

***THE ROLE OF THE TEACHER'S WORLDVIEW IN
PROMOTING INTEGRAL CHRISTIAN
EDUCATION***

by

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From

Uganda Christian University

Key questions addressed;

What is the state of Christian higher education in Africa?

Why is an integral Christian scholarship significant?

What is the role of the teachers' worldview in promoting an integral Christian education in Africa?

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Christian universities and institutions have the mandate to produce graduates who are Christ centred;

“acknowledge the Lordship of Christ, seeking to know and obey God’s will, challenging ingrained secular thinking in education” (Christ Centredness, number one core value of Uganda Christian University)

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Because Christian universities and institutions exists to;

“develop thoroughly Christian minds [worldview of graduates] if they are to be ambassadors of Christ in a secular world” (Brummelen, p. 7).

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This kind of education results into an integral Christian education which is only possible if the [Christian] teacher is able to integrate his Christian worldview in teaching and learning.

Thus,

The Christian teacher's worldview + Christian university = integral Christian education (scholarship).

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Christian scholarship is the heart of the task of Christian colleges and universities.

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Christian scholarship means developing a Christian perspective in all fields of study—not only in theology, but also in other fields such as sociology, psychology, history, political science, and the natural sciences. If a Christian perspective in all these fields is to be genuinely Christian, obviously this perspective must be shaped by Scripture (Sinnema, p. 1).

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The state of Christian higher education in Africa

The state of Christian higher education in Africa is very promising

A research sponsored by IAPCHE whose result has been published in 2014 shows that;

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there have been about 178 new Christian universities founded since 1980 outside of the North America, of these, 138 have been founded since 1990. The research further highlights that “Africa has been a hot spot, with forty-six [46] new universities founded between 1990 and 2010” (Carpenter, 2014, p. 16)

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**The challenge African Christian higher education should take if they are to serve the purpose of Christian universities is...
to be centres where education in all disciplines is offered from a Christian perspective.**

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African Christian Universities have been able to articulate their Christian identities in their mission and vision statements, and their philosophies. Below is a sample from few Christian Universities in East Africa

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**“To Equip students for productive, holistic lives of Christian faith and service”
(Mission statement of Uganda Christian University.)**

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The philosophy of African Bible University is “based on the firm belief that quality education with God's Word at the center cannot fail to produce quality leaders for the continent of Africa”

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“The University’s philosophy is to foster the intellectual, spiritual and physical development of the wholesome individual in order to recognize and utilize the available opportunities for enhancement of human development with the appropriate recognition and respect for other creations. This philosophy is therefore based on the belief that God is the creator of Heaven and earth, and the fountain of knowledge, and that the application of knowledge and skills should be guided by Christian values and principles” (Kenya Methodist University).

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**The above statements if practiced would natural
deliver an integral Christian scholarship**

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The significance of integral Christian scholarship in Africa

Integral Christian scholarship in Africa is vital in that it offers an opportunity for the development and nourishment of Christian worldview of the students.

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“It is at University where you develop or altar your worldview, the basis upon which you make decisions in life and find meaning” (Page, 2009, p. 40)

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The contemporary challenge of Christian Universities is to “Confront the pressing questions and challenges of our day from the perspective of Christ and the Christian tradition” (Shantz, 2009, p. 2009).

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African Christian universities stand accountable in raising a cadre of graduates whose African worldview “must be set in the light of Biblical worldview to inform and guide an approach to education which might confront false, depraved thinking with truth and divine thinking” (Turnbull, 2011, p. 17).

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Kwame Badieko, a role model in an integral Christian scholarship in Africa

- He believed in African Christian scholars formed in African Christian institutions**
- He envisioned an integral Christian scholarship which is “simultaneously thoroughly African and thoroughly Christian, confidently Christian” (Walls, 2008, p. 190).**

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The role of the teacher's worldview in promoting integral Christian education

University is a key place for worldview transformation, the teacher factor plays a major role in the worldview transformation of University students.

Fyock's PhD Thesis (2008): *The Effect of the Teacher's Worldviews on the Worldviews of High School Seniors.*

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Fyock's thesis concluded that "teaching a course from a biblical Christian worldview by an experienced faculty member increased biblical understanding on a number of worldview issues" (Fyock, 2008, p. iii)

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#Role 1: Empowers the teacher to biblically integrate in the classroom.

Since “the goal of worldview formation and integration is to instil a biblical Christian worldview into students so that they will reflect that worldview” (Fyock, 2008, p. 41)

A Christian teacher with an active worldview is an empowered teacher who will by no means fail to integrate his worldview in class

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#Role 2: the teacher's worldview is the catalyst which stirs up the philosophy for an integral Christian education.

- His worldview influences his teaching philosophy, teaching methodology and relationship with the students.

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Hufford's testimony: "My philosophy of education, which influences my teaching methodology, my relationships with students, and my responses to diverse and contentious educational issues, is an outgrowth of my worldview" (Hufford, 2014, p. 140).

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#Role 3: the teacher's worldview builds his moral character which helps in the impartation of morality in the learners.

Separation of students and teachers from their identities and cultures [worldviews] leads to character assassination because:

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“It is the particular moral content of distinctive worldviews... that gives them vitality, focus and force in the lives of those who adhere to those worldviews” (Hunters, quoted in Glanzer, 2005, p. 26).

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Conclusion

- **There is need for deliberate efforts towards integral Christian scholarship in Africa**

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- Christian universities and institutions of higher learning, especially those who do teacher education should produce teachers who will ably teach all disciplines from a biblical perspective

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- Majority African countries where there is liberty for Christian institutions to formulate and practice curricula that delivers education from Christian perspective MUST seize such opportunities.

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- Where this liberty isn't available, Christian teachers "must act as 'undercover agents' or infiltrators in seeking ways to provide a Christian perspective on the things they teach" (Swartz, quoted in Stronks & Gloria, 1999, p. ?)

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- African Christian institutions ought to realize that “Africa needed [Christian] scholars, and needed them not only for its own sake but for the sake of the global church” (Walls, 2008).

END

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I thank You!

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