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## **Anxiety Level of Face-To-Face and Blended Learning Sessions for Trainee Teacher During Pandemic Covid-19: A Pilot Study for Instrument Reliability**

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### **ABSTRACT**

This study was to examine the reliability of the questionnaire on the level of anxiety of trainee teachers during teaching training courses and implementing face-to-face and blended Teaching and Learning (PdP) sessions during the Covid-19 pandemic. The study sample involved 10 respondents consisting of students of Bachelor of Science with Education (Sports Science). The instrument was modified from the Beck Anxiety Inventory (BAI). This instrument has also been validated by two experts. The collected data will be analyzed using Cronbach's Alpha reliability tests. The results of the study found that the item reliability value for face-to-face teaching type respondents was 0.96 while the item for blended learning type respondents was 0.93. Based on the Cronbach's Alpha value, it is good and shows that each item has a high reliability value. Therefore, this modified questionnaire instrument is suitable and can be used to study the level of anxiety of trainee teachers during teaching training courses and implement face-to-face and blended Teaching and Learning (PdP) sessions during future Covid-19 pandemics in schools.

**Keywords:** Blended Learning, Face-to-face, Anxiety, Trainee Teacher, Teaching Practice

### **INTRODUCTION**

Teaching practice is categorized as "Professional practice" in the curriculum teaching based on the aspirations and goals of the National Philosophy of Education, Philosophy Teacher Education, vision and mission of the Ministry of Education Malaysia (MOE) and the Institute Malaysian Teacher Education (Abdullah & Dhamodarem, 2020). Therefore, each education graduate has to go through teaching training as a preparation before working as a real teacher at school later on. These trainee teachers need to ensure that they are prepared in all educational related courses such as pedagogy, psychology, teaching methods, micro-teaching and many more to help them deliver excellent performance during the training practicum. Berita Harian (2020) reported that there were three contagious positive Covid-19 cases in Selangor and Sabah on 23 January 2020. In this regard, the Ministry of Education Malaysia (2020) has issued a media statement about the implementation of teaching and learning during the Movement Control Order (MCO) to show commitment in ensuring that school students will not be left behind. For this purpose, teachers are not allowed to go to school and shall perform all tasks from home using online medium (Ministry of Education, 2020).

Due to the spread of Covid-19 virus, not only public and private servants are affected but also students who want to undertake industrial training including teaching practicums (Halim, 2020). Many studies have shown that trainee teachers are stressed during teaching training (Abdullah & Dhamodarem, 2020). Management and administrators either in schools or faculties need to be more of trainee teachers welfare who undergo teaching training especially their mental status during teaching practicum (Abdullah & Dhamodarem, 2020). According to the Djawamara & Listyani (2021), teaching practicum is one of the contributors to the stress disorder among trainee teachers. Furthermore, when these trainee teachers are under pressure, it will affect their performances and achievement. In addition, learning using online medium also set few drawbacks where trainee teachers only spend time with students remotely and rarely with other fellow teachers which also demotivates them (Djawamara & Listyani, 2021).

Face to face learning is a method used during the teaching and learning process prior to the outbreak the COVID-19 pandemic (Kirin et al., 2021). Using this method, teachers can provide assistance directly to the students and the learning is more effective and meaningful (Ridzuan, 2020). A conducive classroom environment could stimulate students' thinking and satisfaction also improving morale, performance and productivity (Hin, 2020).

On the other hand, blended learning is a combination of various learning methods such as face-to-face learning, offline learning, online learning, and mobile learning (Adi & Fathoni, 2019). The concept of blended learning is that learning is a lifelong process and not just happening at one time (Kundu, 2018). According to Adi & Fathoni (2019) blended learning has the potential to improve student learning outcomes and decrease the rate of performance decline when compared to fully online learning. Learning blended should be understood as an integrating pedagogical strategy, the effectiveness and opportunities of the socialization process in the classroom with the process of enhanced active learning from online learning. (Kundu, 2018). Blended learning can help students become more comfortable and confident with self-learning and interacting with learning resources other than from teachers only (Adi & Fathoni, 2019). The need to involve students in active learning through a variety of approaches such as peer communication actively, process information gained through self-reflection, and checking their understanding through assessment are considered factors that blended learning is more effective (Namyssova et al., 2019). Other than that, there are several advantages blended learning has including improvement in terms of pedagogy, increased level of knowledge, and increased levels of student social engagement (Akgündüz & Akinoglu, 2017). Students also be able to participate in a comfortable learning environment for example students could study in their own residences, and they are able to share or replay recorded session without limitation or deadline (Akgündüz & Akinoglu, 2017).

In this study, focus will be on the outcome of the psychological facto, the anxiety of the trainee teacher during process of teaching and learning either the implemented face to face or blended learning methods. According to Agustiana (2014) the issue of trainee teachers facing mental health problem is a long-standing issue therefore needs to be further elaborated. Ekşi & Yakışık (2016) stated that these trainee teachers encountered anxiety and worry during practicum training and resulted in negative physical effects such as heart palpitations and psychological unstable. In addition, the anxiety of trainee teachers also evidently increased when they had to teach and speak in front of the class because they are worried about the consequences if they made mistakes (Muslem, Fata & Inayatullah, 2019). Thus, the researcher decided to conduct a study to examine the level of anxiety of trainee teachers focusing on the anxiety issue.

It is important to study the mental health issue regarding these matter and as a starter, this study will conduct a reliability test on the questionnaire used to measure level of anxiety among trainee teachers during the teaching practicum. The questionnaire also will compare the level of anxiety between face-to-face and blended teaching and learning (PdP) sessions during the Covid-19 pandemic.

## METHODS

The purpose of this study was to conduct a reliability test on the questionnaire modified from the BAI (Beck Anxiety Inventory) instrument. The questionnaire used to measure level of anxiety among trainee teachers during the teaching practicum. The questionnaire also will compare the level of anxiety between face-to-face and blended teaching and learning (PdP) sessions during the Covid-19 pandemic.

### Procedures

The sample involved in this pilot study was 10 students from School of Education, UTM. The questionnaire was constructed and modified based on the Beck Anxiety Inventory (BAI). The constructed questionnaire form went through a process of validity and reliability and received validation approval from 2 experts in the related field. Next, the questionnaire form has been distributed through Whatsapp application to all of the samples. In addition, the researcher provided online information in the google form about details of the study being to help respondents understand better about the nature of the study. At the end, data collected were analyzed using Cronbach's Alpha reliability test in the SPSS software.

## RESULTS

Figure 1 illustrated the face to face teaching and learning reliability result. Based on the analysis of reliability data for the face -to -face teaching and learning category, the value obtained is 0.96.

**Table 1.** Face to face teaching and learning reliability result

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.960	.962	21
B1 : <i>"Saya berasa kebas semasa bersiap sedia sebelum masuk ke kelas"</i>		
Cronbach's alpha if item deleted : 0.953		

According to the 21 items in the questionnaire, it is considered acceptable and achieves a high reliability value. Based on the item-total statistical analysis, for the face-to-face teaching and learning category, item B1 is seen to be an effective item where if it is removed from the questionnaire then the Cronbach's alpha value is lower. Thus, BI items are good items to conduct the research.

Figure 2 shows the blended teaching and learning reliability result. Based on the analysis of reliability data for the blended teaching and learning, the value obtained is 0.93.

**Jadual 2.** Blended teaching and learning reliability result

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
.939	.962	21
C18 : <i>"Saya sentiasa berasa kejang di perut sekiranya terlalu takut semasa mengajar"</i>		
Cronbach's alpha if item deleted : 0.929		

According to the 21 items in the questionnaire, it is considered acceptable and achieves a high reliability value. Based on the item-total statistical analysis, for the blended teaching learning category, item C18 is seen to be an effective item where if it is removed from the questionnaire then the Cronbach's alpha value is lower. Thus, C18 items are good items to be used in the research.

## **DISCUSSION**

This study aims to test the instrument's reliability related to the anxiety level between face to face and blended learning session during teaching practicum and result had found that the reliability value is high and acceptable. Instrument used in the study was modified from the BAI instrument which according to the Beck, Epstein, Brown and Steer (1993), BAI instrument is specifically designed to measure anxiety level. This study modified the BAI items to ensure that the items in the questionnaire are related to the study criteria and validate the study's objectives.

Findings has mentioned that item B1 in the face to face teaching and learning and item C18 in the blended teaching and learning questionnaires are important to measure the anxiety level and if removed, it will lowered the reliability value. According to the Toledano et al. (2020), validity and reliability of the BAI instrument are evidenced reliable to test anxiety level thus supported the findings of this study. Results of this study also supported by Piotrowski (2018) stated that BAI recognized and relied upon the assessment for the mental health and been chosen by many to be used as instrument to measure psychological factors.

## **CONCLUSION**

Therefore, overall findings have shown that all items in the modified questionnaire are good and shows that each item obtains a high reliability value. Therefore, this modified questionnaire instrument is suitable and can be used to analyse the level of anxiety among trainee teachers during teaching training practicum and also could be used to compare between face-to-face and blended teaching and learning sessions during the Covid-19 pandemic in schools.

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