A Research of a Proposed Independent Study Method Used in the Seminary Classroom

Robert Porcaro

Brigham Young University - Provo

Follow this and additional works at: https://scholarsarchive.byu.edu/etd

Part of the Educational Methods Commons, and the Mormon Studies Commons

BYU ScholarsArchive Citation

https://scholarsarchive.byu.edu/etd/5047

This Thesis is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in All Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.
A RESEARCH OF A PROPOSED INDEPENDENT STUDY

METHOD USED IN THE SEMINARY CLASSROOM

A Thesis
Presented to the
Department of Graduate Studies
In the College of Religious Instruction
Brigham Young University

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

by
Robert R. Porcaro

August 1969
ACKNOWLEDGMENTS

The writer wishes to express appreciation to the following persons who contributed in so many helpful ways to the completion of this study:

To Dr. Chauncy C. Riddle and President William E. Berrett for permission to pursue this study.

To Dr. LaMar C. Berrett and Dr. W. Dwayne Belt for their patience and able assistance in helping me to organize the teaching method used in this study.

To Dr. Lee Hendrix and Parker Blount for their able assistance with the computer programing.

To all of the administrators, teachers, and students that participated in this study.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>v</td>
</tr>
</tbody>
</table>

## CHAPTER

### I. INTRODUCTION

- Statement of the Problem | 3
- Need for the Study | 4
- Delimitation of the Study | 5
- Definition of Terms | 6

### II. REVIEW OF LITERATURE

- The Philosophy of Independent Study Methods
  - Within the Seminary System | 8
- Literature Relating to Independent Study
  - Within the Seminary System | 11
  - Literature Relating to Independent Study
  - Within the Classroom | 15

### III. RESEARCH DESIGN

- The Sample | 20
- Description of the Instruments Used | 20
- Procedure | 23

### IV. RESULTS OF THE STUDY

- Statistical Analysis | 27
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages of Using Independent Study</td>
<td>28</td>
</tr>
<tr>
<td>Attitude Test Results</td>
<td>30</td>
</tr>
<tr>
<td>Behavior Test Results</td>
<td>37</td>
</tr>
<tr>
<td>Knowledge of Subject Matter Test Results</td>
<td>44</td>
</tr>
<tr>
<td>Harmony with Course Outline</td>
<td>45</td>
</tr>
<tr>
<td>Discussion of the Results</td>
<td>46</td>
</tr>
<tr>
<td>V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>47</td>
</tr>
<tr>
<td>Summary of the Study</td>
<td>47</td>
</tr>
<tr>
<td>Conclusions</td>
<td>48</td>
</tr>
<tr>
<td>Recommendations for Further Research</td>
<td>49</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>51</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>54</td>
</tr>
<tr>
<td>Appendix A. Attitude Test</td>
<td>55</td>
</tr>
<tr>
<td>Appendix B. Behavior Test</td>
<td>58</td>
</tr>
<tr>
<td>Appendix C. Knowledge of Subject Matter Test</td>
<td>61</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Class Load and Time Schedule for Experimental and Controlled Classes</td>
<td>21</td>
</tr>
<tr>
<td>II. A Systems Approach to the Phase Teaching Method of Independent Study</td>
<td>26</td>
</tr>
<tr>
<td>III. Analysis of Variance on the Teacher Made Attitude Test Results between Senior High Seminary Students Taught by the Phase Teaching Method (PTM) and Those Taught by the Traditional Teaching Method (TTM)</td>
<td>31</td>
</tr>
<tr>
<td>IV. Difference in Mean Changes on the Teacher Made Attitude Test Results between Senior High Seminary Students Taught by the Phase Teaching Method (PTM) and Those Taught by the Traditional Teaching Method (TTM)</td>
<td>35</td>
</tr>
<tr>
<td>V. Analysis of Variance on the Teacher Made Behavior Test Results between Senior High Seminary Students Taught by the Phase Teaching Method (PTM) and Those Taught by the Traditional Teaching Method (TTM)</td>
<td>38</td>
</tr>
<tr>
<td>VI. Difference in Mean Changes on the Teacher Made Behavior Test Results between Senior High Seminary</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 

<table>
<thead>
<tr>
<th>Students Taught by the Phase Teaching Method (PTM) and Those Taught by the Traditional Teaching Method (TTM)</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>

VII. Analysis of Variance on the Teacher Made Knowledge Test Results between Senior High Seminary Students Taught by the Phase Teaching Method (PTM) and Those Taught by the Traditional Teaching Method (TTM) | 44 |

VIII. Difference in Mean Changes on the Teacher Made Knowledge Test Results between Senior High Seminary Students Taught by the Phase Teaching Method (PTM) and Those Taught by the Traditional Teaching Method (TTM) | 45 |
CHAPTER I

INTRODUCTION

Modern teaching methods are being sought to correct the chronic condition of disinterested students in the classroom. Methods that will interest students and motivate them to study are seriously needed. The task of interesting students is a difficult one, for as Frank L. Steeves points out,

Contrary to some educational opinion, pupils are not motivated to act by perceiving what seems to them to be goals worth achieving. And the goals of individual pupils are not at all the same as teaching objectives established by the teacher. The teacher can only hope to establish reasonably sound objectives and, then, lead the pupils toward the establishment of goals relating positively to those objectives. The teacher cannot present ready-made objectives and assume that pupils will adopt them as goals. ¹

Students need direction in their educational pursuits. They also need to sense satisfaction in their accomplishments and be able to work at their own ability level. "Every school faces the problem of giving all its students the opportunity to develop their own interests and talents, with each one working as independently as possible."²


Some teaching methods allow the more advanced students to move ahead of the class at an accelerated pace. Many times this advanced placement of a few students causes disruption in the classroom and leaves the teacher frustrated because he is unable to keep the class together according to a pre-determined course outline. The teacher, in a futile attempt to regulate the curriculum, aims for a schedule that will satisfy his program. Because "the teacher must teach at a level to hit all students, then the individual is not an individual."³

One of the major concerns of the seminary leadership program is to qualify a maximum number of seminary students to accept responsibility, receive leadership experiences, and prepare them for effective roles as leaders in society.⁴ Independent study may be an effective tool used in accomplishing some of the goals and objectives of the Department of Education, among which are: (1) involving the student in the program, (2) creating an acceptable change in the student's behavior and attitude toward the course material, and (3) increasing the student's knowledge of the subject matter.


STATEMENT OF THE PROBLEM

Prominent educators have advocated the use of more independent study, on the part of the individual student. The writer felt that further investigation of the independent study method of learning with a particular application to the seminary program was a worthwhile area of research.

The purpose of this study was to determine if seminary students that were taught with the phase teaching method of independent study showed similar positive attitude, an increase of knowledge, and comparable behavior change in applying seminary taught lessons as compared to seminary students that were taught the same lessons using traditional teaching methods.

In carrying out this study the following questions were investigated:

1. Would there be any advantages in using independent study methods in the seminary program?

2. Would there be comparable changes in student's attitude and behavior toward seminary taught subjects as a result of using the independent study method as compared to the traditional method?

3. Would the students using the independent study method learn as much of the subject matter as the students being taught by
the traditional method?

4. Would the independent study method harmonize well with the seminary department course outline material?

NEED FOR THE STUDY

Teaching methods are needed that will have a greater effect upon the lives of each seminary student. Many teaching methods are being utilized in the seminary program today and the writer felt that it was important to evaluate an independent study method in several seminary classrooms to determine the possible utilization of independent study in the seminary program.

Preliminary investigation of teaching methods revealed that "students need the opportunity to develop individual responsibility and the skills of independent study." 

Educators also find that "self direction is one of the most important objectives of education." 

The significance of the problem is as follows:

1. Research of teaching methods used in the public secondary


schools revealed that there is a great advantage in utilizing independent study methods in the curriculum program.

2. Few independent study programs are directed toward the entire range of students' achievement within a specific class.

3. Evaluation of independent study methods in the individual seminary may serve as helpful information to the seminary department of education.

4. If there is a difference in the learning of specific behaviors, attitudes, and knowledge through the use of independent study methods, then it should be considered as a potentially useful method in the development of the seminary program.

5. This research may serve as a guide for study and action by the seminary department of education. Outmoded and inadequate teaching methods can be a source of discouragement and frustration to teachers as well as students in the seminaries. A better understanding of independent teaching methods could be a factor in strengthening the effectiveness of the seminary program.

DELIMITATIONS OF THE STUDY

Research was confined to the Kearns LDS released time seminary adjacent to the public secondary school in Kearns, Utah, during the
1968-69 school year. The study was limited to eight eleventh grade New Testament classes taught by three different teachers. The classes had a total of 200 male and female students.

DEFINITION OF TERMS

**Traditional teaching method.** The most practiced method of classroom teaching with one teacher instructing an average class of thirty students and employing the use of lecture, instructional media, class reading, discussion, and evaluation.

**Independent study method.** When the students spend some of their class time in self-directed study. It may be conducted in large groups, small groups, or as individuals, with the teacher being free to guide and assist the students individually.

**Phase Teaching.** An independent teaching method used in this experiment employing a systematic structuring of classes involving small groups that pass through instructional phases of study and work independently, with the teacher serving as a guide to stimulate creative thinking.

**Seminary system.** The Church of Jesus Christ of Latter-day Saints released time religious education program.
Controlled group. The total number of male and female students of the eleventh grade of seminary during the 1968-69 school year that were taught with the traditional method during this research.

Experimental group. The total number of male and female students of the eleventh grade of seminary during the 1968-69 school year that were taught with the phase teaching method of independent study during this research.
CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present a review of literature dealing with the philosophy of independent study methods within the seminary program; studies that have been done in this area of methods in the seminary system; and literature dealing with independent study in the classroom on the secondary school level.

THE PHILOSOPHY OF INDEPENDENT STUDY METHODS WITHIN THE SEMINARY SYSTEM

A very important item of philosophy of the Church of Jesus Christ of Latter-day Saints in regard to religious education and the importance of individual learning is as follows:

Whatever principle of intelligence we attain unto in this life, it will rise with us in the resurrection. And if a person gains more knowledge and intelligence in this life through his diligence and obedience than another, he will have so much the advantage in the world to come.1

Considering this instruction, the seminary teacher has a serious responsibility to reach the individual by whatever acceptable means that

---

1The Doctrine and Covenants (Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1949), 130:18-19.
prove to be most effective and most successful for him.

The fact that the seminary student is an individual and can learn on an individual basis is reason enough to warrant a further research on methods of teaching that will help each student to reach his greatest potential. The seminary department has expressed its philosophy in regard to reaching the individual student's needs as follows:

The total Seminary or Institute operation that is carried on under the Department of Education constitutes the education program. It is not just classroom instruction. Every structured experience the student has as a result of his relationship with the Seminary or Institute program is part of its educational influence. This influence is and should be under constant improvement.2

In regard to independent study, the department has conducted considerable research on possible methods of teaching that may be utilized in the seminary classroom. With sufficient understanding of the many approaches that may be employed in the classroom, the department has recognized independent study to be a meaningful and recommendable approach to classroom teaching. The department's philosophy toward the group method of independent study has recognized that:

Most education takes place in group situations. Thus the teaching-learning transaction includes teacher, learner, and learning group. Each has its force and impacts on the learning outcome for the individuals. . . . Group impact and influence on its members can be a powerful force toward learning or toward

supporting the learning process.  

Part of the independent learning method involved the use of groups and group study. It has been recognized that the group has a powerful influence over the individual in his academic studies and with proper handling the group can become an important part of independent study.

The seminary department of education recognized that "educators are just beginning to realize the powerful forces present in groups, which could measurably increase individual learning and change." Considering that educational teaching methods are continually changing to meet the times, the department has issued the challenge for seminary teachers to develop methods that might be more beneficial in reaching the individual needs of the students. The department states, "Do not be afraid to experiment in an effort to obtain the competence necessary to work with groups in wisdom and with understanding."  

It should be recognized that the philosophy of the seminary department toward independent study methods is one of approval as supported by the following instructions with regard to new methods of

---

3Ibid., p. 22-1.


5Ibid., p. 22-8.
of study: "Concerning the students: . . . use every honorable means to provide effective lessons to meet the needs of the students collectively and individually." 6

LITERATURE RELATING TO INDEPENDENT
STUDY WITHIN THE SEMINARY SYSTEM

Although independent study methods have been effectively used in the public schools for a number of years, they have not been used extensively throughout the seminaries. The seminary curriculum department is always looking for new and improved teaching methods that may be effective in teaching the subject material; therefore, some seminary teachers are continually working with, or developing new ideas in teaching methods.

In 1958, Charles Hobbs submitted a Master's thesis to the Brigham Young University Religion Department. His report was the results of a study involving a new teaching method. 7 In his study, Hobbs divided his classes into several study groups. At the end of his experi-

---


ment he reported that the group method had a successful effect in the changing of student's attitudes and behaviors. By 1960 Garth Monson developed a similar teaching method that also utilized group study in seminary. One of his methods was the discussion technique, of which he said, "this technique was used as far as possible with a common set of problems based on a set of data, materials, and experiences, drawn mostly from the students as they would fit into the material and lessons being covered." 8

When the question was asked, "will the student-centered teaching method tend to have any effect on their religious outlook?" Monson answered,

According to the statements made by the students on the questions asked near the end of the school year, more students in the experimental group [group study] stated that the New Testament class had helped them improve their outlook on life toward the teaching of Jesus Christ and the Church, than did the students in the controlled group [traditional teaching]. 9

Several years passed before the next thesis on a related method was submitted. Monte Scoville used a student centered, project method to develop his idea that proved to be very successful in creating a change


9Ibid., p. 61.
of student's attitude and especially behavior toward the course material taught in his seinary classes. Upon summarizing his project method, Scoville recommended that, "teachers provide more opportunities for students to write decision-making experiences which reveal the student's understanding of the principles being taught."10

The most recent research on group study conducted by a member of the Seminary Department was by Frank Craven in 1968. Craven concluded from his research that group study was as effective in the learning process as the traditional methods. However, he recommended, "a follow up study to measure other criteria, such as the effect of this teaching method on the student's attitudes . . ." and, "a follow up study extending over the full length of a school year rather than just one semester."11

With Hobbs, Monson, and Craven emphasizing the grouping of students and Scoville showing that students improved by using the project method, another writer, Kent Garner, proposed to investigate and


evaluate student's attitude and behavior from lessons taught in seminary. In his thesis, Garner suggested that further research be conducted to evaluate change of attitude and behavior as a result of different teaching methods. He said,

Inventories themselves could be expanded . . . to analyze the attitude toward the seminary class itself. The inventories might include a behavior section tailored to the specific objectives of the course in getting the student to apply the lessons. 12

At this point there are three important questions to consider when planning a new teaching method.

1. Will there be a change in the student's attitude as a result of the method?

2. Will there be a change in the student's behavior as a result of the method?

3. Will the student gain sufficient knowledge of the subject matter to warrant the use of the method?

It has been found that the student-centered method, however it may be achieved, will be by far the most effective method of influencing and changing the lives of students, mainly because the teacher is given the opportunity to work closer with the individual student.

Ernest Eberhard Jr., director of the seminary curriculum, notes that,

No number or variety of teaching techniques or methods will win student confidence and loyalty unless there is a genuine feeling of love and concern on the part of the teacher. . . . Only when he relates to his students in this frame of reference will he be considered a worthy exemplor after whom they can pattern their own lives. 13

A satisfactory student-teacher relationship is essential in making a successful class. The teacher must dare to utilize new methods so that his teaching will become as effective as possible. Don Colvin expressed this idea when he said,

Teachers who have greater confidence in their student's abilities to learn, challenge them to discover for themselves. The degree to which a student becomes personally involved and participates in the learning process is in direct proportion to the amount of growth expected. Meaningful problems must be raised and students should be led to find their own answers. 14

LITERATURE RELATING TO INDEPENDENT STUDY WITHIN THE CLASSROOM

As mentioned earlier, methods of independent study are not new; however, such methods are new enough in the field of education that not

---


all educators have heard of them or have had the opportunity to try them in their teaching program. Recommendations from professional studies showed that,

Continued experimentation and study about the facilities which are best for independent study, small group instruction and large group instruction should be continued.\footnote{Glen F. Ovard and Russell G. Merrell, "Student Time Utilization Studies in Learning Laboratories," \textit{Utah Western States Small School Project} (Salt Lake City, Utah: State Board of Education, 1967), p. 59.}

The most popular and widely accepted method of independent study used in the public schools utilizes study in large groups, small groups, and by individuals. Many times giving the student the responsibility of working alone or in small groups will create a challenge that will motivate him to a more extensive study. Frank Steeves claims that,

By presenting a variety of challenging and worthwhile required activities, plus a number of equally challenging and motivating optional suggestions, the good teacher can lead the pupil toward adoption of correlating goals. As the pupil works toward these goals, he will attain the objectives which the teacher planned.\footnote{Steeves, \textit{op. cit.}, p. 98.}

Educators have studied the principles behind independent study methods and have found that the teacher can motivate the student to study or research, but the answer or solution to the problems must be found by the individual student in order to make the learning transfer.

One highly successful method of motivating the student to
individual learning is to organize the class into small groups consisting of eight to fifteen students and to let the groups pursue the problem together.17 "Studies showed that the individual was more likely to be positively stimulated when in the company of others than when he was alone."18 Not only would the individual be stimulated by the group, but he would be helped by the group. The individual would become more actively engaged in seeking the solution to the problem in the group than he would if he were working as a single student in a large class. Studies also showed that, "... group change is easier to bring about than is change of individuals separately; that its effects are more permanent; and that it is more likely to be accepted if the individual participates in the decision."19

It is not difficult for the teacher to systematically divide his class into study groups or to allow the students the privilege of individual study. It is difficult, however, to find many teachers who will trust their classes in such a study. Those who do place the responsibility of working and studying on the student, find pleasant results, some of

---


19Ibid., p. 69.
which are:

1. The students, on the whole, seem to enjoy this learning experience.

2. The students learn to work together to solve a common problem.

3. The slower students seem to get the extra help they need by the individual attention of the other students on the team.

4. The brighter students seem to gain a better understanding in depth, since they have the burden of explaining certain aspects of the work to the other members of the team.

5. The teacher is made more aware of individual needs by being "free" to go from team to team guiding, suggesting, aiding, and listening.  

In spite of all the many useful features of independent study, the method has not escaped criticism and not all teachers will be interested in using it. Con M. Cregier warns that, "the direct involvement technique [independent study] will not find favor with the teacher hesitant to depart from traditional approaches or to experiment in unconventional methods."  

However, J. Lloyd Trump is highly optimistic that the independent study approach will be readily accepted in the coming years, claiming that "the organization of instruction in tomorrow's schools will provide many more opportunities for individual student's independent

---


21 Cregier, op. cit., p. 27.
study, inside schools as well as outside, during school hours as well as after them."\(^{22}\)

There is a great need for further research in the field of independent study in the American school systems. Many methods are being experimented with, and satisfactory results are being appreciated; however, more must be done to properly evaluate the program. The following observations were made by a research team as they evaluated independent study programs now being used in many of the public schools:

1. Only a small number of schools are making appreciable use of independent study.

2. Most independent study programs are directed toward the above average student.

3. Few independent study programs are directed toward the slower student.

4. Independent study is being used in practically all curriculum areas.

5. Systematic evaluation of or research on independent study in the individual school is almost non-existent.

6. Overwhelmingly, those with experience in independent study favor it and feel it should be expanded. Administrators are almost unanimous in their support.\(^{23}\)


CHAPTER III

RESEARCH DESIGN

THE SAMPLE

The sample of students was limited to the Kearns released time seminary in Kearns, Utah. The total enrollment for the seminary during the 1968-69 school year was 1124 students. Two hundred of these students were involved in this research which came from eight eleventh grade New Testament classes taught by three different teachers. One teacher held two experimental classes using the phase teaching method of independent study in the morning and two controlled classes using the traditional method of study in the afternoon. Another teacher held one controlled and one experimental class in the morning. The third teacher held one experimental class in the morning and one controlled class in the afternoon. There was a total of one hundred experimental and one hundred controlled students. Only students who took both pretests and posttests were considered for the study.

The class load and time schedule of those that participated in the study can be seen on Table I.

DESCRIPTION OF THE INSTRUMENTS USED

The major questions investigated in the study were to determine
**TABLE I**

CLASS LOAD AND TIME SCHEDULE FOR EXPERIMENTAL AND CONTROLLED CLASSES

<table>
<thead>
<tr>
<th>Period</th>
<th>Teacher A</th>
<th>Teacher B</th>
<th>Teacher C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7:45-8:37</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homeroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8:43-8:58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>9:03-9:50</td>
<td>30 experimental</td>
<td>30 controlled</td>
</tr>
<tr>
<td>3.</td>
<td>9:55-10:42</td>
<td>20 experimental</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>10:47-11:43</td>
<td></td>
<td>30 experimental</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20 experimental</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:34-12:04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>12:09-12:56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>1:01-1:48</td>
<td>20 controlled</td>
<td>20 controlled</td>
</tr>
<tr>
<td>7.</td>
<td>1:53-2:40</td>
<td>30 controlled</td>
<td></td>
</tr>
</tbody>
</table>

---
if there would be any advantage in using an independent study method in the seminary program with emphasis on student's attitude, behavior, and knowledge of seminary taught subjects. For this purpose the author specially designed three instruments that would be used as pretests and posttests to evaluate the progress made by the students during the school year as a result of using the independent study method as compared to the traditional method of teaching. The instrument to evaluate the student's knowledge of the subject matter consisted of a one hundred question, multiple choice test made up of questions related to the course of study. These questions were taken from the 1968-69 teacher's New Testament outline¹ and from the student's text.² A second instrument was designed to evaluate the student's attitude toward concepts that were taught in the lessons covered during the time of the study. These questions were drawn directly from the teacher's New Testament outline.³ The second instrument consisted of twenty questions that called for an agreement or disagreement response. A third instrument was designed to evaluate the student's behavior toward accepting basic lesson


²Holy Bible (Salt Lake City, Deseret Book Company).

³McKay, op. cit.
applications that were taught during the time of the study. These questions were also drawn from the teacher's New Testament outline. The third instrument consisted of twenty questions to determine what degree the students were engaged in the application of the lesson objectives. The results of the three instruments were transferred to IBM data processing cards and processed through the IBM computer.

PROCEDURE

Research on the study was conducted in four experimental and four controlled classes under the direction of three seminary teachers. Each of the classes were of the same subject and grade level and consisted of boys and girls in each class. In each case the experimental class was equal in size to the controlled class and each teacher taught both experimental and controlled classes. The classes were selected at random according to their size.

The time for the study was limited to the 1968-69 school year. Each term was nine weeks in duration. The first term was used for the organization of the classes, orientation of the method to be used, and administering the pretest instruments. The second and third terms were used for the experiment of the phase teaching method of independent

\[^{4}\text{Ibid.}\]
study. The final term was used for administering the posttest instruments, gathering student's statements and recommendations, and scoring the instruments used in the study.

The phase teaching method of independent study used in the four experimental classes was designed by the author as a result of a study of other independent study methods and by following recommendations from similar studies completed in the seminary program.

Basically, phase teaching begins with the entire class brought together as a large group. The teacher introduces the lesson and motivates the students to an interest in getting involved in the lesson. The class is then divided into three equally sized groups. This may be accomplished in any manner the teacher decides on. He may use student leadership, sociograms, grade point average, I.Q., by rows, alphabetically, male female, random, student choice, or any other method available. However, it was found that when the students selected the group they wanted to work in they succeeded better. Once the class was divided into three groups the teacher assigned them to the three groups of study to be accomplished during the period of time to be covered by the lesson. After being assigned to their group the students selected a fellow group member to serve as the group leader. One group was involved in a discussion of the lesson subject using a guide sheet, questionnaire, worksheet, or definite objectives and goals to be obtained
during the discussion. The second group was involved in research of
the lesson material. This involved reading from the text of other
assigned or student selected material based on the subject matter. If
necessary, the teacher used a worksheet or study guide with this group
to direct the research toward the lesson objective. The third group
worked on lesson involvement or a self initiated project related to the
lesson concepts.

The normal class time was one class period for each group of
study. Each day the groups rotated until they touched on each base of
study (i.e., discussion, research, project).

At the end of the three days of group study the class reassembled
into the large group again. At this time, the teacher led the class
discussion reviewing findings drawn from the group studies, displayed
student projects, and concluded the lesson. This period of time lasted
as long as the teacher felt necessary to conclude the lesson in an effec-
tive manner.

See Table II for a systems approach to the phase teaching method
of independent study.
TABLE II

A SYSTEMS APPROACH TO THE PHASE TEACHING METHOD OF INDEPENDENT STUDY

Lesson To Be Taught

- Course Outline
- Teacher Resources

Phase One
- Large Group Teacher Led
  - Motivation For Lesson
  - Class Instruction
    - Outline Lesson
  - Classroom Mechanics
    - Roll, Announcements, etc.

Phase Three
- Reassemble Into Large Group for Conclusion
  - Class Displays, Panels, Reports, Discussion, etc.
  - Evaluation
    - Tests, Quizes, etc.

Phase Two
- Independent Study
  - Divide Into Three Equally Sized Groups
    - Group One
      - Discussion
    - Group Two
      - Research
      - Learning Aid
        - Sheet to Aid Discussion
      - Text or Assigned Reading
    - Group Three
      - Individual Project
      - Instruction Media Center
      - Choice or Assigned Depth Study
      - Self Initiated Project
CHAPTER IV

RESULTS OF THE STUDY

The results of the study were evaluated in the light of the purpose of the study. The purpose of the study was to investigate the following questions:

1. Would there be any advantages in using independent study methods in the seminary program?

2. Would there be comparable changes in student's attitudes and behavior toward seminary taught subjects as a result of using the independent study method as compared to the traditional method of teaching?

3. Would the students using the independent study method learn as much of the subject matter as the student being taught by the traditional method?

4. Would the independent study method harmonize well with the seminary department course outline material?

STATISTICAL ANALYSIS

In order to compensate for initial differences between the experimental and control classes, the test data were put on IBM data processing cards and analyzed by use of analysis of variance. Tabulations were
made on the 360 IBM Computer. The F ratio was formed in order to
determine the degree of significance between the two methods of teaching
in each of the three areas tested. The results of the research are listed
in the order stated at the beginning of this chapter.

ADVANTAGES OF USING INDEPENDENT STUDY

The following are some advantages of using independent study
that were given by students but not measured in the testing instruments:

1. "I think research is fun and good because it lets us review or
   search in the book for the things that we want to know."

2. "I feel that the groups helped me to learn more of the gospel."

3. "These groups help you seek the scriptures."

4. "We get more involved in what we are studying."

5. "It gives us a chance to hear what others have to say about
   the subject."

6. "Sometimes I like to work alone. Phase teaching lets me do
   that."

7. "The idea of research in the scriptures helps a boy prepare
   for a mission."

8. "These groups help you to branch out on your own and get
   away from regular, boring, 'Mickey Mouse' assignments."

9. "Phase teaching is interesting."
10. "Because of phase teaching seminary has become my favorite class."

11. "I can move at the rate of speed that I want to."

12. "It keeps me awake so therefore I learn more."

13. "Everyone has a chance to render his opinion in the discussions."

14. "It gives you a chance for initiative."

15. "It helps me to get along with others when we work in groups."

16. "It makes the class a lot more understandable."

17. "It helps me to take part in the class."

18. "It makes me reach out and find out for myself."

19. "It gives me a feeling of accomplishment because you do it for yourself."

20. "It allows the creative student to move ahead and gives the slower student a chance to get help."

The following are observations recorded by the teachers involved in the study with regard to the advantages of using the phase teaching method of independent study.

1. The phase teaching method of independent study allowed the teacher to work with the students as individuals. It gave the teacher time to talk to students on a one to one basis.
2. Lesson preparation did not take any longer than the traditional classes.

3. Students in the phase teaching classes became more involved in the lesson material.

4. Closer rapport between teacher and student and better discipline was achieved in the phase teaching classes.

5. Students exercised leadership in the phase teaching groups and also created occasion for fellowshipping one another.

6. As a whole, the academic grades were higher in the phase teaching classes as compared to the traditional classes taking the same tests.

7. Fewer books and resource materials were needed in the phase teaching groups because of the structure of the groups.

8. The library was used more by the students from the phase teaching groups.

Therefore, the findings indicate that there are many advantages to using independent study methods in the seminary classroom.

ATTITUDE TEST RESULTS

Table III is the analysis of variance finding on the teacher made attitude test results of senior high seminary students taught by the phase teaching method of independent study and those taught by the traditional
teaching method.

TABLE III

ANALYSIS OF VARIANCE OF THE TEACHER MADE ATTITUDE TEST RESULTS BETWEEN SENIOR HIGH SEMINARY STUDENTS TAUGHT BY THE PHASE TEACHING METHOD (PTM) AND THOSE TAUGHT BY THE TRADITIONAL TEACHING METHOD (TTM)

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.0312</td>
<td>1.4224</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0153</td>
<td>0.6996</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0605</td>
<td>2.7542</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0219</td>
<td></td>
<td>------</td>
</tr>
<tr>
<td>2</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.0449</td>
<td>2.8327</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0223</td>
<td>1.4076</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0120</td>
<td>0.7577</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0158</td>
<td></td>
<td>------</td>
</tr>
<tr>
<td>3</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.2167</td>
<td>10.3890</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0128</td>
<td>0.6142</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0268</td>
<td>1.2889</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0208</td>
<td></td>
<td>------</td>
</tr>
<tr>
<td>4</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.0583</td>
<td>2.4777</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0130</td>
<td>0.5556</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0779</td>
<td>3.3110</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0235</td>
<td></td>
<td>------</td>
</tr>
<tr>
<td>5</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.3403</td>
<td>13.1318</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0159</td>
<td>0.6158</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0053</td>
<td>0.2049</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0259</td>
<td></td>
<td>------</td>
</tr>
<tr>
<td>6</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.2688</td>
<td>12.1434</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0231</td>
<td>1.0433</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0285</td>
<td>1.2879</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0221</td>
<td></td>
<td>------</td>
</tr>
</tbody>
</table>
TABLE III (continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.1653</td>
<td>4.2473</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0244</td>
<td>.6289</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.1284</td>
<td>3.3005</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0389</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.4278</td>
<td>12.2737</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0146</td>
<td>.4207</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0711</td>
<td>2.0411</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0348</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.2112</td>
<td>8.0605</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0579</td>
<td>2.2098</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0282</td>
<td>1.0793</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0262</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.4433</td>
<td>15.3708</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0258</td>
<td>.8968</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0567</td>
<td>1.9657</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0288</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.0799</td>
<td>3.1926</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0162</td>
<td>.6503</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0133</td>
<td>.5321</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0250</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.4433</td>
<td>12.2228</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0166</td>
<td>.4578</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.1728</td>
<td>4.7641</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0362</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.8068</td>
<td>12.7404</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0236</td>
<td>.8804</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0304</td>
<td>1.2630</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0240</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Source</td>
<td>df</td>
<td>MS</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------</td>
<td>----</td>
<td>--------</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>14</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.3199</td>
<td>9.4725</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0218</td>
<td>.6468</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0233</td>
<td>.6907</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0337</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.1953</td>
<td>6.5541</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0243</td>
<td>.8183</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0286</td>
<td>.9612</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0297</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.2568</td>
<td>9.0286</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0243</td>
<td>.8545</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0198</td>
<td>.6982</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0284</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.1292</td>
<td>5.2339</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0309</td>
<td>1.2542</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0158</td>
<td>.6428</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0246</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.1128</td>
<td>3.0408</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0167</td>
<td>.4501</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0326</td>
<td>.8794</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0370</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.0475</td>
<td>2.4460</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0567</td>
<td>2.9177</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0044</td>
<td>.0256</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0194</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.3901</td>
<td>12.1306</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0157</td>
<td>.4908</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0909</td>
<td>2.8286</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0321</td>
<td>------</td>
<td></td>
</tr>
</tbody>
</table>
The findings indicate that overall there was no significant difference in using the phase teaching method as compared to the traditional teaching method with respect to change in student's attitudes toward seminary taught course material. The difference, although small, was in favor of the traditional teaching method group. The difference can be seen by comparing the mean change of the two groups in Table IV. It can be seen that on almost all items the traditional teaching method scored slightly higher than the phase teaching method.
TABLE IV
DIFFERENCE IN MEAN CHANGES ON THE TEACHING MADE ATTITUDE TEST RESULTS BETWEEN SENIOR HIGH SEMINARY STUDENTS TAUGHT BY THE PHASE TEACHING METHOD (PTM) AND THOSE TAUGHT BY THE TRADITIONAL TEACHING METHOD (TTM)

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>Mean Chg PTM</th>
<th>Mean Chg TTM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One of Satan's most important goals is to destroy the youth of today.</td>
<td></td>
<td>-0.137</td>
<td>-0.012</td>
</tr>
<tr>
<td>2. Jesus Christ is a devine being and is the son of God.</td>
<td></td>
<td>-0.029</td>
<td>-0.120</td>
</tr>
<tr>
<td>3. God hears and answers prayers.</td>
<td></td>
<td>-0.195</td>
<td>0.133</td>
</tr>
<tr>
<td>4. It is important for me to develop high moral standards regardless of what others believe or do.</td>
<td></td>
<td>-0.124</td>
<td>0.045</td>
</tr>
<tr>
<td>5. The feelings of others are important and I should continually to striving to assist them in their needs.</td>
<td></td>
<td>-0.387</td>
<td>0.024</td>
</tr>
<tr>
<td>6. It is important and wise to follow our inspired church leader's counsel.</td>
<td></td>
<td>-0.287</td>
<td>0.079</td>
</tr>
<tr>
<td>7. It is important to my character development to resist the popular trends of the world today.</td>
<td></td>
<td>-0.329</td>
<td>-0.041</td>
</tr>
<tr>
<td>8. I would rather be criticized and ridiculed than to lower my standards.</td>
<td></td>
<td>-0.216</td>
<td>0.245</td>
</tr>
<tr>
<td>9. One of the greatest goals in my life should be to live as Christ has taught me to live.</td>
<td></td>
<td>-0.199</td>
<td>0.125</td>
</tr>
</tbody>
</table>
TABLE IV (continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>Mean Chg</th>
<th>Mean Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PTM</td>
<td>TTM</td>
</tr>
<tr>
<td>10.</td>
<td>I should stand strong in defense of my religion even if it means sacrificing the things of the world.</td>
<td>-0.258</td>
<td>0.212</td>
</tr>
<tr>
<td>11.</td>
<td>I know that there is a life beyond this earth existence where I will live after death.</td>
<td>-0.133</td>
<td>0.066</td>
</tr>
<tr>
<td>12.</td>
<td>Repentence and forgiveness for sins is possible for me regardless of the serious nature of the sin excepting murder and denial of the Holy Ghost.</td>
<td>-0.395</td>
<td>0.074</td>
</tr>
<tr>
<td>13.</td>
<td>The Holy Ghost is an actual guide and influence to worthy members of the true church of Christ.</td>
<td>-0.254</td>
<td>0.137</td>
</tr>
<tr>
<td>14.</td>
<td>It is my responsibility to become fully involved in Christ's church.</td>
<td>-0.183</td>
<td>0.216</td>
</tr>
<tr>
<td>15.</td>
<td>One way to recognize Christ's church is by tracing the leader's authority or priesthood back to God.</td>
<td>-0.233</td>
<td>0.079</td>
</tr>
<tr>
<td>16.</td>
<td>Another way to recognize Christ's church is through its organization.</td>
<td>-0.374</td>
<td>0.016</td>
</tr>
<tr>
<td>17.</td>
<td>Regardless of popular trends and beliefs it is my responsibility to set a good example for others to follow.</td>
<td>-0.145</td>
<td>0.108</td>
</tr>
<tr>
<td>18.</td>
<td>I will not settle for anything less than an eternal marriage.</td>
<td>-0.054</td>
<td>0.183</td>
</tr>
<tr>
<td>19.</td>
<td>Knowledge and education are worth working for.</td>
<td>-0.074</td>
<td>0.079</td>
</tr>
</tbody>
</table>
TABLE IV (continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>Mean Chg PTM</th>
<th>Mean Chg TTM</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>The outlook for my activity in God's kingdom today and in the future.</td>
<td>-0.208</td>
<td>0.233</td>
</tr>
</tbody>
</table>

BEHAVIOR TEST RESULTS

Table V is the analysis of variance finding on the teacher made behavior test results of senior high seminary students taught by the phase teaching method of independent study and those taught by the traditional teaching method.
### TABLE V

**Analysis of Variance of the Teacher Made Behavior Test Results Between Senior High Seminary Students Taught by the Phase Teaching Method (PTM) and Those Taught by the Traditional Teaching Method (TTM)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.4049</td>
<td>6.3420</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0180</td>
<td>.2820</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0808</td>
<td>1.2657</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0638</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.1168</td>
<td>1.6124</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0809</td>
<td>1.1177</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0506</td>
<td>.6985</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0724</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.0903</td>
<td>2.4818</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0121</td>
<td>3.3342</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0423</td>
<td>1.1637</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0363</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.2058</td>
<td>2.5725</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0126</td>
<td>1.5777</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0503</td>
<td>.6287</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0800</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.1088</td>
<td>2.7670</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0524</td>
<td>1.3341</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0580</td>
<td>1.4752</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0393</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.0555</td>
<td>1.0976</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0633</td>
<td>1.2512</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0766</td>
<td>1.5147</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0506</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Source</td>
<td>df</td>
<td>MS</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------</td>
<td>----</td>
<td>-------</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>7</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.1750</td>
<td>3.2299</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0042</td>
<td>.0775</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0589</td>
<td>1.0873</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0541</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.0868</td>
<td>1.4705</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.1394</td>
<td>2.3621</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0654</td>
<td>1.1082</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0590</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.0199</td>
<td>.3913</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0068</td>
<td>.1331</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0370</td>
<td>.7246</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0511</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.0475</td>
<td>1.5007</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0036</td>
<td>.1151</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0182</td>
<td>.5770</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0316</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.0217</td>
<td>.5317</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0908</td>
<td>2.2266</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0229</td>
<td>.5635</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.0408</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.1653</td>
<td>5.7296</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.0594</td>
<td>2.0615</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.0336</td>
<td>1.1661</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>.2288</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>.4355</td>
<td>4.6769</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>.1557</td>
<td>1.6728</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>.1521</td>
<td>1.6335</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0931</td>
<td>------</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE V (continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.0501</td>
<td>1.8647</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0816</td>
<td>3.0355</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0090</td>
<td>3.3357</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0268</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.0138</td>
<td>3.945</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0024</td>
<td>0.710</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0249</td>
<td>0.7076</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0351</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.1701</td>
<td>5.9393</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0356</td>
<td>1.2444</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0320</td>
<td>1.1200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0286</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.2812</td>
<td>7.0269</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.1153</td>
<td>2.8813</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0727</td>
<td>1.8171</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0400</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.2334</td>
<td>4.7075</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0048</td>
<td>0.0970</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0208</td>
<td>0.4210</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0495</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.1467</td>
<td>4.2114</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.0694</td>
<td>1.9945</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.0257</td>
<td>0.7399</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0348</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>0.1605</td>
<td>2.7381</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>0.2150</td>
<td>3.6681</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>0.2141</td>
<td>3.6524</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>0.0586</td>
<td>------</td>
<td></td>
</tr>
</tbody>
</table>
It can be seen from Table V that on most items the F value obtained was not large enough to show a significant behavior change as a result of one teaching method over the other. Item 17 was the only item on the behavior test that reached the level of .01 of significance. All other items were not of a significant level of change to indicate any marked difference as a result of using one teaching method over the other. Table VI shows the mean changes between the phase teaching method and the traditional teaching method. The direction of mean changes for the phase teaching method was slightly negative whereas, on most items, the mean change for the traditional teaching method was positive.


TABLE VI

DIFFERENCES IN THE MEAN CHANGES ON THE TEACHER MADE BEHAVIOR TEST RESULTS BETWEEN SENIOR HIGH SEMINARY STUDENTS TAUGHT BY THE PHASE TEACHING METHOD (PTM) AND THOSE TAUGHT BY THE TRADITIONAL TEACHING METHOD (TTM)

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>Mean Chg PTM</th>
<th>Mean Chg TTM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I support my family by encouraging Family Home Evening.</td>
<td></td>
<td>-0.162</td>
<td>0.287</td>
</tr>
<tr>
<td>2. I make every effort to remember my daily prayers.</td>
<td></td>
<td>-0.191</td>
<td>0.049</td>
</tr>
<tr>
<td>3. I conscientiously live God's laws of health.</td>
<td></td>
<td>-0.179</td>
<td>0.033</td>
</tr>
<tr>
<td>4. I encourage my family to have family prayer.</td>
<td></td>
<td>-0.241</td>
<td>0.079</td>
</tr>
<tr>
<td>5. I am particular about choosing good friends.</td>
<td></td>
<td>-0.066</td>
<td>0.166</td>
</tr>
<tr>
<td>6. I make every effort to use clean language.</td>
<td></td>
<td>-0.133</td>
<td>0.033</td>
</tr>
<tr>
<td>7. I devote time each week to reading of unassigned scriptures.</td>
<td></td>
<td>-0.208</td>
<td>0.087</td>
</tr>
<tr>
<td>8. I maintain good attendance at church services and activities.</td>
<td></td>
<td>-0.149</td>
<td>0.058</td>
</tr>
<tr>
<td>9. I conscientiously partake of the Sacrament.</td>
<td></td>
<td>-0.029</td>
<td>0.129</td>
</tr>
<tr>
<td>10. I practice reverence in church buildings.</td>
<td></td>
<td>-0.137</td>
<td>0.016</td>
</tr>
<tr>
<td>11. I am forgiving to others even when they are in the wrong.</td>
<td></td>
<td>-0.174</td>
<td>-0.070</td>
</tr>
<tr>
<td>Item</td>
<td>Source</td>
<td>Mean Chg PTM</td>
<td>Mean Chg TTM</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>12. I dress modestly and strive to keep myself morally clean.</td>
<td></td>
<td>-0.174</td>
<td>0.112</td>
</tr>
<tr>
<td>13. I pay a sincere and full tithe to my church.</td>
<td></td>
<td>-0.445</td>
<td>0.020</td>
</tr>
<tr>
<td>14. I am courteous to other people.</td>
<td></td>
<td>-0.141</td>
<td>0.016</td>
</tr>
<tr>
<td>15. I show respect for church leaders.</td>
<td></td>
<td>-0.058</td>
<td>0.024</td>
</tr>
<tr>
<td>16. I demonstrate respect for church leaders.</td>
<td></td>
<td>-0.220</td>
<td>0.070</td>
</tr>
<tr>
<td>17. I try to the best of my ability to live the gospel principles.</td>
<td></td>
<td>-0.333</td>
<td>0.041</td>
</tr>
<tr>
<td>18. I share my talents and abilities with others.</td>
<td></td>
<td>-0.270</td>
<td>0.070</td>
</tr>
<tr>
<td>19. I honor and obey the laws of the land.</td>
<td></td>
<td>-0.254</td>
<td>-0.191</td>
</tr>
<tr>
<td>20. I avoid poor quality movies and reading material.</td>
<td></td>
<td>0.016</td>
<td>0.091</td>
</tr>
</tbody>
</table>
KNOCKNOWLEDGE OF SUBJECT MATTER TEST RESULTS

Table VII is the analysis of variance findings on the teacher made knowledge test results of senior high seminary students taught by the phase teaching method of independent study and those taught by the traditional teaching method. Table VIII shows the mean changes of the two groups during the course of the study.

**TABLE VII**

ANALYSIS OF VARIANCE ON THE TEACHER MADE KNOWLEDGE TEST RESULTS BETWEEN SENIOR HIGH SEMINARY STUDENTS TAUGHT BY THE PHASE TEACHING METHOD (PTM) AND THOSE TAUGHT BY THE TRADITIONAL TEACHING METHOD (TTM)

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Groups (PTM vs TTM)</td>
<td>1</td>
<td>139.7234</td>
<td>9.4264</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>3</td>
<td>85.3579</td>
<td>5.7587</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Groups x Teachers</td>
<td>3</td>
<td>23.6001</td>
<td>1.5921</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>192</td>
<td>14.8224</td>
<td>--------</td>
<td></td>
</tr>
</tbody>
</table>
TABLE VIII

DIFFERENCE IN MEAN CHANGES ON THE TEACHER MADE KNOWLEDGE TEST RESULTS BETWEEN SENIOR HIGH SEMINARY STUDENTS TAUGHT BY THE PHASE TEACHING METHOD (PTM) AND THOSE TAUGHT BY THE TRADITIONAL TEACHING METHOD (TTM)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean Chg</th>
<th>Mean Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Mean Gain</td>
<td>22.466</td>
<td>14.108</td>
</tr>
</tbody>
</table>

As can be seen by Table VII, the difference in subject matter achievement between the phase teaching method and the traditional teaching method is significant at the .01 level.

Table VIII indicates that the mean changes between the two groups was significant. Achievement gain in the traditional teaching method group, however, was less than achievement gain in the phase teaching method group.

HARMONY WITH COURSE OUTLINE

It was found that the phase teaching method harmonized completely with the seminary department New Testament outline.

The discussion group of the phase teaching method used the
department learning aid sheets to develop their discussion topic. The sheets served as a worksheet to record findings from the discussion experience as well as an evaluation sheet for group progress. The research group used the department scripture marking sheets and the learning aid sheets that had application to research of the subject matter. The project group was perfect for the use of the department "Learning Stations" and "Answers to Gospel Questions" as well as preparation for devotional, seminary bowl, scripture chase, leadership development, and working on scripture tabbing and mylar indexing.

DISCUSSION OF THE RESULTS

The purpose of this study was to determine the value of using the phase teaching method of independent study in the seminary classroom. Three areas of study were involved which included the results from pretest and posttests to determine if there would be any difference between the two groups when considering students' attitude and behavior toward seminary taught subjects and knowledge of seminary course material.

Statistical analysis of the study showed that the test results between the two methods of teaching were very similar, with the results from the traditional teaching method being slightly higher than the phase teaching method.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was found that there are many advantages of using the phase teaching method of independent study. Students and teachers alike, expressed that it was an interesting method of study that created a better feeling toward the seminary course material and a higher degree of self-initiative study.

It was found that overall there was no significant difference in using the phase teaching method as compared to the traditional method with regard to the attitude test results. However, the traditional teaching method did score slightly higher when comparing the mean changes of the two teaching methods. It was concluded that both methods are comparable with regard to change in student's attitude toward seminary taught subjects.

It was found that in most items on the behavior test results the F value obtained was not large enough to show a significant difference. However, the mean scores for the traditional method were slightly higher. It was concluded that both methods are comparable with regard to change in student's behavior toward seminary taught subjects.

It was found that there was a significant difference between the knowledge test results of students taught with the phase teaching method
as compared to students taught with the traditional method. The mean scores indicated that the gain was in favor of the phase teaching method. The gain was significant enough to conclude that the phase teaching method had some advantages over the traditional teaching method in teaching subject matter.

It was found that the phase teaching method of independent study did harmonize with the seminary department course outline material. The department prepared study sheets, student manuals and texts were used with a greater degree of purpose in the phase teaching classes than the classes using the traditional teaching method.

CONCLUSIONS

From the results of this study the following conclusions were obtained concerning the effect of the phase teaching method of independent study as compared to the traditional teaching method with respect to student's attitude and behavior toward seminary taught subjects and gain of knowledge of seminary subject materials:

1. Neither of the teaching methods used in this study proved to be significantly better than the other with regard to the change of student's attitude and behavior toward seminary taught subjects.

2. The phase teaching method proved to be significantly better
than the traditional approach with regard to gaining knowledge of seminary taught subject material.

3. The phase teaching method did present a more practical approach to teaching seminary related subjects but must be adjusted to the individual classroom and teacher.

RECOMMENDATIONS FOR FURTHER RESEARCH

From the results of this study the following recommendations are made for further research:

1. It is recommended that continued research be made on the subject of independent study methods and its application in the seminary classroom.

2. It is recommended that the seminary department offer in-service training on independent study methods to acquaint more teachers with its potential.

3. It is recommended that the seminary department print and distribute current results and ideas on the use of independent study methods to the seminary teaching personnel to keep teachers current on updated innovations in the field of education.

4. It is recommended that a follow-up study be made to measure what effects independent study methods may have on student
leadership training, student behavior as a product of teacher behavior, and a measurement of teacher effectiveness as a result of using independent study methods.
REFERENCES

BOOKS


Doctrine and Covenants. Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1949.

Holy Bible. Salt Lake City: Deseret Book Co.


UNPUBLISHED MATERIALS


Hobbs, Charles R. "The Unified Seminary Student Leadership Program." Provo, Utah: Lectures presented in the class Religious Instruction 571, Brigham Young University, 1966. (Mimeographed.)

"Manual of Instructions For Released Time Seminaries." Provo, Utah: The Church of Jesus Christ of Latter-day Saints Church Schools, 1966. (Mimeographed.)


PERIODICALS


APPENDIX A

ATTITUDE TEST
1. One of Satan's most important goals is to destroy the youth of today.

2. Jesus Christ is a divine being and is the son of God.

3. God hears and answers prayers.

4. It is important for me to develop high moral standards regardless of what others believe or do.

5. The feelings of others are important and I should continually be striving to assist them in their needs.

6. It is important and wise to follow our inspired church leader's counsel.

7. It is important to my character development to resist the popular trends of the world today.

8. I would rather be criticized and ridiculed than to lower my standards.

9. One of the greatest goals in my life should be to live as Christ has taught me to live.

10. I should stand strong in defense of my religion even if it means sacrificing the things of the world.

11. I know that there is a life beyond this earth existence where I will live after death.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Repentence and forgiveness for sins is possible for me regardless of the serious nature of the sin excepting murder and denial of the Holy Ghost.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The Holy Ghost is an actual guide and influence to worthy members of the true church of Christ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. It is my responsibility to become fully involved in Christ's church.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. One way to recognize Christ's church is by tracing the leader's authority or priesthood back to God.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Another way to recognize Christ's church is through its organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Regardless of popular trends and beliefs it is my responsibility to set a good example for others to follow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I will not settle for anything less than an eternal marriage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Knowledge and education are worth working for.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. The outlook for my activity in God's kingdom today and in the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

BEHAVIOR TEST
1. I support my family by encouraging Family Home Evening.

2. I make every effort to remember my daily prayers.


4. I encourage my family to have family prayers.

5. I am particular about choosing good friends.

6. I make every effort to use clean language.

7. I devote time each week to reading of unassigned scriptures.

8. I maintain good attendance at church services and activities.

9. I conscientiously partake of the Sacrament.

10. I practice reverence in church buildings.

11. I am forgiving to others even when they are in the wrong.

12. I dress modestly and strive to keep myself morally clean.

13. I pay a sincere and full tithe to my church.

14. I am courteous to other people.

15. I show respect for members of my family.
16. I demonstrate respect for church leaders.

17. I try to the best of my ability to live the gospel principles.

18. I share my talents and abilities with others.

19. I honor and obey the laws of the land.

20. I avoid poor quality movies and reading materials.
APPENDIX C

KNOWLEDGE OF SUBJECT MATTER TEST
1. Name the tax collector that was called to be an apostle.

2. What was Jesus' answer to why he ate with the sinners?
   a. It is well to mingle with all kinds.   b. He was seeing how others lived.   c. God is no respecter of persons.   d. They that are whole need not a physician.


4. For what purpose are we commanded to search the Scriptures?
   a. In the scriptures you will find eternal life.  b. In the scriptures you will find your genealogy.  c. To learn about the Son of God.  d. To help find peace of mind.

5. Identify those that were not of the original twelve apostles of Jesus.

6. Which apostle was the brother of Simon Peter?

7. Which miracle did Jesus perform for the widow of Nain?
   a. Changed the widow's water to wine.  b. Cast devil out of widow.  c. Raised widow's husband from the dead.  d. Raised the widow's son from the dead.

8. Who did Jesus say the greatest prophet was?

9. What did Jesus say to those seeking after a sign?
   a. Signs shall be given to all people.  b. Signs given to believers.  c. Evil people seek after signs.  d. Only Christians can detect the sign.

10. What became of the seeds that fell in the stoney places in the Parable of the Sower?
    a. Did not spring up.  b. They sprung up but were scorched by the sun.  c. Grew even stronger because of the stones.  d. Needed extra care because of the stones.
11. Why did Jesus speak in parables?
   a. That the children would understand.  
   b. Because the people were uneducated.  
   c. To confuse the people.  
   d. Those who understood would know the things of heaven.

12. Why was a mustard seed compared to the Kingdom of Heaven?
   a. Least of all seeds but the greatest of all herbs. Symbolized ability to grow.  
   b. To confuse the unbelievers.  
   c. The mustard seed was poisonous and symbolized evil.  
   d. The people were manufacturers of mustard and understood the value of the seeds.

13. What was the reaction of the people when Christ cast the devils into the swine?
   a. The people were not impressed by the miracle.  
   b. The people asked Christ to perform other miracles to test him.  
   c. The people were amazed at the great miracle and believed in Christ.  
   d. The people were afraid of Jesus and asked him to leave.

14. How was Jesus accepted in His hometown of Nazareth?
   a. He was readily accepted as the Christ.  
   b. He was not accepted as a Prophet.  
   c. He was welcomed by all of the people.  
   d. The Jewish leaders wanted to employ him as their religious teacher.

15. Identify those related to Jesus.
   a. James, Joses, Simon, Judas.  
   b. Alexander, Phillip.  
   c. Bartmus, Eli, Jonah.  
   d. Fredric, Joshua, Paul, Timothy.

16. What did Herod promise Herodia's daughter for doing a dance?
   a. That she could marry his son, the prince.  
   b. That he would marry her.  
   c. A great wealth of gold.  
   d. Whatever she wanted up to one half of his kingdom.

17. What did Herodia's daughter request for performing her dance for Herod?
   a. Herod's palace in Jerusalem.  
   b. The freedom of John the Baptist.  
   c. The head of John the Baptist.  
   d. To be able to see Jesus.

18. Who was included in the count when Jesus fed the 5,000?
   a. Men and women only.  
   b. The men only.  
   c. Men, women, and children.  
   d. Jews only.

19. Jesus taught that no man hath seen the Father unless what?
   a. Save he be baptized first.  
   b. Be of a humble spirit.  
   c. Save
he which is of God.  d. Hold the higher priesthood.

20. What did Jesus do when he healed the blind man at Bethsaida?
a. He merely touched his eyes.  b. He told the blind man to pray for sight.  c. He told the blind man his blindness was due to wickedness.  d. He spit on his eyes.

21. What was Jesus' reaction when Simon Peter declared him to be the Christ?  a. Jesus said that the Father revealed the truth to Simon Peter.  b. He was surprised.  c. Jesus selected Simon Peter as an apostle as a result of this discovery.  d. Jesus told Simon Peter to keep it a secret.

22. Which apostles were with Christ at the transfiguration?

23. What personages appeared in the transfiguration?

24. What reason did Jesus give his apostles when they could not cast out the evil spirits from the deaf and dumb?  a. Man cannot cast out devils in people.  b. They did not yet have the priesthood.  c. Satan was more powerful than the apostles.  d. They could not do it because of their unbelief.

25. What promise is given to those that meet in Jesus' name?
a. They could partake of the sacrament.  b. His spirit would be with them.  c. They would be sickly blessed.  d. They could speak in prophecy.

26. How many times was Peter told to forgive others?

27. Who, other than the apostles were chosen to go out two by two to preach the gospel?

28. What punishment did the Law of Moses prescribe for adultery?
29. What parable did Jesus use to describe who our neighbor is?
   d. Parable of the Good Shepherd.

30. What complaint did Martha make when Jesus visited her home?
   a. That she did not have room for Jesus.  b. That there was no food.
   c. That she was out of wine.  d. That she had all the work to do and her sister Mary did nothing.

31. What power did some people say Jesus used in casting out a devil and causing the dumb to speak?

32. What is the promise for those that seek for the Kingdom of God?
   a. All else would be added unto them.  b. They shall be the children of God.  c. They shall inherit the earth.
   d. They would inherit the Kingdom of God.

33. What was Jesus' message about other sheep?
   a. Other sheep not of that fold that would hear Jesus.  b. Other sheep shall be cast out.
   c. Other sheep are the sinners.  d. Other sheep are the gentiles.

34. What did Jesus say about entering the strait gate?
   a. The strait gate was the entrance to the temple.  b. The strait gate was the entrance to Jerusalem.
   c. The strait gate was hard to enter and few people would find it.  d. The strait gate is the way of the Lord.

35. What was the message in the parable of the rich man and Lazarus?
   a. The rich man gave Lazarus a job.  b. Lazarus was a runaway son of the rich man.
   c. The rich man asked Christ how to gain eternal life.  d. The rich man was damned because he did not help the poor when he had a chance.

36. Who were the two sisters of Lazarus?
   a. Mary and Sarah.  b. Mary and Martha.  c. Elizabeth and Judith  d. Debra and Ruth.

37. How long was Lazarus dead before Jesus called him to raise?
   a. 3 days.  b. 4 days.  c. 1 week.  c. 1 day.
38. Complete Jesus' teaching on divorce, "What therefore God hath ...?  a. ...departed shall be broken." b. ...sealed shall not be broken." c. ...joined together let no man put asunder. d. ...given in marriage shall endure."

39. What did Jesus teach about restricting little children from coming to him?  a. Suffer the little children to come unto me...for such is the Kingdom of God.  b. Little children should obey their leaders.  c. Little children cannot enter heaven.  c. Jesus was much too busy to see children.

40. What did Jesus tell the rich young ruler about inheriting eternal life?  a. The rich cannot inherit eternal life under any condition. b. Only the rich can inherit eternal life.  c. Blessed are the rich for theirs is life eternal.  c. Go and sell all and give to the poor and your treasure will be in heaven.

41. What illustration did Jesus give to show how hard it is for a rich man to enter the Kingdom of God?  a. It is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of God.  b. It is as easy for a rich man to enter heaven as it is for a bird to fly.  c. A rich man cannot enter heaven.  d. Only the rich inherit the Kingdom of God.

42. What action did Jesus take with the money changers in the temple?  a. He cast them out of the temple.  b. He preached the gospel to them.  c. He taught them the parable of the money.  d. He commended them for their good business.

43. What was Jesus' answer when he was asked whether he should honor the ruler of the country?  a. Serve only God.  b. You cannot serve two masters.  c. Give to Caesar the things of Caesar and to God the things of God.  d. We believe in being subject to kings.


45. What did Jesus teach about marriage after the resurrection?  a. Marriage is ordained of God.  b. They neither marry nor are given in marriage.  c. They two shall become as one flesh.  d. Only Christians are able to marry after the resurrection.
46. What did Jesus say was the greatest commandment?
   a. Love Lord they God with all thy heart.  
   b. The Ten Commandments.  
   c. The Golden rule.  
   d. Love your neighbor as your self.
47. What conditions did Jesus say would exist at his second coming?
   a. There would be peace on earth before he comes.  
   b. All people would belong to one church before he comes.  
   c. Men will deceive, there will be war, famine, pestilence, and earthquakes.  
   d. All wars must end first.
48. What did Jesus say about the hour of his second coming?
   a. Only the Prophets know the hour.  
   b. Only the angels know the hour.  
   c. Only Jesus and God knows the hour.  
   d. No man knows the hour of his coming only our Father in Heaven.
49. How many visitors took extra oil in the parable of the Virgins?
   a. 10  
   b. 5  
   c. 8  
   d. 12
50. How many talents were given out in the parable of the talents?
   a. 8  
   b. 5  
   c. 10  
   d. 12
51. The Lord will separate the righteous from the wicked as a shepherd does what?
   a. Divides the black sheep from the white.  
   b. Divides sheep from goats.  
   c. Destroys the unwanted sheep.  
   d. Feeds the sheep.
52. Jesus taught that when we serve the least of our brethren we do what?
   a. We make the lowly feel happy.  
   b. We do them an injustice.  
   c. We become better people.  
   d. We serve the Lord.
53. What deal did Judas make with the Chief Priests?
   a. He betrayed Christ for 30 pieces of silver.  
   b. He betrayed Christ for 40 pieces of silver.  
   c. He turned on Christ to save his own life.  
   d. He agreed to baptize the Chief Priests.
54. Who was sent into Jerusalem to prepare for the Passover Feast?
   a. Matthew and Mark  
   b. Thomas and Judea  
   c. Peter and John  
   d. Andrew and Philip.
55. What did Jesus teach about who was the greatest of the apostles?
   a. The oldest of the Apostles should lead.  
   b. He that would be chief among you should serve.  
   c. Only the one Jesus selected would lead.  
   d. There is no way to select a leader.
56. What did Jesus do to his apostles at the last supper to show his service to them?  
a. He gave them an important prophecy concerning the future.  
b. He washed their feet.  
c. He gave each of them a special blessing.  
d. He warned them of their pride.

57. What sign did Jesus show to indicate that he knew who would betray him?  
a. He announced who it was to the apostles.  
b. He cast the evil one out of the room.  
c. The one who betrayed Christ knocked over his salt.  
d. He gave to him some food dipped in a dish.

58. What is the greatest message given at the last supper?  
a. The bread symbol of Christ's body and the cup symbol of Christ's blood.  
b. The parable of the good shepherd.  
c. The mystery of the resurrection.  
d. The fulness of the gospel was told.

59. What did Jesus teach about His Father's house?  
a. My Father's house is the heaven above.  
b. Do not build your house on land.  
c. In My Father's house are many mansions.  
d. Build your house upon the rock.

60. If we love Jesus what should we do?  
a. Keep His commandments.  
b. Be active in church.  
c. Marry the right person.  
d. Love your enemy.

61. What is the comforter that Jesus promised?  
a. His spirit to be with you.  
b. The Holy Ghost.  
c. God's spirit to be with you.  
d. The wealth of the world.

62. Man shows his greatest love by doing what?  
a. Being active in church.  
b. Giving his money to the poor.  
c. Being a missionary.  
d. Lay down his life for his friends.

63. Why is it so important to know God?  
a. To be able to tell others about him.  
b. To better understand the Bible.  
c. Life eternal is to know God and Christ.  
d. To understand His judgment upon us.

64. Where did Jesus offer prayer just before his betrayal?  
a. In the temple.  
b. In the desert.  
c. Garden of Gethsemane.  
d. Garden of Jerusalem.
65. Which apostles were with Jesus at the time of his betrayal?
   a. Peter, James, John  b. Andrew, Philip, Matthew  c. John, Paul, Mark  d. Peter, Matthew, Simon

66. What was the result of the suffering endured by Jesus during his prayer?  
   a. He became weak and fainted.  b. He had to be carried home.  c. He did not endure any suffering.  d. He sweat drops of blood.

67. What sign did Judas use when he betrayed Jesus?  
   a. A handshake  b. A kiss  c. He raised his right hand  d. He called Jesus' name out loud.

68. What official did Jesus appear before first in his trial?  

69. Who was the second official Jesus appeared before in his trial?  

70. What happened to Jesus when he went before Caiaphas?  
   a. He was put in chains.  b. He was spit on, smote, and mocked.  c. He was released on bail.  d. He was charged with treason.

71. What did Judas do when he saw that Jesus was condemned?  
   a. He asked for forgiveness.  b. He threw the money down and hanged himself.  c. He gave the money back to the Chief Priests.  d. He paid for the release of another prisoner.

72. What became of the payment given to Judas for the betrayal?  
   a. The family of Jesus used it to purchase a tomb for Jesus' body.  b. Judas kept it to buy food for the apostles.  c. It was used to pay for the release of another prisoner.  d. Chief Priests bought a potter's field to bury strangers in.

73. Why didn't the Jewish officials put Judas' money in the treasury?  
   a. It was spent before the officials could get it.  b. It was used to bury Jesus.  c. Judas used it to feed the apostles.  d. It was for the price of blood.

74. Where did Pilate send Jesus after he could find no fault in Him?  
   a. To the Jewish officials.  b. To Herod.  c. To Annas.  d. To Caiaphas.
75. After Jesus was sent to the next official what became of him?
   a. He was sent back to Pilate.  b. He was crucified.  c. He was imprisoned  d. He was sent to the Jewish officials.

76. What was the custom of Passover in regards to prisoners?
   a. To feed them to a Passover Feast.  b. To take one year off of their sentence.  c. The governor released one prisoner.  d. The king visited the prisoners.

77. What did Pilate request of the Jewish officials in regards to Jesus?
   a. He demanded that Jesus be crucified.  b. He suggested that Jesus be released.  c. He suggested that Jesus be imprisoned.  d. He requested that Jesus be taken before the King.

78. What did Pilate do to show his attitude towards Jesus' conviction?
   a. He became a witness against Jesus.  b. He condemned Jesus to prison.  c. He followed Jesus to the Crucifixion to be sure that Jesus was killed.  d. He washed his hands and said that he was innocent of Jesus' blood.

79. Who carried Jesus' cross?

80. What was the name of the place that the cross was taken?

81. Who had the title "King of the Jews" put on Jesus' cross?

82. What was Jesus' attitude toward his slayers?
   a. He asked "Father forgive them."  b. He said "It is better that they had not been born."  c. He said, "Have mercy upon me."  d. He said, "Revenge is mine."

83. What became of Jesus' personal belongings when He was crucified?

84. What did the soldiers do to mock Jesus as he hung on the cross?
   a. Threw stones at Him.  b. Swore at him.  c. Said, "If you are the Son of God come down from the cross."  c. Spit on him.

85. What did Jesus promise one of the thieves on the cross?
71

a. That he would pay for his sins.  b. That there is no place in heaven for thieves.  c. That the thief would not die.  d. That he would be with Jesus in paradise.

86. What three women witnessed the crucifixion of Jesus?
a. His mother, Mary and Martha.  b. His mother, and two other Marys.  c. Anna, Mary and Elizabeth.  d. Mary Magdalene and the sisters Mary and Martha.

87. What apostle was called to care for Jesus' mother?

88. Who gave his own tomb for the burial of Jesus' body?

89. Which of the apostles first went to the tomb of Christ?

90. Why was Mary cautioned not to touch the resurrected Christ?
a. Christ was only a spirit and could not be felt.  b. He had not yet ascended to His Father in Heaven.  c. For Christ was too holy to be touched.  d. Mary was not worthy to touch Christ.

91. What happened to many other graves upon Christ's resurrection?
a. Many graves were opened and the dead were resurrected.  b. The graves were destroyed by an earthquake.  c. Nothing happened to the graves.  d. The Romans placed guards over them.

92. Where were the two apostles going when the resurrected Christ appeared to them?  a. To the village of Emmaus.  b. To the City of Damascus.  c. To Jerusalem.  d. To Nazareth.

93. What did Jesus say when the apostles called him a spirit?
a. It is by revelation that you know this.  b. He said they did not have faith.  c. A spirit is of finer matter.  d. Handle me, for a spirit does not have flesh and bones.

94. What did Thomas have to do before he believed in Christ's resurrection?  a. See Christ in a vision.  b. Feel the print of the nails in Christ's body.  c. Have an angel reveal the truth to him.
d. He had to pray and have faith.

95. What response did Jesus have to Thomas' statement?
   a. I have never seen such great faith.  
   b. You know the truth by revelation.  
   c. Blessed are they that believe and have not seen. 
   d. Jesus was angry because Thomas doubted.

96. Which of the apostles did Jesus appear to at the Sea of Tiberias?
   a. Peter, Thomas, James, John  
   b. Paul, Peter, Simon  
   c. Matthew, Jude, Andrew  

97. What did Jesus tell the apostles to do in the boat?
   a. Row the boat ashore.  
   b. To leave the boat and walk on the water.  
   c. To set their sails for the west.  
   d. Cast their nets on the right side of the boat.

98. What question did Jesus ask Peter three times?
   a. Who do men say that I am?  
   b. Who is the Son of God?  
   c. Lovest thou me more than these?  
   d. Will you deny that I am Christ?

99. What final instructions did Jesus give to his apostles?
   a. Prepare for the second coming.  
   b. Teach all nations baptizing in the name of the Father, and the Son, and the Holy Ghost. 
   c. Search the scriptures for in them you will find eternal life.  
   d. Endure to the end.

100. What signs follow a believer in Christ?
   a. In His name they shall cast out devils and speak in tongues.  
   b. They will be able to move mountains.  
   c. They will perform great miracles.  
   d. They will be humble.
A RESEARCH OF A PROPOSED INDEPENDENT STUDY
METHOD USED IN THE SEMINARY CLASSROOM

An Abstract of a Thesis

Presented to the
Department of Graduate Studies
In the College of Religious Instruction
Brigham Young University

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

by
Robert R. Porcaro
August 1969
ABSTRACT

The Problem

The purpose of this study was to see if there would be any advantage in using the phase teaching method of independent study in the LDS seminary classroom and to measure changes in student's attitude, knowledge, and behavior toward seminary taught lessons.

Procedure

The sample consisted of 200 students in control and experimental groups in eight New Testament classes of the eleventh grade at Kearns, Utah, during the 1968-69 school year. Three teachers participated in the study using three instruments to evaluate change in attitude, behavior, and knowledge toward the course material taught. Data was evaluated using analysis of variance.

Results

It was found that:

1. Neither of the teaching methods used in this study proved to be significantly better than the other with regard to changing of student's attitude and behavior toward seminary taught subjects.
2. The phase teaching method proved to be significantly better than the traditional teaching method with regard to gaining knowledge of seminary taught subject materials.

3. The phase teaching method offered several advantages in teaching seminary over traditional methods and harmonized with the seminary outline.

APPROVED:

Chairman, Advisory Committee

Member, Advisory Committee

Chairman, Major Department