



ISSN: 2395-7476  
IJHS 2017; 3(2): 613-615  
© 2017 IJHS  
www.homesciencejournal.com  
Received: 06-03-2017  
Accepted: 08-04-2017

**Tanu Shri Vijay**  
Research Scholar, Banasthali  
University, Jodhpuriya Road,  
Vanasthali, Rajasthan, India

**Dr. Parul Tripathi**  
Assistant Professor, Banasthali  
University, Jodhpuriya Road,  
Vanasthali, Rajasthan, India

**Manish Kumar Vijay**  
Research Scholar, Indian  
Agricultural Research Institute,  
Hill Side Road, Pusa, New Delhi,  
India

## Superstitious beliefs among school teachers

Tanu Shri Vijay, Dr. Parul Tripathi and Manish Kumar Vijay

### Abstract

Superstitious beliefs influence a wide range of decisions and activities in our everyday life. Superstition has received little attention in the behavior literature, which was surprising since superstitious behavior found in numerous related domains, such as sports, gambling, travelling etc. Around the world and in popular cultures, ideas and beliefs that terms of modern thought, are classified in superstitious beliefs class which influenced by different social and psychological factors. Nevertheless, many people rely on superstitious thought and practices in their daily routine in order to gain good luck. In the present study 100 teachers (50 males and 50 females) were selected to find out existence of superstitious belief and to assess different aspects of superstitious beliefs among male and female teachers. Checklist related to superstitious beliefs used for data collection which had four areas like- Animal related, good luck and bad luck related and other common beliefs, it contain 39 questions. After statistical analysis data revealed that the male teachers were more superstitious as compare to female teachers.

**Keywords:** Superstitious beliefs, male teachers, female teachers, good luck, bad luck

### 1. Introduction

Superstition is a Judgmental term traditionally used by dominant religious to categorize or denigrate earlier, less sophisticated or disapproved religious attitude and behavior. Adherents of a particular religious orthodoxy perceive a belief as superstition. The use of the term superstition is inevitably pejorative rather than descriptive or analytical, for superstition is defined in opposition to a given culture's concept of true religion. It's specific meaning vary widely in different periods and contexts. Superstition is the belief in supernatural causality- that one event causes another without any natural process linking the two events- such as astrology and religions, like omens, witchcraft, and prophecies that contradict that contradict natural science. The word superstition is generally used to refer to the religion not practiced by the majority of a given society regardless of whether the prevailing religion constrains superstitions. Emphasis on measuring the superstitious believe in this society refers to this fact that they are acceptable believes and values of people and make the overall values of society. Its positive and negative aspects can respectively prepare a bed for backwardness or progress of society. One of the issues that are occasionally is different kinds of superstition, subjective, objective, intellectual, behavioral, and rate of its prevalence in the community. Those who fear from the presence of superstitious in the community, they have at least two growing concerns: first, negative consequences and results of superstition in understanding the reality, wisely organization of the life and social relations, and secondly, from their view, growth, spread and influence of superstition in different fields of life and when the scientific thought and religious life become infected with this virus, it is frustrating. (Tavassoli, 2001) [9]. However, surprisingly, there is hardly any empirical about what shapes an individual's superstition, especially in the economic literature. One reason might be that astrology has been criticized as a non-academic field, as it lacks reliability. However, nothing speaks against analysis of human behavior. The economic explanation of non-economic phenomena has strongly increased in the last few years. The expansion of economics to other spheres of life, including sociology, politics, warfare, crime, religion was according to S. Gross bard (2015) [10] 'like a breath of fresh air'. With the help of standard economic analysis new insights in these "non-market topics" have been developed. Researchers as, e.g., Becker (1968, 1971, 1976, 1981) [1, 2, 3, 4], Buchanan (1975) [5], North (1981) have penetrated with an economic analysis into social sciences as political science, sociology or history.

**Correspondence**  
**Tanu Shri Vijay**  
Research Scholar\* Banasthali  
University, Jodhpuriya Road,  
Vanasthali, Rajasthan, India

Several Nobel Prizes indicate that economists have successfully entered other territories. Superstitious, irrationally and blind belief have had an upper hand in our society throughout the ages. An example is the phenomenon of “witch hunting”, which has claimed many innocent lives. They also lead to caste bias and discrimination. It must be realized by people that in a society where youth are practicing superstitions, it will hinder social progress. Its prevention is possible only through educational awareness and knowledge is its cure. So, in this paper an attempt is undertaken to study the Superstitious behavior of students of higher educational institutions in Assam so that they can take necessary steps in near future to stop superstitious beliefs harmful to society which are also called as social evils (2016, Dr. M. Kalita).

Superstition is an irrational belief or practice resulting from ignorance or fear of the unknown. It characterized by obsessive reverence for omens, charms, etc. The validity of superstitions is based on belief in the power of magic and witchcraft and in such invisible forces as spirits and demons. A common superstition in the middle ages was that the devil could enter a person during that unguarded moment when that person was sneezing; this could be avoided if anyone present immediately appealed to the name of God. Superstition is a notion, act or ritual that derives from such belief (Shaira Argana 2012). Superstition are kind of white magic in that people will believe that their observing or practicing the personal ritual will bring them good luck, prevent illness, and ward off evil. And many superstition offer procedure for overcoming the negative acts threatened by these omens, such as casting a pinch of salt over the shoulder or whispering a blessing after sneeze (Gale Encyclopedia of the unusual and unexplained 2003). According to psychoanalytic theory, superstition is a form of magical thinking that is characteristic of the anal stage in Freud’s psychosexual stage theory. Superstitious thoughts or behaviors are used as a substitution to instrumental acts that people would have liked to achieve in order to influence the situation (Saenlo, 2005). Superstition is the fear of what is unknown and mysterious. It is the belief that certain events bring good or bad luck which cannot be explained by reason or science. In short, superstition means blind belief. Superstition means blind belief. Superstition is a worldwide phenomenon. People in every country believe in other superstition

The major points was kept in mind while selecting group and the purpose of the study was to ascertain whether the myths and superstitious still hold a value in belief system of male and female teachers in present scenario with following objectives-

- To examine superstitious beliefs of female and male teachers at Tonk, Rajasthan.
- To assess the four areas related to superstitious beliefs like Animal related, good luck and bad luck related and some other common beliefs.
- To compare the superstitious beliefs among female and male teachers of Tonk, Rajasthan.

**2. Material and methods**

Research methodology is a way to systematically approach a research problem. Research methodology is a multi-dimensional approach where in research methods do constitute a part of the research methodology. Not only research methods but also logic behind the methods are considered, which are used in the research study so that the research results are capable of being evaluated either by the researcher himself or by others.

Methodology simply refers to the methods used in conduct of an inquiry. Methodology is the study of description, explanation and justification of methods employed in conducting a research.

**Hypothesis**

Hypothesis is, “tentative generalization of the validity which remains to be tested”. Following hypothesis were laid down in connection with this study.

**Ho:** There is no significant difference in superstitious belief among male and female teachers.

The Methodology for the present study entitled, “Superstitious Beliefs among Female and Male teachers” comprises of sequential steps:

- Sample-** The total sample of the present study comprised 100 teachers, selected by Purposive sampling. 50 male and 50 female teachers were taken from Tonk Rajasthan. The study was conducted on both 50 male and 50 female teachers of 30-50 age groups.
- Method and Tool used** - survey method was used for the study. Superstition checklist was prepared by investigator which includes four areas like animal related belief, good luck related belief, and bad luck related belief and other beliefs which contain 39 questions. The positive items had high score as negative item had low score.
- Collection and Analysis of data** - five schools were selected, 20 teachers (10 female and 10 male) from each school to collect information at Tonk, Rajasthan. The purpose of the study was explained to all the teachers and assured them to keep the information secretly given by them. The data obtained were coded, tabulated and analyzed keeping mind the objectives of the study.

**3. Results and discussion**

The present study was undertaken to investigate the superstitious beliefs among the male and female teachers. To facilitate analysis and interpretation the data is presented in the form of mean, standard deviation and t-test calculated on the basis of which scores was obtained by the teachers.

**Table 1:** Comparison between Males & Females on the basis for their superstitious beliefs

Categories	Score Range	Male (n=50)	Female (n=50)
Low level	0-10	37	30
Moderate level	10-20	8	18
High level	20-30	5	2
Very high level	30-40	-	-

The above data shows that majority of respondents of both male and female teachers were having low superstition. 8% of male teachers and 18% of female teachers were having in moderate superstition followed by 5% of male and 2% of female respondents having high superstitious belief. Both male and females were having 0, very high category of superstition, reflecting that a very high number of respondents were low level of superstitious.

**Table 2:** Comparison of Males & Females on the basis of their superstitious beliefs in four areas

Different Aspects	Male	Female
Animal related superstitious belief (Hooting of owl, dog howling etc.)	20%	20%
Bad luck related superstitious belief	17%	14%
Good luck related superstitious belief (crossing finger, falling stars etc.)	24%	33%
Other common belief (traditional and natural belief)	18%	19%

The data shows that 33% of female teachers and 24% of male teachers were pertain the category of good luck belief in which questions related to crossing finger, falling stars belief was present. 20% of male teachers and 20% of female teachers were in the category of animal related belief, in which questions related to hooting of owl, dog howling etc. type of questions were present. In other common belief 18% male teachers and 19% of female teachers belongs to this category in which questions related to traditional and natural beliefs etc. type of question were present. Only 17% male teachers and 14% female teachers were pertain the category of bad luck related belief in which questions related to breaking of mirror, 13<sup>th</sup> Friday etc.

**Table 3:** Difference regarding superstition belief among male and female teachers of Tonk Rajasthan

Category	Mean±SD	t- value
Male	7.82±5.97	0.75NS
Female	8.46±6.77	

Note: NS= Non-significant at 0.75 level (N=100)

The table shows that there was very little difference between male and female teachers, obtained t-value i.e. 0.75 was not significant; It means that there was not any significant difference between superstitious beliefs of male and female teachers. Null Hypothesis is accepted.

#### 4. Conclusion

Superstitions exist among people everywhere. Many men and woman today, in spite of the wonders of contemporary technology, still feel a great sense of helplessness as they attempt to chart their individual fates in a hostile environment. In many instance, the terrors of the modern world surpass the horrors that lurked in the shadows in that time long ago when primitive humans first dared to venture out of their caves. Even the most sophisticated of today's men and women may still knock on wood and carry a rabbit's foot in their pockets for luck. Superstitious beliefs have long captured researchers and have been linked to many factors. For example, superstitious have been found to be higher among women, lower intelligence level, lower socioeconomic status, and rural community. Superstitious beliefs have been also linked to whether people worry about life, have a strong need for control, and do not like ambiguity in their lives. Main findings of present study are:

- Majority of respondents had low attitude towards superstitious beliefs.
- Majority of respondents 37 males and 30 females were low level of superstitious beliefs. 18 females and 8 males were moderately superstitious and only 5 males and 2 females were high level of superstition
- Different categories of superstitious beliefs showed the differences between male and female teachers - 33% females and 24% of males were in the category of good luck belief, 20% males and 20% females belongs to animal related superstition category, Only 19% females and 18% males belongs to the category of other common belief, 17% of males and 14% females belong to the category of bad luck belief.

According to the present study male teachers were more superstition as compare to female teachers. The present study clearly shows that superstitious beliefs stills prevail in this modern world. According to present study male teachers were more superstition compare to female teachers Findings of the study could be helpful to male

and female teachers in order to find out the existence of superstitious beliefs.

#### 5. Recommendations and suggestions

- The study can be conducted on larger samples and other age groups.
- Comparative study can be conduct between college and school students and between elderly and youth etc.
- Interview method or questionnaire could be used. So, that suggestion could also be taken by them.
- Those superstitious beliefs which are not popular but prevalent in rural areas can be included.
- Questions related to black magic and paranormal belief could also be used.

#### 6. References

1. Becker GS. Crime and Punishment: An Economic Approach, Journal of political economy. 1968; (76)169-217.
2. Becker GS. The Economics of Discrimination. Edn 2, University of Chicago press, London, 1971, 8-20.
3. Becker GS. The Economic Approach to Human Behavior, Chicago University Press. London, 1976, 3-10.
4. Becker GS. A Treatise on the family. Enl. Edn, MA: Harvard University Press, Cambridge, 1981, 20-35.
5. Buchanan JM. the Limits of Liberty: Between Anarchy and Leviathan. Chicago University Press. London, 1975, 4-10.
6. Damisch L, Stoberock B, Mussweiler L, Keep Your Fingers Crossed! How Superstition Improves Performance, Association Psychological Science, 2010, 21(7).
7. Dr. kalita M. Prevalence of Superstitious Belief among the (ST) Scheduled Tribe Students of Nalbari District, The International Journal of Indian Psychology, 2016; 3(4):172-175.
8. Saenko IUV, The Superstition of today's college. Russian education and society, 2005; (47):76-89.
9. Tavassoli, Gholam Abbas. Sociology of Religion, Tehran Sokhan press. 2001, 35-40.
10. Hirshleifer J. Intro, in S. Gross bard- shechtman and C. Clague Editors. The M.E. expansion of Economics, Towards a More inclusive Social science. Edn 2, Rutledge prakashan, New York, 2015, 3-10.