

STUDENT- TEACHERS' CHARACTERISTICS AND THEIR ANXIETIES RELATED TO PRACTICE TEACHING: BASIS FOR PRACTICUM ENHANCEMENT

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Abstract

Practice teaching is the apex of the pre-service education wherein the student-teachers got the chance to experience the teaching-learning process in the real setting. The study explores the CED-USM secondary student-teachers' personal characteristics and their anxieties related to practice teaching.

Respondents were selected using stratified random sampling, fifty percent (50%) for BSE student-teachers, and complete enumeration for second-coursers (CPEC) student- teachers. There were 83 BSE and 58 CPEC respondents together with their respective cooperating teachers. The researcher made use of two sets of questionnaire. The questionnaire was validated and had a reliability index of 0.9748 (Very High) which was calculated using Cronbach Alpha techniques. The first set was answered by student-teachers and the second set was answered by student-teachers cooperating teachers. Data gathered were analyzed through descriptive statistics, multiple regression analysis and T-test for independent samples.

Results revealed that student-teachers needed to enhance their emotional stability, drive and commitment, and communication skills since these were the areas with lowest means. Personal characteristics significantly influenced the student-teachers' anxiety particularly, their optimism.

Moreover, practicum assignment significantly influenced student-teachers' anxiety particularly number of preparation/s taught by student-teachers. Those student-teachers handling one preparation/subject had lesser anxiety since they had more time to study and make their instructional materials. Thus, they were more prepared in their teaching.

Further, it was found that BSE respondents were more optimistic and had better communication skills compared to CPEC respondents. There were no significant differences in the anxiety levels of BSE and CPEC student-teachers.

Keywords: Practice teaching, student- teachers' anxieties, teachers' personal characteristics, second-coursers, school-related factors

INTRODUCTION

Anxiety is an important consideration in teaching, with implications for classroom success. Research has shown that students are concerned about practice teaching (Cowden, 2009; Butler, 2010). Empirical findings support the notion that a high level of anxiety among student-teachers may be tied to various negative consequences such as class control problems and classroom disruptions. Hart (1987) also reported a positive correlation between student teacher anxiety and classroom disruptions. Therefore, anxiety appears to be a relevant characteristic of student teachers.

Anxiety is when a student experiences excessive and uncontrollable worry about future and past events, excessive concern about performing competently and significant self-consciousness. Students with

anxiety often have negative views about their ability to cope with stressful academic situations. They believe that they do not have the skills necessary to cope with a particular threat (Wolfe, 2005). Therefore, they believe they don't have control or are losing control over. Students with anxiety often misunderstood or exaggerated the importance of the situation.

A number of studies in various countries have explored the extent to which student teachers experience anxiety from practice teaching related factors. Some studies indicate that student teachers experience moderate levels of anxiety (Morton, Vesco, William and Awender (1997) while others show that student teachers report high anxiety levels (Cowden, 2009; Butler, 2010).

In the school setting, anxiety is experienced often by students when being evaluated, such as when taking a test or giving a public performance. When test anxiety is severe, it can have significant negative effects on a student's ability to perform at an optimal level. Huberty (2009) asserts that test anxiety overtime, tends to contribute to more pervasive underachievement. He describes the consequences of chronic test anxiety including lowered self-esteem, reduced effort, and loss of motivation for school tasks.

Several studies have also looked at the nature of student teacher anxieties related to practice teaching. It was shown those student teachers in Great Britain experience anxiety from factors such as evaluation, pupil and professional concerns, class control and teaching practice requirements (Hart, 1987). In Canada, Morton *et al.* (1997) reported that student teacher anxieties were related to evaluation, pedagogical, classroom management and staff relations factors. Capel (1997) reported in her study that she conducted among student teachers in Canterbury that anxiety was due to evaluation, professional preparation, class control, and school staff factors.

Notably, student teacher anxiety factors related to practice teaching are common in many countries. These studies also reveal that student teachers world-wide are anxious about evaluation. Researchers have noted that student teachers' perceptions of potential sources of anxiety related to practice teaching can vary greatly from individual to individual. They further assert that there are differential reactions to stressors as a function of variables such as personality (Fontana & Abouserie, 1993), culture or even sex.

Moreover, Hobson *et al* (2006) reported that student teachers felt most pressure, and that it was here that the expectations versus reality mismatch described above appears most marked. One school-based issue was workload, which most of these trainees reported to have found extremely demanding. They indicated that lesson planning was very time consuming, which on some occasions saw trainees working into the early hours. Within this context case study participants who either delayed or left their practice teaching reported that they had also experienced difficulties with: school-based mentors; other school-based staff; and / or the type of school / range of schools they were placed in. In relation to reported difficulties with school-based mentors, problems could be caused purely through a mentor's lack of availability, because of a lack of synergy between the trainee's and the mentors timetable.

Causes of anxiety can be a result of biological and psychological factors that are intertwined in a complex manner. Academic anxiety is also associated with other emotional or behavioral disorders (Smith, 2009). Regardless of the cause or the type, academic anxiety can be managed. Teachers must be aware of the management strategies available such as positive reinforcement, clear directions, with examples, etc. will help students with academic anxiety perform better. Academic anxiety is often learned, which means they can be "unlearned".

Therefore, it is vital that teachers, parents, and caretakers are knowledgeable and prepared to help students with academic anxiety overcome their challenges. Interesting, academic anxiety is not just experienced by students, (Tummala-Narra, 2009) found that anxiety is felt both by students and instructors. To enhance learning effectiveness, teachers are encouraged to identify anxiety-provoking situations and provide a supportive learning environment so that the learners can devote their complete working memory resources to the learning tasks. Anxiety consumes the resources of working memory, thus impeding on an individual ability to perform effectively. Not a lot of clinical research on academic anxiety because many people just pass it off as something normal that students experience (Cunningham, 2008).

Objectives of the Study

The primordial objective of the study was to determine the secondary student- teachers' personal characteristics and their anxieties related to practice teaching of College of Education, University of Southern Mindanao, Kabacan, Cotabato. Specifically, the study aimed to:

1. determine the socio-academic profile of the student- teachers and their practicum assignment;
2. determine the personal characteristics of the student- teachers;
3. find out the extent to which student teachers experience anxiety with regard to practice teaching related factors such as:
 - a. Evaluation Anxiety
 - b. Class Control Anxiety
 - c. Professional Preparation Anxiety
 - d. School Staff Anxiety
 - e. Unsuccessful Lesson Anxiety
4. determine whether there exists a significant relationship between student-teachers' characteristics and their anxiety levels regarding practice teaching related factors across student type (regular and second-courser);
5. determine whether there exists a significant difference in the personal characteristics, and anxieties of regular and Certificate of Professional Education Courses (CPEC) practice teachers.

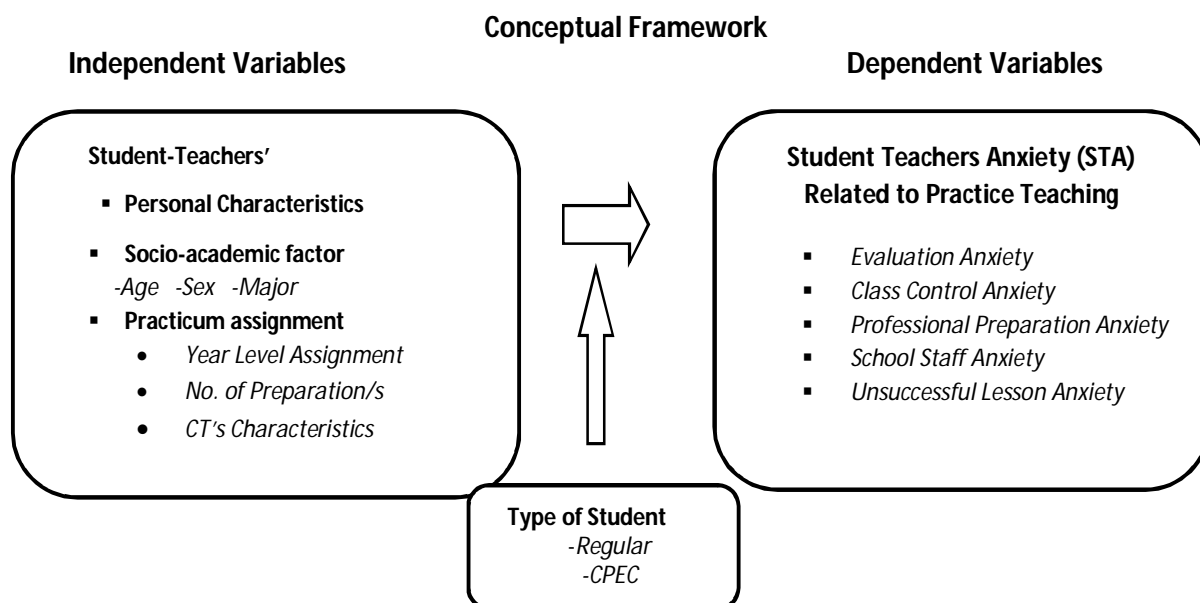


Figure 1. A schematic diagram showing the independent and dependent variables of the study.

METHODOLOGY

Research Design

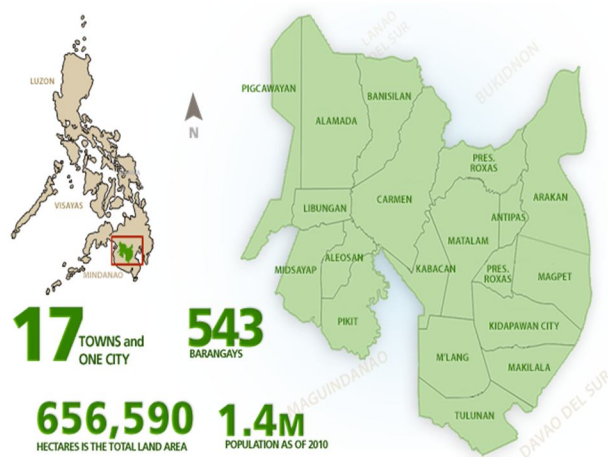
The study employed a descriptive-correlational research design which dealt with the personal characteristics and anxieties related to practice teaching of the secondary student- teachers.

Descriptive research was used in the investigation of the personal characteristics as well as their anxieties. Correlational research was used in exploring the relationship of socio-academic, personal and school-related factors to the anxieties of the student-teachers.

Respondents of the Study

One hundred forty-one (141) student-teachers and their cooperating teachers served as respondents of the study. They were composed of eighty- three (83) out of 160 or 51.88% of the regular Bachelor of Secondary Education (BSE) students with eight major fields and fifty eight (58) out of 59 or 98.31% second-coursers.

Locale of the Study



The study was conducted in the different Cooperating Schools of the student- teachers in the Cotabato Province. These were Carmen National High School, Kabacan National High School, Osias High School, Gil Manalo High School, University Laboratory School, Sikitan High School, Makilala National High School, Tulunan National High School, Mlang National High School, Aringay High School.

The collected data through the questionnaires were tallied, analyzed and interpreted at the College of Education and Graduate School, University of Southern Mindanao, Kabacan, Cotabato.

Figure 1. Cotabato Province, Region XII, Philippines.

Sampling Procedure

Stratified random sampling was used in determining the respondents of the study. Fifty percent (50%) of the regular BSE and complete enumeration of CPEC students who had their practice teaching in the 2nd Semester SY 2014-2015 were selected through the following procedures: First, the researcher availed a list of student- teachers for the regular and CPEC student teachers. Second, to ensure the strict observance of the equal chance of being chosen rule in statistics, simple random sampling through lottery method was used in selecting the BSE respondents.

Data Gathering Procedure

The researcher located the student-teacher respondents based on their assigned schools. Then, the researcher visited them one by one and conducted a survey during the field visits in the different Cooperating Schools. The first instrument was filled-up by student-teachers in the first set for their personal characteristics and anxiety related to practice teaching in the second set. The second instrument was filled-up by their Cooperating Teachers regarding their personal profile.

The first 30 respondents' answers were encoded and submitted to the statistician for validity testing. After the data collection, data were encoded, tallied and solved to get the average mean that interpreted their personal, pedagogical and professional characteristics. Then, these were compared to find significant difference between regular BSE and CPEC student characteristics. The student-teachers' anxieties were interpreted using the scale. The data were then tabulated and analyzed according to the objectives of the study under the supervision of the statistician.

Research Instrument

The researcher made use of two sets of questionnaire. The questionnaire was validated and has a reliability index of 0.9748 (Very High) which was calculated using Cronbach Alpha techniques.

First set with three parts was answered by the student-teachers as follows:

Part I: The first block is the student teachers profile.

Part II: The second block includes the personal characteristics of the student teachers with a five Likert scale. The researcher made use of Module 4: Professionalism and Personal Welfare based on Personal Qualities of Good Teachers authored by Orstein (1990) published by Teacher Education Council (2009), Department of Education.

Part III: In the third block for anxiety level of student-teachers, the researcher made use of the standardized questionnaire, the Student-Teachers Anxiety Scale (STAS).

Previous studies have used the Student-Teachers Anxiety Scale (STAS) as an instrument to measure student teacher anxieties related to practice teaching (Capel, 1997; Morton *et al.*, 1997). This scale was developed by Hart (1987) using samples of student teachers in England. In order to validate STAS items, these studies used factor analysis for the purpose of identifying those items that tend to form clusters. A five-point Likert-type scale was used. Respondents were asked to circle the number which best described how they perceived each of the statements with regard to practice teaching. The ratings were: Very much (4), Moderately (3), Somewhat (2), Rarely (1), Never (0). The work of Morton *et al.*, (1997) and Hart (1987) provided a framework for the construction of the instrument used in the present study.

Statistical Tool

The following methods of analysis were employed:

1. Descriptive Statistics such as frequency, percentage, mean, and standard deviation was used to describe the personal, pedagogical, professional characteristics and anxiety level.
2. Regression analysis was used in determining whether there exists a significant relationship between student teachers' characteristics and anxiety levels regarding practice teaching-related factors across student type.
3. T-test for independent sample was used in determining whether there exists a significant difference between student-teachers' characteristics and anxiety level of regular and CPEC student teachers.

RESULTS AND DISCUSSION

Socio-academic Characteristics of the Respondents

Majority of the respondents were aged 19-21 (71%) years old, female (77.3%), BSE student-teachers' (58.9%) and had two (2) preparations (51.8%) most were assigned in 2nd year level (36.2%) and TLE majors (23.4%).

Characteristics of Student Teachers' Cooperating Teachers

Majority of the student-teachers were assigned to female (74.5%) cooperating teachers whose age bracket was 50-59 (29.8%), had a rank of Teacher I (36.2%), have been in the service for more than 20 years (46.1%), and had educational attainment of MA units (46.8%).

Personal Characteristics of Student-Teacher Respondents

Table 1 reveals the personal characteristics of the student-teachers. The result shows that the three characteristics with highest means were attractiveness and pleasantness (3.20); refinement (3.10); and optimism and positive attitude (3.08) with a description of "A little like me". This implies that respondents needed to improve more on their action, words and appearance. Moreover, respondents need to develop qualities on how to balance life in the midst of adversities and look at the positive side of life.

Moreover, the three characteristics with lowest means were communication skills (2.89); drive and commitment (2.86) and emotional stability (2.84) with a description of "A little like me" which implies that these indicators were only shown if the need arose. This denotes that respondents needed to practice more how to speak clearly using correct grammar and pronunciations. Communication skills are vital for anyone who has a teaching job; effective teachers are always effective communicators (Moreno-Rubio, 2009). Furthermore, the student-teachers did not yet possess a high emotional quotient that will make a good teacher.

Table 1 . Personal Characteristics of Student-Teachers SY 2014-2015.

CHARACTERISTICS	WEIGHTED MEAN	DESCRIPTION
Emotional Stability	2.84	A little like me
Initiative and Resourcefulness	2.96	A little like me
Optimism and Positive Attitude	3.08	A little like me
Fairness and Justice	3.05	A little like me
Drive and Commitment	2.86	A little like me
Dominance and Self-Confidence	2.92	A little like me
Attractiveness & Pleasantness	3.20	A little like me
Refinement	3.10	A little like me
Cooperativeness	3.00	A little like me
Reliability & Dependability	3.03	A little like me
Communication Skills	2.89	A little like me
Mean	2.99	A little like me

Student-Teachers' Anxiety (STA)

Evaluation Anxiety

Table 2a shows the extent to which student teachers experience evaluation anxiety with a mean of 3.54 and a description of "Moderately" implies that respondents frequently experienced nervousness and fear of evaluation by their mentors like cooperating teachers, internship supervisors and department heads or principal. Among the indicators, item number 7 "I am anxious about what my lecturer will expect" got the highest mean while item number 1 "I am anxious about how helpful members of the school staff will be" got the lowest mean of 3.32 which means that student-teachers were more anxious about CT's expectation than how helpful the school staff will be.

The result support the findings of Hart (1987); Morton and Capel (1997) that student-teachers anxieties were related to evaluation. Their studies also revealed that student-teachers world-wide were anxious about evaluation.

Table 2a. Extent to which student- teachers experience evaluation anxiety. CED-USM, SY 2014-2015.

INDICATORS		WEIGHTED MEAN	DESCRIPTION
1.	I am anxious about how helpful members of the school staff will be	3.32	Somewhat
2.	I am anxious about assessment by the lecturer	3.47	Somewhat
3.	I am anxious about what lesson the lecturer would come in to see	3.59	Moderately
4.	I am anxious about being observed by my lecturer while teaching	3.60	Moderately
5.	I am anxious about how the practice teaching will go in my lecturer's eyes	3.56	Moderately
6.	I am anxious about getting all the paperwork done in time	3.43	Somewhat
7.	I am anxious about what my lecturer will expect	3.77	Moderately
8.	I am anxious about maintaining a good enough standard of preparation	3.55	Moderately
Mean		3.54	Moderately

Legend:	Scale	Description	Weighted Mean
	1	Never	1.00 – 1.49
	2	Rarely	1.50 – 2.49
	3	Somewhat	2.50 – 3.49
	4	Moderately	3.50 – 4.49
	5	Very Much	4.50 – 5.00

Class Control Anxiety

Table 2b reveals the extent to which student-teachers experienced class control anxiety with a mean of 3.50 and a description of "Moderately" implies that the respondents moderately experienced worry about setting work at the right level for the learners; how to give each learner the attention he/she needs without neglecting others; and whether or not his/her performance will be satisfactory.

Table 2b. Extent to which student- teachers experience class control anxiety. CED-USM, SY 2014-2015.

INDICATORS		WEIGHTED MEAN	DESCRIPTION
1.	I am anxious about class control	3.45	Somewhat
2.	I am anxious about setting work at the right level for the learners	3.54	Moderately
3.	I am anxious about how to give each learner the attention he/she needs without neglecting others	3.50	Moderately
4.	I am anxious about whether or not my performance will be satisfactory from the point of view of the subject teacher	3.66	Moderately
5.	I am anxious about whether or not I will cover the material adequately	3.37	Somewhat
Mean		3.50	Moderately

Legend:	Scale	Description	Weighted Mean
	1	Never	1.00 – 1.49
	2	Rarely	1.50 – 2.49
	3	Somewhat	2.50 – 3.49
	4	Moderately	3.50 – 4.49
	5	Very Much	4.50 – 5.00

This is similar to the findings of McBride, 1984; Wendt & Bain, 1989; Behets (1990) that a high level of anxiety among student teachers may be tied to various negative consequences such as class control problems, classroom disruptions and failure to deliver the content.

Professional Preparation Anxiety

Table 2c reveals the extent to which the respondents experienced professional preparation anxiety with a mean of 3.37 and a description of “somewhat”. This implies that student teachers worried somewhat about maintaining a cheerful approach, completing lesson plans that would be adequate and handling defiance from learner/s. On the other hand, Morton and Capel (1997) reported that pedagogical, classroom management and professional preparation were factors that contribute to the student teachers anxiety.

Table 2c. Extent to which student- teachers experience professional preparation anxiety. CED-USM, SY 2014-2015.

INDICATORS		WEIGHTED MEAN	DESCRIPTION
1.	I am anxious about maintaining a 'buoyant' enough approach	3.35	Somewhat
2.	I am anxious about completing lesson plans in the required form	3.46	Somewhat
3.	I am anxious about whether or not my lesson plans will be adequate	3.40	Somewhat
4.	I am anxious about how to handle defiance from a learner	3.29	Somewhat
Mean		3.37	Somewhat

Legend:	Scale	Description	Weighted Mean
	1	Never	1.00 – 1.49
	2	Rarely	1.50 – 2.49
	3	Somewhat	2.50 – 3.49
	4	Moderately	3.50 – 4.49
	5	Very Much	4.50 – 5.00

School Staff Anxiety

Table 2d shows the extent to which student-teachers experienced school staff anxiety with a mean of 3.33 and a description of “somewhat”. This denotes that respondents were somewhat anxious about controlling the noise level in the class, cooperation and getting on with the school staff and selecting suitable lesson content. Student teachers were able to keep their classroom from getting too noisy or out of hand. This means that respondents had the necessary classroom management skills which include maintaining the noise level of their students. However, respondents were moderately anxious whether the principal will be happy with their work which meant that student teachers were more worried with the perception of higher authorities such as principal than the school staff.

Table 2d. Extent to which student teachers experience school staff anxiety. CED-USM, SY 2014-2015.

INDICATORS		WEIGHTED MEAN	DESCRIPTION
1.	I am anxious about controlling the noise level in the class	3.36	Somewhat
2.	I am anxious about cooperation with the school staff	3.18	Somewhat
3.	I am anxious about getting on with the school staff	3.13	Somewhat
4.	I am anxious about selecting suitable lesson content	3.37	Somewhat
5.	I am anxious about whether the principal will be happy with my work	3.60	Moderately
Mean		3.33	Somewhat

Unsuccessful Lesson Anxiety

With regards to student-teachers' anxiety towards unsuccessful lesson, result in Table 2e shows that the respondents got a mean of 3.56 with a description of "moderately". Results revealed that respondents were more worried about the reaction of their cooperating teachers or internship supervisor if unsuccessful lesson will occur than incidents of misbehaviour and possible problems that may arise due to disruptive learners. This is in consonance with the findings of Ngidi and Sibaya (2003) that student teachers were more anxious on evaluation and unsuccessful lessons. Therefore, to be effective teachers the respondents should be trained to cope with their fear. Students with anxiety often have negative views about their ability to cope with stressful academic situations. They believe that they do not have the skills necessary to cope with a particular threat (Wolfe, 2005). They believe they don't have control or are losing control over. When anxiety is severe, it can have significant negative effects on a student's ability to perform at an optimal level.

In general, the student teacher-respondents were moderately anxious, that is they were frequently worried about Unsuccessful Lesson, Evaluation and Class Control. However, they were somewhat anxious which means they were sometimes worried about Professional Preparation and School Staff relations.

Table 2e. Extent to which student- teachers experience unsuccessful lesson anxiety. CED-USM, SY2014-2015.

INDICATORS		WEIGHTED MEAN	DESCRIPTION
1.	I am anxious about how the lecturer will react to one or more unsuccessful lessons if they should occur	3.56	Moderately
2.	I am anxious about incidents of misbehavior in class	3.49	Somewhat
3.	I am anxious about how the subject teacher will react to one or more unsuccessful lessons if they should occur	3.70	Moderately
4.	I am anxious about possible problems in the class with individual disruptive learners	3.49	Somewhat
Mean		3.56	Moderately

Legend:	Scale	Description	Weighted Mean
	1	Never	1.00 – 1.49
	2	Rarely	1.50 – 2.49
	3	Somewhat	2.50 – 3.49
	4	Moderately	3.50 – 4.49
	5	Very Much	4.50 – 5.00

Influence of Personal Characteristics on Student-Teachers' Anxiety

Table 3 shows the influence of personal characteristics on student teachers anxiety. Result reveals that personal characteristics significantly influenced the anxiety of the respondents with p-value =0.04. However, among single variables, only optimism best predicts student-teachers' anxiety with p-value of .04 which implies that those who were concerned and stressed can contribute to moderate level of anxiety which is favourable and drives a person to act. This means that if one is optimistic- that is one who survives difficulties, knows how to balance life in the midst of adversities and looks at the positive side of life- cheerful, has high interpersonal intelligence and have a good sense of humor, can cope with the anxieties faced during practice teaching.

Table 3. Multiple regression analysis between personal characteristics and teachers experience anxiety of respondents. CED- USM, SY 2014-2015.

FACTORS	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS β	T	PROBABILITY
	β	Std. Error			
(Constant)	2.92	.60		4.86	.00
Age	-.01	.02	-.11	-.96	.34
Sex	.06	.13	.04	.47	.64
Program	.00	.15	.00	-.01	.99
Emotional stability	-.14	.14	-.11	-1.01	.31
Initiative	-.14	.09	-.15	-1.56	.12
Optimism	.25	.12	.22	2.07	.04*
Fairness	.05	.05	.07	.88	.38
Drive	-.02	.14	-.02	-.16	.88
Dominance	-.16	.12	-.14	-1.29	.20
Attractiveness	.12	.17	.09	.68	.50
Refinement	.09	.17	.07	.56	.58
Cooperativeness	.27	.15	.21	1.88	.06
Reliability	-.11	.18	-.08	-.58	.56
Communication Skills	.01	.14	.01	.07	.94

F value = 1.87 Probability: 0.04 R = .414 R² = .172 * - significant at .05 level*

Influence of Practicum Assignment on the Student-Teachers' Anxiety

Practicum assignment such as year level assignment, number of preparation/s, CT age, CT sex, CT length of service and CT educational attainment taken altogether significantly influenced the practice teaching anxiety with p-value .002.

Table 4. Multiple regression analysis between practicum assignment and teaching experience anxiety of respondents. CED-USM, SY 2014-2015.

FACTORS	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS β	T	PROBABILITY
	β	Std. Error			
(Constant)	3.22	.43		7.41	.00
Year Level	-.02	.05	-.02	-.29	.77
Number of Prep	-.21	.11	-.16	-2.00	.05*
CT Age	.01	.01	.10	.64	.52
CT Sex	-.02	.12	-.01	-.17	.86
CT length of Service	.01	.01	.17	1.05	.30
CT Education	.08	.06	.12	1.45	.15

*F value = 3.80** Probability: 0.002 R = .381 R² = .145*
** - significant at .05 level*

However, only number of preparation/s best predicts teaching experience anxiety of the respondents with a p-value of .05. Student-teachers with fewer preparation or had only one preparation had less anxiety since they had more time to prepare instructional materials and study their lesson. This is similar to the findings of Moleño (2012) that those teachers with fewer preparations have more time for their activities thereby improving their teaching competency.

Test of Difference in the Personal Characteristics of Regular and Certificate of Professional Education Courses (CPEC) student teachers

BSE student-teachers got higher mean ratings compared to CPEC in terms of emotional stability, initiative and resourcefulness, fairness and justice, drive and commitment, dominance and self-confidence, attractiveness and pleasantness, refinement, reliability and dependability and communication skills.

However, only two variables came out to have a significant difference: first, optimism and positive attitude at 1% level with t-value of 2.55 and p-value of .01 which means that BSE student-teachers handles effectively the ups and downs, trials and challenges in the practice teaching; second, communication skills at 5% level with t-value of 2.23 and p-value of .03 which means that BSE respondents had better communications skills (modulated voice, correct pronunciation and use correct grammar in speaking) compared to their CPEC counterparts.

Corpuz and Quiñon in PAFTE XII Gazette (2009) reported that generally, education graduates perform relatively better than non-education graduates or second coursers in classroom management, mastery of content, use of teaching strategies, communication skills and teaching as a whole.

Table 6. Test of difference in the personal characteristics of regular and Certificate of Professional Education Courses (CPEC) practice teachers. CED-USM, SY 2014-2015.

CHARACTERISTICS		MEAN	SD	T	DF	P-VALUE	MEAN DIFFERENCE
Emotional Stability	BSE	2.89	.51	1.56	139	.12	.14
	CPEC	2.76	.51				
Initiative and Resourcefulness	BSE	2.98	.51	.27	139	.79	.03
	CPEC	2.94	.95				

Optimism and Positive Attitude	BSE	3.19	.53	2.55**	139	.01	.25
	CPEC	2.94	.62				
Fairness and Justice	BSE	3.16	1.26	1.56	139	.12	.28
	CPEC	2.89	.58				
Drive and Commitment	BSE	2.83	.48	-.69	139	.49	-.06
	CPEC	2.89	.52				
Dominance and Self-Confidence	BSE	2.93	.50	.22	139	.83	.02
	CPEC	2.91	.71				
Attractiveness and Pleasantness	BSE	3.26	.49	1.54	139	.13	.13
	CPEC	3.12	.54				
Refinement	BSE	3.17	.50	1.89	139	.06	.16
	CPEC	3.01	.49				
Cooperativeness	BSE	3.00	.52	-.25	139	.80	-.02
	CPEC	3.02	.51				
Reliability and Dependability	BSE	3.05	.48	.67	139	.50	.06
	CPEC	2.99	.49				
Communication Skills	BSE	2.98	.61	2.23*	139	.03	.22
	CPEC	2.76	.53				

* - significant at .05 level

** - significant at .01 level

Test of Difference in the Anxiety Levels of Regular and Certificate of Professional Education Courses (CPEC) Student-Teachers

There was no significant difference in the anxiety levels of BSE and CPEC student teachers in terms of evaluation, class control, professional preparation, school staff and unsuccessful lesson. This implies being a second courser or graduate of four year degree did not mean they had lesser anxiety level.

Table 7. Test of difference in the anxiety levels of regular and Certificate of Professional Education Courses (CPEC) practice teachers. CED-USM, SY 2014-2015.

DOMAIN	Student Type	MEAN	SD	T	DF	P VALUE	MEAN DIFFERENCE
Evaluation Anxiety	BSE	3.61	.57	1.54	139.00	.13	.17
	CPEC	3.44	.75				
Class Control Anxiety	BSE	3.59	.74	1.51	139.00	.13	.21
	CPEC	3.38	.87				
Prof. Preparation Anxiety	BSE	3.46	.76	1.70	139.00	.09	.22
	CPEC	3.25	.74				
School Staff Anxiety	BSE	3.36	.86	.46	139.00	.65	.07
	CPEC	3.29	.86				
Unsuccessful Lesson Anxiety	BSE	3.48	.87	1.54	139.00	.13	.17
	CPEC	3.61	.57				

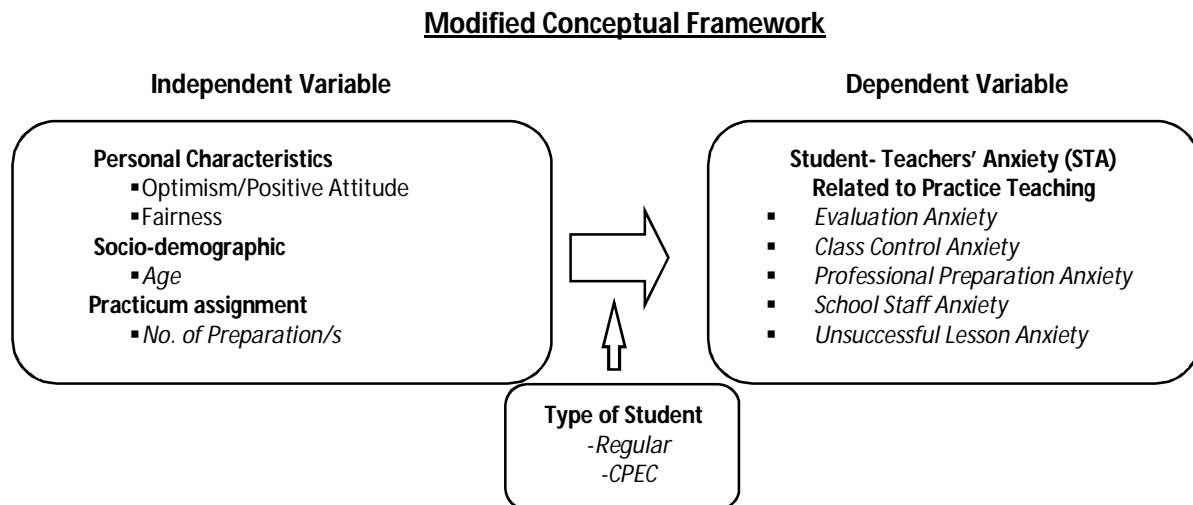


Figure 2. Modified schematic diagram showing the independent and dependent variables of the study.

CONCLUSIONS

In the light of the foregoing findings, the following conclusions were made:

1. Student-teachers need to enhance their emotional stability, drive and commitment and communication skills since these were the areas with lowest means.
2. Personal characteristics significantly influenced the student-teachers' anxiety. In particular, optimism best predicts student-teachers anxiety that is concern for work and stress contributes to the moderate level of anxiety which drives a person to act.
3. Practicum assignment significantly influenced student-teachers' anxiety particularly number of preparation/s taught by student-teachers. Those student-teachers handling one preparation/subject had lesser anxiety since they had more time to study and make their instructional materials. Thus, they were more prepared in their teaching.
4. BSE respondents were more optimistic and had better communication skills compared to second courser respondents.
5. There were no significant differences in the anxiety levels of BSE and CPEC student-teachers.

RECOMMENDATIONS

Based on the findings of the study, it is hereby recommended that:

1. The College of Education should conduct series of seminar-workshops and orientation of their functions before deployment of student-teachers for practice teaching to enhance their personal characteristics and competencies particularly their emotional stability, drive and commitment, and communication skills for they fall beyond the expected performance level.
2. Select Cooperating Schools and Teachers according to the Guidelines for Deployment of Practice Teachers (DepEd Order No. 39, s. 2005) preferably Master Teachers/effective teachers, with at least 3 years of teaching experience and had in permanent position who can provide the best mentoring to the student-teachers.
3. The College of Education with its faculty shall formulate or design individual or small group activities for students to improve their communication skills and confidence.
4. The Practicum Manager together with the Internship Supervisors shall take into consideration the suggestions of cooperating teachers in handling the next batches of student-teachers.

5. The Dean of the College of Education/Department Heads shall screen and categorize the second coursers to see to it that they have the necessary personal competencies needed in the teaching profession.
6. A follow-up study be conducted with the Elementary Department- CED, USM and other Teacher Education Institutions and involve other variables not included in the study.

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