

**STUDENT TEACHERS' ANXIETY AND SATISFACTION WITH TEACHING PRACTICE
AMONG UNIVERSITY STUDENTS IN KENYA**

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Abstract

Teaching practice is an important stage in teacher training. However, it is becoming increasingly clear that teacher students perform poorly in teaching practice. This has been linked to anxiety during the process. This study sought to extend findings and also establish whether anxiety relates with satisfaction with teaching practice. A sample of 101 university students from Kenyatta University who had completed three months of teaching practice was used. A questionnaire was given. Findings show evaluation to be the strongest anxiety-causing situation. Specifically, university supervisors evoked the most anxiety. Age and type of school one takes teaching practice significantly influence satisfaction with teaching practice. It is recommended that induction sessions be done between student teachers, mentors and university supervisors before commencement of teaching practice and school administrators support student teachers.

Key words: Student teachers, evaluation anxiety, professional preparation anxiety, school staff anxiety, teaching practice

1. Introduction

University students in Kenya taking a degree in education must undergo a mandatory session of teaching practice lasting one school term during their 3rd or 4th year. Literature suggests that the primary goal of teaching practice is to provide student teachers with opportunities to develop the pedagogical skills they need when they begin teaching (Richards, 1998, as cited in Ong'ondo & Borg, 2011). Supervision by university supervisors and cooperating teachers is a key aspect of teaching practice in Kenya. This supervision is necessary in making connections between theory and practice by experiencing teaching before getting into the real teaching profession (Kasanda, 1995). As Kiggundu and Nayimuli (2009) report, during the period of teaching practice, student teachers are exposed to situations involving controlling and managing learners and establishing a working relationship with mentors, school administrators and university supervisors. However, Killen and Steyn (2001) note that teaching practice sometimes becomes a demoralising and sometimes very frightening experience. This has been attributed to teaching practice anxiety. A review of studies in Kenya shows that scant research has been done in the area of student teachers' anxiety. Specifically, this study sought to deal with the following objectives:

- a. Identify sources of student teachers' anxiety,
- b. Determine whether student teacher anxiety varies by gender, age and type of school one is attached for teaching practice,
- c. Find out whether student teacher anxiety is related to satisfaction with teaching practice

1.1 Evaluation anxiety among student teachers

During teaching practice, the student teacher gets attached to a cooperating teacher who takes the role of a nurturing mentor by providing feedback. The main roles of the cooperating teachers are to induct the student teachers into the teaching practice school, show them the scope of syllabus coverage, help them with planning and teaching and to assist them in obtaining the required teaching resources. This is best achieved by introducing the student teacher in class. According to Krueger (2006), a student teacher gains more acceptance when introduced as a co-teacher. However, cooperating teachers have been found to have little contact with the student teachers and being autocratic in the relationship where student teachers must conform to supervisors' schedules (Ong'ondo & Borg, 2011). However, Kiggundu and Nayimuli (2009) found out that the student teachers in their study reported positive impression of mentors who were supportive and willing to help. These contradictory findings have implications for student teachers' anxiety.

Morton, Vesco, Williams and Awender (1997) found out that evaluation anxiety accounted for 38.5% of the variance in student teachers' anxiety. Findings of this study indicate that evaluation anxiety ranked highest while classroom management ranked second. Ong'ondo and Borg (2011) found challenges among supervisors which ultimately increased student-teachers' anxiety. Most supervisors' workload, distances they had to travel and time constraints made them rush from one school to the other and hence student teachers could be supervised twice in a day or after official hours at the supervisor's convenience. Additionally, student teachers were not sure about what was to be assessed and supervisory visits were unannounced. Fear of supervision was shared by most student teachers. Research findings remain inconclusive concerning the role of gender in student teachers' anxiety. While Morton et al., (1997) found out that there was a main effect for sex with females showing higher anxiety ratings than males, Danner (2014) found no statistically significant differences in student teachers' anxiety between males and females. However, more female than male students reported higher evaluation and school staff-related anxiety.

1.2 Student teachers' anxiety related to classroom management and teaching process

Classroom management anxiety is experienced while a student teacher tries to control the classroom. It is estimated that student teachers lack the necessary knowledge about classroom management, do not have enough experience and lack field knowledge (Oral, 2012). Despite the lack of experience of student teachers, they have to contend with large classes and heavy workload just like regular teachers. Galton and Hargreaves (1996) cited in Cakmak (2009) suggest that smaller classes provide teachers with the opportunity to devote more time to each student with regards to talking about the tasks, giving feedback on work and motivation. There is the view that class size has a relationship with classroom management (Blatchford & Mortimore, 1994). It has been hypothesized that children in large classes are more likely to be off task, particularly in terms of not paying attention to the teacher and not focusing on their work when working on their own. In a related study, Kiggundu and Nayimuli (2009) found student teachers' workload as a source of stress. In their study, student teachers reported having to continue attending classes at Vaal University of Technology, while simultaneously preparing for their lessons at school, assess learners' work, and do their own assignments for the fulfilment of their academic qualification. One area of classroom practice that leads to student teachers' anxiety is the issue of student behaviour. Novice and veteran teachers alike cite classroom management as a major concern and teacher-student conflict as a frequent characteristic difficult to manage in classes (Morris-Rothschild & Brassard, 2006). Jones and Jones (2007) have also reported classroom management as the most common concern expressed by beginning teachers. In a study of 82 teachers in their first year of teaching, 64 of the teachers stated that the classroom management was the area in which they needed the most support. New teachers report that poor classroom management skills and disruptive students are the two most significant barriers to their professional success. In a related study conducted by the Oregon Department of Education, beginning teachers cited issues related to classroom management as their biggest challenge. Studies also report that beginning teachers are shocked and unprepared for the severity of emotional and behaviour issues presented by their students (Oral, 2012). On the whole, reviewed literature agrees with Hart (1987) who found student teachers' anxiety to be related to evaluation, professional and class control concerns.

1.3 Role of school staff relationships in student teacher anxiety

Student teachers are supposed to have good working relationships with other teachers in their practice schools. Colleagues are a source of emotional support and promote feelings of belonging to the teacher community and the notion of teaching as a collaborative process (Oberski et al., 1999;

De Lima, 2003, cited in Giannakaki, Hobson & Malderez, 2011). Affirmatively, Giannakaki et al, found student teachers who had very good relations with school-based teaching staff. Teacher trainees also reported having received good assessment and feedback on their teaching practice. The reported quality of relationships with mentors in placement schools had a positive effect on the student teacher's confidence. In contrast, Kiggundu and Nayimuli (2009) report that student teachers felt unwelcome by other teachers and seems to confirm Capel (1997) who suggests that student teachers' anxiety is due to evaluation, professional and school staff factors. Unhealthy relations are hypothesized to increase anxiety and consequently less satisfaction with the teaching practice.

1.4 Satisfaction with teaching practice

Kiggundu and Nayimuli (2009) reported that most respondents found teaching practice very interesting because they were able to apply what they had studied and they enjoyed teaching because they were conversant with the subject content. Student teachers also reported that it was not easy to teach because the learners were not co-operative, they did not do assignments, were noisy and were not actively involved in classroom activities. Giannakaki et al., (2011) reported high levels of confidence among their sample that their Initial Teacher Preparation (ITP) had prepared them to be effective teachers. 50% reported feeling 'very confident', and 47% 'fairly confident'. These results indicate that student teachers in England believe that their ITP programs prepare them well.

1.5 Theoretical framework

This study was anchored in the Theory of Situated Learning (Lave & Wenger, 1991). The theory holds that learning as it normally occurs is a function of the activity, context and culture in which it occurs. This suggests that social interaction is critical in situated learning. It is expected that the student teacher will gain competence by being active and engaged in teaching while learning and being supported by students, teachers, mentors and university supervisor. Via this process, the theory explains achieving competence as arriving at the role of expert after a period of cognitive apprenticeship (Brown, Collins & Duguid, 1989).

1.6 Conceptual framework

In line with the Theory of Situated Learning (Lave & Wenger, 1991), the conceptual model in Fig 1 shows that student teachers are at the centre of interactions with the school environment during teaching practice. Though the micro-environments are distinct, it is expected that they also interact within the whole teaching-learning process. It is this interaction that is hypothesized to cause anxiety. In line with this study, when interrelationships are healthy, student teachers report higher satisfaction with teaching practice.

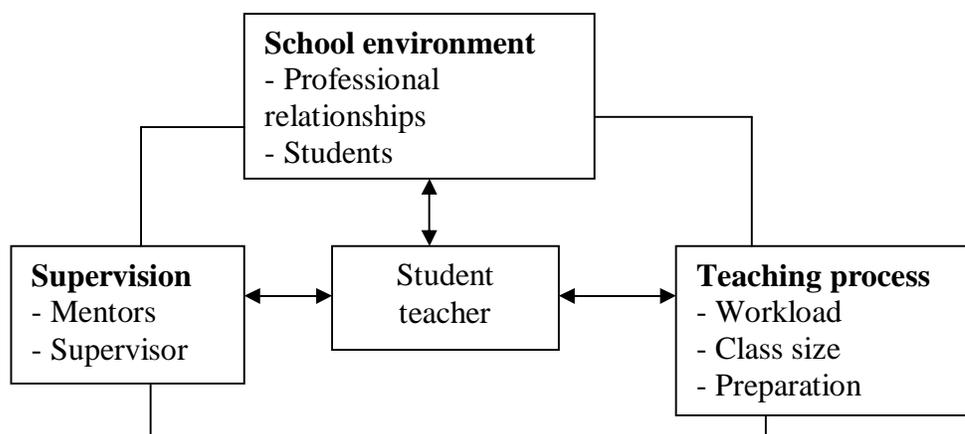


Figure 1 Interrelationships between student teachers and anxiety-causing factors

1.7 Research questions

The study was guided by the following research questions:

- What are the sources of anxiety among student teachers' from Kenyatta University?
- Does student teacher anxiety vary by gender, age and type of school one is attached for teaching practice?
- To what extent is student teacher anxiety related to satisfaction with teaching practice?

2. Method

The study was done among a sample of 101 students from Kenyatta University, Mombasa campus who had completed mandatory teaching practice in the second term of the school year in various schools in Mombasa. The sample for this study comprised 4th year students attending a statistics course between September and December 2014. The entire class was eligible to participate in the study. A questionnaire modelled on Hart (1987) Student-Teachers' Sources of Anxiety Questionnaire (STSAQ) was given.

3. Findings and Discussion

3.1 Demographic findings

The sample comprised 40 male and 48 female students (thirteen students did not report their gender) aged between 20 and just above 25. Majority were aged 23-25 years while equal numbers of 6 (5.9%) were below 20 and above 25. More students 40 (39.6%) were posted to mixed as compared to single gender schools. Majority 91 (90.1%) reported satisfaction with teaching practice.

3.2 Student teachers' anxiety

The first objective of the study was to identify factors that caused anxiety in student teachers. Hart (1987) groups the factors into 5 categories; evaluation anxiety (items 1-8), class control anxiety (items 9-12), professional preparation anxiety (items 13-16), school staff anxiety (items 17-21) and unsuccessful lesson anxiety (items 22-26). The results were presented in Table 1. Findings in Table 1 show that in general, higher anxiety was reported on items associated with evaluation and lower on items related to school staff. The highest anxiety was reported on lecturer assessment and

helpfulness of school staff while the lowest anxiety was reported on student teachers dealing with disruptive learners 50 (50.5%) and setting work at learners' level 49 (48.5%).

Table 1 *Descriptive statistics of factors causing anxiety*

Statement	Anxiety				M	SD
	Low		High			
	f	%	f	%		
I was anxious about:						
How helpful members of the school staff will be	12	11.9	89	88.1	3.96	1.01
Assessment by the lecturer	12	11.9	89	88.1	3.92	1.16
What lesson the lecturer would come in to see	24	23.8	77	76.2	3.64	1.36
Being observed by my lecturer while teaching	32	31.7	69	68.3	3.46	1.33
How practice teaching will go in my lecturer's eyes	17	16.8	84	83.2	3.64	1.15
Getting all the paperwork done in time	34	33.7	67	66.3	3.08	1.32
What my lecturer will expect	39	38.6	62	61.4	3.19	1.28
Maintaining a good enough standard of preparation	25	24.8	76	75.2	3.41	1.29
Class control	35	34.7	66	65.3	3.19	1.27
Setting work at the right level for the learners	49	48.5	52	51.5	2.87	1.61
How to give each learner the attention	41	40.6	60	59.4	3.25	1.41
Performance will be satisfactory for subject teacher	26	25.7	75	74.3	3.47	1.22
Maintaining a 'buoyant' enough approach	19	18.8	82	81.2	3.75	1.29
Completing lesson plans in the required form	20	19.8	81	80.2	3.78	1.25
Whether my lesson plans will be adequate	43	42.6	58	57.4	3.09	1.49
How to handle defiance from a learner	26	25.7	75	74.3	3.36	1.17
Controlling the noise level in the class	39	38.6	62	61.4	3.21	1.31
Co-operation with the school staff	29	28.7	72	71.3	3.13	1.19
Getting on with school staff	39	38.6	62	61.4	3.11	1.35
Selecting suitable lesson content	33	32.7	68	67.3	3.49	1.43
Whether Principal will be happy with my work	44	43.6	57	56.4	3.02	1.60
How lecturer will react to unsuccessful lesson	35	34.7	66	65.3	3.19	1.54
Incidents of misbehaviour in class	33	32.7	68	67.3	3.39	1.48
How subject teacher will react to unsuccessful lesson	25	24.8	76	75.2	3.41	1.20
Problems with disruptive learners	50	49.5	51	50.5	2.83	1.38
Whether I will cover material adequately	41	40.6	60	59.4	3.12	1.01

The finding concerning satisfaction with teaching practice corroborates Kiggundu and Nayimuli (2009) and Giannakaki et al., (2011) who found high levels of satisfaction with teaching practice among student teachers. However, one interesting finding of the former study suggests that student teachers felt satisfied because they were able to apply what they had learnt at university and not because the students were cooperative. It is likely that student teachers in this study reported high satisfaction because of less anxiety on the factors related to class control and lesson execution.

3.3 Student teachers' anxiety and satisfaction with teaching practice

To understand the extent to which anxiety in each of the factors influenced student teachers' satisfaction with teaching practice, two groups of student teachers' with high and low anxiety were carved out from each statement. Thereafter, independent samples t-test was done on each. Significant differences in satisfaction with teaching practice on the basis of anxiety were found for 5 statements, 4 of which were under "Evaluation anxiety" and a single item under "Professional preparation". The findings of the significant statements were presented in Table 2.

Table 2 *T-test of significant findings related to satisfaction with teaching practice*

Statement	Mean				df	p
	Low	SD	High	SD		
I was anxious about:						
What lesson the lecturer would come in to see	3.92	1.41	4.55	.80	27.77	.047
Being observed by my lecturer while teaching	3.97	1.38	4.59	.71	38.90	.020
How practice teaching will go in my lecturer's eyes	3.47	1.55	4.58	.75	17.54	.010
Maintaining a good enough standard of preparation	3.88	1.42	4.57	.77	28.78	.029
Maintaining a 'buoyant' enough approach	3.58	1.50	4.59	.75	20.14	.010

These findings indicate significant differences in student teachers' satisfaction with teaching practice based on anxiety with evaluation. The findings corroborate descriptive findings in Table 1 which indicate that evaluation anxiety accounted for the highest levels of anxiety on average among student teachers.

3.3.1 Evaluation anxiety and satisfaction with teaching practice

To establish the influence of evaluation anxiety on satisfaction with teaching practice, multiple regression analysis was done. Items in the "Evaluation anxiety" factor (Hart, 1987) were the predictor variables while satisfaction with teaching practice was the outcome variable. The overall model was significant, $F(8, 92) = 14.31$, $p < .001$, and accounted for 55% of variance in teaching practice ($R^2 = 0.55$). Findings were presented in Table 3.

Table 3 *Evaluation anxiety and satisfaction with teaching practice*

Variable	β	SE	t	p
I was anxious about:				
How helpful members of the school staff will be	.37	.09	4.35	.000
Assessment by the lecturer	-.03	.07	-.42	.677
What lesson the lecturer would come in to see	.27	.06	4.34	.000
Being observed by my lecturer while teaching	.05	.06	.73	.469
How practice teaching will go in my lecturer's eyes	.52	.08	6.38	.000
Getting all the paperwork done in time	-.41	.08	-5.06	.000
What my lecturer will expect	-.02	.09	-.17	.868
Maintaining a good enough standard of preparation	.03	.08	.39	.696

Findings from Table 3 show that anxiety about how the lecturer would view the student teacher's teaching ($\beta = 0.52$, $SE = 0.08$) and getting all the paperwork done ($\beta = -0.41$, $SE = 0.08$) were the biggest predictors of satisfaction with teaching practice. In corroboration of descriptive statistics and t-test, it appears that anxiety about how the lecturer would view practice teaching actually motivated student teachers in their performance and ultimately satisfaction with teaching practice. This may be explained by the high marks such students are likely to receive from the lecturer for good performance which account for satisfaction with the teaching itself. This is because, unlike other items related to evaluation anxiety, how the teaching will go on in the eyes of the lecturer is within the student teacher's control. Contrastingly, getting all the paperwork done in time is not entirely controlled by the student teacher because of the workload that they receive. Findings therefore show that the more a student teacher is anxious about completing paperwork, the higher the likelihood that the student teacher will report lower satisfaction with teaching practice. These findings parallel Morton et al., (1997) and Ong'ondo and Borg (2011) who found out that evaluation

anxiety accounted for the largest variance in anxiety among student teachers. They also concur with the findings of Capel (1997) and Hart (1987) who linked student teachers' anxiety to evaluation concerns. Findings also confirm the assertion that mentors and supervisors had little contact with student teachers and maintained unequal relationships with them. This accounts for high evaluation anxiety.

3.3.2 Class control anxiety and satisfaction with teaching practice

To determine the extent to which class control anxiety influences satisfaction with teaching practice, multiple regression analysis was done. Factors under "Class control anxiety" were considered as predictor variables while satisfaction with teaching practice was considered the outcome variable. The overall model was not significant, $F(4, 94) = 0.58$, $p = .675$ and accounted for 2.4% of variance in satisfaction with teaching practice. Findings were presented in Table 4.

Table 4 *Class control anxiety and satisfaction with teaching practice*

Variable	β	SE	t	p
I was anxious about:				
Class control	.06	.09	.60	.548
Setting work at the right level for the learners	-.04	.07	-.47	.640
How to give each learner the attention	-.09	.09	-1.12	.264
Performance will be satisfactory for subject teacher	.04	.09	.41	.680

Findings in Table 4 indicate that class control and performing satisfactorily to the level of the subject teacher positively predicted satisfaction with teaching practice. Setting work at the level of learners and giving individualized attention to each learner negatively predicted satisfaction with teaching practice. The negative relationship between giving learners individual attention and satisfaction with teaching practice supports Blatchford and Mortimore (1994) and Cakmak (2009) who found out that bigger classes were related to higher stress among student teachers and that smaller classes provide student teachers the opportunity to devote individual attention to learners. Similarly, Jones and Jones (2007) found classroom management to be the most common concern of student teachers. This finding also parallels Capel (1997) and Hart (1987) who found out that student teachers' anxiety was associated with concerns about classroom control.

3.3.3 Professional preparation anxiety

To establish the extent to which teachers' anxiety about preparation predicted satisfaction with teaching practice, regression analysis was done. The four items on the 'Professional preparation anxiety' factor were entered in the equation as predictors. The whole model was significant, $F(4, 94) = 10.30$, $p < .001$ and accounted for up to 31% of variance in satisfaction with teaching practice. The findings were presented in Table 5.

Table 5 *Professional preparation anxiety and satisfaction with teaching practice*

Variable	β	SE	t	p
I was anxious about:				
Maintaining a 'buoyant' enough approach	.29	.07	4.01	.000
Completing lesson plans in the required form	.17	.09	1.87	.065
Whether my lesson plans will be adequate	.06	.07	.89	.375
How to handle defiance from a learner	.08	.08	1.05	.295

Findings from Table 5 show that anxiety about maintaining a 'buoyant' approach significantly and positively predicted satisfaction with teaching practice. The implication is that self-presentation among student teachers is an intrinsic motivator; the higher the anxiety concerning self-presentation, the more they pushed themselves and consequently the higher the likelihood of being satisfied with teaching. This finding corroborates Capel (1987) and Hart (1987) who identified professional preparation as a source of student teachers' anxiety and Jones and Jones (2007) who found classroom management to be a major concern for student teachers.

3.3.4 School staff anxiety

To determine the extent to which anxiety arising from school staff influenced satisfaction with teaching practice, multiple regression analysis was done and the results presented in Table 6. Findings from Table 6 show an insignificant model, $F(5, 91) = 1.43$, $p = .220$ accounting for 7% of variance in satisfaction with teaching practice.

Table 6 *School staff anxiety and satisfaction with teaching practice*

Variable	β	SE	t	p
I was anxious about:				
Controlling the noise level in the class	-.07	.09	-.83	.408
Co-operation with the school staff	.18	.11	1.59	.116
Getting on with school staff	-.08	.11	-.69	.487
Selecting suitable lesson content	.21	.09	2.08	.040
Whether Principal will be happy with my work	-.11	.09	-1.26	.210

It is also evident from Table 6 that anxiety about selecting suitable content was the only significant predictor of satisfaction with teaching practice ($\beta = .21$, $SE = .09$). This shows that student teachers who were not sure about what content to present were more likely to dig deeper to give a good account of themselves and hence feel good about their performance. Such student teachers were likely to report higher satisfaction with teaching practice. On the whole, these ambivalent findings regarding cooperation with school staff and getting on with school staff partially support Giannakaki et al., (2011) who found good relationships between student teachers and other teachers in their schools. The more student teachers were anxious about support from other teachers, the lower their satisfaction with teaching practice. The findings echo Capel (1997) who identified concerns about school staff as causing anxiety among student teachers.

3.3.5 Unsuccessful lesson anxiety

To find out the extent to which unsuccessful lesson anxiety predicted satisfaction with teaching practice, multiple regression analysis was also done. The findings were presented in Table 7. The model in Table 7 was insignificant $F(5, 93) = 2.01$, $p = .084$ accounting for 10% of variance in satisfaction with teaching practice. However, anxiety about incidents of misbehaviour in class ($\beta = -.16$, $SE = .08$) and whether material will be covered adequately ($\beta = .21$, $SE = .09$) significantly predicted satisfaction with teaching practice. Being student teachers it is expected that lack of experience concerning classroom management should make them have problems dealing with disruptive learners and therefore report lower satisfaction with teaching practice. These findings corroborate Jones and Jones (2007) who reported classroom management as a major concern of student teachers. This has been explained as being due to lack of field experience in handling classroom situations.

Table 7 *Unsuccessful lesson anxiety and satisfaction with teaching practice*

Variable	β	SE	t	p
I was anxious about:				
How lecturer will react to unsuccessful lesson	.05	.08	.63	.533
Incidents of misbehaviour in class	-.16	.08	-2.01	.047
How subject teacher will react to unsuccessful lesson	.18	.10	1.79	.077
Problems with disruptive learners	-.11	.10	-1.02	.310
Whether I will cover material adequately	.21	.09	2.50	.014

3.4 Influence of demographic variables on satisfaction with teaching practice

Analysis of variance was used to determine the extent to which demographic variables of age, gender and type of school influenced students' satisfaction with teaching practice. Results were presented in Table 8.

Table 8 *Demographic factors and satisfaction with teaching practice*

Variable	Type III SS	df	MS	F	p	η^2
Intercept	871.62	1	871.62	2016.29	.000	.96
Gender	0.75	1	0.75	1.74	.192	.02
Age	8.88	3	2.96	6.85	.000	.22
Type of school	14.37	2	7.18	16.62	.000	.31
Gender*Age	1.09	1	1.09	2.52	.116	.03
Gender*Type of school	4.72	2	2.36	5.45	.006	.13
Age*Type of school	8.88	2	4.44	10.27	.000	.22
Error	31.99	74				

Findings from Table 8 indicate main effects of age, $F(3,74) = 6.85$, $p < .001$ and type of school, $F(2, 74) = 16.62$, $p < .001$ on satisfaction with teaching practice. It also shows interaction effects between gender and type of school and age and type of school. Post hoc comparisons with Tukey LSD show significant differences in satisfaction with teaching practice of student teachers on the basis of age and type of school. Significant differences in satisfaction were noted between teachers in boys' ($M = 5.00$, $SE = 0.16$) and girls' ($M = 4.01$, $SE = 0.15$) and between teachers in boys' and mixed schools ($M = 4.62$, $SE = 0.12$). No significant differences were found between teachers in girls and mixed schools. Analysis of simple main effects found gender to be significant only for the girls' school category, $F(1, 74) = 17.71$, $p < .001$. Satisfaction with teaching practice of student teachers was significantly different when posted to girls' schools ($M = 4.01$, $SE = 0.15$) as compared to boys' ($M = 5.00$, $SE = 0.16$) and mixed schools ($M = 4.62$, $SE = 0.12$). Similarly, the simple main effect for the influence of age was significant only for the girls' school category $F(2, 74) = 20.32$, $p < .001$. Impressively, age posted moderate partial eta squared ($\eta^2 = .35$). Post hoc comparisons show significant differences in satisfaction with teaching practice of student teachers aged below 20 and 23-25, and between 20-22 and 23-25 only in girls' schools. No significant differences were found for teachers aged below 20 and above 25 in girls' schools and at the other school categories. Though insignificant, findings from Table 8 also show that more female ($M = 4.63$, $SE = 0.11$) than male student teachers ($M = 4.44$, $SE = 0.13$) recorded higher satisfaction with teaching practice. The finding partially supports Morton et al., (1997) who found a significant main effect of sex on anxiety with more female than male students reporting higher anxiety. It was hypothesized in this study that anxiety would negatively predict satisfaction with teaching practice. This may suggest that male student teachers had higher teaching practice anxiety than their female counterparts. The

finding is also in agreement with Danner (2014) who found female student teachers to have higher means of evaluation and school staff anxiety though the differences were not statistically significant.

4. Recommendations

Findings point out that student teachers in girls' schools reported lower overall satisfaction with teaching practice. It may suggest that a specific unwelcome environment exists in girls' schools. It is therefore important that school administrators, mentors and other teachers in girls' schools give more support to student teachers. It was also found out that evaluation anxiety ranks highest among all categories of teaching practice-related anxiety. It is recommended that university supervisors, school administrators, mentors and student teachers hold joint orientation sessions before the commencement of teaching practice. This will assist student teachers to deal with fear of evaluation and make teaching practice less frightening (Killen & Steyn, 2001).

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