

**Coping Strategies Implemented by Pre-Service Teachers when Facing Burnout and
Anxiety**

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“If there was a person next to you who struggles to change, who is suffering a lot, who is unable to read the room and may often hurt those around them - would you be willing to give them a second chance and help them on their journey? Or would you abandon them on the spot, turning a blind eye and ignoring them? That is an answer that only you can find.”

Brian Hernandez Avendaño

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Abstract

This qualitative case study focuses on gathering information related to mental health and burnout in L2 pre-service teachers, although El Bosque University Bogotá, provides support to its students, there are still flaws found in the system, these flaws and lack of coping strategies lead pre-service teachers to feel they are not prepared to teach and gives them a feeling of anxiety, stress and other issues, this is something that will be further addressed on the extent of this research. Here, we outline the different methods employed to gather information: focus groups, field notes and journals. These methodologies served as the foundation to approach pre-service teachers, and helped the researchers understand their thought processes and reasoning for those situations to happen, this all by creating multiple questions based on the researchers' experiences and earlier works on the topic to stimulate the answers from these pre-service teachers. As a result of these study findings, it was concluded that it is crucial to provide more spaces for pre-service teachers to develop coping strategies and support to avoid future health problems.

Key words: L2 pre-service teachers, coping strategies, burnout, anxiety, mental health

Resumen

Este caso de estudio cualitativo se centra en la reunión de información relacionada a la salud mental y el burnout en profesores de segunda lengua en formación. Aunque la universidad el Bosque de Bogotá D.C. ofrece ayuda a sus estudiantes, hay todavía algunas falencias en el sistema. Estas falencias junto con la falta de estrategias de afrontamiento llevan a que los profesores de segunda lengua en formación no se sientan preparados para enseñar lo que los lleva a sentir ansiedad, estrés y otros problemas, cosa que será tratada más adelante en este estudio. Aquí, resaltamos los diferentes métodos empleados para recoger información cómo: grupos de enfoque, entrevistas, diarios de campo y encuestas. Estas metodologías, sirvieron como un acercamiento a los profesores de segunda lengua en formación y ayudó a los investigadores a entender su proceso de pensamiento y razonamiento frente a situaciones difíciles mediante la creación de múltiples preguntas basadas en las experiencias de los involucrados y otros trabajos previamente hechos relacionados al tema. Como resultado de lo encontrado en este estudio se concluyó que es crucial el proveer a los profesores de segunda lengua en formación de más espacio para que puedan desarrollar estrategias de afrontamiento y ayuda para evitar futuros problemas de salud mental.

Palabras clave: *Profesores de segunda lengua en formación, estrategias de afrontamiento, ansiedad, burnout, salud mental.*

Chapter I

Introduction

Teaching practicum is one of the most important aspects and moments of an undergraduate career. Since practicum is not only necessary to obtain a professional title, but it also is (for most students) the first approach to career professional development. You can have direct contact with the teaching profession, experience student-teacher interactions, and develop classes, but these professional development experiences can be shocking for undergraduates. It also highlighted how pre-service teachers spend the rest of their time in college getting stressed thinking about how well they will perform their duties, how they will interact with their students and other teachers, and how they will carry out their practices (Warner & Hallman, 2017). These aspects of the practicum development led to the belief that apart from being an important moment in a teacher's education it could be full of stressful situations.

Pre-service stress and anxiety are linked to the fact that students need to meet the necessary requirements to graduate, this burdens students since they are thinking about their future (Wenjuan, et al., 2020, as cited in García-Martínez, et al., 2021, p2.). Anxiety is a close connection between an individual and the surroundings; this is generally a consequence of the students' attempts to stand out and try beyond their assimilation capability (García-Martínez, et al., 2021). Therefore, students will experience a variety of changes as they transition from adolescence to adulthood during these years, triggering a series of challenging duties

(Miles et al., 2020). It is of extreme importance to be aware of the amount of changes these pre-service teachers are undergoing, it is not an easy task to cope with all these changes all together, therefore, giving these students the required tools that will help them figure out ways to manage their emotional wellbeing is a priority.

Statement of the problem

Different investigations point out emotional processes in the teaching career, since teaching is an emotional activity, it involves both our own emotional experiences and those of those around us (Ruiz, 2016). It is also regarded that every person's life is impacted by mental and emotional intelligence, which is crucial for motivating and effectively regulating emotions in both ourselves and our relationships. It also affects our capacity to identify our own feelings as well as those of others. (Morilla, 2017).

In view of the terms previously stated, emotional intelligence is present in several aspects of our lives, and it is concerning since teaching is considered a service job which means that the teacher is constantly influenced by others because of the frequency of interactions. (Asrar-ul-Haq et al., 2017). As a result of this, the quality of life of the teacher who is directly dealing with these unpleasant emotions will suffer until it has long-term consequences if the significance of these emotions is not recognized at the appropriate time or prevented. (Drigas & Chara, 2020). In addition, it will affect the students' process since the teacher will not be able to perform the best. Also, actual teaching activity is highly related to displeasing emotions and negative experiences

resulting in stress, also, problems such as classroom indiscipline and excessive control over the teachers, lead them to situations of stress and burnout (Valente, 2022). In addition, burnout also affects students due the teacher's chronic stress, linked to the academic context, as Caballero (2022) said, teachers that cannot perform during classes correctly and are overwhelmed by their emotions are going to influence their students and have a negative impact on their performance as well as their psychosocial health. Following the previous statements, teachers who cannot perform their classes may face professional challenges including strained relationships with their students, colleges, and administrators. By taking this into account it is essential that the institution address these issues providing support and resources to help teachers cope with their emotions and improve their performance. A worrying consequence is that this is clearly affecting pre-service teachers as much as the students they have in charge.

Research Question

Which are the coping strategies used by pre-service teachers when facing burnout and anxiety?

General Objective

To identify the strategies used by pre-service teachers when facing burnout and anxiety.

Specific objectives

Determine the benefits of implementing coping strategies in pre-service teachers' emotional intelligence.

To explore the use of coping strategies used by pre-service teachers to control their burnout and anxiety.

Rationale

This thesis emerges from our firsthand experiences as pre-service teachers and how impactful it was for us not having previous emotional management training. Although the university offers psychological help, we still believe that it is necessary to explore new ways to teach future teachers about dealing with overwhelming emotions. Emotional management can affect not only the pre-service teacher process but also their professional life (Dolev, 2016). Considering research and other readings that were explored in order to get information about this topic, we noticed a gap in which most researchers tend to focus on mental health problems only on teachers that are currently doing their job as a career rather than pre-service teachers who are in the stressful process of finishing their degrees while having to deal with problems that could be produced by factors such as their lack of experience, insecurities about their teaching skills, and low visibility of their problems, and therefore, their solutions (Whitley & Gooderham, 2016).

Conducting this study will allow us to contribute to the existing research on preservice teacher's handling on behalf of stress management, burnout, and inexperience. Secondly, the findings that would be discovered on this work could be directly translated into the practical field of education since it could help to create recommendations and guidelines to enhance the well-being and success of future and current pre-service teachers.

Additionally, this study will have a profound impact on the targeted population by leveraging the insights provided through the analysis. These findings will help them to examine their stressful circumstances to successfully manage their academic, social, and professional spheres. Some of the benefits that this study brings to the pre-service teachers are learning how to handle stressful situations, knowing how to manage a balance between academic, social and work lives, could optimize their academic performance by following the results of the study, and gaining confidence when identifying the best tools to navigate high-stress situations.

Chapter II

Theoretical Framework

Teaching is a demanding profession that requires educators to handle various stressors. Mental health and coping strategies are essential for teachers to manage stressors and maintain their well-being. This theoretical framework discusses the concept of emotional intelligence regarding mental health, positive and negative mental health, burnout, and teacher's burnout. Therefore, it is crucial to address the well-being of pre-service teachers to tackle the prevalent issue of burnout. This involves raising awareness and giving support to pre-service teachers as their well-being directly impacts their susceptibility to burnout. Additionally, it is equally essential to the matter the use of coping strategies and types of coping strategies available to pre-service EFL (English as a Foreign Language) teachers.

Emotional Intelligence

At first, one can understand emotional intelligence as "the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Handbook of Employee Selection, 2017, p 23). Also, one of the primary factors that appear when delving into the subject of emotional intelligence and its significance in the context of teachers and their effectiveness is highlighted in the work of Siegel (2012); his research and investigation shed light on the crucial role emotional intelligence plays in shaping teachers' abilities and impact. On the other hand, emotional intelligence "consists of interrelated

emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges, and pressures." Furnham, A. (2012)

In addition, "emotional intelligence is not only about people knowing or not knowing how to manage their emotions, but it also involves their perspective" (Caseres, Santiago & Leal, 2019). It is necessary to reiterate that emotions are innate in all humans and must always be taken seriously. According to Extremera Pacheco and Fernández-Berrocal (2004), the lack of emotional intelligence among people leads to significant consequences in four fundamental areas. Firstly, there is a notable impact on psychological adjustment and wellness—people with low emotional intelligence struggle to manage their emotions effectively. Secondly, the quantity and quality of interpersonal relations and academic efficiency are severely affected. Emotional intelligence is vital in forming positive relationships, resolving conflicts, and communicating effectively. Thirdly, a lack of emotional intelligence often results in destructive behavior. People who cannot regulate their emotions appropriately are more prone to aggressive outbursts, bullying, or other harmful behaviors. Lastly, it links the absence of emotional intelligence to the consumption of drugs. People who struggle with emotional regulation may turn to substance abuse as a coping mechanism, seeking solace from their emotional challenges through harmful means. One of the most effective solutions for this problem is to equip teachers with the necessary knowledge in teaching programs, since changes that are too big cannot be altered easily, and before trying to change the system there may be changes that focus on their

psychological sanity and control to achieve the best results (Ghasemi, 2021). There are a range of factors that could affect our mental health such as burnout and anxiety.

Burnout

Burnout has been identified as a psychological risk, especially in fields that involve working with customers; it has been defined as a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job Saloviita y Pakarinen (2021). Yet, there are plenty of ways to describe the effects that burnout has; among those, we have Emotional exhaustion, depersonalization, reduced personal achievements, and anxiety. "Burnout has been an important subject since the pandemic started and has had an alarming number increase from 2019 to 2021". (Abramson, 2021). Although there is an increase in cases of burnout, "As a work-related phenomenon, burnout is further distinguished from depression. In particular, the emotional exhaustion domain of burnout has been suggested to map more closely to depression"(West et al., 2018)

It comprises the typical individual stress and sensations of being overcommitted, overburdened, overworked, and tired. It also involves interpersonal conflict. On the other hand, cynicism is a sign of interpersonal fatigue. It shows up as a separation from different elements of work and is brought on by emotional tiredness. People stop functioning as intended because of this emotional weariness because their feelings are too intense. (Krill et al., 2023

Finally, inefficacy, or what the author calls "self-evaluation," is the incapacity to feel capable and valuable. It results from a lack of accomplishments and ultimately harms people's psychological well-being and lack of self-awareness.

Pre-service teacher's burnout

Pre-service teachers' personal and professional lives may be significantly affected if they do not have a good mental state. Pre-service teachers who experience elevated levels of stress, anxiety, and burnout are more likely to prove poor job performance, reduced job satisfaction, and a higher risk of desertion. (Collie et al., 2020; Hue & Lau, 2017) Furthermore, pre-service teachers who have poor mental health could find it challenging to build relationships with their students, which could have an adverse effect on the learning environment and outcomes for learners (Collie et al., 2020).

For pre-service teachers' personal and professional well-being and the development of a warm and positive learning environment, it is crucial to support their mental health. Pre-service teachers' mental health has improved with the use of strategies such as mindfulness-based programs, social support, and stress-reduction techniques (Hue & Lau, 2017).

From another point of view, "New teachers in particular may be at high risk of suffering exhaustion and burnout as they tend to impose high standards and expectations on themselves"(Hue & Lau, 2015, p. 4).

Ultimately, there is limited research on the association between social awareness and pre-service teacher burnout, stress, and compassion satisfaction. However, "As new teachers enter the workforce, the opportunity for burnout intensifies due to a lack of self-efficacy and preparation. Often, pre-service teachers are unaware of the risks and signs of burnout and, therefore, are more at risk." (Glass, B. K. 2022). In mild of the confined studies available, it will become essential for instructor training applications to cope with the gaps in social focus and self-efficacy, ensuring pre-service teachers prepare with the critical gear to recognize, prevent, and deal with burnout of their careers.

Anxiety

Anxiety can be defined as a psychological and physiological state characterized by feelings of fear, worry, and unease. It involves a subjective apprehension and anticipation of potential threats or dangers (American Psychiatric Association, 2013). In the same way, the American Psychiatric Association (2013) provides diagnostic criteria for specific anxiety disorders, including generalized anxiety disorder, panic disorder, social anxiety disorder, and others.

For instance, anxiety in the case of teachers is usually caused by fear, "the fear of a teacher may do any unintentional damage to students. In contrast, anxiety in teachers can relate to expectations, i.e., a person can have anxiety when his expectation is not met" (Sammephet &

Wanphet, 2013). Also, there are more common signs to determine what anxiety could be seen, such as;

Fear and uneasiness with the physical space of the library, often related to how big the library is. Fear of approaching a librarian or library worker to ask for help. Fear that you are alone in not knowing how to use the library. Feeling paralyzed when trying to start library research. (Savita & Poonam, 2018)

In summary, anxiety, as defined with the aid of the American Psychiatric Association, features a huge variety of mental and physiological signs rooted in worry and unease. It is a complicated phenomenon, affecting people in numerous contexts, which include education, in which instructors may also enjoy tension because of the worry of unintended damage or unmet expectations. Recognizing tension entails looking at not unusual place symptoms and symptoms like worrying about precise environments or interactions, and information about those manifestations is critical in addressing and helping people manage this condition.

Coping strategies

The coping strategies as psychological resources or methods by which the subject puts the process of overcoming high stress or traumatic situations experienced are not always practical or guarantee total success in what they propose, and they are excellent to avoid or reduce conflicts in the subject. (Amarís Macías et al., 2013). Also, the concept of coping has been described by Acciari (2019) "as a set of strategies used by people to deal with internal and

external demands in stressful situations to adapt to adverse or stressful, chronic or acute circumstances." (p.131).

In essence, understanding coping strategies necessitates consideration of the "various coping strategies appear depending on environmental context demands stressors, appraisal processes, judgments of available resources, and the perception of control over a situation." (Åsebø & Løvoll, 2021., p. 13). Besides, coping strategies can be seen in enormous dimensions; emotion-focused and problem-focused can be recognized as "problem-focused coping is targeted at resolving a recognized difficulty or performing something in order to change the cause of stress, emotion-focused coping is intended to diminish or control emotional pain that is related to or activated by a specific condition" (Ferdowsi & Ghanizadeh, 2017.,p 4).

In conclusion, spotting the importance of coping techniques for EFL instructors is paramount, given their susceptibility to burnout; those techniques no longer mitigate stressors but additionally have the capacity to convert their expert trajectory, as emphasized by Nazari et al. (2022). The man or woman nature of coping tactics, underscores the adaptability of those approaches, allowing various programs for diverse purposes.

Types of coping strategies

As we mentioned before considering coping strategies, two main types are considered, as Macintyre (2020) noted: Problem-focused coping and emotion-focused coping. Problem-focused

coping directly addresses the stressor by acting to change the situation or reduce its impact. A way in which L2 teachers can use this type of coping strategy is by getting support from colleagues, prioritizing tasks, and managing their workload effectively. On the other hand, emotion-focused coping demands regulating the emotional response to stressors by focusing on the emotions associated with the situation.

In the case of EFL teachers, some of the emotion-focused coping strategies that they can practice are relaxation techniques, seeking social support, and engaging in leisure activities that reduce stress. However, the most valuable coping strategies for EFL pre-service teachers are self-care, seeking professional development, using positive self-talk, and fostering a growth mindset (Hidalgo-Andrade et al., 2021).

In this study, we will focus on the following strategies: seeking social support "refers to the experience of receiving assistance, care, and validation, including emotional and informational support" (Ko et al., 2013). Seeking professional development is a "structured professional learning that results in changes to professional knowledge and practices"(Darling-Hammond et al., M. (2017) , and positive self-talk mentions that "the internal dialogue individuals engage in, involving positive and supportive statements, affirmations, and cognitive strategies involves consciously replacing negative or self-defeating thoughts with constructive and encouraging ones" (Woodward, 2020).

Seeking social support

Seeking social support can be defined as "a series of support measures accessible to an individual through their social relationships with other individuals, groups, and the larger community, and can be divided into three components: subjective support, objective support, and the utilization of support." (Yu et al., 2020).

In the case of seeking social support, two primary mechanisms impact physical and mental health: firstly, through foremost effects, social assistance is salutary for all people regardless of the volume of pressure that they are presently facing, and secondly, a stress-buffering model, wherein the social guide of others might also additionally have an ameliorating impact on existence stressors, especially for people beneath neath more stress as Yu et al. (2020) pose. Seeking social help offers countless benefits, including exposure to managing stress, emotional well-being, physical health, and professional performance, as demonstrated by Holt-Lunstad (2018).

When pre-service teachers refer, "pre-service teachers highly value relationship building with students and often report that it was their driving force to enter the field of education, particularly in trainees who thrive on social support" (Meristo et al., 2013). . This highlights the profound impact of social connectedness on personal well-being and professional fulfillment, and highlights the importance of cultivating supportive relationships in educational settings.

Seeking professional development

Professional development indicates the range of activities, programs, and experiences designed to enhance the knowledge, skills, and competencies of professionals that involve ongoing learning and growth to improve professional practice (Darling-Hammond et al., 2017). There are three professional developments: formal, informal, and collaborative development. The standard development could be understood as workshops, seminars, conferences, courses, and certifications offered by educational institutions, professional organizations, or district initiatives (Fishman et al., 2013).

On the other hand, informal development refers to self-directed learning, collaborative learning communities, mentoring, peer observations, and personal learning networks that occur outside traditional structured settings (Reeves, 2010). Richardson et al. (2009) state that collaborative professional development involves educators engaging in collective learning experiences, such as professional learning communities, lesson study, and peer collaboration, to enhance their practice through shared expertise and reflection.

Continuous professional development, encompassing formal and informal methods, empowers educators with the necessary knowledge and expertise to navigate the ever-evolving challenges in the educational landscape. As Darling-Hammond et al. (2017) aptly put it, "Education is the foundation upon which we build our future," emphasizing the pivotal role of educators in shaping the social fabric through their expertise.

Professional development is a cornerstone of social development that allows educators to develop skills, collaborate effectively, reflect on practice, and promote a culture of lifelong learning. By investing in the continuous growth of education workers, society invests in a brighter, more socially developed future. Through professional development, educators use this weapon to promote positive change and social progress.

Positive Self-Talk

Meanwhile, Positive self-talk acts as a catalyst for fostering a positive self-perception. By engaging in self-affirmation and acknowledging personal strengths, individuals bolster their self-esteem and self-worth. This positive self-perception becomes the cornerstone for building confidence and facing challenges with a proactive mindset (Woodward, 2020). Also, Psychological theory and research indicate that self-talk, whether positive or negative in nature, impacts cognitive and regulatory functions and can change existing thought patterns (Brinthaupt et al., 2009). Positive self-talk, then, is defined as self-talk in the form of praise that helps maintain focus or attention and is goal- and future-oriented (Karamitrou et al., 2017).

Some components of positive self-talk are self-affirmation, concerned positive statements or reminders of personal strengths, and self-encouragement, which entails the use of supportive, motivating statements to foster resilience, perseverance, and a growth mindset in the face of challenges (Hatzigeorgiadis et al., 2011).

Furthermore, cognitive restructuring, as advocated by Beck (2011), equips individuals with the ability to challenge and reframe negative thoughts. By adopting optimistic, realistic, and constructive perspectives, individuals enhance their cognitive adaptability. This adaptability allows them to approach situations with flexibility, creativity, and a problem-solving mindset, leading to more effective coping mechanisms.

Finally, combining positive self-talk and cognitive restructuring creates a resilient, optimistic, and growth mindset. By harnessing the potential of inner dialogue, individuals can overcome life's challenges with grace, achieve personal and professional milestones, and make meaningful contributions to their communities.

Teaching efficacy

Teacher effectiveness is a fundamental concept in education that reflects teachers' beliefs about their ability to promote effective student learning. It covers many skills and attributes, including motivation, classroom management, goal setting, and developing a sense of achievement (Colson et al., 2017). Teacher effectiveness is a cornerstone of effective teaching that affects not only educators but also students and the entire educational environment.

Teacher effectiveness has a significant impact on all stakeholders in education: High levels of teacher efficacy are associated with increased job satisfaction, ability to adapt to challenges, and proactive problem-solving. Teachers with a strong sense of efficacy are more likely to use innovative teaching methods and adapt strategies to the needs of different students

(Colson et al., 2017). Teacher effectiveness is positively related to student academic performance, engagement, and motivation. When teachers believe in their ability to effect change, students are more likely to respond positively, leading to improved learning outcomes (Mok y Moore, 2019). However, Positive thinking about teacher effectiveness helps create a positive classroom atmosphere that fosters mutual respect, trust, and open communication. This environment fosters active student engagement, collaborative learning, and a sense of belonging, creating a well-rounded learning experience. Etxeberria et al. (2017).

In teaching efficacy, there are some factors influencing it; teacher characteristics: Personal characteristics, including self-efficacy beliefs, personality traits, and experience, significantly influence teaching effectiveness (Brouwers & Tomic, 2019). Understanding and cultivating these qualities allows teachers to increase their effectiveness and efficiency. School Environment: A supportive school environment, effective leadership, and collaborative efforts among colleagues are crucial in improving teacher effectiveness (Klassen & Usher, 2010). School leaders and administrators can create a positive atmosphere, foster teamwork, and provide resources that allow teachers to develop. Professional Development: Continuous professional development characterized by purposeful training and reflective practice is essential in improving teaching effectiveness (Hattie, 2012). Meaningful professional development opportunities allow teachers to improve their skills, keep pace with educational innovations, and increase confidence in their teaching ability.

Talking about teacher efficacy is necessary to highlight how to promote it; as Karlen et al. (2023) said, teachers are encouraged to engage in regular self-reflection to assess their strengths and areas for growth, enabling them to set realistic goals and strengthen self-efficacy beliefs. Self-reflection promotes a growth mindset and emphasizes the importance of continuous learning and improvement. Another way to promote it is to create collaborative and supportive professional communities in schools that allow teachers to share experiences, seek advice, and learn from each other. Peer collaboration fosters a sense of belonging and collective efficacy, strengthening the belief that educators can make a meaningful difference together. Oecd (2009).

Highlighting and improving teacher effectiveness through targeted support, reflective practice, and meaningful professional development initiatives is essential to creating a positive educational environment. By recognizing the multifaceted impact of teacher effectiveness on teachers, students, and the broader field of education, stakeholders can collaborate to create empowering, enriching learning experiences for all. Through these efforts, educators can thrive, students can excel, and the education community can thrive, building a brighter future for future generations.

Workplace

When referring to the workplace, we are talking about schools, which are the central workplaces of teachers and pre-service teachers. The conceptualization of schools as a workplace is viewing schools as workplaces that recognize the organizational and occupational dimensions

of the educational setting. It emphasizes the work-related factors that teachers and staff experience in their daily professional lives (Skaalvik & Skaalvik, 2017).

Also, in the workspace, it is essential to consider that the work environment within schools significantly affects teachers' well-being and job satisfaction. School leadership, collegial relationships, autonomy, and support systems influence the work experience (Blase & Blase, 2011; Leithwood et al., 2020). Recognizing and addressing the impact of school environmental factors on teacher well-being and job satisfaction is critical to fostering a positive and supportive workplace that ultimately improves the overall quality of education.

Eventually, correlating job demands and resources, a teacher's involvement in a job may include workload, time, pressure, students' behavior, and responsibilities on the one hand, in contrast with the job resources, which have supportive colleagues, professional opportunities for development, and access to instructional materials (Bakker & Demerouti, 2014). Pre-teachers' workplace is one of the factors of anxiety or burnout, so it is essential to talk about teaching efficacy, classroom environment, and pre-service teacher workload in the current project.

Classroom environment

Another term importantly related to emotional intelligence, learning and teaching process is classroom environment. According to Merritt (2021), it refers to the overall atmospheric feeling that can be sensed in a classroom and teachers are the ones in charge of providing, controlling, and managing it for a suitable learning process.

Consequently, it can be inferred that classroom environment is the emotional sense of a physical learning space (Cole et al., 2021), being “emotional” a major part to focus on, it is possible to get the correlation between the students’ emotions and the notion of a proper classroom environment. Barabadi et al (2018), remark that emotions and classroom management are highly related since having positive or negative emotions can narrow or expand a person’s attention on a specific task or change their focusing time hindering an adequate development of the class and the activities that involve it.

As a result, classroom management is related to how a classroom environment is received, transformed, and sensed. This is supported by Siyuan, Yiman and Syed (2022) which synthesized prior investigation and real classroom observations to propose that emotional intelligence being a factor in the development of capable students, influencing their self-concept, self-confidence, or negative self-concept, and learning outcomes in both positive and negative ways.

In essence, the complex interplay between emotional intelligence, the classroom environment, and effective teaching practices highlights the profound influence teachers have on shaping students' emotional experiences and, ultimately, academic success. By cultivating a positive classroom climate and improving emotional intelligence, educators can create an environment where students feel supported, engaged, and motivated to learn, ultimately creating a conducive space for meaningful educational experiences and personal growth.

Chapter III

Literature review

Throughout the process of revising the literature about the necessary coping strategies pre-service teachers need to carry in order to deal with strong emotions like stress, anxiety and burnout, some interesting and relevant insights were found, such information is described below.

Pre-Service Teachers' Burnout

Pre-service teacher burnout is related mainly to trauma and secondary trauma, which is described as involving yourself or burdening yourself with your students' issues and feelings, making them part of yourself and those emotions are at times, extreme, that indicates that it is difficult to deal with complex emotions that they are never teach to deal with, on top of emotions than pre-service teachers have to endure and overcome. (Miller & Flint-Stipp, 2019). But pre-service teacher burnout does not only involve traumas, but also a mix of different matters such as the relation to the quantity of work put into one person, lack of training or required, relation with emotional jobs and even the fact that some people are prone to deal with certain situations in a better way than others. (Zysberg & Maskit, 2017). Different researchers have also exposed their thoughts regarding how age and experience may be influencing these behaviors. (Ghasemi, 2021) said that older but experienced teachers are more capable of managing their emotions, but if they are younger and inexperienced, they may struggle and experience burnout more often. Another reason worth mentioning is that due to the expectations from a classroom,

the lack of cooperation and control over the classroom can cause the teacher to feel uneasy and anxious depending on the grade they are accommodated into (Gorospe, 2022).

The nature of the linguistic classrooms and how teachers are restrained in many ways, contributes to making the teaching practice highly undesired (Mahmoodi-Shahrebabaki, 2016). Ghasemi (2021) mentions that teachers who are prone to anxiety and issues when interacting with students and colleagues end up developing problems such as depersonalization. Subsequently, pre-service teachers have a tendency to feel anxious due the expectation from them to meet certain goals, (Keller et al. 2014), however, at the beginning of their teaching practice it is very normal that they feel capable and enthusiastic about their teaching, something that changes the more they are introduced into their teaching practices, at the end of their practicum all the positivity felt is gone, and they start to experience negative emotions. (Mapfumo et al., 2012). Last, pre-service teachers' burnout is something that needs to be addressed by the institutions educating future teachers, since most institutions do not have a specific instruction that provides necessary tools for these teachers to prepare mentally for the future challenges they will meet, the negligence of this process is what ultimately contributes to pre-service teachers to quit. (Ji et al., 2022).

Emotional Intelligence

Serrat (2017) describes emotional intelligence as the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of oneself, of others, and of

groups. People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. In short, the author mentions that “Emotional intelligence is not only about people knowing or not knowing how to manage their emotion, but it also involves their perspective.” (Cáceres Carvajal et al., 2019. p.4). Now, Fernández-Berrocal & Ruiz-Aranda, (2017) found four fundamental reasons that the lack of emotional intelligence triggers among students: 1. Lack of psychological adjustment and wellness 2. Quantity and quality of interpersonal relations and academic efficiency 3. Destructive behavior 4. Consumption of drugs. García-Martínez et al. (2021) emphasized the fact that there are two different conceptions about this, one is emotional intelligence as an ability and the other as a trait, but it is suggested by several studies that it is best measured when there is a performance task, and even if there is an even relation between the two, it is ultimately, hard to know if it is uniform or not.

Also, people with higher levels of emotional intelligence can perceive themselves as more useful and become more aware of other people’s feelings, making them capable of understanding and managing their emotions more effectively (Oxford, 2017). Equipping teachers with knowledge and skills related to emotional intelligence may also be an effective solution to this problem. Ghasemi (2021) argues that it is essential to focus on teachers' psychological health and control it to achieve the best results. This can be done through teaching programs and professional development opportunities that focus on emotional intelligence and its impact on teaching.

Regarding this matter, it is important to look over the implications and definitions for emotional intelligence in actual neuroscience, as illustrated by Espino et al., (2021), emotional intelligence was demonstrated to have a neurological backing since the study they realized with the participation of high-school students had as a result the exposition of a change in the activity the brain do normally in exposure of different conditions and feelings such as happiness, sadness, joy, anxiety and others.

How Negative and Positive Emotions Affect Students

The impact of emotional intelligence extends beyond students to educators themselves. With this understanding it is vital that educators develop appropriate strategies for managing their own feelings within and outside class settings (Mestre et al., 2006). Similarly, the report by Desautels (2018) offers a significant insight on how emotions relate to neurological connections within the brain, underestimating the importance of instructor composure in boosting learning outcomes. Additionally, instructors are required not just to focus on their own emotional quotient competencies but also proactively manage the emotions of their students.

Tam et al., (2012) have findings on positive emotional intelligence which are highly noticeable as increased student engagement may be a by-product while negative emotional intelligence could lead to disconnection from the class or even depression. It is also crucial to realize how teachers' emotions impact learners in various aspects such as motivation and

academic performance. Finally, Garcia's (2012) research connects emotions with learning styles bringing an all-rounded understanding of the complex interplay between emotions and education.

Student centric pedagogical approaches account for individual differences among students and are essential for improving engagement and academic performance. Understanding of how students learn best can help teachers tailor teaching strategies, thereby enhancing overall classroom experiences. Additionally, effective emotional regulation abilities can have far reaching impacts on student success throughout life.

Teaching Efficacy

Teacher efficacy is the ability or desire to achieve certain outcomes, (Specht & Metsala, 2018). It is mainly because it enables teachers to understand their potential and sense of capability and expertise in the field. Therefore, teachers with a high sense of efficacy are prone to adapt better to different and tough situations, they will use different strategies and their classroom management strategies will also be more effective, making their classes more diverse (Sevimel, A., & Subasi, G., 2018).

Teaching efficacy is also important for personal satisfaction which boosts motivation, thoughts and the quality of the decision making, contrary to people with low efficacy who are prone to lower aspirations, stress more often and ultimately causing burnout. Keeping this in mind, the assertion previously written was appropriately supported years later thanks to Zhu et al. (2018) who describe the relationship between teacher self-concept, teacher efficacy and

burnout when exposing a future view of the achievement of goals, students' engagement and learning but when the teacher conceives that he/she wasn't able to get these achievements the burnout appears as a consequent emotional breakdown (Zhu et al., 2018). Therefore, teachers considered to be efficacious in their teaching practices are those who can show high empathy towards their students, and enthusiastic about their teaching, showing their students things such as: the importance of teamwork and how to improve the behavior of those who are not behaving (Koçoğlu, 2011).

Classroom environment

Emotional intelligence, teaching and learning process terms are closely related to the classroom environment. According to recent studies such as Merritt's (2021) works, it is stated that classroom environment is the overall feeling that can be perceived in a classroom; it is the duty of the teacher to create, maintain, and guide this general feeling to promote effective learning. It can be assumed that the classroom setting is an emotional representation of a real learning environment (Cole et al., 2021) Research has shown a connection between students' emotions and the idea of a suitable classroom environment, we were able to infer this thanks to studies surrounding the topic such as the one made by Gholam, MacIntyre, and Barabadi (2018), meanwhile, emotions are a significant component of this element. Also, positive, or negative emotions can focus or divert a person's attention from a particular task, facilitating or impeding the proper development of the class and activities. Emotions and classroom management are closely related. Therefore, the perception, transformation, and sense of a classroom environment

are all related to classroom management. Investigating this claim, Siyuan, Yiman, and Syed (2022) concluded that emotional intelligence plays a role in the development of capable students who have an optimistic or negative self-concept of their proficiency in class, changing their self-confidence and general learning development. Finally, it is essential for teachers to focus on engaging with their students, build a motivational environment in which students do not feel uncomfortable at the moment of putting their skills into practice, the fact that they have feelings that push them backwards, means that the atmosphere is not getting enough of the points stated beforehand, that is why it is crucial for teachers to ensure that the classroom is tension-free, active and interactive (Zulfiqar, Ali Farzana M & Tariq K, 2020).

Chapter IV

Research Design

This chapter explains the many methodologies used in gathering data. Such as the research methodology, data collection, sources of data, population, surveys, and interviews.

Research Methodology

The purpose of this research is to collect meaningful data that will serve for future researchers and professionals in the teaching field who may use it to create programs or spread awareness about emotional intelligence and burnout, which is experienced often in education programs.

For this research we used the qualitative method with a narrative investigation focus. This method and its focus are the most suitable, since they collect practices and perspectives from teachers who have experienced issues that triggered burnout and other kinds of problems that affected their lifestyle and efficacy while teaching, giving us a closer approach to what they have gone through while dealing with these challenges.

Additionally, after reviewing the distinct types of studies that can be used to pursue the fulfillment of our primary objective, we decided to make this study a case study which according to Yin (2014) a case study can provide “detailed, in-depth information about the individual, group, or event being studied” and as it is “flexible and can be used to study a wide range of research questions, making them a popular choice in many fields.” Considering that the main

focus of our investigation is to identify the strategies used by pre-service teachers when facing burnout and anxiety, we chose to make use of a case study since, first, it allows us to provide a wide range of data involving problematic situation such as academic practices and the strategies used to tackle these situations. Secondly, as Creswell (2014) suggests, a case study adapts its methods and focus as new information emerges, which is a skill that might result useful due to the instability of some of our main topics to treat such as emotions, tutors, teachers or academic subjects. Finally, as we are intending to make this paper useful for all actors around the practicum subject to improve mental health treatment and attention, we considered that an aspect of a case study to point out is the one that Creswell (2014) exposed when he argued that case studies' findings can be directly applied to real-life situations.

To achieve the goals of appropriately gathering the teachers' experiences of burnout and stress, this research has a humanistic approach that "aims to study and understand human experiences on how people undergo through different circumstances" (Corporación Universitaria de la Costa, 2020). The use of this approach is carried by our intention of analyzing real testimonials from pre-service teachers on actual stressing situations using qualitative research methods such as interviews, which will help to gather experiences in a clear and organized way, and narrative analysis, used to properly show its patterns and topics.

Area of Study and Participants

This study is carried out in a university in Bogotá, Colombia. The reason behind this choice is that the data collection process is easier to carry out since we, as students, can approach them directly if needed. The diversity and number of students within the program is useful too, having different perspectives from all the participants willing to cooperate with the surveys or interviews is what we appreciate. The participants are twelve (12) students of seventh, eighth, ninth and tenth semester, from ages ranging from 20 to 38 who are still working as pre-service teachers and have completed at least one of their pre-service teaching experiences.

Table 1

Participants' information gathered through the surveys

Participant	Semester	Practice	Study or Study & Work
Participant 1	8	II	Study & Work
Participant 2	9	III	Study & Work
Participant 3	10	Finished	Study & Work
Participant 4	8	II	Study & Work
Participant 5	8	II	Study & Work
Participant 6	8	II	Study & Work
Participant 7	8	II	Study & Work
Participant 8	8	I	Study

Participant 9	9	IV	Study
Participant 10	10	IV	Study & Work
Participant 11	8	II	Study
Participant 12	8	II	Study

Note: The table presents the participant’s information gathered through the surveys

Ethical considerations

Participants received an email with a link asking them to complete a consent form (See Annex A), which was requested by the researchers. It is imperative to emphasize that all individuals voluntarily agreed to engage in the research procedure; none were forced to do so. The consent was slightly altered to inform the participants of the purpose of the study and the nature of their involvement, in accordance with the university's requirements. Additionally, it was said that all personally identifiable information would never be used and that any analyses of individual opinions would be concealed under fictitious names or numbers tags. This is to protect confidentiality and anonymity. Finally, to ensure their involvement, the researchers promised there would be no grading scheme.

Data Collection Methods

Data collection methods are utilized to collect different information that will be relevant to answer certain situations found during the research. However, certain issues can be found, such as strengths and limitations. But in all the stages of the research, these data collection methods must be a way to “align” all the several aspects of the research (O’Brien et al., 2016). Due to the nature of our study, we decided to use three different instruments that could give us enough information to be analyzed; surveys, a focus group and pre-service teachers’ field notes.

Survey

Following the university’s guidelines, the researchers sent an email to undergraduate students who have at least successfully completed one of their pre-service teacher classes. The decision behind this was to ensure that students had experienced the toughness of managing students, time, and subjects, all at the same time, changing their course of action. According to Bigelow and Fenesi (2022) surveys benefit from the fact that the questions created are a way to encourage an unlimited number of answers that depict what the participants believe and think regarding those open-ended questions. For this study, surveys were applied with the intention of having a more general view of the population chosen for the study, their general point of view regarding situations related to the constructs chosen, and finally, a general opinion on anxiety or burnout cases caused by the practices and the strategies used to deal with them. It is also crucial to note that, even though surveys are a component of quantitative research, this approach was chosen in order to provide participants with an idea of the kinds of topics this qualitative study

would be covering. Although the information was used during the excerpts and categories, the role of these surveys was rather secondary, only reinforcing some facts stated by the participants and their experiences.

Focus Group

For this part of the study the researchers contemplated the idea of finding an efficient and quick way to gather insights from the participants while fostering open and flexible dynamics for them. Focus groups can help to name and find distinct factors of emotional intelligence (Najmuddin et al.,2015).

Our decision to employ a focus group was set up from the belief that the participants' intervention could encourage others to talk openly, not only exchanging but analyzing and receiving help from each other.

Field notes

It is believed that field notes are a valuable tool for qualitative research since they build rich and valuable information from all the different perspectives of the participants. (Lauderdale, 2016). From the perspective of the researchers, it is also important to scrutinize the meanings of what the participants have to say and from their perspective, understand the reasoning behind those responses.

Bryman (2016) highlights the importance of well-structured questions to foster participants to discuss; these questions must preserve the open-ended factor. Whether it involves

transcribing interviews or examining the collected information, the researcher must be careful and extract the core elements of the interviews.

Field notes were applied with the intention of having a frequent follow-up with the participants' most common and recent feelings on the days they were applying their practices, therefore, they would bring a more personalized point of view to our study and their specific thoughts and feelings could be shared.

Chapter V

Data Analysis and Findings

As mentioned before, it is usual for pre-service teachers to meet a wide range of inconvenient situations that may affect their emotional processes in a negative way while having their practicum process with the university. According to the works investigated during the making of this study, there are lots of conditions that may lead to what has been exposed as burnout and there have also been ways in which people suffering from this have tackled their negative emotions. The present data analysis has the intention of showing the process of investigation made by this paper on pre-service teachers from seventh, eighth, ninth and tenth semester from Universidad El Bosque that willingly participated in the study with the objective of finding out what they have felt during their academic practices and the coping strategies they used in order to face burnout and anxiety.

The process of data gathering, using the surveys, journals and the focused group session, was conducted as follows; Firstly, a consent form (*See appendix A*) was sent via e-mail to get different pre-service teachers' permission and will to be part of the study making clear in every instance that their answers are anonymous. Secondly, pre-service teachers who expressed their intention on taking part in the survey (*See appendix B*) were sent via email to gather information with help of some open and closed questions about some specific situations we considered could

affect their practicum, additionally these questions are useful to understand better the participants' population. Thirdly, participants received a format to carry field notes (*See appendix C*) in which they could express their real feelings right after they finished their assigned practices therefore giving a testimonial with a high emotional charge. Next, a focus group was conducted (*See appendix D*) where the participants were able to express their discomfort and share different experiences and challenges they went through during their teaching practicum, they were free to talk about any topic and mention any issues encountered before, during and after their practicum.

Finally, for the analysis process of the distinct stages of the data collection it is necessary to explain the reasoning behind the choices behind these. The color-coding strategy was used for the analysis of the instruments, this helped the researchers categorize the different information written by the participants and have a bigger picture of the similarities among the answers of these two excerpts, because as said by Braun and Clarke (2019) "color coding can be particularly useful when working with large amounts of data, as it allows researchers to quickly identify and sort through different themes or categories" (p. 9). This technique helped us establish the categories and determine the validity of each finding.

The process of analyzing the data gathered started with a deep lecture on all the participants' responses which was held with the use of color coding as a way to separate the data into some categories that participants seemed to agree with such as the lack of guidance from

the tutor, the university and the university's teacher support, the ability and confidence of participants to teach students they had in charge, the participants thought of not knowing something they thought the university must have taught, the different emotions that participants felt during their pre-serving process both in and outside the classroom and the variety of coping strategies they used to manage and improve their negative emotions and the consequences it may had.

First category: Lack of guidance

To begin with, lack of guidance is related to the support given by the in-service teacher on their practicum places and their teaching development along with the tutor from the university, these two people oversee their students and are the ones in charge of lending their hand during their process as pre-service teachers. On the one hand, the in-service teacher is the main instructor at the school that the pre-service teachers are working with, this person will guide the student and provide the necessary feedback for the pre-service teachers to correct their mistakes and teach different abilities to manage their classes. Therefore, if there is a lack of in-service teacher's help, the process of the pre-service teacher may be affected, making them feel overwhelmed by the number of children or adolescents they must look after and the amount of planning they must do each week on top of their university's duties.

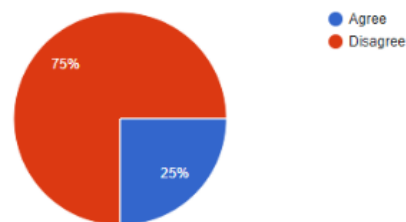
First, one of the participants mentioned that she or he was having issues with the tutor, which was not giving enough freedom to the pre-service teacher to develop the classes as

intended in the first place. Furthermore, this participant wrote the next statement: *“she wanted me to do the class as she wanted, that was something that stressed me a lot, also something that also exerted some weight about me were the lesson plans, since I had to constantly be looking for material for my classes and know what they might like so that the class would attract their attention”* (Excerpt 1, survey, participant #6). According to this, the inexperienced pre-service teacher needed help planning her or his classes, but the absence of the in-service teacher caused trouble for the pre-service teacher, making them feel alone or abandoned by them.

On the other hand, pre-service teachers gave their opinions on the university’s tutors, and the results were not positive. In the question seen in the survey *During your preserving process you feel supported by the university and the teacher in charge of the practice subject?* (Excerpt #2, Survey). Most of the students disagree with this statement which evidences that there are still actions to take in this matter.

Figure 1

Answers received in the survey regarding the question “During your preserving process you feel supported by the university and the teacher in charge of the practice subject?”



Note: The diagram represents the percentages of participants that agree or disagree with the question “During your preserving process you feel supported by the university and the teacher in charge of the practice subject?”

Most participants did not feel supported by the institution nor their teacher, who is the one who helps them when they need something or are concerned about various situations at work. Teachers are the first people students must contact when something is wrong. Which makes the situation a lot more worrisome, meaning that the feeling of abandonment is no longer a theory but something that is constantly happening among the different teaching practicum levels.

In addition, it was evident that the participants experienced uneasiness in a variety of contexts. Participants were asked to gather field notes, in which they would disclose their methods for managing anxiety, stress and burnout. However, they were not feeling good most of the time or they were not feeling prepared enough to be able to give a class, frustrating them and their attempts to feel capable or ready to teach. In such situations, their complaints about the absence of monitoring were mentioned several times. *“I would say that multiple times I felt a lot of anxiety, but not for the planning of doing the class, it was more of the monitor teacher I had in the first practicum, he was really disorganized, and he came to observe my class I was feeling a lot of stress and anxious because of that.” (Excerpt 3, field notes, participant #2)* this testimonial let us understand that some students may feel afraid of the university’s teacher

observing their classes, this means they are going to be graded for their performance, without considering that anything can go wrong during their classes and adding an extra burden on unexperienced pre-service teacher will not help them improve.

Bearing in mind what was previously shown, it is essential to connect that information with the focus group. Although several participants had good experiences during their first practicum, things turned out to be worse and worse with the passage of time as they started to feel abandoned by the university and university's teacher, while in most cases the in-service teacher was of great help and development: *"The lesson plans left me exhausted, and searching for everything related to the classes, I didn't feel confident with my instructor, and I didn't share my problems with her. When I wrote, the professor did not respond but only until the end of the semester."* (Excerpt 4, focus group). It is important to highlight that that was not the case for all of them, but experiences may vary from person to person. Despite the positive findings, the dreadful things outweigh those good things when it comes to support.

Last, the participants clarified on testimonials from excerpt 8 from the focus group that *"Basic skills on how to manage a class, such as self-control, are not taught"* exposing how these situations happen quite often and, as mentioned by some of the participants on the survey *"The focus (of the subjects offered by the university) is not on cultivating a quality classroom experience; rather, it emphasizes mere instruction and communication, leaving much to be desired."* And *"I did not feel their support (speaking of the people in charge of the practicum*

subject) or help in most of the process” (Excerpt 5, Survey) exposing that what they want the most is for things to change for a better experience that does not lead them to feel so much pressure, exhaustion or anxiety. What students ask for is for more intervention when things are going wrong for them, more organization and support.

To conclude, pre-service teachers have not had good experiences during their practicum most of the time, as previously shown, there is a feeling of neglect and abandonment by both the university and tutors, exposed to situations that they were not trained for. It is important to clarify that students are not planning to quit their career because of the issues met, but they wish for better organization while developing their duties as pre-service teachers. Therefore, having more spaces where they can talk about the problematic encounters may be a way to solve this issue. Next, not allowing schools to take advantage of students is also necessary, more intervention from the university is needed when schools unintentionally put students into complex situations that they have no control over. Considering the issues mentioned beforehand, it is necessary for future teachers, making a much healthier experience for them. Plenty of pre-teachers quit their duties when they are positioned inside the classroom because the experience is overwhelming for them (Hojeij et al., 2023). Being more empathetic towards inexperienced teachers is the right answer.

Second category: Participants' teaching efficacy

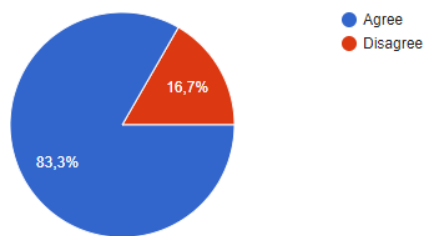
As suggested by Sevime and Subasi (2018) Teaching efficacy refers to the ability to manage in a controlled way the activities proposed for and during the class as well as the student's attention and behavior. For this matter, participants were able to express openly how prepared they felt before, during and after the class when being tackled by the many academic and social situations they encountered, the way to prepare themselves and their lessons, the objectives achieved or non-achieved and how they felt when dealing with such social situations that appeared in their classrooms. This category was chosen because good teaching efficacy is important to support a healthy environment for both students and teachers, ensuring a proper space for knowledge to be easily spread and understood.

As one of the participants from the study manifested on the field notes *"I do feel stressed, as I don't have the confidence to speak too loud I fear that I may be screaming at them, so it's always a struggle"* (Excerpt 1, Field notes, participant 1) in other words, she or he does not feel the confidence to use a higher tone of voice which might difficult his or her disinvolvement during the development of the classes given. In this participant's experience there is a lack of proficiency in regards of managing a classroom, as he or she expresses about time management *"I consider the burnout is always at the end of the lesson, I don't have enough time to wrap up so I get stressed because I did not manage my time well."* (Excerpt 2, field notes, participant 1)

This situation is also being experienced by other participants. When giving an answer to the question of the survey that states: *“During your preserving process you have felt confused?”* (Excerpt 3, survey)

Figure 2

Answers received in the survey regarding the question *“During your preserving process you have felt confused?”*



Note: The diagram represents the percentages of participants that agree or disagree with the question *“During your preserving process you have felt confused?”*

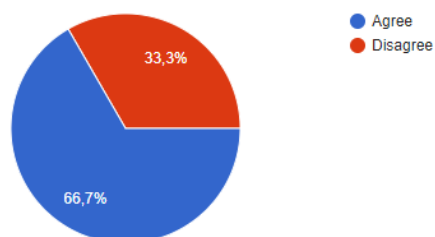
Answers showed that subjects have been feeling confused during the development of their sessions due to factors presented in and outside the classroom, which is supported by some of their statements from the focus group such as *“I felt really confused at the beginning of my practices because I haven’t dealt before with situations in which I have to manage a classroom on my own, the only thing I felt confident in was in my own knowledge of the topic”* (Excerpt 4,

focus group) which exposed on a clear way how confusing situations occurred during the development of practices may feel if the pre-service teacher in charge is unaware on how to manage the classroom environment.

Speaking of confidence, surveys also revealed that there is a deficiency respecting their lesson-delivery skills. The question itself states: *“During your preserving process you have felt confident in your performance”* (Excerpt 5, survey)

Figure 3

Answers received in the survey regarding the question “During your preserving process you have felt confident in your performance”



Note: The diagram represents the percentages of participants that agree or disagree with the statement *“During your preserving process you have felt confident in your performance”*

Thanks to the answers received for this question we were able to deduce that some of the participants in this study were not satisfied during or after their academic practices in regards of their performance, situations as *“I don’t have the confidence to speak too loud”* or *“Sometimes I*

feel shame in front of the class” expressed by participants on their field notes (*Excerpt 6, field notes*) show how the confidence of these teachers may be affected.

As a conclusion for what has been exposed through this category, we considered relevant to highlight what Tschannen-Moran and Woolfolk Hoy (2001) explained “teachers with high levels of efficacy are better able to handle the stress and pressure of the classroom, and are more likely to persist in the face of difficulties” (p. 783) this assertion reinforce our inference on how teaching efficacy not only affects the way classes develop but also how it may contribute to a better learning environment for pre-service teachers and their students.

Third category: Curriculum/ Syllabus of Practicum subjects

During the implementation of this study, the feeling of not being prepared for the real practice of their careers was a common subject among participants because there was a scarcity of necessary topics throughout the syllabus of the different modules in the practicum subjects provided by the university. This is evidently a problem because if students are not sufficiently prepared by the university, the problems that may be presented during the development of their practicum, or their professional careers, are going to be significant.

This assertion, is supported by some of the statements made in the survey, exposing: “*we never had a class or even a subject at our undergraduate process on how to handle these scenarios*” (referring to dealing with special needs children) (*Excerpt 1, survey*) or “*the practice is totally different to the theory*” (*Excerpt 2, field notes, participant 2*) are some pieces of

evidence that show how this is a problem, nevertheless, one of the participant's answers for the survey says that *"the university curriculum inadequately equips you to handle children with motor, cognitive, or other disabilities"* (Excerpt 3, survey) exposing that there are also problems with the handling of students that suffer from a special condition due to the lack of contents from the university concerning this topic.

Accordingly, the field notes were also a key item to show how this insufficiency of subjects portray the reality that the teaching practice has, in such an instrument, a participant argued *"I feel I needed more preparation in regard to that population in the university."* (Excerpt 4, field notes, participant 3) making it clear that participants do not feel prepared enough to give a proper class to situations such as dealing with a special needs' student. Besides, the evaluation conducted in this subject may affect pre-service teacher's emotions towards the class delivery per se. In the following quote from one of the participants' field notes, it is highlighted *"I get a grade weekly which is frustrating when you're new in this type of educational fields"* (Excerpt 5, field notes, participant 4) this statement is supported by another pre-service teacher who expressed on the survey *"the practicum teacher wasn't clear with his instructions to develop every single task, causing confusions in students"*. (Excerpt 6, survey) Both confessions led us to conclude that students are also being affected by the demands made by tutors and the practicum subject itself.

To sum up, pre-service teachers are feeling, during their academic practices, that there is not enough preparation from the subjects given by the university in order to impart a proper and well-organized class with confidence during the practicum; as it is exposed by Darling-Hammond (2017) "many beginning teachers report feeling unprepared for the challenges of teaching, particularly in high-needs schools, and they often struggle to implement effective instructional practices" (p. 2). Due to the lack of subjects focusing less on theory and more on practical real-life situations that may appear in the classroom, such as dealing with special needs students and misbehavior issues, pre-service teachers felt the stress caused by the high exigency in practicum subject in regards to the deliveries asked, their sense of low self-confidence and the feeling of not knowing what to do on certain unpredicted situations.

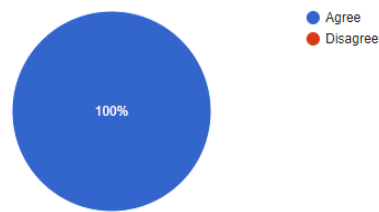
Fourth category: Emotional Intelligence

Lastly, the fourth category considered in the present study refers to all the kinds of negative psychological emotions that may be presented during the practices, this category involves feelings that have been previously defined such as anxiety, stress, burden, uncomfortable scenarios, etc. These emotions are the cause of a lot of physical and psychological problems that affect students' lives inside and outside the academic field.

To begin with, the answers received on the survey have shown how these problems are regular among participants of the study. The first question that helped us notice the range of affection for this issue is: *"have you felt stressed during your preserving process?"*

Figure 4

Answers received in the survey regarding the question “have you felt stressed during your preserving process?”



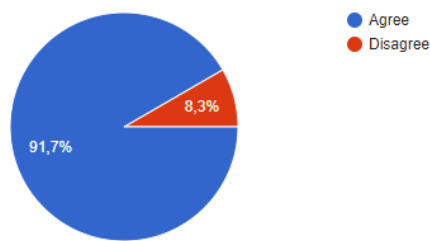
Note: The diagram represents the percentages of participants that agree or disagree with the question “have you felt stressed during your preserving process?”

The answers received for this questions show how all the participants of the study have felt stressed during the development of their practices for a lot of reasons, some of which were noted on the open part of the survey with some answers such as: *“I felt stressed because there were several moments in which the tutor left me alone”, “I felt stressed when I need all the lesson plans for the end of the semester”* or *“I feel a lot of stress and also I feel overwhelmed because there was a lot to do.”* (Excerpt 1, survey) These assertions let us conclude that most of the stress produced during the development of the practices have come directly from academic instances.

Another question that exposed the experiencing of negative feelings during the practices is *“Have you ever experienced burnout during your pre-service teacher time?”*

Figure 5

Answers received in the survey regarding the question “Have you ever experienced burnout during your pre-service teacher time?”



Note: The diagram represents the percentages of participants that agree or disagree with the question “*Have you ever experienced burnout during your pre-service teacher time?*”

These replies are prominent because they mean that participants have been feeling tired, uneasy, self-doubted, or stressed at the time they are performing in their practices. This conclusion is supported by testimonials that note “*I feel a lot of stress and also I feel overwhelmed because there was a lot of to do*” and “*I felt like I was alone during this process and had to learn by myself (to deal with autistic students)*” (Excerpt 2, survey) exposing how pre-service teachers felt affected by different situations occurred during their practices.

Moreover, field notes have shown how participants of the study have dealt with these negative feelings right after finishing with their classes. Some of the participants highlight: “*I feel bad, this is not the experience I expected to have this semester*” and “*I was feeling a lot of*

stress and anxiousness” (Excerpt 3, field notes, participant 4) These confessions show how different situations presented during the development of the practices have affected some participants’ expectative and experiences.

Ultimately, during the focus groups, students were able to do some assertions regarding this situation as *“they (the site of practice) see you as a human resource that can be exploded”* or *“I have felt very stressed, even to the point that I find myself crying in front of my mom due to the anxiety”* (Excerpt 4, focus group) discussed letting us find how these emotional problems have affected students’ physical and mental health in a negative way.

To conclude, it became evident for us as investigators that having a healthy emotional intelligence that tackles problems involving lack of confidence, an inadequate classroom management or work overwhelming, is crucial for pre-service teachers to have a beneficial practice process. As said by Brackett et al. (2019), "emotional intelligence is important for pre-service teachers because it helps them to understand and manage their own emotions, as well as the emotions of their students, which can contribute to a positive and productive learning environment" (p. 3) helping us to have a better sight of how emotional intelligence is important not only to manage pre-service teachers’ feelings but also the feelings of the students they have in charge.

Fifth category: Coping Strategies

First, it is important to take into consideration that coping strategies vary from person to person, this is why the researchers gave different options for the participants to opt for during

their participation, the following are the options found in the theoretical framework: Seeking social support, seeking professional development and positive self-talk. In the course of the survey, they shared their insights regarding coping strategies as one of them mentioned: *“I was asking for tips or something I could do to keep them at bay but my teacher said that those comments were never going to stop”* (Excerpt 1, survey, participant 11). Apparently, this pre-service teacher was asking for tips to deal with negative commentaries from the students, and the in-service teacher told them some advice to deal with the situation. Therefore, it was found that the coping strategy, seeking support or relying on somebody else when there is trouble, is the most commonly used.

Second, the field notes depicted more usages of different coping strategies, but in some occasions, they did not opt to use any of the strategies shown in this study (seeking social support, seeking professional development and positive self-talk). However, it was found that they created their own coping strategies to deal with the different challenges they encountered during their practicum, for example: *“I’ve tried looking for help from my teachers at the university, but it is kind of a waste of time. So, I decided I have to overcome every situation by myself, and the support I need, I can find it at home. I have expressed myself with my family, they have supported me, and every week I need to cry to have a “relief” feeling.”* (Excerpt 2, field notes participant 2) Not only did this participant look for people to talk to, but they also implemented different strategies such as dealing with the problems by herself or himself and crying to relieve some pain. In addition to this, a participant stated the following: *“I love music,*

and listening to my favorite singers and bands, makes me feel better. I also like to go outside, when I have a block and I don't know where to start I like to go outside and walk because that relaxes me and also clarifies my mind" (Excerpt 3, field notes, participant 3). This participant is shown here employing a variety of methods for coping, such as walking or listening to music. This participant is once again not using the previously displayed mechanisms but rather developing her or his own because it is what works best for him or her.

Third, during the analysis of the focus group transcript it was possible to correlate the coping strategies utilized in their field notes and the ones during the focus group. Within the conversation, the participants mentioned that the in-service teachers helped them more and they tried to approach them when something was happening. For example: *"During my first practice I thought of talking to my in-service teachers (tutors) because they were more experienced so they could give me more tips or data for me to deal with anxiety. They were not very specific, but they tried to let me know that it was something normal at the beginning and I should take it easy"* (Excerpt 4, focus group) It is worth to mention that students try to rely on people they believe they can trust, most of the time it does not work for them but as those things do not work for them, some of them develop new ways to cope with their problematic situations not avoiding but distracting themselves from said situations.

Fourth, it was mentioned that sometimes students may avoid rather than distract themselves from difficult situations which are not healthy for their mental state. Students have to learn a way to cope with their emotions without making it restrictive, otherwise it will make

things worse once they go back to their duties. Psychologists from *Toronto psychologists* explained that on the one hand, avoiding problems is meant to keep them away but not facing them, building frustration and negative feelings. On the other hand, distraction, it is a temporary way of relaxing and as they say “de-escalate” before facing said issues once again. To further prove the previous statement, it was found that positive distraction is good because it does not encourage avoiding which builds up different negative outcomes, while positive distraction encourages and instigates positive emotions (Waugh et al., 2020).

Finally, coping strategies can be perceived differently by everyone, and everyone has different coping strategies and perspectives to deal with issues encountered. The participants, although they have had rough times during their practicum duties, have tried to develop healthy positive coping mechanisms to control the different emotions, which depicts their desire not to quit even if it is difficult.

Chapter VI

Conclusions

Along this document, it has been shown that there are some issues happening regarding pre-service teachers' mental health, the lack of support in most cases and lack of preparation for them to deal with several situations that they are unprepared for, is undeniably high. This not only affects these pre-service teachers in an emotional way, but it can also have an impact on their behavior, and this behavior can be transmitted to their students as well. The result of this kind of conduct can influence and create a chain reaction inside the classroom and can have an effect in the way the teacher treats students and teaches them.

In order to answer our research question: “Which are the coping strategies used by pre-service teachers when facing burnout and anxiety?”, based on the data analysis and the results presented in Chapter V, we were able to find that all participants of the study are suffering from negative feelings and emotions such as anxiety, stress and burnout. They are not only dealing with negative emotions that are affecting their physical and emotional well-being, but they are also feeling there is no support for them from the university leading to feelings of frustration, confusion, and loneliness during the development of their practicum. In addition, participants are experiencing dissatisfaction towards their performance and a low level of self-confidence in their pedagogical abilities. Thankfully, pre-service teachers also use some coping strategies to deal with their fatigue and stress, some of which involve, seeking advice and

feedback from peers and family, focusing on and inner talk with themselves, and doing activities that help them feel calmed and relaxed like listening to music, exercising or even, sleeping.

Limitations

Regarding the limitations during the development of this project, it was noticeable that there are a lot of obstacles in studying this topic. First, due to all the information regarding key words like “mental health”, “Pre-service teachers” or “burnout and anxiety” alongside many others, this is the kind of project required a lot of time to have a full dedication on reading, evaluating and analyzing texts that may or may not result useful, additionally, there is not enough information specifically related to pre-service teachers from language bachelor degrees mental health during practices or the coping strategies they might use. Secondly, at the moment of having meetings between investigators to work together on the project synchronously, our different work and study schedules were overlapping each other generating time inconveniences to have appropriate meetings for an adequate workflow. Finally, during the data analysis, due to the nature of our population (young-adults and adults) there were inconveniences for them to participate on a regular basis also due to their personal activities (work, study, other personal subjects) which left us many times with not enough information to keep up with the study’s needs.

Recommendations

Finally, as a suggestion for future studies on the subjects, we recommend having a proper time disposition and good sense of discipline so that dedication to reading the texts treating the

important topics and data analyzing is enough to have an adequate workflow. Additionally, as the results of the study suggest, we kindly recommend all institutions involved on the academic practicum process of pre-service teachers to dedicate more spaces to the mental health and feelings of pre-service teachers because, as previously discussed on this paper, ignoring these problems may generate big consequences not only for students and pre-service teachers but for institutions as well. Finally, it is recommended to dedicate future studies to the effectiveness of intervention programs aimed at reducing anxiety and burnout of pre-service teachers including strategies such as mindfulness training, stress management workshops, and mentorship programs. Making a deep study on this area, studies could provide insights on effective approaches to support well-being and proper mental health on practicing students. A recommendation to get this objective done is to make a deep revision to the syllabi of the subjects that are more related to the practicum including preliminary practice and the practice subjects themselves so that they have spaces for students to share and vent their experiences with pairs and tutors, therefore, which may lead to have a stronger feeling of support from the institution. Furthermore, it is important to have a closer inspection of the classes given by pre-service teachers to not leave them on their own during the whole class or to make them feel supported if any obstacle appears. Finally, constructive and significant feedback should be provided to pre-service teachers, such feedback ideally should be delivered in-person and close in time to the observations so that effective action plans get to be implemented.

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Annexes

Annex A.

Consent form

FORMATO DE CONSENTIMIENTO INFORMADO

Título de la investigación: Strategies employed by L2 pre-service teachers when facing burnout and anxiety in the workspace

Este estudio tiene como objetivo hacer un estudio de caso relacionado con el “burnout”, se le pedirán ciertos datos a los estudiantes de Licenciatura en Bilingüismo de 7 a 10 semestres. También se les harán preguntas que tienen como objetivo darnos a saber si estos estudiantes han estado en la situación nombrada (burnout) durante sus prácticas. En los siguientes apartados, se incluye información relacionada con la privacidad y protección de los datos, los derechos que los participantes tienen, el tipo de información que se va a recoger, etc. A continuación, se encuentra un ejemplo:

Es importante manifestar que su identidad será completamente salvaguardada y que no se tomará la información de los estudiantes ni del nombre de la institución para ningún contexto otro que sea académico. Adicionalmente, sus calificaciones en la asignatura no se verán afectadas, sin embargo, es importante mencionar que, su valiosa participación va a contribuir al desarrollo de la academia y al mejoramiento de la instrucción del idioma inglés, en este caso, mediado bajo ambientes virtuales de aprendizaje (AVA). Tampoco se les pedirá dinero y no estarán en obligación de participar, ya que es un acto voluntario, así mismo, pueden retirarse en el momento que decidan.

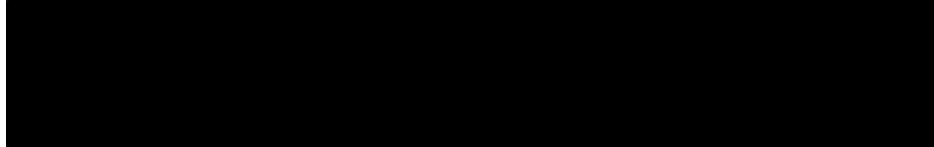
Para llevar a cabo esta investigación con los estudiantes de licenciatura en Bilingüismo de la Universidad El Bosque, es necesario implementar los siguientes métodos de recolección de datos: grabaciones de clases sincrónicas, una entrevista grupal de 30 minutos al final del semestre, y la posibilidad de analizar registros de trabajo en el aula, los cuales serán utilizados con propósitos académicos.

Si usted accede a participar en este estudio, se le pedirá responder una serie de preguntas en formato Google Forms, la cual durará aproximadamente 10 minutos, lo que se responda será usado como una base de datos para la investigación. Durante la investigación, se pueden solicitar algunos recursos académicos como evaluaciones o trabajos realizados en las sesiones de clase, con el objetivo de reunir datos, así mismo, se aclara que no se pide más de lo que se realiza en sus clases habituales.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Si alguna de las preguntas que responda en el Google forms le parecen incómodas, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

¿A quién contactar en caso de cualquier pregunta?

(Datos del grupo investigador: nombres completos, correos y celulares si así lo desean)

A large black rectangular box used to redact information, likely contact details of the research group.

Para formalizar la participación en el proyecto de investigación por favor diligencie el siguiente formato:

Acepto participar voluntariamente en esta investigación, conducida por Daniela Sanchez Moreno. He sido informado (a) de la meta de este estudio

Me han indicado también que tendré que responder preguntas en un Google Forms que tendrá una duración aproximada de 10 minutos.

Reconozco que la información que yo suministre durante esta investigación es confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto me genere perjuicio alguno.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar al investigador.

Nombre del Participante

Edad

Firma del Participante

Fecha

Note: The annex is regarding the consent form made with the intention of making participants express their will to participate on the investigation process

Annex B

Surveys

20/10/23, 1:43

L2 pre-service teachers burnout

L2 pre-service teachers burnout

We truly appreciate your contribution to our research. Please, fill out this form if you want to participate in the study.

* Indica que la pregunta es obligatoria

1. Correo *

2. 1. Do you agree to participate in this study? *

Marca solo un óvalo.

☐ Yes

☐ No

3. 2. Full name *

4. 3. Which semester are you in? *

Marca solo un óvalo.

☐ 7

☐ 8

☐ 9

☐ 10

☐ Graduated

5. 4. What practice are you doing? *

Marca solo un óvalo.

- ☐ Práctica 1
- ☐ Práctica 2
- ☐ Práctica 3
- ☐ Práctica 4
- ☐ I already finished

6. Do you study or study and work? *

Marca solo un óvalo.

- ☐ Study
- ☐ Work and study

7. Please, sign and upload the consent form here. *

Archivos enviados:

L2 pre-service teachers burnout

Now, you will see some statements regarding your experiences, please answer accordingly

8. During your preserving process you have felt happy *

Marca solo un óvalo.

- ☐ Agree
- ☐ Disagree

9. During your preserving process you have felt stressed *

Marca solo un óvalo.

- ☐ Agree
☐ Disagree

10. During your preserving process you have felt satisfied with your work *

Marca solo un óvalo.

- ☐ Agree
☐ Disagree

11. During your preserving process you have felt confused *

Marca solo un óvalo.

- ☐ Agree
☐ Disagree

12. During your preserving process you have felt confident in your performance *

Marca solo un óvalo.

- ☐ Agree
☐ Disagree

13. During your preserving process you have felt confident in your L2 knowledge *

Marca solo un óvalo.

- ☐ Agree
☐ Disagree

14. Burnout is the feeling of tiredness, uneasiness, self-doubt, and chronic stress. Have you ever experienced burnout during your pre-service teacher time? *

Marca solo un óvalo.

- ☐ Agree
☐ Disagree

15. During your preserving process you feel unable to perform a class *

Marca solo un óvalo.

- ☐ Agree
☐ Disagree

16. During your preserving process you feel supported by your in service teacher (tutor) *

Marca solo un óvalo.

- ☐ Agree
☐ Disagree

17. During your preserving process you feel supported by the university and the teacher in charge of the practice subject *

Marca solo un óvalo.

☐ Agree

☐ Disagree

18. According to your own experiences, what situations during your pedagogical practices made you have feelings of uneasiness, overwhelm, stress or other negative emotions? Please describe them. *

19. What strategies did you use to maintain a good attitude, positiveness during your pedagogical practices? Please, describe them. *

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

Note: The annex presents the structure and questions used for the Survey

Annex C

Field notes format

Date	29/0923
Feelings (burnout, stress, anxiety)	
Coping strategies used (S.S.S- E.S - S.P.D- P.ST)	
Workplace	
Teaching efficacy	

Note: The annex presents the format that participants use to present their field notes

Annex D

Questions for the focus group

1. While developing your practices, did you feel supported by the people around you on your site of practice and by the university? Which people or entities supported you?
2. Which strategies did you use to cope with the moments of stress that affected you during the development of your practices?
3. Did you use the difficulties presented during the development of your practices to try to improve your skills as a teacher? How?
4. How do you motivate yourself in order to keep a good attitude while developing your work during the practices?
5. Do you think that having proper classroom management is important to maintain a good attitude and avoid stressful situations during the development of your practices? How?
6. While being a pre-service teacher, did you ever think about seeking help when you found yourself in situations of anxiety or overwhelming emotions that lead to burnout?
7. How do you prepare yourself in high-stress environments or situations?
8. How do you employ your time to enhance your teaching abilities or strategies to avoid burnout inside the classroom?
9. Have you ever used self-talk to reduce the amount of negativity due to stress or frustration?

10. What are the most influential factors in your pre-service teaching classes that affect your emotional intelligence the most? Ex: Lack of support from the institution, students will never listen to you, the accompanying teacher does not give you feedback to improve your methods.
11. What change could be implemented by the university, professors, workplace, and yourselves to control your emotional intelligence?

Note: The annex presents the questions use during the development of the focus group meeting

Annex E

Transcript

1. Siendo un futuro docente alguna vez pensaste en buscar ayuda cuando te encontraste en situaciones de ansiedad o emociones abrumadoras (Burnout)

-Tal vez pensaba en preguntarle a los profesores o profesores que tuvieran más experiencia y obtener datos, más que todo durante la primera práctica. No era tan específico, era como un diario, y me decían que tuviera paciencia porque era normal al principio.

-Me acostaba porque no tenía energía

-Las planeaciones me dejaban exhausto/a y buscar todo lo relacionado para las clases, no me sentía en confianza con mi monitora y no le contaba mis problemas, cuando escribía el monitor no respondía sino hasta el final del semestre

-Cuando había una respuesta ya no servía de nada ninguna respuesta

2. ¿Si no buscaron ayuda entonces qué hacían si se sentían de esa manera?

-Ver videos

-Tiktok

-Dejar todo a un lado y acostarme en la cama

3. ¿Quién te ha brindado más ayuda, los profesores dentro de la universidad o los que están dentro el colegio?

-Los profesores dentro del colegio ayudan más que los otros, aunque en ciertas ocasiones, como me pasó a mí en una de mis prácticas, ambos profesores me abandonaron y no me daban ninguna ayuda y su trato era grosero

4. ¿Cómo se preparan para las situaciones de alto estrés?

-Darle la clase a alguien más para evitar que haya errores y planear los tiempos para implementarlo de una mejor manera

-Preguntar de qué manera puedo mejorar desde la perspectiva del in-service teacher, para que pueda ayudarme a mejorar mi planeación. En mi caso, este semestre la tutora no ha intervenido en mis clases, pero si me da un feedback, pero no interfiere durante mis clases, ella está ahí para controlar a los estudiantes.

-Yo creo que también depende de los parámetros, yo tuve buena suerte porque mi tutor sabía que era mi primera práctica. Yo le enviaba planeaciones, pero no dejaba todo el trabajo de una vez, hacía el trabajo. Hay profesores que dejan demasiado trabajo y se vuelve abrumador. No había una transición entre el inicio de clases o una iniciación a las clases, pero más bien se envían a los estudiantes

5. ¿A todos les hacen dar una clase completa?

-Dar una clase sin experiencia es malo y debería ser transicional, pero en la gran mayoría del tiempo no hay esa transición.

-Te dicen cuáles son las etapas de clase, pero no te enseñan a enseñar. No es lo mismo tener que lidiar con más de 30 niños o estudiantes de un colegio a un estudiante universitario.

-A veces los in-service teacher no dicen nada, yo suelo hacer todo, pero solo se interviene si los estudiantes están fuera de control

6. ¿Los profesores les dan feedback?

-Te dan tips pero no sirve de mucho si no hay profundización en cómo enseñar

-En ocasiones si dan feedback

-El tutor ayuda en el factor disciplinario

-Ellos trabajan en sus propias cosas

7. ¿Sugieren que no se debe empezar a dar clase de una vez, o desde el inicio?

8. ¿Tienen la oportunidad de observar clases, durante algún momento de su carrera?

-Solo un profesor hizo un proceso similar según uno de los participantes, el resto, no.

-Los profesores querían que cada uno tomara dos grados cuando se debería tomar solo un curso y aún así, no hubo intervención de la universidad cuando esto pasó.

-Al principio de esta práctica nos dieron unas instrucciones de lo que debemos hacer en el colegio, no hay comunicación entre el colegio y la universidad. La universidad dice que se debe hacer una observación de la primera clase.

La única clase que hemos observado fue una materia llamada preliminar practice, de resto esto no se ha seguido de ninguna manera.

-46 estudiantes en un solo salón, y el salón tiene 3 profesores aparte del practicante. No sabía qué hacer dentro del salón ya que eran niños de primer grado, pero no sabía cómo manejar las situaciones. Siento que la comunicación no fue clara, no se avisó cómo iba a funcionar el dar clases dentro del salón, no sabía cuáles temas iba a tomar. La diferencia de temas entre el profesor titular y el pre-service teacher son muy distintos. El profesor de práctica está aparte.

9. ¿Los prepararon para lidiar con niños con necesidades especiales?

-Estoy en una fundación donde hay niños con autismo, y nos enseñan métodos de psicoeducación, nos enseñan casos de problemas neuropsicológicos.

-La preparación para iniciar las prácticas no sirve de nada (3 semanas)

10. ¿Son los in-service teacher un estudiante más?

.-Ellos regulan las clases, pero trabajan en sus propias cosas

-Planear rutinas, planear todo y hagan todo más dinámico, no piensan en el tiempo de los estudiantes que también tienen que estudiar para la universidad y se vuelve un consumidor de tiempo muy grande.

-Hay varios estudiantes que tienen que encargarse de 2 grupos al tiempo cuando la norma establece que solo se debe acompañar a un solo grupo, pero no hay una intervención.

-Los colegios tienen dinámicas distintas de las que se discuten en la universidad.

11. Falta más apoyo de la universidad para que se regulen estos problemas.

-Te ven como un recurso humano que se puede explotar

12. ¿El único momento que tienen para hablar sobre estos temas es durante una clase después de que se acaban las clases o este no es siempre el caso?

-Nuestro profesor de práctica jamás fue a ver nuestras prácticas

-Se siente más como un ajuste de cuentas y te dan una autoevaluación y se obligaba a este pre-service teacher a poner ciertas respuestas incluso después de que el in-service teacher no estuviera presente la mayoría del tiempo

13. Problemas encontrados dentro de las prácticas o la carrera en general

-No hay un aviso sobre el tipo de clases que van a dar, se enseña poco español durante la carrera y se refuerza obviamente el inglés, pero cuando se va a dar la práctica no se sabe cuál de los dos idiomas se va a enseñar, pero claramente hay una preparación más grande en inglés lo que afecta que envíen estos estudiantes a enseñar otro idioma con el que no están acostumbrados a enseñar.

-Es difícil enseñarles a los niños cuando la clase de inglés es la última de la semana y ellos están agotados.

-Se cambiaron los lugares de práctica para algunos y se dijo que la razón era que ellos iban a estar monitoreando más seguido los lugares que asignan, pero al final nada cambió y solamente afectaron la cantidad de tiempo en la que yo me tenía que desplazar desde mi lugar cercano a uno que era mucho más lejano. Se gasta más tiempo y dinero.

-Dicen que los lugares no pueden estar tan separados porque son muchos practicantes

-Avisan que van a ir a monitorear las prácticas y al final no van

-Alto número de practicantes

-Antes estábamos en un lugar de práctica a 15 minutos y ahora estamos a unos 2 horas de distancia. (Encontrar otra manera de hacer que los lugares de práctica sean favorables con el tiempo de los estudiantes)

-Falta de empatía por parte de los profesores, las deadlines son muy cercanas y cuando no se puede dar clase debido a actividades internas del colegio no hay suficiente material para entregar a los profesores de la universidad para poder pasar la materia, ellos piden unas evidencias, pero si no hay evidencias, se vuelve un problema.

-No se enseñan habilidades básicas de cómo manejar una clase como autocontrolarnos cuando los estudiantes son groseros o cuando todo sale mal. Faltan ese tipo de regulaciones.

-Los estudiantes tienen que aportar su propio dinero, más que todo cuando se trata de fotocopias. Se dice que la universidad va a ayudar con ese aspecto, pero al final este apoyo ya no se ve más

-No se pueden dar clases 100% en inglés, pero a veces se dice que los pre-service teachers hablan todo en inglés, pero los estudiantes no serían capaces.

-Me gusta mi carrera, pero falta preparación

-Se enfocan solo en la teoría

-Sí lo he pensado

-Me habría gustado esta carrera en otra universidad .

Note: The annex presents the answers gathered from students during the development of the

Focus group meeting