



# **Analysis Of Teaching Practice Anxiety Among Business Education Teacher Trainees For Effective Pedagogical Performance**

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## **ABSTRACT**

The study analysed Teaching Practice Anxiety among Business Education Teacher Trainees for Effective Pedagogical Performance. Three purposes of study, three corresponding research questions as well as three null hypotheses guided the study. Descriptive survey research design was used for the study. There was no sampling because the population consisted of one hundred and fifty respondents only drawn from three accredited teacher training tertiary institutions in Ebonyi State. The researcher used a twenty-four (24) item structured questionnaire for data collection. Data collected for the study was analysed using mean and standard deviation while the hypotheses were tested using t-test statistic at 0.05 level of significance. The results from the data analysis showed that there are students-personal related sources of teaching practice anxiety among business education teacher trainees. There was a significant difference in the mean responses of male and female respondents on the student personal-related and school environment related sources of teaching practice anxiety, while there were no significant differences in the mean responses of respondents on the pedagogy related sources of teaching practice anxiety, positive and negative influences of anxiety on business education teacher trainees. It was concluded that all the enumerated related sources of teaching practice anxiety among Business Education teacher trainees affect their pedagogical performance. It was recommended among other things that teacher training institutions should be more proactive to the basic needs of business education teacher trainees with regards to the teaching practice period. The attention of teacher training institutions should be drawn to the need to procure modern and adequate equipment to facilitate teaching and learning of business subjects in order to enhance the student teachers' confidence before and during the practicing period.

**Keywords:** Teaching practice, Anxiety, business education, teacher trainees, pedagogical performance

## **INTRODUCTION**

Teaching practice is a work-integrated learning. It is a period when teacher trainees are attached to the relevant environment, to receive specific in-service training, in order to practice what they were taught in school. The teacher trainee's basic skills are developed during this period to enable the teacher trainees develop the professional competencies for their future endeavors.

As a key component of a teacher training program, teaching practice, according to Gujjar, Naoreen, Saifi and Bajwa (2010), should be the pivot of the professional training because there is no teacher education that can be said to be complete without an effective student teaching practice. Akinsola (2014) stated that, practice teaching will lead to constructive change in student teachers towards the teaching process since the experiences they acquire and the activities they engage in will help them form general perspective concerning the teaching profession and the teacher's responsibilities. Teaching practice helps the student teacher to develop positive attitude towards the teaching profession. According to Emerole and Muraina (2015), teaching practice exposes student teachers to real life experiences under the supervision of professional teachers; introduces student teachers to the total school environment; enables

the student teachers to discover their own strengths and weaknesses in teaching; provides a forum for student teachers to translate educational theories and principles into practice. It also familiarizes student teachers with school routines; provide the students with the necessary skills, competencies, personal characteristics and experiences for real time teaching after graduation. Teaching practice is a means of developing the professional competency of a student teacher. In teaching practice, as stated by Jekayinfa (2012), student teachers are given the opportunity to practice and 'experiment' their knowledge and skills in an authentic teaching and learning environment. The teacher trainee is given the opportunity to learn the basic skills of teaching and to put the acquired knowledge into actual practice.

Teaching practice is of great importance in teacher education and for this reason business education teacher trainees have to go through adequate, relevant and appropriate training to be effectively involved in the teaching profession. A well-organized business teacher education programme should seek to assist the business student teachers to grow and develop as total person, and equip them with necessary skills and professional abilities that will help them become effective business teachers. In business teacher education programme, every student is expected to take part in teaching practice to serve as a pre-service teacher's initiation into the real world of work. Business student teachers go through situations involving controlling and managing learners and establishing a working relationship with mentors, school administrators and supervisors during this period. Teaching practice in this regard, allow the business student teachers to get familiar with educational ethics and the rules and regulations governing the practice of education as a professional career. Students interact with school environment, administrative and academic staff, students in the practicing school, and carry out classroom management. Bhargava (2013) opined that the fundamental tasks of teaching practice offers a good opportunity to train the business student teacher with the basic skills and the use of the skills rightly in the classroom, to accommodate the internal and external circumstances concerning teaching and learning process and forming positive attitude towards the teaching profession.

Teaching practice is very important in the field of business teacher education and the ways it is conducted should be a concern to stakeholders in education because the business student teacher is expected to fulfill all the responsibilities which they may find stressful and disturbing to cope with due to its multifarious demands. According to Perry (2004), teaching practice is exciting but challenging because it is the first time the student teacher is attempting what their teachers do for them. In other words, the student teachers could have doubts about their ability to handle situations, control and manage the learners, in addition to establishing a working relationship with their supervisor. These work challenges in teaching practice could be a source of anxiety for the potential business student teacher.

Anxiety for teaching is an unpleasant state of mental uneasiness of teacher trainees which could lead them to series of task avoidance. It may be associated with particular school subject reflecting real or perceived knowledge deficits in the subject content as well as skill of lesson delivery. In their study, Gardner and Gary (2014) noted that teaching practice anxiety is experienced in relation to teaching practice activities which involves the preparation and execution of classroom activities. A professor at the Harvard Graduate School of Education, Elmore (2004) stated that "teaching is a messy, indeterminate, inscrutable, often intimidating, and highly uncertain task." Exposing one's knowledge, personality, and ego to the regular scrutiny of others in public is not an easy work under the best of circumstances, anxiety would make such feeling more pronounced. Novice business student teachers would be anxious when the business teacher educator or supervisor sits at the back of the classroom to observe, evaluate or assess them.

Teaching practice as an indispensable component of teacher education programme should be devoid of unnecessary anxiety because, however clear, thorough, sophisticated or simple the student teacher's understanding of classroom teaching is, it is only by putting these understanding into test by practice, and by developing them through practice that he or she can develop to a competent classroom teacher (Capel, 2007).

Anxiety can detract the student teacher from effectiveness in the classroom. Student-teacher anxiety may give rise to emotional barriers between teachers and their students, negatively impacting student-teacher relationship. Following Merc (2011) study on problems of student teacher's anxiety, the sources of anxiety reported by the student teachers are: anxiety for teaching experience, anxiety on classroom

management, anxiety on taking the right step, anxiety caused by being observed by the supervisor, anxiety due to uncertainty of evaluation, anxiety of using new teaching technique, anxiety of using the time effectively, anxiety of unfamiliarity with the new environment and learners, anxiety of teaching a new subject, anxiety of using a new or unfamiliar device for teaching, anxiety for unpredictable attitude of learners in the class, anxiety on preparation and execution of lesson plans and anxiety on relationship with host school staff among others.

Though many studies have been carried out to investigate student teachers' anxiety in the past, there has been little or no consideration on teaching practice anxiety among business education teacher trainees. This study seeks to analyze teaching practice anxiety among business education teacher trainees for effective pedagogical performance in order to fill the gaps in the previous studies and add more to the existing literature.

### **Statement of the Problem**

Student teachers worry about possible obstacles before, during and throughout their teaching practice period. This may give rise to anxiety and thus stir up barriers between them and their supervisors and the students they teach. Such anxiety may be due to; inadequate preparation of the student teacher, perceived class management and control problems, students and class profile, being observed by the supervisor, school staff relations, little or no knowledge of proposed subject, teaching procedures, and so on.

Anxiety appears to be a typical characteristic of student teachers. However, a number of studies in various countries examined the extent to which student teachers experience anxiety from practice teaching related factors. Some studies indicate that student teachers experience moderate levels of anxiety (Ngidi and Sibaya, 2016), while others show that student teachers report high anxiety levels. In their study Emerole and Muraina (2015), observed that many psychologists and educators have identified different variables responsible for performing a task among student teachers. Some of the variables are resident within the individual, some in the society and others are present in both the schools and the place where the task is performed. It is quite probable for a more meaningful and satisfactory practical experience to be reached by student teachers when their concerns are taken into consideration in a teacher education program (MacDonald, 2014). Hence, this study is analysis of teaching practice anxiety among business education teacher trainees for effective pedagogical performance.

### **Purpose of the study**

Purpose of the study is to analyze teaching practice anxiety among business education teacher trainees for effective pedagogical performance. Specifically, the study sought to determine:

1. Students' personal-related sources of teaching practice anxiety.
2. School environment related sources of teaching practice anxiety.
3. Pedagogy related sources of teaching practice anxiety.

### **Research Questions**

The following research questions guided the study:

1. What are the students' personal-related sources of teaching practice anxiety?
2. What are the school environment related sources of teaching practice anxiety?
3. What are the pedagogy-related sources of teaching practice anxiety?

### **Hypotheses**

The following hypotheses guided the study:

- HO<sub>1</sub> There is no significant difference in the mean responses of male and female respondents on the students' personal-related sources of teaching practice anxiety.
- HO<sub>2</sub> There is no significant difference in the mean responses of male and female respondents on the school environment related sources of teaching practice anxiety.
- HO<sub>3</sub> There is no significant difference in the mean responses of lecturers and students on the pedagogy-related sources of teaching practice anxiety.

## METHODOLOGY

The researcher used descriptive survey design in this study. This study was carried out in three tertiary institutions in Ebonyi State that present students for teaching practice. The population of the study is 150 respondents, which consist of teacher educators (56), third and fourth year business education teacher trainees of Ebonyi State University, Abakaliki (45), third and fourth year business education teacher trainees of Alex Ekwueme Federal University Ndufu Alike Ikwo (31), the second and third year NCE students of Ebonyi State College of Education, Ikwo (18). There was no sampling because the size of the population is manageable. The instrument used for data collection of this study is a structured questionnaire designed by the researcher titled "Teaching Practice Anxiety Questionnaire" (TPAQ). The questionnaire contain twenty-four (24) items organized in various clusters that provided information for the desired data reflective of the purpose of the study. A four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was adopted for the research questions for data collection. The instrument was validated by three experts; two from Business Education Department and one from Science Education Department all in the Faculty of Education, Ebonyi State University, Abakaliki. In order to determine the reliability coefficient of the research instrument, a trial test was conducted by administering the instrument to 30 respondents outside the location of the area of the study. Data collected from the respondents were used to compute the reliability co-efficient of the instrument using the Cronbach Alpha approach with clusters A, B, and C, and the following reliability coefficients were obtained; 0.85, 0.88, and 0.80 respectively. However, the reliability coefficient for the entire twenty-four (24) items was 0.90 which indicated that the instrument had a very high internal consistency. One hundred and fifty (150) copies of the questionnaire were administered on the respondents in their respective institutions. All the 150 copies of the questionnaire that were administered were all returned. This represents 100% of all the questionnaire. The data collected from the respondents were analysed using mean and standard deviation. The hypotheses were tested using t-test at 0.05 level of significance. A null hypothesis was accepted if the calculated t-value (t-cal) is equal to/or less than the t-critical or t-table value while the null hypothesis was rejected if the calculated t-value exceeds or is greater than the critical t-table value. The decision rule therefore, of the response of any of the items for which the mean score is 2.5 and above was considered affirmative response and interpreted as agreement, while any item for which the mean is below 2.5 was considered negative response and interpreted as disagreement.

## RESULTS

**Research Question 1:** *What are the students' personal-related sources of teaching practice anxiety?*

The data collected to answer the research question is presented in Table 1.

**Table 1: Mean Response on the Students Personal-Related Sources of Teaching Practice Anxiety.**

S/N	Items	$\bar{x}$	S.D	Decision
1.	Inability to prepare well	3.23	0.76	Agreed
2.	Disposition of the student towards	3.11	0.80	Agreed
3.	Psychology of teaching	3.27	0.66	Agreed
4.	Method of teaching	3.21	0.79	Agreed
5.	Provision of teaching aids	3.21	0.82	Agreed
6.	Psychological feeling towards the learners	3.04	0.75	Agreed
7.	Application of unfamiliar classroom activities	2.95	0.68	Agreed
8.	Fear of incorrect response to students question	2.95	0.68	Agreed
	<b>Grand Mean (<math>\bar{x}</math>)</b>	<b>3.13</b>		<b>Agreed</b>

The result of the data analysis presented implies that all the items in Table 1 are the students' personal-related sources of teaching practice anxiety among business education teacher trainees with the grand mean of 3.13

**Research Question 2:** *What are the school environment related sources of teaching practice anxiety?*

The data collected to answer the question is contained in Table 2.

**Table 2: Mean Responses on School Environment Related Sources of Teaching Practice Anxiety**

S/N	Items	$\bar{x}$	S.D	Decision
9.	Poorly spaced classroom	3.05	0.70	Agree
10.	Poor seating arrangement	3.07	0.74	Agree
11.	Rough chalkboard	3.04	0.78	Agree
12.	Poorly lit classroom	3.10	0.69	Agree
13.	Poorly ventilated classroom	3.13	0.59	Agree
14.	Position of chalkboard	3.08	0.68	Agree
15.	Unhealthy relations between supervisors and cooperating teaching	2.87	0.87	Agree
16.	Location of school of placement	2.94	0.81	Agree
17.	Poor learning environment (e.g. dilapidate building)	3.16	0.67	Agree
	<b>Grand Mean (<math>\bar{x}</math>)</b>	<b>3.05</b>		<b>Agree</b>

With a grand mean of 3.05 and the Standard Deviation of 0.73, all the items in Table 2 are the school environment related sources of teaching practice anxiety among business education teacher trainees.

**Research Question 3:** *What are the pedagogy-related sources of teaching practice anxiety?*

The data collected to answer the research question is presented in Table 3.

**Table 3: Mean Responses on the Pedagogy-Related Sources of Teaching Practice Anxiety**

S/N	Items	$\bar{x}$	S.D	Decision
18	Maintaining a systematic teaching approach	3.23	0.75	Agree
19.	Getting the teaching done on time (time budgeting).	3.25	0.66	Agree
20.	Unsure of the relevant instructional approach	2.97	0.77	Agree
21.	Teacher student communication	3.04	0.77	Agree
22.	Classroom dynamics (pattern of teaching).	3.02	0.64	Agree
23.	Meeting intended learning target	3.19	0.62	Agree
24.	Comportment during teaching	3.13	0.55	Agree
	<b>Grand Mean (<math>\bar{x}</math>)</b>	<b>3.12</b>		<b>Agree</b>

The result of the data analysis presented in Table 3 reveals that the respondents agreed to items 18,19,20,21,22,23 and 24 as the pedagogy-related sources of teaching practice anxiety among business education teacher trainees. The grand mean is 3.12 which is above the decision rule of 2.50.

**Test of Hypotheses**

**H0<sub>1</sub>:** There is no significant difference in the mean responses of male and female respondents on the students' personal-related sources of teaching practice anxiety. Mean responses of male and female respondents on the personal-related sources of teaching practice anxiety among business education teacher trainees. The results is shown in Table 4.

**Table 4: Summary of t-test Analysis of the Mean Responses of Male and Female Respondents on the Students Personal-Related Sources of Teaching Practice Anxiety.**

S/N	Gender	N	$\bar{x}$	S.D	Df	T.cal	T-crit	Decision
1.	Male	54	3.39	0.59	148	2.04	1.96	Reject
	Female	96	3.14	0.83				
2.	Male	54	3.29	0.69	148	0.03	1.96	Uphold
	Female	96	3.00	0.85				
3.	Male	54	3.29	0.63	148	0.06	1.96	Uphold
	Female	96	3.25	0.68				
4.	Male	54	3.50	0.50	148	4.01	1.96	Reject
	Female	96	3.01	0.90				
5.	Male	54	3.56	0.50	148	2.85	1.96	Reject
	Female	96	3.01	0.90				
6.	Male	54	3.22	0.54	148	3.61	1.96	Reject
	Female	96	2.94	0.83				
7.	Male	54	3.15	0.36	148	4.58	1.96	Reject
	Female	96	3.01	0.73				
8.	Male	54	3.13	0.44	148	0.89	1.96	Uphold
	Female	96	2.85	0.77				
<b>Grand mean (<math>\bar{x}</math>)</b>						<b>3.51</b>	<b>1.96</b>	<b>Reject</b>

The t-test data analysis presented in the Table 4 reveals that there is a significant difference in the mean responses of male and female respondents on the students' personal-related sources of teaching practice anxiety. This is because the t-calculated value of 3.51 obtained is greater than the t-critical of 1.96 values. Based on this, the researcher rejects the null hypotheses and then concludes that there is significant difference in the mean responses of male and female respondents on the students' personal-related sources of teaching practice anxiety among business education teachers trainee for effective pedagogical performance.

**H0<sub>2</sub>:** There is no significant difference in the mean responses of male and female respondents on the school environment related sources of teaching practice anxiety. Mean responses of male and female respondents on the school environment related sources of teaching practice anxiety among business education teacher trainees. The results is shown in Table 5.

**Table 5: Summary of t-test Analysis of the Mean Responses of Male and Female Respondents on the School Environment Related Sources of Teaching Practice Anxiety.**

.S/N	Gender	N	$\bar{x}$	S.D	Df	T.cal	T-crit	Decision
9.	Male	54	3.00	0.64	148	2.25	1.96	Reject
	Female	96	3.08	0.74				
10.	Male	54	2.98	0.74	148	0.23	1.96	Uphold
	Female	96	3.12	0.74				
11.	Male	54	2.90	0.81	148	0.13	1.96	Uphold
	Female	96	3.11	0.75				
12.	Male	54	3.94	0.66	148	2.89	1.96	Reject
	Female	96	3.18	0.70				
13.	Male	54	3.03	0.51	148	8.04	1.96	Reject
	Female	96	3.17	0.63				
14.	Male	54	3.00	0.64	148	3.42	1.96	Reject
	Female	96	3.12	0.69				
15.	Male	54	2.68	0.86	148	1.02	1.96	Uphold
	Female	96	2.97	0.86				
16.	Male	54	2.81	0.80	148	0.14	1.96	Uphold
	Female	96	3.01	0.81				
17.	Male	54	3.05	0.59	148	6.41	1.96	Reject
	Female	96	3.21	0.69				
<b>Grand Mean (<math>\bar{x}</math>)</b>						<b>2.72</b>	<b>1.96</b>	<b>Reject</b>

The t-test data analysis presented on the Table 5 reveals that there is significant difference in the mean responses of male and female respondents on the school environment related sources of teaching practice anxiety among business education teacher trainee for effective pedagogical performance. This is because the t-calculated value of 2.72 obtained is greater than the t-critical value of 1.96. Based on this, the researcher rejects the null hypotheses and concludes that there is a significant difference in the mean responses of male and female respondents on the school environment related sources of teaching practice anxiety among business education teacher trainees for effective pedagogical performance.

**H0<sub>4</sub>:** There is no significant difference in the mean responses of lecturers and students on the pedagogy related sources of teaching practice anxiety. Mean responses of lecturers and students on the pedagogy related sources of teaching practice anxiety among business education teacher trainees. The results is shown in Table 6.

**Table 6: Summary of t-test Analysis of the Mean Responses of Lecturers and Students on the Pedagogy Related Sources of Teaching Practice Anxiety.**

S/N	Gender	N	$\bar{x}$	S.D	Df	T.cal	T-crit	Decision
18.	Lecturers	56	3.24	0.79	148	2.49	1.96	Reject
	Students	94	3.23	0.73				
19	Lecturers	56	3.19	0.55	148	1.42	1.96	Uphold
	Students	94	3.28	0.72				
20.	Lecturers	56	2.81	0.83	148	1.03	1.96	Uphold
	Students	94	3.05	0.73				
21.	Lecturers	56	2.83	0.77	148	0.02	1.96	Uphold
	Students	94	3.16	0.74				
22.	Lecturers	56	2.91	0.59	148	0.66	1.96	Uphold
	Students	94	3.08	0.66				
23.	Lecturers	56	3.10	0.66	148	3.97	1.96	Reject
	Students	94	3.23	0.66				
24	Lecturers	56	3.02	0.46	148	2.57	1.96	Reject
	Students	94	3.19	0.59				
<b>Grand mean (<math>\bar{x}</math>)</b>						<b>1.69</b>	<b>1.96</b>	<b>Uphold</b>

The t-test data analysis presented on Table 6 reveals that there is no significant difference in the mean responses of lecturers and students on the pedagogy related sources of teaching practice anxiety among business education teacher trainee for effective pedagogical performance. This is because, the t-calculated values of 1.69 obtained is less than the t-critical values of 1.96. Based on this, the researcher upholds the null hypothesis and concludes that there is no significant difference in their mean responses.

## DISCUSSION

The findings of this study show that respondents agreed with all the enumerated students' personal-related sources of teaching practice anxiety in the questionnaire. From the result of the study, this implies that the teacher trainee's inability to prepare well, psychology of teaching, etc contribute to students' personal-related sources of teaching practice anxiety among Business Education Teacher Trainees. The student teacher's confidence in her ability to foster learner's growth and learning is challenged due to apathy and indifferences arising from the student teacher's psychology of teaching. Accordingly, learners' classroom disruptions and an awkward or confrontational encounter with "difficult students" is likely to drain the instructor's energy as noted by Hodges (2018). Notably, anxiety is likely to arise when the student teacher perceives that learners' proficiency level may be low and that they may not respond to questions asked. The thought alone, that the learners' would not figure out, understand and react, that they would object to or that they would not use the rule of the structure in spite of seeming that they understood at the beginning, contributes to the student teacher's anxiety. This is in consonance with the observation of Merc (2011) of a practicing student teacher who was rather anxious not just about the topic to be taught and the low comprehending level of the class but also the practicing teacher's plan of an inductive introduction which was also influential to the trainee teacher's anxiety. In view of the findings, the



researcher stresses and advocates that prior to the period of teaching practice, trainee business education teachers should be prepared for the task ahead with a good frame of mind so as to ameliorate the persistent occurrence of low teaching performance among student teachers. Accordingly, the business education teacher trainee's success during the practicing period depends to a great extent on good management of their personal-related sources of anxiety to enhance effective pedagogical performance. Responses to the items on school environment related sources of teaching practice anxiety were all in the affirmative. The hypotheses which also revealed that there is a significant difference in the mean responses of male and female respondents on this source of teaching practice anxiety, was rejected. This implies that environment which is made up the surroundings/diverse physical locations, contexts and variety of settings in which teaching and learning takes place are sources of anxiety among business education teacher trainees. Since there is no single optimum learning environment, it means that the ability of the teacher trainee to understand and create the possible conducive learning environment, would reduce anxiety and make the teaching interesting. This is in agreement with the findings of Abongdia, Adu and Foncha (2015) on their study of pre-service teachers' challenges during practice teaching. It was discovered that a conducive environment is one of the fundamental teaching philosophies. Notably, if the student teachers were able to identify some of the challenges, it would a good step towards finding a lasting solution to the teacher trainee's anxiety. On the other hand, unhealthy relations within the learning environment may be asserted to heighten anxiety and consequently less satisfaction to the learners during the practicing period. Supportably, MacDonald (2012) stated that "often times, student teachers, find the role performed by the cooperating teachers very humiliating in front of the learners." Unarguably, practicing teachers' anxieties might be stimulated by negative feedback from cooperating teachers or supervisors. They would also be anxious if they are seen as 'mere' students rather than potential teachers. Promoting conducive learning environment would lead to the student teacher's ability to demonstrate that positive emotions in order to foster the well-being and improved learner outcomes, some level of motivation, demonstration of behavior that would lead to the success of the teaching practice experience and a more positive outlook on their professional accomplishments.

Respondents also agreed that maintaining a systematic teaching approach, getting the teaching done on time, teacher-student communication, comportsment during teaching, etc are the pedagogy related sources of teaching practice anxiety among business education teacher trainees. There is no significant difference in the mean responses of lecturers and students on the pedagogy related sources of teaching practice anxiety among business education teacher trainees based on findings of this study. The researchers opines that the teacher trainee/learners relationship as well as the instructional approaches adopted in the classroom by the teacher come into play in the profession of teaching. In some way, the teacher and the taught work together to modify the learners' experience and understanding by ensuring that different ways to deliver the content of the lesson is considered on time by the teacher trainee because, the pedagogy related stimulus that significantly alter the teacher-student communication could trigger anxiety. This in agreement with the statement of Loughran and Berry (2015) that congruent teaching implies that a teacher models his or her pedagogical theories and use it in addition to differentiated instruction to stimulate student learning and also ensure that all students' needs are met. Consequently, the teacher trainee is prone to anxiety when there is no room for application of additional techniques in an attempt to meet the students' learning needs especially if they struggle to understand the content and applications of the course.

## CONCLUSION

It was concluded that students' personal-related sources of teaching practice anxiety is common and affects the effective pedagogical performance of business education teacher trainees. In analyzing school environment related sources of teaching practice anxiety, it was discovered that related sources in school environment disrupts the effective pedagogical performance of trainee business education teachers. Maintaining a systematic teaching approach, getting the teaching done on time, teacher-student communication, comportsment during teaching are the pedagogy related sources of teaching practice anxiety experienced by business education teacher trainees during the practice teaching experience.

## RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations were made:

1. Teacher trainees should imbibe the improvisation of teaching practice materials and appropriate use of them in class before and during teaching practice in order to enhance their creativity in lesson plan.
2. The teaching practice coordinators and the coordinating schools should ensure that the school environment is conducive and that the materials to be used in imparting learning are in line with the minimum standards of its establishment.
3. School administrators should seek and emphasize new areas of handling teacher trainees by exposing them to the expected skills and knowledge for teaching practice. They should also introduce necessary modifications which would serve as measures towards improving the teacher training programme.

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