

# **GENDER WISE COMPARISON OF RELIGIOSITY OF PROSPECTIVE TEACHERS**

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## **Abstract**

*The present investigation was primarily designed to compare Religiosity of prospective teachers on basis of gender, locale, religion and stream of study. A sample of 80 prospective teachers from Government College of Education, Sector 20-D, Chandigarh was selected by using proportionate random sampling. Religiosity scale by Bhushan (2005) was used to assess their attitude towards life activities influenced by religious beliefs and thoughts. The analysis and interpretation of the data was done by calculating Mean, S.D. and t-values. The major findings of the study were that there is no significant difference between the Religiosity of male and female prospective teachers, there is no significant difference between the Religiosity of arts and science stream female prospective teachers, there is no significant difference between the Religiosity of urban and rural female prospective teachers, there is no significant difference between the Religiosity of arts and science stream male prospective teachers and there is no significant difference between the Religiosity of urban and rural male prospective teachers.*

## **Introduction**

Word Religion is derived from latin word 'Ligo' which means what binds. Hence in its narrow sense religion means binding oneself with certain belief, rituals, myths or customs according to some institution and organisation. In the broader sense religion means a way to communicate with god. Galloway (1956) defined religiosity as a faith in power a beyond himself whereby he seeks to satisfy emotional need and gain stability of life and which he expresses in acts of worship and service. Religiosity is seen as attitude towards religion. Cornwall et al (1986) identified six dimensions of religiosity based on the understanding that there are at least three components to religious behaviour: knowing (cognition in the mind), feeling (affect to the spirit), and doing (behaviour of the body). Religious attitudes and activities have impact on overall functioning and behaviour of an individual. Religious persons were more conforming while non-religious persons tend to be more independent (Dragger, 1952). Students with high religious commitment showed a higher sense of meaning in their life (Douglas, 1977). Students and teachers at higher level of religiosity perceived the environment more positively (Booth, 1989).

There are various demographic factors affecting religiosity of an individual. Fernando (1972) reported that the mean scores of girls was higher on aesthetic and religious values than boys. Kumar (1987) showed that rural female teachers have high preference for

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aesthetic and religious values. Levin (1980) found that religious commitment drops during college years and students exhibit greater secularization of religious beliefs. Kaur (2003) concluded that there is no significant difference in religious values of male and female B.Ed pupil teachers.

### **Rationale of the Study**

Various education commissions also stressed the need of developing desirable values and religiosity among students. So it can be said that religious thoughts and beliefs do influence Indian Education system. Hence Investigator found it worthwhile to study the religiosity of prospective teachers that are going to command and guide future Indian student force. Also the investigator was keen to know the impact of demographic profile of prospective teachers on Religiosity.

### **Objectives of the Study**

1. To compare the Religiosity of male and female prospective teachers.
2. To compare the Religiosity of arts and science stream female prospective teachers.
3. To compare the Religiosity of urban and rural female prospective teachers.
4. To compare the Religiosity of arts and science stream male prospective teachers.
5. To compare the Religiosity of urban and rural male prospective teachers.

### **Hypotheses of the Study**

1. There is no significant difference between the Religiosity of male and female prospective teachers.
2. There is no significant difference between the Religiosity of arts and science stream female prospective teachers.
3. There is no significant difference between the Religiosity of urban and rural female prospective teachers.
4. There is no significant difference between the Religiosity of arts and science stream male prospective teachers.
5. There is no significant difference between the Religiosity of urban and rural male prospective teachers.

### **Design of the Study**

For the purpose of present investigation, descriptive survey method of research was employed.

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### Sample

The sample of the present study comprised of 80 prospective teachers (40 male and 40 female prospective teachers) selected from Government College of education, Sector 20-D, Chandigarh by using random sampling method.

### Tools Used

Religiosity scale by Bhushan, L.I. (2005)

### Statistical Techniques

The data collected was analysed by employing descriptive and inferential statistics. Mean, S.D. and t-test were employed.

### Analysis and Interpretation of Data

**Table 1: Mean Differentials and t-ratio for religiosity of female and male prospective teachers**

Gender	N	Mean	S.D.	t-value	p
Female	40	126.40	15.57	.923	0.867
Male	40	129.72	17.20		

Table 1 shows that Mean Score of religiosity of female prospective teachers is 126.40, which is lower than the mean score of males prospective teachers (129.72). t-value between religiosity of male and female prospective teachers is 0.923, which is found to be not significant. Hence the null hypothesis "There is no significant difference between the Religiosity of male and female prospective teachers" is accepted.

**Table 2: Mean Differentials and t-ratio for religiosity of female prospective teachers with regard to stream of study and locale**

Variable	Groups	Mean	S.D.	t-value	p
Religiosity	Arts	125.50	14.75	- 0.353	.366
	Science	127.30	17.41		
	Urban	127.50	13.14	0.431	.127
	Rural	125.30	18.64		

Table 2 shows that Mean Score of religiosity of female prospective teachers of arts stream is 125.50, which is less than the mean score of female prospective teachers of science stream (127.30). t-value between religiosity of female prospective teachers of arts and science stream is - 0.353, which is found to be not significant. Hence the null hypothesis "There is no significant difference between the Religiosity of arts and science stream female prospective teachers" is accepted.

Also Table 2 shows that Mean Score of religiosity of urban female prospective teachers is 127.50, which is higher than mean score of rural female prospective teachers (125.30). But this difference is not significant as t-value between religiosity of urban and rural female prospective teachers is 0.431. t-values found to be not significant. Hence the null hypothesis "There is no significant difference between the Religiosity of urban and rural female prospective teachers" is accepted.

**Table 3: Mean Differentials and t-ratio for religiosity of male prospective teachers with regard to stream of study and locale**

Variable	Groups	Mean	S.D.	t-value	p
Religiosity	Arts	133.58	16.38	1.446	.998
	Science	126.24	15.71		
	Urban	132.55	16.89	1.102	.656
	Rural	126.90	15.50		

Table 3 shows that Mean Score of religiosity of male prospective teachers of arts stream is 133.58, which is higher than the mean score of male prospective teachers of science stream (126.24). t-value between religiosity of male prospective teachers of arts and science stream is 1.446, which is found to be not significant. Hence the null hypothesis "There is no significant difference between the Religiosity of arts and science stream male prospective teachers" is accepted.

Also Table 3 shows that Mean Score of religiosity of urban male prospective teachers is 132.55, which is higher than mean score of rural male prospective teachers (126.90). But this difference is not significant as t-value between religiosity of urban and rural male prospective teachers is 1.102. t-values found to be not significant. Hence the null hypothesis "There is no significant difference between the Religiosity of urban and rural male prospective teachers" is accepted.

### Findings

1. There is no significant difference between the Religiosity of male and female prospective teachers.
2. There is no significant difference between the Religiosity of arts and science stream female prospective teachers.
3. There is no significant difference between the Religiosity of urban and rural female prospective teachers.

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4. There is no significant difference between the Religiosity of arts and science stream male prospective teachers.
  5. There is no significant difference between the Religiosity of urban and rural male prospective teachers.

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