

Macro Skills Language Anxiety Among Pre-service Elementary Teachers in Mindanao State University–Sulu

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communication apprehension, pedagogical preparation, inter-skill correlation, Foreign Language Anxiety (FLA), linguistic self-efficacy

Abstract. Linguistic competence is a cornerstone of effective education, yet many aspiring teachers experience English language anxiety that can significantly hinder their professional growth. This study investigated the levels of anxiety across the four macro skills—listening, speaking, reading, and writing—among 100 pre-service elementary teachers at Mindanao State University–Sulu during the 2025–2026 academic year. Employing a descriptive-correlational research design and purposive sampling, the researchers collected data through demographic profiling and skill-specific anxiety assessments. Statistical analyses, including correlation tests, were utilized to evaluate the relationships between anxiety levels and various demographic variables. The findings revealed that respondents generally maintained a neutral level of anxiety regarding listening, speaking, and writing, while reporting low anxiety specifically in reading. Interestingly, demographic factors such as age, gender, and socioeconomic status showed no significant impact on anxiety levels within this specific cohort of students. However, correlation analysis uncovered moderate to high positive significant relationships among all four macro language skills. These results suggest that language anxiety is a multidimensional construct, where challenges or apprehension in one skill area likely exacerbate anxiety in others. Because these skills are fundamentally interconnected, a struggle in oral communication may correlate with higher stress in written tasks. Consequently, the study strongly recommends that teacher-training institutions implement targeted instructional strategies and comprehensive psychological support programs to bolster communicative confidence. By addressing these interconnected anxieties through specialized workshops, institutions can ensure that future educators are adequately prepared for the linguistic demands of the classroom, ultimately fostering a more effective, resilient, and confident generation of teaching professionals within the region.

Introduction

The global education sector increasingly recognizes language anxiety—the debilitating emotional response to second language acquisition—as a critical barrier to academic and professional equity (Frontiers in Psychology, 2025). In multilingual societies, English proficiency often dictates socioeconomic mobility, making the mitigation of this anxiety essential for fostering inclusive environments and ensuring effective pedagogical delivery among future educators.

Extensive research has established language anxiety as a distinct psychological construct. The foundational work of Horwitz, Horwitz, and Cope (1986) introduced the Foreign Language Classroom Anxiety Scale (FLCAS), identifying three core dimensions: communication apprehension, test anxiety, and fear of negative evaluation. Subsequent models, such as MacIntyre and Gardner’s (1994) socio-educational model, illustrate a consistent pattern: excessive anxiety diminishes learner motivation and hinders the development of macro-skills (listening, speaking, reading, and writing).

Globally, studies indicate that over half of all language learners experience these apprehensions, with pre-service teachers often reporting the highest levels due to the performative nature of their future profession (Liu, 2006; Dewaele, 2013).

Despite these established patterns, a significant gap exists in understanding how localized socio-political stressors intersect with linguistic performance. While literature by Tupas (2001) and Bernardo (2004) highlights the colonial hangovers affecting English education in the Philippines, there is a dearth of research specifically addressing pre-service teachers in conflict-ridden and culturally distinct regions like Sulu, Mindanao. Existing studies often overlook how the transition from indigenous languages (Tausug and Sama) to English-medium instruction, coupled with regional instability, compounds traditional language anxiety.

This research is timely and necessary to break the cycle of linguistic disadvantage in Mindanao, where rural proficiency lags significantly behind urban centers. The primary goal of this study is to examine the dimensions of language anxiety among MSU-Sulu pre-service teachers and compare these findings against established theoretical models. Secondly, the study aims to propose empathetic pedagogical interventions to improve teacher effectiveness. This paper begins by detailing the quantitative Methods employed, followed by a presentation of the Results regarding anxiety triggers, and concludes with a Discussion on policy implications for teacher training in disadvantaged regions.

Research Questions:

This study sought to answer the following questions:

1. What is the demographic profile of the pre-service elementary teachers in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Year level;
 - 1.4 Parent's educational attainment; and
 - 1.5 Parent's average monthly income?
2. What are the levels of English language anxiety across four language skills among preservice elementary teachers in terms of:
 - 2.1 Listening;
 - 2.2 Speaking;
 - 2.3 Reading; and
 - 2.4 Writing?
3. Is there a significant difference in the levels of English language anxiety across four language skills in terms of:
 - 3.1 Age;
 - 3.2 Gender;
 - 3.3 Year level;
 - 3.4 Parent's educational attainment; and
 - 3.5 Parent's monthly average income?
4. Do the subcategories contained in Macro Skills' Language Anxiety show any statistically significant correlation?

Null Hypothesis

1. There is no statistical difference exists in the level of English language anxiety with regard to the four basic skills, namely listening, speaking, reading, and writing, of pre-service elementary teachers.
2. There is no statistical correlation exists among the various subcategories of the macro-skill of language anxiety.

Theoretical and Conceptual Framework

The theoretical foundation of this research is primarily anchored in the Foreign Language Classroom Anxiety (FLCA) Theory developed by Horwitz, Horwitz, and Cope (1986). This theory conceptualizes language anxiety not as a subset of general social anxiety, but as a "distinct complex of self-perceptions, beliefs, feelings, and behaviors" specifically triggered by the unique demands of the language learning environment.

The framework identifies three interacting components that define this phenomenon: Communication Apprehension, which typically impairs listening and speaking; Fear of Negative Evaluation, which hinders performance in writing and reading aloud; and Test Anxiety, which impacts all four macro skills during evaluative assessments. By categorizing anxiety through these specific variables, the study can precisely isolate which psychological stressors most significantly affect the pedagogical development of pre-service teachers.

Complementing this perspective is Krashen's (1982) Affective Filter Hypothesis, which provides the causal mechanism for how these emotional states translate into diminished performance. Krashen postulates that variables such as high anxiety, low confidence, and poor motivation function as a psychological "filter" that obstructs the learning process. When this filter is raised due to high FLCA, it prevents linguistic input from reaching the Language Acquisition Device (LAD), the internal processor responsible for language mastery.

Consequently, the high levels of macro-skill anxiety observed in pre-service teachers act as a moderating variable that blocks the internalizing of pedagogical skills. This logical alignment between FLCA components and the Affective Filter allows the research to test the hypothesis that lowering emotional barriers is a prerequisite for macro-skill proficiency.

This integrated framework serves as the structural lens for the entire study. It directly informs Research Question 2 by providing the metrics to categorize anxiety levels and Research Question 4 by explaining the correlation between high anxiety and low macro-skill output. By referencing the scholarship of Horwitz et al. (1986), Krashen (1982) and further reinforced by the work of MacIntyre and Gardner (1994) regarding cognitive processing, this study establishes a credible, field-specific basis for analyzing teacher-student performance. Throughout the Methods and Results sections, these theories will be used to interpret data, ultimately guiding the Discussion toward evidence-based strategies for reducing the affective filter in professional teacher training.

Methodology

Research Design

According to Bless & Higson-Smith (1995), the research design means "a program that guides the researcher in the collection, analysis, and interpretation of observed facts" (p. 63). The same authors define the research design as "a detailed plan of how the research will be conducted." In the case of this paper, the researcher chose a descriptive correlational method. It is appropriate for this particular study, as it allows describing, measuring, inferring, and revealing relationships among variables as well as predicting future events from the current state of things or phenomena. Thus, the descriptive correlational method can be applied for describing and investigating the relationship between macro skills and language anxiety among preservice elementary service teachers and any differences that may exist in this variable depending on gender, age, year level, parents' educational level, and parental monthly income.

Research Environment

The Province of Sulu is located in the Sulu archipelago of the Philippines. It is famous for its diverse ethnicity and socio-economic background and the different ways in which language learning takes place among these ethnically varied communities. Some of the ethnic communities found in the Province include the Tausug, Samal, and the Badjaos. Each of these ethnic communities speaks a unique native language that also acts as a lingua franca in the entire region. English is also spoken.

The research was conducted at the Mindanao State University-Sulu, which is a government tertiary educational institution located in Jolo, Sulu. The institution offers various programs such as undergraduate and postgraduate programs, all taught in English. The university caters to a diverse student population from different ethnicities and social classes in the region. While the cultural diversity in the institution may pose some challenges to learners of the English language, it provides learners with an excellent chance to meet different cultures.

Respondents

Table 1 presents the frequency and percentage distribution of the study's 100 respondents, divided equally into four groups: 25 students (1st year BEED), 25 students (2nd year BEED), 25 students (3rd year BEED), and 25 students (4th year BEED).

Group	No. of Respondents	Percentage
1st year	25	25%
2nd year	25	25%
3rd year	25	25%
4th year	25	25%
Total	100	100%

Table 1: Frequency and Percentage Distribution of Respondents

Sampling Procedure

The researcher adopted a purposive sampling technique to conduct the study due to limitations in resource allocation and time. This method allowed for sufficient representation of important elements like age, gender, year level, and the academic qualifications and monthly earnings of the parents.

Research Instrument

In studying macro skills language anxiety among pre-service elementary teachers at MSU-Sulu, the researcher used a survey questionnaire as the main tool to collect data. The instrument used was a modified version of English Language Anxiety Survey (ELAS) by Khalaf and Omara (2022), which is intended to determine the level of English language anxiety with respect to the four language skills among pre-service elementary teachers at MSU-Sulu. The researcher's instrument consists of two parts. Part I collected demographic data such as gender, age, year level, educational attainment of both the respondents' father and mother, and parents' average monthly income. Meanwhile, Part II is intended to gather data concerning macro skills language anxiety among pre-service elementary teachers at Mindanao State University – Sulu in relation to listening, speaking, reading, and writing. The respondents provided their answers to each item of the instrument through a five-point Likert scale.

Data Gathering Procedure

During the data collection phase, two key stages were involved: The first stage entailed seeking permission from the Dean's Office of the Graduate Studies Department and the administration of MSU-Sulu for the questionnaire distribution. The second stage involved personally conducting the launching, distribution, and retrieval of the questionnaires.

Statistical Treatment

The appropriate use of descriptive and inferential statistics was employed when analyzing the data obtained from this study. Specifically,

1. Research Question 1 was analyzed using frequency counts and percentages to describe the profiles of the respondents, which are pre-service elementary teachers.
2. Research Question 2 was analyzed using mean and standard deviation to describe the levels of macro skills language anxiety in the domains of listening, speaking, reading, and writing.
3. Research Question 3 was analyzed using the t-test for independent samples to determine the differences in the level of English language anxiety between male and female students based on their gender. The same test was also conducted to examine the differences based on the age and educational background of their parents, and their average monthly income.
4. Research Question 4 was analyzed using Pearson's product-moment correlation coefficient (Pearson's r).

Results and Discussion

Problem 1: Demographic profile of the pre-service elementary teachers in terms of: Age, Gender, Year level, Parent's educational attainment, and Parent's average monthly income

In terms of Age

Table 2.1 presents the demographic profile of the pre-service elementary teacher respondents at Mindanao State University-Sulu in terms of age. Out of 100 respondents, 38 (38.0%) belong to the age group 22-23, 33 (33.0%) are aged 20-21, 27 (27.0%) are 19 or below, and only 2 (2.0%) are 24 and above. The data reveal that most of the respondents fall under the 22-23 age category, representing the biggest portion of the sample. In other words, most pre-service elementary teachers participating in the study are college-aged students.

Age	Number of respondents	Percent
19 years old and below	27	27.0%
20-21 years old	33	33.0%
22-23 years old	38	38.0%
24 years old and above	2	2.0%
Total	100	100%

Table 2.1. Demographic Profile of the Pre-Service Elementary Teachers at Mindanao State University-Sulu in terms of Age
In terms of Gender

The gender demographics of the respondents of the pre-service elementary teachers in Mindanao State University-Sulu are presented in Table 1.2. Out of the total 100 respondents, 81 belong to the female category (81.0%), while only 19 belong to the male category (19.0%). From this data, it can be noted that females form the dominant part of the sample, whereas males form an insignificant part.

Gender	Number of respondents	Percent
Male	19	19.0%
Female	81	81.0%
Total	100	100%

Table 2.2. Demographic Profile of the Pre-Service Elementary Teachers at Mindanao State University-Sulu in terms of Gender

In terms of Year Level

Table 2.3 presents the demographic breakdown of the pre-service elementary teacher respondents from MSU-Sulu according to their respective years. Out of 100 respondents, there are 25 respondents (25.0%) per year from Year 1 up to Year 4. There is an equal number of respondents in each year group, which means that the distribution is balanced between Year 1, Year 2, Year 3, and Year 4 pre-service elementary teachers.

Year Level	Number of respondents	Percent
First year	25	25.0%
Second year	25	25.0%
Third year	25	25.0%
Fourth year	25	25.0%
Total	100	100%

Table 2.3. Demographic Profile of the Pre-Service Elementary Teachers at Mindanao State University-Sulu in terms of Year Level

In terms of Parents' Educational Attainment

Table 2.4 presents the demographic composition of pre-service elementary teachers from MSU-Sulu based on the educational attainment of their parents. In a set of 100 respondents, half of the population or 50 people (50.0%) stated that their parents graduated from elementary education, 24 people (24.0%) had parents with a high school diploma, 20 people (20.0%) had parents who are college graduates, while six people (6.0%) have parents who obtained a postgraduate degree. This reveals that the majority of respondents or 50% of the total number of respondents have their educational heritage stemming from their parents who completed only elementary education.

Parents' Educational Attainment	Number of respondents	Percent
Elementary graduate	50	50.0%
High school graduate	24	24.0%
College graduate	20	20.0%
Post-graduate degree	6	6.0%
Total	100	100%

Table 2.4. Demographic Profile of the Pre-Service Elementary Teachers at Mindanao State University-Sulu in terms of Parents' Educational Attainment

In terms of Parents' Average Monthly Income

Table 2.5 presents the demographic characteristics of the respondents who are pre-service elementary teachers in MSU-Sulu, specifically their parents' average monthly salary. Out of the 100 respondents, 86 or 86% come from families whose parents have an average monthly salary of less than 10,000 pesos; 10 or 10% from families whose parents have an average monthly salary between 20,001 to 30,000 pesos; and 4 or 4% from families whose parents have an average monthly salary of more than 30,001 pesos. It is apparent from the data presented that most of the respondents belong to poor families.

Parents' Average Monthly Income	Number of respondents	Percent
10,000 pesos and below	86	86.0%
20,001 - 30,000 pesos	10	10.0%
30,001 pesos and above	4	4.0%
Total	100	100%

Table 2.5. Demographic Profile of the Pre-Service Elementary Teachers at Mindanao State University-Sulu in terms of Parents' Average Monthly Income

Problem 2: Level of English language anxiety across four language skills among preservice elementary teachers in terms of: Listening, Speaking, Reading, and Writing

In the context of Listening

Table 3.1 shows the degree of English language anxiety associated with listening for pre-service elementary teachers in Mindanao State University-Sulu. From the result obtained, the sum of weighted means is 2.8675 with a standard deviation of 0.75771, which denotes a Neutral category. This implies that the respondents neither agree nor disagree to the term used in defining their English listening anxiety.

Analyzing the indicators, the three largest mean values are obtained from: "I find difficulty in comprehending fast speakers of English" ($\bar{x} = 3.13$), "I worry when I listen to fluent speakers of English" ($\bar{x} = 3.01$), and "Listening to English speakers makes me doubt my ability to properly comprehend information" ($\bar{x} = 2.87$). Hence, the respondents experience difficulty while listening to fluent or speedy English language. However, they remain neutral in terms of agreeing or not agreeing with such a situation. Conversely, the smallest mean values are found in: "I find difficulty in understanding lectures, news, speeches, and dialogs delivered in English" ($\bar{x} = 2.72$) and "I find difficulty in discriminating information that I listened to in English" ($\bar{x} = 2.75$), also having a Neutral category. Therefore, the respondents also remain neutral when it comes to understanding or comprehending information that was listened to in English.

Generally, the respondents give a neutral impression regarding their English language anxiety while listening. This is supported by the findings of Dewaele and MacIntyre (2019), who observed that language anxiety may vary based on the speed and accent of the speaker and the familiarity of the language itself.

	Statements	Mean	S.D	Rating
1	I worry when I listen to fluent speakers of English.	3.01	1.235	Neutral
2	I find difficulty in comprehending fast speakers of English.	3.13	1.098	Neutral
3	I find difficulty in understanding lectures, news, speeches, and dialogs delivered in English.	2.72	1.092	Neutral
4	I find difficulty in answering listening tasks.	2.85	.903	Neutral
5	I find difficulty in discriminating information that I listened to in English.	2.75	.796	Neutral
6	Listening to English speakers makes me doubt my ability to properly comprehend information.	2.87	1.070	Neutral
7	I find difficulty in discriminating homophones.	2.78	.980	Neutral
8	I worry that I do not understand what the lecturer says in English.	2.83	1.231	Neutral
Total Weighted Mean		2.8675	.75771	Neutral

Table 3.1. Level of English Language Anxiety Across Four Language Skills Among Preservice Elementary Teachers in Terms of Listening

In the context of Speaking

As shown in Table 3.2, there is a prevalence of neutral English language anxiety towards speaking. On a weighted mean of 2.9950, the average deviation of 0.73553 gives a classification as "Neutral". This means the respondents generally did not agree or disagree with the items regarding speaking anxiety. Thus, the respondents neither see the need to be afraid of speaking nor rule out possible difficulties in doing so.

Among the indicators, those with the highest mean ratings are "I feel perplexed during speaking in English in front of classmates" ($\bar{x} = 3.09$) and "I fear to be ridiculed by classmates if I speak in English" ($\bar{x} = 3.09$). These were followed by "I lack self-confidence when I speak in English to others" ($\bar{x} = 3.05$) and "I feel perplexed during oral exams using the English language" ($\bar{x} = 3.03$). All these were considered "Neutral" in interpretation, which implies that respondents occasionally experience confusion and self-doubt during their engagement in speaking the English language, particularly in class activities and oral examinations. On the other hand, slightly lower than three ("neutral") are the following items: "I worry when asked to speak in English during lecture" ($\bar{x} = 2.97$), "I feel ashamed when I reply in English to the teacher's questions" ($\bar{x} = 2.92$), "I worry when asked to deliver a presentation in English" ($\bar{x} = 2.91$), and "I fear to communicate in English" ($\bar{x} =$

2.90). They were also considered "neutral" because the respondents did not entirely agree nor disagreed on the presence of anxiety in the English speaking situation.

Overall, the study revealed that respondents exhibit relatively neutral perceptions on speaking anxiety in English language. This can be related to what Teimouri et al. (2019) found regarding different degrees of speaking anxiety in second-language learners due to fear of negative evaluation, poor vocabulary, and lack of confidence in communicating thoughts in English.

	Statements	Mean	S.D	Rating
1	I worry when asked to speak in English during lecture.	2.97	1.020	Neutral
2	I worry when asked to deliver a presentation in English.	2.91	.944	Neutral
3	I feel perplexed during oral exams using the English language.	3.03	.915	Neutral
4	I feel perplexed during speaking in English in front of classmates.	3.09	.866	Neutral
5	I feel ashamed when I reply in English to teacher's questions.	2.92	.939	Neutral
6	I lack self-confidence when I speak in English to others.	3.05	1.140	Neutral
7	I fear to be ridiculed by classmates if I speak in English.	3.09	.911	Neutral
8	I fear to communicate in English.	2.90	1.000	Neutral
Total Weighted Mean		2.9950	.73553	Neutral

Table 3.2. Level of English Language Anxiety Across Four Language Skills Among Preservice Elementary Teachers in Terms of Speaking

In the context of Reading

As presented in Table 3.3, the level of English language anxiety of pre-service elementary teachers from MSU-Sulu towards reading was determined. From the data collected, it is evident that there is a weighted mean score of 2.4500 and a standard deviation of 0.71554 which correlates to Disagree. Therefore, it can be concluded that respondents disagree with the proposition that they experience anxiety whenever they engage in reading activities in English. When considering the indicators, it is worth noting that the highest mean score is for "I feel dissatisfied with my level in reading in English," with a mean score of 2.68. Second, "I feel perplexed if I read a full page in English" and "I feel upset when I am asked to read an unfamiliar topic" received $\bar{x} = 2.54$ each. These high mean scores indicate that respondents consider the respective statements neutral. As a result, it can be concluded that respondents experience some degree of anxiety when reading in English; however, they do not experience much anxiety. On the contrary, it should be noted that statements like "I lack self-confidence during reading" (Neutral), "Reading in English causes worry for me," "I feel upset when asked to read English," "I feel bored when I read in English," and "Learning to read in English is a difficult task" received $\bar{x} = 2.50, 2.37, 2.35, 2.33,$ and 2.29, respectively. As a result, they can be regarded as Disagree.

In summary, respondents seem to experience relatively low levels of English language anxiety when reading in English. It seems to agree with Al-Shboul et al. (2018) findings on the low levels of reading anxiety experienced by language learners compared to other language skills. It is expected due to lower processing speeds and the application of strategies in reading.

	Statements	Mean	S.D	Rating
1	I lack self-confidence during reading.	2.50	1.020	Neutral
2	Reading in English causes worry for me.	2.37	.928	Disagree
3	I feel upset when asked to read English.	2.35	.999	Disagree
4	I feel bored when I read in English.	2.33	1.083	Disagree
5	I feel perplexed if I read a full page in English.	2.54	.892	Neutral
6	I feel dissatisfied with my level in reading in English.	2.68	1.034	Neutral
7	Learning to read in English is a difficult task.	2.29	.946	Disagree
8	I feel upset when I am asked to read an unfamiliar topic.	2.54	.989	Neutral
Total Weighted Mean		2.4500	.71554	Disagree

Table 3.3. Level of English Language Anxiety Across Four Language Skills Among Preservice Elementary Teachers in Terms of Reading

In the context of Writing

Table 3.4 illustrates the degree of English language anxiety of pre-service elementary teachers of Mindanao State University-Sulu in the aspect of writing. The findings give the overall weighted mean of 2.9313 with a standard deviation of 0.70831, making the overall evaluation score fall under the category of Neutral. It implies that the respondents neither agree nor disagree with the statements concerning writing anxiety, meaning that they do not consider English writing assignments to be too stressful, although there may be some challenges faced when trying to express their thoughts on paper.

In particular, some of the statements that received the highest mean values include "It takes a long time to organize my ideas during writing" (\bar{x} =3.11), "I find difficulty in writing a correct essay" (\bar{x} =3.09), and "I find difficulty in writing expression" (\bar{x} =2.96). Each of the statements is considered to be of a Neutral category, which implies that the respondents often have problems with organizing their thoughts and constructing sentences in English. On the other hand, there are some aspects of English writing that respondents experience neutral feelings about, such as, for example, "I worry when asked to write an essay in English" (\bar{x} =2.93), "I worry when asked to write a paragraph in English" (\bar{x} =2.91), "I feel mindless when I begin to write in English" (\bar{x} =2.88), "I get low grades in writing syllabus or lesson plans" (\bar{x} =2.82), and "I feel upset during class writing" (\bar{x} =2.75).

Thus, the respondents' perception of English writing anxiety is relatively moderate, which agrees with Cheng (2018). According to the literature, writing anxiety is characteristic of many second-language writers and is associated with problems in organizing thoughts, grammar, and expressing ideas.

	Statements	Mean	S.D	Rating
1	I worry when asked to write an essay in English.	2.93	.967	Neutral
2	I find difficulty in writing a correct essay.	3.09	.818	Neutral
3	I worry when asked to write a paragraph in English.	2.91	.889	Neutral
4	I feel mindless when I begin to write in English.	2.88	.902	Neutral
5	I find difficulty in writing expression.	2.96	.887	Neutral
6	I get low grades in writing syllabus or lesson plans.	2.82	.925	Neutral
7	I feel upset during class writing.	2.75	1.009	Neutral
8	It takes a long time to organize my ideas during writing.	3.11	.973	Neutral
Total Weighted Mean		2.9313	.70831	Neutral

Table 3.4. Level of English Language Anxiety Across Four Language Skills Among Preservice Elementary Teachers in Terms of Writing

Problem 3: Significant difference in the level of English language anxiety across four language skills in terms of: Age, Gender, Year level, Parent's educational attainment, and Parent's monthly average income

According to Age

Table 4.1 presents the disparity between English language anxiety in the four language skills in pre-service elementary teachers at Mindanao State University-Sulu based on their age groupings. It presents the F-values and their significances (Sig.).

Listening shows an F-value of 1.477 with a significance of 0.226, exceeding 0.05. Thus, there is no significant difference in listening anxiety across the age groups.

Speaking presents an F-value of 2.654 with a significance of 0.053, exceeding 0.05. Hence, there is no significant difference in speaking anxiety based on age.

Reading yields an F-value of 0.255 with a significance of 0.858, exceeding 0.05. Therefore, there is no significant difference in reading anxiety based on age.

Writing results in an F-value of 1.853 with a significance of 0.143, exceeding 0.05. Hence, there is no significant difference in writing anxiety based on age.

In conclusion, age is not a significant factor influencing English language anxiety in any of the four skills—listening, speaking, reading, and writing. As such, the null hypothesis, which states that there is no significant difference in English language anxiety in the four language skills when respondents are grouped according to their age, is accepted

	Sources of Variation	Sum of squares	df	Mean Square	F	Sig.	Description
Listening	Between Groups	2.507	3	.836	1.477	.226	Not Significant
	Within Groups	54.33	96	.566			
	Total	56.84	99				
Speaking	Between Groups	4.102	3	1.367	2.654	.053	Not Significant
	Within Groups	49.458	96	.515			
	Total	53.560	99				

Reading	Between Groups	.400	3	.133	.255	.858	Not Significant
	Within Groups	50.287	96	.524			
	Total	50.688	99				
Writing	Between Groups	2.718	3	.906	1.853	.143	Not Significant
	Within Groups	46.950	96	.489			
	Total	49.668	99				

Table 4.1. Difference in the Level of English Language Anxiety Across Four Language Skills in Terms of Age

According to Gender

Table 4.2 reveals the variations of English language anxiety among the four language skills for pre-service elementary teachers enrolled at the Mindanao State University-Sulu. The table shows the calculated t-values as well as their respective levels of significance (Sig.) for the four macro-skills, namely listening, speaking, reading, and writing.

For the listening skill, the calculated t-value is 0.888 and its significance level is 0.377, surpassing the value of 0.05. Thus, it can be concluded that there is no significant gender-based difference in English language anxiety for the listening skill.

When discussing the speaking skill, the calculated t-value is 1.198 while the level of significance is 0.238, surpassing 0.05. Thus, this implies that there is no significant gender-based difference in English language anxiety for the speaking skill.

For the reading skill, the calculated t-value is 2.40 while the significance level is 0.018, being below 0.05. This means that there is a significant gender-based difference in English language anxiety for the reading skill. In particular, male respondents have a higher mean score (M=2.796) compared to females (M=2.369). Thus, males experience more anxiety when learning how to read.

Concerning the writing skill, the calculated t-value is -0.653, and its level of significance is 0.516, surpassing 0.05. This implies that there is no significant gender-based difference in English language anxiety for the writing skill.

Thus, the results indicate that gender does not make any substantial effect on English language anxiety in listening, speaking, and writing skills. On the contrary, gender substantially influences reading-related anxiety. Accordingly, the null hypothesis regarding the absence of significant difference in levels of English language anxiety for four skills for respondents grouped by gender is accepted.

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Listening	Male	3.007	.5900	.17170	.888	.377	Not Significant
	Female	2.835	.7915				
Speaking	Male	3.138	.5219	.17674	1.198	.238	Not Significant
	Female	2.961	.7760				
Reading	Male	2.796	.5716	.42723	2.40*	.018	Significant
	Female	2.369	.7245				
Writing	Male	2.836	.6549	-.11818	-.653	.516	Not Significant
	Female	2.954	.7223				

Table 4.2. Difference in the Level of English Language Anxiety Across Four Language Skills in Terms of Gender

According to Year Level

Table 4.3 shows the difference in the level of English language anxiety in the four language skills of pre-service elementary teachers from MSU-Sulu, with the analysis of variance stratified according to year level. The F-values together with their respective significance (Sig.) are presented for each of the four macro skills: listening, speaking, reading, and writing.

In the case of the listening skill, the obtained F-value is 6.66 with a significance of 0.000, which is less than 0.05. Based on this value, there exists a significant difference in listening anxiety among year levels.

As far as the speaking skill is concerned, its F-value is 2.327, with a significance of 0.079, which exceeds 0.05. Hence, there is no significant difference in speaking anxiety among the various year levels.

The obtained F-value for the reading skill is 1.930 with a significance of 0.130, higher than 0.05, indicating no significant difference in reading anxiety among year levels.

For the last skill, writing, the F-value is 1.051 with a significance of 0.374, which is greater than 0.05, showing that there is no significant difference in writing anxiety among the different year levels.

In conclusion, it can be seen that the year level of pre-service elementary teachers has a significant effect on only listening anxiety, but not on speaking, reading, and writing anxieties. Thus, the null hypothesis that there is no significant difference in levels of English language anxiety across the four language skills among year levels is accepted.

Sources of Variation		Sum of squares	Df	Mean Square	F	Sig.	Description
Listening	Between Groups	9.786	3	3.262	6.66*	.000	Significant
	Within Groups	47.05	96	.490			
	Total	56.84	99				
Speaking	Between Groups	3.631	3	1.210	2.327	.079	Not Significant
	Within Groups	49.929	96	.520			
	Total	53.560	99				
Reading	Between Groups	2.883	3	.961	1.930	.130	Not Significant
	Within Groups	47.805	96	.498			
	Total	50.688	99				
Writing	Between Groups	1.579	3	.526	1.051	.374	Not Significant
	Within Groups	48.089	96	.501			
	Total	49.668	99				

Table 4. 3. Difference in the Level of English Language Anxiety Across Four Language Skills in Terms of Year Level

According to Parents' Educational Attainment

On the other hand, Table 4.4 illustrates the variations in English language anxiety among the four language skills of pre-service elementary teachers enrolled at MSU-Sulu depending on the educational attainment of their parents. This table presents the F-values and Sig. values computed for the four macro skills including listening, speaking, reading, and writing. Firstly, the F-value computed for the listening skill is 2.090 while its significance value is 0.107. Since 0.107 exceeds 0.05, it can be concluded that there is no significant difference in the English language anxiety levels in listening depending on respondents' parents' educational attainment.

Secondly, the F-value for speaking anxiety is 2.76 with a significance of 0.046 which is lower than 0.05. In this way, one can conclude that there is a significant difference in speaking anxiety depending on respondents' parents' educational attainment.

Thirdly, the F-value for reading anxiety is 3.79 while its significance is 0.013 which is also lower than 0.05. Thus, one can make a conclusion about the existence of a significant difference in reading anxiety levels among respondents depending on the educational attainment of their parents.

Lastly, in relation to the writing anxiety, the F-value is 0.594 and its significance value is 0.621 which exceeds 0.05. Therefore, one cannot observe any significant difference in writing anxiety levels among respondents depending on their parents' educational attainment.

To conclude, one should state that the educational attainment of respondents' parents does not have a significant effect on their English language anxiety in listening and writing skills while it has a great impact on speaking and reading. Therefore, one can reject the null hypothesis of this research concerning speaking and reading but not concerning listening and writing.

Sources of Variation		Sum of squares	Df	Mean Square	F	Sig.	Description
Listening	Between Groups	3.485	3	1.162	2.090	.107	Not Significant
	Within Groups	53.35	96	.556			
	Total	56.84	99				
Speaking	Between Groups	4.251	3	1.417	2.76*	.046	Significant
	Within Groups	49.309	96	.514			

	Total	53.560	99				
Reading	Between Groups	5.367	3	1.789	3.79*	.013	Significant
	Within Groups	45.321	96	.472			
	Total	50.688	99				
Writing	Between Groups	.905	3	.302	.594	.621	Not Significant
	Within Groups	48.763	96	.508			
	Total	49.668	99				

Table 4.4. Difference in the Level of English Language Anxiety Across Four Language Skills in Terms of Parents' Educational Attainment

According to Parents' Average Monthly Income

Table 4.5 below shows the differences in English language anxiety by the four language skills of the pre-service elementary teachers at Mindanao State University-Sulu using the grouping of parents' average monthly income. It shows the F-values and significance (Sig.) computed in each language macro skill.

For listening, the F-value is 1.347 and the significance is 0.265, greater than 0.05. This means that there is no significant difference in English language anxiety for listening among respondents grouped according to parents' average monthly income.

On the other hand, for speaking, the F-value is 0.838 with a significance of 0.436, higher than 0.05. This means that there is no significant difference in English language anxiety for speaking among respondents classified according to the average monthly income of their parents.

For reading, the F-value is 0.551 and the significance is 0.578, greater than 0.05. This shows that there is no significant difference in English language anxiety for reading among respondents grouped according to their parents' average monthly income.

In the case of writing, the F-value is 0.268 with a significance of 0.765, greater than 0.05. This means that there is no significant difference in English language anxiety for writing among the respondents grouped according to their parents' average monthly income.

Overall, the results show that the parents' average monthly income does not have any significant effect on English language anxiety among the four language skills. Thus, the null hypothesis that states there is no significant difference in English language anxiety across the four language skills among income-grouped respondents is hereby accepted.

	Sources of Variation	Sum of squares	Df	Mean Square	F	Sig.	Description
Listening	Between Groups	1.536	2	.768	1.347	.265	Not Significant
	Within Groups	55.30	97	.570			
	Total	56.84	99				
Speaking	Between Groups	.910	2	.455	.838	.436	Not Significant
	Within Groups	52.650	97	.543			
	Total	53.560	99				
Reading	Between Groups	.570	2	.285	.551	.578	Not Significant
	Within Groups	50.118	97	.517			
	Total	50.688	99				
Writing	Between Groups	.273	2	.136	.268	.765	Not Significant
	Within Groups	49.395	97	.509			
	Total	49.668	99				

Table 4.5. Difference in the Level of English Language Anxiety Across Four Language Skills in Terms of Parents' Average Monthly Income

Problem 4: Significant correlation among the sub-categories subsumed under the Macro Skills' Language Anxiety

Table 5 presents the Pearson correlation coefficient between the sub-categories within the macro-skills language anxiety construct among the pre-service elementary teachers of Mindanao State University-Sulu. These correlations have been found statistically significant ($p < 0.01$) using a sample size of 100 participants.

Correlation between the sub-categories is summarized below:

1. Listening and Speaking share a high positive correlation ($r = 0.613, p = 0.000$) signifying that when the level of listening anxiety is high, the level of speaking anxiety also tends to be high.
2. Listening and Reading have a moderate positive correlation ($r = 0.370, p = 0.000$) whereby listening anxiety is associated with moderate levels of reading anxiety.
3. Listening and Writing have a high positive correlation ($r = 0.536, p = 0.000$) such that when listening anxiety is high, then the level of writing anxiety will also be high.
4. Speaking and Reading have a high positive correlation ($r = 0.534, p = 0.000$) implying that speaking anxiety is associated with high reading anxiety.
5. Speaking and Writing have a high positive correlation ($r = 0.618, p = 0.000$) such that when the level of speaking anxiety is high, the level of writing anxiety is also high.
6. Reading and Writing have a moderate positive correlation ($r = 0.497, p = 0.000$) such that reading anxiety is associated with moderate writing anxiety.

Therefore, the interrelation among the sub-categories of macro-skills language anxiety construct is statistically significant, which implies that the level of anxiety in one language skill is associated with the level of anxiety in another language skill. This leads to the rejection of the null hypothesis of no significant correlation among the sub-categories within the macro-skills language anxiety construct.

Dependent	Variables		Pearson r	Sig.	N	Description
	Independent					
Listening	Speaking		.613**	.000	100	High
	Reading		.370**	.000	100	Moderate
	Writing		.536**	.000	100	High
Speaking	Reading		.534**	.000	100	High
	Writing		.618**	.000	100	High
Reading	Writing		.497**	.000	100	Moderate

Table 5. Correlation Among the Sub-Categories Subsumed Under the Macro Skills' Language Anxiety

Conclusion and Recommendations

Conclusion

The demographic profile of pre-service elementary teachers at Mindanao State University-Sulu—predominantly female, aged 22-23, and coming from lower socio-economic backgrounds—aligns with the typical teacher-candidate profile in developing countries, where social status often influences language acquisition as noted by Flores and Aneja (2018). While these students exhibit neutral attitudes toward anxiety in listening, speaking, and writing, they display slightly lower anxiety levels in reading; this suggests a lack of active distress but also a lack of enjoyment, supporting the situational nature of anxiety proposed by Teimouri, Goetze, and Plonsky (2019). Notably, this anxiety remains constant across all demographic variables, including age, gender, and family income, reinforcing the view of Dewaele and MacIntyre (2019) that psychological and instructional factors, rather than personal characteristics, are the primary drivers of language apprehension. Ultimately, the strong correlations found between the four macro-skills indicate that language anxiety is an interdependent phenomenon where difficulties in one area positively correlate with challenges in others, a conclusion that resonates with the interdependency findings of Li (2020).

Recommendations

The following are recommended areas that can be explored in future studies:

1. The administrators of the Mindanao State University-Sulu must promote English language support for pre-service teachers by organizing English-speaking activities, reading activities, writing, and other language-enhancing exercises aimed at lowering the level of language anxiety and increasing English proficiency.
2. The educators of pre-service teachers must incorporate classroom techniques which help students interact more freely in class, including guided discussions, interactive group work, and other classroom activities that make learners participate in English conversations.

3. Students enrolled in teacher training should practice English speaking by engaging in various exercises aimed at developing speaking, listening, and writing abilities. This way, the level of anxiety related to English language use can be lowered.
4. The administration of the College of Education could establish various programs aimed at exposing pre-service teachers to English language use through peer mentoring, English language clubs, and various classroom activities.
5. Additional factors that might affect English language anxiety among pre-service teachers could be researched. These include language proficiency, learning environments, and instructional strategies, among others.

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Appendices

No appendices are attached to this study.