

# The Student Teachers' Anxiety during Field Experiences in the beginning of New Normal

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## Abstract

The study had the objectives to 1) study student teachers' anxiety during field experiences in the beginning of the new normal on 7 aspects: 1) own personality, 2) teaching context, 3) supervision context, 4) classroom management, 5) subject content, 6) teacher professionalism context, and 7) Covid-19 pandemic context, and 2) compare the levels of the student teachers' anxiety, classified by sex, duration of bachelor's degree study, and the academic level. The sample consisted of 457 student teachers. The collection of data employed a questionnaire inquiring about anxiety and a focus group discussion record. The research found that: 1) The student teachers' anxiety during the field experience in the beginning of the new normal was at a high level; 2) When classified by sex, there were differences in the supervision context, with statistical significance at the .05 level; females had higher anxiety than males; no significant differences were found on the other aspects; 3) When classified by the duration of bachelor's degree study, there were differences in the teaching context and the supervision context, with statistical significance at the .05 level; the student teachers in the 4-year bachelor's degree study had higher anxiety than those in the 5-year bachelor's degree study; no significant differences were found on the other aspects; 4) When classified by the academic level, there were differences in the teaching context, the supervision context and the teacher professionalism context, with statistical significance at the .05 level; the student teachers in the master's degree study had higher anxiety than those in the bachelor's degree study; no significant differences were found on the other aspects.

**Keywords:** anxiety, field experiences, new normal

## 1. Introduction

The Covid-19 pandemic has created a lot of changes in various dimensions in a short time. In education, there have been very many modifications. An outstanding one is educational technology mobilization, particularly the online teaching and learning which has taken a great role in creating continuous learning in critical situations. The online teaching and learning is performed synchronously and asynchronously on different platforms and applications. The aforementioned changes have brought about adjustments on every dimension in everyone concerned; be they teachers, school students, college students or parents. They need to adapt themselves on many dimensions in a short time. Such condition has been the main cause of anxiety that followed the adjustment (Li et al., 2020; Nuangchalerm, Sraphaworn, & Ponpaison, 2021). Also, many studies indicate that this situation has caused stress in students and they have become anxious and worried about their situations such as finance, learning equipment and materials, usage and access to various technologies, communication, learning achievement, and graduation, etc (Djawamara, & Listyani, 2021; Hagan et al., 2022; Ingard, Karnjanapoomi, & Sheoychitra, 2020; Phanchalong, Manee, Watwiset, Nuangchalerm, & Prachagool, 2022).

Teacher training curriculums naturally provide both theoretical learning and field experiences for students in order for the student teachers to face problems and solve the problematic situation properly. In normal situations, teaching and learning in the teaching profession employs simulation of classroom settings, micro teaching, and teaching practice under supervision in authentic classroom context which allows student teachers to perform their field experiences and to gain direct experiences that give them self-confidence. It is development of teaching competency for student teachers. However, due to the Covid-19 pandemic that has occurred, teaching and learning had to be transformed into an online system. This transformation directly and unavoidably affects teaching of courses that hands-on activities are crucial. Certainly, online teaching and learning can help train

student teachers to design how to teach online and get accustomed to the online system, but the students are deprived of the opportunity of practicing teaching in the authentic classroom context. Moreover, in the final year of teacher training curriculums, student teachers are required to take a teaching practicum in a school in order to learn the teaching profession's work and fully perform practical teaching in the authentic classroom context at school. Their roles and duties during the teaching practicum become more various. Previous studies indicate that student teachers in this period of time had stress and anxiety in different matters such as teaching and learning design, working together with the mentor, classroom management, new roles and duties, new environment, lack of self-confidence and other issues (Agustiana, 2014; Mojeed, 2014; Sammephet & Wanphet, 2013). In addition, in the academic year 2022 which is in the beginning of the new normal that Covid-19 is in the transition from the pandemic to the endemic phase and that people have been adjusting their way of life to suit the varying conditions under the Covid-19 pandemic, education is also in the same situation. For continuous learning and efficiency of providing education under the new normal, modifications in providing education have been made. Thus, the student teachers who are scheduled to have their field experience in the academic year 2022 will face new learning environment and new roles and duties (Djawamara & Listyani, 2021; Imsa-ard, Wichamuk, & Chuanchom, 2021). They also will encounter the ever-changing condition of the Covid-19 pandemic at the same time. All of these are factors that can cause anxiety. Student teachers who cannot adjust themselves and cannot manage these new challenges, will have anxiety which can affect their learning and professional practicum.

Presently, the Faculty of Education, Mahasarakham University, offers two parallel teacher training curriculums in both undergraduate and graduate levels. In the undergraduate level, there are the 4-Year Bachelor of Education curriculum and the 5-Year Bachelor of Education curriculum. In the graduate level, teaching and learning is carried out within the learning environment and context very similar to that of the undergraduate level. Only the courses and the duration of the curriculums are different. A great number of previous studies were on student teachers' anxiety in the Covid-19 pandemic in different context. There has been no research that explicitly studies anxiety of student teachers who are in curriculums with different duration but in similar context, have been trained in an online system but have the field experience in the very challenging new normal. Therefore, the researcher has become interested in studying the level of anxiety of student teachers who have their field experiences in the beginning of the new normal, and compare the levels of anxiety of the student teachers, classified by sex, duration of bachelor's degree study, and the academic level. The results of the study will be beneficial in building good professional teachers who are ready for changes in the future. They will also be beneficial in finding ways to prevent and ease student teachers' anxiety. Furthermore, the study will help us understand the situation and find ways to solve problems properly. It is also expected that baseline data will be obtained. Such data are useful for designing how to develop teaching and learning in teacher training curriculums and for further efficient development of student teachers.

## 2. Method

### 2.1 Research Methodology

Mixed method research consisting of quantitative and qualitative research was employed for convergent parallel design.

### 2.2 Population and Sample

The population consisted of 862 students in the bachelor's degree curriculums and master's degree curriculums of the Faculty of Education, Mahasarakham University, who enrolled in the field experience course in the academic year 2022. The sample size was determined according to Taro Yamane's formula with 95% confidence level with a Margin of Error of about  $\pm 5\%$  (Yamane, 1967), and stratified random sampling was used in each curriculum as shown in Table 1.

Table 1. Population and Sample

Type of Curriculum	Population	Sample
4-Year Bachelor of Education	434	209
5-Year Bachelor of Education	362	191
2-Year Master of Education	66	57
<b>total</b>	862	457

### 2.3 Research Instruments

1) A rating scale questionnaire inquiring about student teachers' anxiety in the field experience during the beginning of the new normal was used. It contained 40 items comprising questions about anxiety in the field

experience during the beginning of the new normal, covering all of the 7 aspects of the field experience: own personality, subject content, teaching context, supervision context, classroom management, teacher professionalism context, and Covid-19 pandemic context. The researcher had the quality of the instrument analyzed to find the content validity of the items by 5 experts and it was found to be from 0.80 to 1.00. Content validity ratio (Lawshe, 1975) by 10 experts ranged between 0.80 and 0.99.

2) Another instrument was a focus group discussion record, which was constructed by basing on 3 main topics for discussion. They were: 1) anxiety in the field experience, 2) the causes of the anxiety and 3) guidelines for solving anxiety in the field experience. The researcher had the quality of the instrument analyzed to find the content validity of the items in the interview by 5 experts and it was found to be 1.00, and the suitability of the items was from 4.80 to 5.00.

#### 2.4 Data Collection

The study aimed to collect data on student teachers' anxiety in the field experience during the beginning of the new normal. The researcher obtained the human research ethics certification from the Human Research Ethics Committee of Mahasarakham University. Quantitative data were collected by using the questionnaire, and qualitative data were collected through the focus group discussion. The details of data collection were as follows:

1) Collecting data on student teachers' anxiety in the field experience during the beginning of the new normal began when the researcher contacted the subjects of the sample and asked for their cooperation, explained the details of what they were to do and asked them to answer the questionnaire which had been sent to them via the Google Form system. Then the quantitative data obtained were analyzed.

2) To collect data from the focus group discussion, the researcher contacted the subjects of the sample and asked for their cooperation, set the time and method of the focus group discussion online. The researcher sent a focus group discussion record to the subjects and explained to them the purposes of the discussion before it began. The discussion took place as scheduled and the results were recorded. The data analysis employed content analysis.

#### 2.5 Data Analysis

Analysis of data from the questionnaire inquiring about student teachers' anxiety in the field experience was to find the mean and standard deviation (S.D.) and they were interpreted as follows: 1.00 – 1.49 means the level of anxiety was least, 1.50 – 2.49 means the level of anxiety was low, and 2.50 – 3.49 means the level of anxiety was moderate. 3.50 – 4.49 means the level of anxiety was high, and 4.50 – 5.00 means the level of anxiety was highest. Then t-test for independent samples was used in the comparison of anxiety between the groups. Regarding the analysis of data from the focus group discussion, the researcher classified the responses and put them into an order before carrying out the content analysis. The results of the analysis were presented through descriptive presentation.

### 3. Results

Analysis of the student teachers' anxiety in the field experience during the beginning of the new normal was carried out on 7 aspects as presented below:

Table 2. The results of the analysis of the student teachers' anxiety in the field experience during the beginning

Anxiety	Mean	S.D.	Level of Anxiety
1.Own personality	2.97	0.927	Moderate
2.Teaching context	3.89	0.743	High
3.Supervision context	3.61	1.124	High
4.Subject content	2.73	1.118	Moderate
5.Classroom management	4.15	0.602	High
6.Teacher professionalism context	2.65	1.067	Moderate
7.Covid 19-pandemic context	3.81	1.014	High
Total	3.53	1.029	High

From the table above, the student teachers' anxiety in the field experience during the beginning of the new normal, on the whole, was in the high level. When considered by aspect, the teaching context, the supervision context, the classroom management, and the Covid-19 pandemic context were in the high level, while the own personality, the subject content and the teacher professionalism context were in the moderate level.

The result of the comparison of the student teachers' anxiety during the beginning of the new normal classified by sex are presented in Table 3:

Table 3. The results of the comparison of the male and female student teachers' anxiety in the field experience

Anxiety in the field experience	Male( n=152)		Female (n=305)		t	p
	Mean	S.D.	Mean	S.D.		
1.Own personality	2.67	0.84	3.11	0.93	0.637	0.426
2.Teaching context	3.70	0.71	3.98	0.74	0.006	0.937
3.Supervision context	3.19	1.02	3.81	1.01	6.915*	0.009
4.Subject content	2.55	1.14	2.81	1.08	0.328	0.537
5.Classroom management	4.12	0.62	4.17	0.59	0.007	0.934
6.Teacher professionalism context	2.44	0.96	2.75	1.09	1.306	0.254
7.Covid-19 pandemic context	3.40	1.07	3.57	0.79	1.029	0.312

\*  $p < 0.05$

From the table above, the comparison of the male and female student teachers' anxiety in the field experience during the beginning of the new normal reveal that only the supervision context had a significant difference at the .05 level, as the females were found to have higher anxiety than the males, with the mean of 3.81 for the females and 3.19 for the males. There were no significant differences on the own personality, the subject content, the teaching context, the classroom management, the teacher professionalism context and the Covid-19 pandemic context.

The results of the comparison of the undergraduate student teachers' anxiety during the beginning of the new normal classified by the duration of the curriculum, the 4-year curriculum and the 5-year curriculum, are presented in Table 4:

Table 4. The comparison of the anxiety in the field experience between the 4-year curriculum and the 5-year curriculum

Anxiety in the field experience	Curriculum(4y) (n=209)		Curriculum(5y) (n=191)		t	p
	Mean	S.D.	Mean	S.D.		
1.Own personality	3.20	0.88	2.97	0.87	0.020	0.888
2.Teaching context	4.02	0.61	3.83	0.78	5.085*	0.026
3.Supervision context	3.80	0.92	3.57	1.15	5.408*	0.021
4.Subject content	3.50	0.79	3.32	0.79	0.005	0.943
5.Classroom management	4.20	0.60	4.16	0.61	0.140	0.708
6.Teacher professionalism context	2.78	0.92	2.64	1.10	3.035	0.084
7.Covid 19-pandemic context	3.62	0.78	3.57	1.06	2.652	0.106

\*  $p < 0.05$

The table showing the results of comparison of the anxiety in the field experience between the 4-year curriculum and the 5-year curriculum indicates that in the teaching context and the supervision context, the student teachers had differences in their anxiety, with statistical significance at the .05 level. When the means of both aspects are considered, they are found to be in congruence. That is, the students in the 4-year curriculum had the mean of anxiety higher than the students in the 5-year curriculum. Meanwhile, on the other aspects which are the own personality, the subject content, the classroom management, the teacher professionalism context and the Covid-19 pandemic context, there was no significant difference.

The results of the comparison of student teachers' anxiety during the beginning of the new normal classified by the academic level, Bachelor of Education and Master of Education, are presented in Table 5:

Table 5. The results of the comparison of student teachers' anxiety in the field experience, classified by the academic level

Anxiety in the field experience	Bachelor's Degree (n=400)		Master's Degree (n=57)		t	p
	Mean	S.D.	Mean	S.D.		
1.Own personality	2.64	0.96	3.05	0.90	0.125	0.724
2.Teaching context	3.51	0.82	4.25	0.72	5.922*	0.018
3.Supervision context	3.46	1.26	3.65	1.07	3.895*	0.047
4.Subject content	3.39	0.79	3.14	0.69	0.568	0.452
5.Classroom management	3.93	0.74	4.38	0.60	3.622*	0.043
6.Teacher professionalism context	2.46	1.17	2.78	1.03	3.758*	0.042
7.Covid 19-pandemic context	3.57	0.97	3.24	1.10	2.337	0.128

\*  $p < 0.05$

The table reveals the results of the comparison of the anxiety of bachelor's degree student teachers' and master's degree student teachers in the field experience during the beginning of the new normal that in the teaching context, the supervision context, the classroom management and the teacher professionalism context, there were differences with statistical significance at the .05 level. When the means of these aspects are considered, they are in congruence. That is, the master's degree student teachers had the mean of anxiety higher than that of the bachelor's degree student teachers. Meanwhile, in the own personality, the subject content and the Covid-19 pandemic context, there was no significant difference.

In addition, the focus group discussion participated by student teachers yielded significant issues related to student teachers' anxiety in the field experience during the beginning of the new normal as follows:

1) Issues related to student teachers' anxiety in the field experience during the beginning of the new normal

The student teachers were anxious about the supervision and direction. This issue was found in both the undergraduate and graduate levels because the students were not acquainted with the university supervisor, due to the situation that the teaching and learning was carried out online throughout the academic year and it resulted in little interaction with the university supervisor in any other time outside the online class; or in the case that the university supervisor was not the one who had taught them, the student teachers would not know the university supervisor, the student teachers would become anxious and did not know what to do. Here are some examples.

"I had never been supervised before. I didn't know what the supervisor wanted to see. And I had never taught with the supervisor watching. I was so excited. I forgot all of what I had prepared to do". (Undergraduate student)

"I had never met the supervisor in person, so I was worried about supervision. The more I was excited, the more awkward I became." (Graduate student)

However, after the student teachers met the university supervisor and got suggestions, the anxiety on this aspect decreased, because acquaintance began to take place. Here is an example.

"Excited. It was the supervisor's first supervision. It should be better next time. I know the way the supervisor did it". (Undergraduate student)

In the teaching context, student teachers were worried in many issues. One issue being mentioned often was that the lack of confidence caused by little teaching experience, particularly teaching in an authentic classroom setting, could bring about anxiety. Although the student teachers had had teaching practice under supervision before the field experience, it was carried out online during the Covid-19 pandemic. So, the experience they had was online. When they had to teach in an authentic situation, they got anxiety. They were afraid that they might not be able to do it well enough. Here is an example.

"Regarding the teaching design, I had never taught in a classroom, so I was not sure what type of teaching I should use." (Undergraduate student)

"I knew and wrote only a few types of the plan, so I didn't dare to use other types, like jigsaw." (Undergraduate student)

"I didn't know how to design teaching and learning." (Graduate student)

Regarding classroom management, even though most student teachers had had peer teaching practice under

supervision or had had teaching practice with students, it was online. It was not teaching practice in a face-to-face situation. Therefore, when the student teachers were in the classroom context with students of various unfamiliar matters, they became nervous.

“I couldn’t control my class, particularly when we changed the activity. The students just didn’t listen to me. They didn’t stop. They couldn’t finish their work. Time was wasted and teaching lagged behind schedule.” (Undergraduate student)

“Excited. I had never stood and taught in front of the class before. Last year I had a teaching exam online. So, I just didn’t know what to say, where to stand, and I couldn’t control my class, particularly in the afternoon when some students skipped the class and many fell asleep in class.” (Undergraduate student)

“I couldn’t finish teaching in time. I didn’t know what to do to attract the students’ attention. I saw that they didn’t do their work but I didn’t know what to do. So, I just let it go like that.” (Graduate student)

Concerning the teacher professionalism context, although the student teachers had learned about teacher’s duties, roles and responsibilities in their professional courses, in the real situation, a number of them were worried about how to behave when they were with the mentor or other teachers in the school and students. They were also worried about adapting themselves to various contexts in the school, which were different from the university.

“In approaching the teachers in the subject strand, particularly the senior ones who had negative attitudes toward us, it was difficult to behave. We were criticized for waiting for them to tell us what to do in everything” (4th year undergraduate student)

“Some students liked to come to see me in the teachers’ room, I felt considerate of other teachers but I didn’t know what to say to my students. I was afraid that my students might misunderstand me and didn’t want to come to see me again. (4th year undergraduate student)

The student teachers were worried about the Covid-19 pandemic which decreased the efficiency of teaching and learning management because they needed to make a teaching plan for the infected students and they needed to keep themselves safe. Therefore, they had anxiety on more aspects.

“I wanted to get close to them, to walk among them, but I was worried. My students had got Covid and had just come back from a leave of absence. (Undergraduate student)

“More work. I needed to prepare for the online teaching for the students who had skipped the class and got ready to substitute if any teacher got infected or was in the high-risk group. (Undergraduate student)

“A lot of work. It seemed that students got infected continuously. It seemed that we had to do more work. We needed to have papers ready for these students also.” (Graduate student)

2) Issues related to the causes of student teachers’ anxiety in the field experience during the beginning of the new normal

Most of the student teachers were anxious because they had had little teaching experience, particularly teaching and learning in the real classroom settings. Some students might not have had any experience in teaching and learning in the real classroom before. They only had online teaching practice under supervision during the Covid-169 pandemic. The situation caused the lack of confidence in the student teachers in designing learning activities as well as in classroom management. When they had to teach in a context different from what they had experienced, they were not confident that they would be able to choose and use appropriate teaching methods, activities, or teaching strategies in teaching the class. They mentioned:

“I had not had classroom teaching experience before.” (Undergraduate student)

“I had never taught this topic and hadn’t seen any friend teach it. So, I didn’t know which type of activities I should design.” (Undergraduate student)

“I had never had classroom teaching management experience, so I didn’t know which type of learning activities was appropriate, and I didn’t know how to manage the class.” (Graduate student)

The student teachers had more duties and responsibilities both in teaching and in other school work. As a result, the student teachers were overwhelmed by sudden increase responsibilities which were different from their university life. The student teachers might have learned about the teacher’s work in some professional courses but there was no hands-on activity. In addition, the organizational culture varied from school to school. This caused anxiety.

“More and harder adjustments to new roles and duties” (Undergraduate student)

“In assuming the teachers work, you hear students call you teacher. It’s like a burden you must shoulder; the student burden. So, I needed to do it well and that was like putting pressure on myself.” (Undergraduate student)

“Doing many things at the same time. Adjusting to the new place, new friends, new roles. Had to write a lot of plans. And there were also other aspects of work, plus conducting research, so abundant that they made me stressed. (Undergraduate student)

“I was criticized for not stopping students from having an appropriate behavior. Despite the fact that something else caused the problem, I was criticized and ordered to take a good care of the students.” (Undergraduate student)

“I began teaching during the early days of school because my mentor was on leave. I had to substitute my mentor and I began by introducing myself. That made me stressed...at the beginning.” (Graduate student)

“The responsibility included something outside my own teaching time table, that is, doing substitute teaching for other teachers”. (Graduate student)

A portion of anxiety was caused by the university supervisor’s assessment. The student teachers were afraid that they would not be able to teach well and would be criticized by the university supervisor or would not pass the teaching practicum. This fear might have come from the unacquaintance between the student teacher and the university supervisor, which worried the student teacher about the way the university supervisor would carry out supervision and assessment.

I had never been in the supervisor’s class. Never met the supervisor in person, so I was worried when the supervisor came to supervise. I was afraid that I would not be able to do it well and get a low score.” (Undergraduate student)

“I was worried about not getting a good score when my university supervisor came.” (Undergraduate student)

“I didn’t know my supervisor. I was not acquainted with him. I met him once or twice, so I was nervous and worried.” (Graduate student)

3) Issues about guidelines on solving the student teachers’ anxiety in the field experience during the beginning of the new normal

In solving the anxiety, the student teachers prepared themselves before teaching. Most of them paid more attention to writing teaching plans. They searched for data from different sources such as asking persons with more experiences or searched for the data from different sources, particularly the Internet.

“I talked with friends who taught the same level and the same content in other schools.” (Undergraduate student)

“I asked 5th year seniors. They had written a lot more plans than I did.” (Undergraduate student)

“I looked for what I wanted in the Internet mostly and asked my mentor sometimes. I rarely talked with friends because we were not that close.” (Graduate student)

“I asked the teachers mostly. I sometimes asked friends or talked with some undergrads who were also doing their teaching practicum. The undergrads were good at activities and media of these types.” (Graduate student)

“I consulted the undergrads who were in the same teachers’ room because they had more teaching experience. They suggested various techniques such as how to introduce yourself and ice-breaking games.” (Graduate student)

Furthermore, the student teachers decreased their anxiety by talking with friends who had similar experiences or unburdened themselves to close friends.

“I talked with friends. We made an appointment to eat grilled pork together and we unburdened to each other.” (Undergraduate student)

“When I got too stressed, I went to sleep, or went out. I would do it again after I returned.”

“I talked with friends and the undergrads in the teaching practicum. We went out for lunch together most of the time.” (Graduate student)

“There was a meeting of student teachers every week, so we had a channel for conversation and useful suggestions such as teaching techniques, or bringing problematic matters into conversation, such as reiteration of teaching according to the time table, not later than the time limit.” (Graduate student)

Some students consulted their mentors and university supervisors for advice in how to design learning and how to solve problems.

“If I had a serious matter, I would talk with my mentor or tell my professor.” (Undergraduate student)

“I asked my mentor sometimes.” (Graduate student)

#### 4. Discussion

On the whole, the student teachers' anxiety in the field experience during the beginning of the new normal was in the high level. Anxiety normally occurs to student teachers, even before the Covid-19 pandemic. Merc (2004) found that anxiety was one of the most reported problems of preservice teachers although anxiety may be a positive driving force that motivates teachers to try to prepare and organize learning activities efficiently (Randall & Thornton, 2001; Wilsons, 2002). Nevertheless, on the contrary, excessive anxiety affects teaching performance negatively (Garner & Leak, 1994). Thus, anxiety is an important factor of teaching and learning. When each aspect was considered, it was found that the teaching context, the supervision context and the classroom management were in the high level. This was consistent with many research works, particularly the teaching context, the supervision context and the classroom management. Sammephet & Wanphet (2003) found that the factors that affected preservice teachers could be divided into 4 aspects: teacher's personality, teaching, supervision, and other. In the same way, the research by Merc (2011) showed that anxiety came from the university supervisor, classroom management, and learning management. The cause of the student teachers' anxiety in the practicum might have been a result of the fact that the student teachers had little experience, particularly the experience in learning management in an authentic setting. The lack of such experience made the student teachers uncertain about how to manage learning and control the class properly; this resulted in the occurrence of anxiety. When there was the lack of confidence in learning management, anxiety occurred to the student teachers, lest the university supervisor would come and give a poor grade, or they would not pass the field experience. In addition, unacquaintance with the university supervisor because of having rather little opportunity or no opportunity of interaction in the authentic context, the student teachers' anxiety increased. Pasaribu & Harendita (2018) stated that most of preservice teachers became anxious when they were supervised by the mentor or the university supervision. Such anxiety came from fear that teaching and classroom management might not meet the expectation of the mentor and the university supervisor. Anxiety might also come from uneasiness caused by being criticized from supervision or teaching observation. Moreover, the student teachers were worried about the Covid-19 pandemic in the high level because they had to adapt themselves to the situation and phenomena caused by the pandemic. This is consistent with studies that indicated that teachers were worried about the Covid-19 pandemic in the high level (Li, Q et. al., 2020; Ozamiz-Etxebarria, Santxo, Mondragon, & Santamari, 2021). When sex was considered, it was found that females had more anxiety on the supervision context than males. The reason might be that female students expected good grades more than male students. So, the female students became anxious about their learning management that it might not meet the expectation of the university supervisor and might get a low score or negative feedback. Studies reveal that females have a tendency of suffering anxiety from 0.5 to 1 time in any course (Breton et al., 1999). It is obvious that having had no experience of teaching in a real classroom setting is the main cause of student teachers' anxiety in the field experience. The fact that the students in the 4-Year Bachelor of Education program had higher anxiety than the students in the 5-Year Bachelor of Education program might have been caused by the greater experience in learning management in the real classroom setting and the school context that the students in the 5-Year Bachelor of Education curriculum had, compared to that of the students in the 4-year Bachelor of Education curriculum. Master's degree student teachers had higher anxiety than bachelor's degree student teachers. The reason might have been that master's degree student teachers were bachelor's degree graduates in other fields rather than education and they had less experience in the teaching context. Han & Tulgar (2019) state that the lack of teaching experience has a relationship with fear of making mistakes in the classroom, and such a fear seems to be both the cause and the effect of anxiety in teaching. That is to say, when the fear of making mistakes increases, the anxiety will increase. On the other hand, if the anxiety increases, the fear of making mistakes will increase, too. The field experience period is the most stressful period of the Bachelor of Education curriculums. Teacher students must face different challenges, including school students' expectations, university supervisors, mentors, time management, being supervised and teaching is assessed, roles, duties and responsibilities of the teacher. All of these are factors that cause anxiety (MacDonald, 1993). Nonetheless, it is an important period of time for teacher students to learn and develop themselves in their profession. Therefore, solving anxiety is important. Students have reported several methods of solving their anxiety such as giving priority to preparation to increase confidence, particularly in writing lesson plans which comprises 2 ways: retrieving data from different sources, and inquiring persons with more experiences. This is consistent with several studies which state that preservice teachers prefer to prepare themselves before teaching to decrease anxiety. For example, they choose activities for learning management, write teaching plans, and practice



teaching (Sammephet, & Wanphet, 2013; Pasaribu & Harendita, 2018; Han & Tulgar, 2019). Telling problems to persons close to them such as friends or family members is another way the student teachers use to solve anxiety. A person who has told his problems or feelings to friends who have similar experience can also decrease his anxiety and feel relieved or feel that there is someone who listens to him or her and find ways to solve the problems (Pasaribu & Harendita, 2018). Seeking advice from the mentor and the university supervisor to be used as guidelines in writing lesson plans, in organizing learning activities and in classroom management as well as getting feedback from supervision, can also decrease anxiety because the student teachers can see how to handle these things more clearly (Sammephet, & Wanphet, 2013; Pasaribu & Harendita, 2018; Han & Tulgar, 2019).

## 5. Suggestions

1) Education curriculums should realize the problem of student teachers' anxiety in the field experience. Therefore, knowledge of anxiety and methods of managing anxiety should be imparted to student teachers before they go out for their field experience, in order that when they meet these challenges, they will be able to realize the causes of the anxiety and find ways to solve them. Doing so will benefit the student teachers when they take up the teaching profession in the future.

2) Although student teachers do the same work as in-service teachers, they are students. Therefore, they fear and are worried about poor assessment outcome which will affect their learning achievement, or about negative feedback from the mentor and university supervisor. Thus, the mentor and university supervisor should realize the importance and causes of teacher students' anxiety in order to perceive the anxiety in time, to give appropriate spiritual support and other supports to the teacher students in the future.

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