

## TEACHING ANXIETY EXPERIENCED BY INDONESIAN STUDENT TEACHERS OF MULTIDISCIPLINARY EDUCATION STUDY PROGRAM

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To cite this article: Agustiana, V. & Nurhayati, N. (2019). Teaching anxiety experienced by Indonesian student teachers of multidisciplinary education study program. *ELT in Focus*, 1(2), 8-18.

### Abstract

With the demands of professionals, the study reports that there is a great deal of anxiety that arises in real teaching. As an effort to reduce the teaching anxiety, this study explores the level of teaching anxiety faced by student teachers in implementing real teaching as well as factors that can trigger the emergence of anxiety. This research was conducted quantitatively by applying the survey as the research strategy. The Student Teacher Anxiety Scale (STAS) found by Hart (1987) became a research instrument with language modification performed. 238 student teachers of Multidisciplinary Education Study Program (ESP) at one of the Private University in Indonesia who will carry out real teaching are involved as research respondents. The respondents consist of 6 different ESP. Based on the results of the study, it can be seen that the level of teaching anxiety faced by student teachers of multidisciplinary ESP in carrying out real teaching activities is at a high level with an average of 3.69. The level of anxiety experienced by student teachers of each ESP are as follows: Primary School Teacher (3.89), Mathematics (3.74), English Language (3.48), Indonesian Language (3.47) are at a high level. While the level of teaching anxiety of student teachers of Biology ESP (3.35) and Economic ESP (3.26) are at the normal level. Meanwhile, the most influencing factor causing the teaching anxiety were teaching preparation (3.86), teaching evaluation (3.73), class control (3.71), school staff (3.58), and failure in teaching (3, 58). With the anxiety that arises, good communication is the initial solution that can be done so that real teaching activities get better. Finally, real teaching will be more useful when the anxiety that arises is considered as a stimulation so that students can carry out better real teaching activities.

**Keywords:** *teaching, microteaching, real teaching, student teachers*

## INTRODUCTION

To meet the professional standards of education, various institutions have been established to produce high-quality teachers. At universities, student teachers are equipped with theories about teaching and learning for the first 3 years. Furthermore, they are given the opportunity to carry out simple teaching practices in micro teaching courses. Micro teaching is a small scale (micro) teaching activity designed to develop new skills and improve old skills (Brown, 1975). After that, they are also given the opportunity to teach in the real class in real teaching activities. Real teaching is real teaching activity without anything simplified (Marno & Idris, 2008). Meanwhile, teaching can be interpreted as an interesting and useful activity but demands because practitioners are required to clearly understand what must be done to realize the most desirable learning in students and to be very proficient in the skills needed to carry out these tasks (Azeem, 2011). In this case, students who are carrying out real teaching activities are referred to as student teachers (Ngidi & Sibaya, 2003). During conducting real teaching, student teachers are expected to show the highest level of professionalism. So that, with professional demands, studies report that there is a great deal of anxiety that arises in this activity.

In addition to giving a great influence to student teachers, real teaching is also one of the causes of stress, worry, and the main focus for them (Danyluk, 2013). Many things can affect the readiness of student teachers which, indeed, can be an anxiety in itself. Among them are teaching experience, mistakes in teaching, mastery of classes and students, mastery of material, creativity in teaching, and designing learning preparation (Aydin, 2016); communication skills and concerns to be assessed and tested (Ipek, 2016); confidence, competition with peers (Loyarte, 2015); relationships with colleagues and mentors (Merc, 2015). Moreover, when students make mistakes in teaching practice activities (Heeralal, 2014). This is certainly a separate demand for student teachers so they must really prepare themselves in order to achieve the expected learning goals (Kurniawati, 2010).

Research on the anxieties faced by the student teachers in teaching has been interesting for the past 3 decades (Merç, 2015). In an effort to create an instrument capable of measuring the level of anxiety in teaching, Hart (1987) developed a measurement scale called the Student Teacher Anxiety Scale (STAS). Hart identified 4 main factors that could influence the performance of prospective teacher students in teaching, namely performance appraisal, class control, teaching preparation, and students to be taught. As a form of research development, several other researchers also took part in the research. Among them, Ngidi & Sibaya (2003) conducted research on the relationship between the anxiety of student teachers and their personalities. In their research, they suggested that there were 5 factors that caused anxiety, namely assessment, class control, professional preparation, school staff, and unsuccessful teaching. Furthermore, Rieg, Paquette & Chen (2007) found 4 main factors causing teaching anxiety experienced by student teachers in the first year of teaching. These factors are students, parents of students, teachers, and internal problems of the students themselves which include knowledge, pedagogy, workload, and social relations.

Based on these findings, this study aims to answer some formulation of the problem as follows:

1. What is the level of teaching anxiety experienced by Indonesian student teachers of multidisciplinary education study program?
2. What is the most and the least influencing factor causing the teaching anxiety experienced by student teachers in carrying out real teaching activities?

Practically, this research is expected to provide knowledge to the instructors so that the research findings can be considered in the implementation of microteaching lectures. Where, the instructors of this course can prepare student teachers as well as possible so that the anxiety that arises can be reduced.

This research is also expected to contribute to the researchers, with the findings of teaching anxiety, so that researchers interested in this topic can conduct advanced research on teaching anxiety. With hope, the level of teaching ability can be reduced.

**METHOD**

Based on the objectives of the study, this study applies quantitative research methods. Quantitative research focuses on testing objective theories by examining relationships between variables (Malik & Hamied, 2014). In its implementation, this study uses a survey strategy. The survey research strategy is a strategy in which

This questionnaire was then distributed to 238 Teaching and Education Faculty students who were carrying out real teaching activities. The students are from 6 education study programs, namely Indonesian Language and Literature, Biology, Economic, English Language, Primary School Teacher, and Mathematics. The respondent filled one of the answer choices based on the statement provided according to what they feel. The questionnaire distribution was carried out before students carried out real teaching activities.

The questionnaire was in the form of a Likert-Scale consisting of 26 statements covering 5 factors, namely (a) anxiety about evaluation, (b) anxiety about class control, (c) anxiety in teaching preparation, (d) anxiety about school staff, and (e) anxiety about failure

researchers describe quantitatively the trends, attitudes, or opinions of a particular population by examining a sample of the population (Cresswell, 2014).

In collecting data, researchers used the Student Teaching Anxiety Scale (STAS) found by Hart (1987) as a research instrument. The aim is to collect specific data on student anxiety in carrying out real teaching activities. In this case, the researcher used STAS adapted from Ngidi and Sibaya (2003). Furthermore, this questionnaire was modified by translating the questionnaire into Indonesian. Then carry out a pilot study given to 3 English lecturers to find out the effectiveness of the language used.

in teaching. There are 5 scales in each statement in the questionnaire namely (A) always, (O) often, (S) sometimes, (R) rarely, and (N) never.

The questionnaire are analyzed descriptive statistically. Descriptive statistics are used to deduce data (Hatch & Farhady, 1982, p.39). Before the questionnaire is calculated, the questionnaire were sorted. If each item is not filled, then the questionnaire will not be used. This is done to avoid invalid data. The values of each scale are (5) Always, (4) Often, (3) Sometimes, (2) Rarely, and (1) Never. The average score for each theme will be calculated by using Microsoft office excels to measure the anxiety level of prospective teacher students in implementing real teaching in accordance with the following table.

Table 1. *Teaching Anxiety Level*

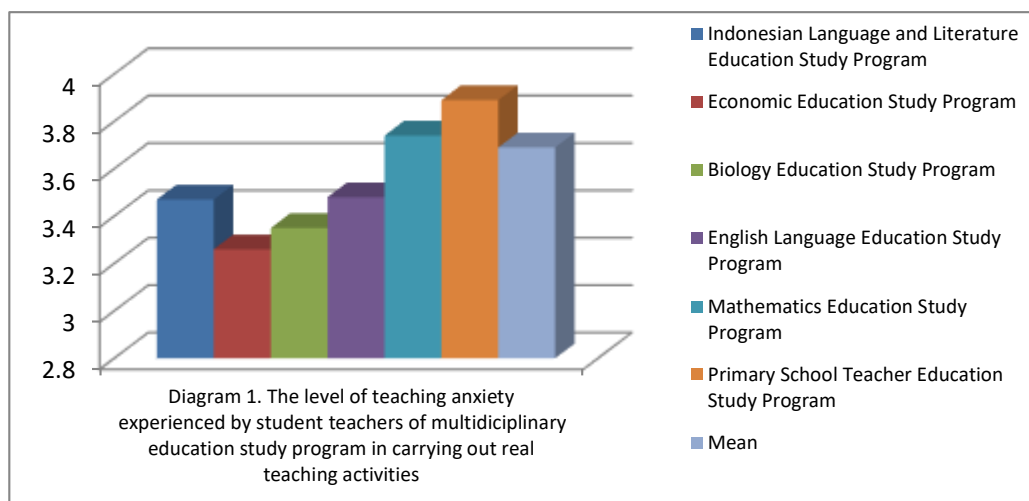
Teaching Anxiety Level	Score
Very high	4.201-5.0
High	3.401-4.20
Normal	2.601-3.40
Low	1.801-2.60
Very low	1.00-1.80

(Agustiana, 2016)

## FINDINGS AND DISCUSSION

This section presents research data relating to the results of research on the level of

knowledge experienced by student teachers in running a field experience program. This will be discussed in a number of sections that are consistent with the research objectives.



Based on Diagram 1, it can be seen that the level of teaching anxiety experienced by student teachers of multidisciplinary study program in carrying out real teaching activities is at a high level with an average of 3.69. This is in line with Merç (2015) which states that the level of anxiety faced by students in all study programs is high with an average of 3.44.

Meanwhile, based on data from each study program, it can be seen that the level of anxiety experienced by student teachers based on the order from highest to lowest is the Elementary School Teacher Education Study Program with an average of 3.89, Mathematics Education Study Program with an average of 3.74, Indonesian Language Education Study Program with an average of 3.47, English Education Study Program with an average of 3.48, Biology Education Study Program with an average of 3.35, and an Economic Education Study Program with an average 3.26. Thus it can be seen that the level of teaching anxiety experienced by Elementary School Teacher Education Study Program students is at the highest level among other study programs. This is in line with Ngidi & Sibaya which states that students who teach at the elementary school level experience anxiety in teaching especially female students (2003).

Meanwhile, the level of teaching anxiety experienced by students in the Economic Education Study Program in implementing real teaching is the lowest. Another study that conducted the same study revealed that, among the study programs that were participating, the teaching anxiety level faced by Mathematics Education Study Program students was at the lowest level among the others with an average of 3.13 (Merç, 2015).

In fact, students who are doing real teaching cannot be separated from the experiences they are experiencing, so the anxiety they experience will lead to high levels of stress (Paker, 2011). In this case, it can be said that the problems faced by students in each study program are different. This is reflected in the different levels of anxiety faced by students in each of their study programs. Some studies also state that with the differences in the fields of study are being studied, the level and type of anxiety that arises will be even more diverse (Çakmak, 2008).

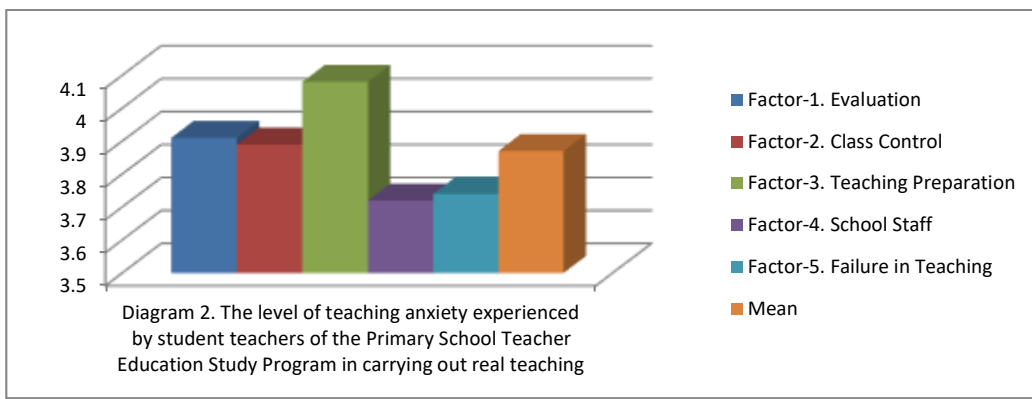
In addition, in line with the results of this study, Merç (2015) stated that English Education Study Program students experienced a high level of anxiety. However, on the other hand, Mutlu (2017) states that students of English Language study programs experience a moderate level of teaching anxiety. This can

lead to various conclusions, indeed. However, with the existence of research data in each study, it is certainly a natural thing if the results of the study will reveal things that are different from one another. However, it can be concluded that, teaching anxiety is still felt by student teachers in facing real teaching regardless of level.

This can also occur in other study programs, such as students from the History Study Program (Boadu, 2014), German Language Study Program, French Language Study Program, Social Sciences Study

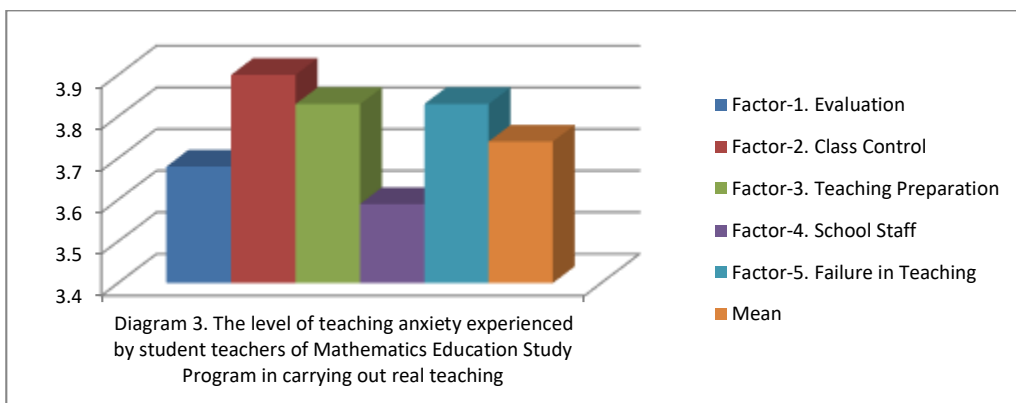
Program, and Computer Science Study Program (Merç, 2015 ) Thus, regardless of the field of study, student teachers basically experience anxiety when teaching real teaching.

There are 6 education study programs involved in this study. This section will discuss the level of teaching anxiety experienced by student teachers among disciplines in implementing real teaching activities. Data will be presented sequentially from study programs that have the highest to lowest anxiety levels among others.



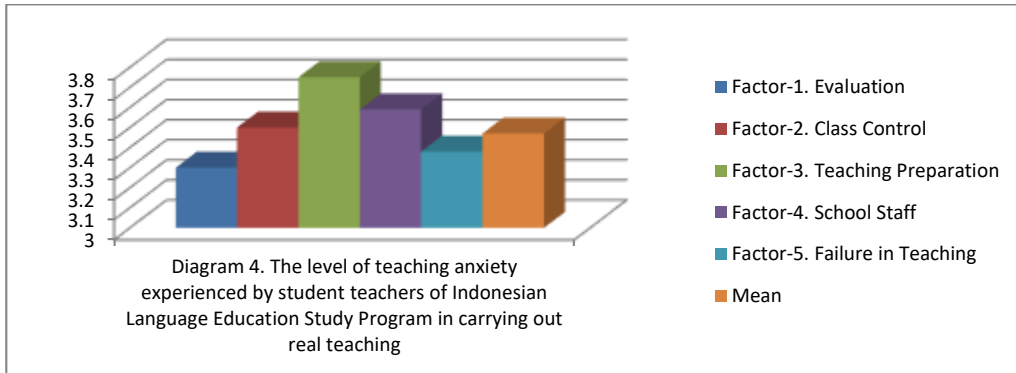
Based on the results of questionnaire data analysis presented in Diagram 2, it can be seen that the level of teaching anxiety experienced by student teachers of Primary School Teacher Education Study Program in carrying out real teaching is at a high level with an average of 3.89. In addition, the average of each factor was at a high level of anxiety

regarding teaching evaluation (3.91), class control (3.89), teaching preparation (4.08), school staff (3.72), and failure in teaching (3.74). Thus, in the Primary School Teacher Education Study Program, it can be seen that the highest level of factors is the factors associated with teaching preparation. While the lowest factors are factors related to school staff.



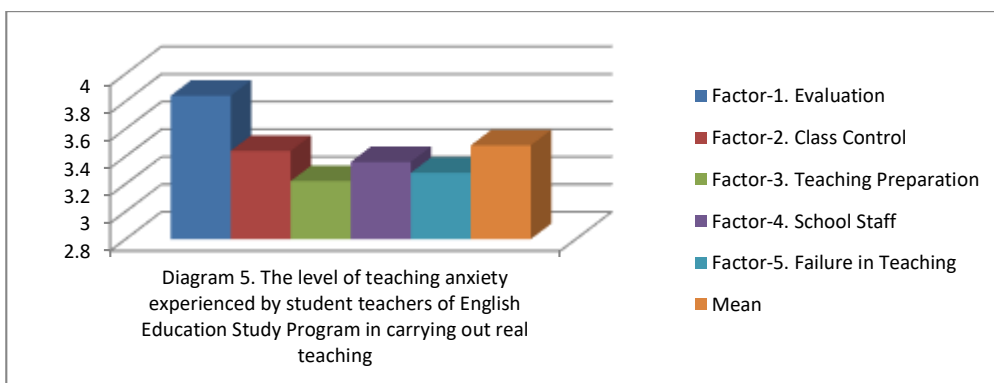
Based on the results of the questionnaire data analysis presented in Diagram 3, it can be seen that the level of teaching anxiety experienced by student teachers of Mathematics Education Study Program in carrying out real teaching is at a high level with an average of 3.74. Even so with the average of each factor at a high level with

details as follows: anxiety regarding teaching evaluation (3.68), class control (3.90), teaching preparation (3.83), school staff (3.59), and failure in teaching (3.80). Thus, it can be seen that in the Mathematics Education Study Program, the highest level factor is the factor associated with class control. While the lowest factors are factors related to school staff.



Based on the results of the questionnaire data analysis presented in Diagram 4, it can be seen that the level of teaching anxiety experienced by student teachers of the Indonesian Language Education Study Program in carrying out real teaching is at a high level with an average of 3.47. Meanwhile 3 factors including those that included class control (3.50), teaching preparation (3.75), and school staff (3.59), were

at a high level. Whereas 2 factors among them are at normal levels, namely anxiety regarding evaluation of teaching (3.30) and failure in teaching (3.38). Thus, it can be seen that in the Indonesian Language Education Study Program, the highest level factor is the factor associated with teaching preparation. While the lowest factors are factors related to teaching evaluation.

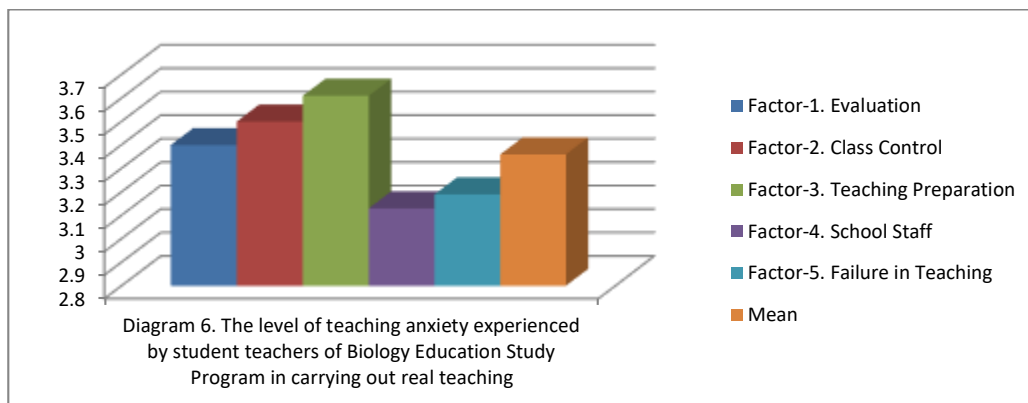


Based on the results of the questionnaire data analysis presented in Diagram 5, it can be seen that the level of teaching anxiety experienced by student

teachers of English Education Study Program in implementing real teaching is at a high level with an average of 3.48. In addition, there are 2 factors that are at a high level of anxiety

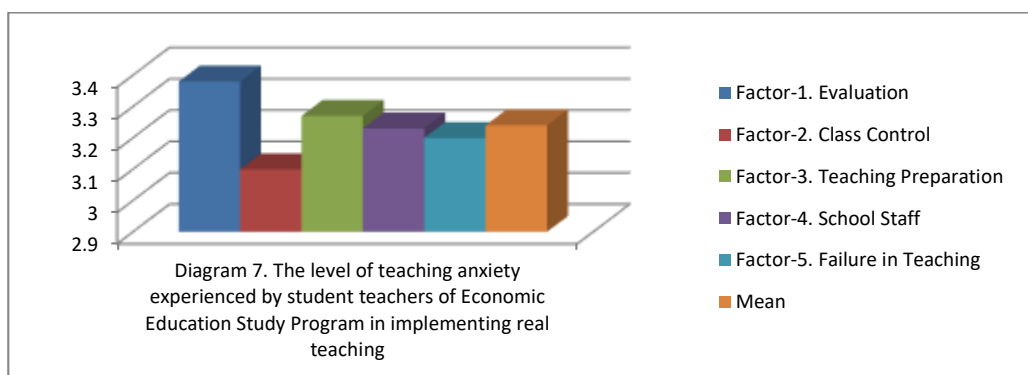
regarding teaching evaluation (3.83) and class control (3.44). While the other 3 factors are at the normal level, namely teaching preparation (3.22), school staff (3.36), and failure in teaching (3.28). Thus, in the English Language

Education Study Program, it can be seen that the highest level of factors is the factors associated with teaching evaluation. Meanwhile, the lowest level factor is the factor associated with teaching preparation.



Based on the results of the questionnaire data analysis presented in Diagram 6, it can be seen that the level of teaching anxiety experienced by the student teachers of the Biology Education Study Program in carrying out real teaching is at the normal level with an average of 3.35. Meanwhile there are 2 factors that are at a high level, namely class control (3.50) and teaching

preparation (3.61). While the other 3 factors are at the normal level, namely anxiety regarding evaluation of teaching (3.40), school staff (3.13), and failure in teaching (3.19). Thus, it can be seen that in the Indonesian Language Education Study Program, the highest level factor is the factor associated with teaching preparation. While the lowest factors are factors related to school staff.

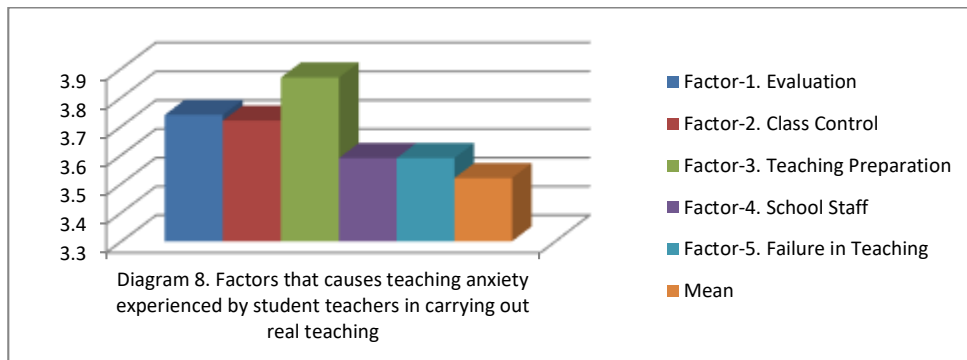


Based on the results of the questionnaire data analysis presented in Diagram 7, it can be seen that the level of teaching anxiety experienced by student teachers of Economic Education Study Program in carrying out real teaching is at a

normal level with an average of 3.26. In addition, all factors in this study program were at normal levels, with details: anxiety regarding teaching evaluation (3.38), class control (3.1), teaching preparation (3.27), school staff (3.23), and failure in teaching (3.20). Thus, it can be

seen that in the Economic Education Study Program, the highest level factor is the factor associated with the evaluation of teaching.

While the lowest factor is a factor related to class control.



Based on the results of the questionnaire data analysis presented in Diagram 8, it can be presented a level on each factor that causes the anxiety of teaching experienced by student teachers in carrying out real teaching. According to the data that the average is at a high level with a value of 3.69. Furthermore, all the factors in multidisciplinary education study program were at a high level, with details: anxiety regarding teaching evaluation (3.73), class control (3.71), teaching preparation (3.86), school staff (3.58), and failure in teaching (3.58). Thus, it can be seen that overall, the most influencing factor is the factor associated with teaching preparation. While the least influencing factor is factor related to school staff and failure in teaching.

perceptions between tutors and knowledge gained by student teachers from learning at the university. Another thing that affects this factor is determining the effective time allocation in teaching (Merç, 2004). Based on this, there are several things related to teaching preparation which are the main factors in the emergence of anxiety in teaching experienced by student teachers in carrying out real teaching activities.

Teaching preparation as an initial step in real teaching activities can be an indicator of the success or failure of teaching activities to be carried out. Student teachers certainly hopes for maximum performance, so that with these expectations, this anxiety factor arises. This is in line with Boadu (2014) who states that teaching preparation appeared before the implementation of real teaching began. One of the things that becomes the anxiety of students in preparing for teaching is when determining teaching methods that are in line with class conditions (Otanga & Mwangi, 2015). In addition, the making of learning designs can be a source of teaching anxiety (Paker, 2011). This happens when there are differences in

The second of the most influencing factor causing teaching anxiety faced by student teachers in implementing real teaching activities is teaching evaluation. Teaching evaluation is related to (1) the results of the assessment carried out by the supervisor; (2) subject matter; (3) teaching activities to be observed by lecturers; (4) lecturers' opinions regarding teaching practices that have been carried out; (5) lecturers' expectations of teaching practice; (6) tutor teacher's opinion about the student's performance; and (7) the principal's assessment of the student's performance (Agustiana & Rahmatunisa, 2018). In addition, Otanga & Mwangi (2015) states that teaching evaluation is the most worrying thing for students in teaching, especially when the evaluation is carried out by field supervisors. In addition, several other factors can emerge as teaching anxieties, such as pedagogy (Paker, 2011) where when students feel they have done teaching well, the evaluation results are not good. This certainly requires two-way communication between the



student teachers and those who conduct the evaluation. Indeed, it will be a problem if there is a difference of views about teaching between what has been learned by student teachers at the University and the expectations of tutors in the field (Merç, 2011). In this case, the equality of perceptions of assessment should be discussed at the beginning of real teaching activities, so that students are able to reach the assessment targets properly.

The next factor is class control which is at a high level. Lack of experience and knowledge of class control is the main cause of this factor (Paker, 2011). It cannot be denied that class control is the main thing for student teachers (Jones & Jones, 2007). This is because the students feel strange both to the students and to the class situations that they will teach later, so that teaching anxiety arises against the bad possibilities that can arise when they teach (Agustiana & Rahmatunisa, 2018). In an effort to avoid the emergence of this factor, what can be done is to conduct an early introduction to the real teaching activities environment. So that students will acknowledge the environment better and the anxiety of class control can be reduced.

The next factor is the factors associated with school staff. Agustiana & Rahmatunisa (2018) suggest that the things that influence this factor are the role of school staff in teaching activities, collaboration with school staff, and how to communicate with school staff. If there is no good communication between student teachers and school staff, surely real teaching activities will not run well. In addition, the higher the anxiety of the school staff arises, the less satisfaction will be given to the implementation of teaching in real teaching (Otanga & Mwangi, 2015).

The last factor is failure in teaching at a high level. This factor includes the response of the faculty if the student experiences failure in teaching, experiences bad behavior in the classroom, the response of teacher if the student experiences failure in teaching, and fails to close the lesson well (Agustiana & Rahmatunisa, 2018). Being a student teacher must be prepared for things that will happen during real teaching activities. The less knowledge of student teachers regarding class control the greater the likelihood of failure in

teaching occurs (Otanga & Mwangi, 2015). Making mistakes is one of the reasons for the emergence of anxiety teaching for student teachers, this is where students feel anxious about making mistakes when in class (Ipek, 2007). Thus, in order to anticipate the emergence of this factor, student teachers should always think positively but remain cautious in their actions.

## CONCLUSION

Teaching is a planned activity that involves activities before teaching, teaching, and after teaching (Boadu, 2014). With the demands of each activity, student teachers have the possibility to experience anxiety. Anxiety is basically seen as a negative emotion associated with anxiety, nervousness, fear, self-doubt and frustration (Brown, 2000). This certainly affects both the process and the results of each activity carried out by us. Both the bad process and results, depending on how someone responds to his anxiety. If anxiety is considered as something negative and inhibits performance, this is included in debilitating anxiety; however, if a particular anxiety can facilitate or improve one's performance then this is included in facilitative anxiety (Williams, Leader, Mannion, & Chen, 2015).

Anxiety faced by student teachers in facing real teaching is very diverse. Based on the results of the study, the anxiety that arises in each education study program is at a high level. This is of course irrespective of what field the student focuses on. Rather, these worries are generally experienced by every student teacher who is carrying out real teaching activities. Broadly speaking, the factors that cause the emergence of teaching anxiety from the most to the least are teaching preparation, teaching evaluation, class control, school staff, and failure in teaching. However, the emergence of these factors has different levels in each education study program.

As with the Primary School Teacher Education Study Program, it can be seen that the most influencing factor causing the teaching anxiety is the factor associated with teaching preparation. While the least influencing factor causing the teaching anxiety is factor related to school staff. Meanwhile, in the Mathematics Education Study Program, the most influencing

factor causing the teaching anxiety is factor related to class control. While the least is factor related to school staff.

Unlike the case with the Indonesian Language Education Study Program, the most influencing factor causing the teaching anxiety is the factor associated with teaching preparation. While the least is the factor related to teaching evaluation. On the other hand, in the English Language Education Study Program, it can be seen that the most influencing factor causing the teaching anxiety is the factor associated with teaching evaluation. Meanwhile, the the least is the factor associated with teaching preparation.

Furthermore, it can be seen that in the Indonesian Language Education Study Program, the most influencing factor causing the teaching anxiety is the factor associated with teaching preparation. While the least is the factor related to school staff. Meanwhile, in the Economic Education Study Program, the most influencing factor causing the teaching anxiety is the factor associated with teaching evaluation. While the least is the factor related to class control.

However, it can be seen that overall, the most influencing factor causing the teaching anxiety is the factor associated with teaching preparation. While the least is the factor related to school staff and failure in teaching.

With the difference in the possibility of the emergence of factors that cause anxiety in teaching, some things should be recommended. Considering that student teachers have minimal experience and knowledge about real teaching, student teachers should be given knowledge of the school environment where real teaching activities take place, activities to be carried out, procedures for preparation, implementation and evaluation of teaching and other things that are considered to influence the continuation of activities real teaching.

In addition, good communication between students and all parties involved in real teaching activities is well maintained. It should be good for the supervisors, teachers and school staff to fully support real teaching activities, in order to increase the student's confidence. In addition, in relation to learning evaluation, the

supervisor with the tutor teacher is suggested to give feedback on each activity and performance carried out by students. This certainly feels better than discussing the shortcomings of each student. This may lead the real teaching activities will be more useful when the anxiety that arises is considered as a stimulation so that students can carry out real teaching activities better.

## FUNDING

This work was supported by The Ministry of Research, Technology, and Higher Education.

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