41	4.13	4.28	4.34
		SD	0.66	0.72	0.69	0.78	0.71	0.68	0.75	0.83	0.73	0.79

Differences Observed Among the
Independent Variables and the
Dependent Variables

The level of significance observed between the independent variables and the dependent variables, 12 factors, on the basis of chi-square value is presented here for the two research questions.

Research Question 1: What content concerns for the Sunday School lesson are students bringing to church education?

Content concerns. Significant differences between students' concerns on the content of the Sunday School lesson and the independent variables are presented on the present content and the desired content.

1. Present content. Significant differences among the independent variables and the present content are presented here.

Denomination. Significant differences were present between denominations and Content Not Applicable to Life ($p = 0.0739$) in the category of Not Meaningful and New Knowledge ($p = 0.0526$) and Content Applicable to Life ($p = 0.0226$) in the category of Meaningful (Table 4.7). Thus, students' responses were significantly different in each denomination for Factors 2, 3, and 4 on the present content.

Grade level of students. In the Presbyterian (K) denomination ($p = 0.050$), the Evangelical denomination ($p = 0.0693$), and the Methodist denomination ($p = 0.0164$), the significant differences on Too Much Repetition of Well-Known Content were present (Table 4.7). In the Presbyterian (K) denomination ($p = 0.0063$), the significant difference was present on New Knowledge (Table 4.7). Thus,

Table 4.7.--Differences between the independent variables and the present content.

Indep. Var.	Denomi- nation ^a	Too Much Repetition of Well-Known Content			Content Not Applicable to Life			New Knowledge			Content Applicable to Life		
		χ^2	df	Signif. c	χ^2	df	Signif. c	χ^2	df	Signif. c	χ^2	df	Signif. c
Grade Level of Students	Denomi- nation				24.77626	16	0.0739	0.15355			26.10233	16	0.0526
											0.15744	16	0.0226
											0.16603		
Gender	Denomi- nation	1											
		2											
		3	21.96863	8	0.0050	0.37058					21.34919	8	0.0063
		4	14.51530	8	0.0693	0.24217					0.36603		
		5	18.73283	8	0.0164	0.29265							
Years of Church Attend- ance	Denomi- nation	1	11.5455	4	0.0211	0.21338					12.99727	4	0.0113
		2									0.22666		
		3											
		4											
		5	14.36161	4	0.0062	0.25884					8.02061	4	0.0908
Years of Church Attend- ance	Denomi- nation				10.32095	4	0.0354	0.20225			0.19636	4	0.0309
											0.22473		
Years of Church Attend- ance	Denomi- nation	1	35.20742	8	0.0000	0.35638					10.63844	4	0.0309
		2	49.96870	8	0.0000	0.42791					0.22473		
		3	26.82130	8	0.0008	0.40340							
		4	44.83838	8	0.0000	0.40172							
		5	52.48729	8	0.0000	0.45594							

^a1 = Presbyterian (H), 2 = Presbyterian (T), 3 = Presbyterian (K), 4 = Evangelical, 5 = Methodist.

students' responses were significantly different in grade level of students for Factors 1 and 3 on the present content.

Gender. In the Presbyterian (H) denomination ($p = 0.0211$) and the Methodist denomination ($p = 0.062$), a significant difference was present on Too Much Repetition of Well-Known Content and Content Not Applicable to Life in the Methodist denomination ($p = 0.0354$) (Table 4.7). In the Methodist denomination a significant difference was present on New Knowledge ($p = 0.0908$) (Table 4.7). In the Presbyterian (H) denomination ($p = 0.0113$) and the Methodist denomination ($p = 0.0309$), a significant difference was present on Content Applicable to Life (Table 4.7). Thus, students' responses were significantly different in gender for Factors 1, 2, 3, and 4 on the present content.

Years of church attendance. In the five denominations significant differences were present on Too Much Repetition of Well-Known Content ($p = 0.0000, 0.0000, 0.0008, 0.0000, 0.0000$) (Table 4.7). In four denominations ($p = 0.0800, 0.0976, 0.0000, 0.0666$), the Presbyterian (H) denomination, the Presbyterian (K) denomination, the Evangelical denomination, and the Methodist denomination, significant differences were present on New Knowledge (Table 4.7). In the Presbyterian (T) denomination, a significant difference was present on Content Applicable to Life ($p = 0.0000$) (Table 4.7). Thus, students' responses were significantly different in years of church attendance for Factors 1, 3, and 4 on the present content.

2. Desired Content. Significant differences that were revealed between the independent variables and the dependent variables are presented here according to the independent variables.

Denomination. Significant differences were present between denominations and Exploring Background of Content ($p = 0.0696$) and Content Dealing with Relevant Life Issues ($p = 0.0380$) in the category of Content Applicable to Life (Table 4.8). Significant differences were present between denominations and Systematic Bible Study ($p = 0.000$) and Basic Knowledge About the Bible ($p = 0.0005$) in the category of Content of Bible Study (Table 4.8). Thus, students' responses were significantly different in denominations for Factors 5, 6, 7, and 8 on the desired content.

Years of church attendance. In the Presbyterian (H) denomination ($p = 0.0537$) and the Methodist denomination ($p = 0.0624$), a significant difference was present on Exploring Background of Content. In the Presbyterian (K) denomination ($p = 0.0344$), a significant difference was present on Basic Knowledge About the Bible (Table 4.8). Thus, students' responses were significantly different in years of church attendance for Factors 5 and 8 on the desired content.

Table 4.9.--Differences between the independent variables and the preferred learning procedures.

Indep. Var.	Denom- nation ^a	Active Interaction Among Students			Active Interaction With Teacher			Use of Appropriate Illustrations			Emphasis on Information				
		χ^2	df	Signif. c	χ^2	df	Signif. c	χ^2	df	Signif. c	χ^2	df	Signif. c		
Grade Level of Students	Denomi- nation	25.53805	16	0.0609	0.15569			26.91109	16	0.0425	0.05957	44.31339	16	0.0002	0.20357
	1														
	2														
	3	13.94249	8	0.0833	0.30494	10.81695	6	0.0942	0.21886						
	4					11.63266	6	0.0707	0.28070						
	5					11.85153	8	0.0654	0.21956			15.09438	6	0.0195	0.24616
Gender	1											11.23896	4	0.0240	0.21067
	2	10.46631	4	0.0150	0.21545										
	3														
	4	20.49564	4	0.0004	0.28628	9.11899	3	0.0277	0.19367			9.72076	4	0.0454	0.21581
	5														
Years of Church Attend- ance	1														
	2														
	3														
	4														
	5														

^a1 = Presbyterian (H), 2 = Presbyterian (T), 3 = Presbyterian (K), 4 = Evangelical, 5 = Methodist.

Research Question 2: What preference of learning procedures during the Sunday School lesson are students bringing to church education?

3. Preferred learning procedures. Significant differences that were revealed between the independent variables and the dependent variables are presented here according to the independent variables.

Denomination. Significant differences were present between denominations and Active Interaction Among Students ($p = 0.0609$) in the category of Active Interaction and Use of Appropriate Illustration ($p = 0.0425$) and Emphasis on Information ($p = 0.0002$) in the category of Teachers' Clearly Focused Presentation (Table 4.9). Thus, students' responses were significantly different in denominations for Factors 9, 11, and 12 for the preferred learning procedures.

Grade level of students. In the Presbyterian (K) denomination ($p = 0.0833$), a significant difference was present on Active Interaction Among Students (Table 4.9). In the Presbyterian (T) denomination ($p = 0.0942$), the Presbyterian (K) denomination ($p = 0.0707$), and the Evangelical denomination ($p = 0.0654$), a significant difference was present on Active Interaction with Teacher (Table 4.9). In the Methodist denomination ($p = 0.0244$), a significant difference was present on Use of Appropriate Illustration (Table 4.9). In the Evangelical denomination ($p = 0.0195$), a significant difference was present on Emphasis on

Table 4.8.--Differences between the independent variables and the desired content.

Indep. Var.	Denomi- nation ^a	Exploring Background of Content			Content Dealing With Relevant Life Issues			Systematic Bible Study			Basic Knowledge About the Bible		
		χ^2	df	Signif. c	χ^2	df	Signif. c	χ^2	df	Signif. c	χ^2	df	Signif. c
Denomi- nation		19.87033	12	0.0696	0.13744	27.32854	16	0.0380	0.16054	48.48513	16	0.0000	0.21223
Grade Level of Students	1												
	2												
	3												
	4												
	5												
Gender	1												
	2												
	3												
	4												
	5												
Years of Church Attend- ance	1	12.39404	6	0.0537	-.21986								
	2												
	3												
	4												
	5	11.98118	6	0.0624	0.23774						16.61024	8	0.0344 0.32883

^a1 = Presbyterian (H), 2 = Presbyterian (T), 3 = Presbyterian (K), 4 = Evangelical, 5 = Methodist.

Information (Table 4.9). Thus, students' responses were significantly different in grade level of students for Factors 9, 10, 11, and 12 on the preferred learning procedures.

Gender. In the Presbyterian (T) denomination ($p = 0.0150$) and the Evangelical denomination ($p = 0.0004$), a significant difference was present on Active Interaction Among Students (Table 4.9). In the Evangelical denomination ($p = 0.0277$), a significant difference was present on Active Interaction with Teacher (Table 4.9). In the Presbyterian (H) denomination ($p = 0.0240$) and the Methodist denomination ($p = 0.0454$), a significant difference was present on Emphasis on Information (Table 4.9). Thus, students' responses were significantly different in gender for Factors 9, 10, and 12 on the preferred learning procedures.

Summary of Significant Findings

The questionnaire phase confirmed the generalizability of the findings of the interview phase with the scale of sometimes favorable to usually or frequently favorable.

1. The responses of the questionnaire phase confirmed that the two categories of preferred learning procedures, Active Interaction and Teachers' Clearly Focused Presentation, were desired by students.

2. The responses of the questionnaire phase confirmed that the present content was sometimes Too Much Repetition of Well-Known Content and Content Not Applicable to Life from the category of Not Meaningful, while the responses of the questionnaire phase confirmed that the present content was sometimes or usually New Knowledge and

sometimes Content Applicable to Life from the category of Meaningful.

3. The responses of the questionnaire phase confirmed that the desired content was frequently Exploring Background of Content and Basic Knowledge About the Bible. The responses of the questionnaire phase confirmed that the desired content was frequently and sometimes Content Dealing with Relevant Life Issues.

Summary of Significant Differences Observed Among the Independent Variables

The significant differences observed among the independent variables and the dependent variables are summarized here. The independent variable of denomination was a very important independent variable on the present content, the desired content, and the preferred learning procedures. The rest of the independent variables were revealed as important according to the different dependent variables, categories, and factors.

On the present content, the independent variable of years of church attendance was revealed as important. On the preferred learning procedures, the independent variables of grade level of students and gender were revealed as important.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the research was to investigate students' perspectives on the content and the learning procedures of the Sunday School lesson. The second step was to confirm the generalizability of findings in other denominations as well as in the Korean Evangelical Church (KEC).

The inquiry for the research questions was made to ask students' concerns on the content of the Sunday School lesson and students' preference of the learning procedures during the Sunday School lesson with the two research questions.

Summary of the major findings for the two research questions, conclusions, and recommendation are reported in Chapter VI.

Summary

The generalizability of the findings from the interview phase and the questionnaire phase are summarized here.

Research Question 1: What content concerns for the Sunday School lesson are students bringing to church education?

Content Concerns

For the first research question students' content concerns were identified: how students thought about the present content of

the Sunday School lesson and what students wished to learn from the content of the Sunday School lesson.

Present content. In the interview phase, students' responses on the present content were divided into two categories, Meaningful and Not Meaningful. Under the category of Not Meaningful, two factors, Too Much Repetition of Well-Known Content and Content Not Applicable to Life, were included.

In the questionnaire phase students' responses confirmed that Too Much Repetition of Well-Known Content is sometimes true. (The expressions "sometimes true," "usually true," and so on, are quoted from the questionnaire.) In the questionnaire phase, students' responses confirmed that Content Not Applicable to Life is sometimes true. Thus, the questionnaire phase confirmed that the category of Not Meaningful is sometimes true.

Under the category of Meaningful, two factors, New Knowledge and Content Applicable to Life, were included.

In the questionnaire phase, students' responses in the four denominations except in the Presbyterian (K) denomination confirmed that the present content is sometimes New Knowledge. In the questionnaire phase, students' responses confirmed that the present content sometimes has Content Applicable to Life. Thus, the questionnaire phase confirmed that the category of Meaningful is sometimes and usually true for Factor 3, while it confirmed the category of Meaningful for Factor 4 is sometimes true.

Desired content. In the interview phase, students' responses on the desired content were identified into two categories, Content

Applicable to Life and Content of Bible Study. Under the category of Content Applicable to Life, two factors, Exploring Background of Content and Content Dealing with Relevant Life Issues, were included.

In the questionnaire phase, students' responses confirmed that Exploring Background of Content is usually necessary. Students' responses in the Presbyterian (H) denomination, the Presbyterian (T) denomination, and the Methodist denomination confirmed that the Content Dealing with Relevant Life Issues is usually necessary, while those in the Presbyterian (K) denomination and the Evangelical denomination confirmed that Content Dealing with Relevant Life Issues is sometimes necessary. Thus, the questionnaire phase confirmed that the category of Content Applicable to Life is sometimes and frequently necessary.

Under the category of Content of Bible Study, two factors, Systematic Bible Study and Basic Knowledge About the Bible, were included. In the questionnaire phase, students' responses in the four denominations except in the Presbyterian (H) denomination confirmed that Systematic Bible Study is sometimes necessary, while those in the Presbyterian (H) denomination confirmed that Systematic Bible Study is frequently necessary.

In the questionnaire phase, students' responses confirmed that Basic Knowledge About the Bible is frequently necessary. Thus, the questionnaire phase confirmed that the category of Content of Bible Study is sometimes and usually necessary.

Research Question 2: What preference of the learning procedures during the Sunday School lesson are students bringing to church education?

Preferred Learning Procedures

In the interview phase, students' responses on the preferred learning procedures were identified in two categories, Active Interaction and Teachers' Clearly Focused Presentation. Under the category of Active Interaction, two factors, Active Interaction Among Students and Active Interaction with Teacher, were included.

In the questionnaire phase, students' responses confirmed that Active Interaction Among Students and Active Interaction with Teacher are frequently necessary. Thus, the questionnaire phase confirmed that the category of Active Interaction is frequently necessary.

Under the category of Teachers' Clearly Focused Presentation two factors, Use of Appropriate Illustration and Emphasis on Information, were included. In the questionnaire phase, students' responses confirmed that Use of Appropriate Illustration and Emphasis on Information are frequently necessary.

Summary on the Independent Variables

The independent variables that showed significant differences prominently are summarized here.

1. The independent variable of denomination was the most important variable on the present content, desired content, and the preferred learning procedures. Students' views on the present

content, the desired content, and preferred learning procedures were different according to denomination.

2. The independent variable of years of church attendance was significant on the students' feedback for the present content. Students' views on the present content were different according to the years of church attendance.

Conclusions

1. Students tended to feel that the present content was Meaningful. They responded more strongly that the Sunday School lesson taught them new facts about faith (e.g., "I learn something new about the faith every Sunday") than that the content of the Sunday School lesson was the content they knew well (e.g., "I think I am hearing over again what I already know well"). Students tended to feel somewhat more strongly that the present content was helpful to their daily lives (e.g., "The knowledge was helpful to witness Jesus to others") than that it was not helpful to their daily lives (e.g., "Not concrete, not realistic, not related to what I need").

2. Students desired somewhat more strongly that in learning the events in the Bible they should learn not only the event itself but the background of the Bible (e.g., "Why they got to that situation and how God helped them") than that the content should deal with the issues of their problems (e.g., "The content to suggest how to behave and practice as a Christian").

3. Students desired somewhat more strongly that the Sunday School lesson should teach them the basic material about the Bible

(e.g., "How many books are in the Bible") than that the content of the Sunday School lesson should avoid fragmentary Bible study here and there (e.g., "To learn the Bible consistently and systematically, such as Genesis to Exodus in the Old Testament") except in one denomination, the Presbyterian (H) denomination. They desired to study the Bible sequentially.

4. Students much preferred that teachers respect their opinions (e.g., "Accept our thoughts and not say, 'That is not reasonable to think that way'") and let them express their opinions freely (e.g., "When the teachers ask us questions to let us think for a while and then express our own thoughts"). They also preferred the Sunday School lesson to be conducted as discussion with friends (e.g., "When we discuss, we can know others and we can express what we think"). Students preferred the teachers to relate the Sunday School lesson to life by using appropriate examples (e.g., "When the teacher applied the content to Christian life"). They also preferred the teachers to make it clear what they should learn (e.g., "The teacher could make the points clearly . . . tell us what we're expected to learn").

Implications of the Research

The findings of the research have implications for people involved in denominational curriculum development, directors of Christian education, and teachers of high school students in church. These individuals need to consider the students' desires so that the curriculum is responsive to learners' needs in life.

1. The curriculum workers need to consider including background material as part of the content in teaching what the Bible is all about. They also need to consider relevant life issues as part of the content. The curriculum workers in the Presbyterian (H) denomination need to consider the content to have systematic (sequential) Bible study.

2. The curriculum workers need to consider the teaching-learning procedure so as to have active involvement with teachers and among fellow students. In other words, they need to write the lesson development so that teachers can give students freedom to talk freely with teachers and fellow students. However, they need to write the lessons to make clear what students are expected to learn.

3. In addition, to achieve changes in teaching-learning procedures, the curriculum workers and directors of Christian education need to use teachers' training to improve teachers' instructional procedures.

4. The curriculum workers need to develop different approaches in dealing with content to avoid students' responses saying the well-known content is repeated.

5. Teachers need to plan the teaching-learning procedures to permit students to talk freely with teachers and with fellow students. In addition, teachers need to plan the curriculum presentation to make it clear what they want students to learn and to use appropriate illustrations to relate to the content.

Recommendations for Further Research

Several recommendations for further research are presented as a result of the research. Students' opinions on the preferred learning procedures were revealed as very active "agree" responses through the research. Further research to investigate teachers' opinions on the teaching-learning procedures is recommended.

1. What do the teachers think about the teaching-learning procedures during the Sunday School lesson?

2. What preference of the teaching-learning procedures during the Sunday School lesson do the teachers have?

Students' opinions on the content concerns expressed their evaluations of the present content and desires for the content of the Sunday School lessons. Further research on curriculum workers' view on the present content and the desired content of the Sunday School lesson is recommended.

3. What content concerns do the curriculum workers have?

The investigation of the independent variables was broad because this was exploratory research. Further research to explain the characteristics of the independent variables is recommended to break down: under the denomination, the grade level of students is included; under the grade level of students, gender is included; and under gender, years of church attendance is included.

This research was exploratory research in which the chi-square test was used to find the possible relationships in the independent variables. In further research to explain the more specific

relationships in the independent variables, covariance test with post-hoc is recommended.

Reflections

In the validity test of the questionnaire from a seminary professor, she asked the researcher to give her the results of the study. Another panel member showed interest and expectation, saying this study would be a good resource for denominational curriculum improvement.

In two pilot studies for the questionnaire development, students' responses on the items of the questionnaire were very supportive. They were pleased with the kind of questionnaire. To quote some of their responses: "You took a complete grasp of the problems of the Sunday School lesson." "Please, help us by making a good Sunday School lesson." "I really think you knew all the problems we have in our Sunday School lesson." "I hope my responding to this questionnaire will help in improving the Sunday School lesson." The researcher did not get any negative responses on the questionnaire items from students.

In visiting churches to do pilot studies and to administer the questionnaire, the researcher had opportunities to listen to teachers' informal feedback on the Sunday School curriculum material and their difficulties in teaching the material. They took initiative in talking to the researcher after learning that she was studying about students' views on the Sunday School lesson. They said that the Sunday School curriculum material needed to be

improved in consideration of teachers' and students' understanding. Some teachers asked the researcher if they could get the questionnaire so that they could administer it to all of their students. Some teachers read through the responses of students from their churches.

In interviewing the persons responsible for development of the denominational Sunday School lesson book, they were very cooperative with the study, saying they hoped they could get some helpful resources. Teachers and curriculum workers wanted to obtain the results of the research so as to improve their Sunday School lesson.

All of these responses seem to emphasize the urgency of the research. The research results will be a possible help as the people quoted above reexamine the content and the learning procedures used in the Sunday School lesson. Even the researcher herself feels motivated to do further research based on this study.

APPENDICES

APPENDIX A

INTERVIEW PROTOCOLS

Earlier Interview

1. It is said that school days are important. What do you want to get through high school days?
2. How long have you attended this high school group in church?
3. What do you want to get through this high school group in church?
4. You have Sunday School lesson every Sunday, right? I heard that the Sunday School lesson book from our denomination was used in your church. What do you think about the present content of the Sunday School lesson?
5. What kind of content do you think would make the Sunday School lesson better?
6. How could the Sunday School lesson be presented when you are satisfied?

Later Interview

1. You have Sunday School lesson every Sunday, right? Could you please tell me what you feel during the Sunday school lesson?
2. What do you think about the present content of the Sunday School lesson you have learned during this year?
3. What kind of content do you think would make the Sunday School lesson better?
4. What kind of presentation of the Sunday School lesson captures your interest?
5. Could you tell me if you can remember some content of Sunday School lessons in which you were interested?

APPENDIX B

ITEM VALIDITY TEST

Greetings in the name of the Lord!

The questionnaire items were designed to investigate learners' (high school students') perspectives on the Sunday School lesson. Three items were made for each factor. Please evaluate the items according to the three scales if the items were constructed right for each factor:

1. Not clear
2. Not appropriate
3. Clear and appropriate

Thank you.

Questionnaire Items**I. Students' Perspectives on the Present Content (What students find now) (Research Question 1)****A. Category: Not Meaningful**

1. Factor: "Too much repetition of well-known content"
 - a. The content of the Sunday School lesson is the content I know well.
 - b. The study on the Sunday School lessons deals with the content I've heard since I was young.
 - c. There is not any unfamiliar content presented in the Sunday School lessons.
2. Factor: "Content not applicable to life"
 - a. The Sunday School lesson is not helpful to my daily life.
 - b. The content of the Sunday School lesson is only the stories about Israelites in the Old Testament
 - c. The Sunday School lesson is not related to my social life.

B. Category: Meaningful

1. Factor: "New knowledge"
 - a. I learn about something new I did not know before through the Sunday School lesson.
 - b. I learn about the Bible I did not know before.
 - c. The Sunday School lesson teaches me new facts about faith.
2. Factor: "Content applicable to life"
 - a. The content of the Sunday School lesson is helpful to my difficulties in life.
 - b. The content of the Sunday School lesson is related to my daily life.
 - c. The Sunday School lesson teaches me how to live in this world as a Christian student.

II. Students' Perspectives on Desirable Content (What students want) (Research Question 1)**A. Category: Content Applicable to Life**

1. Factor: "Exploring background of content"
 - a. The Sunday School lesson must teach us the reason why God loves us as well as the fact that God loves us.

- b. In learning the events in the Bible, we should learn the reasons for the events.
 - c. The Sunday School lesson should not present just the event.
- 2. Factor: "Content dealing with relevant life issues"
 - a. The Sunday School lesson should deal with the issues of my agonies.
 - b. The Sunday School lesson should help me to decide my future.
 - c. The Sunday School lesson should help me to solve difficult problems.

B. Category: Content of Bible Study

- 1. Factor: "Systematic (sequential) Bible study"
 - a. We should study the Bible from Genesis continually through the Sunday School lesson.
 - b. The content of the Sunday School lesson should avoid fragmentary Bible study here and there.
 - c. The content of the Sunday School lesson should be the Bible study to teach the beginning of and the end of the Bible systematically.
- 2. Factor: "Basic knowledge about the Bible"
 - a. The Sunday School lesson should introduce what the Bible is all about.
 - b. The Sunday School lesson should teach us the basic materials in the Bible.
 - c. We should discuss and learn the meaning of the Scripture verses we do not know through the Sunday School lesson.

III. Students' Perspectives on Preferred Learning Procedure (What students like) (Research Question 2)

A. Category: Learning Procedure of Active Interaction

- 1. Factor: "Active interaction among students"
 - a. The Sunday School lesson should be conducted as discussion with friends.
 - b. The Sunday School lesson should be discussed based on students' preparation and presentation in turn.
 - c. The Sunday School lesson should be conducted by dialogue.
- 2. Factor: "Active interaction with teachers"
 - a. Teachers should ask questions to which we can express our own ideas.
 - b. Teachers should listen to and respect our opinions.
 - c. We should be able to ask questions freely during the Sunday School lesson.

B. Category: Teachers' Clearly Focused Presentation

1. Factor: "Use of appropriate illustration"
 - a. Teachers should use episodes to touch our hearts.
 - b. Teachers should relate the Sunday School lesson to life through the use of examples.
 - c. Teachers should use examples to help us understand easily.
2. Factor: "Emphasis on points clearly"
 - a. Teachers should emphasize the most important points.
 - b. Teachers should make it clear what we should learn.
 - c. Teachers should explain the content clearly.

APPENDIX C

FIRST PILOT STUDY

Dear Sir,

Greetings!

The questionnaire items were constructed to investigate your (high school students') perspectives on the Sunday School lesson. Please read the items and answer your opinion to each item as follows:

Example: 1. I know the content of Sunday School lesson so well.

- ___ 1. Very true
- ___ 2. True
- ___ 3. I don't know
- ___ 4. Not true
- ___ 5. Never true

Please write your comment about the questionnaire in the space at the end of this questionnaire.

Thank you so much.

Soyon Lee
Christian Education Department
Seoul Theological Seminary

1. Denomination

- 1. Presbyterian Church (Hapdong) _____
- 2. Presbyterian Church (Tonghap) _____
- 3. Korean Presbyterian Church _____
- 4. Korean Evangelical Church _____
- 5. Korean Methodist Church _____

2. Gender

- 1. Male _____
- 2. Female _____

3. Grade level of students

- 1. First year _____
- 2. Second year _____
- 3. Third year _____

4. Years of church attendance

- 1. Less than one year _____
- 2. More than one year to less than three years _____
- 3. More than three years _____

1. The content of the Sunday School lesson is the content I know well.
 - ___ 1. absolutely true
 - ___ 2. true
 - ___ 3. I don't know
 - ___ 4. not true
 - ___ 5. absolutely not true
2. The content of the Sunday School lesson is only the stories about Israelites in the Old Testament.
 - ___ 1. absolutely true
 - ___ 2. true
 - ___ 3. I don't know
 - ___ 4. not true
 - ___ 5. absolutely not true
3. The Sunday School lesson teaches me new facts about faith.
 - ___ 1. absolutely true
 - ___ 2. true
 - ___ 3. I don't know
 - ___ 4. not true
 - ___ 5. absolutely not true
4. The content of the Sunday School lesson is related to my daily life.
 - ___ 1. absolutely true
 - ___ 2. true
 - ___ 3. I don't know
 - ___ 4. not true
 - ___ 5. absolutely not true
5. The Sunday School lesson should not present just the event.
 - ___ 1. absolutely true
 - ___ 2. true
 - ___ 3. I don't know
 - ___ 4. not true
 - ___ 5. absolutely not true
6. The Sunday School lesson should deal with the issues of my agonies.
 - ___ 1. absolutely true
 - ___ 2. true
 - ___ 3. I don't know
 - ___ 4. not true
 - ___ 5. absolutely not true

7. We should study the Bible from Genesis continually through the Sunday School lesson.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
8. The Sunday School lesson should teach us the basic materials in the Bible.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
9. The Sunday School lesson should be discussed based on students' preparation and presentation in turn.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
10. Teachers should ask questions to which we can express our own ideas.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
11. Teachers should use examples to help us understand easily.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
12. Teachers should make it clear what we should learn.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true

13. The study on the Sunday School lessons deals with the content I've heard since I was young.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

14. The Sunday School lesson is not helpful to my daily life.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

15. I learn about something new I did not know before through the Sunday School lessons.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

16. The Sunday School lesson teaches me how to live in this world as a Christian student.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

17. In learning the events in the Bible, we should learn the reasons for the events.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

18. The Sunday School lesson should help me to decide my future.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

19. The content of the Sunday School lesson should be the Bible study to teach the beginning of and the end of the Bible systematically.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
20. The Sunday School lesson should teach us what books are in the Old Testament and in the New Testament.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
21. The Sunday School lesson should be conducted by dialogue.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
22. We should be able to ask questions freely during the Sunday School lesson.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
23. Teachers should use episodes to touch our hearts.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
24. Teachers should emphasize the most important points.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true

25. There is not any unfamiliar content presented in the Sunday School lessons.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

26. The Sunday School lesson is not related to my social life.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

27. I learn about the Bible I did not know before.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

28. The content of the Sunday School lesson is helpful to my daily life.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

29. The Sunday School lesson must teach us the reason why God loves us as well as the fact that God loves us.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

30. The Sunday School lesson should help me to solve difficult problems.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

31. The content of the Sunday School lesson should avoid fragmentary Bible study here and there.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
32. The Sunday School lesson should introduce what the Bible is all about.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
33. The Sunday School lesson should be conducted as discussion with friends.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
34. Teachers should listen to and respect our opinions.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
35. Teachers should relate the Sunday School lesson to life through the use of example.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
36. Teachers should explain the content clearly.
- ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true

APPENDIX D

SECOND PILOT STUDY

Dear Sir,

Greetings!

The questionnaire items were constructed to investigate your (high school students') perspectives on the Sunday School lesson. Please read the items and answer your opinion to each item as follows:

Example: 1. I know the content of Sunday School lesson so well.

- ___ 1. very true
- ___ 2. true
- ___ 3. I don't know
- ___ 4. not true
- ___ 5. never true

Please write your comment about the questionnaire in the space at the end of this questionnaire.

Thank you so much.

Soyon Lee
Christian Education Department
Seoul Theological Seminary

1. Denomination

- 1. Presbyterian Church (Hapdong) _____
- 2. Presbyterian Church (Tonghap) _____
- 3. Korean Presbyterian Church _____
- 4. Korean Evangelical Church _____
- 5. Korean Methodist Church _____

2. Gender

- 1. Male _____
- 2. Female _____

3. Grade level of students

- 1. First year _____
- 2. Second year _____
- 3. Third year _____

4. Years of church attendance

- 1. Less than one year _____
- 2. More than one year to less than three years _____
- 3. More than three years _____

1. The content of the Sunday School lesson is the content I know well.
 - ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
2. The content of the Sunday School lesson is only the stories about Israelites in the Old Testament.
 - ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
3. The Sunday School lesson teaches me new facts about faith.
 - ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
4. The content of the Sunday School lesson is related to my daily life.
 - ☐ 1. absolutely true
 - ☐ 2. true
 - ☐ 3. I don't know
 - ☐ 4. not true
 - ☐ 5. absolutely not true
5. The Sunday School lesson should not present just the event.
 - ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
6. The Sunday School lesson should deal with the issues of my agonies.
 - ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary

7. We should study the Bible from Genesis continually through the Sunday School lesson.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
8. The Sunday School lesson should teach us the basic materials in the Bible.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
9. The Sunday School lesson should be discussed based on students' preparation and presentation in turn.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
10. Teachers should ask questions to which we can express our own ideas.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
11. Teachers should use examples to help us understand easily.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
12. Teachers should make it clear what we should learn.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary

13. The study on the Sunday School lessons deals with the content I've heard since I was young.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

14. The Sunday School lesson is not helpful to my daily life.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

15. I learn about something new I did not know before through the Sunday School lessons.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

16. The Sunday School lesson teaches me how to live in this world as a Christian student.

☐ 1. absolutely true
☐ 2. true
☐ 3. I don't know
☐ 4. not true
☐ 5. absolutely not true

17. In learning the events in the Bible, we should learn the reasons for the events.

☐ 1. always necessary
☐ 2. necessary
☐ 3. undecided
☐ 4. not necessary
☐ 5. never necessary

18. The Sunday School lesson should help me to decide my future.

☐ 1. always necessary
☐ 2. necessary
☐ 3. undecided
☐ 4. not necessary
☐ 5. never necessary

19. The content of the Sunday School lesson should be the Bible study to teach the beginning of and the end of the Bible systematically.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
20. The Sunday School lesson should teach us what books are in the Old Testament and in the New Testament.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
21. The Sunday School lesson should be conducted by dialogue.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
22. We should be able to ask questions freely during the Sunday School lesson.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
23. Teachers should use episodes to touch our hearts.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
24. Teachers should emphasize the most important points.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary

25. There is not any unfamiliar content presented in the Sunday School lessons.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

26. The Sunday School lesson is not related to my social life.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

27. I learn about the Bible I did not know before.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

28. The content of the Sunday School lesson is helpful to my daily life.

- ☐ 1. absolutely true
- ☐ 2. true
- ☐ 3. I don't know
- ☐ 4. not true
- ☐ 5. absolutely not true

29. The Sunday School lesson must teach us the reason why God loves us as well as the fact that God loves us.

- ☐ 1. always necessary
- ☐ 2. necessary
- ☐ 3. undecided
- ☐ 4. not necessary
- ☐ 5. never necessary

30. The Sunday School lesson should help me to solve difficult problems.

- ☐ 1. always necessary
- ☐ 2. necessary
- ☐ 3. undecided
- ☐ 4. not necessary
- ☐ 5. never necessary

31. The content of the Sunday School lesson should avoid fragmentary Bible study here and there.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
32. The Sunday School lesson should introduce what the Bible is all about.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
33. The Sunday School lesson should be conducted as discussion with friends.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
34. Teachers should listen to and respect our opinions.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
35. Teachers should relate the Sunday School lesson to life through the use of example.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary
36. Teachers should explain the content clearly.
- ☐ 1. always necessary
 - ☐ 2. necessary
 - ☐ 3. undecided
 - ☐ 4. not necessary
 - ☐ 5. never necessary

APPENDIX E

MAIN QUESTIONNAIRE

Dear Sir,

Greetings in the name of the Lord! My name is Soyon Lee, and I teach Christian education at Seoul Theological Seminary. I am investigating "perspectives of high school students on the Sunday School lesson" for my dissertation.

The questionnaire was designed to investigate high school students' perspectives on the content and the learning procedure for the Sunday School lesson belonging to five denominations (Korean Presbyterian, Presbyterian [Tonghap], Presbyterian [Hapdong], Korean Methodist, and Korean Evangelical).

Thirty questionnaires are enclosed. Please select students randomly with even numbers of school year and of gender to answer the questionnaire.

The findings will be helpful not only to me but later to denominational curriculum development and instruction as well.

Thank you so much.

Soyon Lee
Christian Education Department
Seoul Theological Seminary

Greetings!

The questionnaire items were constructed to investigate your (high school students') perspectives on the Sunday School lesson. Please read the items and answer your opinion to each item as follows:

Example: 1. I know the content of the Sunday School lesson so well.

- ___ 1. always true
- ___ 2. usually true
- ___ 3. sometimes true
- ___ 4. almost never true
- ___ 5. never true

Your honest and frank response to the questions will be helpful not only to me personally, but also to your juniors.

Thank you so much.

Soyon Lee
Christian Education Department
Seoul Theological Seminary

1. Denomination

- 1. Presbyterian Church (Hapdong) _____
- 2. Presbyterian Church (Tonghap) _____
- 3. Korean Presbyterian Church _____
- 4. Korean Evangelical Church _____
- 5. Korean Methodist Church _____

2. Gender

- 1. Male _____
- 2. Female _____

3. Grade level of students

- 1. First year _____
- 2. Second year _____
- 3. Third year _____

4. Years of church attendance

- 1. Less than one year _____
- 2. More than one year to less than three years _____
- 3. More than three years _____

1. The content of the Sunday School lesson is the content I know well.
 - ☐ 1. always true
 - ☐ 2. usually true
 - ☐ 3. sometimes true
 - ☐ 4. almost never true
 - ☐ 5. never true

2. The content of the Sunday School lesson is only the stories about Israelites in the Old Testament.
 - ☐ 1. always true
 - ☐ 2. usually true
 - ☐ 3. sometimes true
 - ☐ 4. almost never true
 - ☐ 5. never true

3. The Sunday School lesson teaches me new facts about faith.
 - ☐ 1. always true
 - ☐ 2. usually true
 - ☐ 3. sometimes true
 - ☐ 4. almost never true
 - ☐ 5. never true

4. The content of the Sunday School lesson is related to my daily life.
 - ☐ 1. always true
 - ☐ 2. usually true
 - ☐ 3. sometimes true
 - ☐ 4. almost never true
 - ☐ 5. never true

5. The Sunday School lesson should not present just the event.
 - ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary

6. The Sunday School lesson should deal with the issues of my agonies.
 - ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary

7. We should study the Bible from Genesis continually through the Sunday School lesson.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
8. The Sunday School lesson should teach us the basic materials in the Bible.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
9. The Sunday School lesson should be discussed based on students' preparation and presentation in turn.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
10. Teachers should ask questions to which we can express our own ideas.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
11. Teachers should use examples to help us understand easily.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
12. Teachers should make it clear what we should learn.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary

13. The study on the Sunday School lessons deals with the content I've heard since I was young.

☐ 1. always true
☐ 2. usually true
☐ 3. sometimes true
☐ 4. almost never true
☐ 5. never true

14. The Sunday School lesson is not helpful to my daily life.

☐ 1. always true
☐ 2. usually true
☐ 3. sometimes true
☐ 4. almost never true
☐ 5. never true

15. I learn about something new I did not know before through the Sunday School lessons.

☐ 1. always true
☐ 2. usually true
☐ 3. sometimes true
☐ 4. almost never true
☐ 5. never true

16. The Sunday School lesson teaches me how to live in this world as a Christian student.

☐ 1. always true
☐ 2. usually true
☐ 3. sometimes true
☐ 4. almost never true
☐ 5. never true

17. In learning the events in the Bible, we should learn the reasons for the events.

☐ 1. always necessary
☐ 2. frequently necessary
☐ 3. sometimes necessary
☐ 4. almost never necessary
☐ 5. never necessary

18. The Sunday School lesson should help me to decide my future.

☐ 1. always necessary
☐ 2. frequently necessary
☐ 3. sometimes necessary
☐ 4. almost never necessary
☐ 5. never necessary

19. The content of the Sunday School lesson should be the Bible study to teach the beginning of and the end of the Bible systematically.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
20. The Sunday School lesson should teach us what books are in the Old Testament and in the New Testament.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
21. The Sunday School lesson should be conducted by dialogue.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
22. We should be able to ask questions freely during the Sunday School lesson.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
23. Teachers should use episodes to touch our hearts.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
24. Teachers should emphasize the most important points.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary

25. There is not any unfamiliar content presented in the Sunday School lessons.

- ☐ 1. always true
- ☐ 2. usually true
- ☐ 3. sometimes true
- ☐ 4. almost never true
- ☐ 5. never true

26. The Sunday School lesson is not related to my social life.

- ☐ 1. always true
- ☐ 2. usually true
- ☐ 3. sometimes true
- ☐ 4. almost never true
- ☐ 5. never true

27. I learn about the Bible I did not know before.

- ☐ 1. always true
- ☐ 2. usually true
- ☐ 3. sometimes true
- ☐ 4. almost never true
- ☐ 5. never true

28. The content of the Sunday School lesson is helpful to my daily life.

- ☐ 1. always true
- ☐ 2. usually true
- ☐ 3. sometimes true
- ☐ 4. almost never true
- ☐ 5. never true

29. The Sunday School lesson must teach us the reason why God loves us as well as the fact that God loves us.

- ☐ 1. always necessary
- ☐ 2. frequently necessary
- ☐ 3. sometimes necessary
- ☐ 4. almost never necessary
- ☐ 5. never necessary

30. The Sunday School lesson should help me to solve difficult problems.

- ☐ 1. always necessary
- ☐ 2. frequently necessary
- ☐ 3. sometimes necessary
- ☐ 4. almost never necessary
- ☐ 5. never necessary

31. The content of the Sunday School lesson should avoid fragmentary Bible study here and there.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
32. The Sunday School lesson should introduce what the Bible is all about.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
33. The Sunday School lesson should be conducted as discussion with friends.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
34. Teachers should listen to and respect our opinions.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
35. Teachers should relate the Sunday School lesson to life through the use of example.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary
36. Teachers should explain the content clearly.
- ☐ 1. always necessary
 - ☐ 2. frequently necessary
 - ☐ 3. sometimes necessary
 - ☐ 4. almost never necessary
 - ☐ 5. never necessary

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