

Teaching Anxiety and Teacher Confidence of the BEED and BECED Preservice Teachers

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Abstract: Practice Teaching is an integral part of the teacher education program. Pre-service Teachers are deployed to the school to train and apply the knowledge and skills they learned during 1st year to 3rd year and apply what they have observed during Field study in the real classroom setup. Despite of 3 years of equipping the pre-service in both knowledge and skills, anxiety is inevitable and one of many disquiets they will experience. The researchers utilize a mixed method that aims to find the relationship of 4th Year BEED AND BECED Pre-service Teachers Teaching Anxiety and Teaching Confidence. The study used quantitative and qualitative, Quantitative data is collected using survey instruments: STAS (Student-Teacher Anxiety Scale) a modified questionnaire, adopted from Akinsola (2014) and Teaching Confidence Scale a modified questionnaire, adopted from Hoi and Spero (2005), and for qualitative data the researchers constructed one open ended questionnaire to support the results of the STAS AND Teaching Confidence Scale questionnaire. The paper utilized Statistical Package for the Social Sciences (SPSS) software to treat the gathered data with the use of the following statistical tools: frequency distribution and percentage, Pearson-r with an alpha of 0.05. The study showed that Pre-Service Teaching Anxiety does not affect Pre-Service Teaching Confidence of 4th Year BECED and BEED. The result of the study revealed that there is no significant relationship between Teaching anxiety and Teaching confidence.

Keywords— Teaching anxiety, teaching confidence

1. INTRODUCTION

Practice teaching is an integral part of any teacher education curriculum since it is a good avenue for pre-service teachers to apply the theories they learned in the real classroom setting (Ulla, 2016). In the Philippine context, all teacher education curriculum in all higher education institutions included practicum teaching as one of the requirements for the degrees of Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) and for some degrees in the Bachelor of Arts (BA) programs.

No teacher education and arts programs students are allowed to graduate without finishing the required number of hours for both actual classroom observation and practice teaching. Pre-service student-teachers usually take their practicum teaching experience out of the campus, in the nearby public elementary and high schools or in-campus at the basic education department of their university or college. Though the first 3 years of pre-service teachers learn the theoretical concepts and ideas in educational psychology, management of classroom, subject content, curriculum development, various philosophies dealing with education and so on are called into use, to prepare them for their practicum. A lot of studies prove that Pre-service teachers, despite years of preparation, still experience Teaching anxiety. And this anxiety might affect their performance and may lead to teacher bullying by students (Asio & Gadia, 2018; Asio, 2019; Asio & Gadia, 2019).

Anxiety also affects pre-service teachers teaching performance especially in the first face-to-face meeting with students.

This paper intends to analyze the teaching anxiety and confidence of BEEd and BECED Preservice teachers of the College of Education, Arts, and Science of Gordon College, Olongapo City, Philippines.

The result of this research is deemed beneficial to preservice teachers of the College as well as the institution itself in order to provide quality graduates for future generation of teachers.

1.1 Conceptual Framework

According to Sammephet and Wanphet (2013) when preservice teachers anxiety increased preservice teacher's confidence decreased. Similarly, this cause of anxiety influenced the pre-service teachers to become a less self-confident teacher in the first class as well.

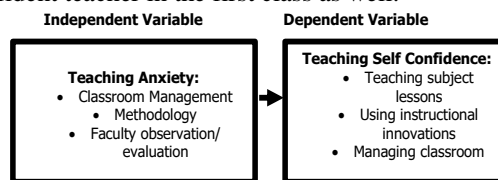


Figure 1. Conceptual Framework of the Study

1.2 Significance of the Study

This study may help incoming 4th-year pre-service teachers who experienced anxiety about the upcoming practicum teaching. Teachers who have a strong sense of self-efficacy are better planners and resilient in the face of failure, and more open-minded and supportive with their pupils.

Schools need to be supportive to teachers suffering with anxiety. This study will provide information to all researchers who may require references for studies related to or similar to the proposed research topic. It will add to an existing body of knowledge or reject any previous research that may have been wrong. It could also be used as a guide for other studies whose researchers would like to explore deeper into the topic.

2. METHODOLOGY

This chapter presents the methods and procedures of the study that were used by the researchers in order to obtain, analyze and interpret the data requirements of the research. The research design, respondents, research instruments, constructive of instruments, data gathering procedures and statistic treatment of the data are also include in this chapter.

2.1 RESEARCH DESIGN

A research strategy known as mixed methods research combines or connects both qualitative and quantitative methods of inquiry. It involves making philosophical assumptions, applying both qualitative and quantitative methods, and combining the two methods in one study. A purposeful mixing of approaches is required in the data collecting, data analysis, and interpretation phases of mixed methods research. The key word here is "mixed," as linking or integrating data at the right point in the research process is a crucial component of the mixed methods approach.

2.2 Research Instruments

Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms.

Thus, it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell & Plano Clark, 2007).

The researchers utilize a Likert-scale questionnaire.

Quantitative data is collected using survey instruments: STAS (Student-Teacher Anxiety Scale) a modified questionnaire, adopted from Akinsola (2014) and Teaching Confidence Scale a modified questionnaire, adopted from Hoi and Spero (2005)

The STAS (Student Teacher Anxiety Scale) is a five-point Likert-type scale with 23 items with options Very Much (VM); Moderately (M); Somewhat (SW); Rarely (R); and Never (N) (Akinsola, 2014).

Questions 1,4,5, 8,12,16, measures the anxiety caused by classroom management.

Questions 3,7, 9,14,17,18,21,23 measures the anxiety caused by methodological knowledge.

This scale measured three factors: confidence to teach (items: 1,2, 13, 16, 20, 22,23,25 and 26) , confidence to use instructional innovations (items:3,4 5, 6, 7, 8, 9,14,15,18,19,21, 24, 27 and 28,) , confidence to manage Classroom (items: 10, 11, 12, and 17) (Hoy and Spero, 2005).

For qualitative data, the researchers constructed one open ended questionnaire to support the results of the STAS AND Teaching Confidence Scale questionnaire.

The question is how would the Pre-Service Teachers describe their teaching experience and are there any factors that trigger their teaching anxiety?

2.3 Statistical Treatment of Data

The data gathered was organized, tabulated, and processed automatically via google form and transferred to google sheets.

The following were the statistical treatment employed to answer the specific questions raised in the study: Frequency Distribution and Percentage, weighted mean and standard deviation, and Pearson-r.

Pearson r were used to determine whether to accept our null hypothesis which is there is no significant relationship between teaching anxiety and teaching confidence at alpha 0.05.

3. RESULTS AND DISCUSSIONS

It includes the profile of the respondents, the relationship between the anxiety and confidence of the Pre-service teachers, the relationship between teaching anxiety and teaching self-confidence when moderated by selected variables (Age, Sex, Program, teaching hours, or assigned grade level), How would the Pre-Service Teachers describe their teaching experience and are there any factors that trigger their teaching anxiety?

3.1 Profile of the Respondents

3.1.1 Age

The findings reveal that the age of 22 has the highest frequency, while the ages of 27, 29, and 32 have the lowest frequency, with a total of 33 responses.

3.1.2 Program

When Gordon College preservice teacher responses were classified by program, the study demonstrated the program distribution. the statistics shows 78.8 percent are enrolled in a Bachelor of Elementary Education (BEEd) degree, while 21.2 percent are enrolled in Bachelor of Early Childhood Education (BECED) program. Gordon College's pre-service teacher responses comprise 26 BEEd and 7 BECED for a total of 33 respondents.

3.1.3 Teaching Hours

When the respondents were categorized, their Daily Teaching Hour distribution was displayed. With a total of 20 responders, the maximum frequency of daily teaching is 8 hours, while the lowest frequency is 6 hours. Preliminary research reveals that preservice teachers in Gordon College's BEEd and BECED programs who are prepared to teach elementary grades spend an average of 8 hours each day in the classroom.

3.1.4 Assigned Grade level

When respondents were categorized, it represented the distribution of their Assigned Grade Levels. The responders assigned to grades 6 and Kinder responded the most frequently. The majority of respondents had experience teaching grades 6 and kinder, although the results also demonstrated that the respondents have considerable experience teaching in all primary grade levels.

3.2 Respondent's Teaching Anxiety

3.2.1 Classroom Management

In terms of classroom management, the result shows that pre-service teachers experienced somewhat teaching anxiety with an overall mean of 2.93. It implies that the pre-service teachers have somewhat anxiety in managing the class especially on pupils when there is a problem happened during class discussions. According to Bilali (2012), another source of anxiety is classroom management. In their study, the means decrease before and after the internship, that is to say that the fear of the trainee teachers decreases after 8 weeks of internship. This supports the findings of BEED and BECED pre-service teachers where they were quite concerned about teaching.

3.2.2. METHODOLOGY

In terms of methodology the results show that pre-service teachers experienced somewhat teaching anxiety with an overall mean of 3.29. It implies that the preservice teachers have somewhat anxiety when preparing their lessons specifically in choosing lesson content, making lesson plans and approaches to be used in class in order to meet the expected learning outcomes of the learners. A study from Agustiana (2014) also found out that preservice teachers have the lowest anxiety in making lesson plans. However, other literature revealed that pre-service teachers find planning their lessons difficult (Tashevskva, 2008).

3.2.3. FACULTY OBSERVATION/ EVALUATION

In terms of faculty observation/ evaluation the result shows that pre-service teachers experienced somewhat teaching anxiety with an overall mean of 3.32. It implies that Gordon College preservice teacher experienced teaching anxiety when they are observed by the cooperating teachers, principal, and instructors.

3.3 Respondent's teaching confidence

3.3.1 Teaching subject lessons

It shows that the BEED and BECED preservice teachers of Gordon College moderately agree in teaching confidence in terms of teaching subject lesson from questions 1-4 and 6-9, while they agree in question 5. Generally, preservice teachers moderately agree that they are confident enough in teaching subject lessons as described by the overall

mean of 4.50. Contrary to the study of Huston (2017) and Okhremtchouk et al. (2009) wherein he found that preservice teachers reported relatively more confidence in planning, instruction, and assessment than their actual abilities in teaching subject lessons

3.3.2 Using instructional innovations

The data shows from question 1,2,3, and 6 under the category of using instructional innovations the descriptive rating indicate agree, while questions from number 4, 5, and 7 to 15 shows the descriptive rating of moderately agree. Overall, this resulted to a descriptive rating of moderately agree with and overall mean of 4.49. This describes that preservice teachers of Gordon College are moderately confident in teaching with the use of instructional innovations. This shows that preservice teachers of BEED and BECED are confident in using instructional innovations and believed that using instructional innovations are important in teaching.

3.3.2 Managing classroom

The BEED and BECED preservice teachers moderately agreed that they are confident in teaching in terms of managing classroom as indicated with an overall mean of 4.70. This describes that preservice teachers are confident in teaching and also in managing the classroom. We can assume that the preservice teachers are confident because they believe that effective classroom management sets the stage for teaching and learning.

3.4 SIGNIFICANT RELATIONSHIP BETWEEN THE TEACHING ANXIETY AND TEACHING CONFIDENCE OF THE PRE-SERVICE TEACHERS

It presents that there is no significant relationship between the anxiety in classroom management and confidence to teach subject lessons. There is no significant relationship between the anxiety in classroom management and confidence to use instructional innovations. There is no significant relationship between the anxiety in methodological knowledge and confidence to teach subject lessons. There is no significant relationship between the anxiety in methodological knowledge and confidence to use instructional innovations. There is no significant relationship between the anxiety in methodological knowledge and confidence to manage classroom. It implies that teaching anxiety has no significant relationship with regards to the teaching confidence of the pre-service teachers. The pre-service teachers believe that their behavior changes after they have undergone the first teaching practice experience and their confidence level in the classroom increases with more interaction with their students (Akinsola, 2014). The BEED & BECED pre-service teachers learn to manage their anxiety along the period of teaching practicum. According to Sannephet and Wanphet (2013) anxiety also helps the pre-service teachers become active in predicting problems and

planning solutions to deal with future situations. After facing with the anxiety, the pre-service teachers would be sufficiently self-aware to recognize the causes of their anxiety without affecting their confidence.

3.5 PRE-SERVICE TEACHER'S TEACHING EXPERIENCE AND HOW THEY PERCEIVE THE IMPACT OF TEACHING ANXIETY ON THEIR TEACHING PERFORMANCE. IN ACCORDANCE WITH THE RESULT TO THE ANSWER OF THE PRESERVICE TEACHERS THE FOLLOWING ARE THE FACTORS THAT TRIGGER THEIR TEACHING ANXIETY AND HOW THEY PERCEIVE THE IMPACT OF ANXIETY TO THEIR TEACHING PERFORMANCE.

R1, R17, R31 stated that time pressured, pressured studying and teaching are factors that trigger their anxiety. R6, R14, R15, R23, R27 stated that lack of preparation for lesson plan and visual aids, or managing time and tasks are the factors that trigger their anxiety. R3, R10, R13, R24 stated that being observed by cooperating teachers, supervisor or a parent beside their students are the factors that trigger their anxiety. Some of the respondent stated he/she adapted well to challenges and manage to cope with the anxiety with the help of cooperating teacher. Based on their answer some of the respondents stated that the factors that trigger their anxiety are lack of preparation, time management and observation. 4th year BEED & BECED pre-service teachers learned to manage the causes of their anxiety all throughout the period of teaching practicum. Most of the Pre-service Teachers stated that they had an amazing experience from their practice teaching, they did learn a lot from various challenges and the support from their cooperating teachers help them ease the anxiety.

4. CONCLUSION AND RECOMMENDATION

Based on the result and findings of this study, the following conclusion were drawn:

The researchers accepted the research hypothesis wherein it was found out that there is no significant relationship between teaching anxiety and teaching confidence of the 4th year BEED and BECED preservice teachers.

The study revealed based on the result of open-ended question Pre-Service Teacher's teaching experience and they perceive the impact of teaching anxiety on their teaching performance shows some factors that triggers pre-service teachers' anxiety are lack of preparation, time management and observation. This implies that most of the preservice teachers encountered these difficulties during their practice teaching. However, other pre-service teachers stated that they turn anxiety into strength, and some do not experience anxiety. It is just a matter of how to handle those difficulties.

Based on the study and analysis of the answered survey questionnaires from the respondents, it is hereby proposed the following recommendation:

1. Preservice teachers somewhat experience anxiety in classroom management, methodology, and evaluation, it is

best for the institution to prepare the preservice teachers from these causes of anxiety. The institution should plan ahead of time by conducting a series of seminar-workshops, trainings and orientation to deal with these 3 causes of anxiety because the beneficial effects of anxiety may help preservice teachers recognize the challenges and plan solutions for similar situations in the future.

2. Cooperating teacher guides and helps them to have a successful experience during practice teaching and lesson the anxiety. With this, the institution should strengthen their partnership with DepEd, and the DepEd should retain the rules and guidelines of deployment wherein they will provide the "best" cooperating teacher to the preservice teachers.

3. For future Researchers conduct a similar study and obtain more numbers of respondents within a specific place. Conduct the same survey during the first week and last week of teaching practice of pre-service teachers to assess whether they have a higher anxiety during the first week and lower anxiety during the last week of teaching practicum.

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