CHAPTER V

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5.1 INTRODUCTION

The Nation's interest in training and maintaining the performance and fitness of our teachers continues to be high. Maintaining mental health of teachers is a potential factor for maintaining educational standards. Educational specialists, college/school officials and parents express the need for the performance and fitness of a mentally healthy teacher.

The quality of a nation depends upon the quality of its teachers. Teachers are to develop the personality of their students and they can do so only when they are mentally healthy. Mental health is a global term which refers to that condition of an individual which results from the normal organisation and functioning of his mind. Lulla, B.P., (1981) attempts to draw attention towards the importance of mental health of teachers. He discussed various factors in school and community environment that contribute to the mental health of a teacher. Mental health is a combined outcome of five types of health (i) Physical (ii) Emotional (iii) Moral (iv) Spiritual and (v) Social. Mental health is an important aspect of the total health of a person because it is both cause and the effect of the other types of health. It means three things of an individual, (i) Right thoughts, (ii) Right attitudes, (iii) Right actions. Mental
health can also be called the process of human self-realisation, self-satisfaction and fully successful existence. Mental health of a person among other things, is chiefly concerned with his total sense of growth and development; adjustment and peace; success and happiness and effective membership of group or community. Bernard, H.W., (1981) emphasizes the mental health of the teacher as a person, as a private individual quite apart from his function as a teacher as the most important. It is not that the teaching aspect is considered, unimportant, but the chances of a teacher's being of maximum benefit to mental health of pupils are very small unless he maintains his own mental health at a high level. So, it is important for teachers to take as optimistic a view of their profession as possible. This is important not only because the mental health of the teacher as an individual depends upon it, but even more because it will be reflected in the effectiveness of the work done.

A sound mind in a sound body has been recognised as a social ideal for many centuries. A sound mental health develops mental stamina and enables a person to face realities of life, however stressful they may be. It is proper to mention here that the teachers who are the harbingers and agents of wealth in the society themselves be good physically and mentally sound.
Creativity

According to Webster’s New Twentieth Century Dictionary Creativity is a creative ability; artistic intellectual inventiveness. Creativity as a variable or a set of variables can’t be isolated from the totality of an individual’s personality. Spearman, C.E., (1930) defined creativity as "the power of human mind to create new content by transforming relations and thereby generating new correlates". Guilford, J.P. (1959) views creativity as a form of intelligence and isolated a number of special abilities that are related to the creative process. Most of these abilities such as fluency, flexibility and originality with words, associations and ideas are associated with divergent thinking. Skinner, Charles. E., (1974) defines ‘creative thinking’ as where the predictions and/or inferences for the individuals are new, original, ingenious unusual. From the brief survey of definitions it becomes clear that creativity has been viewed in a ‘large number of perspectives and from different angles.

Achievement Motivation

Encyclopedia of Psychology (1972) writes, n-achievement (syn. achievement need) one of Murray’s, H.A., (1959) of Psychological needs, refers to the need to be successful in competitive and creative enterprises. The concept of achievement motivation came into widespread popularity with the work of McClelland, D.C., and et.al. (1953) who employed a projective measure of this need based on the Thematic
Apperception Test. N-achievement is one of the several English words (drive, motive, want, urge, wish, desire and so on) Newcomb, T.M., (1964) discussed the term with respect to environment. McClelland, D.C., (1953) added that the achievement motivation is the acquired tendency of the most important social needs. Dave, P.N., and Anand, C.L., (1979) Sharma, N.K. (1981) discussed that the demand forced on the individual by his social environment contributes to the development of his desire for success. Since n-achievement is a learned and acquired activity, there is possibility of raising it. "Achievement motivation is a concern for excellence which involves planning, excitement and specific set of action strategies. It involves a fundamental assumption that the desire to achieve something of excellent is inherent in all beings. Achievement motivation encourages each individual to find his own unique way of satisfying his concern for excellence" (Srivastava, A.K. 1986).

Attitude

Attitudes are among the most important areas of psychological measurement. Personality finds one of its main channels of expression in the attitude which an individual has towards other persons, activities and institutions. The student teachers who are the teachers of tomorrow must have knowledge about their attitude towards the profession which they are going to join. If the teachers are mentally healthy and they know the direction of their attitude, they are
likely to improve the standards of teaching. The knowledge, skills, the ability to apply science and technology in solving educational problems, professional competence and attitude of teachers towards teaching profession make substantial difference to the quality of education provided by them. The whole education depends upon the teachers and the quality of teachers depend upon the quality of their training and their attitude towards teaching profession.

5.2 Emergence of the Problem

The mental health approach is proving even in its immature state remarkably penetrating, stimulating and fruitful. Pre-service teachers no doubt constitute the majority who further educate the majority. A good teacher is not who is good driller of facts but a good builder of human and social relationships. The teacher must not simply be a person of high mental abilities but must also have a balanced personality. The teacher can do so only when he himself has an effective well adjusted personality. The teacher can maintain the climate for healthy interaction if he/she is mentally healthy and the school maintains and promotes mental health of the teachers through proper environment and healthy management of school affairs.

Mental health of prospective secondary school teachers has a strong bearing on his attitude towards the professional preparation. The prospective secondary school teachers need to feel a sense of professional accomplishment.
A mentally healthy teacher may create effective teaching learning situations. These days teachers have their own problems. They may be under emotional strain and may not be able to teach the students well. Therefore there is a great need to find out the relationship of mental health with creativity, achievement and attitude towards teaching profession.

In the past many attempts have been made to find out the relationship of mental health and its correlates at different levels of education. Wig, N.N. and Nagpal, R.N. (1971) did with academic achievement; Goyal, R.P. (1974) and Jayaswal, V.K., and Nathawat S.S. (1977) with creativity; Gupta, A., (1980) with subdimensions of religiousity, Mangotra, H.P. (1982) with intelligence and physical health; Bhattacharjee, M. (1985) with needs frustration, but none of the scholars have tried to investigate the relationship of mental health of prospective secondary school teachers to psychological factors. No one can say what really is the percentage of such teachers who are thrown to the teaching profession by the force of the circumstances. But it can be said with full confidence that the number of such teachers is sufficiently large. A majority were seeking admission because they had failed to get any other job. This fact is also evident from the number of drop-outs in the session. The drop-outs are mostly for some other job than teaching. They have no genuine love for teaching work. They remain uninterested in their work and suffer from dissatisfaction.
This naturally affected their mental health. This emphasis has motivated the investigator to take the present problem which involves investigation of relationship of mental health of prospective secondary school teachers with creativity, achievement motivation and attitude towards teaching profession.

5.3 STATEMENT OF THE PROBLEM

RELATIONSHIP OF MENTAL HEALTH OF PROSPECTIVE SECONDARY SCHOOL TEACHERS WITH CREATIVITY, ACHIEVEMENT MOTIVATION AND ATTITUDE TOWARDS TEACHING PROFESSION.

5.4 OBJECTIVES

1. To study mental health status of prospective secondary school teachers.

2. To study the relationship of mental health with creativity.

3. To find out the relationship of mental health with achievement motivation.

4. To find out whether there is any relationship between mental health and attitude towards teaching profession.

5. To study the conjoint effect of creativity, achievement motivation and attitude towards teaching profession towards the total variance in mental health.
5.5 HYPOTHESES

The present study was conducted to test the following hypotheses:
1. Total Verbal creativity as well as fluency, flexibility and originality factors of creativity will be significantly related to mental health of prospective secondary school teachers.
2. There will be a significant relationship between mental health and n-achievement.
3. There will be a significant relationship between mental health of prospective secondary school teachers and their attitude towards teaching profession.
4. The variables of total verbal creativity, n-achievement, attitude towards teaching profession will significantly contribute towards the total variance on mental health of prospective secondary school teachers.
5. There will be a significant difference in mental health of prospective secondary school teachers with high and low attitude towards teaching profession.
6. There will be a significant difference in the mental health of prospective secondary school teachers with high and low achievement motivation.
7. There will be a significant difference in the mental health of prospective secondary school teachers with high and low creativity.
8. There will be no significant interaction between levels of creativity, need-achievement and attitude towards teaching profession on mental health of prospective secondary school teachers.
5.6 DELIMITATIONS

1. The population for the study was confined to all those prospective secondary school teachers admitted in various colleges of Panjab and Chandigarh.

2. It was not possible to involve whole of the population, a sample of 600 prospective secondary school teachers were raised by employing stratified random sampling technique.

3. The mental health of prospective secondary school teachers was studied in relation to only three variables i.e. creativity, need achievement and attitude towards teaching profession.

5.7 DESIGN OF THE STUDY

The present study has been conducted by employing descriptive method of research involving survey method. The effect of creativity, achievement motivation and attitude towards teaching profession was studied on mental health of prospective secondary school teachers. The design of the study helps the investigator collect data systematically to test the hypotheses of the study. The independent variables consisted of creativity, achievement motivation and attitude towards teaching profession. The dependent variable pertained to mental health.
5.8 THE SAMPLE

The population for the present study consisted of 600 students of B.Ed class studying in Govt. and Private colleges of education in the state of Panjab and Chandigarh (U.T). Stratified random sampling technique was employed by the investigator to select the sample. The sample of 600 prospective secondary school teachers was drawn from 3 Govt. Colleges and 6 private colleges of education, selected randomly and affiliated to the Panjab University Chandigarh, Panjabi University, Patiala and Guru Nanak Dev University, Amritsar. Out of the total 20 colleges of education, 9 colleges of education were selected for data collection, 2 are located in Chandigarh and 7 are located in Panjab state. The students were selected by the investigator without consideration of age, sex and qualifications.

5.9 TOOLS USED

The following tools were used in the collection of the data:

1. A teacher attitude inventory developed by Ahluwalia, S.P. (1978) and published by National Psychological Corporation, Agra was used to determine the attitude of prospective teachers towards teaching profession.

2. A mental health scale constructed by Srivastava, A.K.; and Jagdish (1983) was used to measure mental health status of teachers.
3. Torrance test of creative thinking (verbal form-A) by Torrance, E.P. (1968) published by Personnel Press, Inc. U.S.A. was used to measure the creativity.

4. Achievement motivation scale developed by Deo, P. and Mohan A. (1985) was used to measure achievement motivation.

5.10 PROCEDURE IN DATA COLLECTION AND SCORING

The data for present research work was collected by the investigator personally from the colleges of education selected for the collection of the data. The principals of respective colleges were requested for permission and they were kind enough to allow the investigator. Data from the student-teachers was collected at the terminal stage of academic session 1993-94, during the months of January and February 1994. It was assumed that at this stage the student-teachers would have become sufficiently acquainted with theory and practice of education and their professional attitude by then had become stabilized.

These tests were administered strictly according to the instructions given in the respective manuals by the authors of these tests.

The scoring of mental health inventory was done on a four point scale. The score of true keyed items ranged from 4, 3, 2, 1 and for the false keyed items it ranged from 1, 2, 3 and 4. The summation of the range was the total score.
Scoring of creativity was accomplished as per instructions given in the directions manual and scoring guide of verbal tests.

Scoring of Teacher Attitude inventory was done by six sub-scale stencils. Responses ranging on a 5 point scale from 4,3,2,1 and 0. For unfavourable items it was reversed.

Scoring of achievement motivation scale was done by two stencils of negative and positive items, ranging from 4,3,2,1 and 0 for positive and reverse for negative.

5.11 STATISTICAL TECHNIQUES USED

Descriptive statistics such as mean median, mode and SD were computed to describe the data. Skewness and kurtosis were worked out to see the trend of departure of the sample distribution from the normal curve. Coefficient of correlation, multiple R, ANOVA and t-test were computed to test the hypotheses.

5.12 FINDINGS AND CONCLUSIONS

On the basis of analysis of data and interpretation of results obtained through correlation matrix and multiple-R, ANOVA and t-test the following conclusions were drawn:

1. Fluency, flexibility, originality factors and total verbal creativity were found to be redundant as no relationship was found with mental health of prospective secondary school teachers.
2. Mental health was found to be significantly related to achievement motivation. The prospective secondary school teachers having high achievement - motivation had positive/sound mental health compared to those with low achievement motivation.

3. Significant relationship was found between mental health and attitude towards teaching profession of prospective secondary school teachers. The prospective secondary school teacher with sound mental health had positive attitude towards teaching profession.

4. The variables namely achievement - motivation, attitude towards teaching profession and total verbal creativity were found significantly to contribute towards the total variance of mental health of prospective secondary school teachers. Only 20.39% was explained by conjoint - effect of the variables of attitude towards teaching profession and total verbal creativity, while remaining 79.61% of the variance remained unexplained.

5. A significant difference was found in the mental health of the prospective secondary school teachers with high and low attitude towards teaching profession. Student teachers with high attitude towards teaching profession had good mental health than the student teachers with low attitude.
6. Significant difference was found in the mental health of prospective secondary school teachers with high and low achievement motivation. The students with high achievement motivation had good mental health than with low achievement motivation.

7. Prospective secondary school teachers having high and low creativity had almost the identical mental health.

8. No significant interactional effect of attitude towards teaching profession, creativity and achievement motivation on mental health was obtained.

5.13 EDUCATIONAL IMPLICATIONS

On the basis of results and conclusions the following implications can be drawn. The study has revealed that achievement motivation and attitude towards teaching profession affect the mental health of the prospective secondary school teachers but creativity does not. Therefore the teacher educators and those who are involved in the admission process for the selection of prospective secondary school teachers should administer n-achievement scale, and attitude towards teaching profession scale along with the mental health inventory at the time of admission into colleges of education.

During the course, teacher educators should devise ways and means to bring about a change in their attitude towards teaching profession, making their mental health positive and
thereby being more creative in teaching, along with more need achievements. Orientation programmes about the ethics, norms, conditions and duties towards the profession as well as towards their students will take them a long way in enabling the prospective teachers to become mentally healthy and develop a positive attitude towards teaching profession by creatively imbibing the same qualities among their students.

5.14 SUGGESTIONS FOR FURTHER STUDIES

As pointed out, the study was delimited with respect to the sample studied, tools and techniques employed and the statistical operations carried out. These limitations point to the necessity of conducting a series of research projects in the area of research covered by this study.

1. In the present study investigation conclusions are based on the study of only 504 prospective secondary school teachers. Therefore there is a need for cross validation of the findings yielded in this study. The present study should be replicated on a wider sample.

2. Not only the study needs to be replicated on a wider sample, it should give adequate representation to the inservice teachers of all categories. There is a possibility that results may differ in respect of teachers, under not covered categories.
3. A comparative study of the mental health of inservice and pre-service teachers may be conducted.

4. Study may be replicated by involving more variables namely sex, socio-economic status, rural/urban, personality aptitude for teaching profession etc.