

# Building Confidence, Battling Anxiety: A Closer Look At Beed and Beced Pre-Service Teachers

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## ABSTRACT

This study investigated the interplay between teaching anxiety and teaching confidence among pre-service teachers enrolled in the Bachelor of Elementary Education (BEED) and Bachelor of Early Childhood Education (BECED) programs at Don Mariano Marcos Memorial State University - Mid La Union Campus. It seeks to examine how pre-service teachers experience anxiety and confidence during their practicum, analyze how they perceive the relationship between these two constructs, and identify both the contributing factors to anxiety and the coping strategies they employ. Anchored on Bandura's Self-Efficacy Theory, Pekrun's Control-Value Theory of Achievement Emotions, and Lazarus and Folkman's Stress and Coping Theory, the study adopts a qualitative research design. Data were gathered through structured interviews with purposely selected participants and analyzed using Braun and Clarke's (2006) six-phase thematic analysis. The findings highlight the psychological challenges and strengths of pre-service teachers, providing insights into how teacher education programs can develop effective support systems that foster resilience, reduce anxiety, and build teaching confidence.

**Keywords:** coping strategies, teaching anxiety, teaching confidence, practicum, pre-service teachers

## INTRODUCTION

Teaching in current more complex and constantly changing world of education is not just about delivering information, imparting knowledge, and teaching the curriculum. It has become a very demanding profession that takes much mental and emotional strength, besides intelligence and teaching skill. As the education system shifts to being more inclusive, student-centered, and technology-assisted, teachers are not only changing but also maintaining high standards of teaching practice at the same time. Researchers find the mental and emotional health of teachers, particularly the ones that are still in school, very interesting.

Teaching fear and teaching confidence are two common themes in the emotional elements of training new teachers. You can feel uncomfortable, scared, and unsure of yourself when you must do things like run a classroom, design lessons, grade pupils, and speak in front of a group. Teaching confidence, or more specifically, teaching self-efficacy, on the other hand, indicates that a person can plan, organize, and carry out lessons and keep the classroom running smoothly. These two things are thought to be vital to a teacher's professional identity, how well they do during their practicum, and their long-term success in the field.

Studies from across the world have revealed that worry about teaching is a huge problem that makes it hard to do well in school. Aydın (2021) looked at 108 foreign studies and found that "pre-service teachers" feel anxious about being judged by their mentors and supervisors, having trouble keeping order in the classroom, and not knowing enough about the subject matter. The highest levels of stress occur during the practicum period, which is the most pivotal and decisive part of teacher education as the students actually put the theory into practice after just learning about it.

In turkey (Ozonur, 2021) and Austria (Bach & Hagenauer, 2022) studies, showed a fairly strong inverse relationship between teaching self-efficacy and occupational anxiety. This implies that employees who are more anxious about their work tend to have less confidence in their ability to perform that work to a high standard. Even more so, in Ghana et al., (2022) used structural equation modeling and proved that teaching self-efficacy is a strong predictor of lower levels of teaching anxiety. Their results highlight importance of integrating the use of confidence-building techniques at the initial stages of teacher training programs.

Turning into Philippine context, the structure of teacher education programs such as the Bachelor of Elementary Education (BEED) and Bachelor of Early Childhood Education (BECED) mirrors the global model, placing high value on practicum as the capstone experience they would cherish forever. However, Filipino pre-service teachers encounter challenges shaped by different factors such as cultural expectations, limited resources, and institutional demands. These factors often heighten emotional stress or emotional anxiety during practicum and may hinder their smooth transition into the teaching profession. Several local studies had supported this assertion. Bantilan et al. (2024) showed that self-efficacy and anxiety strongly influence teaching performance, stressing the importance of preparing future teachers not only academically but also emotionally. In Olongapo City, the *Formosa Journal* (2024) reported that many BEED and BECED students had already suffered from anxiety that ranged from moderate to severe before their very first class, thus indicating that there was no adequate emotional and instructional preparation for them before the practicum. In the same vein, Gorospe (2022) identified that classroom management and student evaluation were the greatest sources of stress for prospective teachers, indicating the tremendous pressure to excel during the supervision of teaching demonstrations.

Mentoring and peer support have the potential to boost confidence, yet the feeling of nervousness is still very common among the novice teachers (Solanon & San Jose, 2025). It is surprising that Ancheta et al. (2023) reported that teaching anxiety and confidence were not significantly correlated, suggesting that their experiences may also be influenced by personality, resilience, and environmental support besides the factors mentioned. Adding to these findings, Bautista et al. (2023) uncovered that most of the student-teachers went through anxious feelings on the moderate level but still a considerable number of them fluctuated their confidence levels. It seems that they are capable of learning how to distinguish their feelings or how to manage it.

Albasin-Lacaba et al., (2022) found that final teaching demos often made people anxious, mostly because of lesson planning, managing the classroom, and being graded by supervisors. Ragasa (2022) found that feeling worried was strongly linked to having less confidence in how to teach, especially in people who didn't get enough practice or feedback before they really taught. While these studies provide valuable insights, most focus only on quantifying the correlation between anxiety and confidence, with limited exploration of the specific causes of teaching anxiety as perceived by student-teachers themselves.

Moreover, many international studies fail to consider the cultural, educational, and institutional context of the Philippine teacher education system, thus limiting their applicability to the local setting. Therefore, this study sought to address these gaps by taking a closer and more contextualized look at the experiences of BEED and BECED pre-service teachers during their practicum. Specifically, it aimed to examine the relationship between teaching anxiety and teaching confidence, and to identify the underlying causes of teaching anxiety as perceived by the student-teachers themselves. In doing so, this study aimed to add to the body of knowledge that can guide curriculum developers, teacher educators, and policy makers in creating effective emotional and instructional support systems. The ultimate goal is to prepare well-rounded, resilient, and confident future teachers who can succeed both in the classroom and in the larger professional field.

## METHODOLOGY

### Research Design

This study utilized a qualitative phenomenological research design to gain an in-depth understanding of the lived experiences of BEED and BECED pre-service teachers in relation to teaching anxiety and teaching confidence

during their practicum. To put it in the words of Deakin University Library (2025), phenomenology is concerned with the description and interpretation of the individual's perception and understanding of the phenomenon with the intention of disclosing its basic nature. This method, that consists of in-depth interviews and thematic analysis, enabled the researchers to access not just the tangible events of the participants but also the interpretations, feelings, and thinking that went along with those events.

The present study was suitable for this design as it amplified the voices and viewpoints of the participants, while also giving a better picture of how teaching anxiety and teaching confidence interplayed with each other. The study made use of "purposive sampling", which is a non-probability method wherein the participants are intentionally chosen based on certain traits that are suitable for the research goals (Kassiani Nikolopoulou, 2023). The participants were picked according to certain inclusion criteria—specifically, their direct and substantial involvement with the practicum of the BEED and BECED programs. This way, the data collected were not only rich and relevant but also contextually significant, thus leading to a refined comprehension of the phenomenon being investigated.

### **Sources of Data**

The study was conducted at Don Mariano Marcos Memorial State University- Mid La Union Campus (DMMMSU-MLUC), where the Bachelor of Elementary Education (BEED) and Bachelor of Early Childhood Education (BECED) programs were offered.

Fourth-year BEED and BECED preservice teachers who were involved in the academic year 2025-2026 teaching practicum were the participants of this study. Four criteria sets were developed, and a purposive sampling technique was used to select the participants, as defined by Creswell, J. W. (2014) as a method requires researchers to choose study participants who possess distinct traits and particular experiences and specific knowledge which supports their research objectives. The technique establishes a basis for its application when researchers identify particular individuals who possess essential expertise and detailed knowledge which will contribute to solving their research questions, which are as follows: (1) Students of the fourth year; (2) Enrolled in either the BEED or BECED program; (3) Practicum going on or recently completed; (4) Engaged in actual teaching duties (for example: lesson planning, classroom control, teaching demonstrations); (5) Capable of expressing their experiences in either English or Filipino; and (6) Participated freely and gave informed consent.

### **Instrumentation and Data Collection**

The primary data collection method used in this study was face-to-face structured interviews that thoroughly investigated the experiences of BEED and BECED pre-service teachers in connection with teaching anxiety and teaching confidence during their practicum. The structured interview format was a uniform set of questions asked in the same order to all interviewees, which made the responses consistent, comparable, and reliable. The questions were meticulously crafted in accordance with the Statement of the Problem and organized in such a way that the answers would organically support each other, thus making it possible for a clear and systematic exploration of the subjects' experiences.

To confirm the validity of the instrument, the interview guide went through a validation procedure with the help of a group of five (5) experts, including one (1) psychologist and four (4) professional teachers. These specialists examined the research objectives and the clarity, relevance, and appropriateness of each question concerning them. Their positive critiques resulted in a series of word and order changes that not only increased the strength and clarity of the instrument but also made it more focused.

To verify the reliability of the data, a pilot test was conducted with six (6) pre-service teachers, three (3) from the BEED program and three (3) from the BECED program. The pilot testing determined the internal consistency, clarity, and practicality of the interview guide. Feedback from this phase confirmed that the questions were not only understandable, but also relevant and good enough to draw rich, meaningful responses. There were some minor edits done in order to make the flow and comprehension even better.

The interviews were personally conducted at a conducive and non-threatening environment so that the participants could be open and comfortable. This procedure made it possible that the data obtained were thorough, credible, and aligned with the actual experiences of BEED and BECED pre-service teachers during their practicum.

## Data Analysis

Thematic analysis was employed as the main technique for the qualitative data analysis which was derived from the interviews in this research. This method gave the researchers a chance to completely investigate the life experiences, beliefs and emotional reactions of the BEED and BECED pre-service teachers in connection with teaching anxiety and confidence during their practicum periods. Following “Braun and Clarke's (2006) six-phase framework for thematic analysis was a structured and systematic method for discovering, analyzing, and communicating the qualitative data's recurring patterns and themes”. This technique was especially suitable for the research because it made the understanding of experiencing, interpreting, and managing of the challenges of anxiety and confidence in real classroom situations very thorough.

(1) The initial step was to get familiar with the data, which involved reading the interviews multiple times and listening to the audio recordings very carefully. Researchers were able to have a deep insight into the opinions and feelings of the participants. They also wrote down the initial ideas, recurring themes, and important statements.

In the (2) second phase, the process of creating codes began. The researchers painstakingly got and marked the data's significant features concerning teaching anxiety, confidence, perceived challenges, and coping strategies. A code that captured the essential meaning of each text segment reflecting relevant experiences was given.

In the (3) third phase, the researchers looked for themes by bringing together related codes and putting them into wider categories that highlighted the main patterns in the data. Codes that had something in common or were related to the same idea were put into a group, which resulted in the formation of such initial themes as Sources of Anxiety, Moments of Confidence, and Coping Mechanisms.

During the (4) fourth phase, the themes were assessed and improved to confirm that they correctly and clearly depicted the data. Changes were made whenever it was required to increase the understanding and uniqueness of each theme.

The (5) fifth phase was all about giving names to the themes and describing them. The researchers lived with each theme and wrote clearly about it, provided it with a short and illustrative name, and when necessary, backed it up with sub-themes. This process made it easy for the researchers to show how each theme was connected to the main research goals and the experiences of the participants.

In the (6) sixth phase, the findings were packed into a detailed narrative report that not only subsumed the identified themes but also quoted the participants directly to support and clarify the analysis. The results were positioned in the context of the existing literature concerning teacher anxiety, teacher confidence, and teacher development, with the emphasis on similarities, differences, and, most importantly, new contributions that are relevant.

The research came through pioneering procedures as well as thematic analyses used the developers to have a meaningful interpretation of data and to draw well-informed conclusions on the ways BEED and BECED teacher-trainees lived through, managed, and weighted teacher anxiety versus confidence during the practicum.

## Ethical Considerations

The research was first presented to the DMMMSU Research Ethics Review Committee as per the RETC code 2025-1152-Building Confidence-Suarez for the ethical review in which it was subjected to evaluation. This process secured the resolution of all ethical considerations in compliance with the prescribed standards and

policies, thus guaranteeing the observance of ethical practices of the highest level during the entire research period.

The gathering of data was first done after the requisite permissions were obtained from the relevant school authorities, the research instrument was also approved by the thesis adviser and the co-adviser. Informed consent forms were distributed to all the respondent.

Voluntary participation in the study was the aspect that characterized the whole situation, and at no point were the respondents encouraged to answer in any way not based on their own will. To guarantee the anonymity of each individual, no personal names or any other identifying data were additionally provided in the transcriptions of interviews or even in the final report. All the answers given were given numbers and their storage was made safe, with access granted only to the corresponding researchers. The information gathered was intended only for academic users and furthermore, packing and throwing were done after the study's end.

Researchers' ethical practices were closely monitored during the whole process in order to build up the pillars of integrity and transparency while at the same time protecting and providing good care to the participants. The authors of the original sources were continually and correctly acknowledged in order to prevent an incident of plagiarism from happening.

## RESULTS AND DISCUSSION

This section presents the findings derived from the thematic analysis of the participants' interview responses, guided by Braun and Clarke's (2006) framework. Through repeated reading, coding, and comparison of responses, patterns gradually became consistent across participants, suggesting that the data had reached sufficient depth. The discussion integrates selected participant statements with relevant literature to move beyond description toward interpretation.

### Teaching Anxiety Experience/s of Pre-service Teachers During Practicum.

Pre-service teachers of the BEED and BECED go through anxiety during their practicum which comprises the following emotions: (1) *nervous* and (2) *pressured*.

**Nervous.** This indicates the uneasiness arising from uncertainty, pressure, or fear of getting things wrong while preparing for important events such as teaching, presentations, etc. **Participant 1** stated, "*Nervous, like my heart is beating fast especially before I start teaching,*" and **Participant 5** also said, "*I felt nervous, my hands got cold, and my voice trembled during my first demo.*" This indicates that many preservice teachers are nervous before their demonstration teaching.

As mentioned by **Participant 4** overconcern about performance, stating, "*I often feel nervous before starting my lesson, about forgetting parts of my discussion. My anxiety sometimes makes me rush or overthink during class.*" This indicates anxiety prior to the classes and the worry of not being able to recall parts of the conversation, which means self-doubt and the pressure to show one's best side to either students or supervisors. The habit of hurrying or thinking too much mirrors performance anxiety, wherein the person concentrates too much on possible errors rather than the teaching process itself.

In the same vein, **Participant 2** highlights the teaching anxiety's emotional and physical manifestations which he/she describes, "*During my first demo, I felt nervous, hands were cold, and my voice was shaking because I was afraid my strategy might not work.*"

This illustrates the situation of anxiety beforehand and the fear of not remembering some parts of the conversation implying lack of self-confidence and the pressure to impress either the students or the mentors. Rushing or overthinking reflects performance anxiety where the individual pays too much attention to possible errors rather than the process of teaching itself. **Participant 1** quoted, "*My mentors and teachers help me by giving good advice especially to the teachers, supervisor or peers and telling me it's okay to feel nervous sometimes especially when you are in front of children.*"

This illustrates the situation of anxiety beforehand and the fear of not remembering some parts of the conversation implying lack of self-confidence and the pressure to impress either the students or the mentors. Rushing or overthinking reflects performance anxiety where the individual pays too much attention to possible errors rather than the process of teaching itself.

Citing the work of Waqiah, Nurhadi, and Yulianawati (2021), it can be said that student-teachers are usually overwhelmed with anxiety while conducting their practice teaching because they are afraid of making errors, being watched, or not reaching the expected standards. The researchers concluded that nervousness is a natural emotional reaction that indicates the teachers' concern for their performance. Similarly, in the present study, participants described nervousness as a common experience before teaching demonstrations, often shown through shaking hands, trembling voices, and self-doubt.

Numerous investigations revealed that teacher trainees frequently undergo the emotions of nervousness and anxiety before their practice demonstration at the school. Albasin (2022) reported that the anxiety levels of the trainee teachers during their last teaching demonstrations were considered normal yet very impactful, as they were concerned about not being able to meet the expectations of their examiners. Likewise, Gorospe (2022) noted that preservice teachers' teaching anxiety had a substantial correlation with their self-efficacy, as most of them were voicing their fears about not being able to meet the expectations of their mentors and students. The above-mentioned studies conclude that the anxiety prior to demonstration teaching is one of the most common experiences among preservice teachers tied to performance pressure and evaluators' concerns. In conclusion, the theme "Nervous" shows that preservice teachers commonly experience anxiety during their practicum. Feelings of fear, self-doubt, and physical tension arise from the pressure to perform well and fear of making mistakes. However, support from mentors and peers helps them handle these emotions, reminding them that feeling nervous is a standard part of building confidence and teaching skills.

**Pressured.** This is the feeling of pressure in teaching, or emotional and mental strain from the demands and responsibilities of the teaching role. As **Participant 5** stated, "*Sometimes, I lose my focus and feel pressured, but I just take a deep breath, pause, and focus on delivering my lesson.*" This shows and indicates that while the participant feels anxious while teaching, they cope by practicing self-control and refocusing on the lesson.

Similarly, **Participant 1** said, "*My body naturally reacts by being pressured, sometimes I pause and remind myself to focus.*" This shows that the participant feels physical signs of pressure during teaching but actively uses self-calming strategies to regain focus.

**Participant 3** mentioned, "*Pressured, I don't know how am I going to start, or I don't know what I am going to do. Like there are some lacking that I have to consider, you are thinking that you need to improve this, you have to improve that in order to deliver your lesson well.*" This indicates that the participant experiences pressure from both self-doubt and aspiration for improvement, which is typical of the uncertainty and perfectionism often met by pre-service teachers.

Diokno (2025) cited pre-service teachers as having significant struggles encompassing both psychological and emotional aspects during the final teaching demonstration. These pressures were traced back to planning constraints, readiness for classroom engagement, and the evaluative nature of the demonstration. It was taken up in the study that through observation people felt more vulnerable and stressed, thus needing to have certain coping mechanisms in place such as emotional resilience and professional versatility. These supports the current theme of *Feeling Pressured*, as participants in the present study similarly described anxiety and tension when under observation and tasked with maintaining classroom control during high-stakes evaluations.

Karunagaran and Saimin (2020) indicate that it is a considerable burden for them when they struggle through various difficulties like learning about different teaching methods, breaking the communication barriers and controlling the student's behavior. The mentioned factors put emotional pressure and anxiety upon them so that they are overwhelmed with the combined duties of the class and the mentor's expectations. This aligns with the theme of *Pressured*, as the mental and emotional strain caused by the requirements of lesson delivery and observation was noticed by the participants of this research in the same manner.

Ji et al. (2022) argue that when facing a growing number of negative emotions like anxiety and stress during their teaching practice, which are caused by both organizational and individual reasons. This reinforces the idea of Pressured, because participants in this research also talked about emotional exhaustion due to the requirements of teaching and being monitored.

To sum up, the subject "*Pressured*" exhibits the emotional and mental hardships that preservice teachers endure when trying to fulfill the teaching expectations and duties. Uncertainties, self-doubts, and the urge to improve usually cause stress in the process of delivering lessons. On the other hand, the participants are demonstrating some good coping strategies as well, for example, pausing, breathing deeply, and diverting their attention that are helping them to control the pressure and keep calm. This shows that although pressure is an inseparable part of teaching, it still brings the preservice teachers to the heights of growth, resilience, and self-awareness.

### **Pre-service Teachers' Experience/s on Developing Teaching Confidence During Practicum.**

Pre-service teachers of the BEED and BECED experience teaching confidence during their practicum due to the following: (1) *student engagement and active participation* (2) *preparedness*, and (3) *positive mentor feedback*.

***Student engagement and active participation.*** This focuses on how student engagement makes student teachers feel more confident. **Participant 3** stated that, "*Seeing my students engaged, asking questions, and sharing their ideas shows that they are interested and learning from the lesson.*" This shows that a practice teacher's confidence is strengthened, as students' involvement reflects interest and learning.

As noted by **Participant 4**, "*I felt confident when my students actively participated and enjoyed the activity I prepared. Their energy made me more motivated to continue teaching.*" This indicates the practice teacher's confidence and motivation are reinforced when students enjoy the prepared activities.

Similarly, the other participant also indicated similar responses:

**Participant 1** mentioned, "*I felt very confident when my students understood a difficult topic because of the explanation. Of course, when your subject matter is difficult, that's when you really experience being overwhelmed with joy, like when your student you're teaching gets what you're teaching*".

**Participant 2** asserted, "*On my second demo, I felt more confident because students started to participate and already recognized my teaching style;*".

**Participant 5** added, "*I felt confident when pupils understood the lesson and participated actively*". And lastly, **Participant 6** emphasized, "*I felt confident when my pupils enjoyed it, participated in activities and learned from it.*"

This indicates that the practice teachers' confidence is greatly influenced by students' understanding of the lesson and their active participation, as these responses validate the effectiveness of their teaching.

According to Salsabila (2024), pre-service EFL teachers reported that fostering active student engagement during teaching practicum significantly improved their confidence and teaching effectiveness. The research indicated that collaborative learning, digital media usage, and interactive activities were the primary methods contributing to the learners' engagement.

These findings correspond with the ongoing discourse around *Student Engagement and Active Participation*, as the experiencers in this research mentioned that learners' active participation and giving feedback made them feel appreciated and uplifted, which subsequently increased their self-efficacy perception during the internship.

According to a study by Stan et al. (2022), active student participation and supportive mentor relationships were the factors that most significantly boosted pre-service teachers' confidence during practicum. Authors pointed out that when teacher students have nice dialogues with learners and get support from their mentors, they acquire

the skills and the drive for teaching in the classroom as the case with the participants who shared the same motivation.

Collaborative and participatory methods in the practicum, according to Smit et al. (2024), collaborative and participatory approaches to practicum work enhanced both student independence and preservice teachers' teaching confidence and their ability to reflect on their teaching experiences for professional development purposes.

The study of Smit et al. (2024) pointed out that classroom interactions among students and teacher participation in making decisions through joint efforts not only improved students' participation but also helped the teachers in training to develop their teaching skills. This is in line with the theme of *Student Engagement and Active Participation* that is currently going on, as participants in this study similarly stated that positive learner involvement and responsiveness made them feel appreciated and motivated, thus boosting their confidence during practicum.

To sum up, the extent to which students provide positive feedback about their teacher's performance, how they understand the lesson, and participate in the class determines how the teachers feel; they become more effective, enthusiastic, and recognized. This not only consolidates their self-assurance but also provides better professional development through practice during the internship.

**Preparedness.** This illustrates the way preservice teachers carry out their lessons, gathering materials and practicing delivery. **Participant 4** expressed that, *"My thorough preparation and familiarity with the lesson gave me confidence. The positive responses of my students also boosted my self-esteem."* This means that the participant's trust is derived from proper preparation and knowledge of the lesson, whereas students' favorable feedback still contributes to their self-esteem and feeling of being effective in teaching.

According to Nugroho (2024), he concluded pre-service EFL teachers regarded their practicum-related preparation courses as being supportive to their readiness and confidence for the teaching practicum, implying that the better the preparation the more the feeling of teaching competence even though the anxiety stays.

The researchers Rif'Atullah and Ciptaningrum (2024) have argued that "among other things, professional development and proper preparation have a great effect on pre-service teachers' confidence and readiness for their teaching practice". This research stated that teachers with pedagogy, content, and reflective practices training feel more capable and less anxious during the demonstrations of classroom applications.

In conclusion, a thorough preparation gives the preservice teachers a feeling of confidence and ability to teach the lessons effectively. Their self-worth is not only bolstered but also their effectiveness as teachers during the practicum is reinforced through positive student reactions accompanying their being well-prepared and having a good knowledge of the material.

**Positive mentor feedback.** This pertains to pre-service teachers being given support, acknowledgment, and constructive critiques by their mentors or supervisors. **Participant 2** said, *"I prepare beforehand, practice at home, and even use my cousins as students to test my strategy. Listening to my CT say 'keep up the good work' also boosts my confidence."* This illustrates that the participant's confidence is built up through careful preparation and practice, and the positive feedback from the cooperating teacher also adds power to their motivation and belief in their teaching abilities.

In the same way, **Participant 5** mentioned, *"My preparation and positive feedback from my mentor,"* thereby suggesting that thorough preparation and mentoring complimenting each other together build confidence.

Feedback as perceived by preservice teachers: The significance of timing, purpose and delivery (Wilcoxon & Lemke, 2021) concluded that pre-service teachers considered mentor feedback effective only when it was timely, purpose-driven and well-expressed.

Nguyen, Tran & Grassick (2024) stated that the participants of a peer-mentoring program for teachers in training reported that the support of both mentors and peers had a considerable impact on their anxiety, reducing it significantly, and making them feel more ready and confident in their teaching skills.

Ndebele (2024) evaluates the feedback from mentor observations as factor in development of postgraduate preservice teachers' professional growth. Constructive and supportive feedback is reported to develop capabilities like lesson planning, classroom management, and inclusive practices. Based on Hagger & McIntyre's model of modeling, practice, and feedback, the results underline that positive mentor feedback speeds up skill acquisition and develops reflective practice, which corresponds to the theme of encouragement and constructive comments.

To sum up, positive mentor feedback greatly improves the confidence of preservice teachers by recognizing their training and practice. Encouragement, praise, and constructive comments from mentors motivate them, strengthen their belief in their own teaching abilities, and improve their overall effectiveness as a teacher.

### **Pre-service Teachers' Perceived Relationship Between Teaching Anxiety and Teaching Confidence.**

Pre-service teachers of the BEED and BECED perceive the relationship between teaching anxiety and teaching confidence in their practicum experience in various ways such as the following: *(1) anxiety as motivation for thorough preparation, boosting confidence (2) experiencing cognitive block when teaching anxiety attacks, (3) anxiety lowers teaching confidence and (4) anxiety and confidence as reasons for personal growth.*

**Anxiety as Motivation for Thorough Preparation, Boosting Confidence.** This statement depicts preservice teachers viewing anxiety as an aid in their getting ready for the lectures, being more confident in presenting their lesson and thus getting pupils to learn more.

**Participant 1** had it that, *"Anxiety was the reason behind my more preparation and consequently better performance."* This means that the anxious feeling makes them prepare in detail, rehearse the lessons, and think about what could go wrong, which makes them feel not only ready but also confident when they start teaching.

**Participant 2** also mentioned, *"Sometimes it pushes me in preparing harder and do better in the next demo because I don't want to fail again."*

**Participant 4** also articulated, *"It motivated me to prepare more thoroughly and practice my lesson delivery. It pushed me to be more focused and attentive during class."* That is to say, even though anxiety is usually regarded as a negative factor, it can still be the driving force behind the teacher candidates' doing deliberate and thorough practice for the upcoming demonstrations.

Also, **Participant 5** stated, *"I prepared more and practiced harder because I didn't want to fail,"* and, **Participant 6**, *"I prepared more materials and practiced my lesson delivery."*

This reveals the preventive stance of the practice teachers who, by increasing their preparation and rehearsal, are slowly gaining confidence aiming not to fail and to teach effectively.

Ancheta et al. (2023) claim that anxiety during teaching among BEED and BECED future educators was mostly a motivator rather than an obstacle. The quantitative data did not suggest any significant correlation between anxiety and confidence, however, the qualitative aspect indicated that anxiousness compelled numerous pre-service teachers to gear up very well for their classes. This kind of preparation resulted in greater confidence during teaching which coincides with the notion that anxiety can be a positive force for professional development.

According to Gorospe (2022), pre-service teachers in most cases turned their teaching anxiety into a motivating factor for scaling up their planning and preparation of practice teaching thoroughly. This proactive approach not only alleviated their anxiety but also empowered them with teaching confidence and classroom performance during the practicum.

As stated by Anton (2023) explored how pre-service teachers dealt with anxiety in a simulated teaching environment. The study found that participants experienced anxiety when first confronted with teaching simulations, but the experience prompted them to engage more deeply in rehearsal and preparation, which in turn helped them feel more capable and confident.

In summary, teaching anxiety can be a powerful driving force for the future teachers, making them to be very well prepared and to practice their lessons. This kind of preparation helps them not only to anticipate the difficulties but also to gain the confidence they need and finally, to be effective in the classroom.

**Experiencing Cognitive Block when Teaching Anxiety Attacks.** When a cognitive block occurs due to the teaching anxiety, which results in them momentarily forgetting the lesson, losing concentration, or having difficulties in putting their thoughts across in a clear manner during the class.

The majority of the participants went through cognitive blocks when anxiety attacks happened. **Participant 1** of the study said, *“Anxiety made me get all jittery and I forgot a part of my lesson during my teaching.”*

**Participant 2** spoke about, *“There were episodes when I forgot parts of my lesson plan, so I checked my notes and felt ashamed when my CT realized, which dented my confidence.”*

**Participant 4** mentioned, *“When the anxiety was overpowering, I forgotten parts of my lesson and was too fast in speaking. That made me feel less effective and unconfident in front of the class.”*

In the same manner, **Participant 5** commented, *“I did not remember some parts of my lesson and found it hard to speak clearly,”* while **Participant 6** further said, *“I got nervous and forgot some parts of my lesson.”*

This case shows that anxiety can severely affect cognitive processes, leading to the situation where the teacher trainees forget the lesson content and are unable to deliver it effectively.

Bach and Hagenauer (2022) have noted that during their practicum pre-service teachers who felt very anxious rated their competence in classroom management and applying teaching strategies much lower than others, thus indicating that anxiety can lead to selfishness in thinking teachers question their ability and do not feel they are up to the task of teaching anymore.

Gorospe (2022) states that pre-service teachers who had high anxiety levels in teaching their practice often faced cognitive disruptions which included not remembering lesson content, losing concentration, and not being able to articulate ideas clearly. The main sources of these mental blocks were fear of being evaluated and difficulties in managing the class, which point to anxiety being one of the factors that clog the cognitive process when one is teaching.

Pasaribu and Lestari (2023) remarked that teaching anxiety was not a good impact on the performance of EFL student teachers' lesson delivery during the practicum. The research found out that anxiety being the cause of nervousness and discomfort led to mistakes and difficulty explaining concepts clearly. These cognitive disruptions had roots in fear of evaluation and lack of confidence, thus showing how anxiety can create temporary mental blocks in teaching.

Ultimately, learning stress can bring about cognitive blocks in new teachers, making them temporarily erase some parts of the lesson, divert their attention, or find it hard to express themselves. This shows how anxiety can have a direct effect on the teaching process and the teacher's performance in the classroom.

**Anxiety Lowers Teaching Confidence.** Pre-service teachers perceive that teaching anxiety lowers their confidence, making them doubt their abilities, hesitate during lessons, and feel less effective in delivering their instruction.

All participants reported the same issue, that anxiety is the greatest impediment to their teaching confidence. For instance, **Participant 1** said, *“Anxiety makes me doubt my abilities and negatively affects how confidently I deliver lessons.”*

**Participant 2** shared, *“When anxiety hits, I forget my lines, lose focus, and blame myself, which lowers my self-confidence and makes me feel unready to teach.”*

**Participant 3** explained, *“Knowing that anxiety affects the mental well-being of a human. So through anxiety, it manipulates your confidence, it makes you look like you can't do it, it makes you look like it's hard, you can't do it, so you stop doing it.”*

This illustrates that the participants view anxiety and confidence as two interconnected tools of personal growth, where the former reveals weaknesses while the latter helps to build up one's strength and belief in oneself.

Analogously, **Participant 4** said, *“Anxiety lowers my confidence because I start doubting my knowledge and skills. It sometimes makes me feel unprepared even if I studied the lesson well.”*

**Participant 5** added, *“It sometimes lowers my confidence and makes me doubt myself,”* and **Participant 6** concluded, *“It makes me feel really nervous and lowers my confidence.”*

Bantilan, Valera, Lazaro, and Galay-Limos (2024) have pointed out that teachers subjected to intense anxiety automatically expect little of themselves or their colleagues and so, their classroom performance is affected negatively. The result, therefore, reinforces the theme of "Anxiety Lowers Confidence," as it illustrates that high tension and self-doubt can take away not only a teacher's performance but also their feeling of being competent in the classroom.

Cabrera Mera and dos Santos (2025) have indicated that pre-service English teachers experience a strong fear in making mistakes, which in turn, has a detrimental effect on their oral communication skills and overall confidence. This study states that such a fear causes hesitation, less classroom participation, and avoidance of speaking opportunities, which all lead to reduced language fluency and poor teaching performance. It finally suggests that eliminating this anxiety through mentoring and practice-based activities can signify the beginning of building a self-assurance filled with no mistake-related fear.

Ancheta et al. (2023) argue that teaching anxiety experienced by the BEED and BECED pre-service teachers frequently detracts from their confidence. The quantitative analysis did not indicate a strong relationship between the two variables, yet the qualitative data showed that anxiety not only caused the pre-service teachers doubt their teaching skills but also made them hesitate during demonstrations, thus lowering their confidence and perceived instructional effectiveness.

In conclusion, teaching anxiety is one of the biggest obstacles to confidence building among pre-service teachers. It leads them to question their knowledge and abilities, to be uncertain in delivering the lesson, and to feel under-prepared even when they have practiced thoroughly. This decline in self-esteem can hinder their presentation of ideas, their responsiveness to students, and their overall classroom management.

The participants' stories suggest anxiety does not only take a toll on their emotional state but also on their teaching performance as a whole, thus it is crucial to devise methods to cope with anxiety and to create a stronghold of resilience through their practicum.

**Anxiety and Confidence as Reasons for Personal Growth.** Pre-service teachers perceive that both teaching anxiety and teaching confidence contribute to their personal growth, as experiencing anxiety helps them recognize areas for improvement, while gaining confidence reflects their progress and development as future educators.

**Participants 5** stated, *“Both emotions helped me grow by turning fear into motivation. They made me realize that confidence comes from practice and learning from my anxious moments.* This indicates that views both anxiety and confidence as essential to personal growth, with anxiety serving as a motivator to improve and confidence developing through practice and learning from experience.

As stated by **Participant 2** complementary forces in personal growth, *“Experiencing both anxiety and confidence taught me to be strong and believe in myself—anxiety showed my weakness, but confidence showed that I can overcome it,”* and **Participant 1** added, *“Experiencing both taught me resilience and helped me*

*become more self-aware and determined to grow as a teacher.*” This shows that the participants view anxiety and confidence as interrelated aspects of their development, with anxiety revealing weaknesses and confidence building up the strength and the trust in one’s self.

In the same way, **Participant 4** expressed that *“Going through both emotions was a lesson in handling pressure and keeping calm in class. It turned me into a more patient, prepared, and sympathetic teacher.”* This is a clear indication that the participant understands anxiety and confidence as being together in the development of the traits of resilience, patience, and adaptability which the teacher needs to have for his/her effective teaching.

On the other hand, **Participant 6** quoted, *“It was a great help for me to realize that still both feelings are the part of learning and growth.”* This brings out the fact that the participant sees anxiety and confidence as being indispensable to the acquired skills and knowledge, thus, the development of the individual as well as that of the profession.

García-Lázaro, Colás-Bravo, and Conde-Jiménez (2022) demonstrated through their research which showed that pre-service teachers gain from their practicum experience which helps them to turn their negative feelings of anxiety and changing confidence into valuable opportunities for self-evaluation and personal growth. The researchers discovered that proper emotional management during the practicum period leads to professional self-efficacy development and emotional resilience growth and better overall well-being.

On the contrary, Maulimora (2020) points out that English pre-service teachers generally underwent anxiety during their first peer teaching classes but saw this anxiety as a way of indicating their weak points and improving their teaching. Initially, the teaching anxiety was managed and the teachers gained the confidence that their personal growth and development as effective educators was being reflected through these experiences.

In their study, du Plessis and Razmjoe (2025) argue that in the beginning, anxiety and self-doubt are the main feelings they experience, and they become driving forces of teachers' improvement. With reflective practice and support during their internships, these teachers gradually turn their anxiety into a motivating factor for personal and professional growth. The more they face challenges and build their self-esteem, the stronger becomes the reinforcement of their teaching ability and personal growth as future educators.

To sum up, pre-service teachers consider both anxiety and confidence as major factors in the process of their personal and professional growth. They are able to know the areas where they need to improve due to their experiencing anxiety, and this feeling also pushes them to prepare and present even better. On the other hand, the confidence the teacher has gained shows her progress and development as an educator. The experience of the participants shows that mastering the technique for anxiety control and confidence building is a perpetual process that transforms fear into enthusiasm

### **Factors that Contribute to the Teaching Anxiety of BEED and BECED Pre-service Teachers**

The factors contributing to the teaching anxiety of BEED and BECED pre-service teachers are the following: *(1) lack of preparation and practice, (2) fear of observation and evaluation, (3) fear of making mistakes, and (4) classroom management.*

**Lack of Preparation and Practice.** This is about the insufficient readiness of pre-service teachers for the demonstration teaching, leading them to experience teaching anxiety.

**Participants 3** stated, *“One of the causes of anxiety is that you are pressured, you don't know when to start, you don't know how to start especially when you did not practice, or you're not prepared.”* This indicates that lack of practice and preparation are one of the major contributors to anxiety in teaching because it builds uncertainty and tension in the actual delivery of lessons.

As per Gorospe (2022), pre-service teachers who had very little practice and also did not prepare well beforehand their teaching demos were the ones who were most anxious. The lack of unstructured practice was the main reason for their loss of teaching confidence and for their nervousness during the delivery in front of a class. In

contrast, teachers who regularly practiced and participated in microteaching sessions experienced less anxiety and performed better.

The claim made by Jelongos and Naanep (2025) that elementary teachers' anxiety and emotional exhaustion were significantly exacerbated due to overwhelming workloads and lack of preparation time directly ties the present theme of *Practice and Preparation*, as participants in the current research pointed out that rehearsal and planning always lead to lower anxiety and higher confidence. The conclusion drawn by Jelongos and Naanep that lack of preparation is a contributing factor to stress and burnout is indeed similar to the participants' view in this study; they saw preparation as a psychological buffer that enables them to foresee difficulties, thus teaching with clarity and serenity. Both research studies underscore the great importance of having enough preparation time for mental well-being and that it is also a strong factor for effective teaching performance.

As per Li, Kuang, and Dan (2023), pre-service teachers usually go through anxiety and doubt during their teaching practice mainly due to lack of preparation and limited experience in the classroom. The research paper points out the fact that insufficient practice and absence of teaching readiness act as double barriers to the successful delivery of lessons and the development of one's confidence. But on the other hand, continuous reflection along with guided practice has been seen as a readiness enhancer, anxiety reducer, and professional growth promoter for student teachers.

**Fear of Observation and Evaluation.** Nervousness and pressure associated with being watched or evaluated by mentors, supervisors, or peers during teaching demonstrations are the main contributions to this theme.

**Participant 4** mentioned, *“Being watched can make me feel like being judged which can be scary, actually most of the time that's how it feels.”* It means that scrutiny from outside causes the mental burden to be more visible, as the presence of mentors, supervisors, or peers during demonstrations amplifies the feelings of vulnerability and stress that come with being evaluated. Such response provide more support to the idea that observation is never a completely passive activity but rather one that is often taken as a critical assessment leading to increased performance anxiety.

**Participant 3** said, *“Of course, it will cause you to think that maybe my grade is low, maybe what I got is not high. It depends; you will be pressured again.”* Considering that fears of getting bad marks or receiving unpleasant feedback make teaching more difficult and stressful, it can be inferred that participant 3 is suffering from teaching anxiety due to the pressure of evaluation and grading.

**Participant 1** stated that *“Being watched can make me feel like being judged which can be scary, actually most of the time that's how it feels.”* It indicates that the participant feels fear and anxiety because they consider the observation as a form of judgment. It points out the psychological pressure resulting from the observations in instructional demonstrations, which is in line with the concept of evaluation anxiety.

According to Albasin-Lacaba et al. (2022) reported that pre-service teachers often experience heightened nervousness and pressure. They found that these feelings are primarily caused by fear of evaluation, expectations from mentors and peers, and the intense desire to deliver a successful performance.

A study published by the NIH (2022) reveals that pre-service teachers experienced nervousness as well as pressure as being part of practicum, particularly during evaluations and when dealing with classroom management and meeting the expectations of the cooperating teachers, which significantly demonstrated the emotional challenges of the transition to teaching.

On the basis of Li, Xie, and Zeng (2023), the pre-service EFL teachers went through the most intense anxiety when their teaching practicum period came mainly due to the fear of receiving negative evaluations by and getting observed by the mentors. The research uncovered that the feeling of being observed brought about the stress and the being self-conscious which were some of the reasons that performance was affected negatively and the teaching effectiveness was reduced.

It can be said then that teachers-in-training are mostly frightened by the being observed and evaluated, so they suffer from anxiety. Even the mere presence of a mentor, a supervisor, or a peer who might assess, grade, or

critique, has resulted in pressure, fear of judgment, and nervousness during the lessons. Supportive feedback might lower the anxiety and build the confidence, whereas, strict or critical evaluation is likely to increase the stress. Thus, constructive and encouraging guidance will help them in dealing with anxiety and being effective in the classroom.

**Fear of making Mistakes.** This is about concerns with delivering the wrong information, forgetting some parts of the lesson, or being judged by the students and mentors.

**Participant 2** emphasized, *“One of my fear is making mistakes while teaching or not getting students’ attention, especially since CTs observe how we manage classroom management.”* This would therefore mean the participant is anxious because of the fear of making mistakes or failing to hold students' attention, and since this means their cooperating teacher would be observing them, it adds pressure to do everything perfectly.

Similarly, **Participant 4** stated, *“My anxiety usually comes from fear of making mistakes or being judged by mentors. I also feel nervous when students are inattentive or hard to manage.”* This indicates that the participant's teaching anxiety is caused by the fear of making mistakes, being evaluated by mentors, and dealing with inattentive or uncooperative students, which raises their nervousness when teaching.

Gorospe (2022) indicated that pre-service teachers suffer greatly from the fear of students and mentors, which negatively impacts their instructional fluency and confidence. This finding is in line with the current theme of “Fear of Making Mistakes”, where the present participants also expressed concerns about committing errors and losing students’ attention, particularly when they were being observed.

Pre-service teachers experience high levels of anxiety because they fear making mistakes in front of their mentors and students according to Gorospe 2022. The present theme of Fear of Making Mistakes receives support from this study because the participants described their anxiety about making mistakes which would result in them losing students' focus during recorded teaching sessions.

Pravitasari, Yanto, and Fatihah (2025) argued that pre-service teachers very frequently suffer from negative feelings, such as fear of making mistakes, particularly during their practicum when they are being supervised by mentors. This emotional tension takes away their confidence and degrades their performance, as the fear of making errors can not only slow down but also entirely block their teaching and speaking in class.

Mera and dos Santos (2025) noted that fear of making mistakes was a major factor affecting self-confidence and oral communication skills of pre-service English teachers. Worrying about errors often resulted in mental blocks, avoidance strategies, and less active participation in class. This fear is intensified by the presence of peers and instructors, as students worry about being mocked or criticized, ultimately undermining their teaching performance.

**Classroom Management.** The presented the scenario of teachers that they are kind of obliged to hold the attention of students and manage their behavior in order to develop the atmosphere of learning; mostly when they confront the destructive or non-participant learners.

**Participant 4** conveyed, *“My anxiety usually comes from fear of making mistakes or being judged by mentors. I also feel nervous when students are inattentive or hard to manage.”* It exemplifies how disruptive or unresponsive learners heighten the tension because the participants view class management as an integral part of their professional competency. The assertion backs the idea that the maintenance of order and attention is one of the major sources of pressure during the demonstrations.

As Gorospe (2022) cites the main source of teaching anxiety in pre-service teachers comes from their need to manage classrooms and control students who show no interest in learning and refuse to cooperate. The problems create stress for students who conduct classroom training and their self-worth declines in the area of class management.

Marzano, R. J., & Marzano, J. S. (2003) claim that effective management of the class is associated with good teacher-student relationships. If the teacher cannot keep the students' attention and control disruptive behaviors, it might lead to increased stress and reduced confidence-related teaching abilities. Such difficulties are especially prevalent during internship periods where novice teachers feel they are under pressure to provide a nice learning environment, although they have hardly any experience.

Salama et al. (2025) mention that they -found that positive punishment and making amends techniques hugely cut down on disruptive behaviors and also increase the confidence of teachers. The Proper management of classrooms training is a major factor that determines if the teacher will experience stress or not and if he/she has the feeling of being helpful. The same principal sources of anxiety associated with teaching during the practicum have been identified by several recent studies that have been mentioned by BEED and BECED pre-service teachers.

### **Coping Strategies of BEED and BECED Pre-service Teachers to Manage Teaching Anxiety During Practicum**

Pre-service teachers of the BEED and BECED use various coping strategies to manage their teaching anxiety during the practicum, which are the following: (1) *preparation and practice*, (2) *regulated breathing*, and (3) *positive thinking*.

**Preparation and Practice.** The educators-in-training will be thoroughly prepared in advance by the active rehearsal of their lessons, readiness of teaching materials, and planning of activities. The stress reduction and readiness development roles of preparation were identified by the participants as one of the most important across the board.

For instance, **Participant 1** stated, *"It plays a very big role. The more I practice and prepare, the less anxiety I feel... You're all ready to teach."*

Similarly, **Participant 2** noted that practice helps them, *"When I'm well-prepared, I feel calm, and answering students' questions boosts my confidence even more."*

While **Participant 3** affirmed, *"If you are well prepared, of course, you have the confidence to deliver the lesson well or to do something better."*

**Participant 4** elaborated further, explaining that preparation allows them to anticipate questions and teach, stating

*"When I am well prepared, I feel more confident, organized, and in control of the class. I can focus on the students' learning instead of worrying about what I will do next. However, when I am less prepared, I easily become anxious, distracted, and worried that I might not meet the lesson objectives. Being unprepared makes me feel less effective as a teacher, while preparation makes me feel empowered."*

**Participants 5 and 6** echoed these sentiments,

*"When prepared, I'm calm; when not, I feel panicked and unsure,"*

and give them assurance,

*"It gives me confidence because I know what to do in class."*

These responses revealed that preparation is a technical necessity as well as a psychological protection against performance-related stress at the same time.

According to Iliasova, Nekrasova, Mena, & Estrada-Molina (2025), microteaching gives pre-service teachers formal chances to practice teaching, improve their methods, get feedback, and make mistakes in the lesson. These practices of preparation are known to build up the teacher's confidence and thus their teaching

effectiveness can be increased. The procedure delivers chances for individuals to obtain constructive evaluations from their colleagues and mentors which helps them develop their reflective thinking abilities and professional advancement. Microteaching helps pre-service teachers to understand that they should view their mistakes as educational opportunities which will help them grow and become prepared for real teaching situations.

To quote Farrell (2007), participation in reflection and preparatory teaching practices makes student teachers able to foresee potential difficulties in the classroom and adjust their instructional scenarios. The students' preparation brings about more confidence and less anxiety in the case of teaching demonstrations.

According to Du Plessis and Razmjoe (2025), They have always at the top of their list the need to be well prepared thoroughly as the pillars of their practicum experiences. The different aspects of preparation including, lesson planning, material organization, and time management are primarily seen as the effective and efficient ways of building confidence and evacuating anxiety.

In addition to that, the study shows that the provision of structured guidelines and targeted institutional support such as mentorship, access to planning resources, etc. are the major factors that keep stress at bay and raise readiness level. These results emphasize the idea that preparation is not only an aspect of the technical side but a psychological barrier.

Finally, it can be said that practice and preparation are the most effective strategies for them to manage teaching anxiety. They become more empowered and self-assured in delivering the lesson through active rehearsal, the organization of materials in advance, and the scheduling of activities. Nervousness is lessened by preparation, and thus overall teaching performance in the course of the practicum is improved.

**Regulated Breathing.** This talks about coping method that preservice teachers use to control their teaching-related anxiety. Through intentional breathing techniques, they achieve three outcomes which include reducing their physical tension and regaining control over their emotions and achieving better mental focus. The practice enables pre-service teachers to achieve mental and physical tranquility which results in their improved ability to concentrate and maintain composure and approach teaching situations with increased confidence.

**Participant 2** said, *“My strategy is to take deep breaths before the demo and imagine my students are my cousins.”*

This implies that regulated breathing is a physiological method of stress reduction, while visualization is a psychological one that produces familiarity and comfort. The points now emphasize that these simple relaxation methods would help to decrease performance anxiety. Such a tactic demonstrates a deliberate way of handling one's feelings and keeping one's attention on the task despite the stress.

Based on Bentley et al. (2023), breathing regulation methods are an effective anxiety-reduction intervention if the sessions are at least five minutes long, are repeated over time, and are initially human-guided. This supports our finding that pre-service teachers share deep-breathing techniques (e.g., 'take deep breaths before the demo') as a way of coping with teaching anxiety.

Davis et al. (2022) pointed out that the use of deep-breathing and breath-awareness practices for improving emotional regulation among them is a notable finding in their study. They further argued that practices similar to these could be used for decreasing the nervousness during their practicum experiences.

Wu and Qin (2025) reported practicum, tutorial, and cooperative educational forums for the same teachers, significantly improved through the application of mindfulness practices, especially the use of deep breathing. The researchers concluded that making these methods available to the teacher training programs would not only lead to less stress but also emotional stability.

**Positive Thinking.** The core of this concept is the encouragement of thoughts that are positive and which eventually lead to the person's nervousness being reduced and their confidence being raised. This can be done

by affirming their capabilities and previous achievements, thus making them to be more self-assured and serene when they come to the act of teaching.

**Participant 4** stated, *“I usually manage my anxiety by practicing and preparing myself before class. I take a few deep breaths, pray, and remind myself that teaching is also a learning process for me. During the session, I try to focus more on my students’ engagement rather than my nervousness. Smiling and interacting with them helps me calm down and feel more comfortable.”*

This indicates that participant 4 copes with teaching anxiety through practice and preparation, deep breathing, positive thinking, and focusing on student engagement by using several strategies to maintain calm, confidence, and effectiveness during lessons.

Similarly, **Participant 3** delivered, *“Being optimistic. I take the negative as a positive, that if something negative happens, I will take it as a positive, as a challenge.”* This indicates that participant 3 adopts positive thinking to cope with the situation, changing his negative experiences into motivating factors and challenges into opportunities for growth.

Through a qualitative case study, Novitasari, K., & Murtafi’ah, B. (2022) presented that interns very frequently undergo anxiety during their practical training because of their little teaching experience, insufficient preparation, and the fear of being observed while doing mistakes.

One of the participants in their research dealt with these emotions by planning her lessons meticulously, thinking positively, and keeping her attention on the students' engagement, which eventually led to lowering her anxiety and enhancing her performance in the classroom.

Zeeb and Voss (2025) revealed in their research that the application of growth mindset and positive thinking alongside each other eventually leads to the strengthening of confidence and motivation of the novice teachers. They recommend that by changing the view of challenges into the learning opportunities, these interventions would make the coming teachers more resilient to the rigors of training and less anxious during the practical teaching segments.

Carroll et al. (2022) also discovered that the implementation of mindfulness programs develops the ability to think positively and to control emotions, which in turn, enables the teachers to handle the stress better and always look at the situation from the bright side even in the case of adverse teaching conditions. Their research gives support to the idea of using different techniques such as deep breathing and reflective writing to help the teaching staff become more resistant to stress, less anxious, and more positive throughout the teaching period.

In conclusion, positive thinking is a reliable method that can be used in dealing with teaching anxiety among pre-service teachers. This enables one to concentrate on the bright side and previous achievements and consider obstacles as opportunities for development. Moreover, it alleviates anxiety and one becomes self-assured in teaching. Along with practice, preparation, regulated breathing, and focusing on student engagement, it makes teaching calm, motivated, and efficient in delivering lessons in the classroom.

## **Thematic Model**

The thematic model demonstrates how teaching anxiety and teaching confidence are connected through the practicum experiences of BEED and BECED pre-service teachers. The central constructs of the model show teaching anxiety and teaching confidence as two opposing experiences which are dynamically related to each other.

The model shows that teaching anxiety arises from practicum requirements which include lesson demonstrations and classroom observations and the fear of making mistakes and the difficulties of managing classrooms and the process of performance evaluations. The factors create emotional responses which include nervousness and pressure and self-doubt. The model shows that teaching anxiety operates as a negative experience which impacts

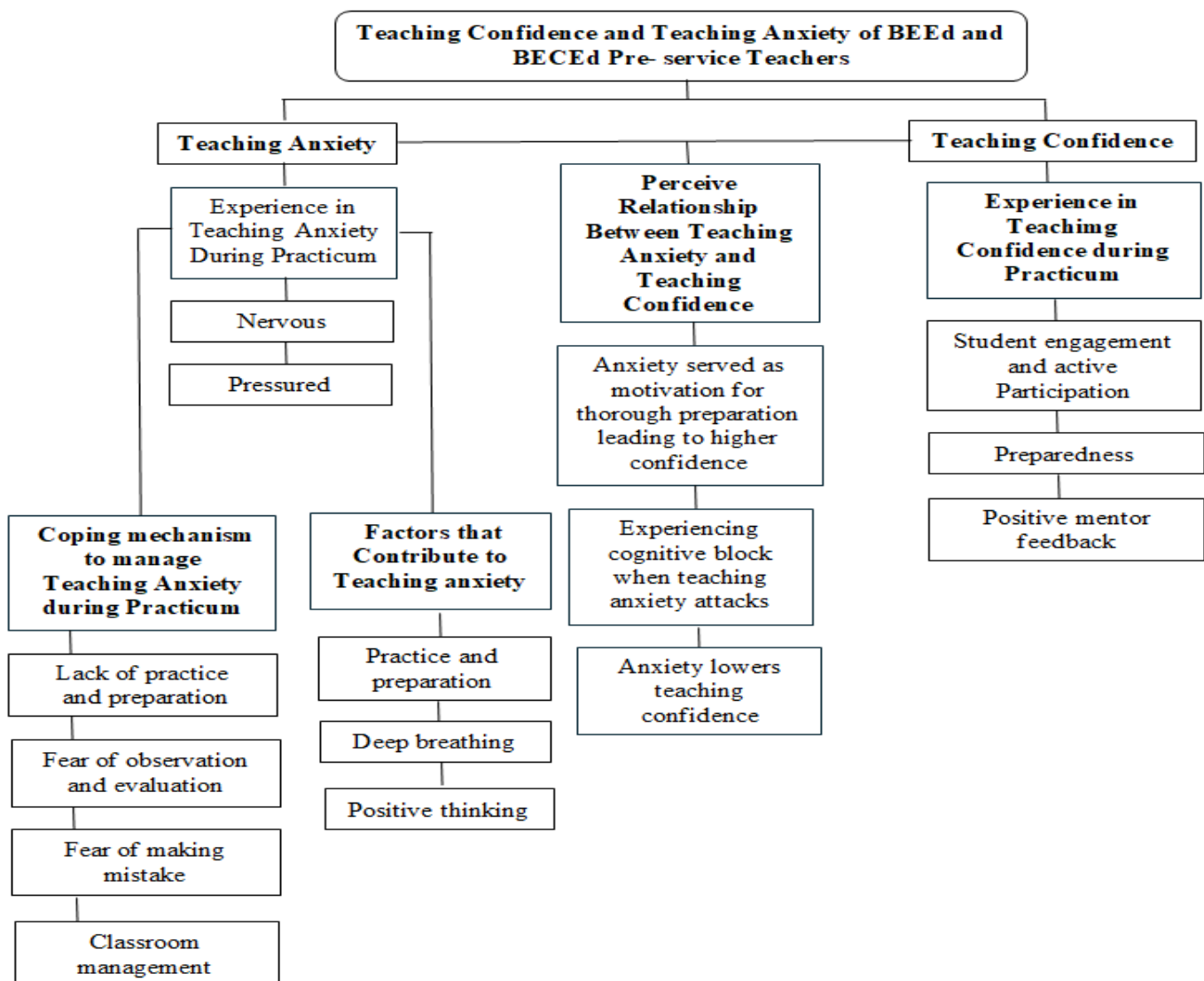
teaching. When pre-service teachers experience anxiety at manageable levels they use it as motivation to prepare for their work while practicing teaching strategies and evaluating their teaching performance.

Teaching confidence develops through hands-on teaching experience and adequate preparation together with positive student engagement and constructive feedback which mentor teachers provide. As pre-service teachers observe learners' participation and understanding, and as they receive encouragement and guidance from mentors, they develop stronger self-belief in their teaching abilities. The model shows that confidence develops through multiple instances of teaching experience, which requires time to complete, and it does not result from students mastering content in one moment.

Thematic model research uses coping strategies as a bridge between different elements in its framework. Pre-service teachers use practice and preparation together with positive thinking and seeking support and regulated breathing techniques to handle their anxiety and return their concentration to teaching. These strategies allow professionals to manage their anxiety because the techniques show how to use anxiety effectively for personal growth.

The model shows that teaching anxiety and teaching confidence continuously impact each other during the practicum. Pre-service teachers who develop effective coping skills and work in supportive environments can transform their anxiety into motivation which results in higher confidence levels and better teaching performance.

Figure 1: Thematic Model on Teaching Confidence and Teaching Anxiety of BEED and BECED Pre-service Teachers



## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

The following conclusions were drawn from the findings:

1. Teaching anxiety represents a regular emotional response of pre-service teachers, coming through both physical and emotional signs; on the other hand, it can be kept under control with proper coping techniques and the help of support systems.
2. Teaching confidence among BEED and BECED pre-service teachers emerged as a developmental process during the practicum, shaped by thorough preparation, active student engagement, and positive feedback from mentor teachers. Consistent mentor support and meaningful interactions with learners reinforced pre-service teachers' sense of competence, allowing confidence to gradually strengthen despite initial challenges encountered during classroom instruction.
3. Anxiety and confidence are interlinked but opposite feelings; anxiety might affect a person's confidence negatively for a short time, but at the same time, it will push pre-service teachers to work on their skills and raise their performance.
4. The emotions associated with teaching are significantly impacted by mentors, supervisors, and colleagues. The presence of a supportive mentor and co-existence with a friendly peer can be a great combination to reduce anxiety and increase self-esteem.
5. The use of emotional regulation techniques such as preparation, deep breathing, and positive thinking is very helpful for pre-service teachers in keeping calm and strong during their practicum.

### Recommendation

Based on the study's findings and conclusions, the following recommendations are proposed:

1. Pre-service teachers ought to be prepared during and prior to their practicum with stress management and emotional regulation training in order to effectively deal with teaching anxiety; workshops aimed at coping with classroom pressures and observation-related fears can also help.
2. In order to increase the teaching confidence of future teachers, it is recommended for them to take part in microteaching sessions as well as simulated demonstrations, which will help them gain more ease with real classroom interactions.
3. College of Education needs to create mentorship programs designed to enhance accountability and motivation, thus helping pre-service teachers to change their anxiety into a driving force.
4. Supervisors, along with cooperating teachers, ought to adopt methods of constructive evaluation that focus on the development of the teacher and not on the teacher's shortcomings and make the feedback interwoven through emotional and professional growth, thus, removing the sources of anxiety.
5. The College could offer such reflective sessions or support groups for the pre-service educators where they could disclose their experiences and stress management techniques that had worked for them thus developing their resilience as a byproduct.
6. Making the teamwork of pre-service teachers, mentors, and the institution stronger is a really important thing to do so that the supportive environment which attracts and develops the traits of being confident, empathetic, and flexible the qualities of future educators is created.

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