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Preservice Accounting Teachers' Anxiety About Teaching Practicum

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Abstract

The study examined the anxiety experienced by preservice accounting teachers about their teaching practicum. The study drew on descriptive survey with a population of 245 final year preservice accounting teachers in the University of Cape Coast, Ghana. Out of this population, a sample of 100 was drawn at random to respond to the Student Teacher Anxiety Scale (STAS) developed by Hart (1987) and modified by Morton, Vesco, Williams and Awender (1997). The fieldwork which lasted 4 weeks was undertaken in the schools where the preservice teachers were posted for the practicum. Data collected was analysed using descriptive and inferential statistics. Findings indicated that preservice accounting teachers were anxious about the teaching practicum, with their anxiety spanning their professional preparation, relationship with regular school staff, class control, unsuccessful lesson delivery and evaluation of their conduct. Further evidence suggested that age had no association with and prior teaching experience had no influence on preservice teachers' anxiety of the practicum. However, school-based mentorship was found to have influenced preservice accounting teachers' anxiety about unsuccessful lesson delivery and evaluation of their conduct.

Key Words: Accounting teachers, Anxiety, Practicum, Preservice teachers, Student teachers

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Introduction

Globally, almost all teacher education programmes offered by universities and colleges have a component for practical training known as teaching practicum or teaching practice or field experience in teaching. It is a critical component of teacher education programmes which is normally undertaken and passed before preservice teachers are adjudged competent for certification. Teaching practicum is normally undertaken close to the final years of completion of the programme. This offers preservice teachers opportunity to exploit the repertoire of knowledge accumulated in several courses already undertaken to position them to efficiently deliver the craft of teaching. Even though trained for practice, preservice teachers may experience anxiety in undertaking the teaching practicum. Ferguson, Frost and Hall (2011) suggests that years of teaching experience could predict job satisfaction. A satisfying job might not stir anxiety, and for that matter years of teaching experience might influence anxiety in the practicum. This argument is further strengthened by Aslrasouli and Saadat Pour Vahid (2014) who found weak negative correlation between teaching experience and the amount of anxiety experienced by teachers. However, not all the preservice teachers have taught before. For the fact that they lack experience in teaching, Barahmeh (2016) asserts that preservice teachers generally had a feeling of anxiety in fluency in language, classroom management, time management, lesson planning, and the fact that they are being observed. Therefore, their anxiety may span across professional preparation, class control, relationship with school staff, unsuccessful lesson delivery and evaluation.

Literature is replete with evidence of preservice teachers' anxieties in teaching practicum. However, most of these studies were undertaken in Europe (Ekşi & Yakışık, 2016; Merç 2015; Giannakaki, Hobson & Maldenrez, 2011; Merç, 2011; Paker; 2011) with few others in Africa. Even those studies which focused on Africa (Otanga, & Mwangi, 2015; Ong'ondo, & Borg, 2011; Kiggundu & Nayimuli, 2009) mostly concentrated on Kenya, South Africa and to some extent Ghana (Boadu, 2014). This limits the extent of knowledge needed to fully understand and remedy context specific preservice teachers' anxieties in Africa, in general, and Ghana, in particular. Additionally, previous studies either concentrated on anxieties of preservice teachers specialising in English language, History or all preservice teachers without focus on their subject specialties. However, it has been ascertained that the subject taught presents some anxieties to preservice teachers (Merç, 2015). Yet, there has been no evidence on the anxiety experienced by preservice teachers who major in the teaching of accounting. Therefore, there is a case for a study of preservice accounting teachers' anxieties about the teaching practicum.

Previous studies held that preservice teachers were anxious about how well they could prepare to deliver lessons. They were shocked and unprepared for the severity of emotional and behavioural issues presented by their students (Oral, 2012). They were unsure whether their lesson plan would meet the expectations of their school-based mentors and supervisors (Paker, 2011). Aside these, Soriano (2017) found them to be worried about maintaining a cheerful approach, completing lesson plans that would be adequate and handling defiance from learners. Indeed, preservice teachers' anxiety about maintaining a spirited approach in the practicum is a factor of their satisfaction with the teaching practicum (Otanga & Mwangi, 2015). Building confidence at this preparation stage is necessary because Bilali and Tarusha (2015) connected some teaching competencies (confidence in the competences of teaching, teaching planning, the ability to keep control of the class, the ability to mastering the content, links with other teachers, the ability to be present, the effectiveness of schools, public speaking) to success in the classroom. Employing these guidelines enabled preservice teachers to be well prepared to translate theory into practice in the practicum (Kiggundu & Nayimuli, 2009). Yet, Kiggundu and Nayimuli (2009) alerted, despite the thorough preparation, preservice teachers did not find it easy to teach because the learners were not co-operative; they did not do assignments, were noisy and were not actively involved in classroom activities.

Classroom management anxiety is experienced while a student teacher tries to control the classroom. Barahmeh (2016) indicated that preservice teachers, generally, were anxious about classroom management, and time management, among others. It is evident that student teachers lacked the necessary knowledge about classroom management as they did not have enough experience and field knowledge (Oral, 2012). According to Paker (2011), preservice teachers' anxiety heightened because they lacked knowledge of the pupils they worked with and lacked experience in coping with various problems regarding classroom management. Therefore, preservice teachers lacked confidence in dealing with problem behaviour in the classroom, with some describing it as a fearsome phenomenon (Yakışık & Ekşi, 2016). This normally happened when what they studied in classroom deviated from what they encountered in the practicum which eventually caused anxiety because their knowledge could not surmount the problem they encountered (Merc, 2011). However, Onder and Onder (2018) believed that classroom anxiety depended on gender of the preservice teacher, because male might be more secretive in expressing the feeling of anxiety whilst female might have higher levels of classroom management anxiety. This may be addressed by providing guidance through mentorship because Kiggundu and Nayimuli (2009) observed that preservice teachers reported positive impression of school based mentors who were supportive and willing to help.

Preservice teachers were more worried about the reaction of their school based mentors or supervisors if unsuccessful lesson would occur than incidents of misbehaviour and possible problems that may arise due to disruptive learners (Soriano, 2017). This appears quite logical because the success of the lesson sums up the sub-competencies which include dealing with students' misbehaviour. This anxiety about how the lecturer would view their practice motivated preservice teachers to perform creditably in order to score high marks (Otanga & Mwangi, 2015). Whereas Janikula (2017) saw minimal effect of mentorship on preservice teachers, Kiggundu and Nayimuli (2009) signaled the potency of it in encouraging the preservice teachers to take up teaching as career. It should be noted that, unlike other items related to evaluation anxiety, how the teaching progresses in the eyes of the lecturer is within the preservice teacher's control.

Closely knitted to unsuccessful lesson anxiety is evaluation anxiety. This is because the success of the lesson reflects the evaluation. Research evidence (Ong'ondo & Borg, 2011) suggests that evaluation anxiety accounted for the largest variance in anxiety among preservice teachers. Further credence is given evaluation anxiety by Merç (2011) who intimated that the analysis of the preservice teachers' diaries put forth that they were experiencing a high level of anxiety when they were supposed to be observed by others while teaching. But Ekşi and Yakışık (2016) pointed out that student teachers felt at ease with a supervisor that they had a partnership with from the micro-teachings in their methodology courses through to supervision in their practicum. Evidence accumulated by Paker (2011) revealed that, among other factors, evaluation of preservice teachers' performance in the practicum by their mentors and university supervisors was the most important source of anxiety for both male and female preservice teachers. However, in both pre- and post-teaching, Paker (2011) found the evaluation anxiety levels of female student teachers to be higher than the male counterparts.

The ability of preservice teachers to integrate into the school and mix well with other staff is important for their (preservice teachers) total development in the teaching practicum. If they mix well with staff of the school and get support from them, preservice teachers may have opportunities to get contentious and difficult issues clarified in order to improve their performance (Otanga & Mwangi, 2015). The cooperation, kindness and understanding of teachers and the school staff reduced preservice teachers' anxiety (Ekşi & Yakışık, 2016). Giannakaki, Hobson and Maldenrez (2011) found good relationships between preservice teachers and other teachers in their schools but Soriano (2017) observed that preservice teachers were anxious about cooperating and getting on with regular school staff. The evidence available on the levels of anxiety experienced by preservice teachers is an invaluable resource in

reviewing teacher education programmes. The research findings synthesised in the paragraphs above are essential inputs for rethinking pedagogies, teaching strategies and engagement tactics facilitators of teacher training programmes adopt.

METHODOLOGY

Descriptive survey design was used in studying the anxieties of the preservice accounting teachers just before they started the teaching practicum. Data on their anxieties were collected just before the practicum was started in order to have a close range evidence which could be conveniently linked to the teaching practice exercise. This was undertaken in the natural school setting where the preservice accounting teachers were assigned to undertake the practicum. This design was employed because of the quest in obtaining first hand evidence on how anxious the preservice teachers were in engaging in the exercise. They were not manipulated any manner to see how they would react.

Respondents

Two hundred and forty-five (245) final year preservice accounting teachers in University of Cape Coast, Ghana, constituted the population of the study. The accessible population, however, were those final year preservice accounting teachers who assigned schools to undertake the off-campus teaching practicum in the 2017/2018 academic year. To participate in the study, a sample of 100 out of the population of 245 preservice accounting teachers was selected through simple random sampling.

Research Instrument

The selected preservice accounting teachers were made to respond to the Student Teacher Anxiety Scale (STAS) which was developed by Hart (1987) and modified by Morton, Vesco, Williams and Awender (1997). This scale has 26 items measured on a 5-point Likert scale, thus, *Never, Rarely, Somewhat, Moderately, and Very Much*. The items in the scale were segmented into five categories (evaluation, class control, professional preparation, school staff, and unsuccessful lesson) of anxiety about the teaching practicum. Even though the STAS has an already established reliability, it was validated for the purpose of this study, the result of which yielded a Cronbach alpha of .87. Accordingly, the instrument was found suitable for use in the field work.

Procedure and Data Analysis

Data on their anxieties were collected just before the practicum was started in order to have a close range evidence which could be conveniently linked to the teaching practice exercise. Which means that the STAS instrument was administered before the preservice accounting teachers embarked on the actual practice teaching. It took about 4 weeks to collect the data which yielded a return rate of 96%. Data generated was analysed by means of descriptive (means and standard deviations) and inferential statistics (independent samples t-test and Product Moment Correlation Coefficient).

RESULTS

Preservice Accounting Teachers' Anxiety about Components of Teaching Practicum

Anxiety of preservice accounting teachers about the teaching practicum has been categorised into five main subscales. They include evaluation, class control, professional preparation, school staff and unsuccessful lesson anxieties. These subscales are organised to reflect the major competencies preservice teachers are to display to in the teaching practicum. Results captured on each factor as presented above have been displayed in Table 1.

Table 1

Summary of preservice accounting teachers' anxiety in teaching practicum

Anxiety Factor	M	SD
Evaluation	3.74	1.06
Class control	3.70	1.13
Professional preparation	3.72	1.10
School staff	3.63	1.18
Unsuccessful lesson	3.75	1.09
Average STAS score	3.71	1.11

Key: 1.0-1.49=Never Anxious; 1.50-2.49=Rarely Anxious; 2.50-3.49=Somewhat Anxious; 3.50-4.49=Moderately Anxious; and 4.50-5.00=Very Much Anxious

Consistently, preservice accounting teachers had moderate anxieties across all the five subscales in the STAS. This led to an average mean score of 3.71. However, the variability (1.11) of the STAS scores in the subscales was relatively affected by extreme values (SD=1.06; 1.18). For example, the preservice accounting teachers were moderately anxious (M=3.74; SD=1.06) about how they were evaluated. They harboured anxiety about their ability to impress their supervisor. Just like the evaluation anxiety, preservice accounting teachers scored moderate (M=3.70; SD=1.13) anxiety on their ability to control the class. Professional preparation anxiety also was moderate (M=3.72; SD=1.10) among the preservice accounting teachers. Even though moderate (M=3.63; SD=1.18) anxiety was recorded on the school staff subscale of the STAS, it was the scale that recorded the relatively lowest anxiety with a higher variability. This suggests that the mean anxiety may have suffered some inclusion of extreme values. In the cohort of moderation in anxieties as shown in Table 1, unsuccessful lesson subscale of the STAS recorded the highest value (M=3.75) with an associated standard deviation (1.09) which is one of the closest to the mean.

Factors Responsible for Preservice Accounting Teachers' Anxiety in Teaching Practicum

There may be some demographic, or biological or some cultural explanations or influences on preservice accounting teachers' anxiety in the practicum. Accordingly, the study investigated the possibility of age associating with preservice accounting teachers' anxiety about teaching practicum; and the influence of mentorship, prior teaching experience as well as quest to take teaching as career on anxiety about the teaching practicum.

Table 2 shows the results of the correlation matrix of age and the anxiety subscales of teaching practicum. No statistically significant correlations were found between age and any of the components of preservice accounting teachers' anxiety about the teaching practicum. Age did not have any statistically significant association with any of the factors of anxiety in teaching practicum. However, there is evidence of some correlation among some of the components. For example, evaluation anxiety had a statistically significant strong positive relationship with class control anxiety (R=.839; p=.000), professional preparation anxiety (R=.870, p=.000), school staff anxiety (R=.877, p=.000) and unsuccessful lesson anxiety (R=.761, p=.000). Similarly, class control anxiety had a significant strong positive relationship with professional preparation anxiety (R=.793, p=.000), school staff anxiety (R=.846, p=.000) and unsuccessful lesson anxiety (R=.707, p=.000). Also, professional preparation anxiety had a significant strong positive relationship with school staff anxiety (R=.827, p=.000) and unsuccessful lesson anxiety (R=.769, p=.000). Finally, there was a significant strong positive relationship (R=.811, p=.000) between school staff anxiety and unsuccessful lesson anxiety.

Table 2

Correlation matrix on factors responsible for preservice teachers' anxiety

		Age	Evaluation	Class Control	Professional Preparation	School staff	Unsuccessful Lesson
Age	R Sig.	1					
Evaluation	R Sig.	-.076 .481	1				
Class Control	R Sig.	-.033 .757	.839** .000	1			
Profession Preparat.	R Sig.	-.061 .572	.870** .000	.793** .000	1		
School staff	R Sig.	-.082 .443	.877** .000	.846** .000	.827** .000	1	
Unsuccessful Lesson	R Sig.	-.071 .510	.761** .000	.707** .000	.769** .000	.811** .000	1

**Correlation is significant at the 0.01 level (2-tailed).

Table 3 presents the independent samples t-test results of the mean difference of preservice accounting teachers' anxiety about teaching practicum based on prior teaching experience. The results did not show any statistically significant differences in the mean evaluation anxiety (M=3.83, SD=1.05) for preservice teachers with teaching experience and their counterparts without teaching experience (M=3.06, SD=1.00); $t(95.814) = -.634, \rho = .528$. On class control anxiety, there was no statistically significant difference in the mean anxiety of preservice teachers with some experience in teaching (M=3.72, SD=1.14) and those without any such experience (M=3.52, SD=1.12), $t(95.600) = -.357, \rho = .089$. Also, there was no statistically significant difference between the professional preparation anxiety of preservice teachers' with prior teaching experience (M=3.80, SD=1.07) and those without any prior teaching experience (M=3.11, SD=1.19); $t(96) = -.357, \rho = .722$. Statistically, the mean school staff anxiety of preservice teachers with some teaching experience (M=3.70, SD=1.16) and those without teaching experience was also found to be insignificant (M=3.05, SD=1.27); $t(96) = -.309, \rho = .758$. Lastly, there was no statistically significant difference between the mean unsuccessful anxiety of preservice teachers with some years of teaching (M=3.83, SD=1.10) and those without any prior teaching experiences (M=3.11, SD=1.12); $t(96) = 1.105, \rho = .272$. Conclusively, the results suggest that prior teaching experience had no influence on preservice teachers' anxiety about the practicum.

Table 3

T-test scores on prior teaching experience and factors of preservice teachers' anxiety

Anxiety Factor	Taught before?	N	M	SD	t	df	Sig. (2-tailed)
Evaluation	Yes	85	3.83	1.05	-.634	95.814	.528
	No	11	3.06	1.00			
Class Control	Yes	85	3.72	1.14	-1.719	95.600	.089
	No	11	3.52	1.12			
Professional Preparation	Yes	85	3.80	1.07	-.357	96	.722
	No	11	3.11	1.19			
School staff	Yes	85	3.70	1.16	-.309	96	.758
	No	11	3.05	1.27			
Unsuccessful Lesson	Yes	85	3.83	1.10	1.105	96	.272
	No	11	3.11	1.12			

Independent samples t-test results which compared the mean difference of preservice accounting teachers' anxiety about teaching practicum based on their desire to take on teaching career are shown in Table 4. No statistically significant difference was observed in the mean evaluation anxiety score of preservice accounting teachers with the desire to become teachers (M=3.73, SD=1.07) and those who did not (M=3.85, SD=1.07); $t(92) = -.406, \rho = .686$. Also, there

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was no statistically significant difference in the mean class control anxiety score of preservice accounting teachers with the desire to become teachers (M=3.66, SD=1.18) and those who did not (M=3.96, SD=0.96); $t(92)=-.945$, $\rho=.347$. Similarly, the results did not show any statistically significant differences in the mean professional preparation anxiety score of preservice accounting teachers with the desire to become teachers (M=3.71, SD=1.12) and those who did not (M=3.72, SD=1.12); $t(92)=-.035$, $\rho=.972$. Just like the evaluation, class control and professional preparation anxieties, the test did not show any statistically significant difference in the mean school staff anxiety score of preservice accounting teachers with the desire to become teachers (M=3.60, SD=1.18) and those who did not (M=3.80, SD=1.30); $t(92)=-.579$, $\rho=.564$. Finally, there was no statistically significant difference in the mean unsuccessful anxiety score of preservice accounting teachers with the desire to become teachers (M=3.79, SD=1.10) and those who did not (M=3.56, SD=1.21); $t(92)=-.739$, $\rho=.462$. These results indicated that preservice accounting teachers' quest to take teaching as career had no influence on their anxiety about the practicum.

Table 4

T-test scores on quest to take teaching career or not and factors of preservice teachers' anxiety

Anxiety Factor	Teaching career?	N	M	SD	t	df	Sig. (2-tailed)
Evaluation	Yes	79	3.73	1.07	-.406	92	.686
	No	15	3.85	1.09			
Class Control	Yes	79	3.66	1.18	-.945	92	.347
	No	15	3.96	0.96			
Professional Preparation	Yes	79	3.71	1.12	-.035	92	.972
	No	15	3.72	1.12			
School staff	Yes	79	3.60	1.18	-.579	92	.564
	No	15	3.80	1.30			
Unsuccessful Lesson	Yes	79	3.79	1.10	.739	92	.462
	No	15	3.56	1.21			

Table 5 displays the independent samples t-test results of the mean difference of preservice accounting teachers' anxiety about teaching practicum based on mentorship. There was no statistically significant difference between the mean class control anxiety scores of preservice accounting teachers who had mentors (M=3.52, SD=1.12) and those preservice accounting teachers who had no mentors (M=3.72, SD=1.14); $t(94)=-.557$, $\rho=.579$. Also, the result of the test of influence of mentorship on professional preparation anxiety did not show any statistically significant difference the mean anxiety score of preservice accounting teachers who had mentors (M=3.80, SD=1.07) and those preservice accounting teachers who had no mentors (M=3.11, SD=1.19); $t(94)=-1.944$, $\rho=.055$. Similarly, there was no statistically significant difference in the mean school staff anxiety score between preservice accounting teachers who had mentors (M=3.70, SD=1.16) and those preservice accounting teachers who had no mentors (M=3.05, SD=1.17); $t(94)=1.722$, $\rho=.088$. It was in the test for differences in the mean evaluation and unsuccessful lesson anxieties scores on preservice accounting teachers with school based mentors and those without mentors which revealed some significant differences. There was statistically significant difference in the mean evaluation anxiety score between preservice accounting teachers with mentors (M=3.83, SD=1.05) and those without mentors (M=3.06, SD=1.00); $t(94)=2.309$, $\rho=.023$. Also, there was statistically significant difference in the mean unsuccessful lesson anxiety scores of preservice accounting teachers who were assigned mentors (M=3.83, SD=1.08) and those without mentors (M=3.11, SD=1.12); $t(94)=2.072$, $\rho=.041$. With a little higher variability, preservice accounting teachers who had mentors had higher evaluation and unsuccessful lesson anxieties than their counterparts without any school based mentors.

Table 5

T-test scores on mentorship and STAS

Anxiety Factor	With Mentor?	N	M	SD	t	df	Sig. (2-tailed)
Evaluation	Yes	85	3.83	1.05	2.309	94	.023**
	No	11	3.06	1.00			
Class Control	Yes	85	3.72	1.14	.557	94	.579
	No	11	3.52	1.12			
Professional Preparation	Yes	85	3.80	1.07	1.944	94	.055
	No	11	3.11	1.19			
School staff	Yes	85	3.70	1.16	1.722	94	.088
	No	11	3.05	1.17			
Unsuccessful Lesson	Yes	85	3.83	1.08	2.072	94	.041**
	No	11	3.11	1.12			

** t-test is significant at the 0.05 level (2-tailed).

DISCUSSION

Anxieties were stirred among preservice accounting teachers in undertaking the teaching practicum. They were anxious about all of the components of the teaching practicum. Indeed, their anxieties were heightened in evaluation by supervisors, how to control class and manage the behaviour of students, how to prepare for the daily task of teaching, and eventually, how they could successfully deliver the lesson. Their anxiety was not just about the quality of grade they would get in the teaching practicum exercise but also how they could be integrated into the regular school setting. Therefore, there appeared to be genuine anxiety among the preservice teachers to blend in and teach. This finding is consistent with those obtained by Barahmeh (2016) and Yakışık and Ekşi (2016) that preservice teachers were anxious about classroom management and in dealing with problem behaviour in the classroom. Also, the finding agreed, in part, with that of Soriano (2017) that anxiety about preparing adequately was prominent among student teachers. Merç's (2011) finding that student teachers were anxious about being observed and evaluated by mentors or supervisors; and that of Paker (2011) that evaluation of preservice teachers' performance in the practicum was the most important form of anxiety have been authenticated by the finding of this study.

The study has provided evidence about the fact that age is not in any way related to anxiety. Thus the age of the preservice accounting teacher does not suggest their level of anxiety about the teaching practicum. Unlike gender which was found by Onder and Onder (2018) to influence classroom anxiety preservice teachers experienced, age was not significantly correlated to preservice teachers' anxiety. However, anxiety in any of the components of the teaching practicum is found to be strongly related to each other positively. For instance, anxiety in evaluation of the teaching practicum implies anxiety about class control, professional preparation, school staff integration and unsuccessful lesson delivery. This sits well with the finding reported by Ong'ondo and Borg (2011) suggesting that evaluation anxiety accounted for the largest variance in preservice teachers' anxiety.

Prior teaching experience of the preservice teachers was found to be independent of the preservice teachers' anxiety about the teaching practicum. This means that prior teaching experience does not determine preservice accounting teachers' anxiety in the practicum. This finding contradicts those of Ferguson, Frost and Hall (2011) and Aslrasouli and Saadat Pour Vahid (2014) that teaching experience is negatively related to anxiety experienced by teachers. Similarly, the quest for the preservice teachers to take teaching as career upon graduation also was not responsive to the preservice teachers' anxiety about the teaching practicum. It could be said that preservice teachers were engaged in the teaching practicum because it is a requirement for graduation but not because they wanted to take up teaching career. This is in apparent contradiction with the finding of Kiggundu and Nayimuli (2009) that preservice teachers were encouraged to take up teaching career.

School-based mentorship for the preservice teachers was found to be independent of preservice accounting teachers' anxiety about class control, professional preparation and school staff. It was, however, found to be responding to evaluation and unsuccessful lesson delivery anxieties of the preservice accounting teachers about the teaching practicum. The evidence suggests that preservice accounting teachers with school-based mentors were rather more anxious about how supervisors would evaluate their performance in the teaching practicum. This supports the finding of Soriano (2017) that anxieties were high among preservice teachers about the reaction of their mentors in cases of unsuccessful lesson delivery but not occasions of inability of dealing with students' misbehaviour. This might explain why preservice accounting teachers with school-based mentors were more anxious about not being able to successfully deliver their lesson. However, this is not a good impression of having a mentor. This finding contradicts that of Kiggundu and Nayimuli (2009) that preservice teachers had positive impression of school based mentors.

CONCLUSION AND RECOMMENDATIONS

Being anxious connotes lack of confidence as people who have not mastered their crafts often show signs of lacking confidence. Therefore, it connects that preservice accounting teachers lacked confidence in delivering the craft of teaching. The antecedent of this phenomenon is the quality of training they receive. Even though they have been equipped with the skills and knowledge required for success in the classroom if the confidence is lacking then they cannot display their craft as should be. This might be explained in part by the way university education has been reduced to accumulation of marks. Accordingly, preservice accounting teachers see the practicum as one of the occasions to accumulate marks to better their Grade Point Average (GPA). In their bid to impress, preservice accounting teachers become anxious and weigh themselves in the light of the practicum. Age and prior teaching experience did not react to preservice teachers' anxiety about the practicum because of the probable thinking that the exercise is just to accumulate marks to improve GPA. For the fact that all of the preservice teachers saw the practicum as avenue to add to their GPA, anxiety was stirred among them in their bid to appeal to their supervisors to acquire marks. This could raise tension and worry to cloud otherwise more objective performance.

To obtain the true performance of the preservice accounting teachers' performance in the practicum,

1. Universities providing teacher education should consider deemphasising marks accumulation in the practicum or grading to make students feel at ease. However, the exercise should be made a requirement for graduation so as to inject seriousness in students to partake.
2. Counselling services should be integrated in the practicum to offer students some comfort and composure to approach the exercise without any tensions or anxieties.
3. Both school-based mentors and university supervisors should be less formal and be welcoming and accommodating enough for students to relate with them. Their actions should not be inimical but facilitating to the progress preservice accounting teachers are making towards their development in the teaching career. More importantly they should not expect or make the preservice teachers aware that they are expecting more than what the preservice teachers could offer.

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