Investigating the Contributing Factors to Teaching Anxiety during Teaching Practicum: A Case of Indonesian Pre-Service EFL Teachers

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Abstract

A body of literature has shown that teaching anxiety is one among other critical issues encountered by pre-service teachers when performing classroom teaching during a teaching practicum program. The current study attempted to examine the contributing factors to this anxiety among pre-service teachers performed the teaching of English as a foreign language (EFL) during their practicum in primary and secondary schools in Indonesia. To this end, 202 pre-service EFL teachers were asked to complete Teaching Anxiety Scale (TCHAS) questionnaire. Statistical analyses were performed to the collected quantitative data. Findings of the study revealed that there was statistical difference between male and female on the anxiety factor of 'being unable to answer students' question' ($F = 6.724$, $p < .05$) but not on other factors of 'incompetent in classroom' ($F = 3.568$, $p > .05$), 'dislike teaching' ($F = .001$, $p > .05$), 'career uncertainty' ($F = 1.238$, $p > .05$), and 'the negative attitude of the students' ($F = 3.713$, $p > .05$). Findings of the study also showed that teaching anxiety was experienced by pre-service EFL teachers teaching at primary school, lower secondary school and upper secondary school during the teaching practicum with similar level of anxiety.

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Introduction

Teaching practicum program plays a pivotal role in preparing quality teacher in a teacher education institution (Trent, 2013). In the program, pre-service teachers are given an opportunity to engage with an authentic hands-on experience in actual classroom learning settings (Nemtchinova, 2018). The program also facilitates the pre-service teachers to develop their instructional competences and carry out some reflection on such competences, to address potential instructional issues by observing and learning from knowledgeable and more able practitioners and peers, and to apply the obtained theoretical knowledge from courses they attended at universities with experience-based learning in primary, secondary, and tertiary schools, or particular independent learning sites (Flores, 2015; Nemtchinova, 2018). A study by Busher, Gündüz, Cakmak, and Lawson (2015) has shown that teaching practicum was effective in developing pre-service teachers' skills such as classroom management skill and their skill to address students' individual differences in the classroom. More importantly, teaching practicum program was found to help prospective teacher to familiarize with students' perspectives and appreciate what it meant to experience like a 'real' teacher in a 'real' environment.

In literature, teaching anxiety is one among other critical issues encountered by pre-service teachers when performing classroom teaching during a practicum program. Anxiety is simply viewed as a feeling of uneasiness, incompetence, fear, and nervous about doing something in a particular situation (Horwitz, 2016; Horwitz, Horwitz, & Cope, 1986; Ningsih, Narahara, & Mulyono, 2018; Tum, 2015). Salavera, Antoñanzas, Noéb, and Teruel (2014) describe anxiety as a naturally pathological response in someone's body resulting negative aftermath and unpleasant feelings for those who suffer it. An anxiety to teach is concerned with a situation in which pre-service teacher feels emotional and tension while before, during and after teaching. In the context of foreign language teaching, Can (2018) perceives teaching anxiety as feeling unbelief, unsure of the ability to teach a foreign language properly and feeling they are incompetent in using the foreign language to the students. Pre-service teachers who experience foreign language teaching anxiety (FLTA) tend to feel excessive fear and tension restricting them to perform foreign language (FL) teaching at their best (Tum, 2015).

Many studies have been conducted to identify some contributing factors to FLTA among pre-service teachers. A study done by Numrich (1996), for instance, found FLTA factors including teachers' perception of their inadequate level of grammar, lack of time management and instructional issues during classroom teaching. Particularly, Carol (1996) highlighted the use of target language for providing instructions to the students was shown as the most significant anxiety factor affecting teachers during FL classroom instruction. Aydin (2016) also revealed some factors that lead to the pre-service EFL teachers' anxiety during teaching practicum such as a lack of teaching experience, fear of making mistakes, and their proficiency perceptions of the target language. A study by Dil, Kaygısı, Nitel, and Araştırma (2016) revealed two contributing factors to FLTA, including teachers' fear of failure and using the target language. Teachers were observed to feel anxious whether they had provided the insufficient instructions to the students.

Additionally, Merç (2011) identified the causes of foreign language pre-service teacher anxiety in the context of Turkish public university. Utilizing a qualitative study, Merç administered 150 diaries along with 30 semi-structured interviews of the pre-service teachers to get more in-depth insights into their experiences during teaching practicum. The result yielded some contributing factors pre-service teachers FLTA, such as students and class characteristics, classroom management, teaching techniques, and supervisor's observations.

Moreover, a study by Yoon (2012) examined the sources of teaching anxiety among 52 non-native pre-service teachers attending courses at a state university in South Korea. After analysing data from the participants' surveys, the study found that the use of target language, lack of self-confidence, and inadequate preparation were the primary sources of teaching anxiety, while in Indonesian teacher education context, Agustiana (2014) revealed that lack of teaching experience was the predictor of teaching anxiety among pre-service EFL teachers. Kiggundu and Nayimuli (2009) point out, despite the thorough preparation, the pre-service teachers found it difficult to teach, as pupils were unresponsive; the pupils did not do their tasks, were noisy and were not actively engaged in classroom activities. Matoti and Lekhu (2016) also suggest that they were doubtful of their assigned supervisors' views toward their lesson plan executions, thinking they were not going to meet the supervisors' expectations. This impression is similar to a study by Sammephet and Wanphet (2013) that their anxiety remains even after-teaching hour considering to the supervisors' and their pupils' opinions. Aslrasouli and Vahid's (2014) study focused on the role of gender on the levels of anxiety among initial and knowledgeable Iranian in-service EFL teachers. The study found that gender was not a significant variable that contribute to FLTA. In contrast, a study by Matoti and Lekhu (2016) revealed that male pre-service teachers tended to be more anxious during classroom instruction practices compared to their female counterparts especially with regard to classroom-management and lesson plans executions, and both genders were occasionally anxious about their initial preparation in order to deliver materials.

Literature also shows that teaching anxiety negatively affects on pre-service EFL teachers' instructional performance. Tum (2012) examined the effects of teaching anxiety on teacher' performance in teaching and found that anxiety brings detrimental impact on three dimensions of pre-service teachers instructional practices: their use of target language, pedagogical competencies and instructional activities. Abongdia, Adu, and Foncha (2015) discusses several pre-service teachers who undoubtedly hesitate themselves that negatively affects their attitude towards the teaching profession. They also felt such alienation, which in turn diminishes the effectiveness of teaching practice. These two studies (e.g., Abongdia, Adu, & Foncha, 2015; Tum, 2012) have shared the same notions as the prior study by Keavney and Sinclair (1978) that teaching anxiety has an inimical effects on the classroom climate. This condition may indirectly reduce teaching effectiveness in terms of pupil outcomes by decreasing pupil motivation to learn, which will then interfere with students' learning and performance.

Although teaching anxiety have been evident in literature among pre-service EFL teachers as discussed earlier, such an issue is still underexplored in Indonesian teacher education context. The current study thus attempts to investigate the factors that contribute

to pre-service EFL teachers' anxiety during teaching practicum in Indonesian education context. Specifically, the study attempts to address the following two research questions:

1) Do the pre-service EFL teachers feel teaching anxiety during teaching practicum?
2) What are the contributing factors to pre-service EFL teachers during teaching practicum?

Methodology

Research design

This current study was a survey aiming at investigating contributing factors of teaching anxiety among pre-service EFL teachers in Indonesian teacher education settings. Survey design was purposefully employed to target a wide field of populations and to produce numerical data which thus help present descriptive and explanatory information related to the objectives of the current study (Cohen, Manion, Morrison, & Bell, 2018). Specifically, an online survey method was selected as it was practical, time efficient, ease of data entry, fast data processing as well as lower cost (Granello & Wheaton, 2004; Wright, 2005; Zhang, Kuchinke, Woud, Velten, & Margraf, 2017). Despite such benefits, Granello and Wheaton (Granello & Wheaton, 2004) identify several issues concerning the online data collecting method, including the representation of the sample, response rates and technical difficulty. Targeted sampling (i.e. third year of pre-service EFL teachers studying at faculty of teacher training and pedagogy) thus was adopted to address the issues related to sample representation and it may improve response rates (Dusek, Yurova, & Ruppel, 2015). In addition, the online survey was developed using Google form as it was simple, easy to use (Ningsih et al., 2018) and has already been familiar among pre-service EFL teachers in Indonesia.

Research sites and participants

A total of two hundred and two pre-service EFL teachers from faculty of teacher training across universities in Indonesia participated in the study where they were asked to complete an online Teaching Anxiety Scale (TCHAS) survey. They were from seven provinces in Indonesia, namely Jakarta, West Java, Banten, South East Sulawesi, Lampung, Riau islands, Central Java, Aceh, East Kalimantan, East Java, South Sumatera, North Sumatra, Jogjakarta, Jambi, South Kalimantan, South Sulawesi, and West Nusa Tenggara with many from Jakarta (N=66, 32.67%), West Java (N=38, 18.8%) and East Java (N=37, 18.3% and other less than 8%). The participants were dominated by145 female and with 57 males, aged between 18 to 30 year-old. Table 1 below presents the demography of the participants.

Table 1. *Participants' demography*

Demography		Number	Percentage
Gender	Female	145	71.78%
	Male	57	28.21%
Age	< 20	4	1.98%
	20 < n < 25	192	95.05%
	25 <	6	2.97%
Practicum site	Primary School (PS)	10	4.95%
	Lower Secondary School (LS)	102	50.49%
	Upper Secondary School (US)	90	44.55%

All of the participants had an upper intermediate level of English language proficiency. They also had attended three teaching English as a foreign language (TEFL) courses (i.e., introductory course to the teaching of English as a foreign language, approaches to TEFL, lesson planning and micro teaching) and had just completed their teaching practicum at schools. However, prior the study we have observed that although many of pre-service teachers have attended three courses on TEFL methods, the feeling of anxiety to teach and to use a foreign language simultaneously still exists among them.

Data collection instruments and analysis

An online five-Likert scale Teaching Anxiety Scale (TCHAS) questionnaire was distributed to 202 pre-service EFL teachers to collect quantitative data regarding their anxiety to teach English during teaching practicum. The questionnaire adapted from Parsons' TCHS (1973) survey. The Teaching Anxiety Scale (TCHAS) has been developed by Parsons (1973) used to measure teaching anxiety. Although TCHAS was developed in the 1970s, its use in recent education and classroom research is still precise and suitable for measuring teaching anxiety, both in-service and pre-service teachers (for example see Cheung & Hui, 2011; Peker & Ulu, 2018; Pelton, 2014).

Originally, there were fifty-four items in the instruments, but we opted to use twenty-three questions to that addressed the research questions of the current study. From the twenty-three items, nine items are about the fear of facing the students' unexpected reactions and questions in a class. Three items are about comparing the ability to other pre-service teachers and items are about feeling pessimists can be a good teacher. Two items are about feeling nervous about being observed by the college supervisor and about hesitation when preparing the lesson. The rests are about the ability to control self and class during teaching activities. Demography items were added to the questionnaire and they include gender, age and type of school they were teaching in. The questionnaire was created using Google forms, and was distributed online to the participants through a link that shared through social media such as Twitter, Facebook, Line, WhatsApp and Instagram. To help the participants read and comprehended each item in the questionnaire, all items in TCHAS was translated into *Bahasa Indonesia*. The questionnaire was opened for two months and

during the time had recorded 202 responses. The collected data then were analysed using factor analysis with varimax rotation, correlation, one-way ANOVA, and regression in SPSS (Cheung & Hui, 2011). Prior the data collection, consent was obtained from the participants of the current study. Participation was voluntary and the rights of human participants were protected. The names of people, places, and research site were masked.

Findings

The result from factor analysis

The calculation of the factor analysis was done entirely by using varimax rotation. Twenty-three TCHAS items extracted into five factors with alpha ranging .45 to .89. These five extracted factors were labelled as incompetent in the classroom, dislike teaching, career uncertainty, being unable to answer students' question and the negative attitudes of the students. As identified in the analysis, three items number 6, 14, and 17 were not related to those factors, and they were omitted accordingly. The rest were categorized into five factors: Incompetent in classroom with 34.73% of the total variance, dislike teaching with 6.79% of the total variance, career uncertainty with 6,04% of the total variance, being unable to answer students' question with 4,75% of the total variance, and negative attitudes of the students with 4,67% of the total variance. Table 2 shows the result of the factor analysis of TCHAS.

Table 2. *Factor analysis for 20 items of teaching anxiety*

Items	Incompetent in classroom (alpha= .89)	Dislike teaching (alpha= .73)	Career uncertainty (alpha= .56)	Being unable to answer students' question (alpha= .5 8)	The negative attitude of the students (alpha= .45)
4	.58				
7	.72				
9	.50				
10	.57				
16	.52				
18	.64				
19	.55				
20	.51				
22	.68				
23	.68				
3		.76			
5		.73			
21		.73			
2			.57		
13			.64		
1				.74	
8				.67	
12				.39	
11					.49
15					.79

The table above showed the number of items related to each factor. The score factor of teaching anxiety is incompetent in the classroom ranging from .50 to .72. The second factor is dislike teaching ranging from .73 to .76. The third factor is career uncertainty ranging from .57 to .64. The fourth factor is being unable to answer students' question ranging from .39 to .74, and the last factor is the negative attitude of the students ranging from .49 to .79. In addition, the demographics such as gender and age were found correlated to two TCHAS factors with $p<0.01$ and $p<0.05$ (see Table 3). The correlation between age and incompetent in classroom and being unable to answer students' question were at .14 and .13, respectively. The correlation between gender and being unable to answer students' question, and gender and age, were at .1 and .25, respectively. As observed, the correlation level of the demographics and two TCHAS factors remained weak which analysis between them were not performed. Note: * Correlation is significant at the 0.05 level (2-tailed); ** Correlation is significant at the 0.01 level (2-tailed).

Table 3. *Correlations amongst different factors*

No	Factors	1	2	3	4	5	6	7	8
1	Incompetent in classroom	1					.10	.14*	.12
2	Dislike teaching		1						
3	Career uncertainty			1			.01	.11	.04
4	Being unable to answer students' question				1		.18**	.13*	.02
5	The negative attitude of the students					1			.06
6	Gender						1	.25**	.12
7	Age							1	.04
8	Types of school								1

The result from ANOVA calculation

ANOVA calculation was performed to compare the means between gender on the five anxiety factors. Table 4 below presents the descriptive statistic of gender and the teaching anxiety factors and Table 5 shows the result of ANOVA, respectively.

Table 4. *Descriptive statistics of gender and the teaching anxiety factors*

Variables		N	Mean	Std. Deviation	Min	Max
Incompetent in classroom	Female	145	30.44	7.630	10	50
	Male	57	32.63	6.836	12	46
	Total	202	31.06	7.464	10	50
Dislike teaching	Female	145	10.12	2.554	3	15
	Male	57	10.11	3.080	3	15
	Total	202	10.11	2.705	3	15

Table 4. *Descriptive statistics of gender and the teaching anxiety factors (cont.)*

Career uncertainty	Female	145	6.06	1.731	2	10
	Male	57	6.37	1.970	2	10
	Total	202	6.14	1.802	2	10
Being unable to answer students' question	Female	145	9.48	2.148	4	15
	Male	57	10.33	2.030	3	15
	Total	202	9.72	2.145	3	15
The negative attitude of the students	Female	145	6.38	1.659	2	10
	Male	57	6.88	1.637	2	10
	Total	202	6.52	1.664	2	10

Table 5. *Result of ANOVA between gender and teaching anxiety factors*

Variables		df	F	Sig.
Incompetent in classroom	Between Groups	2	3.568	.060
	Within Groups	199		
	Total	201		
Dislike teaching	Between Groups	2	.001	.977
	Within Groups	199		
	Total	201		
Career uncertainty	Between Groups	2	1.238	.267
	Within Groups	199		
	Total	201		
Being unable to answer students' question	Between Groups	2	6.724	.010
	Within Groups	199		
	Total	201		
The negative attitude of the students	Between Groups	2	3.713	.055
	Within Groups	199		
	Total	201		

As shown in Table 4, the mean of female and male in 'incompetent in classroom variable' showed that male's was higher than female's. In 'higher dislike teaching', the mean score of the female was higher than male but mean score of the male in 'feeling career uncertainty' remained higher than the female. Male was shown to be afraid of 'being unable to answer students' question than the female and experienced more the negative attitude of the students than the female. In addition, the statistical analysis using ANOVA (see Table 5) revealed that there was statistical difference between male and female on the anxiety factor of 'being unable to answer students' question' (F = 6.724, p < .05) but not on other factors of 'incompetent in classroom' (F = 3.568, p>.05), 'dislike teaching' (F = .001, p>.05), 'career uncertainty' (F = 1.238, p>.05), and 'the negative attitude of the students' (F = 3.713, p>.05). Besides comparing gender and the five anxiety factors, ANOVA calculation were done to compare the means between types school on the five anxiety factors. Table 6 below presents the descriptive statistic of types of schools and the teaching anxiety factors and Table 7 shows the result of ANOVA, respectively.

Table 6. *Descriptive statistics of types of school and the teaching anxiety factors*

Variables		N	Mean	Std. Deviation	Min	Max
Incompetent in classroom	PS	10	30.40	6.114	20	39
	LS	102	30.38	6.885	10	44
	US	90	31.90	8.182	12	50
	Total	202	31.06	7.464	10	50
Dislike teaching	PS	10	10.00	2.582	5	13
	LS	102	10.21	2.565	3	15
	US	90	10.02	2.891	3	15
	Total	202	10.11	2.705	3	15
Career uncertainty	PS	10	6.60	1.578	5	10
	LS	102	6.02	1.665	2	10
	US	90	6.23	1.972	2	10
	Total	202	6.14	1.802	2	10
Being unable to answer students' question	PS	10	9.60	2.119	6	13
	LS	102	9.65	2.232	3	14
	US	90	9.81	2.066	5	15
	Total	202	9.72	2.145	3	15
The negative attitude of the students	PS	10	5.70	1.829	3	9
	LS	102	6.42	1.650	2	10
	US	90	6.72	1.642	2	10
	Total	202	6.52	1.664	2	10

Table 7. *Result of ANOVA between types of school and teaching anxiety factors*

Variables		df	F	Sig.
Incompetent in classroom	Between Groups	2	1.030	.359
	Within Groups	199		
	Total	201		
Dislike teaching	Between Groups	2	.199	.888
	Within Groups	199		
	Total	201		
Career uncertainty	Between Groups	2	.671	.512
	Within Groups	199		
	Total	201		
Being unable to answer students' question	Between Groups	2	.154	.857
	Within Groups	199		
	Total	201		
The negative attitude of the students	Between Groups	2	2.080	.128
	Within Groups	199		
	Total	201		

Table 5 presents the descriptive statistics of school types and the five teaching anxiety factors. Teachers who teach in upper secondary school felt more anxious of being incompetent in classroom ($\tilde{x}$=31.90) while those teaching in lower secondary school felt more about being dislike teaching than others ($\tilde{x}$=10.21). More importantly, primary school teachers felt more anxious about their career ($\tilde{x}$=10.21) and those teaching in primary school and secondary schools had similar anxiety of being unable to answer students' question ($\tilde{x}$=9.72). It is interesting that secondary school teachers were more anxious of the students' negative attitude than the primary school teachers. Result of ANOVA calculation showed that there was no statistical difference among primary, lower secondary school, and lower secondary school teachers on the five factors of teaching anxiety (p>.05).

Discussion

The research question number one was intended to find out whether pre-service EFL teachers feel teaching anxiety during their teaching practicum. As analysed above, the findings from the statistical survey have responded positively about the existence of teaching anxiety encountered by them during their teaching practicum in their initial period. Further, we tried to determine several factors contributing to the pre-service EFL teachers' teaching anxiety, which turned out to be our second research question. We found that their teaching anxiety feeling has been aroused due to several factors such as incompetent in classroom, dislike teaching, career uncertainty, unexpected students' questions, and students' negative attitudes. These five factors were extracted from two precedent studies investigated by Can (2018) and Cheung and Hui (2011). The finding corresponds with the results of an earlier study by Cheung and Hui (2011) suggesting that those teaching anxiety factors (i.e. incompetent in classroom, dislike teaching, and career uncertainty) cause many negative impacts between teacher and students.

The current findings more revealed that the pre-service EFL teachers faced uncertainty towards their teaching careers. Not only the pre-service teachers deal with it, even the experienced teachers also dilemma about their commitment to their teaching careers as convinced by Floden and Clark (1988). Moreover, the current findings voiced that the teachers worried when they were asked an unexpected question that they could not answer accurately, supported by Kim and Kim (2004). More similar studies on teaching anxiety also indicated by Gardner and Leak (2015) who found that teachers with highly teaching anxiety had difficulty standing up in front of the students and answering unexpected students' questions. These views were also corroborated with a study by Ameen, Guffy, and Jackson's (2016) which showed that the factors triggered teaching anxiety was unable to answer students' unexpected question.

The teaching anxiety feeling was confronted by the pre-service EFL teachers not only coming from themselves, but also coming from students. Can (2018) found in his study that the pre-service EFL teachers felt anxious when the students performed negatively in the learning process. This notion shared the same view as Can and Basturk (2018) study that the pre-service EFL teachers in their study were not into teaching as it was involved of

managing class, dealing with disrespectful and naughty students, resulting the pre-service EFL teachers to dislike teaching similar with our current findings. While Numrich (1996) further had explored the factors including teachers' perceptions of their inadequate proficiency, lack of time management and instructional issues during classroom teaching which were viewed as a pre-service EFL teachers' incompetence in the classroom, similar with this current findings.

Conclusions

The current study was conducted to address an inquiry if pre-service EFL teachers experienced teaching anxiety during teaching practicum and the contributing factors to such an anxiety. Result of the statistical analysis showed that all pre-service EFL teachers felt anxious when performed classroom teaching during teaching practicum at school. Some contributing factors to such a teaching anxiety that had been identified concerned with their feeling of being incompetent in the classroom, dislike teaching, career uncertainty, being unable to answer students' question and negative attitude. The analysis also resulted that there was statistical difference between male and female only on the anxiety factor of 'being unable to answer students' questions. In addition, there was no significant difference on the experience of being anxious in teaching among pre-service EFL teachers teaching in primary school, lower secondary school and upper secondary school.

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Biographical notes

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