

**EFFECTS OF A WRITTEN AND ORAL BIBLE LESSON  
ON RETENTION OF CONTENT AMONG THE NIGERIAN  
BAPTIST THEOLOGICAL SEMINARY STUDENTS**

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**IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE  
MASTER OF THEOLOGY  
RELIGIOUS EDUCATION MAJOR**

BY

**ABRAHAM PAYE CONNEH**

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## ABSTRACT

This study was conducted to find out whether the retention of information would be better for those who read a Bible lesson content or those who hear it. The study was done among theological students of the Nigerian Baptist Seminary in Ogbomoso, Nigeria.

Sixty (60) respondents from the three programmes of study (Diploma, Degree and Master) in the school participated in the study. The data on the study was collected with the use of a survey and Bible lesson test designed by the researcher for the Reading and Oral groups. The hypothesis were subjected empirically to the One-Way Analysis of Variance (ANOVA) using the statistical package social-science (version 6.1 Norusis 1995), and the Pearson Product Moment Correlation Coefficient ( $r$ ) at a significant level of 0.05.

Two of the three null hypotheses were rejected and one accepted. The analysis of the result indicated that:

1. There was a significant difference in the overall retention scores between the reading and oral groups ( $f = 4.48$ ,  $df = 1.58$ ;  $p = .05$ ) in favour of the oral group.
2. There was no significant linear correlation between any of the respondents demographic variables and scores on the retention test. ( $r = .03$ ,  $p = m.s.$ ).
3. There was some significant difference between experimental groups mean scores on the different taxonomic level subgroups of test items, in favour of oral group.
  4. Evaluation level - ( $F = 13.35$ ;  $df = 1.58$ ;  $p < .05$ )
  3. Analysis level - ( $F = 5.17$ ;  $df = 1.58$ ;  $p < .05$ )
  2. Comprehension level - ( $F = 3.72$ ;  $df = 1.58$ ;  $p < .05$ )

1. Knowledge level - ( $F = 4.20$ ;  $df = 1.58$ ;  $p = <.05$ ). This was the only case that favoured the reading group

On the basis of these findings, some implications for religious education were drawn. First, religious educators should seriously consider using oral teaching method to enhance retention of Bible lesson content among students.

Secondly, religious educators and perhaps pastors, should endeavour to encourage pupils or church members to take down notes during instruction in order to help promote meaningful reasoning and retention of content among them. Thirdly, religious educators should consider preparing Bible lesson contents and testing of students at the different taxonomic level of cognitive task. Such will strike a balance in the communication of religious knowledge and help strengthen the memory of Bible lesson among students.

In view of the findings and implications, it was recommended that teachers and perhaps curriculum designers should consider designing teaching and testing students in religious knowledge at the different taxonomic level of cognitive task. It was also recommended that students be encouraged to take meaningful notes during instruction.

that teaching at the knowledge level would be more appropriate for this level of theological students in an oral learning situation.

## **SUMMARY AND CONCLUSION**

The findings of the study revealed that there was a significant difference between oral and reading groups retention scores on the test. This shows that an oral teaching method aids seminary students to retain Bible information better.

The study also showed that no significant relationship existed between most demographic variables and scores on a retention test. This has helped to some extent in clarifying the notion that "the older a person becomes, the less he or she is able to retain information." Previous studies (Eric Midwinter, 1982, p. 56; Robert A. Proctor, 1979, p. 39, etc.) showed that there is no relationship between age and retention test scores.

Furthermore, the findings showed some significant differences between experimental groups mean scores on the different taxonomic level retention test items in favour of the oral group at the higher levels. Three areas were specifically noted: (1) evaluation, (2) analysis, and (3) comprehension levels.

On the basis of these findings, it can be concluded that oral communication enhances retention of biblical information among seminary students in this study.

## **RECOMMENDATIONS**

The researcher recommends the following based on the findings.

1. It will be beneficial for teachers to use an oral teaching method of teaching biblical content and consider conducting test items at the various cognitive levels tested in this study.

2. Students should be encouraged to take down meaningful notes during instruction.
3. Research should be conducted on note-taking group and non-note taking group on retention of lesson content.