CHAPTER V

SUMMARY AND CONCLUSIONS
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5.1 Summary

In the present investigation, an attempt was made to study the religious attitude of students in relation to the personality characteristics, intelligence, socio-economic status and sex.

This chapter contains a summary of the total investigation, the problem, objectives, hypotheses, sample, as well as design and the tools used in the study. Also are included in this chapter the main findings of this study and suggestions for further research in this area.

5.1.1 Statement of the Problem

The title of the present study may be stated as follows:

"A Study of Attitude of Students Towards Religion in Relation to Personality Characteristics Intelligence and Socio-Economic Status"

5.1.2 Objectives:

The following objectives have been formulated for the present study:
To find out the impact of intelligence on the attitude of students towards the religion.

To investigate the effect of socio-economic status on the students attitude towards the religion.

To study the effect of sex on the scores of religious attitude.

To study the interaction effects (double and triple) of intelligence, socio-economic status and sex differences on the religious attitude of students.

To determine the relationship between the religious attitude scores and the personality scores on each of the 14 dimensions given by Cattell (1963) separately for boys and girls.

To work out the significance of differences between the relationship of attitude scores with each of the 14 personality dimensions given by Cattell (1963) for boys and girls.

5.1.3 Hypotheses

The hypotheses framed for the present investigation are as follows:

Intelligence will have no effect on the attitude scores of students towards religion.
Socio-economic status would not influence the attitude scores of students towards religion.

There will be no significant differences in the mean scores of attitude towards religion in respect of boys and girls.

Intelligence, socio-economic status and sex in double and triple interaction combinations would have no significant effect on the attitude scores of students towards religion.

No significant differences will be observed in the relationship of attitude scores of boys and girls towards religion with Cattell's 14 P.F. Scores (partwise).

5.1.4 Design of the Study

The present study was conducted on a 2x2x2 factorial design. First part of the design of the study contained three independent variables, that is, intelligence, socio-economic status and sex. The religious attitude of students was studied as dependent variable, upon which the influences of independent variables were studied both in terms of variables taken singly as well as taken together in various combinations to determine their double and triple interaction effects. The three independent variables were varied at two levels each. The factors of intelligence, socio-economic
status had two levels each - high and low; and the factor of
sex was varied at two levels in terms of boys and girls.
The study, therefore, resulted into the 2x2x2 factorial
design. There were eight treatment combinations, for
example, I_1S_1B; I_1S_1G; I_1S_2B; I_1S_2G; I_2S_1B; I_2S_1G; I_2S_2B; &
I_2S_2G.

Second part of the design of the present study
was aimed at finding out the significance of difference of
the relationship of religious attitude scores of boys and
girls on each of the 14 dimensions of personality characteristics
given by Cattel (1963).

5.1.5 Sample

The study encompassed the target population of
Classes XI and XII of Higher Secondary schools of four
districts of Jammu province. The sample was randomly
selected from 12 Higher Secondary schools and consisted
of 1000 students of both the sexes. The number of boys
and girls was equal. The classification of the students
into high and low groups on each of the two variables of
intelligence and socio-economic status was done by
calculating Q_1 and Q_3 values for the scores on each of the
two variables under reference. The sample for the analysis
of variance as per the requirements of 2x2x2 factorial
design was 80 in 8 treatment conditions. Each condition
contained 10 students.
To determine the relationship between religious attitude scores and the personality scores on each of the 14 traits given by Cattell (1963), the total sample of 1000 students was taken into consideration.

5.1.6 Tools

Following tools were used for the collection of data:

- Intelligence Test: 'General Mental Ability Test' by Jaiota (1972).
- H.S.P.Q. Test "Cattell (1963)

The tools given below were developed by the investigator himself:

- Religious Attitude Scale
- Socio-economic Status Questionnaire.

5.1.7 Analysis of Data

The data were analysed with the help of analysis of variance technique to determine the main and interaction effects of three factors viz., intelligence (I), socio-economic status (S) and sex (boys and girls); upon the dependent variable of religious attitude.

The correlation coefficients for each of 14 personality factors given by Cattell (1963) with the scores of religious attitude were determined separately for boys and girls. Also to test the significance of differences between
the r-values of each of 14 personality traits for boys and girls; t-ratios were computed

5.1.8 Results of the Study

The F-ratio for the main effect of intelligence was obtained to be 6.51 for d.f. 1/72. It was found significant at 0.01 level of confidence. The mean scores of high and low groups of intelligence were found to be 93.62 and 88.60 respectively.

The F-ratio of the main effect of socio-economic status was found to be 20.99 for d.f. of 1 and 72. It was found significant at 0.01 level of confidence. The mean scores belonging to high group and low group of socio-economic status were observed to be 95.62 and 86.60 respectively.

The F-ratio of the main effect of sex was found to be 3.97 for d.f. 1/72 and was found significant at 0.05 level of confidence. The mean scores for girls and boys were calculated to be 94.33 and 92.74 respectively.

The interaction effects of variables of intelligence socio-economic status and sex were not found significant in any possible combinations.

The r-values between the scores of religious attitude and personality traits of girls for B, R, G, H, I, J, Q2 and Q3 dimensions; and of boys for the traits of B, C, F, G, H, I, Q2 and Q3 were found significant.
Also it was revealed that the relationship between the scores of religious attitude of girls and boys with each dimension of personality given by Cattell (1963) is alike.

5.2 Conclusions

On the basis of analysis of data and discussion of results, the hypotheses were tested and verified. Some of them were retained and some were rejected. The general conclusions emerged out of the data obtained empirically in the present investigation are as follows:

- The two levels of intelligence viz. high group and low group differ significantly with respect to scores of religious attitude. It may, further, be specified that the students belonging to high intelligence group possess more religious attitude than that of the students falling in low intelligence group.

- Socio-economic status of students affects the religious attitude of students significantly. The students with high socio-economic status are more religious in attitude than the students with low socio-economic status.
The significant difference between the mean scores of girls and boys indicates that the girls are more inclined towards the religion than the boys.

Intelligence does not interact with socio-economic status of students to cause any significant impact upon the attitude of students in regard to religion.

Socio-economic status does not interact with sex (boys and girls) to result into any significant effect on the attitude pertaining to religion.

Sex does not interact with the intelligence of students to exhibit any significant influence on the religious attitude.

An appraisal of triple interaction between intelligence, socio-economic status and sex reveals non-significant 'F' ratio. It can be interpreted in the following manner:

- Keeping intelligence constant, the two levels of socio-economic status ($S_1$ & $S_2$) do not interact with the two levels of sex, that is, boys and girls, to produce significant results.

- Keeping socio-economic status constant, the levels of sex (boys & girls) do not interact with the two levels of intelligence ($I_1$ & $I_2$) to yield significant results.
- Keeping the sex constant, the two levels of intelligence ($I_1$ & $I_2$) do not interact with the two levels of socio-economic status ($S_1$ & $S_2$) to give statistically significant results.

It is, therefore, concluded that the aforesaid independent variables do not interact with each other to produce significant differences in the mean scores of religious attitude.

With regard to the relationship between the personality traits according to the classification given by Cattell (1963) and the religious attitude scores of boys and girls, the following conclusions can be drawn:

- There are significant correlations between the personality traits like $B$, $F$, $G$, $H$, $I$, $J$, $Q_2$ and $Q_3$ and the attitude scores of girls in respect of religion.

- There are significant correlations between personality traits like $B$, $C$, $F$, $G$, $H$, $I$, $Q_2$ and $Q_3$ and the scores of religious attitude of boys.

- The $t$-values for testing the significance of differences between the $r$-values for each of the 14 personality dimensions and the religious attitude scores of boys and girls are not statistically significant.
5.3 Limitations of the Study

The applicability of the generalizations of the present study will be determined by the similarity of the conditions between the populations.

Though the data are collected empirically and are analysed by statistical methods, yet certain errors might have remained undiscovered during the conduct of the study. The findings could be better interpreted by taking the sampling errors into consideration according to the laws of probability.

5.4 Suggestions for Further Research

Some further possibilities of research in this field are suggested as under:

- A study may be designed to investigate the effect of each of 14 personality factors upon the religious attitude of both the sexes in combination with other possible variables in the 2x2x2x14 factorial design.

- Religious attitude of the students may be studied in the light of the other variables like social stratifications, religious stratifications and the sex differentials.

- The same study may be replicated on another population to get wider generalization of results.