

Religiosity among Higher Secondary School Teachers in Kerala

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Abstract:

Everybody who belongs to a religion thinks that his or her religion is the greatest, scientific etc. The relationship between the level of religiosity and the level of education has been a philosophical, as well as scientific and political concern. Religion is a constitutional necessity for man and plays a role mightier than anything else in one's life. Religion is a motivational force, a purpose of life, means and prosperity and has important place in an individual, society as well as in education. The present study made an attempt to study the religiosity of higher secondary school teachers by taking a sample of 200 teachers. The present study is to find out the difference between religiosity of higher secondary male and female teachers, Christian and Hindu teachers and Science and language teachers in Pathanamthitta, Kollam and Alapuzha districts in Kerala. The results reveal that the religiosity differed significantly between those groups classified in terms of gender and religious beliefs. But the difference is not significant between teachers of different subject of specialization.

Keywords: Study, Religiosity, Highersecondary, School, Teachers, Kerala.

I. INTRODUCTION

Religion has been present at every level of human society from the earliest times. Religion, considered by many people to be one of the hardest words to define, is generally a system of beliefs and practices having reference to man's relation with God. Human beings have all sorts of beliefs. Some are based on personal experience and others on education. Religion has different dimensions and serves different needs for persons at different levels of psychological growth.. Religion is a constitutional necessity for man and plays role mightier than anything else in one's life. Some people experience the healthy minded for the study a little attention has been given to the nature of teacher's beliefs about their roles, their students, and the subject area that they teach. Religion means a system of ideas and beliefs leading to appropriate action. While religion are intended to be a common denominator, in reality, it is seen that there is a minimum common denominator which is expected to influence anyone, while the higher reaches of religious beliefs, experience and practice are supposed to be privilege of enlightened and virtuous few. Even if religious ideas and beliefs are not rational they can help explain and thus legitimize a given social order and promote social stability. Religiosity is a complex concept and difficult to define for at least two reasons. The first reason is the uncertainty and imprecise nature of the English language. Religiosity is found to be synonymous with such terms as religiousness, orthodoxy, faith, belief, piousness, devotion, and holiness. These synonyms reflect what studies of religiosity would term as dimensions of religiosity, rather than terms that are equivalent to religiosity.

II. NEED FOR THE STUDY

The quality of a nation depends upon the quality of its citizen's. The quality of the education depends upon to a great

extent on the quality of teachers. The quality and effectiveness of the teachers are considered to be associated with their beliefs. Blind belief in religion is not a quality of a good teacher and also this belief system is transferred to their students. This will harm the development of our nation. So our aim is to eradicate the deep belief in religion from the minds of the teacher. There is a need to understand teachers' personal religious beliefs and practices and how their beliefs influence their performance in the classroom. Although statistical studies show that the poorest countries tend to be more religious. Experts suggest that the reason may be that religion plays a more active social, moral and cultured role in those countries, emulating nationalism. Teachers can establish a positive classroom environment that promotes the nature of their students.

III. REVIEW OF LITERATURE

The term religiosity is widely used, but difficult to define in a manner that is agreed upon by all researchers, there is a wide variety of measurement tools being developed to examine the individual dimensions of religiosity. Religiosity contributes to better health and longevity and religious individuals report better subjective health than nonreligious individuals by OLGAVROVA (2015). Approaching religiosity from different academic disciplines affects both the focus and content of the measurement tool.

Recent studies have focused specifically on the effects of prayer on health. Measures of prayer evaluate different characteristics and should not be considered synonymous. Religious coping may play a positive role in the well-being of patients facing a life-threatening disease, such as cancer in PAGONA ROUSIS (2015) Religious beliefs, coping and psychological well being among Greek cancer patients. An individual's prayer life can be viewed on a spectrum ranging

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from immature to mature. A progression on the scale is characterized by a change in the perspective of the purpose of prayer. Rather than using prayer as a means of changing the reality of a situation, a more mature individual will use prayer to request assistance in coping with immutable problems and draw closer to God or others.

There is considerable literature on the relationship between religion and health. Psychologists consider that there are various ways in which religion may benefit both physical and mental health, including encouraging healthy lifestyles, providing social support networks and encouraging an optimistic outlook on life; prayer and meditation may also help to benefit physiological functioning. The journal "American Psychologist" published important papers on this topic in (2013).

IV. AIM OF THE STUDY

The aim of the study is to find out the level of religiosity of higher secondary school teachers in Kerala. Also we have to find out whether there is any significant difference in religiosity between male and female, Hindu and Christian, Science and Arts higher secondary school teachers. The study related to the religiosity of teachers shall be of paramount importance to all, because teachers are the makers of the society. Therefore a study on this direction shall have social, educational and philosophical values.

V. OBJECTIVES OF THE STUDY

1. To find out the level of religiosity of higher secondary school teachers.
2. To find out whether there is any significant difference in religiosity between male and female higher secondary school teachers.
3. To find out whether there is any significant difference in religiosity between Hindu and Christian higher secondary school teachers.
4. To find out whether there is any significant difference in the religiosity between science and arts teachers in higher secondary schools.

VI. HYPOTHESES OF THE STUDY

In this study the following null hypotheses are to be used

1. There is no significant difference in the religiosity between male and female higher secondary school teachers.
2. There is no significant difference in the religiosity between Hindu and Christian higher secondary school teachers.
3. There is no significant difference in the religiosity between science and arts teachers in higher secondary schools.

VII. RESEARCH METHOD

The investigator followed the normative survey method for the present study. The population selected is school teachers and the sample used here are higher secondary school teachers in Kerala. Researcher collected data from 200 higher

secondary school teachers from 12 higher secondary schools in Pathanamthitta, Kollam and Alapuzha districts in Kerala. The researcher used stratified random collection technique for sample collection. Sub sample collected on the basis of Gender (Male-40, Female-160), Caste (Hindu-131, Christian-69) and subject they taught in the school (Science-96, Arts-104). Use t-test to find out the significant difference among mean scores of the above sample.

Table 1: Distribution of the total sample and sub-samples based on gender, caste and subject.

Sl. No	Name of the school	Number of Higher Secondary Teachers						
		Total	Gender		Caste		Subject	
			Male	Female	Hindu	Christian	Science	Arts
1	GHSS Omalloor	15	3	12	10	5	6	9
2	GHSS Thottakkonam	15	3	12	11	4	7	8
3	St.Mary's MMHSS Adoor	17	3	14	-	17	8	9
4	PSVPMHSS Ayraon	18	4	14	18	-	9	9
5	SNDPHSS Chennerkara	16	3	13	16	-	9	7
6	GHSS Koni	19	4	15	13	6	12	7
7	SNVHSS Angadical	19	5	14	19	-	10	9
8	GBHSS Kayamkulam	16	3	13	11	5	9	7
9	GHSS Mavelikara	19	4	15	13	6	7	12
10	GHSS Sankaramangalam	18	4	14	12	6	8	10
11	GHSS Elimullumplackal	13	2	11	8	5	5	8
12	MTHSS Pathanamthitta	15	2	13	-	15	6	9
Total		200	40	160	131	69	96	104

VIII. TOOLS OF THE STUDY

1. General Information Schedule
2. Religious belief scale

The present investigation is concerned with religiosity among higher secondary school teachers. As there was no appropriate tool for measuring the above variables. The investigator developed certain relevant tool for measuring the religiosity using questionnaire consists of 40 statements (35 positive and 5 negative statements) to measure the various

aspects of religious beliefs in our daily life. Each statements has the options namely ‘yes’, ‘No’. The response of the subjects was scored by 1&0 respectively for positive statements and the scoring procedure is reversed for the negative statements. Also personal data sheet to collect the details regarding caste, gender, subject of teaching, age, nature of school, marital status etc . Here the reliability of the scale is found to be 0.73 and in the opinion of the experts in the field, the test possessed face validity and content validity.

IX. STATISTICAL TECHNIQUE

Descriptive Statistics: Mean, Standard deviation

Interferential Statistics: t-test

Random sampling methods were used for the present study. The sample for the present study consists of 200 higher secondary school teachers in Pathanamthitta, Kollam and Alapuzha districts in Kerala.

X. VARIABLES OF THE STUDY

The independent variable of the study is Religiosity and the demographic variables used here are Caste, Gender and Subject they are teaching in the higher secondary schools.

XI. PROCEDURE

The investigator used the statistical technique for the study is mean, standard deviation and t-test. He visited various higher secondary schools located at Pathanamthitta districts in Kerala. The relevant tool have been prepared in advance with a program of action are administered to the sample population. Maximum care has been given for the purpose of test administration.

The findings of the data were made by using test of significance of difference between independent groups (t-test). Mean values of religiosity and standard deviation of each group were computed and calculated and t-value to find out the significance of difference between means. Females have high religiosity scores than males. Here we discuss it through the scores they obtained.

XII. ANALYSIS OF THE STUDY

The responses of the higher secondary teachers selected for the study were collected and subjected to statistical analysis. The details of analysis are given in the following tables.

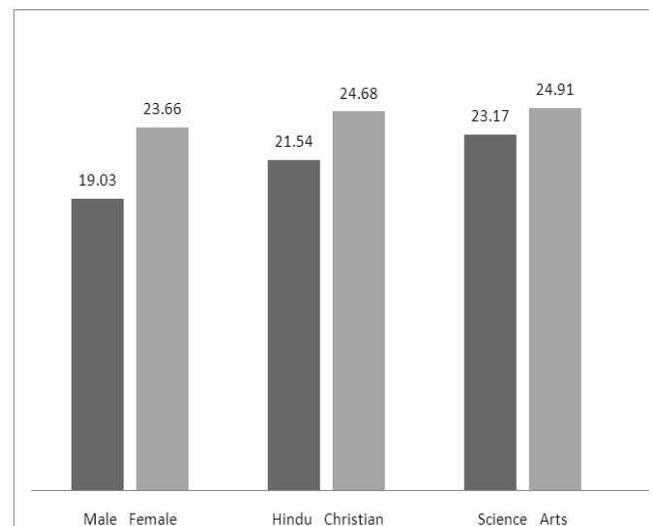
Table 2: Basic statistical constants of the variable ‘Religiosity of Higher secondary School Teachers’ based on total sample.

Sample	N	Mean	Median	Mode	Range	Average Deviation	Standard Deviation
Higher Secondary School Teachers	200	22.74	23	22	34	6.78	8.13

Table 3: Religiosity of higher secondary School Teachers based on Gender, Caste and Subject of Specialization- Level of Significanc

Sub Sample	N	Mean	SD	Critical Ratio	Significant level(0.01)	
Gender	Male	40	19.03	8.80	3.05	Significant
	Female	160	23.66	7.71		
Caste	Hindu	131	21.54	8.13	2.93	Significant
	Christian	69	24.68	7.92		
Subject	Science	96	23.17	8.28	1.53	Not Significant
	Arts	104	24.91	7.77		

From the table it is found that the male and female higher secondary school teachers differ significantly in the mean values of their religiosity as the t-value calculated (3.05) exceed 2.58, the value set at 0.01 level of significance. As the mean value for female group of teachers is greater than that of male teachers it can also be concluded that female teachers are more religious than male teachers. The critical ratio value calculated for religiosity of teachers from Christian and Hindu community is (2.93) which are significant at 0.01 level of significance. The mean score on religiosity is greater for teachers belonging to Hindu community. The Table shows that Arts teachers and Science teachers do not significantly differ in their religiosity as the critical ratio value (1.53) is below the limit set for 0.01 level of significance.



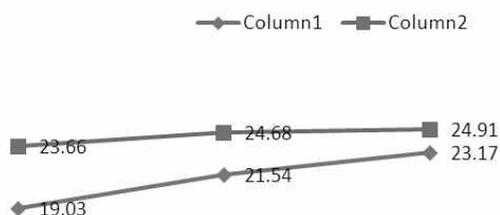
Histogram: Comparison of scores on religiosity for various groups of subject.

XIII. TENABILITY OF THE HYPOTHESES

On the light of the significant findings drawn out from the study the hypotheses that there is no significant difference in the religiosity between male and female higher secondary school teachers and there is no significant difference in the religiosity between Hindu and Christian higher secondary school teachers were rejected and the third hypotheses that there is no significant difference in the religiosity between science and arts teachers in higher secondary schools was accepted.

XIV. FINDINGS AND INFERENCES

1. There exists significant difference among male and female teachers in the mean scores of their religiosity.
2. There exists significant difference in the mean scores of religiosity among Hindu and Christian teachers.
3. There exists no significant difference between the mean scores of religiosity among arts and science teachers.



Male Female Hindu Christian Science Arts

From the above graph and in the study of Women and Religion in England by Routledge (2012) the sexual division of labour in early modern England was explained in religious terms. From the time of creation, God had appointed men and women to differ labour. The findings of the study show that the male and female higher secondary school teachers differ significantly in the mean values of their religiosity and significant at 0.01 level of significance. Female teachers are more religious than male teachers. Hindu and Christian Higher Secondary School Teachers are significant at 0.01 level of significance. Christian teachers are more religious than Hindus .But the religiosity of teachers does not significantly differ with their Subject of specialization.

XV. DISCUSSION AND CONCLUSION

On the whole, the variable religiosity are found to be positively correlated .The female teachers have obtained high mean scores in religiosity than male teachers. But at the same time the teachers who are belonging to Christian community are highly religious than Hindus. Also there is no significant

difference between science and arts teachers in their religious beliefs.

Thus it can be concluded that the female teachers are more vulnerable than males with regard to their religious beliefs. The study reveals the need for giving more scientific explanation for their belief systems. Overspread of media also influences our belief system DAVID MORGAN (2014). With the help of this study we hope to eradicate the deep belief in religion from the minds of the higher secondary teachers.

XVI. REFERENCES

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