

Faith Constructs: How Imagining God Effects Religiosity

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Abstract

The current study aimed to identify the relationship between absorption and religiosity. Participants were 72 undergraduate students (females = 49, males = 23). It was predicted that absorption scores would be positively correlated with religiosity scores. It was also predicted that women would have higher religiosity scores than men, and upperclassmen would have higher religiosity scores than underclassmen. Pearson's r correlations revealed no significant relationship between absorption and religiosity. An Independent samples t -test revealed there were no significant difference between women's and men's religiosity scores. A one-way ANOVA revealed no significant difference between religiosity scores for upperclassmen and underclassmen. Results suggest that absorption does not have an effect on religiosity, even at a Christian College.

Introduction

- Faith Constructs
 - Beliefs that form how one perceives the concept of religion. Creates a feeling of oneness with God (Dy-Liacco et al., 2009)
- Absorption
 - The ability to use the imagination in ways that, often times, separates one from their reality and into imaginary activity
 - Uses Attribution Theory; process of one's attempt to understand the world around them, physical and supernatural (Tellegen & Atkinson, 1974)
- Religiosity
 - One's strong religious connection and belief toward the divine (Peterman et al., 2014)
 - Humans can associate God with specific characteristics. There can be many beliefs about Him (Johnson et al., 2022)
- Gender and Age Differences
 - Women hold more images of God that are less controlling and negative, and more close and supportive (Nguyen & Zuckerman, 2016)
 - Men view God as a provider and caring authoritative figure (Nguyen & Zuckerman, 2016)
 - Studies have shown that adolescence and emerging adults are becoming less religious over time (Pfund et al., 2022)

Hypotheses

1. Absorption will positively correlate with Religiosity
2. Women will have higher scores of Religiosity than men
3. Upperclassmen will have higher scores of Religiosity than underclassmen

Method

Total of 72 undergraduate students

- 23 males and 49 females
- Age ranging from 18 to 23 ($M = 19.61$, $SD = 1.21$)
- 19 freshman, 18 sophomores, 26 juniors, and 9 seniors

Measures

- The Absorption Scale (Tellegen & Atkinson, 1974), $\alpha = .71$
 - "My thoughts often don't occur as words but as visual images"
- Spiritual Assessment Inventory (Hall & Edwards, 2002), $\alpha = .86$
 - "I always seek God's guidance for every decision I make"
 - Awareness ($\alpha = .88$)
 - Disappointment ($\alpha = .83$)

Results

Hypothesis #1

- Absorption will positively correlate with Religiosity
 - $r(69) = .03$, $p = .78$
- Subscales
 - Absorption and Awareness
 - ❖ $r(71) = .01$, $p = .94$
 - Absorption and Disappointment
 - ❖ $r(69) = .01$, $p = .88$
- Hypothesis was not supported

Hypothesis #2

- Women will have higher Religiosity scores than men
 - $t(70) = -1.62$, $p = .07$
 - Women ($M = 3.52$, $SD = .70$)
 - Men ($M = 3.24$, $SD = .63$)
- Hypothesis was not statistically significant

Hypothesis #3

- Upperclassmen will have higher Religiosity scores than underclassmen
 - $F(3,68) = .92$, $p = .44$; No statistical significance
 - Freshmen ($M = 3.60$, $SD = .86$)
 - Sophomores ($M = 3.23$, $SD = .60$)
 - Juniors ($M = 3.44$, $SD = .70$)
 - Seniors ($M = 3.50$, $SD = .40$)
- Hypothesis was not statistically significant

Difference in Religiosity Scores

Gender	M	SD
Male	3.24	.63
Female	3.52	.70

Discussion

- - The first hypothesis was not supported. This could be due to the participants having a religious background and therefore the religiosity score was above average ($M = 3.43$, $SD = .68$). In a different sample, at a public school for example, the correlation may have been stronger.
- - The second hypothesis was not supported. This could have been because of having 69% of the study consisting of women and just 31% men, causing the study to have less power to find a difference.
- - The final hypothesis was not supported. This could implicate that because of religious backgrounds, freshman come in strong in their faith but over time experience their views being challenged by hearing other faith constructs and beliefs, causing them to question their own. By junior and senior year, they have sorted through these challenges and can form their own views about faith.

Limitations and Future Research

- Limitations
 - Only using two subscales; different Religiosity scale
 - Restriction of range
 - Very religious group
- Future Research
 - Take an experimental approach
 - Conduct in more diverse setting (ethnic, age, gender, religious affiliation)