

Explorative Correlational Research Between Superstitious-Belief and Ten-Dimensional Personality Traits of Pupil Teacher from West Bengal Perspective



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ABSTRACT: Superstitious-belief has tremendous effects on the advancement and development of society as well as on personal aspects of a person. The light of education not only eradicates superstitious-belief but also influence personal development. The present study aimed to explore the influence and extent of ten-dimensional personality traits in Superstitious Belief of pupil teachers. 420 pupil teachers of different Teacher Educational Institutions of West Bengal were taken as sample. Random Sampling techniques for data collection purpose was chosen. Descriptive survey-based research method by online method via google-form was used to carry out this study. Correlational research design was used to carry out this study. A Standardized Superstitious-Belief Scale by Dr. Sanjeev Kumar Jha & Mr. Ashok Kumar which was further revised by the Researcher and a Standardized Differential Personality Inventory (DPI) by Prof. Arun Kr. Singh & Ashish Kr. Singh were used for this study. The outcome of the present research work reveals that for emotional stability, significant correlation is found with superstitious-belief. Boosting of Emotional Stability of the pupil teacher can eradicate Superstitious-Belief.

KEY WORDS: Superstitious-Belief, Personality Traits, Correlation, Superstitions, Belief, Pupil Teacher

1. INTRODUCTION

A life is not merely the physical existence but a harmonic balance is necessary between body and soul in true sense of the term. The quality of life, considering various aspects like social, moral, spiritual etc, is determined by the education embedded within. Like fresh air a proper education inspires a human being for sustainability. Education not only helps the members of a society to learn the way of achieving goals, enriching skill development but also how to transfer and transform its cultural heritage along with social, economical and scientific knowledge with the dynamic pattern of advancement of the society. From the history of human race it is evident that superstitious belief has been the greatest enemy of scientific progress as well as social development. The term 'Superstition' is a Latin word with the meaning of "to stand over in awe". In India, the so called Pandit gave some "do's" and "don'ts" for human behaviour to their own interest. But unfortunately, these beliefs are still persisting not only in tribal and backward classes but also in modern people. The binding fibre of every societal aspect is well explained by psychosocial factors in which superstitious-belief play an important role. Traces of superstitious articulated in every society originated from illogical and irrational fear and associated with unnatural belief. Superstitions sometimes give confidence to people. Like many renounced Sportpersons wear same jersey having same number printed in it in. In Indian Subcontinents some superstitions like seeing a black cat, breaking a mirror, the number 13 etc. are well fabricated by the people in their regular daily life. Superstitious Belief may be compared with corona virus in aspect of its width of spreading. Corona virus affects our entire society irrespective of caste, gender, economy. On the other hand, superstitious belief is well observed in both so called lower- and upper-class society. Societal development takes a reverse run by the irrational beliefs of a society. The components of superstitious belief are vast in range; from believe in supernaturalism to daily-life normal routine work. In our cultural heritage people mainly copy their society and parents for learning but without proper justification. Superstitious-Belief can be thought as opposite to that of reality or possibility.

So, it is quite evident to us that the light of education should be everywhere in our society. And this noble task is carried out by our respected teachers. A teacher not only transfer the acquired knowledge but also inspire the future generation to combat

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with the challenges of modern, socialised and scientific world. However, in the changing globalised scenario of education teaching has become more challenging and complex. It is now not only a mere interaction between student and teacher but an organised, systematic process in which application of science, technology and consideration of behavioural science is of utmost importance. In this context a teacher should have an all-round ability starting from academic superiority to behavioural adaptability. Gordon Allport (1961) mentioned personality as uniqueness of behavioural pattern within an individual. Personality makes our actions, thought, feelings consistent and makes us different from one another. It is the behavioural non-superimposability. Personality can also be considered as the result of our actions. Our present action depends on our previous accumulated experiences. We cannot change it dramatically from day to day or week to week. Recent research findings have figured out that biological and genetic phenomena also have an impact on personality.

So far, we have come across two things namely superstitious-belief and personality. The former compels a society to take reverse run towards development. It engages people to think illogical, irrational, and unnatural. Again, personality can be considered as the result of our actions, thought, feelings etc. Hence, these parameters are appropriate, quite realistic and of utmost importance to the research on the relation between teacher personality and the superstitious-belief embedded in them. In this article we have tried to find out the correlation, if any, between Superstitious-Belief and Ten-Dimensional Personality Traits namely **decisiveness, responsibility, emotional stability, masculinity, friendliness, heterosexuality, ego-strength, curiosity, dominance and self-concept** of pupil teacher from West Bengal Perspective in a quantitative way.

1.1 Background Of the Study

We have already mentioned about the importance and appropriateness of the research on superstitious-belief and personality. Let us consider some work on these parameters worldwide by several researchers. Rani, M. (2009) analysed social myths in the aspect of Belief of a society or a particular cultural and social system. After their analysis they found both rural and urban students possessed very low belief in social myth aspect. In 2009 H. Surmeli and M. Saka investigated Preservice teachers' attitude towards paranormal belief by collecting data from 236 third- and fourth-year pre-service teachers. No significant difference in paranormal belief among various departments was found. A study to measure the impact of superstitious attitude on the mental health of women Teachers was conducted by Dayal and Kaur in 2015. The researcher surveyed 200 female teachers from various rural and urban areas from Ludhiana district of Punjab. It was observed that there is a significant difference in superstitious attitude and mental health of rural and urban women teachers. Another correlation study entitled as "Pre-service Teacher's False Beliefs in superstitious and Pseudoscience in Relation to Science and Technology" by Fuentres, A.M.; Sanchez, A.S.; Corrochano, D. & Jambrina, U.C. (2020) revealed that the prospective teacher has more interest in science technology than other same aged general population. They also have more false belief in pseudoscience and in superstitions. Influence of Superstitious-Belief on academic performance was investigated by U. Josephine, D.D. Joy and A. Rose in 2015 in South Eastern Nigeria. They found that academic achievements decreased by acquisition of superstitious belief and suggested that more developed rationale-based curriculum and knowing students' indigenous culture can eradicate superstitious – belief and enhance a good academic performance. In 2016, Kalita investigated about different types of superstitious behaviour among the Scheduled Tribe students of Nalbari in the Assam state of India. The researcher found no significant difference between Male and Female towards superstitious beliefs and also similar observation for graduate and Post- Graduate students for superstitious beliefs. Whereas Vijay et.al. (2017) observed that male teachers were more superstitious than female teachers taking 100 school teachers as sample. In 2017, Sindhu and Tamilselvi in their research work also tried to investigate the superstitious-belief of school teacher. By their work they observed that there is slight low degree of superstitious-belief of rural (more vulnerable) teacher than that of urban area. But the difference is not so significant. In 2018, Faiza Afreen highlighted on the psychosocial effect of superstition in her research work. The study revealed positive and negative influence on the psychology of people and the extent of superstitious- belief in social aspect. The researcher in this analytical approach makes a worthy contribution in understanding the superstitious belief with the help of secondary source of data. In 2019, a study by Ray et.al namely "The Indian Superstitions Scale: Creating a Measure to Assess Indian Superstitions" analysed the superstitious-belief by scientific thought and logic. The objectives of their study were to measure superstitious- belief in a context to Indian heritage and culture. They revealed 18 items are associated with superstitions which are reflected in a generalised manner across all over India in the contemporary time.

Besides superstitious belief several investigations have been done on personality as well. In 2011, A.J. Ferbstein carried out a research work to examine relationships among personality, perceived parenting styles, and locus of control in university students. The study infers that the combination of personality and perceived parenting is a better predictor of locus of control than either factor alone. The work demonstrates the role of school psychologists and social support to increase internal locus of control of the students. Bedel in 2012 examined Locus of Control, Epistemological Beliefs and Metacognitive Awareness in Preservice Early

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Childhood Teachers. The Researcher revealed that there were significant correlations between Locus of Control and the first two factors of Central Epistemological Beliefs Scale. In 2013, Vorkapic and Puljic investigated with preschool children by analyzing the Big five personality model. No significant correlation was found between student's generation and age with personality. An attempted was made by Wiens and Ruday in 2014 to understand Personality and its impact on teaching quality. The study reveals that personality is not associated with teaching ability. Tiwari et. al. (2014) intended to find out Personality of Pupil Teacher on the basis of Socio-Economic status and gender variable with 1000 samples. The study reveals that there is no significant difference on 10 dimensions of personality with socio-economic status but significant difference according to Gender. Prakash and Amaladoss (2014) reported personality of pupil teacher and the role of teacher education institution behind the development of the trait in their research. The researcher found that there was a significant difference in Personality between Self-Financed and Govt.-Aided student Teacher. In 2016, Andreea et.al aimed to investigate the nature of Personality Trait among different profession. Alsuwailam, A. & Elnaga, A. A. (2016) investigated the relationship between personality and Job Performance. They found that two trait- Conscientiousness and Extraversion positively correlated with productivity and performance. But the Neuroticism and Agreeableness Trait correlated negatively with leadership quality building. They also observed that the missing or less of trait conscientiousness degrades work performance and more can enhance work performance. Tamban, E.V. & Banasihan, L.G. (2017) aimed to study the relationship between Big -Five Personality Trait and Teaching Performance among the Faculty of Teacher Education Colleges. The outcomes of the research point out that teacher tend to be average in most of the Big Five Personality Traits except Neuroticism. They revealed that there was no significant correlation between teacher's personality trait and teaching performance. Malik, M., Fatima, G.& Chaudhry, H.A. (2017) studied about the role of female teachers to develop female student's personality growth for Lahore, Pakistan. They showed that female teachers from Private College Background were more engaged towards personality development of female teachers compared to public school. They also suggested that female teachers must go through training to know how to foster the girls' student's personality development. The research work carried out by Kok, R.& Meyer, L. (2018) for the evaluation of optimum person-environment relation in terms of Personality Trait of student teachers shows that a lower Agreeableness but higher Neuroticism. With Respect to Agreeableness Personality Trait a significant difference was observed for gender difference. Only in case of Extraversion a positive relation between person and environment was observed. Kell (2019) was trying to do a review analysis on Personality Trait of teachers and their effect on performance. A comprehensive review of the empirical literature from 1990 to 2018 was done by the researcher. The study was ranged from (1990 to 2018) a vast year but with a very few samples of only among 12 teachers. PRISMA method was taken and found that most studied showed that Agreeableness is a negative trait related to performance of teachers. Saad,J.; Dhanoa, K.S.(2020) worked on personality traits and Communal Orientations among Indian and Afgan Students and found that there was a significant difference between different personality trait and communal orientation among Indian and Afgan Students. Abood, H.M.; Alharbi, H.B.; Mhaidat, F. & Gazo, M. A. (2020) tried to establish the relationship between these three variables-Personality Trait, Self-Efficacy related Academics and academic adaptation. They observed no Correlation between Agreeableness Personality Trait and Academic Self-Efficacy and Academic Adaptation.

So, from the above discussion we can see that a lot of works have been done solely on superstitious-belief as well as with the personality. Various factors or parameters or variables of superstitious belief have been thoroughly explained and examined by several researchers. Similarly, various traits of personality have been examined from various aspects. But the relation between superstitious-belief and personality are rare in literature. So far, no study has been done on ten-dimensional personality trait correlations with superstitious-belief considering West Bengal perspective.

1.2. Statement of the Problem: Explorative Correlational Research between Superstitious-Belief and Ten-Dimensional Personality Traits of pupil teacher from West Bengal perspective.

1.3. Objectives of the study:

To study the relationship between **superstitious belief** and **dimension wise personality** of pupil teacher (pursuing B.Ed. course from teacher education institution).

1.4. Hypotheses of the study:

In this study we have only considered null hypotheses. There is no significant relation between Superstitious-Belief and Ten-dimensional personality traits namely decisiveness, responsibility, emotional stability, masculinity, friendliness, heterosexuality, ego-strength, curiosity, dominance and self-concept.

1.5. Significance of the study:

Teacher Education and Teacher Education institutions provide a platform for the pupil teachers to fulfil their ambitions

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and helps to reach their destination by worldwide collaboration of teaching artistic. Personality is one of the important qualities for a teacher which makes one different from other and more acceptable to the student. But an all-round development of personality is affected to a great extent in reality by versatile factors. Because of this, different research study, different commission and committee, different classroom activities, different psychological organization are working on the different variable of personality and provides necessary suggestions towards a critical justification in the teacher education field.

By measuring correlation of Superstitious Belief and Ten-dimensional Personality Trait in Pupil Teachers, we can measure the relation between acceptable beliefs and values from where they belong i.e., our society's belief and value systems, progressiveness or backwardness which our society incorporate in pupil teacher. So, evaluation of the relation of superstitious belief and different traits namely decisiveness, responsibility, emotional stability, masculinity, friendliness, heterosexuality, ego-strength, curiosity, dominance, self-concept personality trait will help us to measure the need of scientific literacy and awareness to foster progressiveness in our society. The present study has been aimed to explore the influence of personality traits in Superstitious Belief and in what extent. This area is very much untouched and we have tried to investigate the trait-based personality propaganda and superstitious-belief relationship among student teacher. Whether there is any role of a particular trait among these ten personality traits to eradicate Superstitious-belief and which traits should be nurtured in B.Ed. training period to develop proper rationale building have been verified.

1.6. Delimitation of the study:

The Study was delimited to-

- Two major variables i.e., Ten-dimensional Personality trait and Superstitious- Belief.
- Data was collected from only one state of India i.e. West-Bengal only.
- Data was collected from a fixed sample size of 420 pupil teachers of different Teacher Education Institutions of West -Bengal only.

2. RESEARCH METHODOLOGY

2.1. Type of the Research: Descriptive survey-based research method by online method via google-form was used to carry out this study.

2.2. Research Design: Correlational research design was used to carry out this study.

2.3. Population & Sample: Population will be Pupil teachers of different Teacher Educational Institutions and sample will be from 420 pupil teachers of different Teacher Educational Institutions of West Bengal.

2.4. Sampling Procedure:

Random Sampling techniques for data collection purpose was chosen.

2.5. Tool:

A Standardized Superstitious-Belief Scale by Dr. Sanjeev Kumar Jha & Mr. Ashok Kumar which was further revised by the Researcher.

A Standardized Differential Personality Inventory (DPI) by Prof. Arun Kr. Singh & Ashish Kr. Singh.

2.6 Variable: Major (Dependent) Variables:

Ten-Dimensional Personality Trait, Superstitious- Belief

3. ANALYSIS AND INTERPRETATION

From (In SPSS) Pearson Correlation Analysis the researcher found the following observations-

Sl. No.	Personality Trait	N	Pearson Correlation	Sig. (2-tailed)	Remarks
1	Decisiveness	420	-0.072	0.141	Not significant at 0.01 level.
2	Responsibility	420	0.039	0.421	Not significant at 0.01 level.
3	Emotional Stability	420	-0.206	0.00	Significant at 0.01 level.
4	Masculinity	420	0.058	0.238	Not significant at 0.01 level.
5	Friendliness	420	-0.042	0.395	Not Significant at 0.01 level.
6	Hetero Sexuality	420	0.039	0.422	Not Significant at 0.01 level.
7	Ego Strength	420	-0.071	0.145	Not Significant at 0.01 level.
8	Curiosity	420	0.041	0.401	Not Significant at 0.01 level.

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9	Dominance	420	0.009	0.862	Not Significant at 0.01 level.
10	Self-Concept	420	0.007	0.892	Not Significant at 0.01 level.

The calculated Pearson Correlation (N=420) value is -0.206 and Sig. (2-tailed) value is 0.00 for emotional stability. Hence it is significant at 0.01 level of significance. So, the null hypothesis is Rejected. And it can be concluded that there is a low negative correlation between these two Independent Variables. And also, a significant correlation between superstitious-belief and Emotional Stability personality trait is observed.

4. DISCUSSIONS & CONCLUSION

The outcomes of the present research work reveal that for decisiveness personality trait we found no significant correlation with superstitious-belief. And similar observation is found for maximum all other traits. i.e., responsibility, masculinity, friendliness, heterosexuality, ego strength, curiosity, dominance and self-concept. But for emotional stability the result significantly differs. For Emotional Stability, it is found that it is significantly correlated with Superstitious-belief. Emotional Stability of a person means the control over his or her emotions. Emotional stability also implies the handling of comments and criticism of a person in reality. From the Pearson Correlation value (r), it is found that Emotional stability is negatively correlated with Superstitious-belief i.e., if Emotional stability is high then that person possesses very low value of Superstitious-belief. We have also found that decisiveness, friendliness, ego strength is negatively correlated with Superstitious-belief. So, if a person possesses decisiveness, friendliness and ego strength alongside emotional stability then they also have very low value of Superstitious-belief. But for masculinity, responsibility and heterosexuality a very low positive correlation was observed. For dominance and self-concept, the result is very low. So, we can say that these traits are not at all related to Superstitious-belief. Almost zero or no correlation is present for these two traits. The result shows very practical outcomes if we consider these outcomes from our psychosocial aspect.

So, from the above discussion it is quite clear that 'eradication of superstitious-belief' and 'Personality development' are something which cannot be dramatically changed but a long period of time is essential and also interaction with the external environment is very important for both 'eradication of superstitious-belief' and 'Personality Development'. In this aspect the role of teacher and teacher educational institution is substantial to frame, to shape and to sharpen a prospective teacher's personality. A Prospective teacher will be the carrier of the lamp of teaching learning process in future. Personality is that property which will give proper direction to a prospective teacher and also for any teacher. So, every teacher educator should undergo with a process of nurturing emotional stability in order to achieve a better personality. In this research work we also tried to measure the influence of personality traits of prospective teacher on superstitious-belief. We correlated various personality traits with superstitious-belief by quantitative measurement to give some suggestive measures for betterment of Personality as well as for the eradication of superstitious-belief. Not only to be a good teacher but also to be a perfect human being for the society there must be a proportionate blending of all the traits in our personality. A very small seeds can only be transformed in an enormous banyan tree only if proper environment is given. Likewise, eradication of superstitious-belief and proper nurture of personality makes an ordinary individual into great.

5. RECOMMENDATIONS

Proper opportunity should be given to pupil teachers for better analysis and judge their own biases and beliefs. Scientific knowledge, Reasoning must be developed via novelty and heuristic method. Also, in curriculum practical classroom situation-based model absorption is needed for better understanding of the theoretical values and approaches. Teacher Educators should give opportunity to student-teachers for development and nourishment of their own reflection and independent actions. Assimilation of positive and curiosity-based ideas must be encouraged rather than memorization or rote learning. Yoga and Interactive session are helping the personality of Student teachers enormously. So, curriculum should incorporate these two. Extra-curricular and co-curricular activity-based learning plays an important role in personality development and rationale building. Boosting of Emotional Stability of the pupil teacher can eradicate Superstitious-Belief. So, the negative emotional block should be overpowered by arranging various awareness programmes by the educational training institution.

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