

Original Research Article

# A Mixed Method Approach to explore Student-teachers' anxiety in relation to their Teaching Practices at School Placement

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## Abstract

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This study aims to determine the student-teachers anxiety regarding teaching practice including its main elements like lesson planning, classroom management, evaluation and assessment. A mixed method approach was adopted to get in-depth understanding of student-teachers anxiety. STAS (Student-Teacher Anxiety Scale) was used to be familiar with the nature of student-teachers' anxiety. Also, 5 focus-group interviews consisting 5 student-teachers were conducted. Total 500 student-teachers participated in the survey. This study revealed findings regarding student anxiety at their school placement which should be considered by the organizers of teaching practice, teacher educators and student-teachers. This study concluded on the basis of student-teacher's responses that it is due to lack of required facilities, lack of necessary training for teaching, lack of unawareness from latest teaching methods and lack of proficiency in contents; these factors cause anxiety in student-teachers at their school placement. Further recommendation could be made to the teacher-educators, teaching practice coordinators and relevant authorities.

**Keywords:** Anxiety, Cooperative-teachers, Lesson Planning, Student-teachers, Teaching practice

## INTRODUCTION

This is an agreed view that one most important indicator for the training of student-teachers is *teaching practice* at their school placement in teacher education program (Nancy 2007). It provides student-teachers experience in the actual teaching and learning environment (Ngidi and Sibaya, 2003; Marais and Meier, 2004; Perry, 2004). However, a component which received little attention is about the quality of pre-service teaching practice (Kiggundu 2007; Hill et al. 2008). One reason of the deficient outcomes of teaching practice is the student-teachers anxiety. Therefore, this study uncovers the fears of student-teachers about practice teaching particularly from the student studying in their teacher education program at the location of central Punjab where these gaps are little explored before. The literature points out many

areas of anxiety about practice teaching such as, they have fear of lesson planning, they are not sure that their lesson planning is according to the needs of students or not, their lesson planning will be successful or not, could they confidently deliver their lecture or not, they will use the appropriate audio-visual aids at appropriate time or not. They have the fear of managing class, they are afraid that they will control the class or not, they will maintain the discipline in class or not (Morton *et al.*, 1997). They have the fear of doing assessment of pupils, will they able to evaluate their lecture, what students has been learnt from their lecture. Whether students gain knowledge that is delivered to them. Student-teachers also have fear of lesson preparation, is he or she has full command on their content, is he or she will deliver the lesson according to the

professional standard. Student-teachers could have school staff anxiety, school staff will cooperate with him or not, what will be attitude of other teachers with him, they will help or not, they feel happy about his presence or not, what will be view of principal about him (Ngidi, 2003). Student-teachers could have anxiety of school culture, because every school has its own culture, student-teachers fear that will they be able to adjust themselves in that school culture, or they feel discomfort. Thus, there is a need to explore students-teachers level of anxiety at their school placement during their teaching practice experience.

### **Review of the related Literature:**

Anxiety indicates feeling of nervousness, worry, concern and uneasiness. In this study anxiety of student-teachers shows their nervousness before going on teaching practice and after coming back from teaching practice. Anxiety is defined as unresolved fear. Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat. Teaching practice is an important part of professional degree in education. Student-teachers are those persons who are going to experience training of teaching; this training phase is an essential part of professional degree of teaching, like Bachelors or masters of education, several authors used this definition in their studies (Hourcade, Parette and McCormack, 1988; Ngcobo, 1995; Butler, 2001; Jianping, 2002).

Teaching practice is a compulsory component of teacher education program. Ogonor and Badmus (2006:1) define teaching practice as “the periods when student-teachers are aided to put into practice the theories and principles of education which they have learnt in the classroom as they teach students in the partnership schools”. Marais and Meier (2004) assert that teaching practice represents the range of experiences to which student-teachers are exposed to when they work in classrooms and schools.

Moreover, the literature about anxiety suggests that student-teachers feel mixture of feeling about teaching practice like anxiety, apprehension and excitement. Perry (2004) said that student-teachers has two types of excitement, firstly they feel excitement about that they are going to be a part of a real classroom setting, going to really interact with students and going to manage real classroom tasks. Secondly student-teachers have many doubts, like will they be able to cope with unusual situations like; controlling and managing learners or establishing a working relationship with faculty-based and

field-based supervisor. This mixture of feelings leads to increase anxiety (Perry, 2004).

Mostly research studies about anxiety show that student-teachers believe that teaching practice is most challenging work. They have many doubts, fears and uncertainty about teaching practice (Killen and Steyn, 2001; Ngidi and Sibaya, 2003; Marais and Meier, 2004). Some studies reveal that it is not unusual to experience concerns, uneasiness and anxiety about teaching practice, it was also noted that these worries and anxieties sometimes result in high levels of stress and failure in their practices (Broadhead et al, 1996; Morton et al, 1997).

It is also pointed out that the main reason of anxiety in student-teachers is discipline/classroom management problems; because they did not have enough ability to cope with discipline problems like class control or handle the situation. Preece (1979) said that student-teachers learn advance management skills through trial and error in the climate of real classroom environment (Preece, 1979). However it is also supposed that supervisor’s reaction is also main cause of anxiety in student-teachers. Student-teachers feel anxiety, thinking that how their supervisor might react to seeing one or more unsuccessful lessons (Hart, 1987). In the same way the role of supervisor is very important in success of a student-teacher during teaching practice. Student-teacher cannot do without the support of supervisor, because student lacked competence and proficiency in teaching practice which impacted them negatively. Some respondents expressed negative experiences with their mentors. But it is also fact that majority of respondent expressed that they become motivated for teaching due to teaching practice and their supervisors helped them constantly during their teaching practice, their supervisors assisted them at every complicated occasion (Kiggundu, 2007). Cooperative-teachers’ role is also very important in reducing students’ level of anxiety. Ngidi and Sibaya (1998: 21) suggested that “effective supervision and guidance from subject teachers at their schools of placement can also play an important role in reducing anxiety among student-teachers”.

The literature suggests that one main concern of teaching practice is to adjust student-teachers’ needs and interests and that learning would be more likely to have long term usefulness to students. Students involved in teaching practice should be encouraged to design their courses with student needs in mind to capitalize on this central quality issue. If student needs are not met, it makes little difference whether the process of delivering instruction is of high quality; this is consistent with recent study (Huber et al., 2005; Kiggundu, 2007; Mtika, 2008). However teacher situations, with those student-teachers confront are also much noticeable. Many circumstances in school like inflexible situations, time management pressure and lack of instructional materials become the reason of anxiety in student-teachers; when they have to work with too many students and also have to fulfill too

many non-instructional duties. Most studies showed that student-teachers have more anxiety than in-service teachers (Leach 2005; Drent and Meelissen 2008). Thus, in order to reduce anxiety in student-teachers, non-instructional duties should not be given to student-teachers.

Many research studies were also conducted on student-teachers' beliefs and thinking (Clark, 1988; Foss and Kleinsasser, 1996; Hollingsworth, 1989; Munby, 1982; Schuck, 1997; Veenman, 1984). Research studies suggested that student-teachers' belief about learning and teaching are premature and very difficult to change (Kagan, 1992; Munby, 1982). The literature suggested that these early and premature beliefs of student-teachers serve as filters for new information and these beliefs often long-established instead of confronted (Hollingsworth, 1989; Kagan, 1992). Thus, the student-teachers have incorrect and basic beliefs about becoming a successful teacher. They frequently think that if their students like them then they are successful teachers (Lasley, 1980). The literature suggested that attitudes, beliefs and concerns of student-teachers should also be considered during teaching practice (Sharma et al., 2006). The literature showed that a teacher must confident and satisfy with themselves, many research noted that an adequate personality comprise of ; positive self image, willing to accept others, identifying positive ways and well informed (Very, 1990).

A number of researchers showed that student-teachers are passing through developmental stages of anxiety about becoming a teacher (Fuller, 1969). It is also assumed that as knowledge and skills develop during teaching practice, anxiety will be decreased gradually (Parson, 1973). Although it is also reported that self-confidence of student-teachers have been increased after four to five years of training, but there were also students that did not show signs of confidence even after four to five years later (Ohnogi, 1996; Pigge and Marso, 1987). Also, it was found that the student-teachers should become more conscious about their first knowledge and changing knowledge beliefs about pupils and classroom practices during teaching practice (Kagan, 1992). A high level of anxiety in student-teachers may result to a mixture of negative consequences such as classroom control troubles and classroom disturbance. It is also believed that huge sources of anxiety in student-teachers are problems regarding classroom control (Ngidi and Sibaya, 2003). By looking at the literature, there are several gap were highlighted on student-teachers anxiety at school placement. Thus, this study seeks out student-teachers perceptions and views on their anxiety during teaching practice experience at school placement.

### **Objectives of the Study**

This study aimed to achieve the following objectives:

1. To explore the anxiety level of student-teachers regarding their teaching practice.
2. To explore which element of teaching practice cause high anxiety in student-teachers; classroom control, lesson planning, evaluation or school staff's attitude.
3. To explore the difference in anxiety level of student teachers, doing teaching practice in private school and in government school.

### **Significance of the Study**

This study tempt to explore the student-teachers' anxiety and what factors causes anxiety during teaching practice at their school placement. Thus this study seeks how to equip prospective teachers to more effectively cop with feelings and approaches with common problems and issues that they face during teaching practice. There is a need to update planning of teaching practice and to change and reaffirm the commitment to the teaching of organization and management skills. This study will identify barriers that student teachers face during teaching practice and will suggest ways to conquer these problems, therefore teaching practice benefits the professional development of the student teachers.

### **Research Questions**

1. How do the student-teachers' perceive of anxiety regarding teaching practice at their school placement?
2. How do the student-teacher's perceive of the causes/factors that generate anxiety at their school placement??

### **RESEARCH METHODS**

Mixed methods approach was adopted in this study. As Bazeley (2009) stated that data collection by the mixed methods is critical because when we collect the data by only one tool it is not easy to collect all the related information by a single tool. Therefore, we better use the mixed methods in which researchers use more than one tool for data collection. This method gives more valid and useful data and explores in-depth insight of the relevant issues, because it answers of questions with a range of perspectives. Education has always been a core field for the mixed methods research (Creswell and Garrett, 2008). The mixed methods research ensures that this is to fill in the gaps in data collection with help of more than one method. It ensures that pre-existing assumptions from the researcher are less likely. It is argued that in several instances, qualitatively driven or qualitative dominant mixed methods studies are best able to capture the complexity of some educational and social issues (Creswell et al., 2006). Thus, the mixed method research

**Table 1.** Gender of Student-Teachers

Gender	Frequency
Female	391
Male	109
Total	500

**Table 2.** Lesson Planning Anxiety

No.	Name of Items	Never %	Rarely %	Some What %	Mode-rately %	Very Much %
22	I am anxious about how the lecturer will react to one or more unsuccessful lessons if they should occur.	8	17	30	25	18
20	I am anxious about selecting suitable lesson content.	8	18	24	25	24
24	I am anxious about how the subject teacher will react to one or more unsuccessful lessons if they should occur.	7	20	27	29	16
26	I am anxious about whether or not I will cover the material adequately.	4	21	29	22	23
14	I am anxious about completing lesson plans in the required form.	8	16	26	28	21
15	I am anxious about whether or not my lesson plans will be adequate.	7	22	22	26	21

**Table 3.** School Staff/Cooperative Teacher's Anxiety

Sr#	Name of Items	Never	Rarely	Some What	Mode-rately	Very Much
01	I am anxious about how helpful members of the school staff will be.	12	20	21	24	22
18	I am anxious about co-operation with the school staff.	8	19	23	24	25
19	I am anxious about getting on with the school staff.	9	20	23	28	19
21	I am anxious about whether the principal will be happy with my work.	6	19	21	25	27

ensures variation in data collection; this variation leads to validity in data. 500 students were selected through convenient sampling at undergraduate and post graduate level from the participants was enrolled in teacher education program. (Table 1)

STAS (Student-Teacher Anxiety Scale) was used consisting on 26 items. Hart (1987) developed this scale by using samples of student teachers in England. Likert-type scale was used in the questionnaire. The ratings were as: very much (4), moderately (3), somewhat (2), rarely (1), never (0). Moreover, the focus group interviews were also

conducted to obtain deep insights and in-depth views beside STAS, like causes of student-teachers' anxiety and their other problems at their school placement that was not mentioned in scale. Focus group was consisting of 05 to 08 student-teachers.

### Findings from the Questionnaire

The questionnaire consisted of 26 statements on which the responses were collected. The

statements from questionnaire were grouped according the themes/categories and presented in the form of table. Table 2 shows the student-teacher's perceptions of anxiety regarding lesson planning. Table 2 indicates that the majority of student-teachers showed a high concerned to the lesson planning.

It is evident from Table 2 that student-teachers feel anxiety about lesson planning. Lesson planning is an important factor of teaching practice, student-teachers plan many lessons during their course work, still they experience anxiety during

**Table 4.** Class Control Anxiety

No.	Name of Items	Never %	Rarely %	Some What %	Mode-rately %	Very Much %
09	I am anxious about class control.	9	20	21	23	26
10	I am anxious about setting work at the right level for the learners.	7	17	27	26	21
11	I am anxious about how to give each learner the attention he/she needs without neglecting others.	8	20	21	27	23
12	I am anxious about whether or not my performance will be satisfactory from the point of view of the subject teacher.	7	18	22	29	23
17	I am anxious about controlling the noise level in the class.	10	17	21	24	26
23	I am anxious about incidents of misbehavior in class.	10	19	29	22	19
25	I am anxious about possible problems in the class with individual disruptive learners.	7	19	28	31	13
16	I am anxious about how to handle defiance from a learner.	9	17	29	26	18
13	I am anxious about maintaining a buoyant enough approach.	4	21	27	32	14

**Table 5.** Evaluation Anxiety

No.	Name of Items	Never	Rarely	Some What	Mode-rately	Very Much
02	I am anxious about assessment by the lecturer.	8	20	21	23	28
03	I am anxious about what lesson the lecturer would come in to see.	7	22	25	28	17
04	I am anxious about being observed by my lecturer while teaching.	7	21	22	26	23
05	I am anxious about how the practice teaching will go in my lecturer's eyes.	8	18	20	27	26
06	I am anxious about getting all the paperwork done in time.	9	20	23	24	24
07	I am anxious about what my lecturer will expect.	6	19	26	27	22
08	I am anxious about maintaining a good enough standard of preparation.	8	16	25	23	27

application of planned lesson in real situation. Selection of suitable content for lesson planning is a big challenge. Frequently student-teachers feel anxiety about the selection of suitable lesson content. Organizing lesson according to the demand of students is also a big problem, covering material in lesson planning also cause anxiety in student-teachers. Frequently student-teachers feel anxiety about the response of supervisor and subject teacher regarding their lesson planning. They experience high regarding the reaction of subject-teacher about their lesson planning.

Table 3 shows that anxiety level of student-

teachers also increase due to school staff. When student-teachers join school for teaching practice, firstly they interact with cooperative teachers. A cooperative teacher tells them about school, its culture and which class they have to teach. Student-teachers experience anxiety, cooperative teachers will help them or not, they cooperate or not? Student-teachers feel anxiety about adjusting themselves in school environment.

It is evident from Table 4 that classroom management was also a big challenge for student-teachers. Also, disruptive behavior of pupils causes anxiety in the student-teachers. They become

anxious when pupils make noise and they fail to control the noise level in the classroom. The majority of participants expresses that pupils do not obey the orders of student-teachers and start to show misbehavior, these things enhance the anxiety level of student-teachers.

Table 5 shows that supervisor's visit also cause anxiety in student-teachers, they become anxious when supervisor suddenly came in the class to check them, they lose their confidence, sometimes they cannot continue the flow of lecture and start forgetting points of lesson. They frequently feel anxiety about doing paper work in time, maintaining

**Table 6.** Difference of Anxiety Level on Gender

Name of Items	Gender	Never	Rarely	Some what	Moderately	Very much	Chi value	df	P value																																																																																																																																																																																																												
I am anxious about how helpful members of the school staff will be.	Female	39	74	92	97	89	14.029	4	.007																																																																																																																																																																																																												
	Male	22	28	15	24	20				I am anxious about how the practice teaching will go in lecturer's eyes.	Female	26	62	81	106	116	17.599	4	.001	Male	13	30	22	29	15	I am anxious about getting all the paperwork done in time.	Female	34	72	92	88	105	10.969	4	.02	Male	13	28	22	31	15	I am anxious about what my lecturer will expect.	Female	17	71	102	104	97	20.345	4	.00	Male	15	25	27	30	12	I am anxious about how to give each learner the attention he/she needs without neglecting others.	Female	29	75	79	101	107	14.465	4	.00	Male	12	25	27	34	11	I am anxious about maintaining a 'buoyant' enough approach.	Female	13	75	107	135	61	13.005	4	.01	Male	10	30	30	28	11	I am anxious about completing lesson plans in the required form.	Female	27	58	99	118	89	9.083	4	.05	Male	13	24	30	24	18	I am anxious about co-operation with the school staff.	Female	31	63	93	101	103	12.724	4	.01	Male	12	32	24	19	22	I am anxious about getting on with the school staff.	Female	29	79	88	116	79	11.376	4	.02	Male	17	24	30	23	15	I am anxious about selecting suitable lesson content.	Female	27	63	93	102	105	14.933	4	.00	Male	13	30	27	23	16	I am anxious about incidents of misbehavior in class.	Female	33	77	114	83	84	9.882	4	.04	Male	17	17	31	30	14	I am anxious about how the subject teacher will react to one or more unsuccessful lessons if they should occur.	Female	27	69	99	129	67	15.132	4	.00	Male	10	30	36	18	15	I am anxious about possible problems in the class with individual troublemaking learners.	Female	26	73	102	133	57	10.958	4	.02	Male	9	25	41	25	9	I am anxious about whether the principal will be happy with my work.	Female	20	69	85	102	115	9.654	4	.04	Male	11
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**Table 7.** Difference of Anxiety Level on the Type of Schools

Name of Items	Type of school	Never	Rarely	Some what	Moderately	Very much	Chi Square	df	P value
I am anxious about being observed by my lecturer while teaching.	Govt	22	58	73	97	88	11.999	4	.01
	Private	13	46	38	36	29			
I am anxious about getting on with the school staff.	Govt	24	76	70	98	70	13.049	4	.01
	Private	22	27	48	41	24			
I am anxious about how the lecturer will react to one or more unsuccessful lessons if they should occur	Govt	34	51	98	83	72	11.031	4	.02
	Private	9	35	54	44	20			
I am anxious about how the subject teacher will react to one or more unsuccessful lessons if they should occur.	Govt	27	54	94	99	64	12.536	4	.01
	Private	10	45	41	48	18			

good standard of preparation and how the supervisor will react to their lesson. Furthermore, their responses showed that student-teachers feel anxiety during teaching practice and also have understanding about the causes and factors that generate anxiety. Furthermore, the student-teachers expressed their views about different elements of teaching practice through focus-group interviews and questionnaires. Finally, the students-teachers' responses from both research methods show that student-teachers feel anxious regarding teaching practice, classroom management, evaluation from supervisor, lesson planning and cooperative teachers.

It is evident from Table 6 that there is significant difference in anxiety level on gender basis. Female student-teachers feel high anxiety as compare to male student-teachers. Chi square test was run to explore the differences of anxiety level on gender. Female student-teachers were more anxious as compare to male student-teachers about school staff, selection of appropriate content for lesson planning, doing paper work in time, giving required attention to each learner without neglecting others, incidents of misbehavior from pupils and how supervisor will react to their unsuccessful lesson.

Thus result shows, that anxiety level differ on type of schools, student-teachers who done

teaching practice at the government schools feel high anxiety than who done at the private schools. Thus, the null hypothesis is rejected and alternative hypothesis is accepted. Following tables show the chi-square results. (Table 7)

### Findings from the Focus Groups Discussions

To explore the issue in depth, the 5 focus-groups, each consisting of 5 student-teachers was conducted with the student of teacher education programs like B.Ed, M.A Education and M.A Educational Leadership and Management. Main focus of the focus-groups were to explore their anxiety regarding teaching practice in-depth and also discuss anxiety about its main elements like Lesson Planning, classroom management, evaluation by the university-teachers and working with cooperative-teachers.

### From the interview transcripts, the followings were emerged

1. Anxiety from teaching practices in the classroom
2. Anxiety from cooperative teachers/school staff

3. Anxiety from classroom Management
4. Anxiety from Lesson planning
5. Anxiety of evaluation from supervisor

### Anxiety from teaching practices in the classroom

The majority of student-teachers expressed that they feel anxious how they will be teaching for example one said: *I think that teaching is so much difficult. I have to prepare many teaching methods. And study many* (G2-S1). It was noted by the responses that every one cannot teach. the participants were of the view that it is thought that teaching is an easy profession, but when we start teaching, we came to know its difficulties as one student-teacher expressed his own thinking about teaching, what thinks previously and what considers after experiencing teaching. *I think teaching is very challenging. When I was student, I thought that teaching is an easy job, but when I start teaching as teacher then came to know the difficulties of teaching profession (G3-S4).* Thus the majority believes that this profession is very difficult and very hard work to teach among.

### **Anxiety from Cooperative teachers/school staff**

Student-teachers need guidance and cooperation for successful teaching from cooperative teachers, some were anxious about their cooperation, they will cooperate or not, they will guide or not. *I was anxious, cooperative teachers will be cooperative or not, they guide me or not (G2-S1)*. Some student-teachers pointed out the reason of non-cooperation behavior of cooperative teachers, as one student-teacher told *I was worried about the school teachers, I think they are old and they have no new knowledge, we are new generations. Due to lack of knowledge they did not cooperate with us (G2-S2)*. Thus the responses indicate gaps between student and teachers and *their anxiety increase because of lack communication*.

### **Anxiety from Classroom Management**

Classroom Management is also an important part of teaching practice experiences at school placement. The majority of student-teachers express about their anxiety due to disruptive behavior of pupils, as one student-teacher shared the own experience as *I become anxious, I was pressurized at that time, I was teaching first time. When one student showed disruptive behavior, I was much confused; I was in conflict, what I have to do (G3-S1)*. This gives us a sense that student-teachers become anxious when students show disruptive behavior, It is due to many reasons, two main reasons of disruptive behavior of students are, first is unpleasant lesson and second is lesson is not according to their mental level.

### **Anxiety from lesson planning**

The majority of student-teachers expressed their views about lesson planning that they feel anxiety. Audio-video aids available at school also play an important role in reducing and enhancing of anxiety in student-teachers. As one student-teacher said *I think it become difficult when conflict is generated between our lesson planning and the facilities available in the school, because sometime we cannot apply our planned lesson due to lack of facilities, so this thing create anxiety. If all facilities are available, then the usefulness of lesson planning can be seen (G2-S1)*. Some student-teachers were anxious due to no idea of time management *Lesson planning was too difficult for me, I could not managed the time for lesson planning, many times it happened that time was over and many points remained unexplained (G5-S2)*. Thus most believed that they were much anxious about lesson planning and its application.

### **Anxiety of Evaluation from Supervisor:**

Supervision of student-teacher is also an important part in teaching practice. Supervisors are those persons to whom the duty is assigned by the university to oversee the student-teachers during their teaching practice. One said *When supervise was came in my class I got much confused, I forget the lesson (G1-S4)*. Furthermore student-teacher got confused when supervise came and cannot keep up their flow of delivering the lesson as they were before the visit of supervisor. As one said *I think if supervisor came during class, this is cause of anxiety, I become nervous, cannot teach with flow, I forget the many & } c } o Á Á • • [ ] Á ~ i ā \* Á @ Á ~ ] ^ i c ā [ i q Á i ^ • ^ } & Á Ó G S2)*. One student-teacher expressed as, *absolutely cause of anxiety and worries, supervisor came to check our confidence and due to the supervisor presence I lose my confidence (G2-S5)*. Thus student-teachers feel anxiety, when supervisor came suddenly to supervise them. They fail to recall the lesson that is they delivering.

### **DISCUSSIONS**

This study intended to seek the anxiety faced by the student-teachers at their school placement. One of the important finding is that student-teachers perceive that they had anxiety regarding teaching practice. Both instruments STAS (student-teacher anxiety scale) and focus-group discussions exposed that student-teachers had anxious thoughts about teaching practice. Results showed that their level of anxiety regarding teaching practice is moderate, similar with the previous studies (Hart, 1987; Wendt and Bain, 1989; Behets, 1990; Capel, 1997). Moreover, another important finding is the perceptions of student-teachers about the factors that generate anxiety. Student-teachers expressed that the main elements of teaching practice due to which they feel anxiety are lesson planning, classroom management, cooperative teachers and fear of evaluation from supervisor. These findings are similar to (Samina, 2010; Morton et al, 1997; Murray-Harvey et al., 2000; Preece, 1997; Hart, 1987). Also, an interesting finding is that female student-teachers feel high level of anxiety as compare to male student-teachers regarding teaching practice and its main elements; lesson planning, classroom management, cooperative teachers and fear of evaluation from supervisor. This finding is also notable that student-teachers who done teaching practice in government schools experienced more anxiety as compare to those who done teaching practice in private schools. Supervisor's visit was also a main cause of anxiety for student-teachers, they were much anxious about the evaluation from supervisors. Results show that student-teachers were also anxious from cooperative teachers. Supervisor's involvement in teaching practice

should be effective. Supervisor should cooperate with student-teachers, should not become the cause of anxiety for student-teachers, supervisor should try to make student-teachers feel the supervisor's visit as helper not as checker. Supervisory process guides the student-teachers in constructing their own knowledge, different concepts and theories regarding teaching practice. The core purpose of supervisory visit should be to provide assistance in acquiring basic skills and understanding about teaching profession, also to improve the approaches and beliefs as well as to search the methods to interrelate in schools (Wenger, 1998). The findings also indicate that the supervisors should conduct the review session at the end of day to inform the student-teachers about their weak points with suggestions. Moreover, the cooperative teachers should also play their role as counselor in relation to their activities regarding teaching practice and its main element, lesson planning, class control and evaluation. Cooperative teachers should try to transfer their expertise and professional knowledge in student-teachers in relation to improve teaching practice and conversion of conservative practice. Lack of essential facilities is main cause of failure in achieving the main purpose of teaching practice. Current situation of teachers with professional abilities is very disturbing due to lack of suitable facilities similar to (Issani and Virk, 2004). Initial interpretations are necessary for good planning of teaching practice; funds should be given for teaching practice, so that student-teachers can afford basic necessities of teaching practice as found by (Jenkins et al, 2005).

## CONCLUSIONS

This study concluded from the student-teachers' responses that teaching practice experiences are difficult due to lack of required facilities, lack of necessary training for teaching, lack of unawareness from the latest teaching methods and lack of proficiency in contents. The emergent themes show student teachers have an understanding of anxiety and good knowledge of the factors that cause anxiety in their teaching practice. Those student-teachers feel anxiety due to non-cooperative behavior of school teachers and supervisors and lesson planning process and controlling disruptive behaviors of students. Moreover, student-teachers who done teaching practice for a couple of times in their study program were less anxious as compared to those who experience teaching practice first time. This study also showed that anxiety level of student-teachers differs on gender basis, females feel high anxiety as compare to males regarding teaching practice. Furthermore, anxiety level also differs on type of schools, students practicing in the government schools were more anxious than who were doing at the private schools. Organization of teaching practice should be restructured, a meeting should be held among the organizers of teaching practice and cooperatives teachers of that

school, where student-teachers have to join for teaching practice, in order to reduce anxiety from the cooperative teachers. Cooperative teacher should be guided that student-teachers who are new to their teaching world and should be given an orientation to them. Supervisors should also be directed to play their role as helper. Furthermore, this research can be further studied by enhancing population from other universities and involving population who are enrolled in teacher education program through distance learning.

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