



Study of Level of Superstitions And Scientific Attitude Among Adolescents.

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ABSTRACT

Inspite of advent of technology and knowledge explosion not only illiterate but also educated persons more or less believe in superstitions so the need was felt to find out whether the students having scientific attitude believe in superstitions. The present study is a humble attempt in this direction. It will enable the parents teachers & students to understand the superstitious attitude of the students. In the present attitude study of investigator explored the level of superstitions & scientific attitude in adolescents as adolescents are at the age of moral and character development, they need proper attitude to be developed. Superstition scale by L.N. Dubey and B.M. Dixit (2008), Science Attitude Scale by A. Grewal (2012) were used to collect data. Results revealed that Male and female school students do not differ in their level of superstition and scientific attitude. There is a negative and significant correlation between scientific attitude and superstition. More is the scientific attitude lesser is the belief in superstitions.

KEYWORDS : superstitions , scientific attitude

Introduction

"It is science alone that can solve the problems of hunger and poverty, insanitation and illiteracy, of superstition and deadening customs and traditions of vast resources running waste of rich country inhabited by starving people. Who indeed could afford to ignore science today! At every turn we have to seek its aid. The future belongs to science and to those who make friends with science."

Jawaharlal Nehru

No doubt, we are living in the world by science and technology where man has become slave by science and its technologies. Even then we have been waged steadily on superstitions for at least two centuries. The growth of the science was deeper on the ability of scientists to fight against superstitions and religious dogmatic taboos. We generally believe that people who behave irrationally, are superstitions because of their ignorance. The reason behind it is lack of proper education. Therefore, if we want to enlighten our society then there is needed to impart science education to individuals of our society.

We have entered in 21st century, which is the century of science and technology and advancement. In every field, even in modern world, with the progress of scientific knowledge and education. Many old superstitions are driven out from the minds of most of the people in the west. The great majority of the inhabitants of our country are very superstitions except the small percentage of educated men and women in this, sub-continent our own countrymen continue to believe in superstitions and their whole life is governed by their beliefs. The rural and less educated populations of India especially cling to these age-long superstitions and no reasoning or argument can shake their belief in them.

Superstition

Superstition is any belief on attitude that is inconsistent with the laws of science or with what is generally considered in the particular society as true and rational, especially such a belief in charms, omens and supernatural etc. The term superstition denotes the tendency to direct ones behaviour with an irrational and mysterious fear or to gain privilege from the supernatural power. Most people today indignantly deny that they are superstitions but do their denials always ring true? Superstitions are still very much alive in the modern world. This is really surprising, that the roots of many old beliefs lie down in those deep seated human hopes, fears and desires. That do not alter greatly with centuries, however much we provide ourselves now on being progressive or scientific. Most of practices are, some still common, intended to bring good luck and avert evil. Superstitious beliefs are individual as well as social. They are important because they tend to interpret with the past, present and future. 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 and luck. They have faith in mys-

terious power. They believe that success or failure is determined by the stars. They correlate the natural happening with their own affairs. They do not reason out the courses of events. In general uneducated, and people with low intelligence are more superstitious.

Scientific attitude

Good (1968) defined scientific attitude as a "set of emotionally toned ideas about science and scientific method and related directly or indirectly to a course of action."

Vaidya (1971) explained that scientific attitude is open-mindedness, curiosity, judgment based upon scientific facts alone, willingness to test and verify, conclusions, faith in cause and effect relationship, honest reporting, rejection of the principles of authority and more faith in the books written by specialists in their respective fields."

Today's world is world of science and technology as a result technological advancements are taking place day by day. No doubt, people feel that they are completely modernized as they are the users of these new technology, even then they believe in baseless superstitions. The reason may be sought in fact that superstitions are the product of men's unconscious nature as well as adjustment with changing society even very well educated persons are not escaped from these superstitions and their impact so these superstitions became one of the major blocks in the developmental process. Though the effect of science & technology is experienced in every day life of each & every person, here appears to be a very big gap between scientifically literate and the common person on the road. No doubt, in the present scenario the science has been made a compulsory subject but even then our adolescents believe in the various superstitions. On acquiring scientific attitude and awareness while planning to inculcate scientific attitude in the society, will certainly eradicate superstitions. It become necessary to concentrate our efforts on school going children who generally acquire the traditions and rituals followed blindly by their parents.

STATEMENT OF THE PROBLEM

STUDY OF LEVEL OF SUPERSTITIONS AND SCIENTIFIC ATTITUDE AMONG ADOLESCENTS.

OBJECTIVES

1. To study the level of superstitions of adolescents.
2. To study scientific attitude of adolescents.
3. To study relationship between superstitions and scientific attitude.

HYPOTHESES

There is no difference in the level of superstition between boys and girls.

There is no difference in scientific attitude of boys and girls.

3. There is no significant relationship between superstitions & scientific attitude.

TOOLS USED

1. Superstition scale by L.N. Dubey and B.M. Dixit (2008)
2. Science Attitude Scale by A. Grewal (2012)

SIGNIFICANCE OF DIFFERENCE OF MEANS

Table 1.1 Significance of the Difference between Mean Scores of Scientific attitude and Superstition of male and female school students

Variable	Group	N	M	S.D	SE	t-value
Scientific attitude	Male	100	46.88	8.99	1.152	1.588NS
	Female	100	48.71	7.20		
Superstition	Male	100	68.75	17.54	2.372	1.601NS
	Female	100	72.55	15.98		

****NS Non Significant**

Table 1.1 revealed that the t ratio for scientific attitude of male and female school students is 1.588 with $d_f=198$ which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of superstition scale of male and female school students.

Therefore the hypothesis 1 stating that there exists non significant difference in the mean scores of superstition of male and female school students stands accepted. Male and Female school students do not differ in their level of superstition. Earlier study by Kaur Sukhman (2007) gave similar results

Table 1.1 revealed that the t ratio for superstition of male and female school students is 1.601 with $d_f=198$ which is not significant. This revealed that no significant difference exists between mean scores of scientific attitude of male and female school students.

Therefore the hypothesis 2 stating that there exists no significant difference in the mean scores of scientific attitude of male and female school students stands accepted. Male and Female school students do not differ in their scientific attitude. Earlier study by Hundal, Kaur Gurpreet (2002) and Gupta(2006) gave similar results

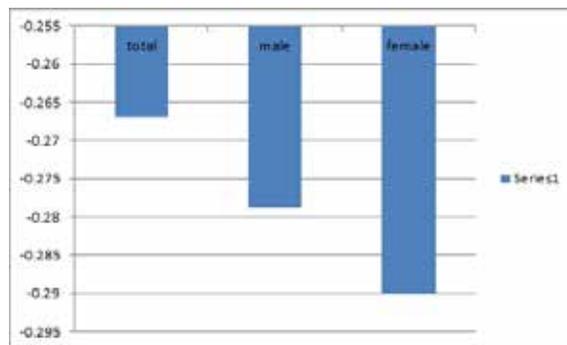
Table 1.2 Coefficient of Correlation between Scientific Attitude and Superstition of School Students

Respondents	N	R
Total	200	-0.626
Male	100	-0.52
Female	100	-0.62

Table 1.2 shows the coefficient of correlation between scientific attitude scale and superstition scale of school students as -0.626 which was found to be significant.

It also shows the coefficient of correlation between scientific attitude and superstition of male and female school students as -0.52 and -0.62 respectively both of which were found to be significant at 0.01 level of confidence. Therefore the hypothesis 3(a) stating that there exists no significant relationship between scientific attitude and superstition of school students is rejected. A negative and significant correlation is there.

Fig. 1.1 Bar Graph showing Coefficient of Correlation between Scientific attitude and Superstition of Total, Male and Female School Students



CONCLUSIONS:

1. Male and female school students do not differ in their level of superstition and scientific attitude.
2. There is a significant relationship between scientific attitude and superstition.
3. There is a negative and significant correlation between scientific attitude and superstition. More is the scientific attitude lesser is the belief in superstitions.

EDUCATIONAL IMPLICATIONS

The findings of this study can help the parents, teachers, guidance workers and counselors to understand the superstitious attitude of the children of adolescence age. The parents should develop scientific approach and attitude and they should try to develop the same among their children. As science is supposed to inculcate national thinking and help us to solve all our problems rationally and scientifically. So parents should encourage scientific thought and reason among their children.

The teacher acts as a role model for their students. So, they should adopt scientific thought. They should also try to eliminate irrational thinking, blind faith and prejudice among their students.

The teachers should develop curiosity, thoughtful, positive, constructive and scientific attitude in their students by encouraging debate and discussing in the classroom as well as co-curricular activities.

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