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## **An Astute Analysis Of the Pre-Service Teachers’ Teaching Anxiety**

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### **ABSTRACT**

The purpose of this study was to ascertain the levels of teaching anxiety among pre-service teachers. Teachers frequently have teaching anxiety, particularly those who are just beginning their careers. The researchers used a mixed-methods approach to look into the level of teaching anxiety among pre-service instructors. Methodologies that were both quantitative and qualitative were applied. The study's conclusions showed that the pre-service teachers had very low levels of worry about their jobs. The researchers also found that past teaching experience, gender, and academic standing all substantially influenced teaching anxiety. The findings indicate that pre-service teachers must obtain the proper support in order to manage their anxiety levels prior to beginning their teaching careers, which has significant implications for pre-service teacher education programs.

**Keyword:** teaching anxiety, pre-service teachers, professional development, evaluation anxiety

### **INTRODUCTION**

The field of education is a difficult career that demands educators to successfully negotiate a diverse set of obligations, problems, and expectations. Pre-service teachers are put through rigorous training and a variety of hands-on experiences as part of the curriculum of teacher education in order to get them ready for their future careers. However, it is not uncommon for those who aspire to become teachers to feel teaching anxiety, which can have a substantial influence on both their performance and their general wellbeing (Mamauag, 2023).

It is essential to gain an understanding of and conduct an assessment of the level of teaching anxiety that exists among pre-service teachers in order to locate potential areas in need of support and improvement (Nieva, 2022). The purpose of this study is to explore the level of teaching anxiety that pre-service teachers experience, as evaluated by two major stakeholders: cooperating teachers and the student-teachers themselves. We can acquire a full grasp of the causes leading to teaching anxiety and the potential influence it has on the development of pre-service teachers if we examine the points of view of both experienced educators and their peers.

The investigation of teaching anxiety by cooperating teachers and student teachers provides a one-of-a-kind opportunity to investigate the myriad of perspectives and perceptions around this topic (Abana, 2020). Cooperating teachers, who monitor and guide pre-service teachers during their practical experiences, possess significant insights into the challenges and worries faced by these individuals. Cooperating teachers are responsible for supervising and mentoring pre-service teachers. On the other hand, student teachers are in a unique position to share first-hand descriptions of their own experiences in the classroom as well as their own personal views on teaching anxiety.

The purpose of this study is to offer insight on the extent to which pre-service teachers experience anxiety about teaching, as well as the differences in perspectives that exist between cooperating teachers and student-teachers. We are able to build targeted interventions and support mechanisms to alleviate anxiety and improve the preparation of future educators if we first identify the elements that contribute to teaching anxiety and the inconsistencies in assessment. Identifying these characteristics will also help us determine which assessments are inconsistent.

Not only does this study have value for teachers in training, but it also has relevance for programs and institutions that provide teacher education. This research will provide evidence-based insights into the phenomenon of teaching anxiety, so opening the path for enhanced training methodologies and support systems (Decena, 2021). The findings of this study project have the potential to make a significant contribution, in the long run, to the general improvement of pre-service teacher education and to the health and happiness of aspiring educators.

It is in this context that this study has been conceived in order to determine the teaching anxiety. It is hoped that unravelling these concepts will be a valuable input for developing modules for pre-service teachers which is an essential intervention for developing pre-service teachers in the university.

#### **Statement of the Problem**

What is the level of teaching anxiety of the pre-service teachers as assessed by the cooperating teachers and the student-teachers themselves?

## RESEARCH METHOD

Quantitative research methods were applied throughout the course of the investigation. A descriptive-correlational research design was used for this investigation. While correlational research looks at the correlations between variables, descriptive research aims to describe the traits or behaviors of a certain group. These methods were combined to provide a thorough understanding of teaching anxiety levels, employing a valid and reliable teaching anxiety scale to measure the degree of teaching anxiety. This measure ought to have been developed beforehand and shown to have sound psychometric qualities. It had questions that assessed many aspects of teaching anxiety, such as fear of public speaking, dread of evaluations, and overall teaching anxiety of the pre-service teachers. A summary of the participants' demographic details and degrees of teaching anxiety was given by the findings of the descriptive analysis. Any meaningful connections between teaching anxiety and the demographic variables were found using correlational analysis. The results are analyzed and analyzed in light of the body of knowledge and theoretical frameworks.

### Teaching Anxiety

Arbitrary Scale	Range	Descriptive Value
Always Occurs	4.2 - 5.0	Very High Teaching Anxiety
Often Occurs	3.4 - 4.19	High Teaching Anxiety
Sometimes Occurs	2.6 - 3.39	Moderate Teaching Anxiety
Rarely Occurs	1.8 - 2.59	Low Teaching Anxiety
Never Occurs	1.0 - 1.79	Very Low Teaching Anxiety

## DISCUSSION OF FINDINGS AND RESULTS

### Level of Student Teaching Anxiety of the pre-service teachers in terms of Evaluation Anxiety

**Table 1. Student Teaching Anxiety of the Pre-service Teachers in Terms of Evaluation Anxiety**

Statements	Mean of Pre-service Teachers	Mean of Cooperating Teachers	Average of both respondents
I worry about my cooperating teacher evaluating me.	2.74 (Moderate)	3.18 (Moderate)	2.96 (Moderate)
I worry about how my supervisory instructor will judge me.	2.37 (Low)	3.22 (Moderate)	2.80 (Moderate)
Concerned about what my cooperating teacher may demand, I am.	2.66 (Moderate)	3.21 (Moderate)	2.94 (Moderate)
Concerned about what my supervisory instructor may demand, I am.	2.50 (Low)	3.25 (Moderate)	2.88 (Moderate)
Concerned about being monitored while teaching by my cooperating teacher.	2.78 (Moderate)	3.20 (Moderate)	2.99 (Moderate)
I worry about whether or not my performance will be acceptable in my cooperating teacher's eyes.	2.56 (Low)	3.28 (Moderate)	2.92 (Moderate)
Weighted Mean	2.60 (Moderate)	3.22 (Moderate)	2.91 (Moderate)

Teaching is not an easy task. Its enormous demands and challenges can bring anxiety among pre-service teachers who are exposed for the first time in the real science, art, and craft of the profession.

Table 1. presents the level of student teaching anxiety of the pre-service teachers in terms of evaluation anxiety as assessed by the pre-service teachers and their cooperating teachers. It can be deduced that the overall mean for this dimension of student teaching anxiety is 2.91 which is moderate.

The moderate evaluation anxiety of the respondents implies that they have nervousness and worries being observed, evaluated, and assessed by their supervising instructor and cooperating teacher while teaching. Perhaps, this anxiety is inevitable because this is part of the learning process. It is to be understood that it is their first time to handle classes and it is just normal for them to be anxious just like anyone doing things the first time.

As this is the pre-service teachers' first experience in a classroom, Parker (2010) claims that their anxiousness is natural. First interactions can undoubtedly cause and exacerbate pre-service teachers' uneasiness. Therefore, he believed that some worry on the part of pre-service teachers is unavoidable during this period.

As seen in the table, pre-service teachers scored lower on average than their cooperating teachers in this aspect of teaching anxiety (2.60 vs. 3.22, respectively). The statements "about being evaluated by my supervising instructor" (2.37), "about what their supervising instructor will expect" (2.50), and "about whether or not their performance will be satisfactory from the point of view of their cooperating teachers" (2.56) specifically show low anxiety. The pre-service teachers, on the other hand, received moderate ratings from cooperating teacher responses for all of the evaluation anxiety items.

The findings of Capel (2012), who claimed that the primary cause of anxiety for student teachers during their practice teaching was induced by being observed by one's lecturer or supervising while teaching, are in direct conflict with the low rating given by the pre-service teachers about being observed by their supervising instructor.

**Table 2: Student Teaching Anxiety of the Pre-service Teachers in Terms of Class Control Anxiety**

Statements	Mean of Pre-service Teachers	Mean of Cooperating Teachers	Average of both respondents
I worry about how to lead and direct the class.	3.15 (Moderate)	3.17 (Moderate)	3.16 (Moderate)
I worry about keeping the class from being too noisy.	3.26 (Moderate)	3.15 (Moderate)	3.21 (Moderate)
I worry about how to respond to a learner's defiance.	2.90 (Moderate)	3.23 (Moderate)	3.07 (Moderate)
Concerns regarding student misconduct in class worry me.	2.85 (Moderate)	3.19 (Moderate)	3.02 (Moderate)
I worry about potential issues with disruptive students in the class.	2.88 (Moderate)	3.28 (Moderate)	3.08 (Moderate)
Weighted Mean	3.01 (Moderate)	3.20 (Moderate)	3.11 (Moderate)

Table 2 provides an illustration of the pre-service teachers' level of student teaching and class control concern. According to the pre-service teachers and their cooperating teachers, the overall weighted mean for this dimension is 3.11 and has a moderate adjectival value. The pre-service teachers' moderate class control anxiety in relation to this dimension suggests that they have average anxiety or feelings of inadequacy when it comes to regulating and upholding classroom discipline and dealing firmly with misbehaving students.

Preece (2012) provided a clear explanation for the pre-service teachers' moderate class management anxiety when she said that discipline issues frequently caused moderate to high degrees of anxiety during practice teaching. He also discovered evidence suggesting that, in some circumstances, a moderate to high level of anxiety among students at the beginning of teaching practice may potentially be a contributing factor to behavior issues. He further linked this worry to the fact that student teachers are not sufficiently trained in handling classroom discipline throughout course work.

According to the table, the cooperating teachers assessed the pre-service teachers' class control anxiety as moderate, with a weighted mean of 3.20, while the pre-service teachers themselves rated it as moderate, with a weighted mean of 3.01 for the pre-service teachers. The pre-service teachers' similar ratings to those of their cooperating instructors in this dimension show that they have a similar view of their own level of class control anxiety.

**Table 3: Student Teaching Anxiety Of The Pre-Service Teachers In Terms Of Professional Preparation Anxiety**

Statements	Mean of Pre-service Teachers	Mean of Cooperating Teachers	Average of both respondents
I worry about upholding a 'good enough' level of preparation for teaching.	3.08 (Moderate)	3.30 (Moderate)	3.19 (Moderate)
I worry about how to offer each student the focus he or she requires without disregarding others.	3.23 (Moderate)	3.30 (Moderate)	3.27 (Moderate)
I worry about finishing lesson plans in the proper format and manner.	3.18 (Moderate)	3.23 (Moderate)	3.21 (Moderate)
I am anxious about the depth of my knowledge and skill in discussing the	3.03 (Moderate)	3.20 (Moderate)	3.12 (Moderate)

lesson content			
I am anxious about selecting suitable teaching strategy, motivation and assessment of learning	3.17 (Moderate)	3.15 (Moderate)	3.16 (Moderate)
I am anxious about getting along well with my cooperating teacher	3.22 (Moderate)	3.42 (High)	3.32 (Moderate)
Weighted Mean	3.15 (Moderate)	3.27 (Moderate)	3.21 (Moderate)

The job of a teacher is not an easy one. Pre-service teachers who are exposed for the first time to the genuine science, art, and craft of the profession may experience anxiety as a result of the immense demands and obstacles associated with the profession.

Table 1 displays the amount of student teaching anxiety experienced by pre-service teachers in terms of assessment anxiety. This level was determined by both the pre-service teachers and the teachers with whom they were cooperating. It is possible to draw the conclusion that the overall mean score for this aspect of student teaching anxiety is 2.91, which is considered to be moderate.

The fact that the respondents reported feeling only moderately anxious about being evaluated suggests that they get frightened and worried about being observed, evaluated, and assessed by their supervising instructor and cooperating teacher when they are teaching. It's possible that this anxiousness is unavoidable due to the fact that this is a natural element of the learning process. It is important to keep in mind that this is their very first experience managing classes, and as such, it is only natural for them to feel worried; this is a natural reaction for anyone undertaking something for the very first time.

The pre-service teachers and their cooperating teachers scored moderately on all of the items related to professional preparation anxiety, according to a detailed examination of the table. The weighted mean for pre-service teachers is 3.15, and for cooperating teachers it is 3.27. As a result, the pre-service teachers' ratings of their level of professional preparation anxiety were consistent with those of their cooperating teachers. In other words, they are as anxious about their professional preparedness as they think they are, according to their cooperating professors.

However, the only item that the cooperating teachers and pre-service teachers vary in rating is along the statement "I am anxious about getting along well with my cooperating teacher". The teacher respondents rated them high in this statement with a mean score of 3.42 while the pre-service teachers rated themselves moderate with a mean of 3.22. This finding reveals that the cooperating teachers perceive the high uncomfortable feeling that the pre-service teachers have in relating with them which was nonetheless felt by the pre-service teachers themselves.

**Table 4: Student Teaching Anxiety of the Pre-service Teachers in Terms of School Staff Anxiety**

Statements	Mean of Pre-service Teachers	Mean of Cooperating Teachers	Average of both respondents
Concerned about working successfully with other teachers on my school task, I'm apprehensive.	3.34 (Moderate)	3.39 (Moderate)	3.37 (Moderate)
I worry about how helpful the administration and other school staff members will be.	3.35 (Moderate)	3.42 (High)	3.39 (Moderate)
I am concerned about the school principal and other officials' level of assistance.	3.23 (Moderate)	3.37 (Moderate)	3.30 (Moderate)
I am concerned about working with the teachers and other administrators at the school.	3.12 (Moderate)	3.40 (High)	3.26 (Moderate)
I worry about the lesson that my cooperating teacher wants me to teach.	2.56 (Low)	3.25 (Moderate)	2.91 (Moderate)
Weighted Mean	3.12 (Moderate)	3.37 (Moderate)	3.24 (Moderate)

Table 4. demonstrates the level of staff and pre-service teachers' anxiety related to student teaching. According to the pre-service teachers and their cooperating teachers, the overall weighted mean for this aspect of teaching anxiety is 3.24, with a descriptive value of moderate.

The pre-service teachers' moderate teaching anxiety in connection to this dimension suggests that they experience a mild level of apprehension while relating to, communicating with, and forming relationships with the school staff and other teachers. Since this is the pre-service teachers' first exposure to school responsibilities, their mild staff nervousness may just be typical. They are somewhat concerned with how they will be received and how well they will get along with the principal, other teachers, and administrative staff of their school assignment. They feel like "strangers" in their schools since they are pre-service teachers, and their mild anxiety is a result of their perception that it takes time for them to get along with the individuals they encounter throughout their schoolwork.

The primary cause of the pre-service teachers' concern, according to Sag (2012), is their expectation of having to acclimate to the faculty and staff at the school, which is a new socio-cultural framework for them.

Significantly, the pre-service teachers and their cooperating teachers' ratings on some items in the school staff anxiety scale differ. In the statement, "I am anxious about what lesson my cooperating teacher would like me to teach," for instance, pre-service teachers evaluated themselves as low (2.56) but their cooperating teachers rated them as having moderate anxiety (3.35). This information suggests that pre-service instructors are unconcerned with the lesson provided by their cooperating teachers. They think that there are learning resources and teacher's manuals available to help them, particularly with the discussion themes.

Furthermore, the pre-service teachers rated themselves as having moderate teaching anxiety (3.35) along the statement, "I am anxious about how helpful members of the school staff (administrative personnel) will be," whereas the cooperating teachers rated the pre-service teachers as having high anxiety (3.42) along this statement. This suggests that pre-service teachers may not feel as anxious as cooperating teachers assume they do about interacting with other members of the school personnel.

Similar to the preceding case, cooperating teachers rated the statement "I am anxious about cooperating with the teachers and school staff like other administrative personnel" as high (3.40), compared to pre-service teachers who gave it a moderate (3.12) grade. This implies that the educators may have observed their pre-service educators acting nervously when interacting with other school stakeholders. This is in line with the preceding finding that cooperating teachers and pre-service teachers reported different degrees of anxiety, coupled with differences in how they interacted with other stakeholders and the school staff.

**Table 5: Student Teaching Anxiety of the Pre-service Teachers in Terms of Unsuccessful Lesson Anxiety**

Statements	Mean of Pre-service Teachers	Mean of Cooperating Teachers	Average of both respondents
I am anxious about how the cooperating teacher will react to one or more unsuccessful lessons if they should occur	2.86 (Moderate)	3.24 (Moderate)	3.05 (Moderate)
I am anxious about whether or not I will accomplish the learning objectives on time	2.90 (Moderate)	3.29 (Moderate)	3.10 (Moderate)
I am anxious about getting all the paperwork (lesson plans, instructional materials) done on time	2.87 (Moderate)	3.23 (Moderate)	3.05 (Moderate)
I am anxious about whether or not my lesson plans will be adequate based on the required teaching time	2.96 (Moderate)	3.30 (Moderate)	3.13 (Moderate)
Weighted Mean	2.90 (Moderate)	3.27 (Moderate)	3.08 (Moderate)

Table 5. shows the level of student teaching anxiety of the pre-service teachers along unsuccessful lesson anxiety dimension. Vividly, the table reveals that overall weighted mean for this dimension as assessed by the pre-service teachers and their cooperating teachers is 3.08 with a descriptive value of moderate.

The pre-service teachers' moderate level of unsuccessful lesson anxiety indicates that they are neither overly nor underly uncomfortable with the idea of how their cooperating teachers and supervising teacher might react if they observe one or more unsuccessful lessons and potential issues in the classroom. This sensation is probably caused by the fact that both raters' responses are crucial. It is anticipated that they successfully conduct their lessons because this is the only way to win over their approval and earn a higher mark at the same time. Both raters are asked to provide their final grades during practice teaching.

The pre-service teachers' moderate levels of teaching anxiety refute Hart's (2007) findings that student instructors experience significant levels of anxiety because they worry about how their supervisors would react

if they observe one or more poor lessons. Kongchan and Singhasiri (2012) claim that anxiety and expectations are related. When an expectation is not fulfilled, a person may experience worry. In contrast, when his expectations are met, his anxiety is reduced. This is especially true in the context of the interaction between cooperating teachers and pre-service teachers.

The weighted mean for pre-service teachers is 2.90 (moderate), and for cooperating teachers it is 3.27 (moderate), as can be seen from the table. The ratings of pre-service teachers and their cooperating teachers are therefore consistent across all items for this dimension. In other words, how pre-service teachers rate their worry about failing to teach a lesson is based on how their cooperating instructors evaluated and watched them throughout their practicum in their academic work.

**Summary Table for Student Teaching Anxiety of Pre-Service Teachers**

**Table 6; Summary Table for Student Teaching Anxiety of Pre-service Teachers**

Dimensions of Anxiety	Mean of Pre-service Teachers	Mean of Cooperating Teachers	Average of both respondents
Evaluation Anxiety	2.60 (Moderate)	3.22 (Moderate)	2.91 (Moderate)
Class Control Anxiety	3.01 (Moderate)	3.20 (Moderate)	3.11 (Moderate)
Professional Preparation Anxiety	3.15 (Moderate)	3.27 (Moderate)	3.21 (Moderate)
School staff Anxiety	3.12 (Moderate)	3.37 (Moderate)	3.24 (Moderate)
Unsuccessful Lesson Anxiety	2.90 (Moderate)	3.27 (Moderate)	3.08 (Moderate)
Overall Weighted Mean	2.96 (Moderate)	3.26 (Moderate)	3.11 (Moderate)

Table 6 shows the summary table for pre-service teachers' student teaching anxiety. According to the two groups of respondents, the overall weighted mean of pre-service teachers' student teaching anxiety is 3.11, with a moderate adjectival value.

The pre-service teachers' moderate student teaching anxiety suggests that they have mild to moderate "uncomfortable feelings" (such as worry, uneasiness, or trepidation) in response to teaching activities that require the planning and execution of classroom activities. The moderate level of apprehension and worry also shows that they are somewhat, but not overly, confident in their ability to overcome the difficulties of practicing teaching.

Significantly, the pre-service teachers and their cooperating teachers consistently rated all five (5) categories of student teaching anxiety with descriptive values of moderate. This result suggests that the pre-service teachers almost equaled their cooperating teachers' ratings of their student teaching anxiety across all five (5) variables. In other words, the pre-service teachers' perception of their level of teaching anxiety is in line with what their cooperating teachers saw when they taught in their classrooms.

**CONCLUSION AND RECOMMENDATION**

Pre-service teachers at CSU-Piat participated in a study that found they had a moderate amount of teaching anxiety and an average amount of self-confidence in their abilities to instruct. The results suggested that these future teachers exhibited some level of anxiety when it came to instructing, indicating that they were worried and uneasy about how well they would do in the classroom. It's crucial to remember that their anxiousness wasn't very strong or severe. However, the participants showed an average amount of confidence in their teaching skills, showing that they typically trusted in their ability to fulfill their teaching obligations successfully. Although they admitted to having some anxiousness, they showed a realistic confidence in their teaching abilities. These findings offer insight on pre-service teachers' psychological experiences, highlighting the value of addressing and supporting their worries while also nurturing and fostering their confidence in teaching.

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