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**EFFECTS OF SMALL GROUP DISCUSSION  
ON THE ACHIEVEMENT OF STUDENTS IN  
CHRISTIAN RELIGIOUS KNOWLEDGE  
AT FEDERAL GOVERNMENT COLLEGE  
OGBOMOSO, OYO STATE**

A Thesis  
Presented to the  
Faculty of the  
Nigerian Baptist Theological Seminary  
Ogbomoso, Nigeria

In Partial Fulfillment of the  
Requirements for the Degree  
Master of Theology in  
Religious Education

by

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JUNE, 1998

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## ABSTRACT

This study was designed to find out effects of a small group discussion on the achievement of students in Christian Religious Knowledge at Federal Government College, Ogbomoso, Oyo State.

The experimental research approach was adopted in this study. Sixty four Senior Secondary II students were randomly assigned to groups.

The main instruments for data gathered were an opinionnaire and a multiple-choice test. Two hypotheses were developed and statistically tested using the "Statistical package for the Social Sciences" (Norusis, SPSS Version 6.1, 1995). One-way analyses of variance (ANOVA) and the Pearson product moment correlation Coefficient ( $r$ ) were used for data analysis.

The first hypothesis was accepted and the second rejected. The first finding exhibited that there was no significant difference between the mean scores on the test of Christian Religious Knowledge lesson taught to students using a small group discussion and those taught with a teacher - lecture presentation ( $F=1.61, df=1, 63, P=n.s$ ).

The second finding indicated a significant difference between the control and treatment groups on the scores of students' attitudes ( $F=12.6086, df=1, 63, P<.05$ ). There was also a significant correlation between opinionnaire scores and multiple choice test scores in table one scatter plot (Pearson  $r=.39, P<.05$ ). Further examination of the data using a one-way ANOVA revealed a significant difference between the mean scores of those preferring discussion whether matched or not and those in the lecture presentation class whether matched or not. A group preferring discussion scored significantly higher than those preferring lecture presentation ( $F=4.0815, df=1, 62, P<.05$ ).

Based upon these findings, the following recommendations were made:

1. Christian Religious teachers should be encouraged to use these methods (lecture and a small group discussion) in their teaching. One method is not always and in every situation the best.
2. Christian educators should consider combing the two methods in lesson presentation for meaningful interaction purposes among students.
3. Teachers at Federal Government College, Ogbomoso, and other institutions may consider including these methods in the school curriculum to help students achieve better grades.
4. Students' preferences should be considered in meeting the needs of discussion-oriented students in the teaching process.

The first hypothesis that was accepted indicated that neither of the two groups (a lecture and a discussion) is better than the other. A Christian teacher can use either of them in the teaching process or combine both methods in his lesson presentation.

The second finding which was significant indicates that students' attitude toward a small group discussion could contribute significantly to the academic achievement in school. Students preferences to a group discussion may also be considered in meeting the needs in the teaching and learning process.

## **CONCLUSION**

The conclusion from this study as revealed by the findings of the opinionnaire and a multiple choice test results of the hypotheses and the discussion on the findings that: A lecture presentation could be equally better with that of a small group discussion in terms of students' grade achievement if teaching method preference is considered.

However, there is need for classroom teachers who are teaching Christian Religious Knowledge at Federal Government College, Ogbomoso, to make maximum use of these approaches for a better grade achievement.

Students' preferences for a small group discussion seems to contribute significantly to a grade achievement. In other words, the need to consider using preferences in the classroom might help students achieve a higher Christian Religious Knowledge grade in school. Students' attitudes towards classroom techniques is another factor that teachers need to consider to achieve a maximum benefits in the classroom.

## **RECOMMENDATIONS**

The following are recommendations made based on the study.

1. Christian teachers should be encouraged to use these methods (lecture and small group discussion) in their teaching.  
One method is not always and in every situation the best.
2. Christian educators should consider combining the two methods in lesson presentation for a meaningful interaction purposes among students.
3. Teachers at Federal Government College, Ogbomoso, and other institutions may consider including these methods in the school curriculum to help students achieve better grades.
4. Students' preferences should be considered in meeting the needs of discussion-oriented students in the teaching process.

## **SUGGESTIONS FOR FURTHER STUDIES.**

Further research needs to be conducted on a larger scale to replicate this study. Or further study may pursue answers to one of these research questions designed on a larger scale.

Further study of the relationship between students' preference and academic achievement should be conducted in other fields of study on a larger scale. It may be well to use the same opinionnaire for further studies.

This writer honestly believes that Christian educators will do greater teaching of the heritage of the Christian faith when they further endeavour to research the methods which will best communicate this message.