

RESEARCH ARTICLE



Exploring the Relationship between Online English Teaching Experience, Academic Background and Instructor Anxiety: A Comparative Study

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Abstract

The purpose of the research is to examine the effect that instructors' anxiety has on their students' progress in web-based remote learning programs for English in Pakistan, Bangladesh, China, and India. Challenges such as technology concerns, evaluation issues, workload, language limitations, and restricted internet connection were recognized by the researchers as obstacles experienced by English teachers in online courses. Through the use of social media and other research methodologies (surveys, online interviews, and in-person meetings), quantitative data from 1,770 English instructors in distance learning programs was obtained. The quantitative data in the study were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The results showed a robust relationship between English teachers' educational backgrounds and the quality of their online lessons. Furthermore, the results consistently revealed an increase in teachers' self-confidence and a decrease in their anxiety while instructing students in remote learning programs taught in English. It also highlighted how distant learning may help teachers feel more comfortable and confident in their online classrooms.

KEYWORDS

English teachers' education level; Teaching anxiety level; English teachers' performance; PLS-SEM analysis; Underdeveloped countries

1 | INTRODUCTION

Students today have many more learning options than they did in the past because of advancements in educational technology. According to their evaluations of classroom activities, student motivation was the English instructors' top worry during the epidemic (Wright, 2021). Nowadays, a lot of English teachers use and effectively employ digital technology in distance learning programs. The requirement for pedagogical assistance in their use of information and communication technology arises from instructors' lack of proficiency with digital technologies (Sumardi et al. 2020). Several teachers included digital proficiency into their work, but their use of digital tools was mostly confined to the most fundamental levels (Aslan and Zhu 2016). For teaching programs using remote learning, the educational background of the English teachers is crucial. The performance evaluation of

academics and professors in higher education is vital in maintaining quality, which directly affects learners' performance. The Local Area Request structure, which is used in online tutoring, might boost students' motivation in thinking and their academic performance during the Coronavirus pandemic (Tan et al., 2020). Excellent readiness, information accessibility, and consistent data transfer speed characterize the distance learning experience, regardless of the client's location (Romanov, 2019). Long-distance learning has been increasingly effective, as demonstrated by the research conducted by Kramer et al. (2015). The teacher's performance from a variety of angles in higher education, such as course content, was affected by education level (Hsu, 2014), as evaluated by instructor effectiveness through classroom observations. Instructors were eager to get certified on

a global scale, adding to the element of program quality assurance. The difficulties in gaining skills above a fundamental level of general language competency (Macaro et al., 2020) theoretically, a teacher's own degree of human capital development may be in a better state if they have attained a greater level of education. The goal of the study is to determine if language anxiety in teachers and the effect of educational attainment on performance are related. How much does a teacher's worry affect their performance when teaching English to students with poor educational levels, and does that language anxiety play a role? The overall PKB of L2 teachers with beginning language learners and those with more seasoned language learners did not differ significantly. Nonetheless, there were significant discrepancies in how frequently they were utilized, as well as some minor variations in how the PK categories were ranked. On the other hand, there was no measurable distinction between L2 instructors with a BA and those with an MA. According to Moradkhani and Rahimi (2020), the participants had formal teacher training, and the pupils could communicate in English. Backman (1976) investigated the relationship between anxiety and English proficiency among Venezuelan students studying in the United States. The anxiety measures, however, did not significantly correlate with the students' performance on various language examinations or the evaluations their English professors gave to the students.

Four components make up the remaining portion of the research. A succinct summary of the writing survey is then employed in Part 2 to demonstrate the review's legitimacy and relevance. Section 4 explains the investigation's results and their ramifications, while Part 3 clarifies the exploration approach. The findings and suggested next steps are discussed in section 5 at the end.

2. Literature Review

Teachers in the high assurance group needed less help with data and correspondence innovation after the preparation, while teachers in the low certainty group didn't notice a very noticeable shift in this requirement. For instructors in the high certainty group in particular, the preparation may meet their demands for assistance with data and correspondence developments (Pongsakdi et al., 2021). According to Tammaro and D'Alessio (2016), effective teaching practices that mandate the use of digital skills by instructors are also necessary for digital learning. The evaluation of the platform design and instructional design by the students revealed a high level of overall student satisfaction with online learning, according to Xu et al. (2018). However, certain issues were discovered, including a lack of engaging video content, dull learning assignments,

insufficient learning support for students, and a poor design for online conversation. The biggest challenge in studying English at a distance is thought to be the absence of instructor contact. Moreover, remote English learning proved to be more difficult than conventional one (Zhang & Cui, 2010). New methodological techniques, such as interactive learning environments, online platforms, and mobile applications, must be developed by teachers for distance teaching (Cicha et al., 2021). Academic performance and the impression of remote learning are also improved. The effect of visualization and interactive technology on students' willingness to study history is examined (Nam, 2017). Yet, traditionally, urban-centric norms have dominated teacher preparation via education and professional development, defining what instructors must understand and do for their EL pupils. In this essay, metrocentric standards in teacher education are questioned, and the demands of rural teacher education for English-language learners are described in terms of their local contexts (Coady, 2019). The results showed that language components, particularly those on phonology and spelling, had poor scores. The majority of class time in EFL classes was reported to be spent on vocabulary-related tasks, whereas phonemic awareness and word reading instruction received the least amount of time (Vaisman & Kahn-Horwitz, 2020). For 42 special education teachers working with third, fourth, and fifth graders with SLD in intensive reading groups, analyses based on multilevel linear modeling and analysis of covariance revealed that while teachers' knowledge of teaching reading fluency predicted student gains on ORF measures, it did not predict their instructional practice (Yigitoglu Aptoula, 2022). According to Lee et al. (2016), the P-SELL intervention improved teachers' science knowledge as well as all four indicators of instructional practices, including teaching for understanding, teaching for inquiry, language development methods, and use of the home language. These guises serve to diminish professional agency, compel pre-service teachers and teacher teachers to replicate racial linguistic ideologies in their own practice, and assign blame to low-income and racialized communities for changing their language to reflect idealized whiteness (Cushing, 2023). Teachers may become more proficient and effective with the right education and training. The capacity to handle the problems of responsibilities as they get more complicated can be developed by training in disciplines similar to those of the work at hand. The idea of the education and training system, in Hamalik's opinion, is an attempt to better create and develop employees through educational and training initiatives. This instruction takes the form of courses, functional training, and tier-based instruction (Jamaani et al., 2021). Academic proficiency, pedagogical knowledge, content

knowledge, and curriculum training are just a few of the accumulated human capital types that a teacher's educational background can account for (Kennedy et al. 2008). Due to the rapidly expanding number of bachelor degree holders in the teaching profession, having a bachelor's degree has become increasingly vital for both getting a teaching license and finding a job in the Chinese teacher labor market (Liu, 2021). The current study adds fresh data to a significant body of research emphasizing the value of teacher education and demonstrating that those with higher levels of education are also more likely to be competent and successful in addressing a range of instructional requirements. The truth is that when it comes to teaching secondary languages, instructors are nervous (Hismanoglu, 2013). Due to the difficulties of communicating, those who have speech anxiety are more likely to experience language anxiety. When a teacher feels nervous, their instructions may be ineffective and have an impact on the pupils' learning (Tepeh, 2016). The feeling of worry or hesitancy when speaking a language is described as language anxiety. One presumes that they are unable to communicate effectively in the target language (Hismanoglu, 2013). Anxiety has been further divided into three categories: trait, state, and situation-specific anxiety. The trait refers to a person's personality, while the state refers to any particular circumstance (Tuncer, 2015). Liu (2015) investigated the instructors' language anxiety and found that it had an impact on their performance. For further information, see the book *Language Anxiety: From Theory and Research to Classroom Implications*. Daly (1991) presents five main hypotheses to explain the existence of communication apprehension: genetics, personal history, learned helplessness, adaptability of early communication skills, and models of communication. Kleinmann (1977) continued Chastain's investigation by looking for connections between speaking one's native language and staying away from particular grammatical advances in the target language. Language tension, according to Horwitz et al. (1986), shares characteristics with three other executive nerves: correspondence anxiety, exam anxiety, and emotion of dread before negative judgment. Cheung and Hui (2011) claim that instructors in Shanghai and Hong Kong both reported teaching anxiety; however, the level was greater in Hong Kong. According to Liu and Xiangming's (2019) longitudinal study of 324 Chinese postgraduate students, FLA was a significant predictor of the latter, particularly speaking test performance, as well as the students' performance on the speaking, reading, listening, and writing portions of the English language tests. 52 aspiring teachers of English as a Foreign Language (EFL) in Korea were observed by Yoon (2012) to see how much stress they experienced throughout their teaching practicum. The results of the questionnaire analyses revealed that their

nervousness was mostly caused by apprehension over English speech in the classroom and a lack of confidence in the target language.

3 MATERIALS AND METHODS

3.1. Research Framework

An investigation's design dictates how it will respond to its research questions and the procedures it will use to do so. The study will be carried out using a cross-sectional survey methodology. To find out how things change over time, researchers employ surveys of samples, often known as cross-sectional surveys. According to the study design, this is the type of investigation. It may be preferable to do a qualitative or quantitative study, depending on the research subject. On the other hand, the quantitative study used a questionnaire survey methodology. This prompted the creation of the study's framework, which is described below.

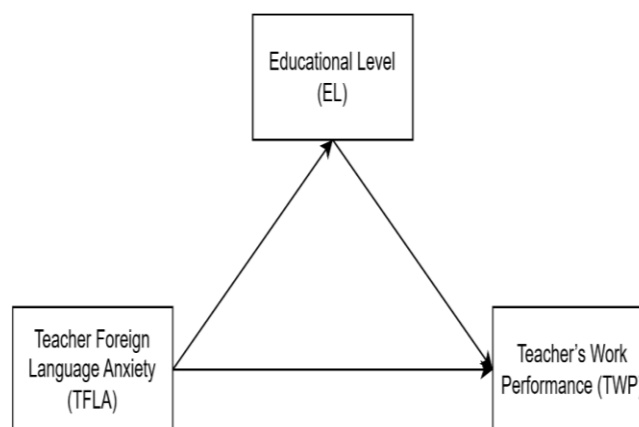


Fig. 1: Research Framework.

3.2. Data Collection

To gather the quantitative data for the study, questionnaires and in-person interviews are used.

3.2.1. Questionnaire

The questionnaire was graded using a five-point Likert scale that ranged from 1 to 7, with 1 denoting a strong disagreement and seven denoting a strong agreement. With the help of LinkedIn, Facebook, Telegram, Google Scholar, Twitter, and Instagram, completed surveys were electronically gathered. In a questionnaire, the Cronbach's Alpha reliability test has been used to assess dependability. Table 1 shows the Cronbach's alpha for the complete questionnaire as well as for each part.

The specialist conducted a pilot study and asked the survey questions to verify the accuracy of the

Table 1: Cronbach's Alpha test findings for each subscale and overall questionnaire

No.	Section	Cronbach's Alpha
1	English teachers' education level and distance learning programs success level	0.802
2	English teachers' education level impact on teachers' performance	0.781
3	English teachers' anxiety level impact on teachers' performance	0.703
4	English teachers' anxiety level impact on students learning level	0.814
5	English teachers' education level impact on students' learning performance	0.821

information. The specific goal of the pilot research is to determine if the poll questions are sufficiently clear to elicit analyzable responses.

3.2.2. Interview

The online and in-person meeting is the next tool used in this examination. It is prepared and directed in Urdu, English, and Chinese to lower the anxiety of English teachers and the members' instructional level. Members get the research questions via WhatsApp, Facebook, Instagram, LinkedIn, and Google Researcher forms a few hours before to the meeting so they can prepare their responses. Every participant entered a private, one-on-one Zoom meeting with the English teachers for the actual meeting.

3.2.3. Educational Level

Table 2 demonstrates the educational level of English teachers who are teaching online classes to students in the distance learning program.

Table 2 demonstrates that the undergraduate (16 years) education level is 48.02%, the Master's (18 years) education level is 44.35% and the PhD education level is 7.63%.

3.2.4. Teaching Experience in Years

Table 3 demonstrates the English teachers' teaching experience in years and frequency.

The percentage of English instructors with experience between 0 to 2 years is 20.34%, 3-5 years of education is 41.81%, 6 to 10 years of education is 24.29%, and more than 10 years of education is 13.56%.

3.3. Research Design

The adoption of Smart PLS (SEM) in this work is motivated by three factors. Researchers in the social sciences are more accustomed to using this methodology than other researchers. Also, it is a superior tool for testing hypotheses and prediction-based models, as well as for developing previously held beliefs. SEM-PLS also has the benefit of applying to models with just one or two elements, which makes use of a measurement model and a structural model, and

will be utilized to carry out the route analysis. Data processing and screening come before data analysis. Prior to doing the PLS-SEM analysis, the best relevant model was found by examining outliers and missing values. Smart pls 4 software is used to analyze the data in a second step. There were two phases in the investigation's execution. We looked at the model's validity and dependability to make sure it was reliable. Testing research hypotheses in the second stage of the study involved calculating the coefficient of determination (R^2), effect magnitude (f^2), and predictive relevance (Q^2). Also, a mediation analysis was carried out to determine the impact of the latent factors on the outcomes.

Table 2: The education level frequency distribution of English teachers' level

Educational level	Frequency	Percent
Undergraduate (16 Years)	850	48.02
Master's (18 years)	785	44.35
PhD	135	7.63
Total	1770	100

Table 3: The experience of English teachers' teaching experience level

Years of experience	Frequency	Percent
0–2 years	360	20.34
3–5 years	740	41.81
6–10 years	430	24.29
More than 10 years	240	13.56
Total	1770	100

4 | RESULTS

4.1. Multivariate Skewness and Kurtosis

Kurtosis and Skewness for multivariate data should be measured using the online power application, according to Zhang (2017). The survey data did not comply with multivariate normality, as shown by Mardia's multivariate skewness (3.3, $p < 0.01$) and Kurtosis (22.5, $p < 0.01$) values in Table 4 using PLS-SEM analysis.

4.2. Assessment of Measurement Model

The validity and reliability of the measurement model are examined by utilizing PLS-SEM analysis. The validity and reliability of the instruments are taken into consideration to ascertain the type of link between

the variables (internal model). Fig. 2 displays the measuring strategy used for this investigation.

The validity of the instrument with respect to individual variables is assessed using average variance extracted (AVE); the discriminant validity is evaluated using the Fornell and Larcker criterion and the outer loadings of the indicator; and (3) the reliability of individual items, such as internal consistency and indicator reliability, is determined using composite reliability.

4.3. Interior Coherence, Convergent Validity and Reliability

The predicted values for the model's internal consistency (CR) are more than or equal to 0.60. AVE values above 0.50 were also taken into consideration for convergent validity. This figure will surpass 0.50. Table 5 displays the AVE values for each variable, which varied from 0.640% to 0.712%.

4.4. Discrimination Validity

To ascertain the distinctness of the constructs in the study, discriminant validity must be established. It demonstrates that each research component has its own identity and is not unduly connected with other constructs. If a construct's square root of the AVE is more significant than its correlations with other constructs in the model, that construct has discriminant validity. Table 6 shows that discriminant validity is confirmed.

For route models that incorporate conceptually related domains (such as emotional satisfaction, cognitive satisfaction, and loyalty), A threshold value of 0.90 is used; this implies a lack of discriminant validity when the HTMT value is higher than 0.90. Conversely, when the notions are conceptually distinct, researchers might utilize 0.85 as the HTMT criterion of the recent investigation, as shown in Table 7.

Table 4: Shows the output of skewness and Kurtosis calculation.

Sample size:	1768					
Number of variables:	3					
Univariate skewness and kurtosis						
	Skewness	SE_skew	Z_skew	Kurtosis	SE_kurt	Z_kurt
Educational Level	-0.990	0.058	-17.012	0.300	0.116	2.577
Teacher. Foreign Language. Anxiety	-0.944	0.058	-16.216	0.308	0.116	2.648
Teachers' Work Performance	-1.544	0.058	-26.525	1.832	0.116	15.749
Mardia's multivariate skewness and kurtosis						
	b	z	p-value			
Skewness	3.331956	981.81647	0			
Kurtosis	22.476329	28.69716	0			

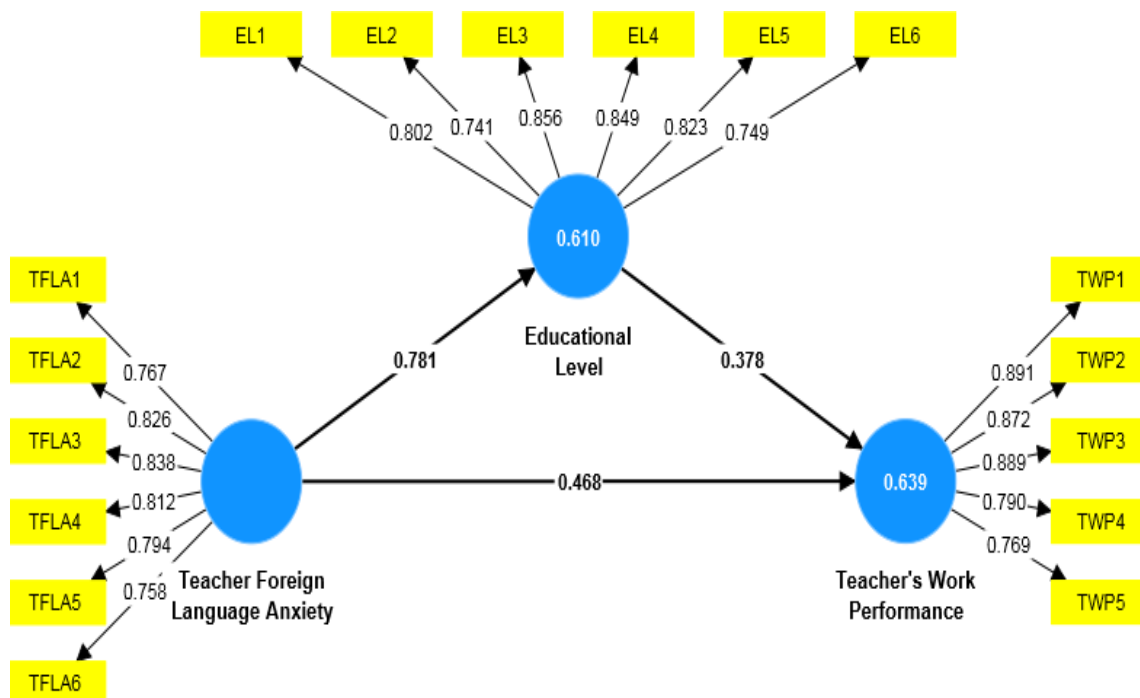


Fig. 2: Shows the Measurement Model results.

Table 5: displays the results of each variable's reliability and validity

Construct	Items	Loadings	Cronbach's alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Educational Level	EL1	0.802	0.89	0.895	0.917	0.648
	EL2	0.741				
	EL3	0.856				
	EL4	0.849				
	EL5	0.823				
	EL6	0.749				
Teacher Foreign Language Anxiety	TFLA1	0.767	0.887	0.892	0.914	0.640
	TFLA2	0.826				
	TFLA3	0.838				
	TFLA4	0.812				
	TFLA5	0.794				
	TFLA6	0.758				
Teacher's Work Performance	TWP1	0.891	0.898	0.898	0.925	0.712
	TWP2	0.872				
	TWP3	0.889				
	TWP4	0.79				
	TWP5	0.769				

Table 6: Discrimination Validity Matrix (Fornell-Larcker criterion)

	Educational Level	Teacher Foreign Language Anxiety	Teacher's Work Performance
Educational Level	0.805		
Teacher Foreign Language Anxiety	0.781	0.8	
Teacher's Work Performance	0.744	0.764	0.844

Table 7: Discriminant validity and heterotrait-monotrait correlations (HTMT)

	Educational Level	Teacher Foreign Language Anxiety
Teacher Foreign Language Anxiety	0.876	
Teacher's Work Performance	0.825	0.84

4.5. Assessment of Structural Model

A study of the structural model establishes the relationship between the various structures. A bootstrapping approach was used to bootstrap 5000 subsamples to examine any existing connections between variables. Fig 3 shows a high relationship between foreign language anxiety among teachers, educational level, and work performance.

4.6. Predictive Relevance and Coefficient of Determination

Table 8 shows that all three factors were linked in this study. When all variables are evaluated, the regression coefficient (R^2) shows how much the endogenous variable varies. One external variable changes the model's (R^2) coefficient dramatically. For weak, moderate, and considerable results, coefficients of determination of 0.19, 0.33, and 0.67 are suitable. It was discovered that external factors are predictive when the acceptability threshold of predictive relevance (Q^2) reaches zero. The new research model's Q^2 results of 0.609 and 0.0582 are generally predictable.

The educational level significantly influences a teacher's ability to do their job (β value = 0.378; $T =$

11.41; $p < 0.05$). Corresponding to this, there is a strong positive connection between teacher foreign language anxiety and educational level ($\beta = 0.781$; $T = 62.36$; $p < 0.05$). Moreover, there is a significant positive connection between instructor foreign language anxiety and performance ($\beta = 0.468$; $T = 14.748$; $p < 0.05$).

4.7. Mediation Analysis

It's important to note that the researchers also looked at how independent factors were mediated. In this study, the indirect effects (mediating testing) of educational level are investigated using bootstrapping in Table 9.

According to the study, a β value of 0.296 ($t = 11.387$; $p < 0.05$) mediates the relationship between educational level, instructor foreign language anxiety, and performance at work.

5 | DISCUSSION

According to the report, there is a dearth of knowledge on the cutting-edge technology tools utilized to provide online courses. Comparing digital technologies to conventional learning aids, they serve varied educational goals.

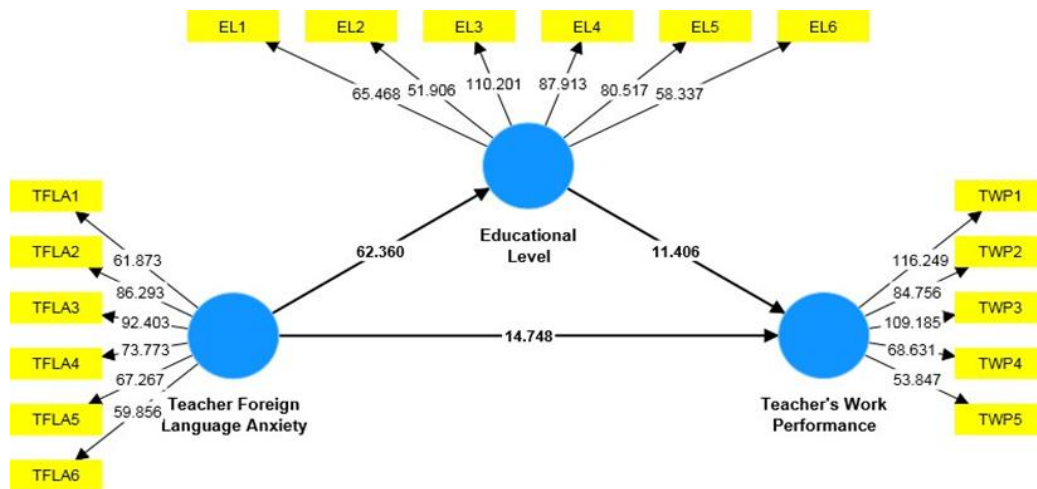


Fig. 3: Shows the Structural Model of all the variables.

Table 8: Results of hypotheses testing (Direct effects).

No	Hypothesized Path	Path Coefficient	Standard Error (STERR)	t-value	p-value	Decision	Effect Size (f^2)	R^2 Value	Q^2
H01	EL → TWP	0.378	0.033	11.4060	0	Supported	0.155	EL 0.6100	0.609
H02	TFLA → EL	0.781	0.013	62.360	0	Supported	1.564	TWP 0.6390	0.582
H03	TFLA → TWP	0.468	0.032	14.7480	0	Supported	0.237		

Table 9: Indirect Effect (Mediation testing).

No	Relationship	Std. Beta	Std. error	t-value	p-value	2.50%	97.50%	Decision
H4	TFLA → EL → TWP	0.296	0.026	11.387	0	0.246	0.347	Supported

The usage of the internet for teaching and learning applications is something that many English teachers are not aware of. The capacity to use information and communication technology with correct pedagogical understanding and awareness of its influence on students' learning processes is referred to as the English teachers' "digital competence" (Krumsvik 2014). The findings show that instructors' educational background significantly and favorably affects how well they perform in distant learning programs. The success of achievement in this area increases when instructors' education levels are raised, specifically when teachers are appointed with higher education levels. Because Chinese and other contextual elements moderated the instructors' knowledge, views, and teaching methods, there is a positive association between education level and teachers' performance (Luo et al., 2020). Students learn much more from teachers with at least a bachelor's degree than from those with less education, an additional two months of learning over the course of a typical school year (Liu, 2021). The study's results proved that English instructors' nervousness has a detrimental effect on both their performance in distance learning programs and their pupils' behaviour in class. According to the following study, the most common cause of teaching anxiety was poor English proficiency. This was followed by low confidence, insufficient linguistic and educational expertise, poor class preparation, and comparisons to native instructors

(Kralova & Tirpakova, 2019). Due to a variety of factors, including a heavy workload, subpar proficiency in the target language, poor preparation, pressure from research and promotion, and flawed performance, the instructors also experience variable degrees of anxiety.

6. Conclusions and Recommendations

The current research presents English teachers' views on distance learning programs, utilizing today's technological information resources. The research has focused on two aspects of English teachers to measure their performance level of teaching during online classes. First, the study has determined the impact of English teachers' education level on teaching performance. Secondly, the research examined the effect of English teachers' teaching anxiety levels on their performance during distance learning classes. Based on the results of both the questionnaire and the interview, many findings emerged regarding teachers' perceptions of distance education. The findings also indicated that distance education was boosting student motivation. Furthermore, teachers who positively perceived student participation in online classes attributed it to several factors: digital materials, regular attendance, group assignments, and flexibility of time and space. The research findings indicated that shy students were more likely to participate in online classes than in

conventional courses. Online classes are less likely to embarrass students and more likely to raise their self-confidence and provide them with interesting materials than is the case in traditional classrooms. Nevertheless, the research findings showed that during distance education, teachers have faced various challenges ranging from poor internet connections and other technical issues to burdensome workloads and assessment-related reliability problems. Moreover, most participants highlighted the importance of efficient teacher-training programs for career development and teacher competency. In general, the findings raise many questions regarding how distance education shapes teachers' attitudes toward and perceptions of language-teaching methods.

6.1. Limitations

Although the current review made several insightful discoveries, it had certain limitations. The fact that the members were primarily FL instructors and predominantly female was the most significant constraint. If educators from other subject areas and with varied amounts of orientation had been included, which will be the focus of future research, the results would have been more generalizable.

6.2. Future Suggestions

Future web-based learning arrangements could focus on relational ties and encourage students to contribute words to the online dialogue. Future research may focus on the most effective way to set up a web-based progressive platform and how to improve the calibre and dynamism of the web-based content. By encouraging self-directed learning online, framework learning might reduce the need for online educator support. More critical factors influencing the learning impact than a straightforward web-based dialogue were the quality and components.

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There are no conflicts of interest, according to the authors.

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