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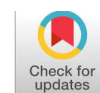
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Relationship between Self-Confidence and Teaching Anxiety and Pre-Service Teachers' Perceptions of their Teaching Skills

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ABSTRACT

Psychological factors, including self-confidence and teaching anxiety are also presumed to be associated with perceived teaching skills, particularly in microteaching activities. So, this study aimed to look at how self-confidence, teaching anxiety, and pre-service teachers' views on their own teaching abilities are connected. This study used a quantitative method and followed a correlational research design. The group included 60 future teachers from Raden Intan State Islamic University in Lampung who had finished the microteaching course and were chosen through purposeful sampling. Data was gathered using questionnaires with a Likert scale, which had already been checked to make sure they were valid and reliable. The tests to check if the questionnaire questions were valid and reliable showed that all the items were both valid and reliable, with Cronbach's Alpha scores of 0.907, 0.949, and 0.979. The data were checked for normality, and then a Spearman's rank correlation was used to analyze the relationships because the data did not follow a normal distribution. The results showed that there was not a strong connection between self-confidence and how people see their teaching skills ($r_s = 0.033$, $p = 0.804$), and also no strong link between teaching anxiety and how people see their teaching skills ($r_s = -0.203$, $p = 0.121$). Also, there wasn't a strong connection between self-confidence and teaching anxiety ($r_s = -0.210$, $p = 0.106$). The correlation coefficients showed that the connections between the variables were either very weak or weak, and some were positive while others were negative. This study is new because it shows that self-confidence and teaching anxiety are not the main things that affect how pre-service teachers see their own teaching abilities. The findings indicate that having real teaching experience, knowing the subject well, and being prepared to teach are the main factors that influence how people see teaching abilities.



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Introduction

Education helps improve people's skills and knowledge, particularly by preparing professional, competent pre-service teachers. Higher education institutions require pre-service teachers not only to understand the subject they are teaching but also to be skilled in teaching it effectively. Also, they need to be prepared both in terms of teaching skills and understanding how students think and learn effectively. One form of preparation provided to pre-service teachers is microteaching, a teaching practice activity designed to develop basic teaching skills before students engage in actual classroom teaching in schools. Through microteaching activities, pre-service teachers can develop their ability to open lessons, explain learning materials, manage classrooms, and close lessons effectively. One of the psychological factors associated with the teaching and learning process is self-confidence, as it relates to. Students' ability to understand and deliver learning materials in a clear and effective way. Previous studies have shown that self-confidence has a positive influence on students' academic performance, indicating that the higher the level of self-confidence, the stronger their belief in their academic capabilities (Yakpi et al., 2023).

In addition to self-confidence, pre-service teachers often experience anxiety when engaging in teaching practice, particularly during microteaching activities. This condition is referred to as teaching anxiety, which is characterized by feelings of nervousness, worry, fear of making mistakes, and a lack of confidence when teaching in front of a class. Such anxiety may affect students' concentration and performance during the teaching and learning process. Previous studies have shown that teaching anxiety is associated with feelings of tension, low self-confidence, and difficulties in delivering instructional materials in a structured and effective manner (Aminaty & Surawan, 2025). The phenomenon of student anxiety is further supported by research findings indicating that a majority of students experience moderate to high levels of anxiety due to academic pressures, previous learning experiences, and a lack of self-confidence (Wati et al., 2024). On the other hand, previous studies have reported a negative relationship between self-confidence and anxiety, indicating that students with higher levels of self-confidence tend to experience lower levels of anxiety (Hanifah & Hakim, 2023).

Psychological factors such as self-confidence and teaching anxiety are closely related to students' ability to carry out the teaching and learning process. Students who are very confident in themselves usually participate more in learning tasks, are more ready to share their ideas, and feel more certain about their ability to become good teachers. This is supported by previous studies indicating that self-confidence contributes to students' academic communication skills, including their ability to convey ideas effectively and interact with others (Hukom, 2025; Yolanda et al., 2021). Conversely, students who experience a lot of anxiety often struggle to fully develop their teaching abilities. So, self confidence and teaching anxiety are two psychological factors that might be connected to how pre-service teachers see their own teaching abilities.

In the educational context, perceptions of teaching skills refer to individuals' evaluations of their own teaching abilities. These perceptions may be shaped by teaching practice experiences, social interactions, and feedback received throughout the learning process. Students who hold positive perceptions of their teaching skills tend to be more confident and better prepared to conduct instructional activities. Perceived teaching skills are also associated with the ability to open lessons, explain instructional content, manage classrooms, and conclude lessons effectively (Mulyasa, 2018; Sanjaya, 2016). Therefore, perceptions of teaching skills constitute an important aspect that should be considered in preparing professional and competent future teachers.

Several previous studies have indicated that self-confidence is associated with pre-service teachers' teaching abilities, particularly in aspects such as communication skills, classroom management, and confidence in delivering instructional materials (Irdalisa et al., 2021; Rahman & Wirawan, 2024). This finding is consistent with the view that self-confidence is an internal factor associated with individuals' success in learning and social interaction (Syah, 2019). Meanwhile, anxiety during the teaching and learning process has also been found to affect students' performance, leading to nervousness, reduced concentration, and difficulties in managing instructional activities effectively (Irawati et al., 2022). This condition is supported by the theory that anxiety can hinder individuals from demonstrating their optimal performance (Dalyono, 2017). Furthermore, previous research has shown that pre-service teachers frequently experience anxiety during teaching practice, including feelings of nervousness, fear of making mistakes, and a lack of confidence when teaching in front of a class (Wulantina et al., 2021).

Nevertheless, previous studies have tended to examine self-confidence and teaching anxiety separately and have primarily focused on teaching performance itself. Research investigating the simultaneous relationships of these two psychological variables with pre-service teachers' perceptions of their teaching skills remains limited. According to self-efficacy theory, individuals' beliefs in their own capabilities influence how they evaluate and respond to the tasks they encounter (Bandura, 1997). Moreover, perceptions of teaching skills are influenced not only by psychological factors but also by teaching practice experiences, subject matter mastery, and pedagogical readiness. So, more studies are needed to look at how self-confidence, teaching anxiety, and pre-service teachers' views on their teaching abilities are connected.

The unique aspect of this study is combining self-confidence and teaching anxiety into one model to look at how they connect with what pre-service teachers think about their own teaching abilities. This study looks at students who have done microteaching exercises, which helps them understand how their mental factors connect to how they see their teaching skills after practicing teaching experiences. The study shows that self-confidence and teaching anxiety are not the main things that affect how pre-service teachers see their own teaching abilities. Instead, teaching practice experience, understanding of the subject, and being prepared to teach are probably the main factors that will influence these views. Therefore, this study suggests that improving the quality of future teachers should not only focus on their mental and emotional growth but also place a strong emphasis on developing their teaching skills and gaining practical experience in the classroom. So, this study is meant to look at how self-confidence, teaching anxiety, and the way pre-service teachers see their own teaching abilities are connected.

To tackle this research gap, this study is new because it brings together two psychological factors self confidence and teaching anxiety into one research model. This helps look at how these factors connect to how pre-service teachers see their own teaching abilities. This study looks at teachers who are training to become teachers and have done microteaching exercises. Based on what was discussed earlier, the study looks at whether self-confidence and teaching anxiety are connected to how pre-service teachers see their own teaching abilities. This study wants to look at how self-confidence, teaching anxiety, and how teachers see their own teaching skills are connected to basic teaching abilities and their overall professional skills (Mulyasa, 2018; Sanjaya, 2016).

Method

Research Design

This study used a quantitative method and followed a correlational research design. The purpose of the study was to objectively and systematically analyze the relationships between self-confidence, teaching anxiety, and pre-service teachers' perceptions of their teaching skills. Therefore, a quantitative approach was considered appropriate. Quantitative research focuses on measuring variables and analyzing data statistically to obtain valid and reliable conclusions (Sugiyono, 2019). A correlational design was chosen because the study wanted to find out how the independent variables are connected to the dependent variable, without changing or controlling any of the variables. Correlational research is used to examine the relationships between two or more variables and to determine the strength and direction of those relationships (Creswell & Creswell, 2018).

Population and Sample

The study included every student who was taking teacher education courses at Raden Intan State Islamic University of Lampung and had finished their microteaching sessions or teaching practice. A population refers to the entire group of subjects that constitutes the focus of a study and possesses specific characteristics relevant to the research objectives (Sugiyono, 2019). The selection of this population was based on the relevance of students' teaching experiences to the variables under investigation. The sample, as a subset of the population selected to represent the target population, was used to collect data that could accurately reflect the characteristics of the population (Waruwu, 2023). This study employed a purposive sampling technique, which involves selecting participants based on predetermined criteria established by the researcher to ensure their suitability for the research objectives and to obtain more relevant data (Rusmalinda et al., 2023). The inclusion criteria required participants to have completed a microteaching course or teaching practice at Raden Intan State Islamic University of Lampung. Based on these criteria, 60 students were chosen to be part of the research sample. Therefore, the selection of the population and sample was expected to provide an accurate representation of the relationships between self-confidence, teaching anxiety, and pre-service teachers' perceptions of their teaching skills.

Instrument

The tool used in this study was a questionnaire created using the indicators for each of the research variables, which included self confidence, teaching anxiety, and views on teaching skills. In quantitative research, questionnaires are commonly used as structured and measurable data collection tools based on specific scales. In the field of education, questionnaires are considered effective for measuring psychological aspects of students, such as levels of self-confidence and anxiety in the learning process (Hanifah & Hakim, 2023). This study looked at how self confidence and teaching anxiety relate to how pre-service teachers see their own teaching abilities. According to this research focus, the research topics are listed in Table 1.

Table 1. Research Questions

Research Variables	Research Questions
Self-confidence and perceptions of teaching skills	Is there a relationship between self-confidence and pre-service teachers' perceptions of their teaching skills?
Teaching anxiety and perceptions of teaching skills	Is there a connection between teaching anxiety and pre-service teachers' perceptions of their teaching skills?
Self-confidence and teaching anxiety	Is there a relationship between self-confidence and teaching anxiety among pre-service teachers?

The research questions helped create the tool used in the study and were also used to look at how different factors are connected in this research. The study used a Likert scale that had five choices: strongly disagree, disagree, neutral, agree, and strongly agree. The Likert scale is a tool that helps measure people's attitudes, how they feel about something, and their responses to certain situations. This scale is also considered effective in describing the levels of self-confidence and anxiety among students in learning contexts (Levia, 2025). The determination of the instrument indicators was based on relevant previous studies. The self-confidence variable includes indicators such as confidence in one's abilities, courage to present in front of the class, and the ability to interact during the learning process (Putri & Rachmawati, 2025). The teaching anxiety variable includes indicators such as anxiety when teaching, fear of making mistakes, and anxiety when speaking in front of the class (Aminaty & Surawan, 2025). Meanwhile, the perceptions of teaching skills variable include the ability to open lessons, explain material, manage the classroom, and close lessons effectively.

Before the study began, the research tool was checked to make sure it was accurate and dependable. The validity test was done to find out how well the questions in the tool measured the variables being studied. Validity was tested using Pearson Product-Moment correlation, with an item considered valid by comparing the calculated correlation coefficient with the critical value (Hanifah & Hakim, 2023). The reliability test was done to check how consistent the instrument is, and they used the Cronbach's Alpha coefficient for that. The instrument was seen as trustworthy when the coefficient was above 0.70 (Aminaty & Surawan, 2025). Therefore, the tool used in this study was anticipated. So that it was fit to be used in gathering data, it had good validity and reliability.

The research instrument blueprint used in this study is presented in Table 2. The table includes the research variables, measurement indicators, and sample statements used in data collection related to self-confidence, teaching anxiety, and pre-service teachers' perceptions of their teaching skills

Table 2. Research Instrument Blueprint

Variables	Indicators	Sample Statements
Self-confidence	Self-confidence	I feel confident when teaching in front of the class.
	Self-assurance	I am confident in my ability to explain the material.
	Social interaction	I am willing to interact with students.
Teaching Anxiety	Teaching anxiety	I feel nervous when doing teaching practice.
	Fear	I am afraid of making mistakes while teaching.

Variables	Indicators	Sample Statements
Perceptions of Teaching Skills	Social anxiety	I feel anxious when speaking in front of the class.
	Opening instruction	I am able to open a lesson effectively.
	Explaining material	I can explain the material clearly.
	Classroom management	I am able to manage the class effectively.
	Closing instruction	I am able to close the lesson effectively.

The statements above represent only several examples of the instrument components used in this study. The indicators for each variable were established as the basis for developing all questionnaire items. Each person was asked to answer each statement by choosing one of five options on a Likert scale. The options were: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The scores from each participant were looked at to figure out how confident they felt, how anxious they were about teaching, and what they thought about their own teaching abilities.

Data Collection Procedure

The process of gathering data in this study was done in a planned way to make sure the information collected matched the goals of the research and was accurate. The method used to gather data was a questionnaire with yes-or-no type questions, and each question had five options to show how much someone agreed or disagreed. The options were: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Questionnaires are often used in quantitative research because they help measure people's opinions, feelings, and mental states in a structured way (Sugiyono, 2019). The research tool was created using the indicators related to the variable self-confidence, teaching anxiety, and perceptions of teaching skills, which were adapted from previous studies. Before being used in the study, the instrument underwent validity and reliability testing to ensure that each item was able to measure the research variables accurately and consistently (Creswell & Creswell, 2018).

Data collection was conducted among pre-service teachers at Raden Intan State Islamic University of Lampung who had completed the microteaching course. The survey was sent out online using Google Forms so that people could easily fill it out. The use of a closed-ended questionnaire was intended to make it easier for respondents to provide answers and to simplify the data analysis process for the researcher (Arikunto, 2020). Before filling out the questionnaire, people were told about the study's purpose and that their identity and answers would remain confidential. The data collection stages in this study included the development of the research instrument, conducting validity and reliability testing, distributing questionnaires to respondents according to the sample criteria, collecting the completed questionnaires, and processing the data using SPSS software for statistical analysis. This analysis was conducted to determine the relationships between self-confidence, teaching anxiety, and pre-service teachers' perceptions of their teaching skills in an objective manner (Sugiyono, 2019). Through these data collection procedures, it was expected that the research data obtained would have a high level of reliability and provide an accurate representation of the research context.

Analysis

This study used a quantitative method because the goal was to look at how self-confidence, teaching anxiety, and pre-service teachers' views on their teaching abilities are connected, using numbers collected from questionnaires. A quantitative approach enables the examination of relationships among variables in an objective and measurable manner using statistical techniques (Rahmadini et al., 2025). In the context of learning, self-confidence is one of the psychological aspects related to individuals' behavior and abilities in interacting during the learning process (Puji et al., 2024). In addition, positive psychological conditions such as self-confidence and self-esteem are also associated with students' psychological well-being in the learning process (Ahmad, 2025). In this study, the data went through multiple steps to analyze it. The research tool was checked to make sure it was accurate and dependable. The validity test was done to check how well the tool measured the research variables, and the reliability test was used to see if the tool gave consistent results. The use of Likert-scale questionnaires in quantitative research has been proven effective in measuring psychological aspects, such as students' self-confidence (Fitriyani & Anwar, 2024). To check how valid the test was, they used Pearson Product-Moment correlation. To see if the test was reliable, they used Cronbach's Alpha coefficient. Second, a normality test was done to check if the research data followed a normal distribution. The results showed that the data didn't follow a normal distribution completely, so the analysis used non-parametric statistical methods instead. To check if the data followed a normal distribution, both the Kolmogorov-Smirnov and Shapiro-Wilk tests were used.

Furthermore, because the data were not normally distributed and the study aimed to examine the strength of relationships among variables, Spearman's Rank correlation test was used to analyze the relationships between self-confidence, teaching anxiety, and pre-service teachers' perceptions of their teaching skills (Imani & Rozi, 2024). The significance value (Sig.) was used to test the hypotheses in determining whether a relationship existed among the variables. The correlation coefficient helped figure out the direction and how strong the relationships were, like if they were very weak, weak, moderate, or strong. Thus, the data analysis method used in this study is expected to provide an objective overview of the relationships between self-confidence, teaching anxiety, and pre-service teachers' perceptions of their teaching skills. To facilitate understanding of the data analysis procedures employed in this study, the data analysis techniques are presented in Table 3

Table 3. Data Analysis Techniques

Analysis Stage	Technique Used	Purpose
Validity Test	Pearson Correlation	To find out how accurate the instrument items are.
Reliability Test	Cronbach's Alpha	To determine the consistency of the instrument
Normality Test	Kolmogorov-Smirnov / Shapiro-Wilk	To determine data distribution
Significance Test	Significance value (Sig.)	To test the statistical significance of relationships
Correlation Coefficient	r_s value	To determine the strength of the relationship

Therefore, each stage of data analysis in this study, ranging from instrument testing to the analysis of relationships among variables, was conducted in a structured manner to ensure that the research findings achieved a high level of accuracy, objectivity, and scientific validity.

Research Findings

The research findings were analyzed through validity, reliability, normality, and non-parametric Spearman's rank correlation tests. The use of non-parametric tests was applied because the overall research data were not normally distributed. The goal of this analysis was to find out how self-confidence and teaching anxiety are connected to what pre-service teachers think about their own teaching abilities. In this study, psychological aspects such as self-confidence and teaching anxiety were examined to identify their relationships with pre-service teachers' perceptions of their teaching skills. The research subjects consisted of 60 pre-service teachers at Raden Intan State Islamic University of Lampung who had participated in microteaching activities. The research data were collected through questionnaires that had previously undergone validity and reliability testing and were subsequently analyzed using statistical techniques appropriate to the characteristics of the data.

Validity Test Results

The validity test was done to check if the research tool can properly measure the variables being studied. An instrument is considered valid when each item is able to show the signs of the research variables. The results from the validity test are shown in [Table 4](#)

Table 4. Validity Test Results

Variables	Number of Items	r-calculated Range	r-table	Description
Self-Confidence (X_1)	15	0,365 – 0,776	0,312	Valid
Teaching Anxiety (X_2)	15	0,553 – 0,845	0,312	Valid
Persepsi Keterampilan Mengajar (Y)	15	0,783 – 0,924	0,312	Valid

Looking at [Table 4](#), all the questions related to self-confidence, teaching anxiety, and how people see their teaching skills have calculated correlation values that are higher than the values in the table. So, every instrument item was found to be valid and appropriate for use in this study.

Reliability Test Results

The reliability test was done to check how consistently the research tool measures the variables being studied. The instrument is reliable when its Cronbach's Alpha score is higher than 0.70. The results from the reliability test are shown in [Table 5](#)

Table 5. Reliability Test Results

Variables	Number of Items	Cronbach's Alpha	Criterion	Description
Self-Confidence (X_1)	15	0,907	> 0,70	Reliabel
Teaching Anxiety (X_2)	15	0,949	> 0,70	Reliabel
Perceptions of Teaching Skills (Y)	15	0,979	> 0,70	Reliabel

According to the results in [Table 5](#), all the variables had Cronbach's Alpha scores higher than 0.70, which means the research tool was deemed reliable. This shows that the tool is consistent and works well for gathering data.

Normality Test Results

The test for normality was done to check if the research data followed a normal distribution. This test was used to decide which statistical analysis method to use. The results from the normality test are shown in [Table 6](#)

Table 6. Normality Test

Variables	<i>N</i>	<i>Sig.</i>	Description
Variable X_1	60	0,200	Normally distributed data
Variable X_2	60	0,200	Normally distributed data
Variable Y	60	0,000	Not normally distributed

From [Table 6](#), we can see that some variables do not have significance values higher than 0.05. The Y variable had a significance value of 0.000, which shows that the data as a whole are not normally distributed. So, the data analysis kept going with non-parametric statistical tests.

Spearman Correlation Test Results

The next step in the analysis was a Spearman Rank correlation test, which was used to look at how self-confidence, teaching anxiety, and pre-service teachers' views on their own teaching abilities are connected. The Spearman Rank test was picked because the data didn't follow a normal distribution. The results of the correlation tests are shown in [Table 7](#)

Table 7. Spearman Correlation Test Results

Variables	Correlation Coefficient (<i>r</i> ,)	<i>Sig.</i>	Description
$X_1 \rightarrow Y$	-0,033	0,804	Not significant
$X_2 \rightarrow Y$	0,203	0,121	Not significant
$X_1 \rightarrow X_2$	0,211	0,106	Not significant

The spearman rank correlation analysis showed that all the variables had significance values higher than 0.05. These results show that there is not a clear connection between self-confidence, teaching anxiety, and how pre-service teachers think about their own teaching abilities. In addition, the link between self-confidence and teaching anxiety was also considered very weak. So, the idea that the variables in this study are connected doesn't seem to be supported, and we can't accept it.

Discussion

Based on the Spearman Rank correlation analysis, there is a very weak and not significant link between self-confidence and how people view their teaching skills, with a correlation coefficient of -0.033 and a significance value of 0.804. Similarly, the connection between teaching anxiety and perceptions of teaching skills is weak and not significant, showing a correlation coefficient of 0.203 and a significance value of 0.121. The relationship between self-confidence and teaching anxiety also has a weak and non-significant correlation, with a coefficient of 0.211 and a significance level of 0.106. Overall, these results suggest that the connections between the variables in this study are weak and not statistically significant.

Theoretically, self-confidence refers to an individual's belief in their ability to perform certain actions or complete specific tasks. In the learning process, self-confidence is considered an important factor that encourages students to be more active in communicating, expressing opinions, and participating during learning activities (Qowimah et al., 2021). Dalyono (2017) also explained that an individual's psychological condition influences learning readiness and behavior when facing certain situations. In addition, Qowimah et al. (2021) found that students with high levels of self-confidence tend to be more active and able to communicate effectively in learning activities. However, the findings of this study indicate that self-confidence is not significantly related to pre-service teachers' perceptions of their teaching skills.

According to Woolfolk (2016) Anxiety in the learning process can affect individuals' comfort and readiness when performing in public or completing certain tasks. This is consistent with Aminaty & Surawan (2025) who explained that teaching anxiety may arise from fear of making mistakes, lack of teaching experience, and pressure when delivering instructional material in front of the class. However, the results of this study indicate that the relationship between teaching anxiety and perceptions of teaching skills is weak and not statistically significant.

The absence of a significant relationship in this study is presumed to be influenced by several factors. First, the respondents were pre-service teachers who had completed microteaching activities with relatively similar teaching experiences. This condition may have resulted in minimal variation in their perceptions of teaching skills, leading to very weak relationships among the variables. Second, the research instrument used a self-report questionnaire, which may cause respondents' answers to be influenced by their subjective evaluation of their own conditions. Although self-report instruments are considered effective for measuring individuals' psychological states, this method still carries the possibility of subjectivity in respondents' answers (Fitriyani & Anwar, 2024).

In addition, the relatively limited sample size may also have contributed to the weak relationships among the variables in this study. In correlational research, a small sample size can make it difficult for relationships between variables to appear statistically significant. The findings of this study also indicate that pre-service teachers' perceptions of teaching skills are likely influenced by other factors such as teaching practice experience, subject matter mastery, pedagogical readiness, and professional competence. This view is supported by Saputra & Andini (2024), who stated that teaching practice experience and pedagogical readiness play an important role in shaping pre-service teachers' teaching abilities. However, these factors were not directly examined in this study and therefore should be further investigated in future research.

The findings of this study indicate that although self-confidence and teaching anxiety are important psychological aspects in the learning process, they do not always have a direct relationship with pre-service teachers' perceptions of their teaching skills. Nevertheless, self-confidence still contributes to helping students build courage and self-assurance when carrying out teaching practice, while teaching anxiety may affect students' comfort when teaching in front of the class. Therefore, psychological aspects remain an important component in supporting pre-service teachers' readiness in both learning activities and teaching practice.

Conclusion

The research found that there is a very weak and not meaningful connection between self-confidence and how preservice teachers see their own teaching abilities, with a correlation coefficient of -0.033. Meanwhile, the relationship between teaching anxiety and perceptions of

teaching skills showed a correlation coefficient of 0.203, which is categorized as weak and not statistically significant. Besides, there was a weak and not significant connection between self-confidence and teaching anxiety, with a correlation coefficient of 0.211. The findings show that the connections between the variables in this study are weak and do not have a meaningful impact when considered statistically.

The results of this study show that pre-service teachers' views on their own ability to teach. Teaching skills do not always connect directly to psychological issues like self-confidence and teaching anxiety. Perceptions of teaching skills are likely influenced by other factors, such as teaching practice experience, subject matter mastery, pedagogical readiness, and professional competence, which were not directly examined in this study.

Therefore, it is suggested that future studies should include a bigger group of participants and include additional variables related to pre-service teachers' teaching skills. In addition, further studies may also compare perceptions of teaching skills with actual teaching performance through direct observation of microteaching activities in order to obtain a more objective picture of pre-service teachers' teaching abilities.

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Conflict of Interest

The authors declares that there is no conflict of interest.

Auhor Contributions

D.L., O.U., and M.D.A.S. contributed equally to developing the research title, formulating the initial manuscript, and constructing the basic research framework. All three authors were actively involved in writing the journal manuscript, drafting sentences, as well as analyzing and processing the research data. N. provided suggestions on the research title and assisted in writing the manuscript. F.N. contributed by searching for supporting references but was not directly involved in the research process. All authors confirm that they have read and approved the final version of the manuscript. The percentage contributions of each author in conceptualization, writing, and revision are as follows: D.L.: 25%, O.U.: 25%, M.D.A.S.: 25%, N.: 15%, and F.N.: 10%.

Data Availability Statement

The authors state that the data supporting the findings of this study are available from the corresponding author, [O.U.], upon reasonable request.

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