CHAPTER -V

SUMMARY AND
CONCLUSION
Summary and Conclusion

Intermediate students often suffer from anxiety different from that grownup people suffer. Anxiety is associated with expectations of failures. It is caused by the fact that the source of danger is unknown. Anxiety is undeniably related to expectation; one feels anxiety lest something occur. It is the cause of the repression. It is reduced when the danger is reduced and aroused when the forbidden impulses threaten to break in to the consciousness. It describes an unpleasant emotional state that is characterized by subjective feeling of tension and worry. This state of affairs directs the functioning of the individual. Sometimes, this causes a feeling of helplessness and insufficiency of strength to face the external factors that may result in unorganized activity. Thus anxiety is the active power of the censorship and of the resistance confronted in the task of interpretation of dreams and symptoms, the unpleasant state to be averted, which motivates so many of the defensive self-deception.
Anxiety may occur due to a number of reasons such as perception of growing unemployment, competition and financial and emotional insecurity. Growing complex family and social relations are also adding to the problem. The flood of information from different sources, especially from electronic and print media, is creating a state of confusion. The other problems linked to it are psychological maladjustment, loss of control, manifestation of sexual tension, health problems and aggressive behavior and low self image, etc.

While activities resulting in novel material and intellectual values may be termed as creativity. It implies the presence of individual abilities, motives, knowledge and capability in creating a product by novelty originality and uniqueness. These traits reveal the important role of imagination and intuition, unconscious components of mental activity and also of personal needs in self-actualization. Henry Wallace distinguished perception, incubation, illumination is regarded to be the central and specifically creative element of these stages.

In this way there exists a powerful negative drive known as anxiety on one side and a super conscious mental state of forces like creativity, on the other. It is a general belief that an
individual having high anxiety score may lag behind in creative activity or a man of creative abilities may not have anxiety. However, this needs to be reestablished that anxiety of some short of all may be used as ingredient for creative abilities there are many psychologists who believe that students of poor mental health may not have creative thinking abilities. There are also a number of studies that revealed that creativity rescues the students from ill mental health. The present endeavor is to work out a relationship between anxiety and creative abilities among Intermediate students

**The Study Area:** The present study is carried out on cross section of Intermediate students of Allahabad of U.P. State. The wide difference in distribution of income, multi ethnic culture fast life and many other important characteristics make it a pertinent case of study.

**Hypothesis:** To meet the requirement of objectives following Null- hypotheses are framed for evaluation-

1. There is no significant relationship between anxiety and creativity
2. The age of students does not affect the relationship between anxiety and creativity, significantly.
3. The sex of students does not affect the relationship between anxiety and creativity, significantly.

4. The family background of students does not affect the relationship between anxiety and creativity, significantly.

5. The academic profile of students does not affect the relationship between anxiety and creativity, significantly.

**Methodology:** The present study was carried out on the basis of questionnaire pertaining to anxiety and creativity that also included questions relating to age, sex, class average marks, and income of the family and administered to the cross-section of students of Intermediate class of Allahabad District of U.P. State. A total of 300 students were observed. Two stage sampling method was adopted to administer the questionnaire.

The data was tabulated and standardized. The variables are standardized by deducting respective means from the observation and dividing it by respective standard deviations. Absolute values (neglecting sign) are taken as standard data. The standard data are used for statistical findings and generalization. Simple statistical tools like mean, standard deviations, simple
and partial correlations and regression are used to arrive at results.

Findings: In view of the hypotheses, following findings are arrived at

(1) Anxiety and Creativity: The relationship

A clear correlation between anxiety and creativity (.146) is found. It is positively related with fluency (significant at .05 level) and flexibility. But originality has a negative correlation coefficient with anxiety. The magnitude of correlation for creativity is subdued due to negativity of originality relation. Originality has also a negative relation with fluency and positive relation with flexibility and creativity. All such observations stand correct to the common sense. The analysis is substantiated by the support of partial correlation coefficients, which have almost similar attitude with smaller magnitudes.

(2) Anxiety and Creativity: Effect of Age

Anxiety has positive and significant relation with fluency, flexibility and creativity. It has a negative relation only with originality, although not significant. The fluency has
significant and high positive relation with flexibility and creativity (.902). It is only the originality that has a varying relationship. With anxiety and fluency, it is negative although not significant, and positive with flexibility and creativity.

On the other hand the correlation coefficients for same variables for the category of age greater than the mean is different. The anxiety has negative relation with all the variables. This negativity is significant for fluency, flexibility and creativity. For then it is the level of originality that is determining the flexibility and the creativity. The relationship between anxiety and creative takes a turn as the age grows. The main determinant of creativity also changes. The result are further substantiated by partial correlation coefficients. Therefore, age plays important role in determining the relationship between anxiety and creativity. As age grow the relationship between anxiety and creativity weakens.

(3) Anxiety and Creativity: Effect of Sex

Anxiety is positively related with creativity and its components, viz, fluency, flexibility and originality. It is also significant except for originality. Fluency and flexibility have very high correlation creativity and its components. Anxiety becomes negatively related with creativity and its
components. The coefficient is significant for creativity, as well. On the other hand the inter-component relationship is also in the tune with the earlier results. Fluency has a significant and positive relation with flexibility and creativity. It is negatively related with originality although. The originality has only positive relation with creativity.

The effect of sex on the relationship is easily captured. Although, anxiety and creativity are significantly correlated but the direction of correlation is changed. Partial correlations between the two variables are computed for the same control variables- age, class, marks and income.

The major shift in sign of the coefficients is due the other variable. Females are more affected by control variable.

Therefore, it can be concluded that sex affects the interrelationship between anxiety and creativity but via other variables. If they are properly controlled, the positive relationship may prevail.

(4) Anxiety and Creativity: Effect of Class

Anxiety is positively related with fluency, flexibility and creativity. It is significant as well. However, it is negatively related with
originality. The component variable, fluency has a positive relation with all the variables. So is the relation with flexibility. Originality has a positive and significant relationship with all the variables except with anxiety. Finally, creativity has a positive and significant relationship with all the variables, although the magnitude of relationship is very small. Therefore, it is the originality that is restricting the expected relationship between anxiety and creativity. Even then a subdued relationship is present between the two.

According to correlation coefficients for same variables under the category of class greater than the mean, the picture is inverted.

The anxiety has a negative relationship with all the variables except with originality. The positive relation are significant as well. The coefficient with originality is insignificant and almost near to zero. On the other hand a very high and significant relationship is found amidst creativity and its components.

Partial correlations depict that negativity of the key relationship is turned into positivity.
Therefore, a positive and significant relationship between anxiety and creativity can be concluded. It may also be concluded that as students progress in terms of class, the relationship increases due to the variables treated as control variables.

(5) Anxiety and Creativity: Effect of Av. Marks

A positive relationship amidst all the variables is found. Anxiety has a significant relationship with fluency only. It is zero at first digit for flexibility and originality, and very small for creativity on the whole. Fluency has a very high and significant relationship with flexibility and creativity. Originality has positive and significant relationship with flexibility and creativity.

According to correlation coefficients for the students who scored marks greater than the average, the sign of most of the coefficient turned to be negative and significant. Anxiety has appositive relationship with flexibility, though it is insignificant and nearing zero. Fluency has negative relationship except with creativity. Similarly, originality has positive and significant relationship with flexibility and creativity.
The positive relation with anxiety and all the variables remained intact. Also the magnitude of the relationship has increased for the students who scored less than average marks. On the hand, the negativity of the relationship amidst variables for the students who score marks greater than the average is still retained. This substantiates the conclusion that high academic profile negatively affects the relationship between anxiety and creativity. This poses a serious question against the prevailing course structure and method of evaluation of the students.

Therefore, this may be concluded that academic profile affects the interrelationship between anxiety and creativity, negatively.

(6) Anxiety and Creativity: Effect of the Status of the Family

For category of income less than the mean, anxiety has a negative relation with all the remaining variables. It is significant for flexibility originality and creativity. Fluency has positive relation with flexibility and creativity and negative relation with originality. Also they are significant. The variable- flexibility has positive and significant relation with creativity and its components. The originality has negative relation with fluency and anxiety.
Finally, the creativity has high, positive and significant relation with all its components.

Astonishingly enough correlation coefficients amidst same variables improve considerably for income greater than the average. All coefficients are positive, significant and very high. Anxiety is highly related with every variable, viz fluency, flexibility, originality, and creativity. The magnitude is low only for originality. The same is substantiated when effect of control variables is removed.

It can be concluded that the relationship between anxiety and creativity is considerably affected by change in income. Students of higher income strata are more likely to have a high relationship between anxiety and creativity.

Conclusion:

1. The Null Hypothesis is rejected, i.e. there is a positive and significant relationship between anxiety and creativity.
2. The Null Hypothesis is rejected, i.e. the relationship between anxiety and creativity is influenced by age. It affects the relationship negatively.
3. The Null Hypothesis is rejected, i.e. the relationship between anxiety and creativity is influenced by sex. Females are more restricted by control variables.

4. The Null Hypothesis is rejected, i.e. the relationship between anxiety and creativity is governed by class of study. Students turn less of their anxiety in to creativity as they move to higher class of study.

5. The Null Hypothesis is rejected, i.e. the relationship between anxiety and creativity is negatively affected by the score of marks. This may be due to the fact that those who score more concentrate more towards studies or this may be taken as 'a big question mark' against the curricula and method of evaluation.

6. The Null Hypothesis is rejected, i.e. the relationship between anxiety and creativity is affected by family income. Increase in family income intensifies the relationship between anxiety and creativity.
Suggestion for Further Research

The present study is conducted on a generalized scale to capture creativity and anxiety as whole. It does not differentiate amidst different types of anxiety and creativity and the inter relationships there is. It would be more useful to evaluate different types of the important variables and then determining the inter relationships.

It may be further suggested that study may be conducted using all types of schools i.e. convent and government schools (both of Hindi and English medium).