CHAPTER-III

METHODOLOGY

This chapter deals with the objectives, hypotheses, sampling details, the design, tests employed for the gathering data, procedure for conducting the study and the statistical methods to be used for analysis.

3.1 Problem

“To study the Assertiveness, Locus of control and Religiosity among Hindu and Muslim College going Girls.”

3.2 Objectives

Considering the importance of religion and socio-economic status in molding the personality of the individuals, this research study the personality characteristics of college going girls belonging to two major religions (i.e. Hindu and Muslim) of our country. Following objective have been considered in the present investigation;

• To compare Hindu and Muslim college girls on their locus of control criteria.

• To study the effect of socio-economic-status college going girls’ criteria of locus of control.

• To compare Hindu and Muslim college girls on their assertiveness criteria.

• To study the effect of socio-economic-status college going girls’ criteria of assertiveness.
• To compare attitude towards religious between Hindu and Muslim college girls.

• To study the difference on attitude toward religious between college girls belongs to high and low socio-economic-status.

3.3 Hypotheses:-

Following hypotheses are formulated for this study:-

a) There is significant difference between Hindu and Muslim college girls in their criteria of locus of control.

b) There is significant difference between female students belonging to different socio-economic status with regard to locus of control.

c) There would be significant interaction effect of religious and socio economic status on locus of control of college going female students.

d) Hindu and Muslim college going Girls are not significantly differ on their assertiveness.

e) High and low socio-economic status female students were significantly differ on their religiosity criteria.

f) Religious would be interacting with socio economic status in order to determine religiosity criteria of female students.

3.4 Sample

Local of the present investigation was confined to the colleges of Pune, of Maharashtra. The stratified randomize sample taken into consideration for the study was consisted of 240 college going girls belonging to the age group of 17 to 23 years, out of which 120 belongs
to Hindu community and 120 belongs to Muslims community as per objectives... Again both the groups were subdivided into two groups i.e. Low and High socio-economic-status. Adolescent whose family income was less than 5,000/- per month, were considered in Low socio-economic-status and whose income were more than 25,000/-, considered in High socio-economic-status. The distribution of total sample is depicted as follows-

**Table 3-1**

Sample Distribution

<table>
<thead>
<tr>
<th>Religion</th>
<th>Hindu</th>
<th>Muslim</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low SES</td>
<td>60</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>High SES</td>
<td>60</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
<td>240</td>
</tr>
</tbody>
</table>

In the present study the researcher have taken only females as sample due to the belief of the researcher that the females are more religious and devotional in comparison to males.

**3.5 Variables**

The variables in this investigation were treated as follows:

- **Independent Variables:**
  - Religion
  - Social Economic Status
➢ **Dependent Variable:**

- Locus of control
- Assertiveness
- Religiosity: (Attitude towards religion)

### 3.6 Research Design

To reach out the objectives of the present research 2 x 2 factorial design was employed viz depicted as follow:

**Table 3-2**

**2 x 2 Factorial Design**

<table>
<thead>
<tr>
<th></th>
<th>Hindu</th>
<th>Muslim</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td>A₁B₁</td>
<td>A₂B₁</td>
</tr>
<tr>
<td></td>
<td>N = 60</td>
<td>N = 60</td>
</tr>
<tr>
<td><strong>High</strong></td>
<td>A₁B₂</td>
<td>A₂B₂</td>
</tr>
<tr>
<td></td>
<td>N = 60</td>
<td>N = 60</td>
</tr>
</tbody>
</table>

The four experimental groups depicted in above table are as follows;

- **A₁B₁** = Hindu college girls with Low socio-economic-status.
- **A₁B₂** = Hindu college girls with High socio-economic-status.
- **A₂B₁** = Muslim college girls with Low socio-economic-status.
- **A₂B₂** = Muslim college girls with High socio-economic-status.
3.7 Research Tools

To collect the data following tools were used;

1) Religious Attitude Scale;

Religious attitude scale was designed and prepared by Dr. M. Rajamanickam (1989), (Ex-Dean, Faculty of Education and Professor and Head of the Department of Psychology, Annamalai University), and published by Institute of Community Guidance and Research 14. Rangnathan Gardens Annanagar (west), Madras. This test was designed and prepared in 1958, revised with some change in 1962 and rewritten and revised with additional items in 1988.

This scale may be of some use for those who want to do the study of religious behavior of people of all categories. In this test, there are some statements given below about various aspect of religion.

The subject view or opinion may agree or disagree with the idea expressed in each statement. The subject has to read each statement very carefully and express what he/she feels about the idea in the statement by underlying one of the five responses, i.e. strongly agree, agree, unable to decide, disagree, and strongly disagree according to the strength of his / her faith on the idea of statement.

This religious attitude scale consists of 60 items or statements having ten groups and six statements in each group. Each statement is indicated with abbreviations which represent its type. For example, 

God – means this statement represents the type which suggests the nature of God. All 60 statements are classified into positive statement
and negative statement. Positive statement is indicated by letter ‘P’ and Negative statement is indicated by letter ‘N’.

Every statement is given weightage for responses. For example, the first statement of the test is given the weightage as if the response is strongly agree, the weightage is – 1, for agree the weightage is – 2, for unable to decide – 3, for disagree – 4, and for strongly disagree the weightage is – 5.

Lower score on each scale indicates more acceptance (favourable attitude) of the traditional religious beliefs.

The type and category of the statements is shown as under.

P – Positive statement
GOD – Nature of God
FOR – Formal Religion
FUL – Future Life
N – Negative
PRY – Prayer and Worship
PRI – Priests
SPR – Sprits and Sprit world

Reliability - Split half (odd-even) reliability coefficient by using Gutman formula was found to be 0.98 significant at 0.001 level and Criterion validity coefficient was found to be 0.86 significant at 0.001 level of this scale.
2) Assertive Inventory;

Assertive inventory was developed by Dr. Tasneem Naqvi in order to measure the assertiveness of individual. Assertive behaviour can be defined as that type of interpersonal behaviour in which a person stands up for his/her rights in such a way that the rights of others are not violated. The present assertive inventory has two parts. One measure assertive behavior and second blocks to acting assertively. The first part of this inventory has 35 items and part 2 has 12 items only.

In the present research only first part of this inventory was used to measure assertiveness of subjects.

The reliability of first part was calculated by using spearman-brown formula and kudar Richardson formula and found to be .82 and .76 respectively. This test was also found with high validity criteria.

Each item of the first part has five alternatives namely; No, Somewhat, average, usually and Practically always which score to be 0, 1, 2, 3, 4 respectively. Higher score on this part of inventory was indicative of higher assertiveness.

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 consequences of one’s own behavior or a consequences 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 behavior 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 the 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 behavior. 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 behavior.

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 it’s validity criteria.

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

3.8 Procedure

3.8.1 Pilot Study

The Pilot study was conducted in order to decide the appropriateness of tests used, sample in conducting the final study, significance of various level of each independent variable in the consideration of maximize their effect on dependent variable, appropriateness of design and the appropriateness of statistical analysis according to design. It was conducted on 20 students and these students were divided according to predetermined sample distribution, from various colleges of Pune city. On the basis of the pilot study few modifications were made, which are as under-

Design was changed from 2 X 3 to 2 X 2 factorial designs. After analysis of data in pilot study it was found that high and middle SES students were not differentiate on any dependent variable considered in the present study. As Socio- Economical Status (High and middle) variable was unable to maximize the experimental variance, it was excluded as an independent variable in the present investigation.

The pilot study also gave direction about the coding method and the statistical procedures that could be used for final study
3.8.2 Main Study

The data was collected from the respondents on the various variables under study. Various colleges to be visited were decided in the initial sampling, and then a written permission was sought out from the institutes after discussing the purpose of the present study.

After selecting the number of students from various colleges various tests namely Assertive inventory, Religious attitude scale and Locus of control scale were administrated in-group. After conducting all test data were obtained by using fixed scoring pattern concern with each test separately. Obtained data were analyzed by F test under 2 X 2 factorial designs.

3.9 Statistical Analysis

The data were analyzed as follows;

The mean (with graphical representation) and standard deviation for gender (Female & Female) and for Socio-Economic-Status (Low & High) on locus of control, assertiveness and religiosity.

Analysis of collected data was done under two phases as follows: Two way ANOVA was used to see the effect of Gender & Socio-Economic-Status on personality variables and overall religiosity.