

The Impact of Superstitious Ideas on the Students' Failure: An Empirical Investigation of Al-Ain University, United Arab Emirates

Ziyad Kamel Ellala

College of Education, Humanities and Social Sciences, Al Ain University, United Arab Emirates. Email: Ziyad.ellala@aau.ac.ae
<https://orcid.org/0000-0003-3769-9145>

Najeh Rajeh Alsalhi*

College of Humanities and Sciences, Ajman University, Ajman, UAE.
Humanities and Social Sciences Research Center (HSSRC), Ajman University, Ajman, UAE.
Deanship of Research & Graduate Studies (DRGS), Ajman University, Ajman, UAE.
Email: n.alsalhi@ajman.ac.ae
<https://orcid.org/0000-0002-8807-4527>

Jamal Hassan Abu Attiyeh

College of Education, Humanities and Social Sciences, Al Ain University, United Arab Emirates. Email: jamal.abuattiyeh@aau.ac.ae
<https://orcid.org/0000-0001-5007-9923>

Hatem Alqudah

College of Education, Humanities and Social Sciences, Al Ain University, United Arab Emirates. Email: hatem.alqudah@aau.ac.ae
<https://orcid.org/0000-0002-5969-7629>

Bushra Alakashee

College of Arts, Humanities, and social Sciences, University of Sharjah, Sharjah, UAE. Email: balakashee@sharjah.ac.ae
<https://orcid.org/0000-0001-8181-1996>

Sami Al-Qatawneh

College of Arts, Humanities, and social Sciences, University of Sharjah, Sharjah, UAE. Email: salqatawneh@sharjah.ac.ae
<https://orcid.org/0000-0003-0728-6761>

Salah Mohamed Gad

College of Humanities and Sciences, Ajman University, Ajman, UAE.
Humanities and Social Sciences Research Center (HSSRC), Ajman University, Ajman, UAE. Email: salah.gad@ajman.ac.ae
<https://orcid.org/0000-0002-9164-6936>

Abstract

Recently, student failure has become a significant issue influencing the success of educational institutions, requiring researchers' attention. This study explores the effect of students' superstitious beliefs towards health, family, and societal issues on student failure at Al-Ain University, United Arab Emirates (UAE). The study also investigates the function of demotivation as a mediator between health concerns, home issues, social issues, and student failure at Al-Ain University in UAE. The study gathered primary information from a sample of pupils using survey questionnaires. Using smart-PLS, the article also examines the relationship between the understudy constructs. The results revealed that health concerns, family issues, and social issues have a strong relationship with student failure at Al-Ain University in the United Arab Emirates. Student demotivation strongly mediates the relationship between health concerns, family issues, social issues, and student failure at Al-Ain University in UAE. By eliminating students' superstitious beliefs, the research assists policymakers in creating regulations about student failure.

Keywords: Superstitious ideas, health issues, home issues, social issues, student failure, Al-Ain university, student demotivation

Introduction

Students are a nation's greatest asset. The nation's development depends on the performance of the nation's future social reformers, political entities, economic players, philosophers, and scientists: the nation's students. Nevertheless, it is conceivable that several pupils fall far behind or even fail every year. The failure of a single student is a substantial loss for a nation (Tomasevic, Gvozdenovic, & Vranes, 2020). Moreover, education, whose major purpose is to generate human capital and whose secondary purpose is to provide regular income, is contingent on the student's performance while obtaining an education. Students' success depends on an institution's ability to attract more parents, extend the education system, and generate more revenue. When students are confronted with failures in learning or performance during tests, they alter educational institutions' expectations of achieving both the primary goal of human capital production and the secondary purpose of financial gains (Strelan, Osborn, & Palmer, 2020).

Similarly, the failure of a student impacts their knowledge and other abilities. As a result, failures create obstacles to students' social and economic success. Therefore, the frequency of student failures must be minimized for the welfare of

students, the success of educational institutions, and the advancement of economic development (Clark et al., 2021).

The superstitious nature of pupils and those around them has been a significant factor in the failure of students. Even though they live in an age of advanced technology and science and have access to unlimited scientific knowledge, students nevertheless cling to other beliefs as a means of comprehending and living with the unknown. Numerous students think that certain superstitions lack a scientific basis. On the other hand, millions more students continue to practice astrology and rely on it to make crucial decisions. Even nonbelievers frequently fall prey to the complex network of superstitions in some way (Li, 2021). College students commonly place their fates in Fate's hands, despite all educational institutions' efforts to advance knowledge and intellectual rigor. Numerous high school and college groups have superstitious beliefs and engage in superstitious behavior (Khan, Abid Siddiqui, & Malone, 2022). These superstitions and their implications may occur at the social and domestic levels and create several health issues. Superstitions are associated with familial, societal, and/or health difficulties; they impact pupils' abilities, learning engagement, and test performance. Consequently, pupils with superstitious beliefs about domestic, social, and health concerns typically fail (An et al., 2019).

The authors are concerned about the failure of Al-Ain University students in the United Arab Emirates. The university has achieved 15th place in the Arab Region and 4th place in UAE. Through its many colleges, including the College of Engineering, College of Law, College of Pharmacy, College of Business, College of Education Humanities and Social Sciences, and College of Communication & Media, AAU offers eight accredited Master's degree programs and twenty-two accredited Bachelor's degree programs, and one professional diploma (Torres et al., 2021). The two primary campuses of Al-Ain University are the Abu Dhabi campus and the Al-Ain campus. The location of Abu Dhabi campus is located in Mohammed bin Zayed City. The Al Ain campus is conveniently located in the city center. These campuses are created with the requirements of the students in mind. They provide a stimulating and comfortable learning atmosphere. Modern computer labs, free Wi-Fi, and the latest educational technologies are offered. The campus features a library, classrooms,

a state-of-the-art theater, and meeting rooms. Recreational amenities include student lounges, a cafeteria, a gym with innovative sports equipment, and a range of other facilities and services, all of which contribute to the unique learning atmosphere at AAU (Saibi, Amrouche, & Fowler, 2019).

Students are also provided with extracurricular college life through organizing events and various scientific, cultural, artistic, athletic, and health-related activities. These events and activities are likely to assist the student's academic and extracurricular demands and foster the development of talents that enhance their character (Shah et al., 2020). Despite its successes and accomplishments, AAU's educational system lags significantly behind those of the Arab region and the rest of the globe. Despite this, several students in the affiliated educational institutions, regardless of the academic fields, emerge as failures and may become failure indicators for the university. The focus must be placed on the causes of student failure to lessen the frequency of student failures. The primary purpose of this study is to investigate the effects of superstitious beliefs on domestic, social, and health issues on student failure. It also seeks to examine the function of student motivation as a mediator between superstitious beliefs toward home troubles, social concerns, health issues, and student failure.

The study has numerous contributions to the body of knowledge: In the past, researchers and academics studied the relationship between students' superstitions and academic achievement. However, there is still disagreement regarding the significance of superstitious beliefs when evaluating student failure. This study contributes to the body of knowledge since it evaluates superstitious beliefs on home troubles, social issues, and health issues in assessing student failure. Second, there is less research in the existing literature on the role of student motivation as a mediator between superstitious beliefs on home, social, and health issues and student failure. This paper contributes to the body of knowledge by analyzing the mediating effect of students' motivation between superstitious beliefs towards home issues, societal issues, health issues, and students' failure. Thirdly, the current study explores the impact of superstitious beliefs regarding domestic, social, and health issues on Al-Ain University student failure.

The document includes the following sections: In the second section, hypotheses on the relationships between the factors are developed using previous research. In the third section, all procedures chosen for the study are briefly outlined. In the fourth section, hypotheses are tested using the available data, and in the following section, the accuracy of the results is compared to similar studies conducted in the past. The report concludes with the study's implications, conclusion, and limitations.

Literature Review

The value of the student's achievement extends to students, educational institutions, and national growth. Students who avoid danger cannot obtain adequate social and professional information and practical skills. These students enhance the institution's reputation and revenue. In addition, it provides a nation with human capital. However, superstitious beliefs about domestic, social, and health difficulties result in poor student performance and failure (Francescucci & Rohani, 2019). Relationships between superstitious beliefs towards home troubles, societal issues, health issues, and student motivation and failure occupy a prominent place in the literature. With the aid of past research, the current study explores the relationship between superstitious beliefs towards domestic, social, and health issues and student motivation and failure.

Students with superstitious beliefs over domestic matters, such as not doing anything at a particular event or listening to a specific song, squander time and effort learning. These kids perform poorly during the ordinary study and lack knowledge and concentration during examinations. The likelihood of their failure is more significant. Therefore, student failure increases when home-related superstitions are widely practiced (Gupta & Dutt, 2019). Benattabou (2020) studies the impact of superstitious beliefs regarding domestic matters on students' failure. The information was gathered from Morocco University, which offers its pupils English as a foreign language. When kids observe family members holding superstitious beliefs and engaging in superstitious activities with a belief in something unseen, they may adopt a ritual of their own. Due to problems at home, the youngsters are disruptive in the

classroom. These students are incapable of passing exams. It suggests pupils with superstitious beliefs around domestic matters are likelier to fail. [Dehghani and Ebrahimi \(2019\)](#) also discuss the effect of superstitious beliefs around domestic issues on student failure. It asserts that pupils require a high IQ for enhanced comprehension and learning. As pupils' ability to reason is diminished by superstitions around domestic matters, they may have failed. Based on the preceding discussion, the following hypothesis is proposed:

H1: Superstitious ideas related to home issues positively affect students' failure.

The spread of superstitious beliefs among students regarding social matters paralyzes their reasoning and hinders their pursuit of an education. Students cannot adopt learning skills such as time management, effective reading, locating relevant material, analytical skills, decision-making, attention to detail, problem-solving, and asking the proper questions if their minds are immobilized. These children cannot acquire adequate knowledge and respond appropriately to exam sheets. Consequently, students with superstitious beliefs regarding social issues generally fail ([Invernizzi et al., 2021](#)). [Goodall \(2018\)](#) investigates the influence of superstitious beliefs regarding societal issues on student failure in her paper on education. This qualitative study sheds light on students' superstitious beliefs, parental support, and student failure. Certain superstitious beliefs cause societal problems and impair social relationships. When pupils cannot complete the curriculum due to obstacles such as poor communication networks and lack of transportation caused by superstitions, they risk failing. [Mocan and Yu \(2020\)](#) assert that superstitious beliefs, such as not sharing stationery with others, not traveling on the 13th of the month, and not traveling when a cat crosses the road, etc., generate social problems for students. The resulting interruption or delay in the study can lead to student failure. Hence,

H2: Superstitious ideas related to social issues positively affect students' failure.

Even in the present era, many students continue to believe in superstitions or the notions that certain omens portend good or bad fortune. Numerous superstitions, such as the number 13, the breaking of a mirror, the falling of cooked milk, etc., are

associated with unfavorable health outcomes. But engaging in certain hobbies is regarded as a positive omen, even though these activities harm health. These superstitions sap students' physical and mental strength and negatively affect their performance. These students are determined to be unsuccessful (Sultana, Chowdhury, & Shapla, 2019). Alahmed, Anjum, and Masuadi (2018) study the effects of health-related superstitions on the failure of students. In Riyadh, 400 undergraduate students majoring in health professions were randomly selected for a cross-sectional study. When students are too caught up in their whims of good and bad luck and attempt to follow self-made or believed criteria, they may lose their health, according to the study. Students require energy and mental vigor to concentrate on their schoolwork. However, the health issues caused by superstitions harm academic achievement and lead to failure. Hoven (2019) also argues that superstitious beliefs, such as wearing a specific dress during exams, starving, keeping and eating to particular limits, going for a long run, or listening to specific tunes, etc., have an impact on student's health. The health harm results in the failure of students. So,

H3: Superstitious ideas related to health issues positively affect students' failure.

Jaman et al. (2020) found an association between home-related superstitions, student motivation, and student failure through empirical study. According to the study, self-motivation plays a significant role in students' performance. However, self-motivation for the study is contingent upon a student's cognitive capacity and attentiveness, which are impaired when pupils hold superstitious beliefs about domestic concerns. The resulting lack of drive prevents pupils from engaging in studies effectively, leading to failure. Thus, motivation mediates the association between home-related superstitions and student failure. Fuertes-Prieto et al. (2020) investigate the relationship between home-related superstitions, student motivation, and student failure. According to the study, adolescents whose families hold erroneous traditional views about whether something would be good or bad are susceptible to academic whims and lose motivation. They avoid true life and do not have a logical education. Their erroneous beliefs force them to fail the experiment. According to An et al. (2019),

students with superstitious beliefs about domestic matters lack self-motivation, and these students fail. Hence,

H4: Student motivation is a significant mediator between superstitious ideas related to home issues and students' failure.

Students with excellent motivation attempt to overcome educational problems and explore the subject logically. They gain superior knowledge, provide accurate responses, and pass the examination. But superstitious beliefs towards social issues undermine student motivation, diminishing their capacity to study and ensuring their failure (Tiwari, 2019). Bernier (2019) did a study to examine the association between superstitious beliefs regarding societal concerns, student motivation, and student failure. The study demonstrates that students with superstitious beliefs regarding social issues spend their mental energy and time on worthless thoughts and activities. They limit the social and communication network themselves. In this method, student motivation is unlikely to develop fully, and pupils may fail due to a lack of study focus. Thus, student motivation establishes a connection between home-related superstitions and student failure. Afroozeh and Hadi Pour (2020) examine the relationship between home-related superstitions, student motivation, and student failure. The study suggests that superstitious beliefs about domestic difficulties draw students' attention to social issues. The lack of focus on the subject creates a decline in student motivation and, consequently, their failure. This is why:

H5: Student motivation is a significant mediator between superstitious ideas related to social issues and students' failure.

The pupils lack education-related self-motivation, focus, and observational skills and do not exert excessive effort to reach their learning objectives. The students' superstitious beliefs on health issues induce unwarranted worry and diminish their motivation to learn and compete effectively. Lack of student motivation leads to failure to learn and pass the examination. Thus, student motivation mediates the relationship between health-related superstitions and student failure (Chou, 2022). Gvili (2019) examines the relationship between health-related superstitions, student

motivation, and student failure. According to the views of the writers, superstitious beliefs regarding health issues fill students with fear and false beliefs. These notions impede the development of pupils' desire to study and learn something new by immobilizing their thoughts in one spot. This lack of motivation contributes to student failure. [Hadjichristidis, Geipel, and Surian \(2019\)](#) also argue that students who experience health-related superstitious beliefs lack study motivation. When students' motivation decreases, their performance suffers, and they risk failing. Hence.

H6: Student motivation is a significant mediator between superstitious ideas related to health issues and students' failure.

Research Methodology

This study studies the impact of health issues, home issues, and social difficulties on student failure, as well as the function of student demotivation as a mediator between health issues, home issues, social issues, and student failure at Al-Ain University in the United Arab Emirates. The study gathered primary information from a sample of pupils using survey questionnaires. The article utilized the items to measure the study's variables. These items were extracted from previous literature, such as superstitious ideas' of the students regarding health issues has seven items, home issues have five items, and social issues have six items taken from [Fuertes-Prieto et al. \(2020\)](#), student demotivation measured with five items extracted from [Liu et al. \(2020\)](#), and student failure measured with eight items extracted from [Zarrin, Gracia, and Paixão \(2020\)](#).

Using smart-PLS, the article also examines the relationship between the understudy constructs. The smart-PLS is suited for analyzing primary data since it handles large and small data sets effectively ([Hair et al., 2017](#)). In addition, smart-PLS handles complex models successfully and provides accurate results ([Hair Jr, Howard, & Nitzl, 2020](#)). In addition, the study employed three independent variables, including superstitious thoughts about health concerns (SIHLI), superstitious ideas about home issues (SIHI), and superstitious beliefs about social issues (SISS) (SISI). In contrast, the study also employed a mediating variable, student demotivation (SD), and a dependent variable, student failure (SFL). [Figure 1](#) depicts the presented variables.

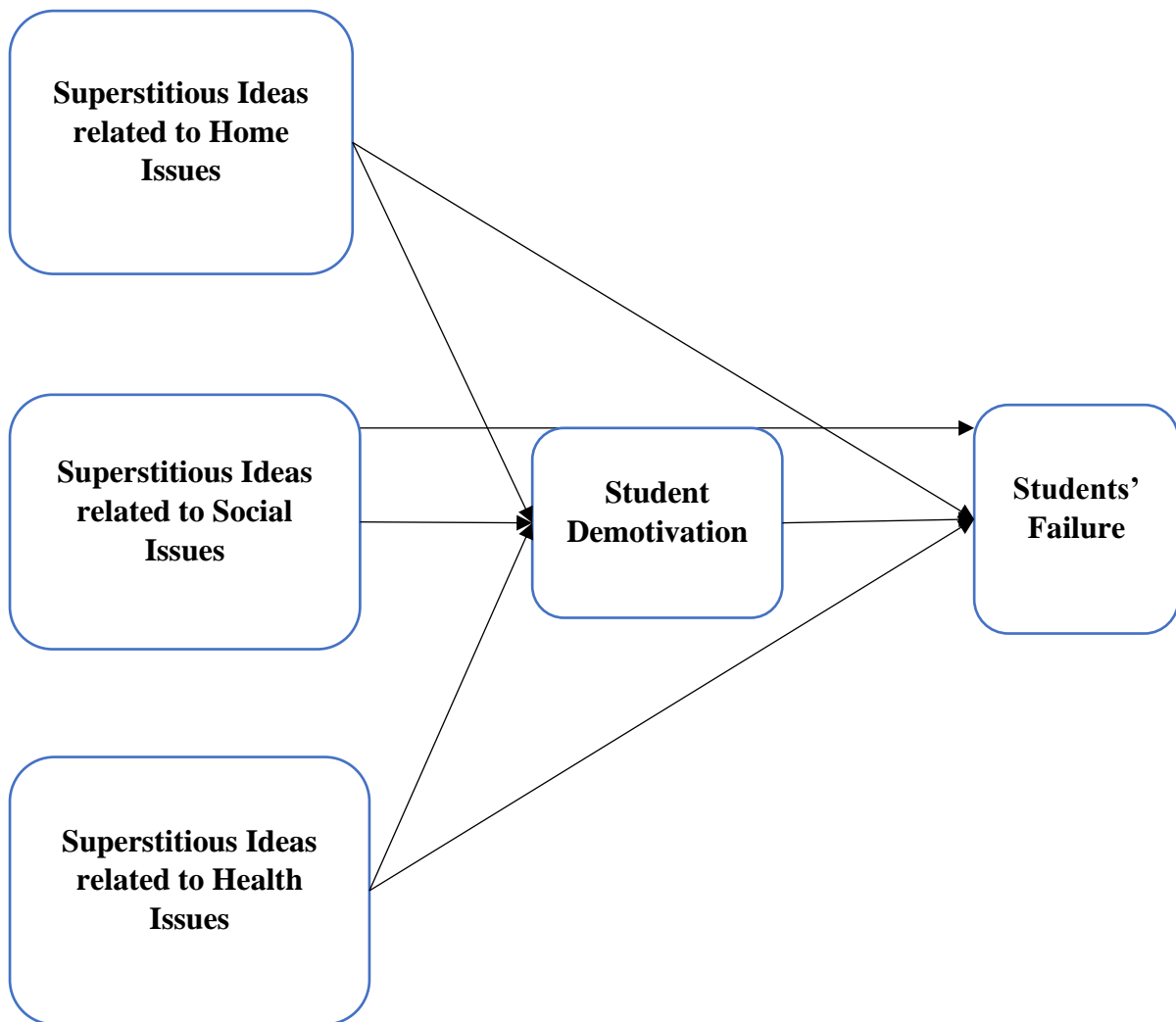


Figure 1: Theoretical framework

Research Findings

The study's results demonstrate the items' correlation, often known as convergent validity. The convergent validity was investigated with the aid of Alpha, average variance extracted (AVE), composite reliability (CR), and factor loadings. Because the Alpha values are greater than or equal to 0.70, the results revealed a significant inter-item correlation. In addition, the results showed a significant correlation across items since the CR values are greater than 0.70. In addition, the results revealed a substantial connection between items because the AVE values are more significant than 0.50. In conclusion, the results showed a high correlation between items because the factor loadings are not less than 0.50. These numbers are presented in [Table 1](#).

Table 1: Convergent validity

Variables	Items	Loadings	Alpha	CR	AVE
Student Demotivation	SD1	0.876	0.868	0.905	0.658
	SD2	0.866			
	SD3	0.674			
	SD4	0.816			
	SD5	0.809			
Student Failure	SFL1	0.795	0.877	0.905	0.577
	SFL2	0.814			
	SFL3	0.794			
	SFL5	0.750			
	SFL6	0.747			
	SFL7	0.702			
	SFL8	0.707			
	Superstitious Ideas related to Home Issues	SIHI1			
SIHI2		0.826			
SIHI3		0.829			
SIHI4		0.837			
SIHI5		0.902			
Superstitious Ideas related to Health Issues	SIHLI1	0.784	0.873	0.904	0.611
	SIHLI3	0.771			
	SIHLI4	0.833			
	SIHLI5	0.749			
	SIHLI6	0.748			
	SIHLI7	0.801			
	Superstitious Ideas related to Social Issues	SISI2			
SISI3		0.781			
SISI4		0.825			
SISI5		0.761			
SISI6		0.730			

The study's results demonstrate the variables' association, also known as discriminant validity. With the aid of the Fornell-Larcker criterion, the discriminant validity has been evaluated. The results revealed a poor correlation between variables since the numbers indicating a nexus with the variable itself are greater than those showing a link with other variables. These numbers are presented in [Table 2](#).

Table 2: Fornell Larcker

	SD	SFL	SIHI	SIHLI	SISI
SD	0.811				
SFL	0.637	0.760			
SIHI	0.453	0.605	0.863		
SIHLI	0.507	0.653	0.433	0.782	
SISI	0.531	0.750	0.511	0.718	0.789

The study's results demonstrate the variables' association, also known as discriminant validity. With the use of cross-loading criteria, the discriminant validity was tested. The results revealed a poor correlation between variables since the values showing a nexus with the variable itself are greater than those revealing a connection with other variables. These numbers are presented in [Table 3](#).

Table 3: Cross-loadings

	SD	SFL	SIHI	SIHLI	SISI
SD1	0.876	0.592	0.377	0.478	0.462
SD2	0.866	0.498	0.381	0.370	0.394
SD3	0.674	0.536	0.434	0.422	0.503
SD4	0.816	0.490	0.295	0.415	0.408
SD5	0.809	0.425	0.320	0.335	0.349
SFL1	0.395	0.795	0.431	0.513	0.588
SFL2	0.375	0.814	0.434	0.492	0.573
SFL3	0.472	0.794	0.486	0.499	0.675
SFL5	0.571	0.750	0.434	0.491	0.545
SFL6	0.686	0.747	0.450	0.393	0.500
SFL7	0.447	0.702	0.515	0.544	0.559
SFL8	0.422	0.707	0.459	0.537	0.536
SIHI1	0.418	0.558	0.916	0.365	0.433
SIHI2	0.386	0.503	0.826	0.360	0.433
SIHI3	0.340	0.483	0.829	0.418	0.460
SIHI4	0.370	0.525	0.837	0.364	0.467
SIHI5	0.431	0.539	0.902	0.366	0.419
SIHLI1	0.376	0.551	0.429	0.784	0.638
SIHLI3	0.418	0.404	0.283	0.771	0.464
SIHLI4	0.463	0.606	0.375	0.833	0.630
SIHLI5	0.337	0.543	0.349	0.749	0.579
SIHLI6	0.383	0.368	0.240	0.748	0.439
SIHLI7	0.394	0.539	0.324	0.801	0.578
SISI2	0.405	0.613	0.380	0.725	0.842
SISI3	0.489	0.669	0.502	0.460	0.781
SISI4	0.441	0.595	0.425	0.640	0.825
SISI5	0.309	0.498	0.307	0.640	0.761
SISI6	0.419	0.555	0.370	0.388	0.730

The study's results demonstrate the variables' association, also known as discriminant validity. The discriminant validity has been evaluated using the Heterotrait Monotrait (HTMT) ratio. The results revealed a low correlation between variables since the values are less than 0.85. These numbers are presented in Table 4.

Table 4: Heterotrait Monotrait ratio

	SD	SFL	SIHI	SIHLI	SISI
SD					
SFL	0.717				
SIHI	0.501	0.675			
SIHLI	0.573	0.734	0.480		
SISI	0.601	0.660	0.574	0.831	

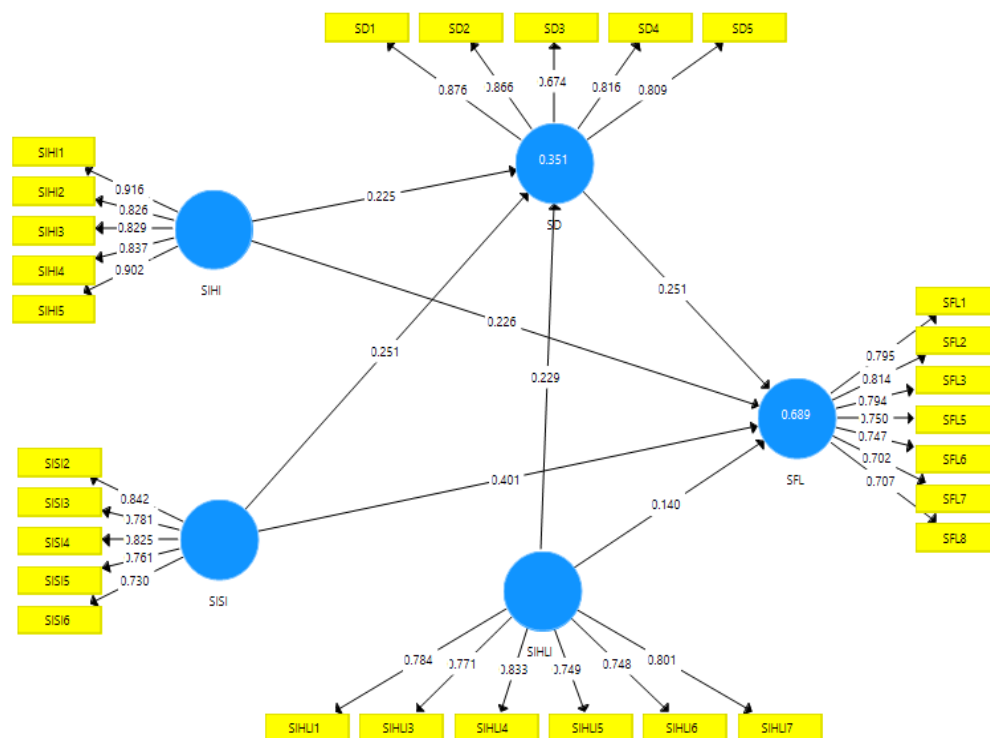


Figure 2: Measurement model assessment

The results of the direct path analysis revealed that superstitious ideas related to health issues (SIHLI), superstitious ideas related to home issues (SIHI), and superstitious ideas about social issues (SISI) have a significant and positive relationship with student failure at Al-Ain University in the United Arab Emirates and support hypotheses H1, H2, and H3. These numbers are presented in Table 5.

Table 5: Direct path analysis

Relationships	Beta	Standard Deviation	T Statistics	P Values
SD -> SFL	0.251	0.042	6.044	0.000
SIHI -> SD	0.225	0.050	4.473	0.000
SIHI -> SFL	0.226	0.035	6.514	0.000
SIHLI -> SD	0.229	0.077	2.986	0.004
SIHLI -> SFL	0.140	0.054	2.589	0.011
SISI -> SD	0.251	0.066	3.804	0.000
SISI -> SFL	0.401	0.046	8.634	0.000

The results also revealed that student demotivation significantly mediates the relationship between superstitious ideas about health issues (SIHLI), superstitious ideas about home issues (SIHI), and superstitious ideas about social issues (SISI) and student failure at Al-Ain University in the United Arab Emirates (UAE) accept H4, H5, and H6. These numbers are presented in Table 6.

Table 6: Indirect path analysis

Relationships	Beta	Standard Deviation	T Statistics	P Values
SIHI -> SD -> SFL	0.057	0.014	4.084	0.000
SIHLI -> SD -> SFL	0.057	0.024	2.385	0.019
SISI -> SD -> SFL	0.063	0.019	3.265	0.001

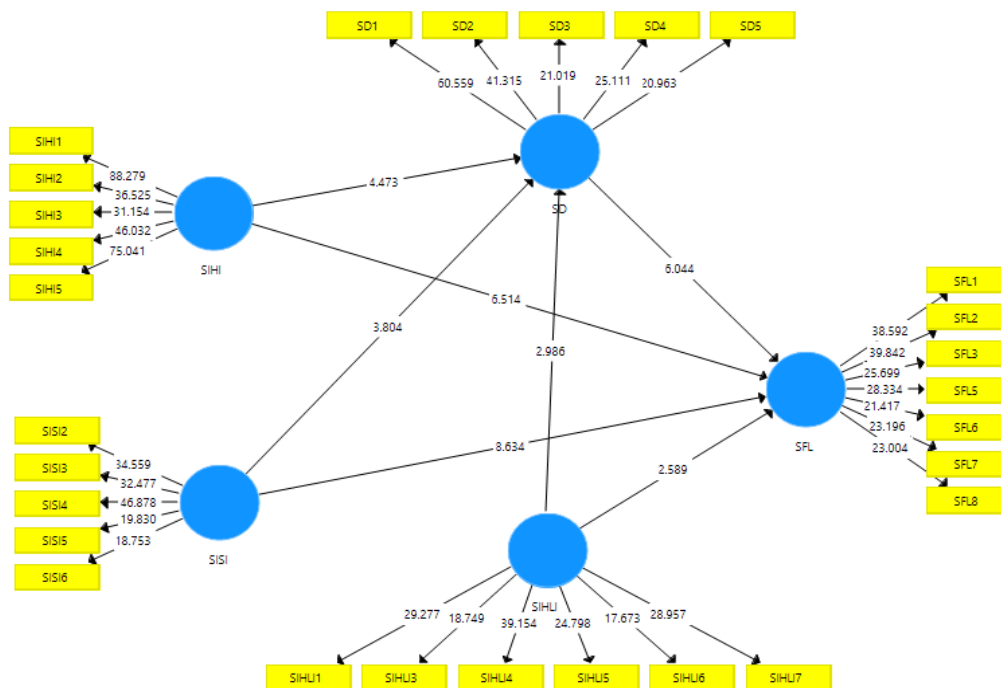


Figure 3: Structural model assessment

Discussions

The results indicated that home-related superstitions are positively associated with student failure. In a place where superstitious views about domestic matters are prevalent, youngsters pay less attention to their education, and many fail. These results concur with a study by [Bhattacharya and Dugar \(2022\)](#), which found that superstitious notions and beliefs are still prevalent in most families. The superstitious habits disrupt the students' mental serenity at home and hinder their exam preparation. They are hence prone to fail. These outcomes are consistent with [Nugraha, Putri, and Sholihin \(2020\)](#). This study indicates that superstitious beliefs cause kids to experience anxiety at home and perform poorly in the classroom and in examinations. They therefore fail.

The results indicated that superstitious beliefs regarding social issues positively correlate with student failure. The pupils' superstitious beliefs regarding social issues cause problems and may lead to their failure. These findings concur with [Nhem \(2020\)](#) prior examination of the influence of superstition in schooling. If pupils hold superstitious ideas regarding social matters while having access to current technology and awareness, they are doomed to fail, according to the study. These results are also consistent with the research of [Jin and Juan \(2021\)](#), which demonstrates that students' superstitious beliefs prevent them from forming close relationships and exchanging knowledge. Students are hence more likely to fail.

The results indicated that health-related superstitions are positively associated with student failure. Numerous superstitious beliefs, likely to cause health problems, reduce students' ability to concentrate on their studies. Consequently, the student's performance declines, and they fail. These findings concur with a previous study by [Valussi \(2020\)](#), which found that superstitious beliefs about health harm students' health and impede their exam performance. These findings are also consistent with [Brožek \(2020\)](#) research on the influence of superstitions on student performance. According to the writers' perspectives, health-related superstitions result in academic failure among students.

The results indicated that student motivation is an essential moderator between superstitious beliefs towards family concerns and student failure. Home-related

superstitions impair students' motivation to study, which may contribute to their failure. These findings concur with [Chukkali and Dey \(2020\)](#) hypothesis that children with superstitious beliefs regarding domestic matters are distressed and lack the ambition to perform in school. This lack of motivation contributes to the failure of students. These results are also consistent with the findings of [Uwayezu et al. \(2022\)](#), who assert that students' superstitious beliefs over home-related matters contribute to their lack of motivation, ultimately leading to their failure.

The results indicated that student motivation is an essential mediator between superstitious beliefs towards social issues and student failure. The superstitious beliefs associated with social issues deter pupils from learning, and their lack of drive leads to failure. These findings are consistent with a recent study by [McIlfatrick et al. \(2021\)](#), which found that students' superstitious beliefs, which cause social problems, diminish their learning desire, and, thus, raise their failure rate. These findings are also corroborated by the research of [Fisman et al. \(2022\)](#), which suggests that if students live in a community where superstitious beliefs are prevalent, their motivation to learn lowers, and failure may occur.

The results indicated that student motivation is an essential mediator between health-related superstitions and student failure. The superstitious beliefs associated with health difficulties impair students' enthusiasm to study, which can lead to failure. These results accord with [Ali \(2019\)](#) earlier work, which hypothesizes that superstitious beliefs towards social issues hinder students from learning and their lack of drive causes them to fail. Thus, student motivation mediates the relationship between health-related superstitions and student failure. These findings are also consistent with [Griffiths et al. \(2019\)](#), who found that a student's deteriorating health due to adhering to superstitious beliefs diminishes motivation for effective classroom performance, which may lead to student failure.

Implications

This study provides researchers with a direction for future endeavors. The work makes a substantial contribution to the body of knowledge. It examines the effects of superstitious beliefs on domestic, social, and health issues on student failure. This is the

first effort to study the function of students' motivation as a moderator between superstitious beliefs towards family, societal, and health issues and students' failure. Furthermore, the current study investigates the effects of superstitious beliefs regarding domestic, social, and health issues on the failure of Al-Ain University students.

The present research piece is significant for education systems in established or emerging economies, specifically for Al-Ain University, due to its emphasis on student achievement. The study instructs educational institution administration on ways to prevent student failure. Effective curricular or co-curricular rules must be implemented to minimize superstitious beliefs related to home concerns among students so that student failures can be managed, according to the study's recommendation. The study also suggests eliminating superstitious beliefs regarding societal issues to prevent student failure. The current paper suggests that educational institution administration and instructors should work to eliminate students' superstitious beliefs on health issues. It would help in reducing the number of student failures. By removing students' superstitious beliefs, the research assists policymakers in creating regulations about student failure. In addition, the study suggests that an emphasis should be placed on reducing students' superstitious beliefs about domestic, social, and health issues. In this environment, pupils' motivation would increase, thereby preventing failure.

Conclusion

The authors' research aimed to examine the influence of superstitious beliefs on domestic, social, and health issues in students' failure. It was also intended to investigate the function of students as mediators between superstitious beliefs concerning home concerns, societal issues, health issues, and students' failure. A quantitative research approach was employed, and questionnaires were created to collect data on superstitious beliefs concerning home concerns, social issues, health issues, and students' failure. The study of the data demonstrated that superstitious beliefs regarding family, social, and health issues are positively associated with student failure. The results showed that when students are subject to superstitions at home, they suffer obstacles or difficulties in learning or test preparation. In this scenario, pupils do

poorly in class or on exams and accept failure. When students engage in or are exposed to superstitious views regarding societal concerns, their mental capacities are distorted, and they adopt behavior that could be detrimental to their education.

Consequently, the student's chances of failing increase. The study concluded that hereditary superstitions, which cause health problems, diminish pupils' physical and mental capacity to learn and provide a better outcome. Therefore, these superstitions result in student failure. The study's results demonstrated that students' motivation mediates the relationship between superstitious beliefs toward domestic, social, and health issues and students' failure. If students are afflicted by superstitious beliefs relating to domestic concerns, they lack the drive to learn and fail. When kids have superstitious beliefs about societal issues, they cannot develop learning motivation. Students' lack of motivation contributes to their failure. Similarly, health-related superstitions undermine student motivation and result in student failure.

Limitations

There are still certain limitations associated with the current investigation. With their efforts and improved consideration, authors can eliminate these restrictions. First, the authors have employed only a single element of superstitions with its three aspects, such as superstitious beliefs towards household concerns, social issues, and health issues, which may contribute to the failure of students. There are numerous other causes of student failure, such as financial issues, a lack of student support, a poor communication network, etc. But these criteria are not the focus of the current investigation. To increase readers' awareness of student failure, authors must consider the abovementioned areas. In addition, scholars have viewed student motivation as a mediator between superstitious beliefs concerning family, social, and health difficulties and student failure. Student motivation can be utilized to mitigate the effects of superstitious beliefs over home troubles, social issues, and health issues on failure. Therefore, it can be used more effectively as a mediator between superstitious beliefs on domestic problems, social issues, health issues, and student failure. The authors must therefore employ student motivation as a moderator between superstitious beliefs regarding domestic, social, and health issues and student failure.

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