CHAPTER I

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INTRODUCTION

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CHAPTER - 1

INTRODUCTION

'What constitutes a successful teacher?', has been a very baffling question before the Educationists and Administrators. They have very often found it difficult to describe a successful teaching personality. None of the precisely defined lists of isolated traits can answer the problem. Yet, none can deny that there are differences in the effectiveness of two different teachers, just as there are differences between the personalities of two effective teachers.

Very often, we come across a number of teachers who are fully satisfied in their jobs. They are honest and sincere and their students are perfectly satisfied with their work.

On the other hand, there are many other teachers who, burdened by the same demands, working conditions and requirements, woefully fret about their limitations and duties. It would not be untrue to say that a part of each of these two contrasting attitudes is dependent upon the individual teacher. Teaching is a multi-dimensional activity rather than unidimensional one. There are intellectual and non-intellectual traits which are conducive to successful teaching. It is a well-known fact that at least average level of intelligence is not the sole factor required in order to be a good teacher. There are other non-intellectual traits which are more conducive to successful teaching. These traits are generally termed as 'Personality Characteristics'. A number of educationists and experienced educators have often asserted that temperamental make up is
more important than intellectual achievement as a basis of teacher success. This assertion has authoritative backing of a large number of studies attempted by different educational workers in different parts of the world.

There have been repeated attempts to relate personality variables to measures of teacher effectiveness and to identify those personality characteristics which differentiate good from poor teachers. Bibliographies dealing with work in the field of teaching effectiveness are extensive (Domas and Tiedeman, 1950, Evans, 1961).

Highet (1964) contends that memory, will-power and kindness are three abilities which are absolutely essential for a teacher. Combs (1965) accords top priority to the teacher's commitment to his job. An adequate personality and exploratory attitude to determine the best ways of handling children, are the other conditions. According to him a good or a successful teacher is well-informed not only about his own subject or the topic he is going to teach but also about other matters of pupils' concern and general importance. Pande (1969) feels that a good and successful teacher is usually a scholar or a person of scholarly habits. Besides, he is morally upright, fair, just and firm in his dealings with students, helpful to students but strict in control though understanding and humane. He gives the impression to all the pupils that he is interested in them individually and that he will be pleased with their good performance and sorry for their poor achievement.
What makes a teacher effective and how to assess such attributes, are the propositions which for several decades have presented a problem beset with difficulties and contradictions. However, a number of defiant investigators have made determined efforts to gather empirical evidence about personality correlates of an effective and successful teacher.

While trying to determine the personality traits of a successful teacher, Dodge (1943) administered a personality inventory to 301 teachers. His findings were that the more successful teachers reported themselves to be (i) more at ease in social contacts, (ii) more willing to assume responsibility, (iii) less subject to fears and worries, (iv) slower in making decisions than the less successful teachers.

With a view to assess predictive value of commonly used standardized tests of teaching success, Seagoe (1945) administered intelligence, special abilities, achievement, personality, attitudes, interests, and teaching prognosis tests to teacher trainees. Teaching success was evaluated by means of the University of California Rating Scale for practice teaching. Teaching success did not correlate significantly with intelligence, special abilities, or achievement. There were likewise no significant correlations in the area of interests and attitudes. Correlations were significant in the case of various personality traits. Menon and Parikh (1950) tried to determine the correlation between perseveration and teaching ability and found that it was negative.
Dosanjh (1958) studied the role of imagination and emotional maturity as factors indicative of teaching success. He has reported .71 as the coefficient of correlation between levels of imagination on Horn-Hellersberg Test and levels of skill in teaching and .80 as the coefficient of correlation between levels of maturity on H.H. test and levels of skill in teaching. The results proved the hypothesis that imagination and maturity as measured by H.H. test are indicative of success in teaching.

Kakkar (1965) made an assessment of intellectual efficiency and self-acceptance of teacher trainees as related to their skill in teaching. He concluded that both intellectual efficiency and self-acceptance are significantly correlated with teaching competence. He further came to the conclusion that intellectual efficiency may make significant contribution to teaching skill while self-acceptance may make lesser contribution to such skill and the two variables possessed together may make significant contribution to the teacher's teaching skill.

Gupta (1967) designed an experiment to ascertain the role of mental persistence, extraversion and introversion in determining an individual's level of success in teaching. He concluded that teaching success was negatively related to extraversion but positively related to introversion and mental persistence.

Purchit (1970) studied the effect of six factors of heterogeneity on the performance of student teachers at the final examination. The factors of heterogeneity selected by him were difference in previous teaching experience, difference in qualifications, difference in previous training, difference in family-
responsibility factor, difference in age and sex-difference factor. He concluded that the performance of student teachers having previous teaching experience and having post-graduate degree was better than the performance of freshers and holders of first degree only. The performance of women student teachers was also found to be significantly higher than the performance of men student teachers. On the other hand, it was found that previous training, family responsibilities and age above 35 years affected their performance adversely.

Raina (1970) explored the relation among various measures of non-verbal form of Torrance Tests of Creative Thinking and total teaching practice marks for 55 teacher trainees. He found positive but not significant relation between fluency and teaching practice marks ($r = .171$), total creativity scores and teaching practice marks ($r = .216$). The relationship between originality and teaching practice marks was found to be negative and not significant ($r = -.055$). The relationship between elaboration and teaching practice marks was found to be positive and significant ($r = .340$).

Sharma (1971) designed a study to investigate the relationship between certain predictors and teacher effectiveness at the elementary stage. Six predictors (aptitude, age, academic grades, teaching experience, sex, socio-economic status) and three criterion measures (Rating of class-room teaching, Personality rating, the final marks of the training course) were taken up for study. He concluded that the criteria of teacher effectiveness are positively related to academic grades and
teaching experience as predictors, whereas these are not related to socio-economic status and sex variables.

Warburton et al. (1963) found Cattell's 16 PF test to be a fair predictor of teaching mark in that conscientiousness (G+), tender-mindedness (I+) and control (Q3+), exhibited relationships with teaching ability. The findings of another study designed by Barr et al. (1961) bear similarity to these findings in that conscientiousness (G+), control (Q3+) and practicality (M-) were found to be positively related to teaching success.

Davis and Satterly (1969) found that four factors, conscientiousness (G), tough-mindedness (I), confidence (O) and relaxed (Q4), significantly differentiated between teachers of 'high' and 'low' teaching ability. Poor teachers were found to be less conscientious and persistent (G-) than their successful counterparts, tender-minded and sensitive (I+), prone to feelings of insecurity and timidity (O+) and liable to be tense, excitable and restless (Q4+).

Koul (1973) designed a study to identify the differentiating personality traits of popular and not popular teachers. Cattell's 16 PF questionnaire was used to identify the personality traits of the two groups of teachers. It was found that the popular teachers seem to be, on an average, more outgoing, intelligent, emotionally stable, sober, conscientious, venturesome, tough-minded, shrewd, placid, controlled and relaxed than the teachers who were not popular. In relation to this
popular teachers may be said to have higher degree of scholastic mental capacity, ability to grasp ideas quickly, perseverance and emotional maturity.

What does teaching competence or effectiveness consist of? Whom shall we call a competent or successful teacher? What is the criterion of teaching effectiveness? A large number of educationists and investigators have grappled with this problem for quite a long time but with little apparent success. Kakkar (1965) laments that the vast Niagara of words cascaded into human ears since times immemorial on the characteristics or criteria of teacher effectiveness has not solved this intricate question, much less made the teacher effective. Even research, which is by all means a more scientific and systematic approach towards the solution of a problem, protracted over a long period of about 50 years, has not yielded significant, definite criteria with which most of the educators can agree. A review of the literature on the problem of evaluating or measuring teaching competence reveals that over a thousand instruments have been designed for this purpose with extremely limited success.

Barr (1953) emphasizes that the problem arises because people have different concepts of teaching effectiveness, varying amounts of training in the handling of data, and different levels of professional sophistication. The users of evaluative instruments have different perceptions of teaching and consequently they evaluate teachers differently.
A critical survey of a large number of criteria of teaching competence used by different researchers led Barr (1948) to conclude that the general approaches to the measurement of a criterion of teacher effectiveness involve the evaluation of either (a) teacher behaviour in process, (b) a product of teacher behaviour or (c) concomitants of teacher behaviour.

Mursell (1954) opines that the ultimate criterion for success in teaching is — results. Teaching should be judged by results that last and that a learner can and does actually use in his life. The results which do not enter into the personality of the learner, or shape his mental development, or affect his thinking, or influence his action, may properly be called spurious rather than authentic. The criterion of authentic results, properly understood, is exceedingly exacting. It enables the students to grasp what they learn so intimately, so personally, so adequately that they will remember it long and be able to use it in the concerns of living. This implies that learning is understanding. It is seeking, finding and seeing the point. The business of successful teaching is to organize situations and activities in which learning will be as meaningful as possible.

Pande (1969) believes that success or failure of a teacher can be measured by observing pupil behaviour. Researchers have identified that teaching of poor quality leads to disorderly conduct of pupils, little interest in class work of the pupils, excessive truancy, groupism and feuds among children, failure in examinations and their performance is considerably below their abilities.
It would appear ideal if a teacher's effectiveness is judged by making an evaluation of the product of his work. The product of a teacher's work can evidently be student gains and qualitative change in their behaviour. A student is taught by a number of teachers during his school career. How shall we decide which teacher has been more or less instrumental for gains made by him? How shall we explain the effectiveness of a teacher if some of his students have registered sufficient gains, whereas others have made less or no progress? Besides the teacher, there are other numerous factors which condition student gains or qualitative changes in their behaviour. It is really very difficult to designate and partial out the contribution to a particular product made by a specified aspect of the producing situation such as the teacher.

Measures of concomitants of teacher behaviour (Inventory responses, biographical data, professional education courses, knowledge and achievements etc) cannot prove to be effective criteria of teacher effectiveness. They should not be employed for criterion measurement when direct measurement of behaviour in process or the measurement of isolable products of teacher behaviour can be used conveniently.

Thus, it can be safely concluded that the most appropriate method of evaluating the effectiveness or competence of a teacher, is to observe him in action, that is, to see him when he is actually teaching in a class. In that situation, we can judge his intellectual efficiency, grasp of subject matter, level of knowledge or achievement, power of communication,
attitudes towards students, quality of interaction with students, dealings with students which may be indicative of his personality traits. At the same time, we can observe student gains, changes in their behaviour and their reactions to the personality of the teacher. This method of evaluating teacher effectiveness, undoubtedly involves all the three types of criteria, that is, product criteria, process criteria and presage criteria.

The method of assessment outlined above is essentially analytic in approach and character. But in many cases, impressionistic assessment can also be effective, especially when several judges are involved in assessing the same piece of behaviour (Stones and Moris, 1973).

We may adopt any method of evaluating teaching success or teacher effectiveness but there can be no denying the fact that all the teachers cannot be of equal calibre. Some teachers are more efficient while others are less efficient. It is wrong to say that teachers can either be successful or unsuccessful, efficient or inefficient, competent or incompetent. True dichotomy does not exist between levels of teaching efficiency. Teaching efficiency can be more aptly described by a continuum and different teachers will fall on different points along the continuum of teaching efficiency.

The future of any nation depends upon the competence or effectiveness of teachers. A competent teacher is the summum bonum of an effective educational system. Only he can be instrumental in bringing about a revolution in various ....
Realisation of educational aims depends upon the effectiveness or skill of the teachers who man schools. The Government of India's resolution on National Education Policy adopted on July 24, 1968, also recognises this fact in the following words: "Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. On his effective work will hinge such important national factors as social cohesion and movement towards socialistic society, economic and cultural development and national security."

Schools that impart education and lead to the growth and development of children, a nation's potential resources, are in the ultimate analysis dependent to a great extent upon the kind of teachers they have. The complex and elaborate paraphernalia of education—including broad-based curricula, audio-visual and illustrative aids, teaching materials both conventional and modern, teaching techniques, books, evaluative instruments, learning experiences and even teaching machines have to bow before the teacher who is to manipulate all these. In this connection, Chagy Gideon (1962) has rightly remarked, "That the good teacher is indispensable in even the most well-equipped or most mechanized system of education is the belief now accepted by all those pseudo-educationists and realists who at one time attempted to install robots in a bid to replace man in the class-room. Unmanned class-room, even in the age of unmanned space-craft, has no place."
A teacher, effective or ineffective, efficient or inefficient, has to live in the same society in which people belonging to other vocations are living. Like others, he too, lives in an age of anxiety. He is also influenced by the changes which are taking place very rapidly in our social, political and economic life. Like many other people, his mental equilibrium is also likely to be disturbed by the fast changing social and cultural values. We very well know the devastating influence of anxiety on the personal adjustment of an individual.

Pleasures and pains of life actually depend upon the inner state of the organism. Every aspect of our environment appears enjoyable to us if we are happy at heart, whereas we are in a mood to despise all the things if we are unhappy at heart. Unhappiness, sadness, annoyance, irritation and a number of other unpleasant states of human life are most evident outcomes of anxiety.

Weak ego, faulty self concept, feeling of personal inadequacy, unhappy human relations, non-fulfilment of psychological, biological, physiological, material and socio-economic needs and non-achievement of life goals are some of the factors which produce anxiety in an individual. In simple words, it can be said that an individual experiences anxiety when there is some real or imaginary threat to a value which is held by him as basic to his existence.

A teacher's life has two facets — social or personal life and Vocational or professional life. In his personal life,
he has to play different roles on different occasions. He has
to play the role of a son, husband, father, brother, friend,
tenant, customer, borrower and many other such-like roles
simultaneously. While playing these varied roles, he may
experience discords and dissensions in his family life, his
relations with other persons may be painfully annoying; his
psychological and other needs may remain unfulfilled. Thus, being
a lowly soul and down-trodden creature of this earth, he too, has
to experience pangs of anxiety.

Sound mental health is very essential for complete
and full functioning of an individual's personality. Anxiety is
a powerful negative drive which is a potent means for making an
individual maladjusted and mal-adjustment may put a serious
threat to his mental health. Only a mentally healthy person can
be expected to make his contribution towards the enrichment of
his field of work. A mentally disturbed person will direct all
his energies to come to terms with the situation which has
endangered his mental health. Thus, he will be unable to make his
contribution for the progress and development of his field of
operation. The energies which he might have utilized for moving
higher along the continuum of effectiveness and efficiency, are
now utilized for meeting the frustrations and disturbances of
life. A person of weak ego may not be able to meet his frustra-
tions squarely and may fall a victim to neurosis. All this may
have an adverse effect on the personal and professional life
of an individual.

Academic achievement or achievement in any other field
is generally considered to be a function of the mental health of
an individual. Sound mental health may lead to better achievement or efficiency, whereas poor mental health may lead to low achievement. Anxiety affects the mental health of an individual adversely and hence it may also influence academic achievement adversely. This hypothesis has been subjected to experimental investigation in different parts of the world. Results obtained have not been uniform and consistent. Hence, no definite inference can be drawn from these investigations about the relationship that might be existing between anxiety and academic achievement of students.

A few investigators have come to the conclusion that anxiety raises the energy-level of the individual, enabling him, thus, to invest more energy into learning and achieve more. Miller (1961) says that neurotic anxiety can drive a person to achieve at all costs. Turbulence may be found even in highest achievers as emotional perturbation does not always block learning. On the other hand, a number of investigators have concluded that anxiety affects academic achievement adversely. Mehus (1953) discovered that a pattern of anxiety, discouragement and passive adaptation to learning situation was common in children who had reading difficulties. Roth and Meyersburg (1962) have also listed 'free-floating anxiety', as one of the constituents of the non-achievement syndrome. Ephron (1953) has observed that reading difficulties are found linked with emotional difficulties, among which fear is basic. The individual does not sense them as specific fears; he is aware only of 'vague anxiety'.

Thus, it is clear that various researchers have obtained conflicting results concerning relationship between academic achievement and anxiety. However, they appear to have discovered that up to a certain limit, anxiety is conducive to students' academic achievement. Anxiety present in an individual beyond this limit, affects his learning and achievement adversely.

A similar hypothesis concerning relationship between teaching success and anxiety can also be proposed. Sound mental health is an essential requirement for becoming a successful teacher. Only a teacher with sound mental health can put his heart and soul in his work. So far as relationship between anxiety and teaching effectiveness is concerned, many relevant questions can be raised? Do anxiety and teaching effectiveness go hand in hand? Is anxiety unrelated to teaching effectiveness? Is anxiety curvilinearly related to teaching competence?

A definite and dependable answer to these questions is needed to help the teachers of tomorrow. One of the objectives of the present research is to find appropriate answers to these questions.

Anxiety producing factors are either present in the personality of the individual experiencing anxiety or these may be present in the situation in which he is placed at a particular time. A person will be said to have general anxiety if anxiety-producing states are a part and parcel of his total personality. In other words, it can be said that he will have anxious-disposition or anxiety proneness, that is, he will be a temperamentally anxious person. On the other hand, if an individual experiences anxiety because he has not been able to meet the demands of a situation adequately, then he is said to have experienced situational anxiety. The situational anxiety experienced by teacher trainees during the period of their
training, has been labelled as vocational anxiety in the present research.

Sharon (1971) designed a study to determine correlates of Anxiety in student teachers in Microteaching. In this study, intention to teach, esteem of self as a micro-teacher, one's perceived distance from and reported drive towards being "a successful micro-teacher," one's certainty or uncertainty with regard to goal attainment, and sex were hypothesized to be correlates of situational anxiety in student teachers in micro-teaching. In seeking to differentiate between situationally-related anxiety and generalized anxiety or anxiety proneness, Cattell's IPAT Anxiety Questionnaire was used as a measure of the latter. Three instruments were developed to measure situational anxiety - The Adjectival Anxiety Inventory, The Anxiety Checklist and the Self Report Questionnaire. The fact that IPAT Anxiety Questionnaire Scores and scores on the Adjectival Anxiety Inventory were not significantly correlated with each other, supported the hypothesis that IPAT Anxiety Questionnaire was measuring generalized anxiety and the Adjectival Anxiety Inventory was measuring situational anxiety.

The present investigator feels that the teacher trainees undergoing teachers' training course in colleges of education in India, have to encounter many hostile and unkind situations which pose a serious threat to their mental health. The fear of future unemployment and its possible consequences haunt their mind; low status of teachers in society disturbs them; heavy and altogether new courses of studies give them a shock; requirements
concerning teaching practice and criticism lessons generally annoy them. Deciding to enter teaching profession when all other doors were closed to them; thinking very low of teaching profession; joining a Teachers' Training Class simply to postpone marriage or unemployment by one year and having no interest or aptitude for teaching are some of the factors which may disturb the mental equilibrium of a teacher trainee. However, this does not mean that all teacher trainees will surrender to these disturbing factors and fall a helpless victim to vocational or situational anxiety. Only a few teacher trainees face maladjustment in vocational situations because most of them are somehow able to adjust themselves to the new situation in which they are placed. What is that which makes a few of them maladjusted and keeps all others mentally healthy? Is vocational anxiety experienced by only those individuals who have general anxiety or it can be experienced by anxiety-free individuals too? Are vocational anxiety and general anxiety two independent psychological variables or they are reducible to one? How is vocational anxiety related to teaching effectiveness or success? Do vocationally-anxious teacher trainees prove to be more or less successful as teachers than the vocational anxiety-free teacher trainees? There is an urgent need to find answers to these questions because effectiveness or competence of future teachers is intimately related to these questions. It will become easy to formulate plans for improving the quality of teachers' training programmes if answers to these questions are available.
The present study is purported to answer these and some other questions.

The West is perhaps not familiar with the pleasures of renunciation. Indians have been trying to overcome their anxiety by adopting attitudes of other-worldliness and self-surrender. Mentally upset or disturbed persons have very frequently sought solace in religion and religious practices. But this is an attitude of escaping or avoiding reality rather than facing it squarely. In many cases, its effect is only transitory and the individual again begins to experience pangs of anxiety when comforting effects of such practices lose their tension-reducing value.

There are a number of people who believe that creativity or creative potential of a person can come to his rescue to face the onslaughts of anxiety on his mental health. Nature has given to man the most invaluable and wonderful gift of 'Creativity' in abundance. A child with dancing feet, laughing and smiling eyes and having an insatiable desire to acquire more and more knowledge, is in fact creativity personified. Through the medium of dance, his body tells a story and sings a melodious song. He tries to understand life by breaking, throwing and turning upside down any object which comes into his hands. He makes an effort to absorb the peculiarities of the world by putting an unending stream of questions. Every child is a creative being but every adult is not a creative being. During the process of growth and development, a child is obliged to sacrifice much of his creativity and thus he becomes a mediocre adult. Too much emphasis on obedience and conformity
in our homes and schools is largely responsible for gruesome assassination of children's creativity.

Dutt (1964) laments that we are often so much lost in circular eddies of our periodic routines and repetitive activities that the creative component of our intelligence is likely to be either pressed out or confused. We find safety and security in routine, comfort in conformity, so much so that the creative urge can be lulled to sleep. Consequently, many educators have declared the highest aims of education as inducting the individual into the conformity of the group, preparing him for an ideal citizenship or a station in life, as perfect social adjustment, or as transmission of the established cultural heritage of a determinate society. People educated to realise such goals have much less "Creativity" and hence come to adopt negative methods of confronting anxiety in their life. In creative endeavour, in thought and activity, there is always an element of the unknown, unfamiliar risk, hard effort, adventure and thrill. A person already dead tired by the daily drudgery of life may refuse to invite more risk and exert more efforts, and therefore resign himself to doing without the thrill of adventure and resultant joy of having discovered the novel things.

It is being felt today that various fields of human effort like trade, industry, science and different arts have made an unprecedented progress because of human creativity. This wonderful 'gift' of nature will be instrumental for more and more progress in these areas in future too. To achieve the aim of self-realisation, it is very essential to develop
the creativity of children because there is a psychological appetite along with physiological appetite which inspires an individual to think and find solutions to his problems. The creative thinking ability provides an outlet to an individual for his anxiety, fears, worries, conflicts etc. and also helps him in the development of aesthetic sensibility.

On the other hand, there are many psychologists who earnestly believe that people with poor mental health cannot possess creative thinking ability. They advance the argument that such people would not have become mentally ill if they had possessed creative thinking ability. Thus, the exact relationship between creativity and anxiety on the one hand and between creativity and vocational anxiety on the other hand, needs to be determined and specified. Determining relationship among these variables is one of the objectives of the present study.

Effectiveness or competence of a teacher is influenced by a number of factors. There are some factors which make it difficult for a teacher to discharge his professional responsibilities efficiently. On the other hand, there are a few factors which equip a teacher to prove effective and successful. Creativity is one such factor as it enables a teacher to explore fresh territories in the field of teaching. It equips a teacher to find creative solutions to those perplexing problems of education which have defied solution so far. This implies that highly creative individuals should prove most successful teachers but this is not always true because a majority of such teachers have to work under such conditions as are not conducive for the
development of their creative potential. The schools and colleges generally have a concept of discipline which values conformity, obedience and submissiveness and equates divergency with mental-illness. Moreover, they may not find their work challenging and thus, lose interest in it. This lack of interest may result in lethargy which will naturally mean reduced efficiency.

Thus, there are conflicting views about relationship between creative thinking and teaching success. The problem needs further investigation to find out the exact nature of relationship between these two variables.

It has been said earlier that while growing up in age, a majority of children have to part with their creativity. Who can help them to protect their creativity? Who can help them to nourish their creativity? The simple answer to these straight-forward questions is that only creative teachers can play a patronising role to help the children in keeping their creative potential alive. Such teachers should be identified well in time and then, they should be provided all facilities to try their ideas and concepts regarding education of children. They can give lead to their colleagues by devising more effective methods and techniques of teaching. It will still be better if they are identified during the period of their pre-service training because it will help them in formulating life-goals. It will also motivate them to develop interest in Education and its problems. Thus, there is a need for an instrument with which we can make an assessment of creative thinking ability in teacher trainees.
The present study was launched to find answers to the questions which have been raised in this chapter. More specifically, objectives of the present study can be stated as under:-

i) To construct and standardize a test to measure vocational anxiety in teacher trainees.

ii) To develop a test of creative thinking for use with teacher trainees.

iii) To ascertain the relationship between vocational anxiety and general anxiety.

iv) To ascertain the relationship between vocational anxiety and creative thinking.

v) To determine the relationship between vocational anxiety and teaching success.

vi) To determine the relationship between general anxiety and teaching success.

vii) To determine the relationship between general anxiety and creative thinking.

viii) To determine the relationship between creative thinking and teaching success.

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

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

Thus, the investigator has ventured to dig whether vocational anxiety, general anxiety and creative thinking make
a student teacher good or bad at teaching and if so, to what extent. He has also attempted to find how these psychological variables are related to one another. Only that what is useful has been included in the text, that which is mere verbosity for the sake of being academic or scholarly, is excluded.


