

The superstitious thinking of university students

By

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Abstract

The aim of the current research is to identify the level of superstitious thinking among university students, and to achieve the study, the researcher followed the descriptive approach, where the researcher adopted the scale (Razuki and Latif 2019) and the current research sample reached (400) students distributed evenly, and after conducting a statistical analysis of the data, it was found that the level of thinking Al-Kharafi among university students was of an average level.

keywords: The superstitious thinking

chapter one

First, the research problem:

It was the beginning of the emergence of the myth with the beginning of man's existence on this earth. The primitive man had shifting emotions, feelings and motives that push him to carry out multiple behavioral patterns, sometimes he goes to the aggressive side and sometimes to the emotional side, and he tried to explain psychological phenomena by harnessing all his simple mental abilities and limited life experiences. Looking at the myth as an error in interpretation is still present, and that the error is one of the sources of the myth, without a doubt, but it is not the only source. Today we know psychological processes more than others. When someone speaks and says (I saw it without eyesight), this speech is often taken as a recipe Conclusive evidence, as there are differences in the way of thinking when they use a number of ideas at the same time, superstitious thinking distances man from logical thinking and correct judgments. People have a lot of non-practical ideas and superstitious beliefs, which in turn distance the individual from rational logic and resorting to means and methods such as revealing unseen things and astrology, etc. This is what is called superstitious thinking, and the individual may resort to it to change some situations when he does not find appropriate solutions (Esawy, 13:1983) and superstition in Arab societies is not limited to primitive or rural gatherings and the lower strata of them, but rather goes beyond them to urban societies and educated strata up to the cultural elite The elements of knowledge of scientific thinking (Al-Masabi, 13:2007) and the researcher noticed through his study in the university community the prevalence of some superstitious ideas, hence the problem of the current research emerges and can be formulated by the following question:

What is the prevalence of superstitious thinking among university students?

Second: The importance of the research

Superstitious thinking is one of the important topics with an educational dimension,

because it is a thinking that directly affects the lives of students as well as individuals (Al-Zughoul, 273: 2005). The rest of the living beings and that the induction of thinking stems from benefiting from his previous experiences (Hassan, 4:2000) and that belief in the concept of diseases and their causes and limiting the continuity of superstitious thinking so that the concept and perception of people about success and luck, stems from beliefs and these beliefs in any society are linked to a group of The thoughts and feelings that move people towards normal natural phenomena, such as people's previous perceptions of eclipses, earthquakes and disease as a phenomenon that threatens human life (Al-Jawahiri, 1978: 63).

Third: Research Objectives: The current research aims to identify

1. The level of superstitious thinking among university students

Fourth: Research Limits

Human Borders: Wasit University Students

Spatial boundaries: Wasit University

Time limits: school year 2021-2022

Fifth: Defining the terms

Superstitious Thinking: It was defined by Muhammad and Razouki (2019) It is a pattern of primitive thinking that takes place according to superstitious intellectual processes, and this pattern involves a lack or distortion of information that represents proven facts (Razuqi and Latif, 283: 2019).

Procedural definition: It is the degree that the respondent obtains from the test of superstitious thinking.

Chapter II

Theoretical framework and previous studies

Thinking is the highest form of mental activity in humans, as it represents the process by which the mind organizes its experiences in an appropriate manner and the realization of new relationships between two things (Abu Allam, 316:1993). As the superstitious thinking was launched on it the absurd, and it is considered a perception that does not accept realization because it presents itself as a substitute for every reality (Abri, 11:1983), as he (Malinovsky 1995) affirmed that superstition is a set of ideas or practices that are not based on any reasonable justification and are not subject to For any scientific concept, whether in terms of theory or application, and accordingly, the superstitious mentality is the one in which superstition has the most prominent role in its interpretations (Razuki and Latif, 293: 2019).

First, the characteristics of superstitious thinking

1. Superstitious thinking is too complex to be a mere relic of ancient times that science can easily erase because it is rooted in the minds of many people.
2. It is considered a primitive pattern that may stand in the way of an accurate objective understanding of the environment, which would limit the learner's ability to be in harmony with his surroundings and the environment around him, and superstitious thinking greatly affects the way it is interpreted.
3. Superstitious thinking is a belief that is not based on reason or scientific reasoning and is linked to magical ideas. (Razooki and Latif, 301: 2019)

Second: Characteristics of a person who is characterized by superstitious thinking:

1. He strays from the scientific spirit.
2. He is characterized by rigidity and difficulty of persuasion and does not accept interpretation.
3. He believes in intangible beings (Hamdan: 2005, 35)

Third: Theories that explain superstitious thinking:

First: Psychoanalytic Theory:

One of the most prominent pioneers of this school (Freud) believes that the myth is part of the personal formation of individuals and that it lies in the subconscious until events occur to it that make it rise to the external surface. This theory believes that the first origin of many myths may be due to sick personalities who have a greater readiness. In order to confuse reality and dream, it focused on the influence of the unconscious in human vision and also contributed to discovering the reasons for people's superstitious thinking in organizing their public lives, as Freud believes that thinking occurs when we find ways to satisfy our biological needs, any motive state that produces for us an internal image of what is required, as most Ideas as seen by the neo-Freudians are also inculcated by the general culture of the learner, especially the media (Al-Jilani, 15:2002).

Chapter III

Research Methodology and Procedures

This chapter includes a presentation of the procedures used in the current research to achieve its objectives, the most important of which is defining the research methodology, its society, its samples, the method of selecting them, determining its tools and measurement procedures, as well as identifying the most important statistical methods used in it.

First: Research Methodology

The current research adopts the descriptive approach, which is the method that depends on the study of reality as an accurate description and expresses it quantitatively or qualitatively (Obaidat et al., 176:2011).

Second: Population Research Community

The current research community is represented by the students of primary studies at the University of Wasit, for the academic year 2021-2022, males and females:

Scientific Faculties				humanities colleges					
Total	Female	Male	College name	T	Total	Female	Male	Collage name	T
161	98	63	Education for pure science	1	3232	1800	1432	Education for the humanities	1
268	200	68	Sciences	2	1248	745	503	basic education	2
209	54	155	Engineering	3	711	421	290	Literature	3
609	161	448	physical education	4	706	364	342	Law	4
584	321	263	the computer	5					
412	201	211	Agriculture	6					
2134	975	1159	Administration and Economics	7	5897	3330	2567		Total
920	617	303	Medicine	8					
530	376	154	dentistry	9					
158	80	78	veterinary medicine	10					
412	305	107	Fine arts	11					
6397	3388	3009	Administration and Economics	Total					
				12294					

Third: the sample of the research

For the purpose of completing the research procedures and achieving its goals, the researcher chose a number of samples in a different random way, and that the total sample of the statistical analysis consisted of (400) male and female students were chosen by the simple random method and for the purpose of statistical analysis and extracting the descriptive and psychometric characteristics of the measurement tools used in the current research. The

appropriate sample for extracting the psychometric characteristics of psychological scales should not be less than (400) individuals. Factor analysis (Al-Zobaie et al., 73:1981).

Table (2) the basic research sample

Total	Female	Male	the college
103	49	54	Education for science
99	47	52	humanity
99	47	52	Medicine
99	47	52	dentistry
400	190	210	Law

Fourth: the search tool

To achieve the goal of the current research, the researcher relied on the Razoqi test 2019

Defining the concept

The researcher relied on the definition and test of Razuki's superstitious thinking, which he defined as "a pattern of primitive thinking that takes place according to superstitious intellectual processes, and this pattern involves a lack or distortion in the information that represents the proven facts." Applies to me often, applies to me sometimes, does not apply to me, does not apply to me very much) and gives scores (1,2,3,4,5) respectively.

Paragraph validity

Ebel 1972 confirmed that the best way to ascertain the validity of the paragraphs is to present them to a group of arbitrators by deciding their validity to measure the quality for which they were developed (Ebel, 1972:555). To achieve this purpose, the scale was presented to a number of arbitrators in the field of educational and psychological sciences to show the validity of the items for measurement and their relevance to the research sample.

Clarity of instructions scale

The researcher conducted an exploratory study to find out the extent of the clarity of the instructions and paragraphs in terms of their formulation, meaning and method of answering and knowing the difficulties. Therefore, the researcher applied the sample to a sample of (40) male and female students distributed equally, equally distributed among the variables of type, and the time taken to answer ranged between (10-15). minute.

Table (3) sample clarity of instructions

N.O students	College	T
10	Education for the humanities	1
10	Law	2
10	Medicine	3
10	dentistry	4
40	Total	

Statistical analysis of paragraphs

The statistical analysis of the items aims to maintain the good items in the test and to ensure their ability to distinguish between individuals in the trait (Al-Imam et al., 106:1990)

The two-end group method: This is done according to the following steps

1. Determining the total score for each of the (400) forms

2. Arrange the forms in descending order from the highest score to the lowest score
3. Determining (27%) of the (108) high-grade forms and determining (27%) of the (108) lower-grade forms, thus the number of forms that were subjected to statistical analysis is (216) Form.

Discriminatory power of vertebrae

The concept of the discriminatory power of the paragraphs refers to the ability of the paragraphs to distinguish between the respondents, and it is one of the most important characteristics of the reference criterion because it indicates the ability of the scale to detect individual differences (Ebel, 1972:933). To achieve this, the researcher used the two peripheral samples method. The researcher used the t-test for two independent samples to show the significance of the differences between the upper and lower groups on each paragraph. The T-value was considered an indicator to distinguish each paragraph by comparing it with the tabular value of (1.96) at the significance level (0.05) and with a degree of freedom (214), and all the paragraphs were function and Table (4) illustrates this.

Table (4) *The discriminatory power of the paragraphs of the superstitious thinking test*

Indication	Calculated T value	Lower group		Upper group		T Paragraph
		Standard deviation	Average	Standard deviation	average	
Significant	6.849	1.015	1.81	1.239	2.87	1
Significant	7.212	.9190	2.19	1.179	3.22	2
Significant	6.930	.9990	2.05	1.174	3.07	3
Significant	5.526	1.161	2.13	1.344	3.07	4
Significant	4.447	1.094	2.33	1.140	3.01	5
Significant	5.924	1.084	2.18	1.188	3.09	6
Significant	4.438	1.112	2.19	1.245	2.90	7
Significant	2.855	1.225	2.44	1.345	2.94	8
Significant	3.008	1.263	2.26	1.270	2.78	9
Significant	4.085	1.068	2.41	1.378	3.09	10
Significant	4.164	1.113	2.22	1.205	2.88	11
Significant	5.303	1.040	2.24	1.089	3.01	12
Significant	6.601	.9290	2.19	1.180	3.14	13
Significant	6.210	1.038	2.27	1.192	3.21	14
Significant	3.668	1.118	2.28	1.145	2.84	15
Significant	6.607	1.110	2.24	1.216	3.29	16
Significant	5.004	1.048	2.12	1.153	2.87	17
Significant	5.204	1.081	2.09	1.191	2.90	18
Significant	4.485	1.109	2.20	1.310	2.94	19
Significant	3.516	1.125	2.38	1.343	2.97	20
Significant	6.180	.9870	2.08	1.184	3.00	21
Significant	4.171	1.140	2.01	1.271	2.69	22
Significant	6.033	1.030	2.12	1.218	3.05	23
Significant	3.991	1.153	2.16	1.361	2.84	24
Significant	5.137	1.094	2.02	1.307	2.86	25
Significant	4.523	1.287	2.27	1.330	3.07	26
Significant	4.043	1.147	2.26	1.176	2.90	27

Relationship of the paragraph to the total score of the test:

It means to find the correlation coefficient between the total scores of the sample members on each item and the total score of the scale and that those items that are related to a higher degree than the total score of the scale are the highest quality items (Naunnally, 1967:261). And after using Pearson correlation coefficient to extract the correlation between the scores of each Paragraph of the scale with its total score. It appeared that all the clauses are statistically significant related to the total score of the scale at the significance level (0.05) and the degree of freedom (398) compared to the tabularity (0.098) and Table (5) illustrates this.

Table (5) Relationship of the paragraph with the total score in the test

correlation coefficients	T	correlation coefficients	T
0.185	15	.3600	1
0.326	16	0.341	2
0.290	17	0.311	3
0.287	18	0.304	4
0.296	19	0.229	5
0.221	20	0.323	6
0.332	21	0.245	7
0.260	22	0.191	8
0.300	23	0.198	9
0.200	24	0.260	10
0.262	25	0.219	11
0.244	26	0.262	12
0.250	27	0.286	13
		0.286	14

Standard characteristics (psychometrics) of the mythical thinking test

First, honesty

Honesty is one of the basic characteristics in constructing the test and educational and psychological standards (Abdul Hadi, 111:1999). The validity of the scale was calculated through the following indicators:

Apparent honesty

the apparent honesty is calculated by calculating the percentage of approval of experts and specialists in education and psychology on the items of the scale.

Structured validity

Anastasi emphasized that construction validity is based on a specific theoretical framework in constructing the scale, in the light of which the scale results are interpreted and the items are statistically analyzed (Anastasasi, 1988:217). The researcher verified the validity of this indicator by calculating the validity of the scale. Paragraph discrimination coefficient and a statement of the extent to which each degree is related to the total score of the scale.

Second: stability

Specialists in the field of measurement seek to calculate stability indicators as quantitative estimates that serve to achieve two goals, namely, revealing the accuracy of the scale in measuring the phenomenon and indicating the degree of stability and consistency in performance (Al-Nuaimi, 214:2014).

1. Alpha Cronbach: This method depends on the consistency of the individual's performance from one paragraph to another (Thorndike and Heegen 1989), and in order to find (stability) for the current research scale, the (Alpha Cronbach) equation was used, and the stability coefficient of the mythical thinking scale was (0.80). It is a good stability (Esawy, 58:1985).

2. The retest method: This method reveals the stability of the results when the test is applied to a sample of individuals more than once over a specified period of time (Aziz and Abdel Rahman, 122:1990). The time period between the two applications was (15) days, as the stability coefficient was (0.80) by retesting.

Table (6) stability sample

N.O students	College	T
10	Education for the humanities	1
10	Law	2
10	Medicine	3
10	dentistry	4
40	Total	

Statistical indicators to test superstitious thinking: The researcher extracted some statistical indicators related to the characteristics of central tendency, the measure of dispersion and the measure of frequency distribution. And tablw (7) shows this

Its value	Descriptive Statistical Indicators	
84.98	Mean	Arithmetic mean
86.00	Median	Mediator
80	Mode	mode
8.773	Std. Deviation	standard deviation
0.348-	Skewness	skewness
0.534-	Kurtosis	kurtosis
64	Minimum	lowest degree
116	Maximum	highest score

the fourth chapter

Presentation and interpretation of results

This chapter includes a presentation of the results reached by the researcher in the current research according to the objectives, and discussed in the light of the approved theoretical framework, and then come up with recommendations and suggestions in light of those results as follows: -

First: To identify the degree of superstitious thinking among university students.

To achieve this goal, the researcher applied the superstitious thinking test on the research sample consisting of (400) male and female students. Which reached (81) degrees, it was found that the difference is statistically significant at the level of significance (0.05), as the calculated t-value reached (9.073), which is higher than the tabular t-value of (1.66), and with a degree of freedom (399), which means that the members of the research sample have an average level of superstitious thinking, and Table (8) shows this.

Table (8) Arithmetic mean, standard deviation, and T-value for the test of superstitious thinking

Indication Level	Tabular value	T value	Freedom Degree	hypothetical mean	Standard deviation	SMASample
0.05	1.66	9.073	399	81	8.773	84.98 400

The results in the above table may indicate that the sample members have an average level of analogical thinking, as the results of the current research differed with the results of the studies (Kamel, 2018) and (Al Rabee, 2014).

Conclusions

The students of Wasit University have superstitious thinking in a high degree, despite the scientific and cognitive developments that have been reached at the present time.

Recommendations

To set up awareness campaigns and cultural advertisements in university circles about the dangers of spreading superstitious thinking, and for media programs and institutions to abandon programs that lead to the spread and development of superstitious ideas.

Suggestions

conduct more research on other samples, such as secondary school students

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