Teaching Anxiety, Teaching Self-Efficacy, and Teacher Support as Predictors of Classroom Performance of Pre-service Teachers

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ABSTRACT

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| --- |
| **Aims:** This study aims to determine whether teaching anxiety, teaching self-efficacy, and teacher support predict the classroom performance of pre-service teachers.**Study Design:** This research utilized a non-experimental quantitative design, employing a descriptive-correlational approach.**Place and Duration of Study:** One of the Higher Education Institutions (HEIs) in Region XI, Academic Year, 2024-2025.**Methodology:** Complete Enumeration Sample Method was used obtained 325 pre-service teachers as respondents. Questionnaires were used to gather data, which was analyzed using mean, standard deviation, Pearson r and multiple regression analysis to determine the relationships between variables.**Results:** The findings reveal that pre-service teachers experience **moderate level of teaching anxiety, while Teaching Self-Efficacy** shows a **high descriptive level.Teacher Support and Teaching Demonstration Performance** were rated at a **very high descriptive level.** Furthermore, the Teaching Self-Efficacy and Teacher Support are significantly correlated but Teaching Anxiety is not. While, the Teaching Self-Efficacy and Teacher Support significantly influence the Teaching Demonstration Performance but Teaching Anxiety does not. Nevertheless, the combined degree of influence of the predictors (35%) significantly influence the criterion variables.**Conclusion:** Based on the results, it was concluded that Teaching Self-efficacy and Teacher Support are significant predictors of Teaching Demonstration Performance of pre-service teachers but Teaching Anxiety was not found as a significant predictor. |

**Keywords:** *Teaching anxiety, teaching self-efficacy, teacher support, performance teachers*

***Abstract Notes;***

***1. Abstract writing as in general is not made in a box***

***2. For research design, it is written in the research method then continue with the sample and Data collection and data analysis techniques need to be added***

***3. For place and time, it does not need to be written in the abstract***

***4. Sentences in red are simply deleted***

1. INTRODUCTION

Pre-service teachers frequently exhibit poor classroom performance owing to issues applying theoretical knowledge in classroom settings (Adjei et al., 2023). Sathasivam et al. (2024) discovered that pre-service teachers struggle to transfer and apply their pedagogical knowledge to practical classroom teaching during their practicum. Çubukçu and Tarhan (2021) reported that pre-service teachers also demonstrated poor classroom performance during their teaching internship.

Furthermore, a study conducted in Nigeria found that pre-service teachers experience poor classroom performance (Ene et al., 2021). Elraiss and Alsharidah (2019) also observed that pre-service teachers in Saudi Arabia experience poor classroom performance during their practice teaching. A study in Tanzania revealed that pre-service teachers demonstrate poor teaching performance in the classroom setting (Mpate et al., 2023).

A study conducted in the Philippines by Gorospe (2022) found that pre-service teachers demonstrated poor classroom performance. Similarly, Afalla and Fabelico (2020) reported that these teachers appeared to exhibit inadequate teaching performance during their classroom interactions.

Furthermore, while pre-service teachers' essential pedagogical skills and content knowledge are becoming increasingly important (Afalla & Fabelico, 2020), there are still concerns about whether they are adequately prepared to face the challenges of twenty-first-century classrooms (Ismail & Jarrah, 2019). Poor classroom performance among pre-service teachers frequently results in their inability to engage students, which could successfully reduce student interest and involvement (Gorospe, 2022). It was also found that more research must be conducted to assess pre-service teachers' classroom performance (Magno, 2019). The researcher noticed an empirical gap regarding the influence of teaching anxiety, teaching self-efficacy, and teacher support on pre-service teacher’s classroom performance, indicating a lack of studies on these relationships. Therefore, the researcher is urged to conduct this study to fill in the gap.

* 1. **State of the Problem (In writing the article there is no State of the Problem so it was deleted)**

Generally, this study aimed to determine whether teaching anxiety, teaching self-efficacy, and teacher support predict the classroom performance of pre-service teachers. Specifically, the purpose was the following:

1. To determine the levels of teaching anxiety of pre-service teachers as indicated by evaluation anxiety, class control anxiety, professional preparation anxiety, school staff anxiety, and unsuccessful lesson anxiety; teaching self-efficacy as indicated by personal teaching efficacy, and general teaching efficacy; and teacher support as indicated by personal support, career support, professional knowledge support, instructional process support, and role modeling support; and teaching demonstration performance as indicated by lesson planning, teaching methods, classroom management, communication skills, and teacher’s personality.
2. To determine the significant relationship between teaching anxiety, teaching self-efficacy, teacher support, and the teaching demonstration performance of pre-service teachers.
3. To determine the significant influence of teaching anxiety, teaching self-efficacy, and teacher support on the teaching demonstration performance of pre-service teachers.
	1. **Theoretical Framework**

**Note;**

**Pay attention to the journal writing template, if in the journal template there is no theoretical framework, only an introduction, then the presentation of the theoretical framework is combined with the introduction to become a new paragraph, but if not, then it is necessary to add some theories for the theoretical framework because it is still lacking to support this article.**

This research is based on Albert Bandura's Social Cognitive Theory (SCT), which posits that human behavior is influenced by the interaction of personal factors, environmental influences, and behavioral patterns (Bandura, 1986). Bandura (1988) mentions the model of reciprocity, where personal, behavioral, and environmental factors all operate as interacting determinants that influence each other.

In this study, the predictive variables include Teaching Anxiety of pre-service teachers, as indicated by evaluation anxiety, class control anxiety, professional preparation anxiety, school staff anxiety, and unsuccessful lesson anxiety (Hart, 1987 & Morton et al., 1997). Teaching self-efficacy is also considered a predictive variable, as reflected in personal and general teaching efficacy (Gibson & Dembo, 1984). These variables are categorized as personal factors mentioned in the theory. Teacher support, another predictive variable, is measured through personal support, career support, professional knowledge support, instructional process support, and role modeling support (Andres, 2019). This variable represents an environmental factor within the theory.

Meanwhile, the criterion variable, which reflects a behavioral pattern in this study, is teaching demonstration performance. This is indicated by lesson planning, teaching methods, classroom management, communication skills, and the teacher's personality. Therefore, SCT Theory explores the factors influencing pre-service teachers' classroom performance.

1. material and methods

Research Method Notes;

1, in writing articles, research methods are generally written, not materials and methods for that must be revised

2. w\Writing research methods in articles is not in points or sections like what you wrote here but in paragraph form

3. The content of the research method includes; a brief description of the research method used, respondents briefly, research instruments briefly, data collection techniques are simply mentioned not explained and data analysis techniques used,

* 1. **Research Design**

The research utilized a non-experimental quantitative design, employing a descriptive-correlational approach. Allen (2017) asserted that the quantitative method is commonly used when the study objectives are to develop information and investigate the occurrence of phenomena that impact humanity. In contrast, non-experimental designs are incapable of establishing causation. Consequently, a researcher employing such a design can accumulate real-world data and conclude the relationships between significant variables (Johnson, 2001). Furthermore, Maison et al. (2021) indicated that descriptive-correlational design evaluates the degree of relationship between two or more variables. It also allows researchers to determine whether there is evidence of a positive, negative, or no relationship between variables.

**2.2. Research Respondents**

This study employed a complete enumeration sample method, where 325 pre-service teachers were chosen as respondents. Complete enumeration sampling is a purposeful sample strategy that analyzes the complete population with specific characteristics (Canonizado, 2021). This method was used to minimize sampling bias and enhance the reliability of findings, offering a more representative view of the relationship between teaching anxiety, teacher support, and teaching self-efficacy on the classroom performance of pre-service teachers.

Furthermore, the respondents in this research were the 4th year pre-service teachers in one of the Higher Education Institutions in Region XI. The chosen respondents are highly qualified for the research, as they were deployed to various schools Region XI, thereby gaining practical experience during the teaching internship.

**2.3. Research Instrument**

The researcher used four sets of instruments in this study. The instruments were handed to expert validators and their suggestions were incorporated into the instruments to ensure the instrument's validity and credibility. Pilot tested was also conducted to test the reliability of the instruments.

The first instrument for assessing pre-service teachers' teaching anxiety is the Student-Teacher Anxiety Scale (STAS), developed by Hart (1987) and subsequently modified by Morton et al. (1997), which was tailored for the researcher’s study. The Student-Teachers Anxiety Scale (STAS) serves as a tool for assessing student teacher fears associated with practice teaching (Capel, 1997). This scale was created by Hart (1987) on samples of student teachers in England. In evaluating the teaching anxiety of the pre-service teachers, the respondents used the following rating scale: 5 as extremely anxious; 4 as very anxious; 3 as moderately anxious; 2 as a little anxious; and 1 as not all anxious. The 5 Likert scale was used to interpret the teaching anxiety of pre-service teachers. Additionally, the Cronbach’s Alpha was 0.971, indicating good consistency of the instrument.

Moreover, the second instrument employed in this study is the Teacher Efficacy Scale (TES) to assess the pre-service teachers' level of teaching efficacy. Numerous studies have employed the Teacher Efficacy Scale (TES), originally created by Gibson and Dembo (1984) and subsequently revised by Woolfolk and Hoy (1990), to investigate the concept of teacher efficacy. Two dimensions have evolved from the instrument: general teaching efficacy (GTE) and personal teaching efficacy (PTE). GTE is the conviction that a teacher's capacity to effect change is considerably constrained by external conditions. PTE is defined as the conviction in one's skills and ability to facilitate student learning (Gibson & Dembo, 1984, p. 573). In evaluating the teaching self-efficacy of the pre-service teachers,the 5 Likert Scale was used and the respondents used the following rating scale: 5 as strongly agree; 4 as agree; 3 as neither agree nor disagree; 2 as disagree; and 1 is strongly disagree. The Cronbach’s Alpha was 0.912, which indicates the good consistency of the instrument.

The researcher employed the Mentoring Practices Scale (Andres, 2019) as the third research instrument in the conducting of the study. The perceived mentoring support that pre-service teachers received from their cooperating teachers' can be measured by this instrument. It is a five-point Likert scale with the following rating scale: The five components of mentoring—personal support, career support, professional knowledge support, instructional process support, and role modeling support—are categorized as follows: 5 as strongly agree, 4 as agree, 3 as neither agree nor disagree, 2 as disagree, and 1 as strongly disagree. The PPST domains are represented by a total of 10 statements in each component. Furthermore, the entire scale’s Cronbach's alpha was 0.986, indicating good consistency of the instrument.

Lastly, the classroom performance of the pre-service teachers was determined through their teaching demonstration performance during teaching internship.

3. results and discussion

**3.1. Level of Teaching Anxiety, Teaching Self-Efficacy, Teacher Support, and Teaching Demonstration Performance of Pre-service Teachers**

Table 1 highlights the level of Teaching Anxiety of Pre-service Teachers, Teacher Support, Teaching Self-Efficacy, and Teaching Demonstration Performance. The Teaching Anxiety of Pre-service Teachers measures Evaluation Anxiety, Class Control Anxiety, Professional Anxiety, School Staff Anxiety, and Unsuccessful Lesson Anxiety. Teaching self-efficacy is evaluated through General Teaching Efficacy and Personal Teaching Efficacy. Moreover, Teacher Support is measured through its indicators, such as personal support, career support, professional knowledge support, instructional process support, and role modeling support. On the other hand, teaching demonstration performance is assessed through indicators such as lesson planning, teaching methods, classroom management, communication skills, and teacher personality.

As shown in the table 1, the Teaching Anxiety of Pre-service Teachers has a standard deviation of 0.84, with a mean of 3.25, categorized at a moderate level. It indicates that the teaching anxiety of pre-service teachers is sometimes observed. Among the five indicators, only the unsuccessful lesson anxiety was classified as high, and the remaining indicators obtained respective means and were labeled as moderate. Furthermore, the standard deviation of teaching self-efficacy is 0.58, with an mean of 4.03, which is described as high. It indicates that the self-efficacy on teaching of pre-service teachers was good. Both personal and general efficacy on teaching as indicators showed a high descriptive level.

Teacher Support obtained a standard deviation of 0.57, with a mean of 4.21, labeled as very high. It indicates that the teacher support of pre-service teachers is excellent. Among its indicators, personal, career, and role modeling support got a very high descriptive level, and the remaining indicators got a high descriptive level. Teaching demonstration performance has a standard deviation of 0.36, with a mean of 4.41, and a descriptive level of very high. It indicates that the teaching demonstration performance of pre-service teachers is excellent. All its indicators has its respective mean and described a very high descriptive level.

The results of the study was supported by the study of Ao et al. (2024) revealing that pre-service teachers experience moderate teaching anxiety, requiring interventions to reduce anxiety. Similarly, Mardhatillah et al. (2024) also claimed that pre-service teacher also exhibited moderate anxiety during their teaching practicum, emphasizing the need for support in managing this anxiety, which required attention and support to enhance their confidence and effectiveness (Han, 2019).

The results of the study was also confirmed by the study Gorospe (2022). He reveals that pre-service teachers often experience teaching anxiety during teaching practice, particularly related to unsuccessful lessons. He added that this anxiety can negatively impact their teaching efficacy and performance. Unsuccessful lesson delivery can sometimes cause a loss of confidence, reinforcing feelings of failure and perpetuating a cycle of anxiety (Li et al., 2023). Research by Bach and Hagenauer (2022) pointed out that pre-service teachers' anxiety is often linked to their perceived lack of control over classroom management and ability to differentiate instruction for diverse learners effectively. However, the study by Sanjaya et al. (2024) does not fully support the findings of the current research. They argue that anxiety may hinder performance, it can also enhance problem-solving skills and facilitate learning in the classroom, suggesting that anxiety should not be viewed solely as a negative factor but rather as a potential motivator for growth and adaptability in pre-service teachers. Therefore, it was recommended Boehme et al. (2021) that adequate support, mentorship, and opportunities for practice are crucial for building pre-service teacher's confidence and performance to lessen the anxiety of the pre-service teachers.

Pre-service teachers usually demonstrate confidence in positively impacting student learning. Therefore, they are more likely to approach teaching tasks optimistically and persistently. The result of this study aligns with the study of Gorospe (2022) emphasizes that pre-service teachers with a high level of teaching self-efficacy are more resilient and likely to try harder to help all students reach their potential. Hendricks et al. (2024) also supported that good personal teaching efficacy and positive expectations for student outcomes, showing notably higher averages in both areas.  It was also found by Pitkäniemi and Martikainen (2022) that pre-service teachers generally have high personal teaching efficacy. Studies also show that pre-service teachers report high self-efficacy in classroom management, student engagement, and instructional strategies (Balci et al., 2019). Factors influencing self-efficacy include teaching experience, school environment feedback, and observing other teachers (Farhadiba & Wulyani, 2020). Self-efficacy and feelings of preparedness tend to increase during a teaching internship (Brown et al., 2019).

However, Aliazas (2023) revealed that pre-service teachers have high general teaching efficacy but argued that they feel limited by external factors like home environment and student discipline. Farhadiba (2020) also supported the argument that even pre-service teachers have high efficacy in instructional strategies but lower student engagement, indicating they feel limited by external factors. Interestingly, Toe and Longaretti (2022) did not fully opposed the results of the study, he revealed that some performing pre-service teachers initially demonstrate lower self-efficacy in instructional strategies but develop higher confidence, suggesting the positive impact of mentoring.

Pre-service teachers consistently demonstrated exceptional teaching skills during their teaching internship, showcasing their competence in delivering lessons effectively. It aligns with the study of Matsko et al. (2020) supporting that pre-service teachers feel more equipped to teach when their cooperating teachers model successful teaching and mentor them by offering more instructional support, consistent and appropriate input, and a blend of independence and motivation. Research also indicates that strong teacher support significantly enhances pre-service teachers' professional growth and confidence (Dunst et al., 2020). Robiños et al. (2024) found that field-based experiences positively impacted the professional development of pre-service teachers. Keese et al. (2021) highlighted that while pre-service teachers felt confident, their confidence increased during their internships, emphasizing the importance of teachers' support.

However, Frouda et al. (2022) argues that over-reliance on cooperating teachers may hinder development of independence and problem solving skills of pre-service teachers during teaching internship. The argument was further supported by Karsli and Yağız, (2022) that challenges exist, including inadequate mentorship, organizational issues, and limited teaching freedom. Therefore, to maintain a balance in teacher support, internship programs should address these challenges while providing adequate guidance, aligning coursework with practical experiences, and fostering collaboration between universities and schools (Niyibizi et al., 2021).

Pre-service teachers demonstrated exceptional teaching skills during their teaching internship, showcasing their competence in delivering lessons effectively. The result of this study aligns with Batugal (2020) and Magno (2019) revealing that ratings of pre-service teachers during teaching internship ranging from very good to excellent. Afalla and Fabelico (2020) found that pre-service teachers regularly exhibited a very high level of pedagogical competence, which correlated positively with teaching efficiency. Nevertheless, it was argued by Kim et al. (2023) that positive evaluations of pre-service teachers may overlook areas needing improvement, as pre-service teachers show high knowledge but low methodological knowledge, suggesting a need of harmonizing theory and practice in pre-service teacher education.

**Table 1. Levels of teaching anxiety, teaching self-efficacy, teacher support, and teaching demonstration performance of pre-service teachers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **SD** | **Mean** | **Description** |
| **Teaching Anxiety of Pre-Service Teachers** | **0.84** | **3.25** | **Moderate** |
|  Evaluation Anxiety | 0.87 | 3.27 | Moderate |
|  Class Control Anxiety | 0.96 | 3.22 | Moderate |
|  Professional Preparation Anxiety | 0.91 | 3.20 | Moderate |
|  School Staff Anxiety | 0.95 | 3.12 | Moderate |
|  Unsuccessful Lesson Anxiety | 1.00 | 3.45 | High |
| **Teaching Self-Efficacy** | **0.58** | **4.03** | **High** |
|  Personal Teaching Efficacy | 0.59 | 4.06 | High |
|  General Teaching Efficacy | 0.64 | 4.00 | High |
| **Teacher Support** | **0.57** | **4.21** | **Very High** |
|  Personal Support | 0.64 | 4.26 | Very High |
|  Career Support | 0.64 | 4.25 | Very High |
|  Professional Knowledge Support | 0.63 | 4.17 | High |
|  Instructional Process Support | 0.67 | 4.19 | High |
|  Role Modeling Support | 0.65 | 4.24 | Very High |
| **Teaching Demonstration Performance** | **0.36** | **4.41** | **Very High** |
|  Lesson Planning | 0.58 | 4.51 | Very High |
|  Teaching Methods | 0.44 | 4.34 | Very High |
|  Classroom Management | 0.43 | 4.33 | Very High |
|  Communication Skills | 0.44 | 4.39 | Very High |
|  Teacher’s Personality | 0.36 | 4.48 | Very High |

**3.2. Relationship between teaching anxiety, teaching self-efficacy, teacher support, and teaching demonstration performance of pre-service teachers**

Table 2 presents the significant relationship teaching anxiety, teaching self-efficacy, teacher support, and teaching demonstration performance of pre-service teachers. The table shows a correlation between teaching anxiety and teaching demonstration performance with a p-value of 0.84, greater than 0.05 degree of confidence. Therefore, the null hypothesis was not rejected. It indicates that the correlation between the teaching anxiety of pre-service teachers and teaching demonstration performance is not significant. Likewise, the correlation between the two variables obtained an r-value of 0.131, indicating a low correlation.

Meanwhile,  the correlation between teaching self-efficacy and teaching demonstration performance obtained a p-value of .000, which is less than 0.05 degree of confidence; therefore, the null hypothesis was rejected. It indicates that the correlation between teaching self-efficacy and teaching demonstration performance is significant. In like manner, the correlation between Teaching Self-Efficacy and Teaching Demonstration Performance has a r-value of 0.577, which indicates a moderately high correlation.

Nevertheless, the correlation between teacher support and teaching demonstration performance acquired a p-value of .001, which is less than 0.05 degrees of confidence; therefore, the null hypothesis was rejected. It indicates a significant correlation between Teacher Support and Teaching Demonstration Performance. Also, the correlation between the two variables obtained an r-value of 0.234, indicating a low correlation.

The result aligns various with studies that support the findings. Studies have found that teaching self-efficacy significantly influences pre-service teacher performance (Octoria et al., 2024) and increases during student teaching experiences (Brown et al., 2019). A study by Octoria et al. (2024) found that higher self-efficacy levels significantly improved pre-service teachers' teaching performance. Similarly, Arrington (2023) reported that high teaching self-efficacy led to pre-service teachers demonstrating proactive classroom management and enhanced student engagement. However, Cheung et al. (2023) argue that pre-service teacher may demonstrate lower self-efficacy during teaching internship. Thus, research suggests that pre-service teachers' mindsets and motivations evolve during their practicum experiences, leading to increased resilience and a more pragmatic approach to teaching (Soleas & Hong, 2020).

Pre-service teachers who receive support from cooperating teachers are more likely to excel in their teaching demonstrations as they benefit from expert guidance and constructive feedback. The result was supported by Bautista-Quispe et al. (2023) showing that teacher support have been shown to positively influence teaching demonstration performance of pre-service teachers. Teacher support is also vital in fostering willingness to communicate and developing communicative competence among students (Borasheva, 2024). According to Kim T and Kim Y (2024), teacher support also enhances instructional competence and promotes professional growth and resilience in pre-service teachers.

Teaching anxiety does not have a meaningful impact on the teaching demonstrations of pre-service teachers. In the study of Senler (2016), it was revealed that there was a low correlation with teaching self-efficacy and classroom performance. However, it was argued that anxiety levels can vary based on grade level placement and expectations from cooperating teachers (Gorospe, 2022). Self-efficacy is positively associated with teaching performance and can help teachers manage anxieties (Bantilan et al., 2024; Senler, 2016). Factors influencing anxiety include classroom management, limited resources, and professional development opportunities (Bantilan et al., 2024; Gorospe, 2022). Attitude toward teaching is positively linked to self-efficacy and negatively to anxiety (Senler, 2016). To address these issues, researchers recommend better preparation for internships, increased teaching practice, and professional development plans (Gorospe, 2022; Bantilan et al., 2024). Fostering positive attitudes and providing support systems appear crucial for enhancing pre-service teachers' self-efficacy and performance while reducing anxiety.

**Table 2. Relationship between Teaching Anxiety, Teaching Self-efficacy, Teacher Support, and Teaching Demonstration Performance of Pre-service Teachers**

|  |  |
| --- | --- |
|  | Teaching Demonstration Performance |
|  |  | **Decision on**  | **Interpretation** |
| Teaching Anxiety of Pre-service Teachers |  |  | Failed to Reject | Not Significant |
| Teaching Self-Efficacy |  |  | Reject | Significant |
| Teacher Support |  |  | Reject | Significant |

**3.3. Influence of teaching anxiety, teaching self-efficacy, and teacher support on the teaching demonstration performance of pre-service teachers**

Table 3 shows the significant influence of teaching anxiety, teaching self-efficacy, and teacher support on the teaching demonstration performance of pre-service teachers. Based on the results. teaching anxiety of pre-service teachers obtained a beta coefficient of .014. It indicates that the teaching anxiety of pre-service teachers has a 1.4 % degree of influence on teaching demonstration performance. The null hypothesis was not rejected since it gained a p-value of .762, greater than 0.05 degree of confidence. It further indicates that the 1.4% degree of influence of  Teaching Anxiety on Teaching Demonstration Performance is not significant.

Teaching Self-Efficacy, on the other hand, obtained a beta coefficient of  .554. It indicates that teaching self-efficacy has a 55.4% degree of influence on teaching demonstration performance. It also received a p-value of .000, less than 0.05 degree of confidence. Therefore, the null hypothesis was rejected. This signifies that the 55.4 % degree of influence of teaching Self-efficacy on teaching demonstration performance is significant.

Teacher Support attained a beta coefficient of .131. It insinuates that Teacher Support has a 13.1% degree of influence on the Teaching Demonstration Performance. Furthermore, the p-value is .005, which is less than 0.05 degree of confidence. Hence, the null hypothesis was rejected. Moreover, it purports that 13.1% of the degree of influence of Teacher Support on Teaching Demonstration Performance is significant.

Predictive variables obtained an r-squared value of .350, it means that there was a 35% combined degree of influence on the Teaching Demonstration Performance. Since they obtained the p-value of .000 which is less than 0.05 degree of confidence, it indicates that their combined influence is significant.

It was supported in the study of Ma, McMaugh, and Cavanagh (2022), cooperating teachers' mentorship, feedback, and encouragement significantly improve pre-service teachers' instructional skills and confidence. Concurrently, high teaching self-efficacy empowers pre-service teachers to manage classrooms and deliver engaging lessons effectively, leading to improved performance (Patterson & Farmer, 2018). Teacher support and teaching self-efficacy positively influence pre-service teachers' performance, with committed teachers creating more effective teaching plans (Octoria et al., 2024).

However, teaching anxiety alone may not necessarily hinder a pre-service teacher’s ability to deliver an effective lesson. This could mean that other factors, such as coping mechanisms or prior teaching experience, may play a role in mitigating the effects of anxiety on performance. Teaching anxiety significantly relates to teaching self-efficacy (Gorospe, 2022) but may not necessarily hinder classroom performance. Pre-service teachers generally experience normal anxiety during teaching demonstrations, particularly in lesson planning (Albasin-Lacaba et al., 2022). To manage anxiety, researchers recommend better planning and preparation for internships (Gorospe, 2022), more training workshops on lesson planning, and increased practice teaching demonstrations (Albasin-Lacaba et al., 2022).

**Table 3. Influence of teaching anxiety, teaching self-efficacy, and teacher support on the teaching demonstration performance of pre-service teachers**

|  |  |
| --- | --- |
|  | **Teaching Demonstration Performance** |
|  |  | **Unstandardized****Coefficients** | **Standardized Coefficients** |  |  |
| **Independent Variables** | **B** | **Std. Error** | **Beta** | **t** | **Sig.** | **Decision on H0** | **Interpretation** |
| (Constant) | 1.497 | .379 |  | 3.950 | .000 |  |  |
| Teaching Anxiety of Pre-service Teachers | .022 | .074 | .014 | .303 | .762 | Failed to Reject | Not Significant |
| Teaching Self-Efficacy | .556 | .046 | .554 | 12.036 | .000 | Reject | Significant |
| Teacher Support | .090 | .032 | .131 | 2.845 | .005 | Reject | Significant |

;

4. Conclusion

Based on the results, it was concluded that Teaching Self-efficacy and Teacher Support are significant predictors of Teaching Demonstration Performance of pre-service teachers but Teaching Anxiety was not found as a significant predictor. Therefore, the Social Cognitive Theory stating that human behavior is influenced by the interaction of personal factors, environmental influences, and behavioral patterns was partially affirmed. Based on the conclusion, it is recommended that further studies may be conducted using other variables not covered in this study in order to trace the 35% variance in teaching demonstration performance of pre-service teachers. It is also recommended that pre-service teachers' training programs prioritize the enhancement of the teacher support system and the cultivation of teaching self-efficacy to strengthen teaching demonstration performance.

Ethical approval (This point is removed)

The researcher followed the ethical guidelines set by the school, addressing nine key considerations, including informed consent, privacy, safety, and justice. These measures ensured the protection of respondents’ rights and upheld a balanced relationship between the researcher and the participants.

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