

RESEARCH ARTICLE

Anxiety of Practice Teachers on Final Teaching Demonstration

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Abstract

No studies have been conducted yet that focus on assessing students' anxiety levels during their final teaching demonstration. The study specifically aimed to identify the profile of the practice-teachers and determine their level of anxiety towards final teaching demonstrations, particularly in the areas of lesson planning, class management, and evaluation, leading to the proposal of interventions to manage their anxiety. A descriptive survey research design was utilized in this study. There were a total of 34 respondents, who were teacher education students at the Eastern Visayas State University-Tanauan Campus, Philippines, practicing as pre-service teachers in the second semester of the academic year 2019-2020. They were chosen using a total enumeration sampling design. The instrument used was adapted from The Student Teacher Anxiety Scale (STAS) by Hart (1987). The findings of the study revealed that generally, the student teachers experienced a normal level of anxiety for lesson planning during their final teaching demonstration. However, there is a need for them to improve their knowledge about the application of different teaching strategies. The student teachers also feel the same normal level of anxiety when it comes to class management. And lastly, they experienced an acceptable level of anxiety about being evaluated, although they tend to be very anxious about whether their performance will be accepted by their respective evaluators. The researchers recommend more training workshops about lesson planning for the students and letting them practice more teaching demonstrations to help manage their anxiety during their final teaching demonstration.

KEYWORDS:

practice teachers, teaching demonstration

1 | INTRODUCTION

For students in education programs, on-the-job training, also known as teaching practicum, plays a crucial part in their learning experience and preparation to become teachers after graduation (Heikonen et al., 2017; Saariaho et al., 2016; Ahonen et al., 2015). The goal of the teaching practicum is to help students get familiar with educational practice, practice teacher responsibilities, engage in teaching, and prepare a final internship report (Loc, 2014). This also enables students to connect theoretical knowledge with practice, or the art of teaching (Korthagen & Kessels, 1999). Part of this includes having the final teaching demonstration, which is one of the most important requirements for an education major student to finish the teaching practicum. According to Enoc (2019), a teaching demonstration, also known as a lesson demonstration, is a pre-planned lesson that is given

to a group of junior and senior high school students over the course of 50 to 90 minutes. It is the time when the students' knowledge and skills gained their entire practice teaching period will be applied and evaluated by their mentors and other professional educators. Accomplishing this important requisite in their curriculum is inevitably causing anxiety in these students. Teaching practicum is, in fact, one of the causes of student teachers feeling and experiencing stress, anxiety, and anxieties, according to the literature (Voss and Kunter 2019; Danyluk, 2013; Murray-Harvey et al., 2000).

According to the American Psychological Association (2021), anxiety is an emotion described as a feeling of tension, troubled thoughts, and physiological changes such as an increase in blood pressure. Similarly, anxiety, according to Scovel (1978), is a feeling of unease, worry, or fear brought on by the anticipation of something undesirable. One theory that explains anxiety is from the Existentialist perspective. Martin Heidegger (1889-1976) an existentialist, claimed that anxiety roots from the awareness of a person that his existence is not a consequence of his choice, but of having his existence thrown upon him (Aubenque, 1976). Feeling the fear of dealing with an inconceivable and threatening world. Student teachers may experience this kind of anxiety when they are performing their final teaching demonstration, especially since they have no control over what will happen to their final performance. They are not certain how their students will behave while they are doing their final teaching demonstration, and they also have no idea how their evaluators will perceive their performance. Moreover, according to May (1977) and other existentialists, anxiety can be distinguished into two major types: normal anxiety and neurotic anxiety. Normal anxiety is appropriate for the situation that the individual faces in his life. It is not usually repressed and can offer an opportunity to confront existential dilemmas such as responsibility and choices. On the other hand, neurotic anxiety is a reaction blown out of proportion or inappropriate for a particular event (Sharf, 2015). Student teachers performing their final teaching demonstration ought to experience this kind of normal anxiety for the reason that this is one of their final requirements to complete their chosen course. They are also aware that it is their responsibility to perform well in this activity since they have been trained for this during their years in college.

The majority of studies in the literature on practice teachers' anxiety focused on studying anxiety experienced by practice teachers throughout their entire practicum (Han & Takkaç-Tulgar, 2019; Voss and Kunter, 2019; Eksi & Yakisik, 2016; Akinsola, 2014; Agustiana, 2014; Danyluk, 2013; Ngidi & Sibaya, 2003; Murray-Harvey et al., 2000). But no studies have been conducted yet that focused directly on assessing students' anxiety levels during their practicum final teaching demonstration. Hence, this study was realized and served as baseline data towards anxiety in teaching practicum final teaching demonstration. The study is designed to benefit the institution and, in particular, students by allowing them to understand the source of their own anxiety and develop strategies to manage it. This study could also help the teacher education department develop and implement appropriate interventions to help practice teachers feel less anxious during final teaching demonstrations, as well as future researchers who can use the instrument to conduct similar studies to confirm or refute the findings.

This study was conducted during the face-to-face final teaching demonstrations of the students before the COVID-19 pandemic. The study assessed practice-teachers' levels of anxiety on the final teaching demonstration. Specifically, it explored the following: determining the profile of the practice-teachers in terms of sex, age, degree program, and specialization; 2) assessing the level of anxiety of practice teachers during their final teaching demonstration in terms of lesson planning, class management, and evaluation; 3) measuring the significant relationship between students' profiles and their anxiety during the final teaching demonstration; and 4) measuring the significant difference between students' profiles and their anxiety during the final teaching demonstration.

2 | CONCEPTUAL FRAMEWORK

Figure 1 presents the variables in the study. The profile of the students in terms of sex, age, degree program, and specialization was determined, as well as their level of anxiety during their final teaching demonstration, particularly in the aspects of lesson planning, class management, and evaluation. Further, the study assessed the significant relationships between the student profiles and their level of anxiety on the three mentioned sub-variables. Likewise, the significance of the difference in the teaching demonstration anxiety between students' sex, degree program, and specialization

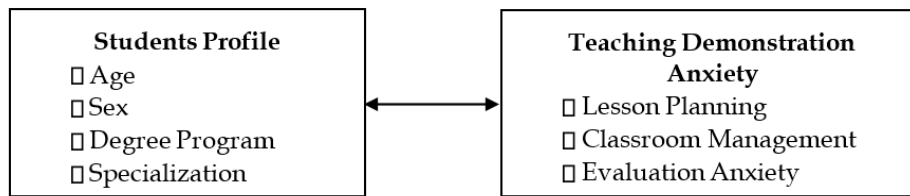


FIGURE 1 Conceptual Framework of the Study

3 | METHODOLOGY

3.1 | Research Design

The researchers utilized a descriptive-correlational research design to describe and explore the relationships and differences between variables under study (Nassaji, 2015). The design was deemed appropriate in the study since the study focused on describing and evaluating the level of anxiety perceived by the students during their final teaching demonstration in terms of lesson planning anxiety, class management anxiety, and evaluation anxiety. Similarly, the profile and teaching demonstration variables have a significant relationship and difference.

3.2 | Research Respondents

The respondents of the study were the teacher education students of the Eastern Visayas State University-Tanauan Campus, Philippines, who practiced as pre-service teachers in the second semester of the academic year 2019-2020. A total of 34 practice teachers who performed their final teaching demonstrations before the cancellation of classes due to the COVID-19 pandemic were identified. The students were under the Bachelor of Secondary Education majoring in Technology Livelihood Education (BSED-TLE) and the Diploma of Teaching Secondary Education (DTSE).

3.3 | Research Instruments

The researchers adapted the Student Teacher Anxiety Scale (STAS) developed by Hart (1987). This instrument has been utilized by previous studies conducted (Capel, 1997; Morton et al., 1997; Ngidi & Sibaya, 2003; Paker, 2011; Akhter et al., 2016) to measure the anxiety of practice teachers in their teaching practicum. These studies validated the instrument by conducting factor analysis to determine the emergent constructs among the items and reliability tests. The researchers modified the instrument to make it more aligned with the objectives of the current study. The altered questionnaire's item adequacy, comprehensiveness, and relevance were quantified using expert validity (Connell et al., 2018). Four (4) senior faculty in education with at least 5 years of teaching experience in science, mathematics, technology, livelihood, civil technology, and English, as well as the head of the teacher education department, the head of the research office, and one (1) faculty specializing in statistics, were invited to rate the instrument. The original tool included 26 items. However, the current scale has 23 items divided into three dimensions: lesson planning anxiety, classroom management anxiety, and evaluation anxiety.

The respondents were asked to rate the scale using a 5-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). In the analysis, the researchers used a scale ranging from not at all anxious to extremely anxious to qualitatively interpret the scale. Cronbach's Alpha was used to assess the modified tool's reliability (Taber, 2017, Peterson & Kim, 2013), and the estimated coefficients ranged from 0.888 to 0.951, indicating that the measurements were accurate.

3.4 | Ethical Consideration

This study followed the ethical standard for the protection and safety of the student-respondents. The proposal for this research was submitted to the Research Development and Extension Hearing of Eastern Visayas State University, where it was reviewed and approved. Upon approval, the data gathering process has commenced. The researchers observed fidelity and responsibility for the respondents during the conduct of the study, as well as ensured the integrity of the data gathered. The researchers treated all the data and information from the study with privacy and confidentiality. Participation of the respondents in the

study was voluntary. They were also oriented regarding the following: (1) purpose and objectives of the research; (2) mutual responsibilities; (3) right of the participants to withdraw from participating in the study; (4) possible consequences of refusing or withdrawing; (5) research benefits; (6) incentives of participating; (7) contact person; and (8) confidentiality of the study. Then, they were asked to agree to the informed consent.

3.5 | Data Gathering Procedure

Before beginning the data collection, the researchers confirmed that all guidelines were followed. Data collection was conducted for the entire month of March 2020. During the survey, the researchers discussed the study's objectives, importance, and needs, as well as the ethical considerations, and assured them that any responses they provided would be kept confidential and utilized solely for the study. After the respondent's final teaching presentation, the instrument was distributed by personal distribution. All of the data was electronically coded and saved for further study.

3.6 | Treatment of Data

The researcher employed descriptive statistics such as frequency and percentage, median, mean, and standard deviation to calculate the percent distribution of the practice teachers' profile attributes and completely characterize their level of anxiety during the final teaching demonstration. Furthermore, the significant association between profile and anxiety factors was investigated using the methods of Pearson r , Point-Biserial correlation (Kornbrot, 2014), and Eta correlation. The data showed a non-normal distribution when the levels of final teaching demonstration anxiety were grouped by sex, degree program, and field of specialization. As a result, non-parametric tests were performed. The Mann-Whitney U test (McKight & Najab, 2010) was also performed to see if there was a significant difference in lesson planning, classroom management, and evaluation anxiety based on sex and degree program. Similarly, the Kruskal-Wallis test (McKight & Najab, 2010) was used to determine whether there was a significant difference between the field of specialization and the final teaching demonstration. All the statistical analyses were performed using IBM SPSS version 22.

4 | RESULTS AND DISCUSSIONS

4.1 | Profile of the Respondents

In this section, the profile characteristics of the respondents according to sex, age, degree program, and field of specialization are described and presented in the following tables.

Table 1 presents the distribution of respondents according to sex. This reveals that female respondents account for 82.35 percent of the total, while male respondents account for only 17.65 percent. This suggests that the majority of student teachers who were completing their internship program and were capable of performing the final teaching demonstration were female.

TABLE 1 Distribution of Students According to Sex

Sex	Frequency	Percent
Male	6	17.65
Female	28	82.35
Total	34	100.00

The age distribution of respondents is shown in Table 2 . It shows that most of the respondents, 61.71 percent, are between the ages of 20 and 26. The students, ages 27 to 33 years old, came in second, with 26.47 percent. While only 4 or 11.76 percent of students were 34 and above years old. The average age of the students was 26.38 (SD = 5.18). This means that the majority of student practice teachers in the internship program are of college age; on the other hand, only a small percentage of student teachers are considered adults.

TABLE 2 Distribution of Students According to Sex

Age	Frequency	Percent
34 and Above	4	11.76
27-33	9	26.47
20-26	21	61.76
Total	34	100.00

Mean = 26.38, SD = 5.18

Table 3 shows that BSED TLE students comprise the majority of respondents (61.8 percent or 21), whereas DTS students account for just 13 or 38.2 percent. The findings indicate that the majority of students completing their practice teaching internship in the second semester of the school year are majoring in BSED TLE.

TABLE 3 Distribution of Student According to Degree Program

Specialization	Frequency	Percent
DTS	13	38.2
BSED TLE	21	61.8
Total	34	100.00

Note: DT – Diploma of Teaching Secondary

Bachelor of Secondary Education major in Technology and Livelihood Education

Table 4 displays the distribution of respondents in terms of specialization. According to the data, 26.5 percent of student teachers who completed final teaching demonstrations majored in Civil Technology. This was followed by students majoring in Food Technology, who accounted for 7 or 20.6 percent of the total. Mathematics and Social Science majors account for the same percentage of students, but Science majors account for only 5.9 percent of the total.

TABLE 4 Distribution of Students According to Specialization

Specialization	Frequency	Percent
Food Technology	7	20.6
Civil Technology	9	26.5
Garments	6	17.6
Science	2	5.9
Mathematics	5	14.7
Social Science	5	14.7
Total	34	100.00

4.2 | Final Teaching Demonstration Anxiety

The following discussions are centered on the level of anxiety perceived by the student practice teachers during the final teaching demonstration in terms of lesson planning, class management, and evaluation variables.

Table 5 shows that during the final teaching demonstration, the overall mean level of lesson planning anxiety among student practice teachers was 3.18 (SD = 0.96), which is characterized as moderately anxious. It implies that students were feeling

moderately anxious about their lesson planning at the time they performed the demonstration. However, it's worth noting that the statements "I feel anxious about whether or not I selected the appropriate teaching strategy for my lesson," "I feel anxious about whether or not I covered the teaching material adequately," and "I feel anxious about whether or not my lesson plan is adequate" were among the indicators that were perceived by the students to be very anxious about during their final teaching demonstrations, with median scores of 4.00, 3.50, and 3.50, respectively.

TABLE 5 Level of Lesson Planning Anxiety of Student Practice Teachers during Final Teaching Demonstration

Statement	Median	Interpretation
1. I feel anxious about selecting suitable lesson content.	2.50	little anxious
2. I feel anxious about whether I selected the appropriate teaching strategy for my lesson.	4.00	Very anxious
3. I feel anxious about whether or not I covered the teaching material adequately.	3.50	Very anxious
4. I feel anxious about completing my lesson plan within the prescribed time.	3.00	Moderately anxious
5. I feel anxious about whether or not my lesson plan is adequate	3.50	Very anxious
Overall Mean	3.18	Moderately anxious
SD	0.96	

Note: 1.00-1.80 = not at all anxious; 1.81-2.60 = a little anxious

2.61-3.40 = moderately anxious; 3.41-4.20 = very anxious; 4.21-5.00 = extremely anxious

Table 6 shows the level of class management anxiety of student practice-teachers during their final teaching demonstration. The findings show that overall, the students are moderately anxious ($M = 2.77$; $SD = 0.83$) about class management during their final teaching demonstration. Moreover, during the final teaching demonstration, students only felt a little anxious about maintaining a lively approach in class, controlling the noise level in the class, and managing their class.

TABLE 6 Level of Class Management Anxiety of Student Practice Teachers during Final Teaching Demonstration

Statement	Median	Interpretation
1. I feel anxious about managing my class.	2.00	A little anxious
2. I feel anxious about setting work at the right level for the learners.	3.00	Moderately anxious
3. I feel anxious about how to give each learner the attention he/she needs without neglecting others.	3.00	Moderately anxious
4. I feel anxious about controlling the noise level in the class.	2.00	A little anxious
5. I feel anxious about incidents of misbehavior in class.	3.00	Moderately anxious
6. I feel anxious about problems on disruptive learners in the class.	3.00	Moderately anxious
7. I feel anxious about handling defiance from a learner.	3.00	Moderately anxious
8. I feel anxious about maintaining a lively approach in class.	2.00	A little anxious
9. I feel anxious about the number of students who are absent during my class.	3.00	Moderately anxious
Overall Mean	2.77	Moderately anxious
SD	0.83	

Note: 1.00-1.80 = not at all anxious; 1.81-2.60 = a little anxious

2.61-3.40 = moderately anxious; 3.41-4.20 = very anxious; 4.21-5.00 = extremely anxious

Table 7 shows the students' levels of evaluation anxiety during the final teaching demonstration. With the highest median score of 3.50, the results reveal that students were very anxious about whether their final teaching demonstration performance would be accepted by their evaluators. Students, on the other hand, were only a little anxious about whether or not their voices were modulated properly while lecturing.

The students, on average, exhibit a moderate level of evaluation anxiety ($M=3.00$; $SD=0.98$). This indicates that they are feeling moderately anxious while performing their final teaching demonstration in front of their evaluators.

TABLE 7 Level of Evaluation Anxiety of Student Practice Teachers during Final Teaching Demonstration

Statement	Median	Interpretation
1. I feel anxious about being evaluated by the evaluators while teaching (cooperating teachers, school principal, department instructors).	3.00	Moderately anxious
2. I feel anxious about how my final teaching demonstration will be accepted by the evaluators.	3.50	Very anxious
3. I feel anxious about getting all the paperwork done in time.	3.00	Moderately anxious
4. I feel anxious about the expectations of my evaluators.	3.00	Moderately anxious
5. I feel anxious about whether or not my performance is satisfactory from the point of view of the evaluators.	3.00	Moderately anxious
6. I feel anxious about the number of evaluators during my final teaching demonstration.	3.00	Moderately anxious
7. I feel anxious seeing my evaluators during my final teaching demonstration.	3.00	Moderately anxious
8. I feel anxious about how I present myself in front of the evaluators and learners.	3.00	Moderately anxious
9. I feel anxious whether or not my voice is well modulated while teaching.	2.00	A little anxious
Overall Mean	3.00	Moderately anxious
SD	0.98	

Note: 1.00-1.80 = not at all anxious; 1.81-2.60 = a little anxious

2.61-3.40 = moderately anxious; 3.41-4.20 = very anxious; 4.21-5.00 = extremely anxious

4.3 | Relationship between Practice Teachers' Profile and Teaching Demonstration Anxiety

Tables 8 to 11 show the results of the relationships between teaching demonstration anxiety variables – lesson planning anxiety, classroom management anxiety, and evaluation anxiety – and profile variables like age, sex, degree program, and field of specialization.

According to lesson planning, classroom management, and assessment, none of the profile attributes age, sex, degree program, or field of specialization were shown to have a significant relationship on final teaching demonstration anxiety ($p>0.05$). This implies that students' age, sex, degree program, and field of specialization had no bearing on the level of anxiety experienced by practicing teachers during their final teaching demonstration.

4.4 | Difference between Practice Teachers' Profile and Teaching Demonstration Anxiety

Tables 12 to 14 present the findings on the test of the difference between practicing teachers' sex, degree program, and field of specialization. The Mann Whitney U test and the Kruskal-Wallis test were utilized to answer the problem.

Table 12 shows that there was no significant difference computed between practice teachers' sex and the perceived level of final teaching demonstration anxiety according to lesson planning, classroom management, and evaluation ($p<0.05$). Based on

TABLE 8 Relationship between Age and Teaching Demonstration Anxiety

Teaching Demonstration Anxiety	Pearson Correlation	p-value	Interpretation
Lesson Planning Anxiety	0.333	0.062	Not Significant
Classroom Management Anxiety	0.068	0.710	Not Significant
Evaluation Anxiety	-0.018	0.924	Not Significant

Note: Correlation is significant at the 0.05 level ($p < 0.05$)

TABLE 9 Relationship between Sex and Teaching Demonstration Anxiety

Teaching Demonstration Anxiety	P-B Correlation	p-value	Interpretation
Lesson Planning Anxiety	-0.156	0.392	Not Significant
Classroom Management Anxiety	-0.071	0.699	Not Significant
Evaluation Anxiety	0.035	0.851	Not Significant

Note: Correlation is significant at the 0.05 level ($p < 0.05$)

TABLE 10 Relationship between Degree Program and Teaching Demonstration Anxiety

Teaching Demonstration Anxiety	Eta Correlation	p-value	Interpretation
Lesson Planning Anxiety	-0.133	0.469	Not Significant
Classroom Management Anxiety	-0.191	0.296	Not Significant
Evaluation Anxiety	-0.217	0.232	Not Significant

Note: Correlation is significant at the 0.05 level ($p < 0.05$)

TABLE 11 Relationship between Field of Specialization and Teaching Demonstration Anxiety

Teaching Demonstration Anxiety	Eta Correlation	p-value	Interpretation
Lesson Planning Anxiety	0.500	0.132	Not Significant
Classroom Management Anxiety	0.554	0.055	Not Significant
Evaluation Anxiety	0.472	0.192	Not Significant

Note: Correlation is significant at the 0.05 level ($p < 0.05$)

the sample data collected, the results show that the level of anxiety on the final teaching demonstration is perceived as the same by both male and female practice teachers.

Similarly, Table 13 reveals that there was no significant difference found between the practice teacher degree program and the perceived level of final teaching demonstration anxiety according to lesson planning, classroom management, and evaluation ($p < 0.05$). The results imply that the level of anxiety on final teaching demonstration perceived by BSED TLE and DTS major practice teachers are equal based on the sample data gathered.

The field of specialization of practicing teachers was statistically significant in lesson planning anxiety ($p < 0.05$) among the teaching demonstration anxiety components. This suggests that students' anxiety about lesson planning varies greatly depending on their field of study.

A pairwise comparison in Table 15 was conducted to pinpoint which fields of specialization are experiencing higher and lesser levels of lesson planning anxiety. The pairwise comparison reveals that when the Social Science student majors are compared to Civil Technology majors as well as Garment majors, they are statistically different according to their lesson planning anxiety experienced. Moreover, the same goes for those students majoring in Food Technology, wherein their lesson planning anxiety is statistically significantly different from those in Civil Technology and Garments majors.

TABLE 12 Significant Difference between Practice Teachers Sex and Final Teaching Demonstration Anxiety

Teaching Demonstration Anxiety	Mann-Whitney U Value	p-value	Interpretation
Lesson Planning	64.000	0.497	Not Significant
Classroom Management	73.500	0.828	Not Significant
Evaluation	79.000	0.961	Not Significant

Note: Correlation is significant at the 0.05 level ($p < 0.05$)

TABLE 13 Significant Difference between Practice Teachers Degree Program and Final Teaching Demonstration Anxiety

Teaching Demonstration Anxiety	Mann-Whitney U Value	p-value	Interpretation
Lesson Planning	93.000	0.291	Not Significant
Classroom Management	90.000	0.242	Not Significant
Evaluation	93.500	0.301	Not Significant

Note: Correlation is significant at the 0.05 level ($p < 0.05$)

TABLE 14 Significant Difference between Practice Teachers Specialization and Final Teaching Demonstration Anxiety

Teaching Demonstration Anxiety	K-W Test Statistic	p-value	Interpretation
Lesson Planning	10.262	0.036	Significant
Classroom Management	8.040	0.090	Not Significant
Evaluation	6.338	0.175	Not Significant

Note: Correlation is significant at the 0.05 level ($p < 0.05$)

TABLE 15 Pairwise Comparison of Lesson Planning Anxiety According to Field of Specialization

Specialization 1-Specialization 2	Test Statistic	p-value	Interpretation
Social Science-Food Technology	0.081	0.935	Not Significant
Social Science-Mathematics	1.320	0.187	Not Significant
Social Science-Civil Technology	2.084	0.037	Significant
Social Science-Garments	2.293	0.022	Significant
Food Technology-Mathematics	-1.345	0.179	Not Significant
Food Technology-Civil Technology	-2.212	0.027	Significant
Food Technology-Garments	-2.410	0.016	Significant
Mathematics-Civil Technology	0.587	0.558	Not Significant
Mathematics-Garments	0.914	0.361	Not Significant
Civil Technology-Garments	-0.429	0.668	Not Significant

Note: Correlation is significant at the 0.05 level ($p < 0.05$)

5 | CONCLUSION AND RECOMMENDATIONS

The majority of student teachers who were experiencing a certain level of anxiety during the face-to-face final teaching demonstration before the COVID-19 pandemic were females and at the right age for college. Most of them were under the program BSED-TLE, with the major being Civil Technology.

Generally, the student teachers experienced a normal level of anxiety for lesson planning during the face-to-face final teaching demonstration before the COVID-19 pandemic. However, there is a need for them to improve their knowledge of the application of teaching strategies in their lessons to be more confident about their lesson planning.

The student teachers also feel the same normal level of anxiety when it comes to class management. They are somehow able to manage the behavior of their students during the face-to-face final teaching demonstration. The anxiety of the student teachers about being subjected to evaluation during the face-to-face final teaching demonstration is likewise at an acceptable level. Although they tend to be very anxious about whether their performance will be accepted by their respective evaluators.

Age, gender, degree program, and field of specialization have no statistically significant bearing on the level of anxiety experienced by practicing teachers when it comes to lesson preparation, classroom management, and evaluation. On the other hand, only the lesson planning anxiety variable was demonstrated to be substantially linked based on the students' field of specialization in comparison analyses between profile and degree of anxiety variables.

In order to improve the confidence of the student teachers in their lesson planning, more activities or training workshops about lesson planning are recommended. This will help them explore more the application of the different teaching strategies that they might appropriately use in their lessons.

To manage the anxiety of the student teachers about being evaluated, practicing more teaching demonstrations will help them be more at ease with their final teaching performance.

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