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A STUDY OF RELIGIOUS VALUE IN YOUNG FEMALES

The aim of this research is to find out Religious value in young females. For the research investigator has decided to test the role of education level and type of area in Religious value. So investigator has decided to take sample of 120 young females. Where 60 U.G females were selected in which 30 from urban area and 30 from rural area. To test the education level 60 P.G females were selected from urban area and, 30 P. G from rural area were selected. For the data collection Dr.S.S.Tripathi's Religious value scale was used and scored as per manual. Collected data was analyzed by 't' test. Results show that there is no significant difference between level of education and type of area regarding to Religious value. So we can surly say that education level after graduation and type of area like urban and rural has no role in religious value.

Introduction:

"Religion" is not mere intellectual assent to certain propositions about the nature of life. Rather, it involves what people do in their lives: "religion" has been called "enacted tradition" or "embodied belief." It originates in humanity's tendency to seek to maximize the meaning and value of our life-experience by (re-)aligning that life-experience with a higher or deeper reality, with "an unseen order" that somehow transcends ordinary human existence. That alignment can Serve to *integrate* diverse aspects of our lives (individually and collectively), and to imbue our lives with a sense of purpose and direction. The concern with establishing and maintaining a harmonious relationship with the higher/deeper reality while conducting our everyday life often Generates religious values — guidelines for thought and action that often develop into powerful cultural forces. The myths, symbols, rituals, and intellectual reflection that grow up around people's experience of the higher/deeper reality form the basis of **religious traditions ("religions")**. "Religions" evolve within human culture and society, and are affected by the Surrounding physical, historical and cultural realities.

"Myths" Verbal representations of a higher/deeper realities and of their connections with ordinary human existence.

"Symbols" Visual or otherwise non-verbal representations of higher/deeper realities and of their connections with ordinary human existence.

"Rituals" Non-utilitarian acts (i.e., activities performed without any obvious utilitarian purpose) intended to (re-)actualize the ideal relationship with the higher/deeper realities.

Religion is the most important agency of social change and social behavior. It has influenced since time immemorial, the behavior and way of life of individuals. It is a sum total of ideas of particular life. Religion contains two elements – beliefs and practices. These are separate and distinct. In general some people are interested in religious observances and others are emphasis placed on these two elements in the early religious training and their own experiences. Their interest in religion is thus, primarily egocentric.

In different societies religion has different meaning and objectives. In the same way religion has been defined by different social thinkers and religious persons in deferent ways. Edward B.Taylor has defined, "religion is the believe in spiritual beings." Sir James Fraser stated that. "Religion is a propitiation or conciliation or conciliation of powers superior to man which are able to direct and control the course of nature and human life."

Religion is a prevalent system of faith and worship. It is recognition of God and duty towards Him. Religion indicates belief in the existence of a supernatural ruling power, creator and controller of the Universe.

Behavior is composed of many attributes. One of these important attributes is attitude. One's behavior, to a great extend depends upon ones attitude toward the things –idea, person, or object in this environment. The entire personality and development of the child is influenced by the nature of his attitudes. Learning of psychophysical dispositions is all affected by his attitudes. Therefore it is important for a teacher to understand the meaning and nature of attitudes, the factors responsible

for their formation and development and techniques of their measurement. In the foregoing pages we will try to understand the above aspects. The attitude of the human being is one of important factor to development of good behavior, characteristics and values. Religion is one such value which has given man solace and comforts in life.

"Were one asked to characterize the life of religion in the broadest and most general terms possible, one might say that it consists of the belief that there is an unseen order, and that our supreme good lies in harmoniously adjusting ourselves thereto."

— **William James (1842-1910),**

Review of literature :

M Grimmitt in 1987 published his work on Religious Education and Human Development (Great Waking: Mc Crimmons). In this publication he states that Religious Education advances human development through the teaching and learning of religion. He observes that to learn from religion is to learn about oneself; to become more self-aware; to become critically conscious of one's own questions, one's own values and priorities, one's own sense of meaning in one's life, to become more aware of the shaping influence of beliefs on one's life and one's own identity. Religion becomes the lens through which one could examine one self.

• **Objective :**

- To study of the Religious value among undergraduate and postgraduate females.
- To study of the Religious value among undergraduate urban and rural areas females.
- To study of the Religious value among postgraduate urban and rural areas females.

Hypothesis :

- There is no significant difference between the Religious value of the undergraduate and postgraduate females.
- There is no significant difference between the Religious value of the undergraduate urban females and rural females.
- There is no significant difference between the Religious value of the postgraduate urban females and rural females.
- There is no significant difference between the Religious value of the level of education and type of area.

Method :

• **Sample :**

Sample in this study 120 female students as subjects selected from different colleges. We had selected the females staying in urban and rural areas which were randomly .From which 60 were undergraduate level and 60 were postgraduate level -30 urban and 30 rural from both education level.

• **Tools Used:**

The following tools were used in the present study:

- Religious value scale:

Religious value scale by Dr. S.S.Tripathi, Vidya bharti sodh Kendra, Saraswati Shiksha Mahavidyalaya, Jabalpur. Religious value scale contains 40 statements. Every statement has two alternative responses "Yes" and "No". Subjects were instructed to read the statement carefully and put the right mark in the box in that suits you most. Reliability coefficient by Test- Retest method with a gap of one month was 0.62 and by the method of Rational Equivalence was 0.56. Factorial validity coefficient was 0.48 and construct validity coefficient was 0.59.

• **Statistical Analysis:**

In this study 't' test was used for statistical analysis.

• **Result and discussion:**

Variable		N	t- value	Sign.
Level of Education	U.G(urban x rural)	60	0.123	N.S
	P.G(urban x rural)	60	0.009	N.S
Type of area	Urban(U.G x P.G)	60	0.089	N.S
	Rural(U.G x P.G)	60	0.472	N.S
Total	U.G x P.G	120	0.191	N.S

Table No: 1: Table shows according to education level and type area

According to the table no.1 reveals that the obtained 't' values according to level of education and type of area are less than the tabulated value at 0.01 and 0.05 levels. It means that the obtained t - values are found to be not significant .Therefore the null hypothesis is accepted. Which suggest that level of education and type of area has no specified role in religious values of female students. Education and Area are intimately related to culture which is an inseparable part of religion. The curriculum which incorporates cultural values and ideals. From the above discussion it becomes clear that both religion and education aim at the wholesome and fullest development of human personality which includes mental as well as spiritual development.

Conclusion:

- There is no significant difference found between the Religious value of the undergraduate and postgraduate females.
- There is no significant difference found between the Religious value of the urban females and rural females
- There is no significant difference found between the Religious value of the undergraduate urban females and rural females.
- There is no significant difference between found the Religious value of the postgraduate urban females and rural females.

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Kande Archana L
Lecturer,
Sabarmati Arts and Commerce College,
Sabarmati, Ahmedabad

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