

Religious Beliefs of Higher Secondary School Teachers in Pathanamthitta District of Kerala State

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ABSTRACT: 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 or Gods. Religion has different dimensions and serves different needs for persons at different levels of philosophical growth. In all societies very little or practically no field that escapes from the influence of religious beliefs. Religion is perhaps the most pervasive and important force in the shaping of human behavior. The present study made an attempt to study the religious beliefs of higher secondary school teachers by taking a sample of 200 teachers. It aims to find out the difference between the religious beliefs of higher secondary teachers whose age is below 35 and above 35, teachers whose place of residence is village and town area and government and aided higher secondary school teachers in Pathanamthitta District of Kerala state. The results reveal that the religiosity differed significantly between those groups classified in terms of age, place of residence and type of management. But the difference is not significant between the teachers of different age group.

Keywords: Religious beliefs, higher secondary, School, Teachers, Pathanamthitta, Kerala.

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I. INTRODUCTION

Religion is one's faith on a power beyond oneself whereby one seeks to satisfy emotional stability in life. It can also be a faith, doctrine or spiritual reality often forms a basis for one's action. During the last few years, various studies have been conducted in religious psychology. Religious consciousness and religious behavior are the two main fields where much research is going on. The capacity for religious response may be found in all men, though its quality varies considerably from individual to individual. Religious practices have coloured both social and economic life of man. Religious attitude and behavior of man is shaped by the influence of many factors like family atmosphere, early religious training, socioeconomic background, sex, age and many personality variables. It is necessary to cultivate desirable attitudes, because an attitude affects the pupil's fitness for various occupational goals and for effective and desirable participation in a democratic social order. Education should facilitate types of attitude patterns which are desirable as the integrating force in the society. The teacher can judge his own students when they are put in special situations. The teacher can direct the attitudes of students in several occasions and thereby he or she can lead them in a proper way to understand the dynamics of religious beliefs in an objective way.

NEED FOR THE STUDY

The teachers are the makers of the society, so the religiosity of teachers is of paramount importance. Therefore a study on this direction shall have social, educational and philosophical values. The religious beliefs of the teachers play a very important part in their quality and effectiveness.

II. REVIEW OF LITERATURE

The history of religion is as old as man. From the most primitive period, he has felt the need for systems of religious belief. Religiosity contributes to better health and longevity and religious individuals report better subjective health than the nonreligious individuals by O STAVROVA (2014). Approaching religiosity from different academic disciplines affects both the focus and content of the measurement tool. An individual's prayer life can be viewed on a spectrum ranging 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 the prayer as a means of

changing the reality of a situation, a more mature individual will use the prayer to request assistance in coping with immutable problems and draw closer to God or others.

There are some literatures which talk on the relationship between religion and health. Psychologist considers that there are various ways in which religion may get benefited 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. In (2013) the journal "American Psychologist" published some relevant papers on this topic. Certain kinds of research and aging adapt to this by suggesting that religious belief and practice can produce added longevity. Modern life causes – we die when we are old (GRACE DAVIE AND JOHN VINCENT 1998).

AIM OF THE STUDY

The aim of the study is to find out the level of religious beliefs of selected higher secondary school teachers. Also we have to find out whether there is any significant difference in religious beliefs between higher secondary school teachers whose age is below35 and above35, teachers whose place of residence is village and town area and government and aided higher secondary school teachers in Pathanamthitta District of Kerala state. This study related to the religious beliefs of teachers shall be of paramount importance to all, because the teachers are the builders of the society. Therefore a study on this direction shall have social, educational and psychological values.

OBJECTIVES OF THE STUDY

1. To find out the level of religious beliefs of higher secondary school teachers.
2. To find out whether there is any significant difference in the religious beliefs of the higher secondary school teachers whose age is below35 and above35.
3. To find out whether there is any significant difference in the religious beliefs of the higher secondary school teachers whose place of residence is village and town.
4. To find out whether there is any significant difference in the religious beliefs of government and aided higher secondary school teachers.

HYPOTHESES OF THE STUDY

In this study the following null hypotheses are to be used

1. There is no significant difference in the religious beliefs of higher secondary school teachers whose age is below35 and above35.
2. There is no significant difference in the religious beliefs of higher secondary school teachers whose place of residence is village and town.
3. There is no significant difference in the religious beliefs of government and aided higher secondary school teachers.

III. RESEARCH METHOD

The investigator followed the normative survey method for the present study. The population selected is the school teachers and the sample used here are the higher secondary school teachers in Kerala. Researcher collected the data from 200 higher secondary school teachers from 12 higher secondary schools in Pathanamthitta District of Kerala State. The researcher used stratified random collection technique for the sample collection. Sub sample collected on the basis of Age (Below35-96, Above35-104), Place of residence (Village-160, Town-40) and Type of management (Govt-131, Aided-69). Used t-test to find out the significant difference among the mean scores of the above sample.

Table 1: Distribution of the total sample and sub-samples based on age, place of residence and type of management

Sl. No	Name of the school	Number of Higher Secondary Teachers						
		Total	Age		Place of residence		Type of management	
			Below 35	Above 35	Town	Village	Govt.	Aided
1	GHSS Omalloor	15	6	9	3	12	15	
2	GHSS Thottakkonam	15	7	8	3	12	15	
3	St:Mary'sMMHSS Adoor	17	8	9	3	14	-	17
4	PSVPMHSS Ayraon	18	9	9	4	14	-	18
5	SNDPHSS	16	9	7	3	13	-	16

	Chenneerkara							
6	GHSS Konni	19	12	7	4	15	19	-
7	SNVHSS Angadical	18	10	8	4	14	-	18
8	GBHSS Maroor	17	9	8	4	13	17	
9	GHSS Adoor	19	7	12	4	15	19	-
10	GHSS kalanjoor	18	8	10	4	14	18	-
11	GHSS Elimullumplackal	13	5	8	2	11	13	-
12	MTHSS Pathanamthitta	15	6	9	2	13	15	
Total		200	96	104	40	160	131	69

TOOLS OF THE STUDY

1. General Information Schedule
2. Religious belief scale

The present investigation is concerned with religious beliefs among the higher secondary school teachers. As there was no appropriate tool for measuring the above variables. The investigator developed certain relevant tools for measuring the religious beliefs using questionnaire which consists of a set of 60 statements (50 positive and 10 negative statements) to measure the various aspects of religious beliefs in the daily life. Each statement has the options namely ‘Yes’, ‘No’. The responses of the subjects are scored by 1 & 0 respectively, for the positive statements and the scoring procedure is reversed for the negative statements. Also the personal data sheet were collected on the details regarding caste, gender, subject of teaching, age, place of residence, nature of school, marital status and place of residence etc. Here the reliability of the scale is found to be 0.73 and the opinion of the experts in the field is that the test possessed face validity and content validity.

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 District of Kerala State.

VARIABLES OF THE STUDY

The independent variable of the study is Religious beliefs and the demographic variables used here are age, place of residence and type of management of higher secondary school teachers.

PROCEDURE

The investigator used the statistical technique to study mean, standard deviation and t-test. She visited various higher secondary schools located at Pathanamthitta District in Kerala. The relevant tools have been prepared in advance with a programme of action are administered to the sample population. Almost care has been given during test administration.

The findings of the data were made through the test of significance of difference between independent groups (t-test). Mean values of religious beliefs and standard deviation of each group were computed and calculated and t-value to find out the significance of difference between means. Those teachers coming from village area have high religious belief scores than those from town area. The obtained scores are discussed here.

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 the analysis are given in the following tables.

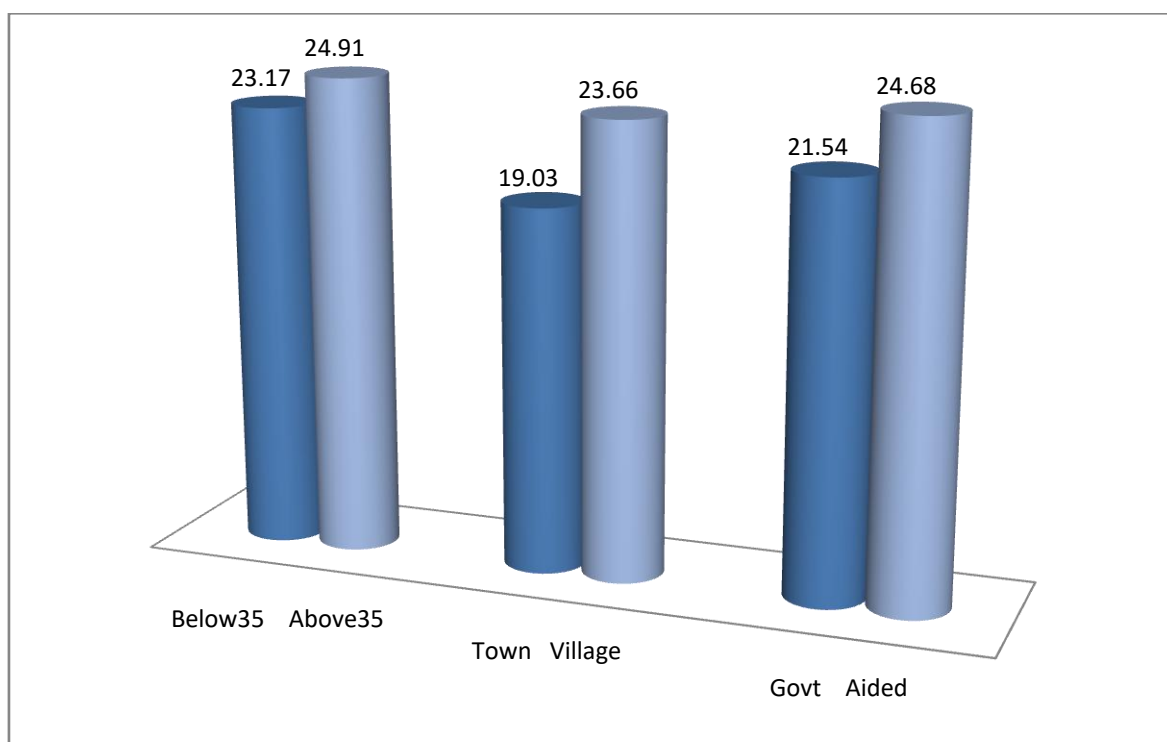
Table 2: Basic statistical constants of the variable ‘Religious beliefs of Higher Secondary School Teachers’ based on the total sample

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: Religious beliefs of higher secondary School Teachers based on age, place of residence and type of management - Level of Significance

Sub Sample		N	Mean	SD	Critical Ratio	Significant level(0.01)
Age	Below35	96	23.17	8.28	1.53	Not Significant
	Above35	104	24.91	7.77		
Place of residence	Town	40	19.03	8.80	3.05	Significant
	Village	160	23.66	7.71		
Type of management	Govt.	131	21.54	8.13	2.93	Significant
	Aided	69	24.68	7.92		

From the table it is found that the teachers whose age is below35 and above 35 of higher secondary school teachers do not differ significantly in the mean values of their religious beliefs as the t-value calculated (1.53) is below the limit set for 0.05 level of significance. As the mean value for the teachers whose age group is above 35 is greater than that of teachers whose age group is below 35. The critical ratio value calculated for the religious beliefs of teachers coming from village and town area is (3.05) which are significant at 0.01 level of significance. The table indicates that religious beliefs of teachers coming from village area are greater than those coming from town area. The Table shows that religious beliefs of government and aided higher secondary school teachers significantly differ in their religious beliefs as the critical ratio value (2.93) which exceed 2.58, the value set at 0.01 level of significance.



Comparison of scores on religiosity for various groups of subject

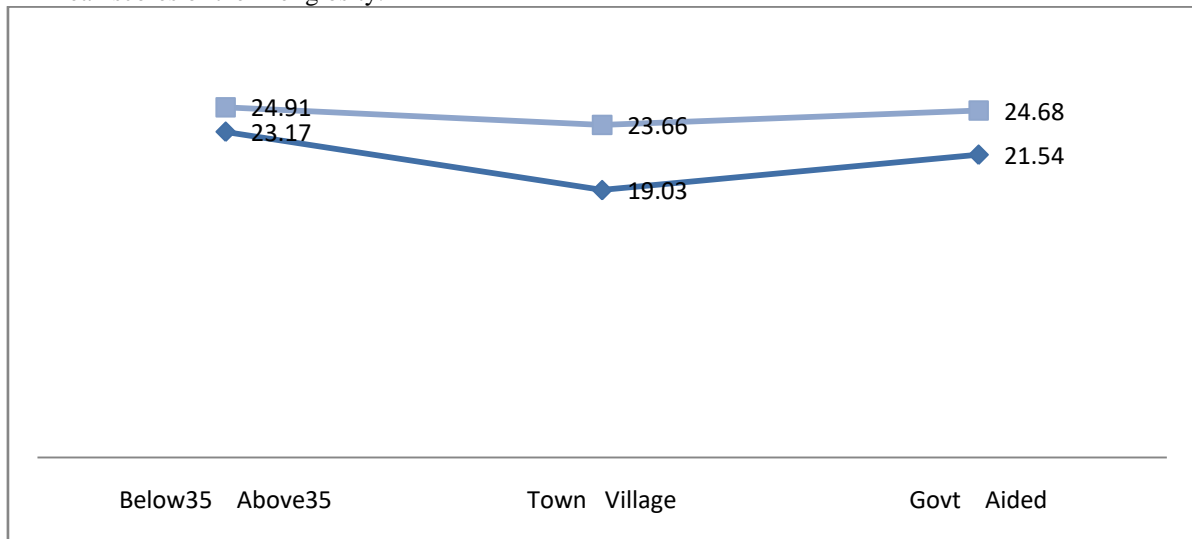
TENABILITY OF THE HYPOTHESES

In the light of the significant findings drawn out from the study, the first hypotheses, there is no significant difference in the religious belief of different age group of higher secondary school teachers are accepted. There is significant difference in the religious belief between higher secondary school teachers coming from village and town area. And in the third hypotheses, there is no significant difference in the religious belief between the government and aided higher secondary schools teachers were rejected.

IV. FINDINGS AND INFERENCES

1. There exists no significant difference between the mean scores of religiosity among the age group of below35 and above 35.
2. There exists a significant difference in the mean scores of religiosity among teachers coming from village and town area.

3. There exists a significant difference among the government and aided higher secondary school teachers in the mean scores of their religiosity.



The findings of the study show that the different age group of higher secondary school teachers not differs significantly in the mean values of their religiosity. Higher secondary school teachers from village and town area are significantly differing at 0.01 level of significance. The religiosities of teachers were significantly differing with their type of management.

V. DISCUSSION AND CONCLUSION

The variable religiosity is found to be positively correlated in the study. In religiosity the aided school teachers have obtained high mean scores than the government school teachers. At the same time, the teachers who belong to Villages are highly religious than those from towns. Also there is no significant difference between different age group of teachers in their religious beliefs.

Thus it can be concluded that the teachers from villages are more vulnerable than those from towns with regard to their religious beliefs. The study reveals the need for giving more scientific explanation to their belief systems. Overspread of media also influences our belief system DAVID MORGAN (2014). This study helps to eradicate the notions of blind belief in religion to an extent from the minds of the higher secondary school teachers.

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