CHAPTER VII

* SUMMARY *

Education, today, is beset with numerous problems which can be solved by effective and competent teachers. "What constitutes an effective teacher"? It has been a very baffling question before the educationists and administrators. They have very often found it difficult to describe a successful teaching personality. Yet, none can deny that there are differences in the effectiveness of two different teachers, just as there are differences in the personalities of two effective teachers.

What are the factors which make a teacher competent or incompetent? There are certain incapacitating factors which make it difficult for a teacher to discharge his duties effectively. It is a common belief that a teacher must have sound mental health if he aspires to be a successful teacher. Anxiety is a powerful negative drive which poses a serious threat to the mental health of an individual. Again, anxiety can either be general or situational. The situational or specific anxiety experienced by teacher trainees after joining the teachers' training course, has been labelled as vocational anxiety in the present investigation. How are vocational anxiety and general anxiety related to each other and to teaching success?

On the other hand, there are certain facilitating factors which can help a teacher to discharge his professional responsibilities more effectively and efficiently. Creativity
or creative thinking ability is one such wonderful 'gift' which can be expected to make a teacher grand success in teaching profession. But this assertion needs empirical evidence. Thus, the present investigation was designed to find answers to the questions raised above. More specifically, the followings were listed as objectives of the present study:

i) To determine the extent and nature of relationship between vocational anxiety and general anxiety; between vocational anxiety and creative thinking; between vocational anxiety and teaching success; between general anxiety and creative thinking; between general anxiety and teaching success and between creative thinking and teaching success.

ii) To compare the male and female teacher trainees in terms of vocational anxiety, general anxiety, creative thinking and teaching success.

iii) To view teaching success as a function of vocational anxiety, general anxiety and creative thinking ability.

With a view to achieve the objectives listed above, the investigator proceeded as follows:

A scale consisting of 60 items was constructed to measure vocational anxiety in teacher trainees. It was administered to men and women student teachers studying in a college of education in Panjab. Item — analysis was done on 150 scales and as a result of it, 16 items were rejected as their index of discrimination was less than .20. Thus, the final form of the scale included 44 items only. It was further administered to 300 teacher trainees to establish its
reliability and validity. The test proved to be a reliable and valid measure of vocational anxiety.

A test comprising seven items was developed to measure creative thinking ability in teacher trainees. The test was administered to 200 teacher trainees for developing scoring guides. The scores on each item were correlated separately with the total scores to determine the suitability of each item. Reliability and validity of the test were established.

Dutt Personality Inventory was selected to measure general anxiety in teacher trainees. Its extensive use in master and doctoral studies has established its reliability and validity beyond doubt.

Discussion lesson awards of each trainee were added to his final skill in teaching marks. Percentage of total scores was taken as the teaching success score of a subject.

The three tests, that is, VA scale, Dutt Personality Inventory and the test of creative thinking were administered to about 300 teacher trainees studying in 3 colleges of Panjab. Their discussion lesson awards and university examination (skill in teaching) marks were collected from the Principals of the colleges. The analysis of data was based on the scores obtained in respect of 220 (110 males + 110 females) subjects.

RESULTS

The frequency distributions of vocational anxiety, general anxiety, creative thinking and teaching success scores
in respect of 220 teacher trainees were drawn to compute the Mean, Median, Mode, SD, Sk and Ku of each distribution. The significance of sample means and SD's was tested to determine the extent to which these were representative of the population means and SD's. The means and SD's of all the above mentioned frequency distributions were found to be highly significant. The frequency distributions of the scores in respect of four variables approximated the model of normal distribution as the computed values of skewness and kurtosis in all the cases were found to be small and insignificant.

The present study has established that in terms of mean performance on vocational anxiety, men and women teacher trainees do not differ significantly from each other. Besides, neither of the groups has been found to be more variable than the other. The difference in percent numbers of men and women teacher trainees in high and low VA groups is not significant. Thus, it was concluded that sex is not related to vocational anxiety in any way.

General anxiety has presented an altogether different scene. The difference in the means of GA scores in favour of women teacher trainees has proved to be statistically significant. However, the two groups do not differ from each other significantly in variability. The difference in percent numbers of men and women teacher trainees in high and low GA groups is statistically significant. In the high GA group, the number of women trainees is significantly larger than
the number of men trainees, whereas in the low group, the number of men trainees is significantly larger than the number of women trainees.

Men and women teacher trainees do not differ significantly from each other in creative thinking ability. Besides, neither of the groups is more variable than the other. The difference in percent numbers of men and women teacher trainees in high and low CT groups is not significant. Thus, it is evident that sex is not related to creative thinking ability in any way.

The difference in the means of teaching success scores in favour of women teacher trainees has proved to be statistically significant. On the other hand, men teacher trainees have proved to be more variable than the women trainees. The difference in percent numbers of men and women teacher trainees in high TS group is not significant, whereas the percent number of men trainees has proved to be significantly larger than the percent number of women trainees in the low TS group.

The relationship between vocational anxiety and general anxiety scores has proved to be linear and the product moment coefficient of correlation between VA and GA scores came out to be .58. This implies that the two variables are related to each other positively. It has also been established that the teacher trainees experiencing high vocational anxiety experience more general anxiety than the trainees having low vocational anxiety. Likewise, the trainees
experiencing high general anxiety experience more vocational anxiety than the trainees having low general anxiety.

It has been found that vocational anxiety and creative thinking are curvilinearly related to each other. Therefore, correlation ratio (eta coefficient) was computed, which came out to be .29. This type of relationship implies that creative thinking scores increase with the increase in vocational anxiety scores to a certain limit, but thereafter, creative thinking scores show a downward trend with the increase in vocational anxiety scores.

The computed r of -.11 between vocational anxiety and teaching success is not significant. However, the relationship between the two variables has proved to be linear. The subjects scoring high on vocational anxiety have a tendency to score less in teaching skill examinations than low scoring subjects on vocational anxiety. Besides, the teacher trainees in the low TS group experience vocational anxiety in greater degree than the trainees in the high TS group. Thus, it can be said that high vocational anxiety is associated with low success in teaching and low vocational anxiety corresponds to high success in teaching.

The product moment coefficient of correlation between creative thinking scores and teaching success scores came out to be .05 which is not significant. The teacher trainees in the high and low CT groups do not differ significantly from each other in teaching success. Besides, the difference in the means of CT scores
of high and low TB groups is also not significant. These facts are suggestive of absence of relationship between creative thinking and teaching success. However, the relationship between creative thinking and teaching success proved to be linear.

The product moment coefficient of correlation between general anxiety and teaching success came out to be -.02. The obtained value of r is not significant. Besides, the teacher trainees in high and low GA groups do not differ significantly from each other in teaching success. Likewise, the teacher trainees in high and low TB groups do not differ significantly from each other in general anxiety. These findings suggest that general anxiety and teaching success are not related to each other. Therefore, having a certain position on general anxiety does not prevent a teacher trainee from having any position on teaching success.

The relationship between general anxiety and creative thinking has proved to be non-linear. Therefore, the correlation ratio (eta coefficient) was computed which came out to be .31. It has been noticed that creative thinking scores increase with the increasing anxiety scores up to a certain limit, but thereafter, creative thinking scores decline with the increase in anxiety scores. It has also been discovered that the teacher trainees in high and low GA groups do not differ significantly from each other in creative thinking ability. On the other hand, the low CT group experiences general anxiety in greater degree than the high CT group.
The findings of the present study have lent credibility to the specificity theory of anxiety. The following points can be mentioned in support of this contention:

i) Men and women teacher trainees do not differ significantly in vocational anxiety, whereas they do differ significantly in general anxiety.

ii) High vocational anxiety is inversely related to teaching success but high general anxiety is not associated with teaching success.

iii) The teacher trainees in high and low CT groups do not differ significantly from each other in vocational anxiety, whereas they do differ significantly in general anxiety.

iv) The difference in percent numbers of men and women teacher trainees in high VA group is not significant. But in the case of high GA group, the difference in percent numbers of men and women trainees is significant.

v) The difference in percent numbers of men and women teacher trainees in low VA group is not significant. But in the case of low GA group, the difference in percent numbers of men and women trainees is significant.

vi) Interaction effect of vocational anxiety and creative thinking on teaching success has been found to be significant, whereas interaction effect of general anxiety and creative thinking is not significant.
Thus, it has been concluded that vocational anxiety and general anxiety are two separate psychologically meaningful entities and are not reducible to one.

In finale, it can be said that effective and competent teachers are required in larger numbers to overcome the crisis which education is facing these days. This implies that teachers' training programmes should be geared up in such a way that teacher trainees are turned into effective teachers. Reorganisation of teachers' training programmes requires study of assets and liabilities, strengths and weaknesses, problems and abilities of teacher trainees. The present study has made an humble attempt in this direction but many more studies are needed to study the problem in its entirety.