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TEACHING PRACTICE ANXIETY AMONG STUDENT TEACHERS IN THE TEACHING PRACTICE PROGRAMME

CHRISTIAN NWAKANMA PhD
Department of Business Education
Faculty of Education and Arts
Madonna University, Nigeria, Okija Campus, Anambra State.
+23407060898222

ROYAL CHIKA. U. C.
Federal Polytechnic Nekede, Owerri Imo State
+234 - 08035427997

UKA ANYA IKWUO
Department of Accounting Education
Federal College of Education Technical Asaba, Delta State

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ABSTRACT

This study is on teaching anxiety among student teachers in the teaching practice programme. Teaching practice is among the teacher education curriculum designed to enhance teachers' mastery of practical and theoretical skills during instructional process. It equip teachers with fluency skills, questioning, tolerant, humanitarian, and transparent classroom democratic skills that ensure effective student control in the classroom. Two questions were raised for this study. They are: What are the teaching skills acquired by student teachers during teaching practice? What are the causes of student teachers' teaching phobia during teaching practice? The findings from this study revealed that student teachers acquired hands-on teaching skill, questioning skills, communicative skills, problem-solving skills and humanitarian services skills in the teaching practice programme. The findings from this study revealed that teachers fear in the classroom stemmed from poor lesson preparation, lack of good knowledge of the subject matter and mismatch on subjects allocated to student teachers that did not relate with the courses they studied in the teacher education programme. It was recommended in this study that educational managers of secondary schools should take responsibilities of providing counseling that would enable student teachers to ward off fear at student teachers point of teaching and facing students in the classroom. This would ward off fear among student teachers during instructional delivery in the classroom. It was also, recommended in this study that educational managers of secondary schools should allocate subjects that match student teachers' courses which they studied in the teacher education programme. This would ward off student teachers' fright and increase student teachers' morale in the teaching practice programme.

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1.0 INTRODUCTION

Teaching practice is one of the teacher education programmes that equip student teachers with fluency, observational, questioning, and content knowledge skills in the classroom (Bello & Bello, 2023). The prorgamme is established to inculcate the right knowledge and skills to student teachers. Interactive teaching and learning are enhanced when student teacher's voice quality and energy are incorporated to convey effective teaching in the classroom. Teaching practice involves emulation old teachers' directives. It is endearing when student teachers have developed good mastery of the instructional contents and perhaps, stands either in front, middle of the class or walk around to demonstrative and carry out teaching round the classroom to bring out good tone of the class that will be catchy or encourage receptive of the learning contents. It allays fear among student teachers especially when a student teacher knows what to teach as well as demonstrate with instructional materials to create endearing teaching in the classroom Some public and private universities that offer teacher education programme usually send supervisors to supervise student teachers in their schools of teaching practice. The supervision process involves checking teaching quality which is examined from good preparation of lesson note, lesson plan and student teacher's participative activities with effective use of instructional materials to teach. It is organized in a manner that will enable student teacher realize goals of effective teaching practice in the classroom (Obi & Onwurah, 2023). Teaching practice is a programme that has established student teachers to practice teaching with cognitive, affective and psychomotor domain to realize the goals teaching effectively in teacher education programme (Brown & Benjamin, 2021).

2.0 MEANING OF TEACHING PRACTICE

Teaching practice is one of the teacher education programme planned and designed to inculcate teaching skills to students. It is a teacher training programme that cut across knowing the academic giftedness of students. Student teachers are furnished or acquainted with philosophical, social, physiological and cultural knowledge of people around the locality where they are practicing teaching. It encourages competency that reflects maintenance of teaching standards in teaching profession (Kumari & Rahman, 2020). It is an age-old teacher education programme that cannot be compromised in teacher education programme. The programme is planned, organized, coordinated and controlled to enhance student's teacher's effective teaching to students. It is a compendium of classroom management, organization, and socio-metric rating of student teachers.

Teaching practice has built student teachers effective self-conduct during delivery of instructional contents to students in the classroom (Nosiri, 2007). Teaching practice is very

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important teacher education programmes that enable student teachers to acquire relevant teaching skills, build morale before getting to the teaching profession. Series of pre - teaching practice orientations are organized for student teachers before they are allowed to go and teach students in the various teaching practice schools. Towards the end of teaching practice programme, teaching practice orientations is organized to equip student teachers with the required teaching skills to teach students in the classroom. Teaching practice re- orientation services are supervisory responsibilities established to strengthen student teachers in the class room of their teaching practice. It is a form of induction programme and opportunity supervisors leverage with, to make known to student teachers on areas they did not do well and areas they have to do well.

However, before student teachers will be proceeded for teaching practice programme, pre-orientation, orientation services will be given to student teachers. Towards the peak days of student teachers' supervision, final re- orientation services are given to student teachers. The essence is to induct student teachers with Socratic oath of allegiance in teaching profession. It may be favourable and unfavourable to some or the whole student teachers. Nevertheless, it is the duty of student teachers to heed those advices in their teaching services. Apart from the skills student teachers have acquired during teaching practice, student teachers are inculcated with the skills to observe students they are teaching, and find out if they are receptive to their teaching. If they are not receptive to the teachings, certain reinforcements that are devoid of floggings will be used to crave those students' attention to the teachings. In real classroom situation, it is in form of standing the student who is not receptive to the teaching up. The purpose is to ward off sleep disturbances and attitude of playing from the student. In some occasions, the affected student may be suffering from ill health, poor feeding, family problems and aggravated health dullness. It is the duty of student teachers to bring re- enforcement to the students they are teaching, so that they will be refined to learn. Student teachers are obliged to practice “illoco- Prentiss Services” to students. The services enable them to know the worries of their students and proffer solutions. Student teachers also, practice the services parents show to their children at home. It is the duty of student teachers to know the various students worries and proffer solutions. The services are geared to checking students learning difficulties, health, economic and social problems and applying remedial and counseling services to students. It also, a means of referring sick and stubborn students to the school management and in some occasions, relating the good performances of students to their parents that quested to know the performances of their children (Ogunu, 2001). The programme enhances student teachers' adequate knowledge about the behaviour of their students. Specifically, the programme awakens academic consciousness and proper teaching skills to student teachers. It enables student teachers to ward off teaching fears and build student teachers' morale during teaching practice. Student teachers are obliged to have knowledge of students who are aggressive, happy and moody in the classroom (Hellen, 2016). Teaching practice inculcates permanent teaching skills to student teachers. The programme encourages the organization of learning content and learning experiences that are rooted on good student - teacher participative activities in the

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classroom, effective lesson plan and note making. It enhances student teachers' use of cognitive, affective and psychomotor domains to practice teaching and impart worthwhile knowledge to students. Furthermore, teaching practice enables student teachers to acquire empathy skills to show concern for students during minor and major students' ailments. It enables student teachers to exhibit warmth that raises a good tone of the classroom. Student teachers have used teaching practice to identify students who are gifted with exceptional talents, academic, and group leadership qualities. It prompts student teachers to have knowledge of students with creative and performing arts. With teaching practice, student teachers have been able to know the courses their students can understand very well, and those courses their students cannot understand, and proffer out of classroom remedial teaching to those students mainly, when student teachers are freed from classroom activities. In a situation where the students cannot cope, student teachers report the learning difficulties of those students to their permanent teachers and the school management. In a teacher directed classroom, there are fast learners, average learners, and slow learners. It is the duty of student teachers to incorporate different teaching styles to ensure that the whole students are receptive to their teachings. Teaching practice programme enable student teachers to be aware of student's social, economic and health shortcomings and specially, proffer remedial teaching and counseling to affected students.

3.0 STUDENT TEACHERS TEACHING ANXIETY

Teaching anxiety is a nervous personality problem that discourages student teachers from practicing teaching with students. It is also, known as teaching phobia. This means that teaching anxiety and teaching phobia can be used considerably in this article. Both are innate and overt behaviour induced as a result of the students that crowed around a student teacher, in the classroom (Saleh & Bello, 2021). Teaching phobia can be simply referred to teaching with anxiety or teaching anxiety. It is the art of teaching with fear (Nwosu & Ike, 2023; Derigbe & Akunkuotu, 2023). Fear is a genetic or induced behaviour.. It constitutes loss of concentration and confusions especially, during pursuit of social and economic endeavours. In real occasions, the victims of fear can try to shield its penetrations, but since fear is connected to the disorganization of the blood vein and brain mechanism, it is hard to control immediately on the affected student teacher in the classroom. In the classroom, it can disorganize student teachers especially, during teaching (Gardner & leak, 2022; Eze & Nwosu, 2024). Fear, as it is connected to teaching practice, is established from lack of adequate preparation of a lesson (Okonkwo & Aneke, 2023; Uzoagba & Okpara, 2024). Lack of adequate preparation stemmed from ineffective lesson plan, note making, poor organization of teacher participative activities and poor audibility (Okonwo & Aneke, 2021; Nwosu & Ike, 2023). Fear constitutes body shakes especially, when it is connected with teaching or standing at the purview of the public. However, student teachers mainly sustain phobia reflexes when they did not prepare the lesson they will teach very well (Saleh & Bello, 2021). It emanates when student teacher is new in a class. In some occasions, it is observed when a student teacher has not familiarized with the

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students in his or her classroom (Nwachukwu & Ugwu, 2022). Teaching phobia can cause student teachers to get more tense when they are under supervision by their teaching practice supervisors or simply by visiting teachers outside the schools of their teaching practice (Olatunji & Ogunsola, 2020). Teaching phobia is established from inadequate preparation. When student teachers are induced with fears during delivery of instructions, it discourages students they are teaching and stop them from paying attention to the teachings of that student teacher (Nwachukwu & Ugwu, 2022; Amadi & Obi, 2024)). Fear constitutes a loss of self-confident, self- teaching control and loss of marks that would have been awarded to the student teachers during presentation or delivery of instructions (Obi & Onwurah, 2023). Fear as it is connected to the student teacher, is caused from lack of good command of the subject matter especially, when there is mismatch or difference on the subjects that do not relate or tally with the course student teachers studied in their teacher education programme (Adeyemi & Ojo, 2023; Chukwu & Onu, 2024).

4.0 TEACHING PEDAGOGIES ACQUIRED BY STUDENT TEACHERS IN TEACHING PRACTICE PROGRAMME

Teaching practice programme is a practical-oriented teaching programme. It is an impactful programme that ensures student teacher's mastery of instructional skills, diligence, and proper arrangement of instructional contents. The programme encourages careful handling of instructional materials, student's coordination, quizzes, examinations, final grading of students' scores and control of students. Teaching practice programme encourages student teachers to have leadership charisma because their responsibility is to plan, organize, direct coordinate and control the students and ensure good tone of their classroom is very important. Teaching practice enables student teachers to observe some inadequacies in their classroom and device means to adapt, improvise and control especially, when they required facilities for teaching and learning are not adequately provided. Student teachers acquire pedagogical skills such as: Fluency skills, questioning, problem solving, hands on, and collaborative teaching skills. Fluency skill enables student teachers to overcome frictions of poor audibility that result to student's poor receptivity. When proper skills are harnessed by student teachers, it encourages flexible teaching that is devoid of frictions. Use of questioning skills by student teachers, build the knowledge and reasoning skills of students they are teaching. Other skills acquired by student teachers during teaching practice include: Use of digital technology skills to improve effective student's theory, practical learning and enquiry teaching.

5.0 HISTORY OF TEACHING PRACTICE IN NIGERIA

The White Christian Missionaries who visited Nigeria came with three cardinal purposes: Evangelism, commerce and education. However, at the peak of converting many Christians, churches, hospitals and schools were built. Apart from the informal education system children receive at home; formal education institutions were built to inculcate literacy to students in those days. Good self- conduct practices and devotedness to duty are used to calculated and

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rate students that are practicing teaching under the auspices of the White Christian Missionaries. Today, formal education has added values to human reasoning and career. Though, hospitals were built to get the old and young free from rashes, polios, leprosy, partial and total blindness ravaging both the young and the old in those days. Also, self-hygienic practices and good demeanor such as: Self- control and devotedness to duty were taught to student teachers in those days. Infatuations to the opposite sex are seen as serious offence and not allowed (Uruakpa, 2005). The visit of the White Christian Missionaries to Nigeria, brought socialization, and other economic development-oriented projects to Nigerians (Osokoya, 2007).

5.1 21st Century Teaching practice in Nigeria

The skills of teaching acquired by Nigerians who taught in the White Christian Missionaries schools have led to the training of quality teachers who later kept the fate on teachers training programme till today. Teaching practice has provided avenues for cross fertilization of knowledge and teaching skills to students. These strategies have in no small measure helped students to study together, engage in discussion classrooms to actualize better learning outcomes and subordinate learning difficulties (Christian, 2025),

5.2 19th Century Teaching Practice Skills Acquisition

Teaching practice is inevitable in teacher education system. Where there are no teachers, there is no classroom. Quality education is imperative for nation building. When teachers' responsibilities as nation builders are relegated to the background, that nation will produce citizens who do not have values for human existence. Illiteracy and high rate of crimes will surge in that country. Without teachers, medical doctors, engineers, accountants, lawyers, estate valuers, statisticians, and other professionals will not be trained. Teaching practice skill acquisition adds value to student teachers' knowledge of education law. It enables student teachers to develop intellectual and critical thinking skills in the teaching profession (Uzoechina, 2015).

5.3 Government and Educational Managers of Primary and Secondary Schools Poor care to Student Teachers.

Curriculum and instructional strategies must be monitored and supervised to discover problems inhibiting conformance to standards in teaching profession. However, student teachers suffer from instructional needs. The instructional needs include: Poor classrooms and lack of instructional materials (Nosiri, 2007). Teaching is a noble profession, therefore stake holders in education should provide the required logistics, ideas and standards to ensure teachers quality and effective instructional delivery. It is very excruciating that school heads of today, complain bitterly on poor funding to their schools. Many secondary schools are under leaking roofs, no chairs and desks for students and teachers comfortable stay in the classroom.

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Again, some student teachers are not allocated causes they have studied and developed experiences to teach with. This has brought a lot of discrepancies and controversies during student teachers' delivery of instruction to students. Furthermore, student teachers are not provided with teaching practice stipends just like their counterparts in medicine, paramedical, engineering and law programmes. This constitutes problems for student teachers fending for their personal needs during teaching practice.

5.4 Responsibilities of Educators in Controlling Student Teachers' Teaching Practice Phobia

Teaching practice is a programme that can prevail from the teachings and orientations student teachers have received from their lecturers and permanent teachers from their schools of their teaching practice. Teaching practice is a teacher practical examination programme that enables supervisors to know whether student teachers will perform very well in classroom teaching and the teaching profession. To allay student teachers' fear during teaching practice, educators ought to carry out orientations for student teachers. Orientation is not a one-day affair; it ought to be carried out for student teachers on special days. Again, lecturers have known the various student levels that will undergo teaching practice and equip them with instructional and self-conduct skills before they are allowed to go for teaching practice. Student teachers' pre-orientation and orientation services ought to be carried out at the point of teaching student teachers in the classroom. Educators in the field of teacher education ought to exhume those technicalities that will enable student teachers to ward off fears during teaching practice. They ought to encourage student teachers to be conversant with effective note-making, lesson plan, classroom organization, and effective assessment of the various students' abilities. They ought to encourage student teachers to show controlled classroom democracy, and offer remedial classes to slow learners. Because teaching is a two-way process, lecturers of teacher education programmes ought to encourage student teachers to show warmth, empathy or affection that will enable student teachers to achieve better teaching practice outcomes.

6.0 CONCLUSION

Teaching and learning is a two-way process of human development. The beauty of teaching and learning demands that teachers should be properly equipped to impart worthwhile knowledge to students. Fear is established in an adventure carried out without effective preparation. Fear constitutes jumping from the teaching protocol. It is genetic and induced from engaging in activity or activities one is conversant or not conversant with. Teaching without the required teaching tools constitutes teaching with fear or quarreling with available teaching tools. Teachers adorn the classroom with effective teaching skills they have acquired from their training. Poor teaching is a show of poor classroom management, poor organization of learning content, and poor knowledge about learners' abilities. Teachers' portrayal of effective teaching skills positively results to effective delivery of instruction. It very excruciating that student teachers are not allocated with courses they studied in Universities and Colleges of education

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where they received teacher education programmes. When student teachers are allocated subjects that are related to the courses they studied at their Universities and Colleges of education, effective teaching and learning are enhanced. Student teachers will stand on better grounds to explore and engage students in practical hands-on teaching, enquiry teaching, and experiential learning. Student teachers will stand on better grounds to raise questions and explain questions very enthusiastically in friendly manners.

6.1 Recommendations

1. Subjects which relate to the discipline's student teachers have studied should be allocated to them. This would stop poor command of the subject matter among student's teachers during instructional delivery.
2. A Nation can collapse where new generations of people that comes to occupy it are unable to hold education as a yardstick for national development. Therefore, Nigerian educational system should be adequately funded so that effective teaching and learning will be realized from her educational institutions.
3. Government should provide monthly allowances to student teachers. This will enable student teachers developing morale in teaching practice programme.
4. Permanent teachers in teaching profession should instill the required skills to student teachers. This would ensure effective use of standard teaching principles in delivery of instructional contents by student teachers in the classroom.

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