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Exploring Psychological Well-being of Indonesian Pre-service English Teachers as Non-native Speakers

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Abstract

This study examines the psychological well-being of Indonesian pre-service English teachers, considering non-native speakers during their teaching practice. Well-being is defined from eudaimonic and hedonic perspectives, emphasizing self-actualization, positive relationships, emotions, satisfaction, and happiness. Pre-service teachers face challenges in managing emotions, establishing student relationships, and language anxiety. Forty-eight Indonesian pre-service English teachers completed questionnaires, and 10 underwent in-depth semi-structured interviews. Findings revealed a high level of psychological well-being among the pre-service teachers, with positive scores in autonomy, environmental mastery, personal growth, self-acceptance, purpose in life, and positive relations. However, language anxiety impacted their confidence in English communication compared to native speakers. Major transitions, professional domains, emotional intelligence, self-efficacy, and language anxiety were identified as factors influencing their well-being. Preparing pre-service teachers mentally, emotionally, and intellectually to handle teaching demands is crucial. Improving psychological well-being can enhance teaching performance and student outcomes. While specific to Indonesia, this study calls for further research in diverse educational settings to inform strategies for supporting pre-service teacher well-being.

Keywords: Psychological well-being; pre-service English teachers; non-native speakers

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INTRODUCTION

Well-being is typically defined from either an eudaimonic or hedonic perspective (Mairitsch et al., 2021; Ryan & Deci, 2001). The conceptualization of well-being as individuals is from the complex interactions between individuals and their environment (Sulis et al., 2021). Eudaimonic perspective involves self-actualization, sense of meaning, and positive relationship. From this perspective, numerous studies have used the term "Psychological Well-being" which is concerned with individual's sense of meaning, self-actualization, and positive relationship (Mairitsch et al., 2021; Ryan & Deci, 2001). Contrary, the term that have been used to called hedonic perspective is "Subjective Well-being" which is concerned with individual's emotions, evaluations (Mairitsch et al., 2021; Kim-Prieto et al., 2005; Diener & Ryan, 2009), satisfaction, happiness, and the avoidance of pain (Kasapoğlu & Didin, 2019; Ryan & Deci, 2001).

However, the present study will focus on psychological well-being. Psychological well-being is a dynamic construct that composed of a framework where enjoying positive experiences and meeting basic needs are necessary (Charry et al., 2020). In recent decades, some researchers emphasized that psychological well-being related to psychological, life satisfaction, self-esteem, and awareness (Feldman et al., 2021; Bondareva et al., 2014; Klein et al., 2000; Byozova et al., 2016; Kosikova, 2019; Pugovkina et al., 2014; Hoyer et al., 2014; Schneider, 2002). To maintain optimal psychological well-being, someone must be maintained between the self and exogenous environment (Bloch-Jorgensen et al., 2018).

Some researchers acknowledged that teacher is the most stressful professional profession (Katsantonis, 2020; De Simone, Cicotto, & Lampis, 2016; Kamtsios, 2018; Katsantonis, in-press; Mearns & Cain, 2003). Another study also said that emotion work is the work teachers where they must do suppressing or changing their emotions in service of preserving pleasant emotions for students (Dunn, 2021). Meanwhile, the well-being of teachers has been conceptualized as the absence of stress, burnout, and even demotivation (García-Álvarez et al., 2021; Huertas and Dávila, 2020; Bastías, 2021). Particularly, teachers are expected to deliver knowledge, develop a harmonious relationship between students and school, acculturate into the diverse culture, and overcome the unpredictable situation in the classroom (Lee et al., 2022).

Particularly, a study showed that pre-service teachers are susceptible to contextual stressors which can threaten their well-being at the beginning of their careers (Mairitsch et al., 2021; Vesely et al., 2014). Furthermore, they face many challenges that might threaten their well-being, such as negotiating students and their roles, managing diverse situations in classroom, and even workload. Typically, pre-service teachers face a complex transition process in their position in the professional sector (Sulis et al., 2021). With regards to pre-service English teachers, English teaching practice is one of important aspects in English Education Study Program because they need to learn from real schools (Pasaribu & Harendita, 2018). Nevertheless, pre-service teachers are involved in limited teaching experiences in schools (Sulis et al., 2021). While, teachers' ability to manage their emotions is necessary for the effectiveness of classroom management and their psychological well-being (Yin et al., 2016). Also, relationships beween teachers and students are important in the development of teachers' well-being (García-Álvarez et al., 2021).

Some research reported that the novice teachers often feel stressed and even experience emotional exhaustion during the teaching practice (Reynolds et al., 2021; Voss & Kunter, 2019). Therefore, teacher education courses should encourage more reflective practices through the courses (Reynolds et al., 2021; Calderhead, 1991; Cabaroglu &

Roberts, 2000; Zheng, 2009). Pre-service English teachers as non-native speakers are challenging in English learning and teaching for many countries that English as second or foreign language, including Indonesia. As an international language, English plays the important role in this globalization era. Because of this, students are expected to be able to use English as a useful communication to expand their knowledge. To do so, English teachers, especially pre-service English teachers, play an important role that influences students' English learning (Zurrahmi et al., 2022; Usman et al., 2016). Thus, pre-service English teachers need to prepare in enhancing their English proficiency to support an effective English learning and teaching in the classroom. In teaching English as a non-native speaker, there are four main skills that teachers need to master, such as writing, reading, speaking, and listening. Those skills are crucial things that will support learning and teaching English. Eventually, many demands of teaching English and lack of teaching practice can influence their psychological well-being.

Recently, the problem that is experienced by Indonesian pre-service English teachers is demanding to have communicative competence. Besides, most of them may lack the confidence to communicate with others, especially their students (Rubrico & Hashim, 2014). In Lee's (2015) study, he suggested that an ideal non-native English teacher is someone who has achieved English proficiency like a native speaker. However, native-like English proficiency is not a requirement so that non-native English teachers can teach English because achieving native-like English proficiency is logically irrelevant (Hadi, 2019). Besides, non-native English teachers encounter challenges to improve their English proficiency to allow them to use English for effective learning and teaching in the classroom. As mentioned above, the present researcher can conclude that pre-service English teachers need to improving English proficiency and also managing their emotions so that they can deliver their knowledge as well without something that might threaten their well-being.

The critical period for pre-service English teachers is teaching practice during their internship in schools, where they would acculturate in new situations and school cultures that influence their identity formation and beliefs as well as professional development (Zhang & Huang, 2022). On the whole, the preparation program for non-native pre-service English teachers has some strategies, including reinforcing language improvement, capitalizing on the non-native justEnglish teachers' strengths, encouraging reflection, and using non-native English teachers as role models (Hadi, 2019). A study exhibited that learning English as non-native speakers demands psychological, cognitive, and emotional efforts (Said, 2018; Abu-Rabia, 2004).

Some previous researches have been conducted on the well-being of pre-service language teachers. For example, a study found that the well-being of pre-service language teachers concerns the primary role was played by institution within participants' well-being systems (Sulis et al., 2021). Other research investigated the ecological perspective value that has revealed numerous systemic characteristics in determining the well-being of pre-service teachers (Mairitsch et al., 2021). Nevertheless, many researches that examined in the well-being of pre-service language teachers were out of Indonesia. The research about the well-being of Indonesian pre-service English teachers were rarely conducted. Thus, the present study, the reseacher is interested to specifically explore the psychological well-being of Indonesian pre-service English teachers as non-native speakers.

This present study will investigate a holistic understanding of Indonesian pre-service English teachers' psychological well-being and factors that contribute to their psychological well-being during the teaching practice experience in schools. The reseacher

expects this study can contribute to both educational institutions or teachers, especially pre-service English teachers, in supporting the betterment teachers function mentally, emotionally, and intelectually that will assist them in an effective teaching, influencing students' motivation, and achieving learning outcome. In addition, the findings of this study are expected as an effort to set quality guidance in supporting the psychological well-being of Indonesian teachers. For this purpose, the following research questions were formulated:

1. How are the psychological well-being of Indonesian pre-service English teachers as non-native speakers?
2. What are the factors influencing Indonesian pre-service English teachers' psychological well-being?

METHOD

Design

This study aims to investigate a holistic understanding of the psychological well-being level and contextual factors that appear to contribute to the psychological well-being of Indonesian pre-service English teachers as non-native speakers. Thus, the researcher used a mix-method with an explanatory design by distributing questionnaires, analyzing quantitative data, conducting in-depth semi-structured interviews, taking a transcript of semi-structured interviews, and analyzing note-taking. Through the explanatory design, the researcher conducted two-phase data collection that started with collecting and analyzing the quantitative data, then followed up these results with a qualitative study (Creswell, et al., 2007).

Participants

This study was conducted by filling out questionnaires and doing in-depth semi-structured interviews. To determine the participants, the researcher used purposive sampling to assist the researcher gain a specific phenomenon. Purposive sampling is chosen for the selection of information in the most effective use of limited resources (Palinkas et, 2015; Patton, 2002). Thus, the researcher involved 48 English education students in Indonesia who had teaching practice experience in schools and 10 of them were involved in interviews.

Instrument

The present study used two techniques for collecting data as questionnaire and interviews. For quantitative data, this tool was systematically prepared with a set of Likert scale questions which is adapted from Ryff's psychological well-being (Ryff, 2014). The questionnaire consist of 38 Likert scale questions. The questionnaire is a 6-point Likert in which the answers range from strongly disagree (1), disagree (2), disagree slightly (3), agree slightly (4), agree (5), and strongly agree (6). The questionnaires were already be distributed to participants after gaining an approval from the expert to acquire a critical review. Moreover, the researcher conducted preliminary testing by 15 participants to ensure validity and reliability. The study used the Pearson correlation approach to conduct the validity test in this study. If the gained correlation value (r-count) is more significant than the r-table, the query is considered valid. Using the r-table guide with (N-2) = 13 at a significance of 5% or 0.05 in the distribution of the R-value of the statistical table. The researcher found the r-table is 0.514. Therefore, if focused on the Pearson rule of Product Moment Validity Test, it is considered valid if an item has r-count more than r-table. All the

instrument questions showed that r-value is greater than the r-table. Thus, it can conclude that those are valid.

This study used the Basic Cronbach's alpha method in a reliability test to know whether the questionnaire has consistency if the measurement made with the questionnaire is repeated. Following that, an item is reliable if the Cronbach's alpha value is more significant than its critical point, which is 0.7. The results of the reliability test present that the Cronbach's alpha value was 0.937, which is greater than its Critical point of 0.7. Thus, it means that the instruments are reliable. After the participants filling out the questionnaire, the researcher conducted in-depth semi-structured interviews with each participant. In this process, the researcher followed up the participants' respond based on the questionnaire results. Furthermore, the participants answered six main questions that each questions was continued by following questions. It aimed to explore more complex information to assist the researcher identified the spesific factor of their psychological well-being.

Data Analysis

Firstly, the researcher conducted the validity test of Likert scale questions using Microsoft Excel. Secondly, the researcher conducted quantitative data collection. The Likert scale questions were distributed widely. The participants who can fill out the questionnaire were the English education students at Islamic University in Indonesia and having teaching experience in schools. After that, the collected data were processed and analyzed using Microsoft Excel.

Next, the researcher made an appointment to conduct an individual interview with 8 particpants. The participants were chosen through purposive sampling technique that considered the quantitative data findings. During interviews, the researcher did note-taking and summary responses. After collecting qualitative data, the researcher transcribed the interview recordings. Then, the collected data from interviews were processed using Microsoft Excel, including codes, and analyze the coded data. In the end, the researcher integrated and explains quantitative and qualitative findings.

RESULT AND DISCUSSION

Psychological Well-being Level of Indonesian Pre-service English Teachers

The psychological well-being of Indonesian pre-service English teachers research was conducted based on six dimensions of psychological well-being by Ryff (2013): autonomy, environmental mastery, personal growth, self-acceptance, purpose in life, and positive relations.

Table 1. Total Score of Psychological Well-being

Questionnaire	Score	Percentage (%)	Criteria
Autonomy	1363	67.61	High
Environmental Mastery	1354	67.16	High
Personal Growth	1449	71.88	High
Self-acceptance	1229	60.96	High
Purpose in life	973	67.57	High
Positive Relations	971	67.43	High

Tables 1 described the percentage of each subscale of Indonesian pre-service English teachers' psychological well-being. In psychological well-being level, in the "Autonomy" category, the total score was 1363 (67.61%) and for "Environmental Mastery" category, it reached 1354 (67.16%). Furthermore, the category "Personal Growth" obtained the total score 1449 (71.88%), and the "Self-acceptance" category achieved 1229 (60.96%). Then, the "Purpose in Life" gained 973 (67.57%), and the "Positive Relations" was 971 (67.43%). Based on the table 4.7, this study indicated that each dimension of psychological well-being has high level which can be categorized as good psychological well-being. To sum up, the psychological well-being of Indonesian pre-service English teachers is good.

Factors Influencing Psychological Well-being
Major transition
One of the factors that affects the psychological well-being of Indonesian pre-service teachers is major transition. The interview transcripts showed that most of the pre-service teachers felt nervous and shocked at the beginning of teaching English in school. They claimed that any major transition between university and school environment. At university, they were college students; while at school, they were teachers. There was a difference when they taught their friends for practicing teaching English and when they taught their students at the school. For example, one of interviewees said:

"Definitely, it is a bit surprising. The different atmosphere when I taught between teaching the college students and students. It is definitely diverse students' characters, isn't it? Moreover, I taught the students of junior high school whose just changed to teenager which are not mature yet. It is pretty challenging..." (PT 3)

Based on the statement above, another pre-sevice teacher claimed that he also felt the same feeling with previous statement. On the other hand, he added on his statement that after next meetings, he can adjust to the school environment.

The results showed that there was major transition of pre-service English teachers that affects in their psychological well-being level. A study exhibited that a major transition lead to a radical system restructuring which plays a key role in changing an iterative manner (Sulis, et al., 2021; Kostoulas & Lammerer, 2020; Larsen-Freeman & Cameron, 2008). For instance, pre-service teachers mentioned that they were shocked in the beginning of their teaching experience. 91.7% of them claimed that they were in charge of the situation in which they teach. During their experience at the school, they experienced changed-

environment climate where occurs the transition from college students to pre-service teachers. In the beginning teaching, a teacher is entering the "career entry" stage which was characterized by the recurrent themes of "survival" and "discovery," and identically the theme of "survival" was characterized as a self-doubt and reality shock (Pietsch & Williamson, 2010; Huberman, 1989).

Particularly, the personalities and experiences of teacher are seen as a necessary sources of their work, and identity strongly influences a teacher's motivation, self-efficacy, commitment, and satisfaction (Körkkö, et al., 2016; Chong & Low, 2009; Alsup, 2006; Day, et al., 2006). Then, pre-service teachers are continously encouraged to extend their knowledge of teaching by experimenting with strategies during their teaching (Loughran, et al., 2001). The duties of teachers is not only about delivering the materials, managing students' behavior, and assessing students' competency. However, as teachers, they have to able to evaluate their experiences in order to discern an analytic point of view of their experiences and increase feeling awareness. Through reflection, it can be understood as an essential element of pre-service teachers' professional development (Körkkö, et al., 2016; Zeichner & Liston, 1987). Pre-service teachers are known to face numerous of contextual and personal challenges which can threaten their well-being (Sulis, et al., 2021). There were 43.8% of pre-service teachers often get burnout with the demands of everyday school life. Consequently, this situation can threaten on their psychological well-being.

In the transitional process, there will inevitably failures and successes that depend on pre-service teachers' perspective how to adapt and build an environment that is much to their liking (Mairitsch, et al., 2021). Indeed, the findings of the present study claim that in the beginning of teaching, pre-service teachers feel nervous and might be uncomfortable. However, next days they are successful to adjust in the new environment as pre-service teachers. It was proved by 68.8% of them have been able to build an English class that is much to their liking.

Professional domain

Next, the second factor of psychological well-being is professional domain. In the beginning of their career as a teacher, they experienced changed-environment climate. Most of them declared that teaching experience in school was challenging learning environment. They were demanded to be able to make meaningful, enganging, and effective learning; and use an appropriate learning method.

> "…Then, I usually create an interesting lesson. I have ever invited them to open Spotify app in the listening class. The app is usually used by teenagers. So, I invited them to open the app, searched their favorite song, and then translated the song lyric. They were happy." (PT 1)

Based on the statement above, one of them said that she tried to attract her students by using Spotify app in listening lesson because she thought that it was an effective learning media to build students' motivation in learning English, especially listening skill.

Other than that, this study indicated that there was development of professional teaching domains during teaching experience in the school. By the major transitions of roles from collage students to pre-service teachers, they must understand what kind of the duties as teachers and how to be a good teacher for students. In this case, they must take deliberate to set clearly boundaries in their environment so that they can divide their professional and personal domains (Sulis, et al., 2021). Practically, they not only make lesson plan, choose an appropriate learnig method, and deliver the materials. However,

they must also be able to manage students' behavior in order to address emergent problems that might threatened to disrupt the learning and teaching process.

According to organizations within the education academy, students must have teachers who have knowledge, skills, and dispositions to help students in learning (Johnson & Reiman, 2007; National Board for Professional Teaching Standards, 1989; National Council for the Accreditation of Teacher Educators, 2002). Teaching work is often considered as an emotionally, intellectually, and physically demanding job and an emphasis on high-quality education (Kurt, et al., 2021; Day, 2010). Hence, teachers who have high rates of well-being are easier in coping the demands of professional teaching domain and can manage effectively emotional conditions that occur during learning and teaching process (Kurt, et al., 2021; Day, 2010; Kern,   et al., 2014; McCallum & Price, 2010; Parker, Martin Colmar & Liem, 2012).

There is sufficient evidences from pre-service teachers' teaching experience, such as the way they teach and how they overcome the problems of teaching, managing a class, and organizing of learning programs; that are highly determine how pre-service teachers understand and develop their professional teaching domains. 89.6% of pre-service teachers declare that they have direction and purpose in their English learning and teaching. Through professional growth, teachers can engage actively in collaborative inquiry to improve their knowledge of pedagogy, content, and students (Widjaja, et al., 2015; Borko, et al., 2014; Darling-Hammond & Richardson, 2009; Matos, et al., 2009; Borko, 2004).

The behavioural and psychological insights are valuable for understanding the kind of support that pre-service teachers might need when they face the critical issues in their professional growth (Sulis, et al., 2021). Thus, pre-service teachers who have highly understanding in psychological insights can support their psychological well-being level. The present study confirmed that pre-service teachers have a purpose in life and direction clearly in their professional domains as English teachers. Therefore, the researcher argues that pre-service teachers have a good behavioral and psychological insights so that they understand how to adjust and enhance their professional growth.

Emotional intelligence
The third factor of psychological well-being is emotional intelligence. During teaching experience in the school, pre-service teachers adjusted to the new environment, met new people, and had new demands. All pre-service teachers faced the diverse students' characters, behavior, and intelligence. They do supressing their emotions in preserving pleasant emotions for students.

> "Of course, I was angry. But, I did not immediately wreak my emotion. Probably, if I meet a student who does not live up to expectations, it is okay. Maybe, I was a good enough in delivering the material. Yeah, I certainly evaluated myself." (PT2)

Based on the statement above, one of pre-service teachers described that surely she got angry when she faced students who disobeyed her instructions. However, she could control her emotion. Then, she met students who did not live expectations again, she did not care about it. She tried to do not express her emotions immediately when she was angry, she tried to evaluate her performance in the class, and she thought that probably there was problem on herself.

In addition, the researcher found that during teaching practicum in the school, pre-service teachers did supressing their emotions in preserving pleasant emotions for their students because they faced the diverse students' behavior, characters, and intelligence.

Therefore, having a good emotional intelligence is crucial for teachers. The balance of uplifts and stressors creates the emotional of well-being which emerges from the dynamic interplay of hassles' individual experiences in the environment (Sulis, et al., 2021; Gregersen, et al., 2020). Emotions and intelligence are examined as the mental operations components and as behavioral and psychological response patterns within environments (Gürol, et al., 2010). Emotions for coping with them affects mental, physical health, learning process, the social relation quality, and teaching performance (Palomera, et al., 2008; Brackett & Caruso, 2007). Negative emotions interferes in their performance during planning learning program, delivering the materials, and managing students' behavior. Automatically, these can affect learning outcomes and students' motivation.

Particularly, emotional intelligence is described as a social intelligence type which includes recognizing, managing, monitoring others' feeling and one's own (Turner & Stough, 2019; Salovey & Mayer, 1990). There were 89.6% of pre-service teachers could enjoy doing personal and mutual English conversations with people in school, especially their students. Also, they can manage their emotions as well and solve the unpredictable situation in the class, even though they sometimes felt angry to their students. Moreover, emotional intelligence includes expression of feelings, verbal and non-verbal evaluation, the application of emotional content in problem-solving, and regulation of others' feelings and one's own (Turner & Stough, 2019; Salovey & Mayer, 1990). It related to positive relations which is one of psychological well-being dimensions.

In a study, Ryff (2014) defines a high positive relations as trusting relationships with others that is concerned in capable of strong empathy, understanding give and take of human relationships, and having warm satisfying. Based on the results of the present study, 89.6% of pre-service teachers believed that people would describe them as a giving person and willing to share their English knowledge with others. It indicate that they have a good emotional intelligence. According to Turner and Stough (2019), high emotional intelligence level can support teacher well-being. Using emotional intelligence skills in a variety of situations such as solving the problems, adapting to new environment, innovating, assisting students, and leading groups; are required for pre-service teachers (Turner & Stough, 2019; Caires, et al., 2012).

Self-efficacy

Next, the fourth factor of psychological well-being is self-efficacy. All pre-service teachers emphasized that their English proficiency was in intermediate level and have the diverse beliefs in their English capacity. Some of them understood and believed in their ability. They knew how to control their motivation and behavior in improving English skills. Some of them said:

> "Regarding English ability, I was quite satisfied with my English ability. Although I was quite satisfied, I felt embarrassed when I knew one's English ability was better than me. Thus, I wanted to improve my English ability." (PT 3)

The statement above indicated that PT 3 understood his capability. However, he felt embarrassed when he knew others' English ability was better than him. Even though, he felt it, he had an intention to improve his capability.

Another result of the present study examined that pre-service teachers have the diverse beliefs in their English capacity. They emphasized that their English proficiency was in intermediate level. They knew how to control their motivation and behavior in improving English skills. In particular, they have a belief in their capability and know how to

execute English courses well. A study revealed that the successful learning and teaching were affected by pre-service teachers' self-efficacy (İnceçay & Dollar, 2012).

In the present study, the researcher found that pre-service English teachers have positive self-efficacy belief regarding behaving English capability and executing English courses. 91.7% of pre-service teachers said that they felt confident and positive about their English proficiency. It confirms that self-efficacy affects the behavior initiation as a person and how to sustain that effort when encounter with problems. There were 95.8% of pre-service teachers assumed that English proficiency has been a continuous process of learning, improving, and growing. Furthermore, self-efficacy also contributes to regulate their learning, master English material, and motivate their students in English learning.

Apparently, the concept of self-efficacy is in line with the psychological well-being theory by Ryff. Self-efficacy related to one of psychological well-being dimensions which is self-acceptance. Particularly, self-acceptance includes accepting they have of themselves and awareness of personal limitations. Hence, the researcher concluded that self-efficacy contributes to the psychological well-being level of pre-service English teachers. Other than that, teachers' sense of efficacy has a necessary effect on teachers' performance, the goals of teaching, and learning outcomes (Balci, et al., 2019; Chaco'n, 2005; Hoy & Spero, 2005).

Therefore, negative teachers' sense of efficacy influences the learning environment negatively. Meanwhile, positive teachers' sense of efficacy influences greater effect in educational outcomes such as teachers' commitment, persistence, students' achievement, and motivation. Regarding self-efficacy that affects the psychological well-being level, the researcher revealed that pre-service English teachers had high-level of self-efficacy for understanding their English capability, improving their English proficiency, and classroom management.

Language anxiety

The last factor of psychological well-being is language anxiety. As non-native speakers, they faced some problems during learning English, such as English skills, their personality, and perceptions of low-level language. They expressed their exeperiences like:

> "…When I measured my English abilty, I prefer valued the productive skills, such as speaking and writing, because my speaking was not fluent, but I can. Even though it was like a native speaker. While, in writing, I needed more time to construct the sentences and arrange the grammatical…" (PT 6)

The statement above represented that PT 6 found difficulty when he construct some sentences and use grammar as well. It indicated that he experienced anxiety in using foreign language. Moreover, the researcher also found language anxiety of pre-service English teachers that affects the psychological well-being level. As non-native speakers, they faced some problems during learning English, such as English skills, their personality, and perceptions of low-level language. In Indonesia, learning English as a foreign language demands psychological, emotional efforts, and cognitive by learners (Said & Weda, 2018). Furthermore, many non-native teachers face anxiety in their English learning (Pasaribu & Harendita, 2018; Hortwitz, 1986). The present study revealed that 54.2% of pre-service teachers felt difficult to speak English on conversational matters. It can contribute to confidence, lesson delivery, and classroom management. The sources of language anxiety are fear of negative evaluation, perceptions of low-level language proficiency, and teaching inexperience (Oktaviani & Jaelani, 2020; Aydin, 2016). Other than that, 54.2% of pre-service teachers tend to be dominated by people with strong English proficiency.

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As mentioned before, the researcher claimed that lack of confidence, limited English proficiency, and being compared to people who have better English proficiency; are the causes that influencing English language anxiety. A study exhibited that teachers possess an average level of teaching anxiety while they taught a spesific skill in which they felt themselves incompetent (Tüfekçi-Can, 2018; Öztürk, 2016).

The data analysis of this study showed that language anxiety is in line with psychological well-being theory by Ryff. Specifically, language anxiety related to autonomy of psychological well-being dimensions. In the theory, Ryff exhibits that a person have high-level of autonomy if he or she is independent, has self-determining, can resist social pressure to think and act, evaluates self by personal standards, and regulates behavior from within. Hence, the researcher concludes that pre-service English teachers as non-native speakers have a low-level of autonomy. It means that pre-service teachers have a high-level of language anxiety. They cannot evaluate self by personal standards. Even, they compared their capability to others, then they felt not confident to speak with people who have better English proficiency. Moreover, pre-service teachers concern about evaluations and expectations of others, and conform to social pressures to think and act.

CONCLUSION

The study employed quantitative methods to investigate the psychological well-being levels of Indonesian pre-service English teachers and the factors influencing it during their teaching experiences. The findings revealed that the participants exhibited high levels of psychological well-being across categories like autonomy (67.61%), environmental mastery (67.16%), personal growth (71.88%), self-acceptance (60.96%), purpose in life (67.57%), and positive relations (67.43%). Five key factors emerged as affecting their psychological well-being: major transition, professional domains, emotional intelligence, self-efficacy, and language anxiety. As non-native speakers, they faced challenges in acquiring communicative English competence, managing diverse student behaviors, suppressing emotions for pleasant classroom dynamics, and grappling with perceptions of low proficiency levels compared to others. The data was collected from a specific set of universities in Indonesia, limiting broader generalizability. However, the study underscores the importance of mentally, emotionally and intellectually preparing pre-service teachers to enhance their psychological well-being and teaching performance amidst increasing educational quality demands.

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