Profiling English Lecturer Anxiety on Online Teaching During COVID-19 Pandemic

Neni Nurkhamidah

English Education Program, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra, Indonesia
neni.nurkhamidah@stkipmnc.ac.id

Abstract: To prevent and reduce the spread of the Covid-19 virus, the Indonesian government tasks education intuitions including higher education to implement teaching and learning in distance form. The sudden shifting of traditional class to full online cause anxiety for lecturers since they have a different personal and professional background. This research objects to find the existence of teaching anxiety and the source of anxiety suffered by English lecturers. This is a qualitative descriptive study that involved five English Education lectures of Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra. Semi structured interview is implemented to collect data. The finding shows that all five lecturers experience online teaching anxiety. The Source of anxiety comes from the language proficiency, facility and resource, pedagogical competence, supervision, workload, and students' factor. Further study related to online teaching anxiety is necessary to conduct since a study on this field is still limited.

1. INTRODUCTION

Indonesian Ministry of Education and Culture released that by September 2020 as many 98% of higher education institutions have been conducting online or e-learning due to the COVID-19 pandemic. In November 2020 a join decree from four ministries was issued. One important point of the decree is about institutions' authority whether 2021 they will keep conducting distance learning or back to face to face classroom meeting as they did before Covid-19 emerging. A study in a private university reveals that the university is not well prepared on facing online learning (Rahiem, 2020) . The curriculum is still designed for conventional learning, students are not able to learn independently, and limited access to high-quality material. On the other hand, the different result showing that online teaching and learning have been conducted in accordance to standard, lecturer carries to the class creatively and innovatively (Giatman et al., 2020).

Anxiety is someone's reaction from fear and threat that includes physiological effects, unpleasant feelings, cognitive distractions, and avoidant behaviours. The level of educators' anxiety will occur when they find difficulties in teaching (Hiver, 2016). This relates to the fact that the teaching profession is regarded as a stressful profession with a heavy workload, time constraints, administrative duty, students, parents, and college relationship management, innovation and change, an emotion controlling (Mercer, 2020). In an emergency due to Covid-19, teachers, and lecturers have to do more effort not only to plan, design, develop, conduct, and evaluate students learning but also master technological tools they use for online teaching. The demand and additional responsibility to conduct online learning in pandemic time can trigger anxiety.

Sources of teaching anxiety come from several factors such as teachers' personality aspects, language skills, language proficiency, fear of evaluation either as English speaker or educator, lack of technical skill, and teaching

demotivation (Aydin, 2016). (Merce another research indicates that for non-native English teachers, language anxiety is emotions as the result of their low language skills (Mercer, 2018). Interpersonal relation, employment structure, language knowledge and proficiencies, resource and facilities are also factors cause teaching anxiety (Aslrasouli & Vahid, 2014a) Classroom management, time management, lesson planning, evaluation, and language fluency are factors recognized as the sources of teaching anxiety (. The list of anxiety sources proposed by Bilali & Tarusha (2015) is lesson planning, ability to analyse learning problems, class management, assessment from the learner, and public speaking. Aydin & Ustuk (2020) add that teaching anxiety does not only come from language skills but also students' interest, supervision, gender, age, teaching experience, and type of school. All those factors triggering anxiety happen in a conventional class where students and English instructors physically meet and interact in the classroom.

The sudden are demanded to use new methods and utilize technology may cause anxiety. The anxiety that occurs when lecturers or teachers use technology is called techno-anxiety. It is unpleasant and discomfort psychological activation because of the use of technology (Salanova et al., 2013). Computer anxiety is strongly related to someone's computer skills and technology acceptance (Ekizoglu & Ozcinar, 2010). Moreover Setyarini (2018) reveals a fact that Indonesian teachers experience various levels and different symptoms of anxiety. Anxiety is trigger by factors such as social, psychological, technological ability, and technical matters. Other scholar mentions that age, computer usage frequency, computer experience, neuroticism, and acceptance are variable that affect computer anxiety (Rafiu Olatoye, 2011). (Tsai & Tsai, 2003) find that meta-cognitive skills and computer achievement have a significant correlation with computer anxiety levels.

At the beginning of COVID's emergence, in March 2020 English Education Program of Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra started to conduct online learning. Online learning is still implemented until the end of 2020 while waiting for institution policy whether online learning will be continued or shifted to face to face teaching and learning in the classroom. All lecturers must be ready with those two possibilities. If online learning must go on, the quality of teaching and learning must be improved. Studies on anxiety in language teaching have been realized as a significant subject to conduct. Surprisingly most scholars focus their study on student's anxiety. The success of the online class is influenced not only by the student but also lecturers' factors, therefore study on teaching anxiety is important to carry out. Moreover, only limited scholars focus on online teaching anxiety related to the current situation due to COVID-19.

Term English instructor, teacher, and lecturer use alternately to refer to a person who teaches English as Foreign Language. By conducting this study, researchers are attempting to find out if lecturers experience anxiety during online teaching and what factors cause their anxiety. This study objects to find lecturers' anxiety on online learning. Hopefully, the result can be used by the institution to help lecturers dealing with their anxiety and finally online learning quality can be fostered.

2. METHOD

This qualitative study aims at describing the exitance of online teaching and source factors that cause online teaching anxiety among lecturers of English Education Program in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra. This research involves five English lecturers that have been implementing online teaching for more than six months due to COVID-19. They are one man and four women English lecturers under five years' experience in teaching in Sekolah Keguruan dan Ilmu Pendidikan Media Nusantara Citra.

Those five lecturers are identified as L1, L2, L3, L4, and L5. The qualitative method is employing to produce descriptive data. This is in line with the concept of the qualitative method viewed by Lambert & Lambert (2013) that the qualitative method is a tool to summarize person or group behaviour. A semi-structured interview is conducted to obtain in-

depth information from respondents. Interview questions with seven question items are prepared. The interview in conducted virtually and being recorded by researcher. The interview is conducted to detect the existence of lecturers' anxiety in online teaching as well as the source of lecturers' anxiety in online teaching. Transcription is also composed by research to keep the originality of interview. After data gathering is complete, researchers then organized, transcript, describe and conclude the results as the finding of the study.

3. RESULT AND DISCUSSION

Based on an online interview with five English Lecturers of Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra, it is concluded that they suffer from anxiety on online teaching. The answers from five lecturers indicate that they feel nervous, insecure, discomfort and worry about their online class. When a question about how their feelings about online teaching are given, they answer in various ways as is written in the following excerpts

Table 1: The existence of anxiety.

Name	Excerpts
L1	I feel nervous while teaching online because this is the first time during my career to conducting full online teaching.
L2	Because I cannot directly control students just like I do in the classroom, I feel worried that my online teaching isn't run well as I plan.
L3	Online teaching is exhausting. I'm stress when I think about online teaching. I hope the COVID pandemic ends soon, therefore we can teach on campus
L4	I feel the online class is more complicated to conduct. I'm afraid that my teaching will not be effective
L5	I am worried that I cannot teach maximally and effectively on online classes. But I try my best to from the beginning till the end of the semester.

In the next part of the interview, the researcher finds that sources of lecturers' anxiety do not only from the lecturers' internal factors but also

from external factors such as students, facilities to teach, supervision, and workload. Every factor that caused online anxiety will be described in the following part.

3.1 Language Proficiency

English speakers to be called proficient when they understand the language, express ideas clearly in spoken and written form, and communicate with other speakers comfortably. Accuracy, fluency, complexity, appropriacy, and capacity are five performance indicators to assess English speakers' language proficiency (Richard, 2012). Language proficiency as the source of teaching anxiety is found in L1 as it is shown in the excerpt:

Table 2: Language proficiency as anxiety source.

Name	Excerpts
L1	Sometimes I am afraid of making any language mistakes in online class then students directly correct my mistake. With my ability on communicating in English, I also afraid that my students do not understand my explanation.

Language proficiency as the source of teaching anxiety has been found by previous scholars .The current study conducted by Pasaribu (2018) reveals that the source of anxiety is related to mastery of vocabulary and grammar. English Language instructors have a responsibility to transfer knowledge about the language and culture of the target language. In the English Education Program of Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra, lectures use English for teaching and learning instruction.

Using English as a target language in teaching is beneficial for students to gain more proper skills. In English class, non-native English instructor must be a good role model for their students for non-native ESL or EFL instructor, teaching can be hard if they have problem with language proficiency.

3.2 Facility and Resource

Facilities and resources Unproper condition of the classroom is identified as the source of teaching anxiety in conventional teaching and learning (Aslrasouli & Vahid, 2014b). A small class with too many students, for example, will make both students and

lecturers uncomfortable with this situation. Class activity will be limited because of limited space. The availability of air conditioners, the comfortable sheet, and table, the lack of books or other teaching resources may cause teaching anxiety. In online learning where teaching and learning are conducted in distance, facilities, and resources anxiety comes from the technology that supports teaching such as a computer, internet connection, and teaching platform. Although lecturers have proper technological skills, the institutions do not support them with proper technology tools.

The lack of facilities to support e-learning is not the only challenge for students but also lecturers. Research conducted by Lestiyanawati & Widyantoro (2020) reveals that one big problem in carrying online teaching during COVID-19 in university is related to facilities. To deal with this problem lecturers must survive by implement strategies to keep online learning working effectively as they expected. The other factor in this part is related to teaching resources as the sources of teaching anxiety (Aslrasouli & Vahid, 2014b). Online learning resources commonly used by lecturers such as e-book, videos, journals, and audio that support the success of online learning have to be considered as important factors too. The lecturer may not ready with the limited amount of teaching resources and trigger anxiety. The excerpt indicates how L5 expresses anxiety related to facility and resources for teaching.

Table 3: Facility and resource as anxiety source.

Name	Excerpts
L5	I have no problem with the computer and internet connection for online class, but I am not supported by a comfortable room to meet students virtually, my home and environment are too noisy for virtual meeting, so it makes me worry.

3.3 Pedagogical Competence

Pedagogical competence Bilali & Tarusha (2015) found that instructors' confidence, the ability to plan, the ability to control the class, the ability to master teaching content, public speaking as the sources of teaching anxiety from a pedagogical view. The ability to employ the information and communication technology for learning is mentioned by the Ministry of education and culture as pedagogical competence must be equipped by teachers and lecturers. In the online class, technological skill is demanded since technology is involved in teaching and learning, therefore computer or techno-anxiety is involved.

Table 4: Pedagogical competence as anxiety source

Name	Excerpts
L2	I feel unconfident with my ability to manage and control the classroom because my students and I do not meet directly. It is also hard to get them to work in group as I usually do in a conventional class.
L3	Teaching online is hard for me because I must use interesting methods and material. I am afraid my students will be bored if I use the usual method and material. Therefore, I work hard to create a joyful class.
L5	Sometimes I found a problem in working with an online learning platform. To solve it I always need IT staff helps. I am sorry I cannot handle it by myself

The ability to manage class, find interesting material, implement the interesting method and deal with technology are the sources of teaching anxiety experienced by three lecturers of Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra. It is recognized that Indonesian instructor suffers techno anxiety (Setyarini, 2018). Other research related to technology readiness shows that although Indonesian teacher is ready to implement technology for online teaching, their skill is needed to be improved (Pusparini et al., 2018). The readiness is supported by instructors' ability to operate a computer, utilize the internet, and running social media. This is the excerpt showing the pedagogical factors that cause teaching anxiety for lecturers.

3.4 Supervision

Anxiety caused by being supervised does not only happen to the inexperienced instructor but also experienced ones. Anxiety to be supervised is founded by (Aydin & Ustuk, 2020) on his research that involved 156 English Foreign Language instructors working in

various countries. The result of the interviews show that one lecturer suffers from anxiety due to supervision:

Table 5: Supervision as anxiety source.

Name	Excerpts
L1	Teaching online makes me scared, but what I'm afraid of more is teaching and being supervised. I mean when a supervisor or senior lecture sign in to my class then join the class I teach. I feel so nervous until I forget what I have to do and what I want to talk to.

In Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra supervision is conducted by the head of the department, academic staff, and students. Head of department and academic staff will conduct daily supervision to online learning conducted by lecturers. The syllabus, teaching material, discussion, and assignment are being controlled. While students supervised and assess lectures performance at the end of the semester to determine lecturers' score on the annual report.

3.5 Workload

The workload is the total amount of task must be done in a certain period. Lectures as the component of higher education institutions have responsibility for implementing the three main responsibilities called Tri Dharma that consist of teaching, research, and community service. This heavy workload triggers anxiety in five lecturers as it is shown in these excerpts:

Table 6: Workload as anxiety source.

Name	Excerpts
L1	I have to give assignments and feedback on a subject I teach every week. Sometimes I cannot handle this because feedback must be sent to students personally. The situation is different from giving feedback in a conventional class. I can give feedback in a spoken form that does not take time as it does in written form.
L2	Conducting online teaching takes double time. After the virtual class finishes, I still accept students' texts asking me for more explanation about the material. Meanwhile, I have to do other works like assessment and administration. This is frustrating.
L3	I spend more too much time finding interesting material for students to keep them interested and motivated to join my class. When I am too focus on one subject then I am overwhelmed with the other.
L4	I don't know why I feel online learning takes more time. I lose the balance of professional and personal work-life during online learning because I have to reply to students' discussions even in the evening.
L5	I am overwhelmed with planning and giving feedback on online learning. I spend much time to plan the class because I want my class to be as effective as possible. I also prefer to give written personal feedback to students. Both activities sometimes make me forget that I have another task to do.

The result about workload as the source of anxiety is in line with a study on lecturers in Indonesia and Malaysia conducted by Safaria, 2013). Her study shows that lecturers in both countries battle with the heavy workload that causes stress. For effective teaching and learning, the university has to make sure that teaching and learning are enjoyable. Stress and workload must be minimized since both have a significant effect on work productivity (Tentama et al., 2019).

3.6 Students Factor

Based on the interview, it is concluded that the student's factor triggers teaching anxiety on three lecturers of Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra it is seen in these excerpts. The factors are students' internet connection, motivation, and interest.

Table 7: Students Factor as anxiety source.

Name	Excerpts
L2	What I worry most about my students is when I have to meet them virtually, but their internet connection does not support them
L4	I am afraid that students missed my online class because they demotivate with online class

L5	Although I have prepared interesting methods and material, I'm afraid that my students are not interested in the material.

Students of Sekolah Tinggi Keguruan dan Ilmu Pendidikan C comes from different background. Some of them are supported with factors that make them ready for fully online learning. On the other hand, some find a challenge that hinders them to join the class. That is why teacher worrying on students factor really make sense. Students' interest that worrying teachers is also found by Aydin & Ustuk (2020). On their study on 156 English instructors, they found that the teachers suffer from moderate anxiety because of students' interest.

4. CONCLUSIONS

This study is conducted to seek the existence of anxiety suffered by English lecturers of Sekolah Tinggi Keguruan dan Ilmu Pendidikan Media Nusantara Citra during online learning on COVID-19 Pandemic as well the source of anxiety they suffer from. Based on the result of the interview researchers draw some conclusions. The first conclusion is that five English lectures involved in this research suffer from anxiety on their online teaching. The second conclusion is the sources of teaching anxiety suffered by those five lecturers, mainly come from six various factors. Workload as the source of online teaching anxiety that experienced by five lecturers, students' factors experienced by three lecturers, pedagogical competence suffered by three lecturers, language proficiency, supervision, and teaching facilities and resources that each experience by one lecturer.

Realizing that a lecturer is one of the success keys to online teaching, the teacher has to set a strategy to reduce teaching anxiety. The institution also needs to support the lecturers by developing the lecturer's language and pedagogical competence, considering lecturers' workload, and examining student's readiness for online learning. Hopefully, the finding of this research can be used by an institution or other scholars as the base to conduct further research related to online teaching anxiety.

REFERENCES

Aslrasouli, M., & Vahid, M. S. P. (2014a). An Investigation of Teaching Anxiety among Novice and Experienced Iranian EFL Teachers Across Gender. *Procedia - Social and Behavioral Sciences*. https://doi.org/10.1016/j.sbspro.2014.03.421

Aslrasouli, M., & Vahid, M. S. P. (2014b). An Investigation of Teaching Anxiety among Novice and Experienced Iranian EFL Teachers Across Gender. *Procedia - Social and Behavioral Sciences*, *98*, 304–313. https://doi.org/10.1016/j.sbspro.2014.03.421

Aydin, S. (2016). A qualitative research on foreign language teaching anxiety. *Qualitative Report*, *21*(4), 629–642.

Aydin, S., & Ustuk, Ö. (2020). A Descriptive Study on Foreign Language Teaching Anxiety. *International Online Journal of Education and Teaching*, *7*(3), 860–876.

Bilali, O., & Tarusha, F. (2015). Factors Influencing the Appearance of Teaching Anxiety to Student Teachers. *European Journal of Social Sciences Education and Research*, *3*(2), 90. https://doi.org/10.26417/ejser.v3i2.p90-94

Ekizoglu, N., & Ozcinar, Z. (2010). The relationship between the teacher candidates' computer and internet based anxiety and perceived self-efficacy. *Procedia - Social and Behavioral Sciences*, *2*(2), 5881–5890. https://doi.org/10.1016/j.sbspro.2010.03.962

Giatman, M., Siswati, S., & Basri, I. Y. (2020). Online Learning Quality Control in the Pandemic Covid-19 Era in Indonesia. *Journal of Nonformal Education*, *6*(2), 168–175. https://journal.unnes.ac.id/nju/index.php/jne

Hiver, P. (2016). The triumph over experience: Hope and hardiness in novice L2 teachers. *Positive Psychology in SLA*, *December*, 168–192. https://doi.org/10.21832/9781783095360-008

Lambert, V. a., & Lambert, C. E. (2013). Qualitative Descriptive Research: An

Acceptable Design. *Pacific Rim International Journal of Nursing Research*, *16*(4), 255–256. http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064

Lestiyanawati, R., & Widyantoro, A. (2020). Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak. *Journal of Culture, Literature, Linguistic and English Teaching*, *2*(1), 71–82.

Mercer, S. (2018). Psychology for language learning: Spare a thought for the teacher. *Language Teaching*, *51*(4), 504–525. https://doi.org/10.1017/S0261444817000258

Mercer, S. (2020). *Teacher Wellbeing: A SMART Approach*. Oxford University Press ELT. https://oupeltglobalblog.com/2020/03/09/teacher-wellbeing-a-smart-approach-sarah-mercer/

Pasaribu, T. A. and H. M. E. (2018). English Language Anxiety of Pre-Service Teachers: Causes and Coping Strategies. *LTT Journal*, *21*(2), 134–147.

Pusparini, K. S., Santosa, M. H., & Myartawan, I. P. N. W. (2018). An investigation on teachers' e-learning readiness toward e-learning impmentation in public senior high schools. *Language and Education Journal Undiksha*, *1*(1), 12–37.

Rafiu Olatoye. (2011). Levels of participation in ICT training programmes , computer anxiety and ICT utilization among selected professionals Rafiu Olatoye. *International Journal of Education and Development Using Information and Communication Technology*, *7*(2), 15–26.

Rahiem, M. D. H. (2020). The emergency remote learning experience of university students in Indonesia amidst the COVID-19 crisis. *International Journal of Learning, Teaching and Educational Research*, *19*(6), 1–26. https://doi.org/10.26803/ijlter.19.6.1

Richard, J. C. (2012). *Jack C. Richards on Communicative Competence - Part 2 of 2*. https://www.youtube.com/watch?v=RpGvWYPL7cU&t=32s

Safaria, T. (2013). Job stress among academic staff: A cross-cultural Qualitative study. *International Journal of Public Health Science (IJPHS)*, *2*(2). https://doi.org/10.11591/ijphs.v2i2.2427

Salanova, M., Llorens, S., & Cifre, E. (2013). The dark side of technologies: Technostress among users of information and communication technologies. *International Journal of Psychology*, *48*(3), 422–436. https://doi.org/10.1080/00207594.2012.680460

Setyarini, M. C. E. (2018). Understanding Teachers' Computer Anxiety. *ETERNAL (English Teaching Journal)*, *6*(1). https://doi.org/10.26877/eternal.v6i1.2297

Tentama, F., Missasi, V., & Nasywa, N. (2019). Work productivity in lecturer: Case in the private university in Yogyakarta, Indonesia. *International Journal of Scientific and Technology Research*, *8*(11), 2489–2493.

Tsai, M. J., & Tsai, C. C. (2003). Student computer achievement, attitude, and anxiety: The role of learning strategies. *Journal of Educational Computing Research*, *28*(1), 47–61. https://doi.org/10.2190/PL27-TC1Q-08B2-RMCL