

TEACHING ANXIETY AND ITS IMPACT ON TEACHING CONFIDENCE AND CLASSROOM MANAGEMENT AMONG PRE-SERVICE TEACHERS

Name of the 1st author Sheena Mol P.R.¹,

Name of the 2nd author Dr. K. Prema²

¹Assistant Professor in General Education. CK Raghavan Memorial College of Teacher Education. Pulpally, Wayanad.

²Assistant Professor, Department of Education (CDOE), Bharathiar University, Coimbatore, Tamil Nadu.

Emails: sheenajayaram73@gmail.com | kaliappanprema@gmail.com

Abstract: Teaching anxiety is a common psychological issue experienced by pre-service teachers, especially during their teaching practice period. Entering real classroom situations for the first time often creates fear, tension, and uncertainty among trainees. This study examines the impact of teaching anxiety on teaching confidence and classroom management among B.Ed. trainees. The objectives include identifying the level of teaching anxiety, examining teaching confidence and classroom management skills, and analysing the relationship between these variables. A quantitative survey method was adopted for the study. The population consisted of B.Ed. trainees studying in teacher education institutions in Calicut district, Kerala. A sample of 60 trainees was selected using simple random sampling from two colleges of teacher education. Standardized tools such as the Teaching Anxiety Scale, Teaching Confidence Scale, and Classroom Management Scale were used for data collection. The findings reveal that pre-service teachers experience a moderate level of teaching anxiety. It is also found that teaching anxiety has a negative relationship with teaching confidence and classroom management. This indicates that higher levels of anxiety reduce confidence and affect classroom control. The study highlights the need to address emotional preparedness in teacher education and suggests that supportive training practices can help in developing confident and effective teachers.

Keywords: Teaching anxiety, Classroom management, educational psychology, Pre-service teachers

INTRODUCTION

Teacher education plays a crucial role in preparing future teachers by developing their knowledge, skills, and professional competencies. While theoretical learning provides a strong foundation, practical teaching experience is essential for real classroom readiness. However, when pre-service teachers enter actual classroom situations, they often face emotional and psychological challenges. One of the most common challenges is teaching anxiety. Teaching anxiety can be described as the feeling of fear, nervousness, or tension that arises before or during teaching. It is especially common among B.Ed. trainees who lack prior teaching experience and feel uncertain about handling classroom situations. Fear of making mistakes, concern about evaluation by supervisors, and lack of confidence are some of the key reasons for this anxiety.

Teaching confidence and classroom management are important components of effective teaching. A confident teacher can communicate ideas clearly, maintain student engagement, and respond to classroom situations effectively. Classroom management helps in maintaining discipline and creating a positive learning environment. However, when anxiety levels are high, both confidence and classroom management abilities may be negatively affected. In many teacher education programmes, greater emphasis is placed on academic preparation, while emotional readiness is often neglected. From classroom observation, it can be understood that even knowledgeable trainees may struggle if they are anxious. Therefore, it is important to study the relationship between teaching anxiety, teaching confidence, and classroom management. This study attempts to analyse this relationship among pre-service teachers.

Another important aspect related to teaching anxiety is the role of self-perception among pre-service teachers. Many trainees compare their performance with experienced teachers and develop feelings of inadequacy during teaching practice. They may worry about student responses, communication skills, voice modulation, or the ability to explain concepts clearly. Such concerns often create self-doubt and emotional pressure, especially in the initial stages of teaching. In some cases, anxiety also affects lesson planning, interaction with students, and decision-making inside the classroom. Therefore, understanding the emotional experiences of trainee teachers is essential for improving teacher preparation programmes and promoting a healthy professional identity among future educators.

NEED AND SIGNIFICANCE OF THE STUDY

1. Teaching anxiety is an important but often neglected factor in teacher education. During teaching practice, pre-service teachers face various emotional pressures that can influence their teaching performance. If these emotional aspects are not properly addressed, they may reduce confidence and affect classroom management.
2. This study is significant because it focuses on the psychological dimension of teaching, which is not always given adequate attention. By examining the relationship between teaching anxiety, teaching confidence, and classroom management, the study provides useful insights for improving teacher education programmes.

- The findings can help teacher educators introduce supportive strategies such as mentoring, microteaching, and reflective practices. These approaches can help trainees gradually build confidence and reduce anxiety. The study also contributes to educational psychology by highlighting the importance of emotional factors in teaching effectiveness.

OBJECTIVES OF THE STUDY

- To identify the level of teaching anxiety among pre-service teachers
- To examine the level of teaching confidence among B.Ed. trainees
- To assess classroom management skills of pre-service teachers
- To analyse the relationship between teaching anxiety and teaching confidence
- To examine the relationship between teaching anxiety and classroom management

HYPOTHESES

- There is no significant relationship between teaching anxiety and teaching confidence
- There is no significant relationship between teaching anxiety and classroom management
- There is no significant difference in teaching confidence based on teaching anxiety
- There is no significant difference in classroom management based on teaching anxiety

METHODOLOGY

The study adopted a quantitative survey method to collect and analyse data related to teaching anxiety, teaching confidence, and classroom management. This method is suitable for examining relationships between variables in a systematic manner.

POPULATION

The population of the study included all B.Ed. trainees studying in teacher education institutions in Calicut district, Kerala.

SAMPLE AND SAMPLING TECHNIQUE

A sample of 60 pre-service teachers was selected using a simple random sampling technique from two teacher education colleges. Among them, 34 (56.7%) were postgraduates and 26 (43.3%) were graduates. In terms of locality, 32 (53.3%) belonged to rural areas and 28 (46.7%) to urban areas. The sample included trainees from Arts (40%), Science (33.3%), and Commerce (26.7%), ensuring diversity in academic background.

VARIABLES OF THE STUDY

Independent Variable: Teaching Anxiety

Dependent Variables: Teaching Confidence and Classroom Management

TOOLS USED

Data were collected using standardized tools such as the Teaching Anxiety Scale, Teaching Confidence Scale, and Classroom Management Scale. These tools were tested for validity and reliability to ensure accuracy.

DATA ANALYSIS AND INTERPRETATION

TABLE 1: QUALIFICATION-WISE DISTRIBUTION

Qualification	Number	Percentage
PG	34	56.7%
UG	26	43.3%
Total	60	100%

INTERPRETATION:

The table shows that a majority of trainees (56.7%) are postgraduates, while 43.3% are graduates. Even though many trainees have higher academic qualifications, the mean teaching anxiety score (64.8) indicates that anxiety still exists at a moderate level. This shows that academic qualification alone is not sufficient to reduce teaching anxiety.

TABLE 2: LOCALITY-WISE DISTRIBUTION

Locality	Number	Percentage
Rural	32	53.3%
Urban	28	46.7%
Total	60	100%

INTERPRETATION:

The data shows a slightly higher number of trainees from rural areas (53.3%) compared to urban areas (46.7%). However, the difference is not very large. Teaching anxiety is observed among both groups, indicating that it is a common issue regardless of locality.

TABLE 3: STREAM-WISE DISTRIBUTION

Stream	Number	Percentage
Arts	24	40%
Science	20	33.3%
Commerce	16	26.7%
Total	60	100%

INTERPRETATION:

The table shows that 24 trainees (40%) belong to the Arts stream, 20 trainees (33.3%) belong to the Science stream, and 16 trainees (26.7%) belong to the Commerce stream. The majority of the respondents are from the Arts stream, while Commerce trainees constitute the lowest percentage. The distribution indicates that the sample includes trainees from different academic backgrounds, which improves the diversity of the study. The data also suggests that teaching anxiety, confidence, and classroom management are relevant issues among trainees irrespective of their subject stream

TABLE 4: TEACHING ANXIETY & TEACHING CONFIDENCE

Variable	Mean	SD	r
Teaching anxiety	64.8	7.9	-0.60
Teaching confidence	73.1	6.8	

INTERPRETATION:

The correlation value ($r = -0.60$) indicates a moderate negative relationship between teaching anxiety and teaching confidence. This means that when anxiety increases, confidence decreases. Trainees with higher anxiety levels tend to feel less confident while teaching.

TABLE 5: TEACHING ANXIETY & CLASSROOM MANAGEMENT

Variable	Mean	SD	r
Teaching anxiety	64.8	7.9	-0.5
Classroom management	71.4	7.1	

INTERPRETATION:

Table 5 shows that the mean score of teaching anxiety among pre-service teachers is 64.8 with a standard deviation of 7.9, while the mean score of classroom management is 71.4 with a standard deviation of 7.1. The obtained correlation value is $r = -0.55$, which indicates a moderate negative relationship between teaching anxiety and classroom management. This means that trainees with higher levels of teaching anxiety tend to experience more difficulty in maintaining classroom discipline, student engagement, and effective classroom interaction. The findings suggest that increased anxiety negatively influences the classroom management abilities of pre-service teachers.

FINDINGS

1. Pre-service teachers experience a moderate level of teaching anxiety
2. Teaching confidence is at a moderate level
3. Classroom management skills are moderately effective
4. Teaching anxiety negatively affects teaching confidence
5. Teaching anxiety negatively affects classroom management

DISCUSSION

The findings clearly indicate that teaching anxiety plays an important role in influencing teaching performance. Trainees who experience high levels of anxiety tend to have lower confidence and face difficulty in managing classrooms. This affects their overall teaching effectiveness.

From practical classroom experience, it can be observed that many trainees feel nervous during their initial teaching sessions. However, with continuous practice, guidance, and support, this anxiety can be reduced. Teacher education programmes should therefore focus on creating a supportive environment for trainees.

Activities such as microteaching, peer teaching, and mentoring can help trainees gain confidence. Emotional preparedness should be given equal importance along with academic training. By addressing anxiety, teacher education programmes can help develop more confident and capable teachers.

CONCLUSION

The study concludes that teaching anxiety has a significant impact on teaching confidence and classroom management among pre-service teachers. Higher anxiety levels reduce confidence and make classroom management more difficult.

Therefore, teacher education programmes should focus on both academic and emotional aspects of training. Providing proper support, guidance, and practical exposure can help reduce teaching anxiety. This will ultimately lead to the development of confident and effective teachers.

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