CHAPTER III

METHODOLOGY

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3.1 Introduction:

Research in psychology is a challenging task. Because each factor, which is being studied, influences the development of dependent variable, hence, it is necessary to take care from the beginning while carrying out a psychological study. At first the topic was selected and framed considering the results of earlier studies. Once the topic was finalized, the relevant independent and dependent variables were specified. The next problem was that of selecting appropriate sample. Since, the factor of caste was incorporated in the study; the sample selection was a little tedious job. But after collecting the information from the college record, the task became easy.

Relevant tests or scales were selected considering their reliability and validity values. Those tests or scales were selected which appear to be more appropriate to the sample of the study. Data were collected following the instructions and guidelines given by the author of the scales. Thus, at every step proper care was taken while carrying out the study. As for as possible the appropriate statistical techniques were used for analysing the data and conclusions were drawn only on the basis of the results which the inferential statistical techniques brought out in sum, in present study care was taken to make it as scientific as it can be. The hypotheses formulated for the purpose of this study were to be tested by collecting relevant data. Steps taken in this direction are described in the present chapter.

3.2 Statement of the Problem:

The purpose of the present research work is to study the modernization, religiosity and locus of control among various religious groups.
3.3 Objectives of the Study

1) To compare the attitude towards modernization among different religious groups. (i.e. Hindu, Buddhist, Muslim and Christians).

2) To compare the level of religiosity among different religious groups. (i.e. Hindu, Buddhist, Muslim and Christians).

3) To study the locus of control among different religious groups. (i.e., Hindu, Buddhist, Muslim and Christians).

4) To study the correlation between modernization and religiosity.

5) To study the correlation between modernization and locus of control.

6) To study the correlation between religiosity and locus of control.

3.4 Hypotheses tested in the study

The following hypotheses have been tested

1) There will be significant difference between the attitudes towards modernization of Hindu, Buddhist, Muslim and Christian religious groups.

2) There will be significant difference of religiosity level among Hindu, Buddhist, Muslim and Christian religious groups.

3) There will be significant difference in locus of control among Hindu, Buddhist, Muslim and Christian religious groups.

4) There will be negative correlation between modernization and religiosity.

5) There will be negative correlation between modernization and external locus of control.

6) There will be positive correlation between religiosity and external locus of control.
3.5 Methodology

3.5.1 Sample:
Total sample consists of 400 subjects, randomly selected from Marathwada region (100 Hindu, 100 Buddhists, 100 Muslim and 100 Christian). The age level and educational status of the subjects were controlled to a certain extent i.e., age ranges between 18-30 years, all graduate students were selected from urban population.

Table 3.2

The distribution of the effective sample

<table>
<thead>
<tr>
<th>RELIGIOUS GROUPS</th>
<th>HINDU</th>
<th>BUDDHIST</th>
<th>MUSLIM</th>
<th>CHRISTIAN</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>N= 400</td>
</tr>
</tbody>
</table>

3.5.2 Variables:

Independent variable:
Religious groups (i.e., Hindu, Buddhist, Muslim and Christian)

Dependent variables:
- Modernization
- Religiosity
- Locus of control
3.5.3 Research Design

In this study one way design was used. Religious Groups as independent variables varied at four levels. One-way factorial design was used. And to study the relation between modernization and religiosity, modernization and locus of control, religiosity and locus of control further the correlation design was used.

Religious Groups (A)

<table>
<thead>
<tr>
<th>Hindu</th>
<th>Buddhist</th>
<th>Muslim</th>
<th>Christian</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A1)</td>
<td>(A2)</td>
<td>(A3)</td>
<td>(A4)</td>
</tr>
</tbody>
</table>

3.5.4 Conceptual clarifications and Operational definition of the terms:

3.5.4.1 Religious Groups:

“Religious groups are the groups of people who believe in some religion such as Hindu, Buddhist, Muslim and Christians”.

3.5.4.1.1 Hindu:

“A Hindu is the one who has a belief in Hinduism which is originate in an Indian subcontinent”.

3.5.4.1.2 Buddhist:

“A Buddhist is the one who has a belief in Buddhism and practices based on teachings of Gautam Buddha”.

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3.5.4.1.3 Muslim:
“A Muslim is the one who has a belief in Islam and follows the teachings and normative examples of Mohammad, consider by them to be the last prophet of God”.

3.5.4.1.4 Christian:
“A Christian is the one who has a belief in Jesus as Christ and follows the religion based on the life and teachings of Jesus”.

3.5.4.2 Modernization:
“Modernization means the development of a modern outlook in everyday life.”

3.5.4.3 Religiosity:
“Religiosity is a scale that measures the religious activity, dedication and belief of an individual”.

3.5.4.4 Locus of control: -
“It is an ability located within the person (Internal) or a situation not in the control of an individual (external)”.
3.5.5 Tools Used for Data Collection

The following tools were used in the present research work.

Table 3.5
List of Tests

<table>
<thead>
<tr>
<th>Aspect of studies</th>
<th>Tests and scales</th>
<th>Developed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards Modernization</td>
<td>The Modernization Scale (MS)</td>
<td>R.S. Singh, A.N. Tripathi &amp; Ramji Lal</td>
</tr>
<tr>
<td>Religiosity</td>
<td>Religiosity Scale (RS)</td>
<td>Dr. L. S. Bhushan</td>
</tr>
<tr>
<td>Locus of Control</td>
<td>Roter’s Locus of Control Scale</td>
<td>Dr. Anand Kumar and Dr. S.N. Srivastava.</td>
</tr>
</tbody>
</table>

3.5.6 Description of the tests

3.5.6.1 The Modernization Scale (MS):

The Modernization Scale to measure the modernization, the scale constructed by R.S. Singh, A.N. Tripathi and Ramji Lal. The Modernization scale used by the researcher had initially been developed by the authors to assess the attitude towards modernity among the youth of Eastern U.P. and thus measure the Social Attitude in the following sub-areas.

A. Socio-religious

B. Marriage

C. Position of Women

D. Education

This is Likert type scale where the subjects indicates their response on a six point scale, with scale points ranging from extremely agree to extremely disagree.
It is self administrating inventory and can be administered individually or in a group. There are a total of 32 items in the Scale. All the 32 items are divided over 4 sub-areas having 8 items in the each. Each sub-area consist of both types of items i.e. positive and negative statements. Likewise the scores to be awarded for different responses categories according to the type of statement are different. Scoring of the scale can be done either with the scoring template or with the help of the scoring table provided in the manual.

Since the test measures attitude of modernity in four sub areas, two types of scores can be obtained namely

a) Area wise Modernization score with code letters A, B, C, D separately.

b) Total score indication the overall Modernization score can be obtained by adding the scores of all the sub areas A, B, C, D.

- **Reliability of the scale:**

  Split-half reliability (odd-even method) was calculated and after Spearman-Brown’s Correction was found to be \( r = .78 \) for the total scale.

- **Validity of the scale:**

  The correlation of all the sub-scale with the total scale ranged from 0.61 to 0.97 this high correlation demonstrate that the sub-scales have high validity and concurrent validity ranged from .61 to .97.

### 3.5.6.2 Religiosity Scale (RS):

Religiosity Scale to measure religiosity, the scale constructed by Dr. L. S. Bhushan. Religiosity scale used by the researcher had initially been developed by the authors to
assess the attitude towards religiosity among different religious groups and thus measure the religiosity. It is self administrating inventory and can be administered individually or in a group. There are a total of 36 items in the Scale. R-scale is Likert type scale where the subjects indicates their response on a five point scale, with scale points raging from totally agrees to totally disagree. Against each item five numbers are given in order so that indicates the response “Totally agree” and similarly 1 represents “Totally disagree”. The respondent has to encircle the number representing his response to an item. For the positive items the scoring is reversed. i.e., for the response “Totally agree” the respondent get 1 score for “Totally disagree” he is awarded 5. Respondent’s Religiosity score is the algebraic sum of scores obtained by him on all the different items, As the number of items in the scale is 36, the range of possible scores on it is from 36 to 180, higher score indicating greater degree of religiosity.

- **Reliability of the scale:**

The religiosity scale possesses fairly high reliability. To determine internal consistency, score of 100 undergraduate students were taken into account. The reliability the odd-even values was calculated and corrected by the Spearman-Brown formula gave reliability coefficient of 0.82. Similarly, to find out temporal stability, the test was administered to 60 students again after an interval of four to five weeks. Split-half reliability coefficients and Test- retest reliability coefficients calculated and its index reliability was found 0.82.
Validity of the scale:

As stated earlier, each item of the scale was judged by the experts thus it can be said that the scale possesses content validity. The content validity was found 0.57.

3.5.6.3 Rotter’s Locus of Control Scale:

The concept of locus of control, as derived from social learning theory (Rotter, 1966), provides a useful means for measuring individual difference in the extent to which reinforcement is viewed as a consequence of one’s own behaviour or a consequence of such forces as chance, fate, or powerful others. Since its introduction, the concept of internal-external control has proved to be a highly useful personality dimension for understanding the role of reinforcement in the wide variety of behaviour situations.

Rotter’s I-E scale was based on the contribution of many people, including Phares, James, Liverant, Crowene, and Seeman. The late Liverant particularly contributed to the development of final forced choice scale. The final version was developed on college students. It consisted of 23 items and 6 filler items that sampled widely from different life situations, where locus of control attitudes might be relevant to behaviour. Each item was given equally weight, and it was hoped that the content of the various items would provide an adequate sampling of situations in which internal and external attitudes might be expected to affect behaviour.

This is a forced choice instrument which consists of 29 pairs of statements, 23 of which are scored. Each alternative keyed as to a belief in either internal or external control of reinforcing event. High score indicates belief in external control (Luck, Chance etc.). Strong evidence is provided by Rotter (1966) for the high reliability and validity of scores obtained with the I-E scale.
Hindi adaptation of Rotter’s locus of control scale was taken in its original English form. This Hindi version is found to be highly reliable both by split half and test retest methods that was found to be .88 and .85 respectively. This scale was also found to be satisfy on its validity criteria.

High score indicates external locus of control on this scale. The maximum possible score is 23 and minimum being 0.

3.6 Procedure of Data Collection:

The data were collected personally from the local colleges on different occasions employing the tools. The tools were administered in manageable batches of about 15-20. The testing sessions were about 2 hours duration, with a rest pause of 10-15 minutes. Their seating arrangement was made in a class room. Sufficient distance between the two subjects was kept, so that one cannot easily see the answer written by other.

The test is carried out in accordance with specific instructions given by the authors of the test. Although the test carried with them printed instructions, much emphasis was placed on oral explanations of these instructions, since the students are not ordinarily familiar with psychological tests of this nature. A good deal of time was spent before the actual administration of the test explaining how it was to be answered. They were allowed to start answering the test until they complete understand the process. The students were asked to fill in the personal data in the response sheet before writing the responses for the tests.
3.7 Statistical Treatment of Data

The data were analysed as follows;

The mean (with graphical representation) and standard deviation for religious groups on modernization, religiosity and locus of control was analysed.

Looking to the objectives of the present investigation, analysis of the data collected was done by employing one way ANOVA with Post-hoc comparisons in order to study the effect of independent variable namely religious groups on dependent variables i.e. modernization, religiosity and locus of control.

Further in order to find out the relation between modernization and religiosity, modernization and locus of control, religiosity and locus of control the product moment co relational analysis was used.