



SUPERSTITIOUS BELIEF OF HIGHER SECONDARY SCHOOL STUDENTS – A GENDER WISE ANALYSIS

Education

Ms. A. Jothi M.Ed Student, S. Veerasamy Chettiar College of Education, Puliangudi

Dr. T. Ranjith Kumar Assistant Professor, S. Veerasamy Chettiar College of Education, Puliangudi.

ABSTRACT

The main objectives of the study were to find out the level of superstitious belief of higher secondary school students and difference between male and female higher secondary school students in their superstitious belief. The sample consists of 300 higher secondary school students randomly selected from 10 higher secondary schools in Sivagiri Taluk, Tirunelveli district of Tamil Nadu. Superstitious Belief Scale was used as tool to collect data. The research reveals that the level of superstitious belief of higher secondary school students was moderate and there is significant difference found between male and female higher secondary school students in their superstitious belief.

KEYWORDS:

Superstitious belief, Higher secondary school students.

INTRODUCTION

Superstitions originated perhaps, when man was at the mercy of the natural elements. People respected and worshiped the forces of nature like the sun, the moon, water etc. People worshiped fire because of its destructive ability. When people started falling prey to diseases they started appeasing the gods with offerings, penances and sacrifices to ward off evil spirits. All civilizations have their respective superstitions. But some like beliefs in ghosts, sorcery, witchcraft and spirits are universal. The western civilizations although very progressive have their own superstitions. Superstitions are the legacy of every civilization and are inherited by the following generations. It was once believed that superstitions could be rooted out with the spread of education. But these have continued to linger with the generations. These superstitious beliefs affect some of the daily routines too. Not only elders, children also have superstitious beliefs due to familial and societal practices (Kamaal Nishant, 2016).

SIGNIFICANCE OF THE STUDY

Superstitions have come a long way in history and have been evolved in this process. Every known civilization that ever existed on the planet had something common in them; these were the myths and superstitions that were a crucial part of their cultures (Valeed, 2016). The word superstition is designated to those beliefs that result from ignorance and fear of the unknown. Many superstitious practices are due to the false interpretations of the natural events. With this qualification in mind, superstitions may be classified roughly as religious, cultural and personal. All religious beliefs and practices may seem superstitious to the person without religion. Even people who claim they have no superstitions are likely to do a few things they cannot explain. The school students also follow some superstitious belief practices. The investigator wishes to study the superstitious belief of higher secondary students and to study the influence of it on their mental health. In this paper the investigator discuss about the level of superstitious belief and difference in superstitious belief with regard to gender.

OBJECTIVES OF THE STUDY

- To find out the level of superstitious belief of higher secondary students with regard to Gender.
- To find out the significant difference, if any, between male and female higher secondary students in their superstitious belief.

METHOD ADOPTED

Survey method was adopted for the present study.

POPULATION AND SAMPLE

The population for the study includes all the higher secondary students studying in higher secondary schools in Sivagiri Taluk, Tirunelveli district of Tamil Nadu.

The investigator had used simple random sampling technique for selecting a sample of 300 Higher Secondary students from 10 higher secondary schools in Sivagiri Taluk, Tirunelveli district of Tamil Nadu.

TOOL USED

The tool used for the present study Superstitious *Belief Scale* developed by Ms.A.Jothi (Investigator) and Dr. T. Ranjith Kumar (Research Supervisor) in 2016. The tool was meant for higher secondary school students and it consists of 42 statements.

ANALYSIS OF DATA

The statistics employed in the study were percentage analysis and 't' test. The analyses were presented in the following tables.

Table 4.1
Level of Superstitious Belief of higher secondary school students with regard to Gender

Variables	Gender	N	Low		Moderate		High	
			No.	%	No.	%	No.	%
Superstitious Belief	Male	175	20	11.4	135	77.1	20	11.4
	Female	125	29	23.2	88	70.4	8	6.4

It is inferred from the above table that 11.4% of the male higher secondary school students have low, 77.1% of them have moderate and 11.4% them have high level of superstitious belief. It is also inferred that 23.2% of the female higher secondary school students have low, 70.4% of them have moderate and 6.4% of them have high level of superstitious belief.

H01: There is no significant difference between male and female higher secondary students in their Superstitious Belief.

Table 4.13
Difference between Superstitious Belief of higher secondary school students with regard to Gender

Variable	Group	N	Mean	SD	Calculated t - value	Remarks 5% level of significance
Superstitious Belief	Male	175	126.35	21.799	3.238	S
	Female	125	117.86	23.159		

Table value of 't' for df 298 at 0.05 level is 1.96, S – Significant (Biswal & Dash, 2006).

It is inferred from the above table that the calculated 't' value (3.238) is greater than the table value (1.96) for df 298 at 0.05 level of significance. This shows that there is significant difference between male and female higher secondary school students in their Superstitious Belief.

While comparing the mean scores of male (126.35) and female (117.86) higher secondary school students, male students have higher superstitious belief than the female students.

FINDINGS

1. 11.4% of the male higher secondary students have low, 77.1% of them have moderate and 11.4% them have high level of superstitious belief.
2. 23.2% of the female higher secondary students have low, 70.4% of them have moderate and 6.4% of them have high level of superstitious belief.
3. There is significant difference between male and female higher secondary students in their Superstitious Belief. The mean scores show that male higher secondary students have higher superstitious belief than the female students.

IMPLICATIONS

The research reveals that the higher secondary students have moderate level of superstitious belief. Therefore, the scientific background behind superstitious belief should be explained to the students to know about the facts. In value education classes teachers should educate the students to realize the facts of superstitious beliefs. Male higher secondary students have higher superstitious belief than the female students. So, proper guidance and counseling should be given to male students to eradicate the superstitious belief. Special programmes should be organized to the students about the effects superstitious beliefs and how to overcome it.

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