

# **Role of Educational Factors in College**

## **Students' Creation Worldview**

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# **Role of Educational Factors in College Students' Creation Worldview**

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# **The Biblical Basics Regarding the Conflict Between the Creation & Evolutionary Worldviews**

**Scripture reveals that there is a discernable difference between those that believe the Creation account and those who do not (I Corinthians 2:14-16 and Romans 1:20). Only the truly born-again believer is able to take every thought and attitude and compare it to the thoughts and attitudes of the Creator Jesus Christ (II Corinthians 10:5 and Colossians 1:16). This God-ordained worldview is vital to discerning the truth about both Biblical theism and a naturalistic evolution.**

# **Background for the Liberty University Study**

- **Studied two sections of a Spring (02) semester apologetics class at Liberty University.**
- **Class was taught from a YEC perspective.**
- **Pre- and post-tested using the CWT (Creationist Worldview Test).**
- **Scales & Subscales: Total Scale (TS) used to determine an overall worldview in either the YEC domain or the evolutionist domain.**
- **Science Scale (SS) measuring science attitudes & beliefs related to creation and evolution.**
- **Theology Scale (ThS) measuring theological attitudes & beliefs.**
- **Age Scale (AS) measuring attitudes toward the age issue as it relates to creation and evolution.**

# Scale Standardization

**The CWT items were standardized on a scale of –100 to +100 using the following: 70-100 = Conservative Biblical theism (CBT), 30-69 = Moderate Christian (MC), 0-29 Secular Humanism (SH), and < 0 = Socialism (S) (Marxist/Leninism, atheist). Data related to a number of student variables was also gathered.**

# Research Questions and Findings

- Question One: Does attending a course, seminar or presentation, on creation generate a worldview affect?
- We considered the effect of having taken a college science course versus attending a course, seminar or presentation on creation as related to student worldview, prior to taking the apologetics course.
- An analysis of variance on the dependent variable (DV) Pre-test TS and the independent variables (IV's) completion of a college science class (IV1) or having attending a creation course seminar or presentation (IV2) was conducted.

## **Results were mixed**

Completion of a science class was expected to lead to a higher TS.

This was not the case.

The attendance at a creation seminar was a better predictor.

This is important – serves as a justification for creation seminars such as given by ICR.

Some of the issues include

- \*study did not identify type of science class taken

- \*study did not identify type of school

Bottom line more research needed.

**Question #2: What effect does the type of high school attended and the students GPA have on worldview?**

ANOVA on the DV TS and IV's high school attended and reported college GPA is summarized in Table 1 (next slide). For the GPA ANOVA,  $F = .507$  and Sig.  $.678$ . For High School attended the  $F = 10.625$  with Sig. of  $.000$ . This indicates that a significant amount of the variance is explained by the high school attended and not by their GPA. [\[i\]](#)

# Table 1

Type of High School Attended*	College GPA	Mean CWT Pre-Test Score
Public N= 77	3.5 – 4.0	67.4
	3.0 – 3.5	56.8
	2.5 – 3.0	52.3
	2.0 – 2.5	42.8
	<b>Total</b>	<b>57.8</b>
Private Christian N= 48	3.5 – 4.0	69.4
	3.0 – 3.5	59.0
	2.5 – 3.0	62.3
	2.0 – 2.5	74.8
	<b>Total</b>	<b>64.4</b>
Home School N= 11	3.5 – 4.0	72.3
	3.0 – 3.5	79.0
	2.5 – 3.0	81.7
	<b>Total</b>	<b>77.1</b>

**Analysis of question two:** The data reveals a pattern indicating that the high school attended is an important factor in determining the Pretest score on the CWT.

\*evidence of the negative impact of a public school based education on student worldview

\*Also it shows the positive influence of a private Christian school or homeschool education on student worldview.

\*These results could also be explained if families with a stronger YEC view are more likely to send their children to Christian schools or home school.

\*There is also support for the idea that one's worldview has a non-cognitive aspect. This reflects the reality of the creation and evolution tension in that the evolutionists see the controversy as one related to science and evidence, whereas the creationist worldview allows for both the physical evidence and the spiritual aspects.

**A comparison of the means of the three categories of the high school attended variable shows a significant difference between public high school, when compared to both private Christian and homeschool categories. For public versus private Christian the mean difference of 6.6 was significant at the .05 level. For the public versus homeschool the mean difference of 19.3 was significant at the .05 level. In contrast there was no significance between private Christian and the homeschool categories at the .05 level.**

i The students were asked "Do you consider yourself a born-again Christian? N for yes = 171 and the N = for no = 2. Nineteen did not respond. This indicates that we are talking about mostly Christians (88%) who are attending the different schools.

### **Research question #3**

**Examined the worldview shift upon completion of the apologetics course.**

- A crosstabs was run using the Pre-test (TSpre) as the IV and Post-Test (TSPost) as the DV. This is summarized in Table 2.
- Crosstabs - crosstabulation, is a method for describing relationships between variables.
- A Chi-Square value of 43.41 was reported with a sig. Value of .000. This indicates that the changes in frequencies are not due to chance.

Table 2. Pre- to Post-Test Shift in Worldview Distribution  
 (Treatment: Apologetics Course) N=195

Distribution	Pre-Test Distribution	Post-Test
Conservative Biblical Theism	64 32.8%	128 65.6%
Moderate Christian	121 62.1%	54 27.7%
Secular Humanism	10 5.1%	11 5.5%
Socialism	0 0.0%	2 0.5%

**Analysis of question 3:** The treatment variable (apologetics course) directly influenced the worldview of the students showing a significant shift of worldview attitudes. In particular, the Conservative Biblical Theism worldview experienced a net gain of 64 students. This is accounted for by 69 students whose post-test score shifted up to this category, and five students whose score shifted downward into other worldviews.

# Implications for Christian Colleges

The changes in student worldview which were brought about by the teaching of an apologetics course from a YEC perspective place a bright light on the importance of teaching, curriculum and course content that leads to worldview change. It is imperative that Christian Colleges and Universities across America stand on the firm Biblical foundation of YEC worldview.

- **Implementation of this dictates that Christian colleges take a number of important steps. Among these would be: 1) to make sure that the curriculum is YEC based, 2) to make sure that the mission statement is clear regarding YEC, and 3) to implement an assessment program that would show outcomes in terms of change in student worldview.**

**This can be done by pre-testing the freshmen and post-testing the seniors. This type of assessment would be of great value to Colleges constituents and to accrediting agencies.**

# Summary

\*This research provides strong evidence that attending a creation course, seminar, or presentation has a positive impact on the formation of a Creationist worldview. This is an indicator of the need for creationist organizations to continue offering seminars and outreach ministries.

\*Second, the research indicates the importance of family decisions regarding the choice of schooling. This is shown by the fact that the Christian school and homeschool students had a significantly higher Creationist worldview.

\*Third, we found that a creationist-based apologetics course significantly impacted student worldview, highlighting the importance of choosing the right Christian college.

# Finally

Research supports the idea that teaching a Biblical view of origins is fundamental to worldview adoption and development. Training in an environment of evolutionary thinking or in an environment where creationism is not firmly taught, is a certain formula for causing the student to depart from the Christian faith. Departure from this faith will lead to the acceptance of the only alternative, evolution. Few issues could be of greater importance to the Christian family and the church than to teach the Biblical doctrine of creationism.

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