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## A COMPARATIVE STUDY OF SUPERSTITION AMONG URBAN AND RURAL ADOLESCENTS

Subhankar Samanta

Research Scholar, Dept. of Education, University of Kalyani, Kalyani, WB

### ABSTRACT

The Adolescent is the most influential stage in human life for developing mental, emotional and sexual point of view. Like parasite, Superstition affects human development through its unscientific, irrational and irrelevant logic. The present study leads to identify the differences in superstition among urban and rural adolescents. The Researcher is also trying to find out the differences in superstition between boys and girls. Survey research design with the help of questionnaire on Superstition Scale is used to find out the objectives of the study among 11<sup>th</sup> grade school students. On the basis of objective, five Hypotheses are formulated and statistical measures are used to find out the significant differences. The study will be helpful to understand superstition among adolescents respective of gender and area.

**Key Words: Superstition, Adolescent, Superstition Scale**

### 1. INTRODUCTION

Superstition means something like “Standing still in apprehension & Owe” but since has been rather watered down in its application and use. According to winter Raymond Lamount Brown, “Superstition is a belief or a system of belief by which almost Secular, a Parody of religious faith in which there is belief in an Occult or magic Connection”. Superstition is an irrational or non Scientific belief in the existence of Certain powers operant in the world, with positive or ill effects and therefore a Concomitant belief in the Counter actions (or avoidance of some actions such as not walking under a ladder) to demise or deflect these ill effects and or to promote the positive influence( i.e. crossing one’s finger or rubbing a beneficent stone, for good luck) of these independents and usually unnamed powers there are various superstition like:

Breaking a mirror will results in years of bad luck.

The number 13 is unlucky and the number 7 and 9 are lucky.

It will bring you bad luck if step on the cracks of side walk.

Finding a four leaved clover will be boon to your fortune.

A Superstition is a belief people hold which is not based on reason. There is no logic to superstition. These beliefs often go against the laws of nature as we know them. People who are superstition believe that they can either bring themselves good luck or disaster by people for Centuries. People all over world use the dove as a Symbol of goodness and symbol of badness. Such symbols may be tangible or non tangible things like human beings animals number etc. In Indian Culture crossing of cat is considered as evil. Here cat becomes symbols of evils or bad happening. These symbols differ from one culture to another culture. In ancient Egypt, people worshipped cats. Some people believe that cats are evil till today. In some culture, colour & numbers also play a large part in many of our superstition. Some people believed that red colour is pious and goodness is attached with the same. It is considered a symbol of good luck. But this notion may not be true for every society for people who are superstition about numbers and numbers three, seven and nine have special power of good luck but the number 13 is considered as very unlucky.

## 1.1 SUPERSTITION & EDUCATION

Education, is a modern word which is derived from the Latin word 'Educare' means to nourish, to cause to grow (Patel: 1991 viii). Education also prevails in illiterate societies, where it is imparted orally and by misbehavior. A member of primitive society learns to earn his livelihood, to do good works, to obey spiritual beings and also superstitions etc from the elders of the society and bind by its law and regulations. These are the education for them. We the modern people do mean "Education as reading and writing. This is also true. By modern education a person can able to increase his knowledge and expand his vision and avail the fruits or development. Hence modern education can play the role of "Catalyst" in bringing sea changes in the sphere of social, political, economic fields. One of the important reasons for failure of development activities in the society by various developmental agendas is the prevalence of acute illiteracy and ignorance, combined with superstitions among the masses. Hence to ward off economic backwardness, social deprivation spreading of education is regarded as one of the most effective and forward looking instruments (Patel: 1991:26). Another reason of failure of education is superstition among the tribal. Superstitions like "reading would make their drop out of their socket" etc. is also responsible for not spreading of education, so no remarkable progress could be achieved within next 10 years.

Superstition is as old as human civilization. But all superstitions are aimed at the weaker section of society. Even educated people tend to be influenced by Superstitions. India will be free from superstitions only when the masses are educated. The best way of combating superstitions is education.

Radical change should be brought about in the minds of the people to curtail blind beliefs. Religion is a weapon in the hands of vested interests. In order to perpetuate their power, they spread superstition in the name of religion and induce in the people fear of hell, if they do not obey their injunctions. Without a scientific temper, society will not progress. People should learn to be more practical.

## 1.2 SCOPE OF THE STUDY

In this age of increasing scientific knowledge some of the superstitions are still persisting in the present. The reason may be sought in the fact that superstitions are the product of men's unconscious nature as well as the adjustment with the need of the society. Superstitious people are God fearing people. They believe in God & luck. They believe that success or failure is determined by the stars. They connect late the natural happenings with their own affairs. They do not reason out the courses of events. In general, uneducated and people with low intelligence are more superstitious.

The main reason behind a people to be superstitious is lack of education and intelligence hence our first and foremost responsibility is to provide good standardized education from the beginning.

## 1.3 PURPOSE OF THE STUDY

- Whether superstition is prevailing among the students of 21st century.
- What is the level of superstition among students?
- Whether there any significant difference between superstitions of different school Students.
- Whether students aware that superstition is an irrational or non scientific belief.

## 1.3 OBJECTIVES OF THE STUDIES

- 1) To study the difference of superstition between boys of urban and rural schools.
- 2) To study the differences of superstition between girls of urban and rural schools.
- 3) To study the difference of superstition between boys of urban schools and girls of rural Schools.
- 4) To study the difference of superstition between girls of urban school and boys of rural Schools.

## 1.4 FORMULATION OF THE HYPOTHESIS

- H1 - There exists no significant difference of superstition among urban and rural Adolescents.
- H2 - There exists no significant difference of superstition between boys of urban and rural schools.
- H3 - There exists no significant difference of superstition between girls of urban and rural schools.
- H4 - There exists no significant difference of superstition between boys of urban schools and girls of rural schools.
- H5 - There exists no significant difference of superstition between girls of urban schools and boys of rural schools.

## 1.5 OPERATIONAL DEFINATION

### 1.5.1 SUPERSTITION

A superstition is an irrational belief arising from ignorance. Superstitions are based on a belief that future events are influenced by specific behaviours, without having a causal relationship. Many superstitions deal with important events in a person's life such as birth, entering adulthood, marriage, pregnancy and death. Most of superstitions involve ensuring good luck, avoiding bad luck or making good things happen.

### 1.5.2 ADOLESCENTS

This is the period which begins with puberty and ends with the general accession of growth. It emerges from childhood and merges into adulthood. This is also known as the "Teen age period ". This is the period of transition from childhood to maturity. It is markedly a period of growing up, during which the child develops into a man or women.

## 1.6 DELIMITATION OF THE STUDY

1. The study has been limited to the school of Bhilai township only.
2. The study is limited to peoples studying in urban and rural school only.
3. This study is limited to class XI peoples only.
4. This study is limited to superstition of students.
5. This study is limited to English medium schools only.

## 2. METHODOLOGY

### 2.1 POPULATION

The investigations has chosen Bhilai area as the populations for the study.

Table 1: Population Table of Rural area school

Sl. no	Name of School	Boys	Girls	Total Students
1.	Pt. Madan Mohan Malviya Vidyalaya, kokha	29	16	45
2.	Govt. Higher Secondary School, Supela.	61	44	105
3.	Saraswati U.M Vidyalaya, Kokha	84	58	142

Table 2 : Population Table for Urban area School

Sl. no	Name of School	Boys	Girls	Total Students
1.	Happy Public School, Vaisalinagar	21	16	37
2.	Sarada Vidyalaya, Ramnagar.	58	39	97
3.	Gyandeep Hr. Sec. School, Shantinagar.	93	55	148

## 2.2 SAMPLE

In the present study urban and rural school students were selected by random lottery method. It includes “Three Urban schools” and “Three rural schools”. In this way 120 students were selected for the study which has been shown in table below :

Table 3: Sample Table for Rural area School

Sl. no	Name of School	Boys	Girls	Total Students
1.	Pt. Madan Mohan Malviya Vidyalaya, kokha	10	10	45
2.	Govt. Higher Secondary School, Supela.	10	10	105
3.	Saraswati U.M Vidyalaya, Kokha	10	10	142

Table 4 : Sample Table for Urban area school

Sl. no	Name of School	Boys	Girls	Total Students
1.	Happy Public School, Vaisalinar	10	10	37
2.	Sarada Vidyalaya, Ramnagar.	10	10	97
3.	Gyandeep Hr. Sec. School, Shantinagar.	10	10	148

**2.3 RESEARCH DESIGN :** This study is based on survey research design. The study is done for knowing the degree of superstition among the Adolescents based on the test of Superstition Scale. This is a type of comparative study on superstition between boys and girls students.

### Variable

**Independent Variable—11<sup>th</sup> grade students**

**Dependant variable-Superstition Scale**

### Tool

**Superstion Scale(SS) made by L.N.**

**Dubey and B.M. Dixit**

### Statistical Analysis

**Mean, Standard Deviation, t-value**

## 2.4 INSTRUMENT / TOOL

The tool used for present study is superstition scale developed by Shri L.N. Dubey. The superstition scale will enable to discriminate the person having different degrees of superstition. The tool consist of 40 question each to be rated on 3 points. Each statement has 3 alternative answers. The subject has to select only one answer. The answers showing higher degree towards superstition should be answered 3 marks, answers showing lower degree should be awarded 2 marks and the answer showing zero degree of superstition should be awarded 1 mark.

The reliability index is ascertained by spearman brown formula and kuder Richardson formula co-efficient were found to be .82 and .84 respectively. The validity of the tool is found to be .73.

## 2.5 ADMINISTRATION OF THE TEST

The test was adopted to know the degree of superstition among the students. The test was administered on the students of class 11 th of English medium school of Urban and Rural areas. A particular number of students are selected for administering the test from each school.

## 2.6 SCORING OF THE TOOL-

After the collection of data of the questionnaire was done the test consist of 40 items. Each statement has 3 alternative higher degree towards superstition should be awarded 2 marks, and the answer showing zero degree of superstition should be awarded 1 mark.

Sl no.	Categories	Scores
1	<b>Highly Superstition</b>	100 & Above
2	<b>Superstition</b>	92-99
3	<b>Moderate</b>	84-91
4	<b>Non-superstition</b>	72-83
5	<b>Highly Non-superstition</b>	71 and below

## 3. ANALYSIS AND INTERPRETATION OF DATA

In order to test the validity of the hypothesis formed by the researcher, t-test was employed.

### Hypothesis-

H0-1 – There exists no significant difference between the superstition among urban and rural adolescents.

Table 5.1: Statistical inference showing superstition among urban and rural adolescents.

AREA	NO	MEAN	S.D	t VALUE
URBAN	60	67.76	7.74	1.54
RURAL	60	65.23	10.32	
Df =118		P>0.05 No significant		

It is evident from the table that means of urban school and rural school were found to be 67.76 and S.D was 10.32. The t- value was calculated from two means and is found to be 1.54 which is not significant at 0.05 level df=118. This indicates that the proposed hypothesis is accepted. It can be calculated that there exist no significant difference between superstition among urban and rural adolescents.

H0-2 There exist no significant difference of superstition between boys of urban and rural school.

Table 5.2: Statistical inference showing superstition among urban and rural boys.

AREA	NO	MEAN	S.D	t VALUE
URBAN	60	67.76	7.74	1.54
RURAL	60	65.23	10.32	
Df =118		P>0.05 No significant		

It is evident from the table that means of urban school and rural school were found to be 64.43 and S.D was 7.70. The t- value was calculated from two means and is found to be 0.20 which is not significant at 0.05 level ( df= 58). This indicates that the proposed hypothesis is accepted .It can be calculated that there exist no significant difference between superstition of student of urban boys and rural boys .

H0-3 –There exists no significant difference of superstition between girls of urban and rural schools.

Table 5.3: Statistical inference showing superstition among girls of urban and rural adolescents.

Students	NO	MEAN	S.D	t VALUE
Urban girls	30	71.10	18.04	1.45
Rural girls	30	65.53	9.79	
Df =58		P>0.05 No significant		

It is evident from the table that means of urban girls and rural girls were found to be 71.10 and 65.53 and S.D was found 18.04 and 9.79. The t-value was calculated from two means and is found to be 1.45 which is not significant at 0.05 level (df=58). This indicates that the proposed hypothesis is accepted. It can be calculated that there exists no significant difference between superstition of urban girls and rural girls .

H0-4 - There exists no significant difference of superstition between boys of urban schools and girls of rural schools .

Table 5.4: Statistical inference showing superstition between boys of urban schools and girls of rural schools.

Students	NO	MEAN	S.D	t VALUE
Urban boys	30	64.43	7.70	0.47
Rural girls	30	65.53	9.79	
Df =58		P>0.05 No significant		

It is evident from the table that means of urban boys and rural girls were found to be 64.43 and 65.53 and S.D was found 7.70 and 9.79. The t-value was calculated from two means and is found to be 0.47 which is not significant at 0.05 level (df=58). This indicates that the proposed hypothesis is accepted. It can be calculated that there exists no significant difference between superstition of urban boys and rural girls .

H0-5 - There exists no significant difference of superstition between girls of urban schools and boys of rural schools .

Table 5.5: Statistical inference showing superstition between girls of urban schools and boys of rural schools

Students	NO	MEAN	S.D	t VALUE
Urban girls	30	71.1	18.04	1.56
Rural boys	30	64.93	10.88	
Df =58		P>0.05 No significant		

It is evident from the table that means of urban boys and rural girls were found to be 71.1 and 64.93 and S.D was found 18.04 and 10.88. The t-value was calculated from two means and is found to be 1.54 which is not significant at 0.05 level (df =58 ). This indicates that the proposal hypothesis is accepted. It can be calculated that there exists no significant difference between superstition of urban girls and rural boys.

#### 4. CONCLUSION

The various hypothesis were formulated for testing after the collection of data and the inference were drawn by computing the t- value to make the inference meaningful. It is clearly evident from the various tables and inferences that the no difference were obtained between grade pupils of XI class which was tested by administration of superstition scale test prepared by L.N.Dubey.

After treatment of the data various test were obtained on the basis of the different hypothesis formulated under this study. It is clear from the t-values that in all cases of the study it is having no significant difference between both areas schools. Out of 5 t-values in total which were calculated on the basis of proposed hypothesis no significant difference are seen.

Hence, it can be concluded from the above generalization that there is no significant difference between boys and girls of Urban and Rural students on superstition scale.

#### 5. SUGGESTIONS FOR THE FURTHER STUDIES

1. A study may be conducted to college students.
2. Superstitions test among student of engineering and medical Students can be conducted.
3. A study may be conducted of teacher of different school.
4. A comparative study of superstition of rural and urban school Students.
5. A comparative study of superstition of primary and middle School student can be done.

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