TEACHING PRACTICE ANXIETY SOURCES AS CORRELATES OF TEACHING PERFORMANCE AMONG STUDENT TEACHERS IN FEDERAL COLLEGES OF EDUCATION IN SOUTHWESTERN NIGERIA

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Abstract
The purpose of this study was to investigate the teaching practice anxiety sources as correlates of teaching performance among student teachers in federal colleges of education in Southwestern Nigeria. Descriptive research design of ex-post-facto was used in the study. One thousand four hundred and sixteen (1,416) respondents were selected from student teachers in federal colleges of education in Southwestern Nigeria. The respondents were measured with self developed scales and the data obtained was analyzed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Statistical analysis of (SPSS). Three research Questions were raised and answered in the study. The result showed that teaching performance among student teachers was significantly correlated with teaching confidence (r = .783; p<.05), supervision anxiety (r = .613; p<.05), content mastery (r = .801; p<.05), relating with other student teachers (r = .832; p<.05), relating with students (r = .713; p<.05), classroom control (r = .681; p<.05), lesson preparation (r = .913; p<.05) and lesson presentation (r= .837; p<.05), independent variables when pulled together had significant effect on the teaching productivity among secondary school teachers (R (adjusted) =.617 & R^2 (adjusted) =.674) and each of the independent variables made significant contribution to the prediction of teaching performance among student teachers in federal colleges of education. In view of these findings, the study stressed and advocated that the staff and the students prior to the period of teaching practice should be prepared for the task ahead with a good frame of mind and school counselors should intensify

their effort to organize seminars/conferences on the implications of these teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) so as to ameliorate the persistent occurrence of low teaching performance among student teachers in federal colleges of education.

Keywords: Teaching Practice, Anxiety Sources, Teaching Performance, Students Teachers, Colleges of Education

Introduction
Background to the study

The business of teaching is the major preoccupation of teachers in the school system in Nigeria. For teachers to be effectively involved, they must have gone through adequate, relevant and appropriate training. This specialised training separates a trained teacher from a quack in the school system (Awoderu, 2007). The importance of adequate preparation is highly emphasised in the National Policy on Education (FGN 2004), the major educational policy in Nigeria which states that teacher education shall continue to be given major emphasis in all educational planning and development because no education system can rise above the quality of its teachers.

Teaching practice is of great importance in teacher education. It is a component of training leading to the award of the Nigeria Certificate in Education (NCE) in Nigeria. The National Commission for Colleges of Education (1996: 45) highlights the objectives of teaching practice as to help the student-teachers develop positive attitude towards the teaching profession; expose student-teachers to real life experience under the supervision of professional teachers; enable student-teachers discover their own strengths and weaknesses in teaching; provide a forum for student-teachers to translate educational theories and principles into practice; familiarize student-teachers with school routines; expose student-teachers to the total school environment; provide student-teachers with the necessary skills, competencies, personal characteristics and experiences for real time teaching after graduation; and serve as a means of assessing the professional competences of student-teachers.

In the like manner, cognizance is taken of the argument that provision of teachers of high quality should be given top priority since teachers represent, by far, the most significant investment in public sector budget (UNESCO, 2004). Teacher quality is considered to be the greatest prediction of student teachers performance and success, it also follows that teacher professional development can improve classroom instruction and students'

achievement. The issue of teacher preparation seems to be the uppermost concern of the educational planners and administrators (Maduewesi, 2005).

Teachers are largely responsible for the translation and interpretation of educational policies, curriculum or course, instructional materials and assessment of learning outcomes at the level of learners. Besides the teacher's instructional leadership role, the teacher exerts a lot of influence on the character formation and the process of socialisation of the children within the learning environment. If student teachers are not well prepared, the objectives will not be realised (Oduolowu, 2009). Teacher education is an educational programme that involves a deliberate upbringing of students through training in order to acquire knowledge, skills and values to transmit to others. It is suggested that teacher trainees should be adequately trained to be able to meet the requirements of teaching, as part of the requirement of teaching profession.

As part of the package, teaching practice is allocated specific period of time during which student teachers are posted to schools to teach, demonstrate in practical terms the knowledge and skills they had acquired during training. This is like housemanship in Medicine and Student Industrial Work Experience Scheme (SIWES) for engineers and some other related courses in Colleges of Education and Court Attachment for Lawyers. Teaching practice offers student teachers the opportunity to learn the basic skills of teaching and put their hitherto acquired knowledge into actual practice (Jekayinfa, 2012). The exercise allows student teachers to get familiar with educational ethics and the rules and regulations governing the practice of education as a professional career. Through the teaching practice, students get to interact with school environment, administration and academic staff, classroom management, workload and other students in the practice school.

Teaching practice is recognised as a crucial aspect of teacher education (Farrell, 2008). Teacher education institutions worldwide, including Nigeria, are under increasing pressure to prepare their student teachers better for the actual world of teaching. The teaching practice, therefore, provides an avenue by which this expectation may be addressed. During teaching practice, the student teachers are given the opportunity to experience and 'experiment' their knowledge and skills in an authentic teaching and learning environment. A good teacher education programme should seek to assist the student-teacher to grow and develop as a total person and equip him with necessary skills and professional abilities that will help him become an effective teacher.

Teaching practice is a form of work-integrated learning that is described as a period of time when students are working in the relevant industry to receive specific in-service training in order to apply theory in

practice. Researchers such as Marais and Meier (2004) and Maphosa, Shumba & Shumba (2007) described teaching practice as an integral component of teacher training. In order to achieve the standards required for qualified teacher status, a student teacher is required to do teaching practice in at least two schools. According to Perry (2004), teaching practice can be conducted in a number of forms depending on the institution. Some institutions send student teachers to go for teaching practice once a day each week; others do this over a semester; while others send student teachers in a two-to six weeks' block.

The new NCE minimum standards spell out that Teaching Practice should be done in the first semester of the third year for a period of three months. The reason for this is that the teaching method studied during course work needs to be implemented as subject to be done, which is less often done with expertise because skills are acquired and polished over time. In Nigeria, Colleges of Education teaching practice used to be done in two phases, each phase spanning six weeks but the system has now changed to a whole semester that is in the first semester of the 3rd year of NCE programme.

Studies have been conducted and have suggested that teaching can be perceived as a stressful profession by its members (Dibbon, 2004; Schaefer, 2001; Younghusband, 2000). Various reasons have been presented to explain the potential stressful nature of teaching. Examples include too many perceived demands along with a lack of perceived resources (e.g., heavy paperwork, student tracking, administrative tasks), work related charges associated with extra or different responsibilities (e.g., inclusion, higher class sizes), new programming implementations with little in-servicing or training, curriculum changes/restructuring with little in-servicing, insufficient preparation time to prepare for changes, perceived pressures to become involved in school activities outside of regular teacher duties (especially among new teachers), and long work hours (i.e., due to too many demands to complete during regular working hours) (Montalvo, Bair, & Boor, 1995).

Student-teachers can also experience role ambiguity (i.e., uncertainty of role), especially when they are beginning their careers and also when major role changes arise. In addition, student-teachers can sometimes experience role conflict (e.g., competing expectations regarding the role of the teacher from various stakeholders such as principals, colleagues, parents, society, and the individual teacher). Student behaviour has also been reported as a factor explaining teacher stress and teacher exhaustion (Jacobsson, Pousette, & Thylfors, 2001; Wisniewski and Gargiulo, 1997). In addition, student teachers perceive a lack of parental involvement/support along with the presence of parents who are confrontational and abusive (especially when there is a lack of administrative support in dealing with such parents), translating into teacher stress.

Research has highlighted a number of potential strains associated with student teacher anxiety. Student-teachers who become overwhelmed, hopeless, and unsupported may actually leave the profession. Turnover costs can be significant for the profession, society, and individual student-teachers. Stress can also cause student teachers' absenteeism, burnout, and various physical and psychological illnesses. Anxiety can also detract from student teacher effectiveness in the classroom. Student-teachers may not have the energy to develop novel/creative classroom approaches to learning/management. Student-teacher anxiety may serve to put up emotional barriers between teachers and their students, negatively impacting student-teacher relationship (Wisniewski and Gargiulo, 1997; Younghusband, 2000). Research has also highlighted the potential spillover of occupational stress into personal home life for teachers (Dinham & Scott, 2000; Younghusband, 2000). The end result is that occupational teacher stress can result in multiple strains on teachers.

The importance attached to teaching practice in the field of teacher education and the ways it is being conducted is a concern to stakeholders in education, as they find it difficult and disturbing to cope with its multifarious demands. The student teacher is expected to fulfil all the responsibilities of a teacher. Teaching practice, according to Perry (2004), is exciting but challenging since it is the first time a student is attempting what their lecturer do for them. On the other hand, student teachers could have doubts about their ability to cope with the situations, controlling and managing learners or establishing a working relationship with the mentor or supervisor. It is such mixed feelings that can contribute to the making or breaking of a student-teacher. All these working challenges in teaching practice for student-teachers lead to anxiety and this invariably affects performance.

Morton, Vesco, Williams & Awender, (1997) report that student-teacher anxiety was related to evaluation, pedagogical, classroom management and staff relations factors. Capel (1997) reports in her study that was conducted among student teacher in Canterbury that anxiety was due to evaluation, professional preparation, classroom control and school staff factors. Although much efforts have been made to investigate into student teachers' anxiety in most industrialized countries and Asia but little or no consideration has been put into consideration to study student-teachers' anxiety in the Nigerian educational system, particularly in the Colleges of Education. In order to fill the gaps in the previous studies and add more to the existing literatures, this study investigated the teaching practice anxiety sources as correlates of teaching performance among student teachers in federal colleges of education in Southwestern Nigeria.

Statement of the Problem

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. Other recognized that teaching practice is a function of intelligence and we know that intelligence is an inherited character which can be harnessed under suitable environment.

Previous studies on teaching practice performance have been limited to impacts of supervision issues, students' demographic factors, excess workload, duration of the exercise, planning and preparation problems and incentives-related issues without much consideration for the impact of the students' anxiety before and during the exercise. This study, therefore, investigated teaching practice anxiety sources as correlates of teaching performance among student teachers in federal colleges of education in Southwestern Nigeria.

Objectives of the Study

This study investigated teaching practice anxiety sources as correlates of teaching performance among student teachers in federal colleges of education in Southwestern Nigeria. Its specific objectives are to:

1. Determine the relationship among teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) and teaching performance among student teachers in federal colleges of education.

2. Find out the joint contributions of teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) and teaching performance among student teachers in federal colleges of education

3. Examine relative contributions of teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) and teaching performance among student teachers in federal colleges of education

Research Questions

1. What is the relationship among teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson

preparation and Lesson Presentation) and teaching performance among student teachers in federal colleges of education?
2.   What is the joint contribution of teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) to the prediction of teaching performance among student teachers in federal colleges of education?
3.   What is the relative contribution of teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) to the prediction of teaching performance among student teachers in federal colleges of education?

Methodology
Research Design
        This study adopted a descriptive survey design. This approach does not involve the manipulation of variables in the study. It is therefore, after the fact study. It's neither adds to nor subtracts from the existing fact. However, it is carefully observe and record information as it naturally occurred at the time the study was conducted.

Population of the Study
        The target population was 2348, comprising all the final year student teachers in NCE 111 in various Schools in the three selected Federal Colleges of Education during 2011/2012 session who were on teaching practice in South-West, Nigeria, namely: Federal College of Education (Technical) Akoka, Lagos State, Federal College of Education, (Special) Oyo, Oyo State; and Federal College of Education, Osiele, Abeokuta, Ogun State.

Table 3.1: Showing Study population

College	Population
Federal College of Education (Special), Oyo	556
Federal College of Education (Technical) Akoka	541
Federal College of Education, Osiele, Abeokuta	662
Total	1759

Source: Author Field Work

Sample and Sampling Technique
        Multistage sampling procedure was adopted for the study, which is a form of cluster sampling. Cluster sampling is a type of sampling which involves dividing the population into groups (or clusters). Then, one or more clusters are chosen at random. Two Federal Colleges of Education namely: Federal College of Education (Technical) Akoka Lagos, Lagos State and

Federal College of Education (Special), Oyo, Oyo State, were sampled because the two colleges offer special courses, in addition to the courses offered in the regular colleges. The simple random techniques were used to select Federal College of Education, Osiele, Abeokuta, Ogun State instead of Adeyemi College of Education Ondo, Ondo State.

The researchers approached the authorities of the three colleges to select respondents to participate in the study. The total participants used for the study was 1500 student teachers through simple random sampling. This number covered the five schools in the colleges: School of Education, School of Languages, School of Science, School of Arts and Social Sciences, School of Vocational and Technical Education. In each of the schools, 100 NCE III student teachers who were on teaching practice were purposively selected based on the criteria that the students would have gone through micro teaching, teaching practice orientation, and qualified for the teaching practice exercise. This made up the number of NCE III students selected from the schools to be 500. Although at the end of the study, it was discovered that only 1416 student teachers actually participated in the study.

Research Instruments

Two instruments for data collection were developed. Student Teacher Anxiety Scale (STAS) developed by the researchers to elicit information about student teacher anxiety and the second was Student Teaching Practice Assessment Rating (STPAR), which is usually used to evaluate the student teacher performance during teaching practice in the Federal Colleges of Education in Nigeria. The instruments adopted the scale response type of 4 points.

Validity of Instruments

The validity of each of the two instruments used in this study was described as follows: Student Teacher Anxiety Scale (STAS): The instrument was designed by the researchers. The instrument was given to research experts in the Faculty of Education, University of Ibadan and the Federal College of Education, Special, Oyo, for their input. The experts made contributions in terms of relevance to the topic, clarity of language and adequacy of items. Also, the instrument was given to expert in statistics for final amendment and corrections. Their suggestions and corrections were used in producing the final draft of the instrument. Student Teaching Practice Assessment Rating (STPAR): The construct validity of the instrument was further ascertained by experts' judgments.

Reliability of Instruments

The researchers used test-retest reliability method to assess the reliability of the instruments. The test-retest was carried out six weeks after the first test. The instruments were administered to 50 student teachers who were not part of the sample in the study but randomly selected from Adeyemi College of Education, Ondo, Ondo State. Adeyemi College of Education, Ondo was selected as a pilot study simply because; the College has the same characteristics with other Colleges that were used for this study. The reliability indices of 0.82 for Student Teaching Practice Assessment Rating (STPAR) and 0.75 Student Teacher Anxiety Scale (STAS) were obtained using Cronbach Alpha technique. These values were deemed appropriate for the instruments to be used for the study.

Procedure for Data Collection

The Provosts of the chosen colleges were informed about the purpose of the study, and permission and cooperation of the College officers were obtained to allow the researchers carry out the research. The instruments were administered to the respondents on the day approved by the school authorities for the exercise. Two (2) weeks were used for the visitation, observation and training of the research assistants in different colleges of education used for the study respectively. However, two (2) weeks were also used for the administration and collection of research instruments across selected federal colleges of education respectively. On the whole, total number of weeks used were twelve weeks which is equivalent to one semester (three months) allocated for the teaching practice exercise of the student teachers.

By and large, the researchers administered the instruments on the respondents using the services of three research assistants. The researchers and the research assistants later went back to retrieve the completed instruments. The exercise lasted three Months. Out of 1500 instruments administered to the student teachers sampled, 1416 instruments were correctly filled and returned while eighty four (84) were the causality recorded on the field. As such, a high return rate of 94.4% was obtained at the end of the field work.

Method of Data Analysis

The Pearson Product Moment Correlation (PPMC) and Multiple Regression Statistical analysis of (SPSS) were used to analyse the data collected.

Results and Discussion of Findings

The study investigated into the teaching practice anxiety sources as correlates of teaching performance among student teachers in federal colleges of education in Southwestern Nigeria. Three research Questions were raised and answered. The results are presented below:

Research Question One: What is the relationship among teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) and teaching performance among student teachers in federal colleges of education?

Table 1: Descriptive statistics and Inter-correlations among the variables

Variables	N	Mean	SD	1	2	3	4	5	6	7	8	9
Teaching Performance	1416	45.54	28.37	1.00								
Teaching confidence	1416	21.44	16.50	.783**	1.00							
Supervision Anxiety	1416	18.94	12.63	.613**	.614	1.00						
Content Mastery	1416	15.54	10.37	.801**	.513	.451	1.00					
Relating with Others	1416	19.44	13.50	.832**	.435	.710	.662	1.00				
Relating with Students	1416	24.94	19.63	.713**	.534	.441	.651	.785	1.00			
Classroom Control	1416	25.54	21.37	.681**	.394	.651	.873	.459	.461	1.00		
Lesson Preparation	1416	26.44	20.50	.913**	.587	.483	.483	.751	.397	.431	1.00	
Lesson Presentation	1416	12.94	8.63	.837**	.513	.651	.752	.490	.504	.562	.672	1.00

Correlation is significant at the 0.05 level (2-tailed)

Table 1 contains descriptive statistics and inter-correlations among the study variables. As shown in the table 1, teaching performance among student teachers was significantly correlated with teaching confidence (r = .783; p<.05), supervision anxiety (r = .613; p<.05), content mastery (r = .801; p<.05), relating with other student teachers (r = .832; p<.05), relating with students (r = .713; p<.05), classroom control (r = .681; p<.05), lesson preparation (r = .913; p<.05) and lesson presentation (r= .837; p<.05). There were also significant correlations among the independent variables. In line with this study, Marais and Meier (2004) and Maphosa, Shumba & Shumba (2007) found that teaching practice is an integral component of teacher training. In order to achieve the standards required for qualified teacher status, a student teacher is required to do teaching practice in at least two

schools. According to Perry (2004), teaching practice can be conducted in a number of forms depending on the institution. Some institutions send student teachers to go for teaching practice once a day each week; others do this over a semester; while others send student teachers in a two-to six weeks' block. The new NCE minimum standards spell out that Teaching Practice should be done in the first semester of the third year for a period of three months. The reason for this is that the teaching method studied during course work needs to be implemented as subject to be done, which is less often done with expertise because skills are acquired and polished over time.

Research Question Two: What is the joint contribution of teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) to the prediction of teaching performance among student teachers in federal colleges of education?

Table 2: Joint contribution of the independent variables to the prediction of teaching performance among student teachers in federal colleges of education

R	R Square		Adjusted R Square	Std. Error of the Estimate
.617	.674		.168	9.6335
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression Residual Total	27409.57 130388.78 157798.35	8 1405 1415	3426.10 92.80	39.92	.000	Sig.

Table 2 shows that the independent variables when pulled together have significant effect on the teaching productivity among secondary school teachers. The value of R (adjusted) =.617 and R^2 (adjusted) =.674. The analysis of variance performed on the multiple regressions yielded an F-ratio value of 39.92 and was found to be significant at 0.05 level. In collaboration with this finding, studies have been conducted that have suggested that teaching can be perceived as a stressful profession by its members (Dibbon, 2004; Schaefer, 2001; Younghusband, 2000). Various reasons have been presented to explain the potential stressful nature of teaching. Examples include too many perceived demands along with a lack of perceived resources, work related charges associated with extra or different responsibilities, new programming implementations with little in-servicing or training, curriculum changes/restructuring with little in-servicing, insufficient preparation time to prepare for changes, perceived pressures to become involved in school activities outside of regular teacher duties and long work hours (i.e., due to too many demands to complete

during regular working hours) (Montalvo, Bair, & Boor, 1995). Student-teachers can also experience role ambiguity, especially when they are beginning their careers and also when major role changes arise. In addition, student-teachers can sometimes experience role conflict (e.g., competing expectations regarding the role of the teacher from various stakeholders such as principals, colleagues, parents, society, and the individual teacher).

Research Question Three: What is the relative contribution of teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) to the prediction of teaching performance among student teachers in federal colleges of education?

Table 3: Relative Contribution of Independent Variables to the Prediction of teaching performance among student teachers in federal colleges of education

Model	Unstandardized coefficients	Standardized coefficients			T	Sig	P
	B	Standard error	Beta	Rank			
Constant	27.68	5.521			5.013	0.00	P<0.05
Teaching confidence	4.12	.431	.515	2	4.094	0.00	P<0.05
Supervision Anxiety	2.35	.325	.207	7	2.129	0.00	P<0.05
Content Mastery	3.68	.511	.415	3	3.013	0.00	P<0.05
Relating with Others	1.12	.231	.217	6	0.094	0.02	P<0.05
Relating with Students	0.25	.125	.315	5	1.129	0.01	P<0.05
Classroom Control	7.16	.213	.732	1	5.013	0.00	P<0.05
Lesson Preparation	6.20	.341	.405	4	2.094	0.00	P<0.05
Lesson Presentation	3.35	.512	.107	7	0.009	0.02	P<0.05

Table 3 shows that each of the independent variables (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation) made a significant contribution to the prediction of teaching performance among student teachers in federal colleges of education. In term of magnitude of contribution, Classroom Control made the most significant contribution (Beta= .732; t= 5.013; P<0.05) to the prediction. Other variables made the contribution in the following order: Teaching confidence (Beta= .515; t= 4.094; P<0.05),

Content Mastery (Beta= .415; t= 3.013; P<0.05), Lesson Preparation (Beta= .405; t= 2.094; P<0.05), Relating with Students (Beta= .315; t= 1.129; P<0.05), Relating with Others (Beta= .217; t= .094; P<0.05) and Lesson Presentation (Beta= .107; t= .009; P<0.05). In collaboration with this finding, Morton, Vesco, Williams & Awender, (1997) report that student-teacher anxiety was related to evaluation, pedagogical, classroom management and staff relations factors. Capel (1997) reports in her study that was conducted among student teacher in Canterbury that anxiety was due to evaluation, professional preparation, classroom control and school staff factors. Student-teacher anxiety may serve to put up emotional barriers between teachers and their students, negatively impacting student-teacher relationship (Wisniewski and Gargiulo, 1997; Younghusband, 2000). Teaching practice, according to Perry (2004), is exciting but challenging since it is the first time a student is attempting what his/her lecturer do for them. On the other hand, student teachers could have doubts about their ability to cope with the situations, controlling and managing learners or establishing a working relationship with the mentor or supervisor. It is such mixed feelings that can contribute to the making or breaking of a student-teacher. All these working challenges in teaching practice for student-teachers lead to anxiety and this invariably affects performance.

Recommendations and conclusion
Recommendations
1.   The public and private schools should endeavour to provide enabling environment for the staff of the schools, so as to enhance their ICT literacy level and productivity. The teachers should be enlightened on the effects of ICT supply and utilization on literacy level. This will help in suggesting appropriate solution to the low ICT literacy level of teachers.
2.   The Colleges of Education and other institutions that prepare teachers should be regular orientation programmes and workshop for lecturers who function as supervisors during teaching practice on skills for effective supervision which will be geared towards positive impact on student teachers, instead of fear and anxiety.
3.   The terms of reference for the teaching practice committee should be to organise one orientation programme and workshop for the lecturers in which experts from other institutions are invited. Similarly, a compulsory teaching practice orientation programme should be organised for all the students before the commencement of teaching practice every year.
4.   Besides Colleges of Education and other teacher preparation institutions should have adequate preparation for their student teachers through adequate exposure to micro-teaching exercise in their institution, where they will be exposed to criticism and suggestions from colleagues and

lecturer attached. This would probably reduce their level of anxiety when on the teaching practice proper.

5. There should be orientation programmes for both the staff and the students prior to the period of teaching practice to prepare them for the task ahead with a good frame of mind. Such a programme should make clear what the lecturers would be looking for in the student teachers' performance and how marks are awarded. These should be made clear to both student and lecturers.

6. School counselors should intensify their effort to organize seminars/conferences on the implications of these teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation)so as to eradicate the persistent occurrence of low teaching performance among student teachers in federal colleges of education.

Conclusion

Base on the findings of this study, persistent low teaching performance among student teachers in federal colleges of education needs not to continue indefinitely. There is hope that with the improvement of teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation among others) the situation can be changed for the better. The study discovered that some of these factors influence the teaching performance among student teachers in federal colleges of education. By and large, teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation)have a great influence on teaching performance among student teachers in federal colleges of education. As such, it is very crucial to improve these teaching practice anxiety sources (Teaching confidence, Supervision Anxiety, Content Mastery, Relating with other Student Teachers, Relating with Students, Classroom Control, Lesson preparation and Lesson Presentation)so as to ameliorate the persistent occurrence of low teaching performance among student teachers in federal colleges of education in this great subject.

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