BAŞKENT UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES

MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH THESIS

OCCUPATIONAL ANXIETY OF EFL TEACHERS: A CASE STUDY IN LIBYA

PREPARED BY

LUBNA ALSADIQ AHMED AJEENAH

MASTER THESIS

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BAŞKENT ÜNİVERSİTESİ
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Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı çerçevesinde Lubna Alsadiq Ahmed Ajeenah tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans olarak kabul edilmiştir.

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**EĞİTİM BİLİMLERİ ENSTİTÜSÜ YÜKSEK LİSANS
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ÖZET

Lubna ALSADIQ AHMED AJEENAH

İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Mesleki Kaygıları: Libya'da Bir Durum Çalışması

Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

2022

İngilizceyi yabancı dil olarak öğreten bazı öğregtmenler mesleki kaygı hissedebilirler ki bu öğretmenlerin öğrenme ve öğretme becerileri üzerinde olumsuz etkisi vardır. Ancak, İngilizceyi yabancı dil olarak öğreten Libyalı öğretmenlerin mesleki kaygıları ile ilgili çok az şey bilinmektedir. Bu çalışmanın temel amacı Libya'da İngilizceyi yabancı dil olarak öğreten öğretmenlerin mesleki kaygılarını ölçmektir. Bu amaç doğrultusunda öğretmenlerin genel kaygı seviyeleri, Dil Yeterlilikleri (DY), Öğretme Tecrübesizliği (ÖT), Öğrenci İlgisizliği (Öİ), Olumsuz Değerlendirme Korkusu (ODK), Zaman Yönetimi (ZY) ve Destek Eksikliği (DE) incelenecektir. 175 katılımcı 5'li Likert ölçeği ile verilen 31 soruya yanıt vererek çalışmaya katılmıştır. Sonuçlara göre Öğrenci İlgisizliği (Öİ) ve Olumsuz Değerlendirme Korkusu (ODK) arasında; Zaman Yönetimi (ZY) ve Destek Eksikliği (DE) arasında güçlü olumlu ilişki bulunmuştur. Diğer bağıntılarda ortas seviyede olumlu ilişki bulunmuştur. Ayrıca anket değerlendirmelerine göre kadın ve erkek katılımcılar arasında kaygı açısından önemli bir fark bulunmamıştır.

Anahtar Kelimler: Meslek, Kaygı, Yabancı dil olarak İngilizce, Öğretmen, Libya.

ABSTRACT

Lubna ALSADIQ AHMED AJEENAH

Occupational Anxiety of EFL Teachers: A Case Study in Libya

Some EFL teachers may feel occupational anxiety which might have a negative impact on their ability to learn and teach. However, little is known about Libyan EFL teachers' occupational anxiety. The main aim of the present study is to investigate the anxiety of EFL teachers in Libya. To this end, this study explored general anxiety level, Language proficiency (LP), Teaching Inexperience (TI), Lack of Student Interest (LSI), Fear of Negative Assessment (FNA), Time Management (TM) and Lack of Support (LS). 175 EFL teachers participated in this study by filling in thirty-one items assessed on a 5-point Likert scale. The results showed strong positive relationships between lack of student interest (LSI) fear of negative assessment (FNA), time management (TM) and lack of support (LS). The remaining correlations were all indicating moderate positive relationships. Moreover, statistically significant differences in anxiety between males and females were found based on their anxiety scale evaluations.

Keyword: Occupation, Anxiety, EFL, Teacher, Libya.

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LIST OF ABBREVIATIONS

EFL	:	English as a Foreign Language
FL	:	Foreign Language
LP	:	Language Proficiency
TI	:	Teaching Inexperience
LSI	:	Lack of Student Interest
FNA	:	Fear of Negative Assessment
TM	:	Time Management
LS	:	Lack of Support
FLTA	:	Foreign Language Teaching Anxiety
ESL	:	English as a second language
SEM	:	Structural Equation Modelling
FLSTA	:	Foreign Language Student Teacher Anxiety
CLT	:	Classic Learning Test

CHAPTER I

1. INTRODUCTION

1.1. Subject Overview

The significance of EFL teaching emerges from the motivation of learners worldwide to acquire English as a second language to develop their career and research paths. It is evident that English is one of the main mediums for communication in the modern world. Thus, acquiring decent language skills became an urging need for many people of different backgrounds and motives (Pahlavannejad & Bostani, 2013). Moreover, the psychological status of EFL teachers and their motivation is proven to impact those of the English language learners, which is related to the extent of content variety, flexibility, and freedom experienced by the teachers and the learners (Kalman, 2018). Other contexts attributed to the success of EFL teachers to boost the motivation and success in their learners by the technical abilities that are empowered through the focus on communication skills required in teaching English as a foreign language (Rao, 2019). Nonetheless, the presence of anxiety is apparent in foreign language teaching-learning environments, which affects the ability of the students to acquire the necessary skills and the ability of teachers to perform efficiently (Simsek, 2015). Subsequently, it became necessary to conduct studies to explore the levels of anxiety of EFL teaching, as well as, highlighting the reasons behind the anxiety, in order to find methods that would help decrease the problem.

According to İpek (2016), many scholars have focused on the emotional part and how it relates to learning a foreign language. Research on emotional factors, such as self-esteem, inhibition, and anxiety among FL learners and their impact on the language acquisition process, is extensive. Many EFL researchers have taken a keen interest in the concept of anxiety since it was recognized that emotional factors might have a significant influence on the acquisition of foreign language skills.

A study of the association between scores and anxiety revealed that mild anxiety can help with both; thus, learning FL may be easier while excessive worrying impacts the process of learning and may hinders learning the FL (Chastine 1975 in Scoville 1991). Moreover, it was found out that anxiety can affect the pupils' language performance. A

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study on the relation between anxiety and speaking skills revealed that learners may be more careful and hesitant about speaking the target languages, and consequently, they will be less proficient (Gardner, et al., 1976 cited in Bailey 1983). Among the effects of anxiety on FL teaching are avoidance of speaking in class, avoiding giving difficult or personal messages in the target language, neglecting errors and writing short paragraphs (Bailey, 1983; Daly, 1991; Horwitz et al., 1986; Scoville, 1991; Tsui, 1996).

The teaching practicum is a compulsory training period that is required from all teaching candidates in order to graduate. The phase is usually accompanied with various forms of anxiety due to being monitored, lack of teaching experience, assessment, class size, lack of confidence in relation to knowledge, dealing with challenging language skills such as grammar, and concerns related to students' lack of interest. (Agustiana, 2014). EFL teachers showed decreased levels of anxiety as they advance through their practicum, as they demonstrated lower anxiety levels in the second stage of their practicum than those in first stage, which confirms the role of experience and knowledge in alleviating adverse anxiety effects (Akinsola, 2014). Furthermore, classroom management is one of the major concerns of EFL teachers specially at the initial stages of their teaching journey, in addition to mentors' attitudes and feedbacks, which can also be regarded as one of the major reasons of high anxiety (Han & Tulgar, 2019). Moreover, the relationship between the EFL teacher and the students is another major source of anxiety; the ability of the teacher to understand the differences of the students' backgrounds and educational levels and his/her ability to establish a trustworthy relationship between them pose a key challenge that might increase anxiety and affect the teacher-student relationship (Merc, 2011).

EFL teaching in Libya encounters several additional challenges due to students' lack of motivation, lack of solid educational infrastructure and educational materials in the country, inadequacy of monitoring mechanisms, lack of authority coordination between teachers and the stakeholders of the field, in addition to the absence of sufficient training and developmental programs (Pathan, Al Khaiyali, & Marayi, 2016). The lack of confidence of Libyan students in their EFL teachers is one of the main obstacles in learning English as a second language, as students showed distrust in the knowledge being presented to them, besides the methods of presentation their teachers use. These issues led to lack of interest, lack of motivation, lack of attention on the students' sides and subsequently affected the attitudes of the teachers towards their profession (Salem,

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2019). Moreover, Libyan EFL teachers indicated that with the absence of government support, they rely mainly on their supervisors to supply them with the materials and the needed assistance (Baba & Kaymakamoglu, 2017). The literature indicates that EFL teachers in Libya have shown high level of anxiety due to communication issues, attitudes towards profession, classroom management procedures, and their knowledge and proficiency in teaching material (Wadi & Mohammad, 2016).

The available data from the literature shows that in addition to the commonly known sources of EFL teachers' anxiety, there exist other unique sources that increase the anxiety of their counterparts in Libya. Thus, the current research investigates the sources of anxiety among Libyan teachers based on an anxiety scale modified to suite their case study. The scale takes into consideration the conventional sources of anxiety, such as classroom management, assessment and mentoring, and lack of knowledge and experience, as well as other sources such as lack of training and resources that are more prevailing in Libya. Furthermore, the results of the research are expected to be beneficial in diagnosing the main issues encountered by the EFL teachers in Libya, which would contribute into adopting new strategies and techniques by the ministry of education in the country of Libya that EFL teachers might benefit from.

About 5% of the population is affected by anxiety at any given time. It affects approximately 1% to the point of disability. Most of those infected (80%) are women due to women's exposure to unique pressures in our society, and some observers have argued that the increased prevalence of cases among women is directly linked to the pressures created by the low status of women than men in our civilization (Sheehan, 1988).

Anxiety has positive aspects as well as negative aspects. In cases of medium anxiety, the severity of this degree of anxiety is associated with the most consistent performance, as opposed to high neurotic anxiety or low anxiety. According to Moses (1979), ordinary anxiety is essential for mature individuals emotionally and mentally as it helps us to deal with the problems we face in everyday situations with good efficiency, and this degree of anxiety can be called "normal anxiety" because it facilitates dealing with all kinds of situations in the most appropriate ways.

In order to be able to achieve its goals and avoid negative feelings, such as concerns about the future, anxiety should be characterized by self-efficiency, i.e., driven and stimulated to accomplish. In the same vein, psychologists, educators and other related

fields place great emphasis on the idea of self-effectiveness awareness because it helps people regard themselves as capable, positive, and aware of their abilities, which as a result, helps them realize their potential and devote their energies to their work and leads to the effectiveness of the high perceived self (Jacob, 2012). Consequently, it assists students in overcoming the challenges and problems they confront to be more effective in dealing with many everyday activities, which contributes to changing behavior, and planning for themselves.

According to Bong (2004), teachers and faculty members must have the appropriate knowledge of academic self-effectiveness, as it affects the integration of students into the classroom. It also helps in figuring out the differences in students' behavior and academic achievement, which might be the result of students' differences in academic self-effectiveness. It is highly noticed that students are more interested and participate actively in tasks they believe they have the self-competence to perform.

As for Hasib (2001), a person's goals and level of effectiveness affect their thoughts and behaviors. A person with high self-effectiveness works hard, chooses challenging tasks, and experiences less fear and anxiety while performing. They are also known for having self-confidence, persistence, and a strong desire to achieve their goals.

In regards to academic performance, academic self-efficacy plays a significant role. A student with solid academic self-efficacy enjoys learning and feels satisfied when completing projects and tests (Elias & Macdonald, 2007). Academic self-efficacy is a factor connected to the student's capacity to complete academic assignments and the pursuit of his goals successfully. For the student who lacks academic self-efficacy, academic failure and a lack of interest in studying expose his academic achievement to failure (Edman & Brazil, 2009).

1.2. Research Problem

Establishing programs for university lecturers and trainees is one of the most crucial things that must be done instantly to attain the best performance and practice the profession effectively, efficiently, and to a high standard. As a result, there has been a growing concern about anxiety and its impact on improving the performance of professors and trainers in Libyan universities. Many studies, including (Pathan et al., 2016; Mohsen, 2014), have suggested that solutions should be developed to reduce

anxiety for teachers and trainees specialized in teaching English in countries such as Libya to improve the outcomes of the English language teaching.

However, the main problem that is addressed in this research study is determining the level of occupational anxiety of English language teachers due to its essential role in education in general and in university education in particular. Many studies have shown the importance of anxiety in achieving success in various scientific and educational organizations and self-efficacy; it plays a vital role in the success of teachers' jobs and improves their level of performance. This leads to job performance, increased satisfaction, mental health and psychological well-being.

1.3. Research Aims

The main aim of the research is to investigate the sources of anxiety that EFL teachers in Libya encounter. The study is also aiming to explore gender and general anxiety level, Language proficiency (LP), Teaching Inexperience (TI), Lack of Student Interest (LSI), Fear of Negative Assessment (FNA), Time Management (TM), and Lack of Support (LS). In addition, it will measure the degree of anxiety among male and female teachers at the undergraduate level, the degree of anxiety among male and female students at the stage of receiving training for teaching English, the degree of anxiety among teachers and students of field training for teaching English, correlation between degrees of anxiety and teaching English for male and female teachers at the undergraduate level, and the correlational relationship between the degrees of anxiety among male and female students of field training for teaching English. According to previous studies (Elabbar, 2014; Embark, 2015; Mohsen, 2014), EFL instructors in Libya are more anxious than their counterparts in the United States due to distinct causes of stress. Based on that fact, the current study examines the causes of anxiety among Libyan EFL teachers using a scale that was specifically designed for this research study.

1.4. Research Questions

The current study examines the causes of anxiety among Libyan teachers using a scale that was specifically designed to serve the present research study's aim. Depending on the nature of the problem and the aim of the study, the following two questions are the main research questions:

1. Are there any statistical differences in the levels of Libyan EFL teachers' anxiety in terms of general anxiety level, Language proficiency (LP), Teaching Inexperience (TI), Lack of Student Interest (LSI), Fear of Negative Assessment (FNA), Time Management (TM), Lack of Support (LS)?

2. Are there any statistical differences in anxiety levels between genders?

1.5. The Significance of Research

Ineffective anxiety management negatively impacts instructors, lowering their satisfaction and affecting their engagement level, observed classroom behavior, and attitudes toward education. Along with their coworkers and managers, it may also impact teachers, students in the training area, their family members and social lives, not to mention their colleagues and managers. According to Mercer (2018), who makes a similar argument, the teacher's fear is a bad emotion brought on by his poor command of the target language. According to Merç (2011), there are several triggers for FLTA, such as classroom management, specific language teaching methods, or issues with power, such as supervisor-teacher relationships. Therefore, different opinions about FLTA must exist, and it is essential to look at the causes of the FLTA issue.

CHAPTER II

2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Anxiety

The concept of anxiety originally appeared in literature in the first part of the 20th century, and studies and research in this field began at the end of the 1940s. The term "anxiety" was originally used by Sigmund Freud (1856–1939), who also gave it a functionalize definition and looked into its causes. According to Freud, suppressing the force that comes from instincts and impulses is what causes anxiety (Andriana & Kasprabowo, 2020). Changing this view later, Freud attributed anxiety to the ego's perception of a dangerous situation, and accepted that the suppression system worked to eliminate this situation. According to Freud, the function of anxiety is to warn the ego against a possible threat and danger and to activate defense patterns (Bahrke & Morgan, 1978). In order for mental health workers to be productive both in their individual and institutional work, their anxiety levels should be low. Employees with low levels of anxiety are expected to have high work efficiency.

Anxiety has also been defined as a person-specific worry that accompanies a heightened psychological state but is not exactly fear. It is not possible to talk about a single anxiety, as there are a number of related disorders that share common themes. Anxiety can be defined as a state of hopelessness accompanied by strong physiological or somatic components, resulting from the inability to provide the desired results or returns, predictability or control in a certain situation or content. Anxiety has been one of the leading research topics in psychology recently. According to Julian (2011), all forms of teaching that deal with personality structure, human behavior and learning have given place in studies on anxiety. Anxiety, which arises from interpersonal interaction and has a motivating feature, as well as an inhibitory feature, is experienced with different emotions. Anxiety affects a person because it causes feelings of uncertainty, worry, and dismal expectations for the future, especially for the excessive anxiety that is self-generated. Additionally, the circumstance indicated as the root of this emotion may strike other people as ridiculous or irrelevant (Julian, 2011).

As for Spielberger (2013), fear is different from anxiety in terms of knowing its source, being more severe and usually shorter in duration. Stress which can be the result of being anxious could causes painful emotions, for example, it can also lead to depression and mild or severe physical illness. The word anxiety, which we hear frequently today, has become one of the most common words in fields such as science, art, politics and psychology, particularly in the 20th century. In analyzing the word 'anxiety' etymologically, it is realized that it is derived from the ancient Greek word "anxietas", which means worry, anxiety, distress, uneasiness, fear, and curiosity.

It is quite challenging to completely explain the concept of anxiety, which has many diverse definitions. Anxiety is a troubling emotion that arises when a strong impulse or desire does not seem to succeed in achieving its desired goal. An internal response to a potential threat is also regarded as anxiety. Salecl (2004) characterized anxiety as a state of excitement that may also include feelings of despair, distress, fear, helplessness, a sense of failure, and being judged. A sensation of unease over the absence of pleasure is known as anxiety. Negative future expectations and a tension-filled mood with an unknown source are recurring themes in many descriptions of anxiety. However, it is important to make a distinction at this point from the word 'fear', which is frequently used interchangeably.

The fear and anxiety can be characterized by three distinctions in their structures. The source of enthusiasm is the initial factor differentiating the two concepts. Considering fear, there is a precise component that may be identified as the cause in the development of the emotion. Thus, fear and anxiety can be distinguished by the clarity of cause leading to the feeling. According to Freud, anxiety is a thought that denotes an actual threat. However, he later modified this idea and stated that it was about the expectation of danger rather than an existing danger. According to De Botton (2008), the ambiguity of the source is the essence of anxiety, and when the cause is known, the structure of the emotion changes and the emotion of fear takes the place of the emotion of anxiety. The intensity of excitement also separates fear from anxiety, and fear is characterized by a greater level of enthusiasm than worry. The time that excitement lasts is another distinction that sets excitement apart from anxiety. While the duration of the emotion of fear is shorter, the duration of anxiety will be longer. For the feeling of anxiety, it is possible to say that it is a sensation that is connected to negative expectations for the future, but unlike fear, it is an uncertain feeling that is less intense and felt for a longer

amount of time.

2.1.1. Causes of Anxiety

Human nature includes anxiety on a fundamental level. The environment and humans are always interacting. Due to the interactions described by Mandler and Sarason (1952), the individual occasionally experiences various internal tensions as a result of certain stimuli. One of the reactions to these internal pressures is anxiety. The variables that will make the person feel uneasy or insecure are effective based on the development of this warning. In a situation when he feels uneasy or uncertain, a person feels internal tension, which leads to an anxiety reaction. The formation of the anxiety-inducing mood depends on how the person interprets their surroundings. People who do not receive indications from their environment that suggest they might experience a poor outcome in the future will not experience anxiety. A stimulus that draws attention to potential negative experiences for one person may not have the same significance for another. This perspective, which differs from person to person, is caused by the culture in which the individual was raised, claims Bloom (1997).

2.2. Occupational Anxiety

According to Spielberger (2013), a university education is a crucial step in preparing people for the business world by providing them with the fundamental education they need to find employment in a variety of future industries. Students experience tension and anxiety during this procedure due to their uncertainties regarding life after graduation.

Self-Centered Anxiety is characterized by a focus on the individual. In order to worry about practicing his profession successfully in the future, a graduate applicant challenges his professional knowledge, fitness for the profession, sufficiency, and willingness for the profession as a whole. According to Zeidner and Matthews' (2005) study on task-centered anxiety, a person's professional background and likelihood of success are important factors, and yet there are more factors that affect success and failure emerge.

Students who choose their profession voluntarily and come to the department/program they are studying on their own choice have less professional anxiety about the future. When the results of the survey study and the results of other sources are examined, it is seen that the level of professional anxiety of the students in both occupational groups increases as they reach the last year.

2.2.1. Definition and Characteristics of the Teaching Profession

According to Tiller (2013), training people who fit the society's profile is the best way to ensure that it continues to develop and keep up with the demands of the current times. Through education, society will be able to train people with the necessary profiles. As a result, the teaching profession is very important for the growth, development, and age-appropriation of societies. The definition of specialization encompasses knowledge of broad culture, specialized fields, and the teaching profession. These are the qualities that all teachers ought to possess. These include knowledge of the teaching profession, general culture, and the field.

There are dozens of distinct attributes that can be counted in different eras and cultures when it comes to defining the credentials that those who will perform the profession should possess after the occupation has been defined. In actuality, different cultures and times will produce diverse requirements, which will call for teachers with a variety of qualifications (Eysenck, 2013). There are, however, some traits that are generally seen favorably across all cultural contexts. These qualifications can be demonstrated by having a suitable level of general cultural knowledge, specialty field knowledge, and teaching field expertise. Teachers should also have traits like love, respect, and tolerance, as well as solid communication skills, the ability to set an example for the community, be fair and trustworthy, function as a mentor, be open to new ideas and advancements, and employ their teaching abilities effectively.

Barr (2010, p. 109) listed number of qualities a successful teacher ought to possess and included these qualities in the scale he created. The following is a list of qualities that make a good teacher: Being kind-hearted, considerate of others, cooperative, emotionally secure, moral, and successful in managing oneself are just a few examples. Being self-sufficient and independent, able to think abstractly, being intelligent, being void and fair, being objective, being physically attractive (clothing, physical appearance, cleanliness),

having physical energy, being dependable, being honest, being able to approach problems in an original way, and having sufficient professional knowledge are all desirable qualities.

There are studies that categorize the qualities that teachers ought to possess when we explore the literature; personal attributes and professional characteristics both apply to these traits. Within the purview of this classification, Elias and Macdonald (2007) identify the following characteristics that are related, on one side, to personal qualities such as being objective and open-minded toward students, taking into account the needs of the students, to be able to do scientific research on issues concerning education, taking into account educational gaps between people being receptive to new ideas and advancements and continually evolving, being able to comprehend and analyze societal changes keeping a close eye on technological advancements in schooling, possessing an inquiring spirit besides high hopes for success (Weiss et al., 2019).

On the other side, professional features such as: using time effectively, starting and ending classes on time, cooperating with other administrators and teachers, knowing the student's problems, physiological, emotional and social characteristics and acts accordingly. The teacher tries to develop students' problem solving, systematic and creative thinking skills, raises individuals who can put what they have learned into practice. They also try to prepare students for higher education, society and life. Aiming to incorporate the most recent advancements in teaching and learning into the classroom. It is built on the involvement of the students in all aspects of classroom administration. It continually aspires to become better. uses accurate and legitimate measurement methodologies to evaluate student achievement in a scientific manner. It makes kids aware that learning is a process that lasts their entire lives. By creating a free classroom environment, it aims to ensure that pupils develop into assertive and self-actualized individuals. Take use of various instructional styles, techniques, and methodologies (Theobald, 1990; Burden, 1979).

In Tuma and Maser's (2019) research, the most important characteristics that pre-service teachers consider necessary to exist in a qualified teacher are being understanding, taking care of their clothes, smiling, being patient, being humorous, being patriotic, being democratic, having high self-confidence, being consistent and being innovative. In addition, the pre-service teachers who participated in the study stated that a qualified

teacher should have the characteristics of treating students equally, being a good model, giving importance to social values, having knowledge of psychology, loving his profession and having good communication skills, as well as being a guider. As it is seen, there are numberless of features depending on time and culture, including being honest, reliable, open-spoken, understandable, and strong communication skills, which can be said to be valid for all times and cultures.

The structure of the teaching profession and the expected characteristics of the teacher may cause professional concerns to individuals who will practice the profession. Teachers' professional concerns can be classified into self-centered, task-centered and student-centered concerns. Self-centered concerns are related to features such as the teacher's sufficient field knowledge, sufficient pedagogical knowledge, being emotionally balanced, being objective, his/her success expectations, and focuses on the problem of whether he can perform his/her profession successfully (Spielberger et al., 2014). It is associated with the individual's personal characteristics and their predisposition to the profession. Task-centered concerns are related to features such as following the developments and innovations in the teacher's field, applying them, being open to cooperation, being able to renew oneself, and focuses on performing the teaching profession effectively and adequately (Pahlavannejad & Bostani, 2013). Student-centered concerns, on the other hand, are related to features such as taking into account differences in education, considering student expectations, planning and implementing teaching services appropriately, being able to continue teaching with different and appropriate materials and methods, having strong communication skills, and focuses on being competent to meet the needs of students.

2.3. EFL Teaching Practicum

English is the most commonly used language for communication among non-native speakers. Teaching a foreign language, especially English in this context, has become a common practice in all communities whose mother tongue is a language other than English.

For a language to gain a global status, it is important that it must be accepted not only in the countries where it is spoken, but also in other countries (Crystal, 2003). And there are no doubts that English is a language that has gained this essence. According to

Matsuda (2012), the acceptance of English as the "default international language" made it popular all over the world and accelerated its spread. Many studies have been carried out on teaching of English from past to present, and as a result of these studies that have been going on for many years, English teaching has taken its current form by going through various processes and trials.

In recent years, one of the topics that has been frequently emphasized in foreign language teaching is communicative competence. Saraswathi (2004) lists the basic principles of communicative competence, for example, speakers should have skills such as when to speak, when not to speak, talk to whom, when, where and in what situation:

• The aim of foreign language teaching is to develop communicative competence in learners.

• The teacher is the facilitator of learning and the manager of classroom activities.

• Learners are sorts of communicators. Actively participates in the process of constructing meaning; play, problem-solving tasks, and role-playing activities.

• The language is presented to the learners in the form of an ongoing conversation, and the elements of the language such as listening, speaking, reading and writing are introduced to the student as a whole, not as separate parts.

• Errors are considered as an inevitable part of the language learning process. Fluency in using language comes before accuracy.

As in all disciplines, permanence of learning is one of the primary assumptions in foreign language teaching. Apart from this, there are some features that the teacher should have in foreign language teaching. Cajkler and Addelman (2012) list these features as follow:

• Presenting the language in a meaningful context,

• Collecting examples of language use from students,

• Making the instructions understandable for everyone,

• Using various techniques,

• Pairing or group work to maximize practice,

• Monitoring individuals or groups,

• To respond to the needs of all students, regardless of gender or ability,

• Verify and confirm when the target language is used correctly.

Though, the wide-spreading use of communication and information in authentic environments has been emphasized in recent years, various currents, methods and techniques in teaching English as a foreign language have developed and become popular over the years and later left their popularity to a new trend or method. Historically, foreign language teaching has become an important profession in the 20th century. Methods, techniques and materials that became the foundations of modern language teaching began to be developed in this domain. Different understandings and ideologies in competition with each other in language teaching have added diversity and momentum to the nature of foreign language teaching. The methods and techniques developed for use in foreign language teaching including English, have been developed to be used in teaching all languages as a foreign language. The starting point of all of these methods is to increase the efficiency in teaching to better levels. The main methods that stand out in foreign language teaching are the grammar-translation method, the direct method, the audio-lingual method, the holistic physical response method, the silent method, consultative language teaching, suggestion method, communicative language teaching and eclectic approach (Richards & Rodgers, 2014).

Teaching English as a foreign language is in an increasing demand that has been the situation in Libya as well as in many parts of the world and has been going on for many years. The main reasons why English is in great demand can be attributed to the case of English being known to everyone, its key role in communication with the world, being the language of science, and the increasing career opportunities that individuals may be exposed to due to their knowledge of English.

With the updates of the educational system, some changes have been made regarding the English language teaching at the ministry of education in Libya. According to these changes, the English language begun to be taught to students starting from the 2nd grade of primary school. In this regard, some of the basic assumptions about the

English teaching environment can be listed as follows:

• Communication in English teaching is focused on creating real meanings.

• Students can use the English skills they learned in the lesson in all areas of learning.

• The main purpose of learning English is not to cover and complete all the topics listed in the curriculum, but to try to focus on the communication environment established in the classroom.

• The focus of the lessons is to do something using English rather than learning new information about English.

• When students make mistakes while communicating, their mistakes are not corrected in order not to disrupt the flow, and the deficiencies are corrected later by ensuring the continuity of communication.

In this respect, it is essential that English would be used in authentic and communicative environments. And since it will not be possible for a single teaching method to yield the planned results in using English as a communication tool, it is important for teachers to evaluate students as users of the language, not as language learners, in an eclectic approach. From this point of view, it is possible to say that the ministry brought a new breath to English teaching and benefited from the language teaching trends used in the world. Despite the emphasis on teaching English in Libya and increasing demands in the education system, it is striking that there are some problems associated to the process.

In this respect, the recommendations prepared in order to find solutions to the English language teaching problems Libya is experiencing are listed as follows:

1. A comprehensive and continuous in-service training system should be developed for English teachers. Within the scope of these trainings, points such as teaching English as a communication tool and how the content can be personalized in order to increase the interest and motivation of students in different age and skill groups should be emphasized.

2. Curriculum should be reviewed; textbooks and all learning materials should be

developed. The new curriculum to be developed should contain various functional additions focused on communication in its content and should guide teachers on how to take individual differences into account.

3. The revised new curriculum and materials should show realistic progression from second grades to twelve grades; the number of weekly course hours should increase accordingly. It should also take into account students of vocational/technical high schools who have different needs/skills. Lastly, it should be developed in line with the opinions, support and participation of teachers.

In the light of the above points, there have been some arising problems related to the actual practice. Thus, there is a serious need for studies that offer new and permanent solutions in order to improve the current situation and to make English a communication tool easily used by Libyan citizens.

The EFL teaching practicum is an essential part of the learning journey of future teachers. The crucial step allows graduating teachers to apply their knowledge into real situations, develop their pedagogical style, build and install confidence in their teaching skills, expose them to different classroom situations, familiarize them with variety of learning needs and styles of students, and acquire experience that allows them to strengthen any weaknesses (Bekereci-Sahin & Salli, 2020). Knowledge base models are EFL teacher's preparation plans that focuses on the knowledge of the teachers as a key to reinforce their abilities in the classroom and the school environment. The main purpose of these models is to create an interface between theory and practice in preparation of EFL teachers (Zhu, 2013).

The key in preparation of EFL teachers for service is to expand their knowledge in several dimension, including technical, practical, and emancipatory. The technical knowledge level is at the centre, as teachers need to accumulate sufficient knowledge in the English language and teaching techniques allowing them to have the suitable material to convey to students (Ng et al., 2021). Practical knowledge and emancipatory knowledge are the ones mainly targeted by EFL teaching practicum. Practical knowledge is acquired through the interaction of teachers with the classroom, where they can evaluate their knowledge, teaching style, and classroom management skills (O'Loughlin, 1992). Emancipatory knowledge is another level of the knowledge base, which may take additional efforts and time (Zhu, 2013). At that level, EFL teachers expand their abilities

to identify and interact with social and political issues to participate in solving them and improve the teaching and working environments (Aber, 1991).

Moore and Hopkins (1992) presented a conceptual model for knowledge bases for teacher education that can be applied to EFL teaching candidates. The specified three knowledge bases for teachers: general, specialized, and professional. The latter knowledge base is the one concerned with the EFL teaching, which the authors divided into foundational, pedagogical, research, and application. The importance of professional knowledge emerges from being the adhesive element connecting general and specialized knowledge to combine subject matter with pedagogy into concepts delivered to learners. The focus of EFL teaching programs is on teaching competencies, as we as material and pedagogy, that provide the candidate with the edge to perform efficiently in the classroom. Professional knowledge is obtained through three main steps: knowledge acquisition, pedagogy modelling and practice, and classroom application.

Freeman and Johnson (1998) presented another model of the knowledge base for EFL teachers that keeps the focus on teaching as a core activity. The authors defined three main components for the activity: the teacher, the teaching contexts (often the classroom), and the pedagogy. There is an emphasis in the model on the social, cultural, and institutional contexts of EFL teaching that need to be taken into consideration in the knowledge base of the candidate. Within the social, cultural, institutional, and classroom contexts, the EFL teacher is in a two-way process between learning and socialization. Furthermore, participation and practice evolve during the teaching-learning processes into pedagogical processes. Therefore, the authors claim that the proposed model capture 'the complex terrain' of EFL teaching by focusing on the teaching and learning of teachers, the social, cultural, and institutional contexts, and the pedagogical process.

Day (1993) discussed three knowledge base categories: content, pedagogic, pedagogic content, and support, along with four models for EFL teacher's education: apprentice-expert, rationalist, case studies, and integrative. Content knowledge is defined as the one concerned with the technicalities of the subject matter. Pedagogic knowledge is defined as the one concerned with practices and strategies for teaching in general without focusing on the subject matter. Pedagogic content knowledge is defined as the one concerned with the means of delivery of subject matter and students' interaction and the difficulties and misconceptions that are encountered in both of them. Support knowledge

is defined as one of the other subject matters that can help deliver in English teachings, such as linguistics and research methods.

The four education models discussed are more specifically concerned with programs for EFL teachers. The apprentice-expert model is the most usual one used, where the candidate is assigned to an experienced teacher and knowledge is transferred through observing the expert's teaching, getting instructions from him or her, and applying it in classroom settings. This model has many critics, mainly for lacking a dynamic nature, especially with developments in EFL teaching over time. The rationalist model is the conveying of knowledge to the learners through theory and expecting them to apply it practically. However, this model has many shortcomings, including communication issues and the gap between theory and practice in many cases, in addition to a lack of evidence on the efficiency of the model in EFL teaching. The case studies model is a collaborative approach that involves a discussion and analysis of classroom history. These exercises aim to broaden the comprehension of EFL teachers of their profession. While this approach is deemed useful in content knowledge, there have been few benefits in the other three knowledge categories. Based on the limitations discussed in the three models, the author proposes an integrative model that combines the three models through different teaching styles, including teaching, micro-teaching, observation, simulation, roleplay, discussion, and research, to convey the four types of knowledge needed by EFL teaching candidates. Styles from the three models can be used as appropriate to the needs of the contexts and the learners to ensure they grasp the required knowledge (Day, 2013).

Other types of knowledge needed by EFL teachers were discussed in different research contexts. Scholars developed knowledge base models that prioritized language proficiency and sociocultural knowledge, while others emphasized the importance of communication skills and the importance of contextual knowledge for EFL teachers to be able to deal with different classroom situations. Moreover, it was important for researchers in teacher education programs to stress that model of conveying knowledge is as important as the knowledge base itself. The integrative models that were suggested support the idea of the EFL teacher's ability to understand the content on the subject matter, follow instructions of mentors, evaluate performance, analyse issues, and come up with a new understanding that can carry through during the development (Fandino, 2013).

The opinions of scholars reflect that knowledge is the base of success for EFL teachers, which makes it the domain mainly focused on by program developers and EFL teachers during their practicum. Nonetheless, feedback from the field is necessary to understand the efficiency of the phase and its impact on candidate teachers (Tekir & Akar, 2020). Research on EFL teachers investigated their perception of concerns at the beginning and at the end of their practicum. It also compared the differences between the candidates and their teachers at each point. The research results reflect enhanced confidence of EFL teachers in managing the classroom, driving change in their students towards the material, and establishing social relationships with the students, their parents, and their colleagues at school. Moreover, a significant difference was found between the perceptions of the EFL teaching candidates of their concerns at the beginning and the end of the practicum (Arslan & Ilin, 2018).

Goksel and Rakicioglu-Soylemez (2018) studied the traits and factors that EFL teachers believe are essential for their success. The research was developed with 170 EFL teachers. The perception of efficiency was primarily attributed to personality (34.5%), followed by academic competence (26.5%), teaching competence (24.7%), and socio-affective skills (14.3%). The participants believed that knowledge of word pronunciation is the most important English language skill for an EFL teacher, followed by the knowledge of grammar, knowledge of vocabulary, and competence in language skills. For personality traits, participants believed that patience is the most important aspect, followed by an open-minded mentality, helpfulness, and friendliness. The participants thought that the teacher role must focus on being a guide, a role model, a supporter, a leader, and a promoter. Participants believed that the EFL teacher should prioritize understanding differences between students, motivate them, and enhance communication channels and skills in the social context. Most of the participating EFL teaching candidates indicated that having communication skills is the most critical instructional process, followed by the ability to develop and apply teaching activities, the ability to distinguish suitable teaching methods, and the competence of creating a student-centred classroom environment.

2.4. Occupational Psychology EFL Teachers

Research of the psychological impacts of the profession on EFL teachers expands to several aspects in the literature. Ipek et al. (2018) studied the relationship between occupational stress of EFL teachers in Turkey and their self-efficacy with data from more than eighty participants. While high means were recorded for self-efficacy and its three dimensions: instructional, classroom management, and student engagement, a low mean was aggregated for occupational stress amongst EFL teachers. A weak positive correlation was found between occupational stress and obstacles in self-efficacy, which reflects a potential relationship between the psychological factors and the performance of EFL teachers. Sadeghi and Sa'adatpourvahid (2016) indicated in their study, including around 150 EFL teachers in Iran, that at least 29% of them are stressed about their occupation, which affects their job satisfaction levels. Several stress sources were investigated, and the most influential factors were related to inadequate compensation, job security, lack of appreciation from students, attitudes and behaviour of school management, lack of student motivation, and work overloads, respectively. The participants also indicated that the demands of parents for high evaluations, lack of available teaching materials, and extra-curricular activities are additional sources of stress for them.

Burnout is another negative occupational psychology impact that is common among EFL teachers. EFL teachers demonstrated high levels of burnout due to their profession, while those working in primary education settings had higher burnout levels than those in middle and high schools (Kimsesiz, 2019). Nagamine (2018) stated that burnout is caused by several psychological factors that are related to the lack of self-confidence of the teachers, but mainly the low levels of understanding of their emotional challenges by school administrations and policymakers. Despite the attribution of burnout to work conditions and pressures, the analysis shows that anxiety is the leading cause of the phenomenon. The author mapped the state of burnout among EFL teachers in Japan, where anxiety is caused by judgements of students and parents of teachers' English proficiency. Anxiety then leads to criticism, confronting dilemmas, and hesitation. The effects are alleviated in through hoping caused by positive responses and support. Hoping and hesitation can have a positive influence by driving teachers to enhance their proficiency and skills. The condition part of the map is the role of school administrations

and policymakers in developing policies and strategies to enhance teaching processes and techniques.

Khezerlou (2017) investigated the relationship between the dimensions of burnout: emotional exhaustion and depersonalization, and personal accomplishment, with several factors of self-confidence for EFL teachers in Turkey and Iran. The correlational analysis showed weak to moderate negative correlations for emotional exhaustion with satisfaction, professional self-esteem, practice, adaptation, and development. Depersonalization showed moderate correlations with professional self-esteem, practice, adaptation, development, communication, and satisfaction. Nonetheless, personal accomplishment showed a moderate positive correlation with all the factors with the strongest relationship with professional self-esteem. According to the regression model, emotional exhaustion had a higher negative effect on Iranian EFL teachers in comparison with their Turkish counterparts. Depersonalization had a higher effect on Turkish EFL teachers than their Iranian counterparts. Both samples showed similar effects of personal accomplishment: Turkish and Iranian.

The ability of the EFL teachers to handle negative psychological effects during their education, practicum, and in-service phases has a role in enabling them to get through with better performance and efficacy. Stavraki and Karagianni (2020) identified resilience factors, including persistence, peer support, and social skills, as important factors that can enhance the psychological status of EFL teachers. Furthermore, Hekmatzadeh, Khojasteh, and Shokrpour (2016) tested the relationship between the emotional intelligence of EFL teachers in Iran and their job satisfaction. The findings of the research indicated a moderate positive relationship between the two variables ($r = 0.450$). Positive correlations were also found between emotional intelligence and work conditions ($r = 0.321$) and motivation ($r = 0.573$). There were no impacts of emotional intelligence on income or an impact of gender on the results.

Solutions to support the occupational psychology of EFL teachers have been suggested in order to alleviate the impacts of stress, burnout, and anxiety. Ghasemi (2021) recommended an interventional program that targets the psychological status of EFL teachers. The author measured burnout using Maslach's scale and conducted a motivation test before and after the application of the program. While immediate positive effects were observed on the stress and burnout levels of the participants, these effects

diminished in the test conducted a few months after. These results indicate that personal psychology programs can assist EFL teachers in resisting negative psychological implications, but a continuous application with adequate monitoring is required to ensure effective outcomes. Helgesen (2017) presented a relationship between the implementation of psychologically positive activities that can enhance EFL teacher education experiences.

The exercise was named 'calling', which depends on triggering positive emotions and linking education to positive meanings during the learning process. Moreover, the calling model focuses on relationships between the involved people in the program and between the people and the content. Therefore, activities designed for EFL teaching candidates are considered supportive of positive psychology through triggering pleasure, the association of positive meanings, and finding strengths through relationships.

Talbot and Mercer (2018) investigated the strategies that are used in Austria, Japan, and the United States for emotional regulation by interviewing twelve EFL teachers in those countries. All participating teachers mentioned cognitive reappraisal as a critical adjustment strategy during unfavourable times. Subsequently, teachers confirmed that constant evaluations of their behaviours, methods, and strategy allowed them to discover mistakes they were committing and adopt alternative methods to simulate the change in the classroom. Downward self-comparison and socializing is another strategy reported by more than 80% of the participating teachers. The strategy is simply for the EFL teachers to open their eyes to people at their career level, which allows them to discover positive events that they could not notice otherwise. Moreover, downward socializing allows EFL teachers to find issues in their career paths, cognitive strategies, and content knowledge that allows for improvement. The third strategy is problem-directed action, where EFL teachers are encouraged to face their issues and not to procrastinate solving them to avoid them going out of control. Participants also mentioned that this strategy allowed them to discover that some of the faced issues were simpler than they thought, which helped reduce negative emotions. Finally, savouring and gratitude are two positive qualities that allowed them to defeat many difficulties caused by challenges.

Khany and Tazik (2015) studied the impact of trust and psychological empowerment on the job satisfaction of EFL teachers in Iran with a sample containing more than 0200 teachers of both genders. In the analysis, psychological empowerment

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dimensions showed positive moderate correlations with intrinsic job satisfaction ($0.40 < r < 0.60$) and extrinsic job satisfaction ($0.40 < r < 0.56$). Trust with principal, colleagues, and students & parents also showed positive and moderate correlations with both job satisfaction dimensions.

The overall solutions for overcoming the negative psychological impacts of EFL teaching require a role from the teachers to enhance their attitudes towards the school and classroom environments, as well as the content and the work problems that eventually occur with all their peers. Moreover, the school administration and the policymakers have essential roles in adopting suitable strategies to alleviate the impact of negative psychological issues, including stress, burnout, and anxiety for EFL teachers, especially those who are at their phase of their teacher education. Communication between the teachers, the administration, and the students is always vital to ensure the ability of the implemented strategies to solve these problems and improve the occupational psychology of EFL teachers.

In their study of 108 Iranian EFL instructors, Vaezi and Fallah (2011) looked at the connection between self-efficacy and stress. Self-efficacy and stress questionnaires were delivered to the subjects. A combination of multiple regression and Pearson Product-Moment Correlation was employed. Stress and self-efficacy were shown to have a significant negative association. EFL instructors' levels of self-efficacy were shown to be linked to both their level of classroom and organizational efficacy, either as a whole or separately. The study's implications are examined.

Language instructors' mental well-being and the coping mechanisms they use have been the subject of a recent study by Talbot and Mercer (2018). Our study examines how ESL/EFL tertiary-level teachers in the United States, Japan, and Austria manage their emotions through a series of 12 semi-structured interviews with ESL/EFL teachers in these three countries. We look at how these teachers perceive factors that contribute to or detract from their emotional well-being of these teachers.

Khany and Tazik (2016) conducted a study to examine the relationship between teachers' work satisfaction and trust, and psychological empowerment. 217 Iranian secondary school EFL instructors (117 females and 100 men) participated in the study. Four elements of psychological empowerment (meaning, competence, self-determination, and impact), three faculty trusts (trust in principle, colleague, and trust in

students/parents), and two aspects of work satisfaction were examined. Structural Equation Modelling (SEM) was used to investigate the gathered data. According to the findings, work satisfaction was directly linked to psychological empowerment, whereas trust had an indirect effect on job satisfaction via psychological empowerment. Results showed that if work satisfaction is the root cause, then the other two factors are likely to be linked as well. Secondary school principals and higher-level officials in the Ministry of Education will benefit from the findings.

2.5. EFL Teaching Anxiety

The presence of anxiety in EFL teacher education is indisputable. Moreover, high anxiety levels may simulate adverse behaviour by EFL teaching candidates to avoid using the language and challenging practices. Tum (2015) argues that the levels of anxiety among EFL teachers can be compared to the same levels experienced by language students. The author performed the study on twelve non-native EFL teachers and found high anxiety levels in seven of them, while anxiety was diagnosed with lower levels in the rest of them. The participants expressed deep concerns about their speaking abilities, fear of mistakes and failing, and fear of participation. Participating teachers expressed shyness and fear of speaking the language in front of their peers because they believe that they are better than them. They also expressed more comfort in communicating in their mother language than in the English language.

Merc (2015) applied an anxiety scale on more than a hundred teachers in Turkey. The scale measured six main aspects of anxiety: relationship with a mentor, language proficiency, academic incompetence, fear of peer criticism, fear of judgement, and relationship with students. The overall scale showed low anxiety levels on a 5-point Likert scale. Relationship with students was the highest aspect causing anxiety with a mean of 2.76, followed by a relationship with a mentor, fear of peer criticism, and fear of judgement. Significant differences were found at the 0.05 level between genders in overall anxiety, as females showed higher anxiety than males. Females also showed significant differences with higher means of anxiety related to language proficiency, fear of judgement, and relationship with students. No significant differences were found in anxiety levels based on the type of school level used for practicum.

Can (2018a) examined the anxiety levels amongst EFL teachers in Turkey with twenty-two participants. The main cognitive anxiety reasons were worries about the inability to teach subject matter adequately, the results of assessments by in-service teachers, making mistakes while using the language, and the inability to use classroom time efficiently. The main effective anxiety reasons were worries about inabilities in classroom management, inabilities to perform during practical examinations, being faced with inflexible in-service teachers, and being observed constantly by in-service teachers. The main socio-cultural anxiety reasons were worries from negative student attitudes, an increased number of students in classrooms, ecocultural school settings, and excessive noise in the classroom.

Akinmulegun and Kunt (2017) studied anxiety levels among EFL teachers in Northern Cyprus, Turkey, England, Iran, Saudi Arabia, Germany, and Russia. Around a hundred subjects participated in the research. The lowest means reflected higher anxiety, and they were aggregated by items related to the inadequacy of language teaching knowledge, fear of making mistakes, fear of assessment, fear of being corrected by a mentor, and being nervous while speaking in English. Nonetheless, teachers felt confident about using the English language in general with moderate means on a 5-point Likert scale.

Permatasari, Mulyono, and Ferawati (2019) investigated the reasons contributing to the anxiety levels among EFL teachers with more than 200 participants in Indonesia. Five main factors were examined: incompetence, dislike of the profession, career uncertainty, inability to answer questions from students, and negative student attitudes. The correlational analysis showed weak positive correlations between the failure to answer questions from students and the gender of the participants. No significant differences were related to the school level where the participants performed their practicum.

Yoon (2012) measured anxiety among fifty-two non-native EFL teachers in South Korea. The most influential factor causing anxiety was fear of someone discovering their mistakes, being uncomfortable about speaking in English, feeling difficulty while expressing ideas in class, fear of making mistakes in front of students, and being nervous when student do not understand their pronunciations. All of those factors are related to the dimension of self-confidence on the scale. In the class preparation dimension, participants expressed their worry that they could forget information during teaching. However, self-

regulation through increasing confidence during instruction and trials to control anxiety were among the most effect strategies to reduce anxiety levels.

Gungor and Yayli (2012) studied the perception of EFL teachers of their anxiety and self-efficacy with and without overseas experience. The sample consisted of a total of 77 participants. The used scale consisted of negative statements evaluated on a 5-point Likert scale. EFL teachers with overseas experience showed lower mean anxiety values than their counterparts without overseas experience. The mean values of the EFL teachers without overseas experience had higher worries about their performance if they were to work abroad. The ANOVA testing showed a significant difference at the 0.05 level in teaching ability and techniques, anxiety about overseas work, and future career development. The study concluded that further psychological barriers and pressure are added to less experienced EFL teachers.

Kesen and Aydin (2014) confirmed the effect of experience factors by investigating the anxiety levels in EFL teaching. The study included thirty participants in Istanbul. A moderate negative correlation was found between EFL teaching experience and anxiety ($r = -0.585$, $p < 0.01$), which showed the close relationship between the two factors. When examining the mean values, the level of anxiety gradually decreased with the increase in the EFL teaching experience.

Kobul and Saracoglu (2020) compared anxiety between thirty preservice and sixty in-service EFL teachers. While no significant difference was found based on gender, significant differences at the 0.05 level were found between preservice participants and their in-service counterparts. The anxiety means of preservice EFL teachers were at least 27% higher than those in-service.

Han and Tulgar (2019) measured the anxiety levels of thirty-two preservice EFL teachers in Turkey and the coping strategies they follow to overcome it. The main factor that caused anxiety for the participating teachers before their practicum period was classroom management, which they used consultations with their mentors or peers to overcome. Moreover, alleviated fear of making mistakes through constant practice, preparation of different teaching methods and materials, and planning of their lessons. Practising and preparation helped them to overcome the lack of experience and time management, while consultations with mentors and peers allowed them to establish rapport with their students. During the practicum, mentor observation was the highest

source of anxiety. It was overcome by ignoring it, avoiding eye contact with a mentor, focusing on classroom activities, and keeping calm. Classroom management factors came in second among factors causing anxiety during practicum. Challenges related to this factor were overcome through engaging students, ignoring disruptive behaviour, maintaining eye contact with students, and enhancing their body language.

Sugiyati and Indriani (2021) studied public speaking anxiety levels and causes among EFL teachers with thirty-four students. In the general anxiety evaluations, 14.7% of the participants indicated high speaking anxiety, 58.8% indicated moderate speaking anxiety, and 26.5% indicated low speaking anxiety. Using Horwitz et al. (1986) scale measuring communication apprehension, fear of negative evaluation and low self-confidence, fear of negative evaluation had the highest mean score, especially for feeling nervous when they are called to participate. Fear of negative assessment came second with speaking without preparation as the primary reason.

Can (2018b) investigated the strategies used to overcome anxiety in EFL teachers, which fall under three categories: cognitive, affective, and socio-cultural resolutions. In mental resolutions, most EFL teachers encounter anxiety with getting more knowledge in necessary processes, the content of the curriculum, and language teaching techniques. Ineffective resolutions, most EFL teachers used measures like increasing their motivation levels by acting like real teachers, attending class management training and applying the methods. Additionally, they may establish good relationships with in-service teachers, interact with them, and create positive communications with their supervisors. In socio-cultural resolutions, most EFL teachers used measures requested to be introduced as in-service teachers to the students, obtained practical training from in-service teachers, engaged in classroom settings without supervision, and got continuous constructive feedback on their performance. Other resolutions were helpful in overcoming anxiety, including not imposing academic pressures during the practicum period, such as exams, which can be achieved by making it earlier in the teacher education program.

Pasaribu and Harendita (2018) studied anxiety associated with EFL teaching practicum and the coping strategies adopted by fifty participants in Indonesia. Nervousness whilst speaking and feeling ashamed from being a student are the main reasons behind confidence-related anxiety. In language proficiency, the participants expressed concerns about explaining advanced vocabulary and grammar rules and

becoming nervous when making mistakes. EFL teachers also expressed their belief that their language skills are lesser than in-service teachers. In lesson preparation, participants stated that they worry about students being interested in the lesson, following lesson preparation standards, and finding suitable teaching materials. Fear of inadequate information, not meeting the goals of lessons, and not delivering the main concepts to students were the main causes of anxiety during lesson delivery. Misbehaviours by students, fear of difficult questions, fear of not giving enough attention to each student, criticism in front of peers, fear of failing in practicum, and fear of observations are the main causes of anxiety regarding students and evaluations. The authors provided coping strategies on the personal, professional, social, and institutional levels. Use of some humour in the classroom, positive thinking, planning and preparation, adapting with the student, rewarding the students, and sharing problems with friends were considered the most successful strategies to deal with anxiety during EFL practicum.

Anxiety in non-native EFL teachers when teaching English was the focus of a study conducted by Ipek (2016). This study employed a qualitative research design. Diaries and semi-structured interviews were used to gather data from 32 non-native English language instructors. In order to examine the data, a content analysis approach was used. Anxiety was found to be an issue for EFL teachers in a number of different settings. EFL teachers may experience anxiety when teaching the target language because of the following five categories: Making errors, being afraid of failing, and speaking in one's native tongue were all included in this list.

Aslrasouli and Vahid (2014) conducted a study to examine teacher anxiety among Iranian EFL teachers. It was also hoped that this study would shed light on the distinct sources of anxiety that male and female EFL teachers feel. Data were obtained from 114 EFL teachers in higher education, secondary schools, and language centres. 57.65% of instructors were found to be suffering from anxiety, according to the study's findings. The most significant impact on anxiety seems to be had by Interpersonal Relations, whereas the organizational structure had the least impact. Facilities, resources, and other factors, including language proficiency and knowledge, had a mild influence on teacher anxiety. There were 48 things identified as potential anxiety triggers in the research, most of which were found to impact student anxiety significantly. There was also a small and negative correlation between instructors' years of experience and stress levels. There was, however, no significant link between gender and professional anxiety.

Preservice EFL instructors' feelings of self-efficacy and their degree of language teaching anxiety were the focus of Ali's (2015) research. In order to graduate from Anadolu University in Turkey, 117 preservice EFL instructors had to complete a teaching practicum. As research tools, we employed the FLSTAS, the SEQ, and semi-structured interviews in conjunction with the FLSTAS and the SEQ. According to the findings, student teachers reported low levels of worry and high levels of confidence in their own abilities. There were some relationships discovered between the components of anxiety and self-efficacy beliefs, even though gender and type of practicum school were not predictive of these views.

Research on anxiety in Chinese undergraduate non-English majors at three proficiency levels was conducted by Liu (2006), and the results are presented in this publication. According to the findings of the study based on the results of a survey, observations, diaries, and interviews, a significant proportion of students at each level of proficiency felt apprehensive when speaking English in class, with the more competent students exhibiting less anxiety. During pair work, they felt the least worried, and (4) the students were less anxious about utilizing the target language in speech with more exposure to oral English. The outcomes of this study have led to several recommendations for further research.

2.6. Teacher Education and Practicum in Libya

The study by Amara (2020) found that teacher education and training in Libya is suffering from a lack of sufficiency due to the absence of standardized programs with a predesigned curriculum that ensures a candidate teacher is equipped with the knowledge and skills that are needed in the classroom and the school environment. Teachers often complain about the lack of adequate teaching techniques and material that are used elsewhere globally, which decreases their efficiency in becoming the best teachers they could be. Many cultural and social challenges are associated with teachers' education in Libya and subsequently affect the level of practicum knowledge and skills that are intended by the official governmental programs.

According to Elabbar (2019), there are challenges related to new candidates applying the same old techniques they acquired from their teachers, which are not always

aligned with the modern teaching methods that have proven successful in international teaching programs. Moreover, there is a social and cultural barrier that prevent people to collaborate in the school environment due to differences in gender and age. Additionally, the core issue of inadequate knowledge and skills in teacher program remain the main challenge that prevents candidate from choosing and using different teaching techniques and methods.

The social and cultural obstacles faced within the Libyan community hinder several essential teacher education and training techniques. However, there are technological obstacles due to the unavailability or inadequacy of teaching aids. Another issue is teachers' lack of skills to use teaching aids due to a lack of knowledge and training during their education. This critical gap in the teacher education curriculum is essential for classroom interactions as the lack of skills by teacher reflect a problem in delivering this type of knowledge and incorporating it into training programs. A significant issue is the lack of exposure to native speakers within the English teaching environment in Libya, which affect benchmarking the language knowledge to a source. The result of Mohsen's (2014) study found that the inability of teachers to communicate with native speakers drives them to focus on grammar in the classroom while neglecting other vital skills, including speaking, writing, and listening. Research suggests that English teachers in Libya do not have adequate qualifications, and the only solution is long-term exposure to intensive training programs.

The main factor that affected English teacher education in Libya was the cancellation of English teaching at all levels in 1986 due to the desire of the political regime at the time. English teachers were forced to either shift careers or their teaching subjects to sustain (Elabbar, 2014). However, the high requirement for the English language in higher education made students graduating from high school face the truth that they do not have any of the required language knowledge and skills at that level. The decision to cancel English teaching created a gap between the old generation, who decided to keep their English teaching professions, and the new generation educated in English teaching. This issue is faced with the training programs for teaching candidates, as there are some forms of design to the training programs, but the gap between the two generations prevents any knowledge or skill transfer between them.

To help Al-Fateh University in Al-Jamahiriya, enhance its art and art teacher

education programs, Ammar (1986) conducted research (Libya). Based on the following stages, we developed these guidelines and recommendations: Look at how Al-educational Jamahiriya's system is changing and evolving. Secondary education, teacher training, and visual arts education were all covered. Analyzes the current Al-Fateh University art education curriculum and its significance in educating future Al-Jamahiriya secondary school art instructors. The research compares Al-Fateh University's art education teacher preparation program with four other top-notch institutions in the United States. Visual art education and teacher training are both hot topics right now, so I did some digging in the library.

Interpretive research was used by Salem (2021) to examine the perspectives of Libyan EFL student instructors and their lecturers on the teaching practice course. There is an emphasis on perceptions of the teaching training in general and on the teaching practice course in particular in this investigation. Students and their professors' impressions of the obstacles they experienced in implementing teaching and learning in the application are also discussed. Finally, it examined the perceptions of student teachers on the usefulness of the teaching practice course in boosting their teaching performance during the practicum period. Interviews, observations, and reflective diaries were used to gather data for the research. Fourteen Libyan students from Az-Zwiyah University's Faculty of Education were involved in the study. The data were analyzed through the use of a theme analysis approach. Teaching practice at Az-Zwiyah University's Faculty of Education focuses on strengthening the abilities of lesson design, implementation, and assessment, according to the findings of this study. According to the study's findings, lecturers of student instructors have a lot of time for planning and implementing skills but overlook placing as much emphasis on lesson assessment skills. According to findings from this research, students and lecturers experience various obstacles regarding feedback in group work and planning and modelling abilities. According to a study, a teaching training course improved student teachers' professional skill, but not personal traits. This thesis also addresses socio-cultural, political, and psychological influences on the teaching practice course.

In a qualitative case study published last year, Abusrewel (2017) examined the early experiences of 11 freshly minted English instructors in post-conflict Libya. Teachers' perceptions of their preparation for careers in education were shown to be shaped by several interrelated elements. It was one of the most significant issues because their

teacher education programs did not adequately prepare them to fulfil today's teachers' needs in terms of teaching skills. Other social and cultural attitudes are aggravated by the hostility that has arisen as a result of that deadly and painful struggle.

English as a foreign language, especially in public schools, is challenging, according to Pathan and Marayi (2016). English as a Second Language (EFL) teachers face difficulties in delivering a successful teaching process. Teachers of English as a foreign language in Libya confront various problems and challenges. An investigation of the primary obstacles faced by Libyan EFL school instructors will be the focus of this study. Data were gathered primarily via the use of questionnaires, observations, and unstructured conversations with teachers. There is a lack of teacher training and professional development, as well as a lack of coordination between teachers, school administrators, and quality inspectors. There is also a lack of basic educational infrastructures such as teaching and learning aids and materials, as well as a lack of student motivation. Undisciplined student behaviour was also cited as a typical teaching issue, indicating that most schools lack an optimal teaching and learning environment.

2.7. Anxiety Studies for EFL Teachers in Libya

Despite the lack of literature addressing anxiety for EFL teachers in Libya, few studies diagnosed the issue through different scales present in this review. It is essential to understand that sources of anxiety in EFL teaching in the country extend beyond the conventional causes that are included in other global studies. English education in Libya suffers from several other aspects, such as inadequate funding for educational facilities and materials, the challenge of low English proficiency among students, lack of training and development programs for EFL teachers, and the feeling that there is limited support from peers and administrations (Altaieb & Omar, 2015). Other challenges and potential sources of anxiety are also discussed, including the absence of standard teaching methods and strategies, the use of Arabic in English language lessons, and the lack of qualifications standards that contribute to the weakness of EFL teaching in Libyan schools (Mohsen, 2014).

Embark (2015) studied a specific type of anxiety, speaking anxiety, amongst EFL teachers in Libya with three hundred participants. The author focused on the sources of anxiety, where fear of making mistakes was ranked at the top of the list, with more than

75% of the participants indicating it. Around 70% of the participants believed that they have a severe lack of practice, which can be attributed to the limited use of the English language in EFL teacher education environments and the use of learners' mother tongue. The study highlighted serious English language deficiencies, such as vocabulary limitations, low language proficiency, poor pronunciation, and humble knowledge of grammar. About half of the participants were unable to use language and express ideas.

Moreover, socio-personal problems were among the top of the issues list. More than 60% of the participants expressed fear of negative assessments, and more than 50% stated that they fear being at the centre of attention. Around 30% of them also said they lack confidence and fear being laughed at by peers and students.

Wadi and Mohammadzadeh (2016) investigated anxiety and its sources with more than 150 EFL teachers in Libya. The authors used an 18-item scale evaluated with a 5-point Likert scale. The study reported a moderate anxiety level in overall results. Furthermore, 92% of the EFL teachers reported high anxiety levels, and 8% indicated average anxiety levels. The sources of anxiety varied between the participants. Some of them said that their teachers are very strict about grammatical mistakes and that they were interrupted while speaking in English for corrections, which gave them a negative feeling and prevented them from continuing. Others expressed their fear of assessments, mainly if it is performed in front of their peers. These factors affected the confidence of EFL teachers in using English to express their ideas. Speaking in English was another source of anxiety for the participants as they believed their peers had better skills than them. Participants expressed that they are concerned about their listening skills, especially if they are to converse with native speakers. EFL teachers also said they are worried that it would be difficult for them to teach the language, and they would not know how to answer questions from students.

Toubot, Seng, and Abdullah (2018) performed a study on three hundred Libyan EFL teachers in their fourth year of university education. The research included participants from three universities in Libya and tested their speaking anxiety. The general speaking anxiety evaluation indicated that 48% of the participants have a moderate anxiety level, 36.33% have a high speaking anxiety level, and 15.67% have a low speaking anxiety level. The anxiety level addressed three dimensions: communication apprehension, fear of negative evaluation, and low self-confidence, per the scale created

by Horwitz et al. (1986). In terms of communication apprehension, more than 60% of the participants expressed that it upsets them when they do not understand the corrections by their teachers. More than 50% indicated that they feel very nervous when they are called to participate in English classes, more than 45% feel overwhelmed by the demand of the English language, and more than 40% feel scared when they do not understand what the teacher is saying, when they speak with natives, and when communicating with their peers in the English. In fear of negative evaluation, more than 75% become nervous when asked a question without preparation, and more than 70% are afraid of making mistakes. More than 40% feel ashamed to participate in lessons, scared of correcting every error, and scared of peers' laughter when they speak. With low self-confidence, more than 75% feel self-conscious when using English with their peers around, and more than 60% do not have certainty about speaking the right way. More than 55% indicated that they would speak without preparation, and more than 40% did not feel confident about their speaking skills in classes.

CHAPTER III

3. METHODOLOGY

3.1. Research model

This research used a quantitative method to investigate Libyan EFL teachers' occupational anxiety. To this end, the occupational anxiety scale, which was developed by Aydin and Ustuk (2020), was used. Occupational anxiety was explored in terms of language proficiency, teaching inexperience, lack of student interest, fear of negative assessment, time management and lack of support.

3.2. Participants

The sample consists of all 175 faculty members (male and female) and field students in the Faculties of Arts and Education at Libyan universities, including field training students who specialize in English before service studying in various educational institutions in Libya.

The questionnaire form was distributed through various social media and communication and sent to about 323 teachers of the search sample, and a total of 198 questionnaire forms were returned. Only 175 questionnaires were qualified for analysis after the removal of questionnaires with missing answers.

Table 3.1 shows the number of teachers in the secondary and preparatory stages and the percentages of each. The number of teachers was 95, and the rate of secondary school teachers was 54.3%. As for the number of teachers at the middle level, the percentage was 80, and the seminal percentage was 45.7%.

Table 3.1. The professional and educational stage

The educational stage in which the teacher teaches	Frequency	Percent
High school teacher	95	55.4
Middle school teacher	80	44.6
Total	175	100.0

Table 3.2 shows the geographical distribution of the sample according to regions, where the cities of Al-Zawiya and Sabratha are in the western part, the cities of Misurata and Sirte are in the central area, and the city of Sebha is in the southern region.

Table 3.2. The geographical distribution of the sample by regions

City	Frequency	Percent
Misrata	10	5.714
Benghazi	31	17.714
Sabha	51	29.142
Al-Zawiya	29	16.571
Sirt	30	17.142
Sabratha	24	13.714
Total	175	%100

Table 3.3 shows the number of schools targeted by the research, where the number of schools reached 12 schools. Two schools were selected from each city from the secondary and preparatory stages, and they were distributed among 6 Libyan towns, which are the research community, and the research community is honest.

Table 3.3. The number of schools reached 12 from the secondary and preparatory levels

City	affiliated school	Frequency (n=175)	Percent
Misrata	Misrata secondary school	3	1.7
	Misrata middle school	7	4.0
Sabratha	Sabratha secondary school	11	6.3
	Sabratha middle school	13	7.4
sabha	Sabha secondary school	21	12.0
	Sabha middle school	30	17.1
Benghazi	Benghazi High School	17	9.7
	Benghazi middle school	14	8.0
Al-Zawiya	Al-Zawiya secondary school	19	10.9
	Al-Zawiya middle school	10	5.7
Sirt	Sirt High School	24	13.7
	Sirt Middle School	6	3.4
Total	12	175	100.0

3.3. Data collection instrument

In the present research the general anxiety and professional anxiety of EFL teachers will be measured in-service, including its various aspects related to content teaching methods, classroom management and the many contexts surrounding their experiences, such as those developed by Horowitz et al. (1986). The Anxiety Scale was tested for reliability and validity by Aydin and Ustuk (2020), which covered several dimensions: language proficiency, inexperience in teaching, lack of student interest, fear of negative evaluation, and time management. This scale covers aspects of speaking anxiety and adds other factors related to the entire experience of teaching English as a foreign language.

The scale adopted in the current study was developed by Aydin and Ustuk (2020) and used in many Libyan studies, such as Altaieb and Omar (2015) and Mohsen (2014).

The scale was used to measure anxiety among Libyan EFL teachers, with the original items by Aydin and Ustuk (2020). It has many dimensions:

- Lack of teaching experience,

- Fear of making mistakes,

- Lack of learner motivation and engagement

- Teacher personality

- Lack of content knowledge

- Time management

- Perceived language proficiency

- Perceived difficulty of the target content according to the learners

- Level of learner proficiency

- Fear of negative evaluation

These dimensions were reworded for better understanding by the participants. The extent of rewording varies from one item to another according to suitability. Moreover, new items in the dimension of peer, administration and authority support are added to the scale. A total of six dimensions are included: language proficiency (LP), teaching inexperience (TI), lack of student interest (LSI), fear of negative assessment (FNA), time management (TM) and lack of support (LS). The participants evaluated each item in the questionnaire on a 5-point Likert scale.

3.4. Analysis techniques

After qualifying, the completed questionnaire forms, data was entered in SPSS Statistics 23.0 for analysis. Descriptive statistics were used to compare the means of the questionnaire items and their dimensions. SPSS AMOS 26.0 was used to perform a confirmatory factor analysis to check the fitness of the model and the impact of the dimensions on each other. A correlational analysis was also performed for the correlation, and an ANOVA testing for differences based on gender.

CHAPTER IV

4. RESULTS

4.1. Descriptive statistics

Table 4.1 shows the distribution of the participants according to their gender, where 52.6% are males, and 47.4% are females. When asked about their general evaluation of anxiety levels, most participants indicated that they have a moderate level of anxiety (49.7%), as shown in Table 4.2. EFL teachers with a high level of anxiety formed 40.0%, and those who indicated a low level of anxiety included 10.3% of the sample.

Table 4.1. Gender of participants

Gender of participants	N	Percentage
Male	83	47.4
Female	92	52.6
Total	175	100.0

Table 4.2. General level of anxiety of EFL teachers in Libya

Level of anxiety	N	Percentage
Low	18	10.3
Moderate	87	49.7
High	70	40.0
Total	175	100.0

Table 4.3 shows the descriptive statistics for the language proficiency (LP) dimension with an overall mean value of 4.646, considered high on a 5-point Likert scale. The highest mean value was aggregated by (I am afraid that I could forget

everything while teaching) with 5.21 as a mean value, followed by (I am nervous about teaching cultural English content) with 4.96 as a mean value, and (I am embarrassed when thinking about my English proficiency) with 4.85 as a mean value.

Table 4.3. Descriptive statistics for Language proficiency (LP)

Item Code	Item	Mean	Standard Deviation
LP1	I am embarrassed when I make mistakes while speaking English	4.60	1.232
LP2	Teaching some grammar rules makes me stressed	4.62	1.226
LP3	I am confused when faced with unfamiliar topics in the curriculum	3.91	1.490
LP4	I feel pressured when I am asked questions from students	4.54	1.376
LP5	I feel nervous if I make pronunciation mistakes while speaking in class	3.93	1.426
LP6	I am embarrassed when some students speak English better than me	3.67	1.494
LP7	My English proficiency is an embarrassment for me	4.47	1.272
LP8	Feeling nervous in class makes using English more difficult	4.41	1.447
LP9	I am nervous about teaching cultural English content	4.96	1.141
LP10	I am anxious about using English in class	4.41	1.344
LP11	I am embarrassed when thinking about my English proficiency	4.85	1.215
LP12	I am afraid that I could forget everything while teaching	5.21	.974

Table 4.4 shows the descriptive statistics for the teaching inexperience (TI) dimension with an overall mean value of 3.309, considered moderate on a 5-point Likert scale. The highest mean value was aggregated by (Being in the classroom makes me stressed) with 4.37 as a mean value, followed by (I feel anxious while I am teaching the students) with 4.29 as a mean value, and (I feel worried before entering the classroom) with 3.97 as a mean value.

Table 4.4. Descriptive statistics for Teaching Inexperience (TI)

Item Code	Item	Mean	Standard Deviation
TI1	I am nervous because I do not have enough teaching experience	3.54	1.329
TI2	I am afraid of making mistakes in the classroom whilst teaching	3.38	1.408
TI3	I feel worried before entering the classroom	3.97	1.397
TI4	I feel anxious while I am teaching the students	4.29	1.299
TI5	Being in the classroom makes me stressed	4.37	1.311

Table 4.5 shows the descriptive statistics for the lack of student interest (LSI) dimension with an overall mean value of 4.516, considered high on a 5-point Likert scale. The highest mean value was aggregated by (The low English proficiency of my students makes me upset) with 4.81 as a mean value, followed by (I feel discouraged when the activities I prepare do not sustain students' attention) with 4.69 as a mean value, and (Lack of student participation in classroom activities makes me stressed) with 4.34 as a mean value.

Table 4.5. Descriptive statistics for Lack of Student Interest (LSI)

Item Code	Item	Mean	Standard Deviation
LSI1	I feel discouraged when the activities I prepare do not sustain students' attention	4.69	1.295
LSI2	Lack of interest by students in the activities I prepare makes me stressed	4.23	1.408
LSI3	Lack of student participation in classroom activities makes me stressed	4.34	1.249
LSI4	The low English proficiency of my students makes me upset	4.81	1.158

Table 4.6 shows the descriptive statistics for the fear of negative assessment (FNA) dimension with an overall mean value of 4.354, which is considered high on a 5-point Likert scale. The highest mean value was aggregated by (Observation my supervisor/

mentor makes me feel panicked) with 4.57 as a mean value, followed by (Negative comments by my students make me anxious) with 4.49 as a mean value, and (Observation my supervisor/ mentor makes me nervous) with 4.01 as a mean value.

Table 4.6. Descriptive statistics for Fear of Negative Assessment (FNA)

Item Code	Item	Mean	Standard Deviation
FNA1	Observation my supervisor/ mentor makes me feel panicked	4.57	1.172
FNA2	Observation my supervisor/ mentor makes me nervous	4.01	1.284
FNA3	Negative comments by my students make me anxious	4.49	1.356

Table 4.6 shows the descriptive statistics for the time management (TM) dimension with an overall mean value of 4.695, which is considered high on a 5-point Likert scale. The highest mean value was aggregated by (If I do not finish the planned activities within the class time, I feel panicked) with 4.75 as a mean value, followed by (Lack of lesson preparation makes me stressed whilst teaching) with 4.70 as a mean value, and (I feel anxious if the activities I prepare are completed before the end of class) with 4.63 as a mean value.

Table 4.7. Descriptive statistics for Time Management (TM)

Item Code	Item	Mean	Standard Deviation
TM1	Lack of lesson preparation makes me stressed whilst teaching	4.70	1.157
TM2	I feel anxious if the activities I prepare are completed before the end of class	4.63	1.261
TM3	If I do not finish the planned activities within the class time, I feel panicked	4.75	1.151

Table 4.7 shows the descriptive statistics for the lack of support (LS) dimension with an overall mean value of 4.317, which is considered high on a 5-point Likert scale. The highest mean value was aggregated by (I am nervous about not having suitable content and teaching materials to present to my students) with 4.34 as a mean value, followed by (The lack of training affects my confidence of my English and teaching

abilities) with 4.33 as a mean value, and (I am nervous about the unavailability of technological tools to prepare and present my lessons) with 4.33 as a mean value.

Table 4.8. Descriptive statistics for Lack of Support (LS)

Item Code	Item	Mean	Standard Deviation
LS1	I am nervous about not having suitable content and teaching materials to present to my students	4.34	1.325
LS2	The lack of support from school administration makes me anxious	4.27	1.327
LS3	The lack of trainings affects my confidence of my English and teaching abilities	4.33	1.191
LS4	I am nervous about the unavailability of technological tools to prepare and present my lessons	4.33	1.382

4.2. Confirmatory factor analysis

Since the scale used in the current research is developed from another scale with item changes and additions, confirmatory factor analysis is performed to test the model's fitness, its reliability, its correlations, and the effects between its dimensions. Figure 4.1 shows the model with the six dimensions and the items of each one of them. Relationship estimates are provided in the model.

Figure 4.1. Confirmatory factor analysis of EFL teacher anxiety scale
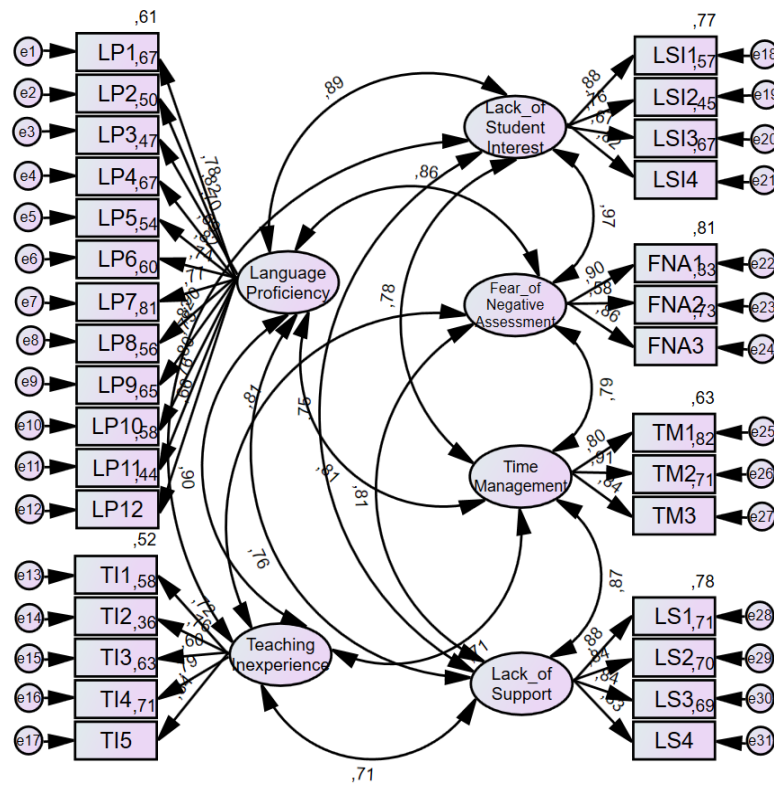
The key model fitness parameters are presented in Table 4.9, where the CMIN value is 1014.706 with a p-value less than 0.05. The initial assessment shows a poor model fit; however, other parameters should be studied before making this judgement. The TLI coefficient is 0.858, and the CFI coefficient is 0.872, which indicates a good model fit. The RMSEA value of 0.090 confirms that the model fit is not ideal but can be deemed acceptable (Brown, 2015).

Table 4.9. *Model fit parameters for anxiety scale*

CMIN	CMIN p	TLI rho	CFI	RMSEA	p Close
1014.706	0.000	0.858	0.872	0.090	0.000

Table 4.10 shows the standardized regression weights between the dimensions and their indicators and the intercept of each indicator. In language proficiency, LP8, LP2,

LP5, LP10, and LP1 were the highest dimension contributors. In teaching inexperience, TI5 and TI4 were the highest contributors to the dimension, respectively. In lack of student interest, LSI1 and LSI4 were the highest contributors to the dimension, respectively. FNA1 and FNA3 were the highest contributors to the dimension in fear of negative assessment. In time management, TM2, TM3, and TM1 were the highest contributors to the dimension, respectively. In lack of support, LS1, LS2, LS3, and LS4 were the highest contributors to the dimension. The intercepts of all indicators were found significant, which confirms the ability of the adopted anxiety scale to measure the variable for EFL teachers (Brown, 2015).

Table 4.10. Standardized regression weights and intercepts for anxiety model

Standardized Regression Weights			Estimate	Intercepts			
				Estimate	S.E.	C.R.	P
LP1	<---	Language Proficiency	.781	4.600	.093	49.403	***
LP2	<---	Language Proficiency	.821	4.617	.093	49.838	***
LP3	<---	Language Proficiency	.704	3.909	.113	34.691	***
LP4	<---	Language Proficiency	.688	4.543	.104	43.676	***
LP5	<---	Language Proficiency	.821	3.926	.108	36.407	***
LP6	<---	Language Proficiency	.736	3.674	.113	32.532	***
LP7	<---	Language Proficiency	.773	4.469	.096	46.469	***
LP8	<---	Language Proficiency	.898	4.406	.109	40.285	***
LP9	<---	Language Proficiency	.749	4.960	.086	57.482	***
LP10	<---	Language Proficiency	.804	4.406	.102	43.372	***
LP11	<---	Language Proficiency	.761	4.846	.092	52.762	***
LP12	<---	Language Proficiency	.660	5.211	.074	70.758	***
TI1	<---	Teaching Inexperience	.719	3.543	.100	35.259	***
TI2	<---	Teaching Inexperience	.759	3.377	.106	31.722	***

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			Standardized Regression Weights	Intercepts			
			Estimate	Estimate	S.E.	C.R.	P
TI3	<---	Teaching Inexperience	.602	3.966	.106	37.541	***
TI4	<---	Teaching Inexperience	.792	4.286	.098	43.637	***
TI5	<---	Teaching Inexperience	.843	4.371	.099	44.125	***
LSI1	<---	Lack of Student Interest	.875	4.686	.098	47.873	***
LSI2	<---	Lack of Student Interest	.758	4.229	.106	39.734	***
LSI3	<---	Lack of Student Interest	.674	4.343	.094	45.998	***
LSI4	<---	Lack of Student Interest	.817	4.806	.088	54.892	***
FNA1	<---	Fear of Negative Assessment	.899	4.571	.089	51.615	***
FNA2	<---	Fear of Negative Assessment	.579	4.006	.097	41.261	***
FNA3	<---	Fear of Negative Assessment	.855	4.486	.102	43.777	***
TM1	<---	Time Management	.796	4.697	.087	53.703	***
TM2	<---	Time Management	.906	4.634	.095	48.624	***
TM3	<---	Time Management	.844	4.754	.087	54.652	***
LS1	<---	Lack of Support	.882	4.343	.100	43.363	***
LS2	<---	Lack of Support	.844	4.269	.100	42.555	***
LS3	<---	Lack of Support	.835	4.331	.090	48.114	***
LS4	<---	Lack of Support	.832	4.326	.104	41.400	***

Table 4.11 shows the correlations and covariances between the dimensions of the anxiety model. The strongest correlation and covariance were found between lack of student interest (LSI) and fear of negative assessment (FNA) (r = 0.970, rxy = 1.151). The second strongest correlation estimate was found between language proficiency (LP) and teaching inexperience (TI) (r = 0.899), followed by language proficiency (LP) and lack of student interest (LSI) (r = 0.894), and language proficiency (LP) and fear of negative

assessment (FNA) (r = 0.859). In covariances, the second most vital estimate was found between lack of support (LS) and lack of student interest (rxy = 0.994), followed by lack of support (LS) and fear of negative assessment (FNA) (rxy = 0.987), and language proficiency (LP) and lack of student interest (LSI) (rxy = 0.969).

Table 4.11. Model correlations and co variances between the dimensions of anxiety scale

Correlations			Estimate	Covariances			
				Estimate	S.E.	C.R.	P
Language Proficiency	<-->	Lack of Student Interest	.894	.969	.133	7.267	***
Lack of Student Interest	<-->	Fear of Negative Assessment	.970	1.151	.143	8.070	***
Fear of Negative Assessment	<-->	Time Management	.789	.761	.111	6.882	***
Lack of Support	<-->	Time Management	.871	.932	.129	7.206	***
Lack of Support	<-->	Teaching Inexperience	.714	.792	.128	6.179	***
Language Proficiency	<-->	Teaching Inexperience	.899	.821	.124	6.604	***
Language Proficiency	<-->	Fear of Negative Assessment	.859	.865	.120	7.211	***
Language Proficiency	<-->	Time Management	.808	.712	.107	6.651	***
Lack of Support	<-->	Language Proficiency	.758	.847	.126	6.736	***
Teaching Inexperience	<-->	Time Management	.711	.621	.105	5.939	***
Teaching Inexperience	<-->	Fear of Negative Assessment	.813	.813	.123	6.626	***
Teaching Inexperience	<-->	Lack of Student Interest	.820	.882	.134	6.594	***
Lack of Support	<-->	Fear of Negative Assessment	.807	.987	.135	7.326	***
Lack of Support	<-->	Lack of Student Interest	.755	.994	.143	6.967	***
Lack of Student Interest	<-->	Time Management	.780	.809	.119	6.776	***

Table 4.12 shows the squared multiple correlations for all model indicators, where TM2 had the highest factor (cf = 0.822), followed by FNA1 (cf = 0.808), and LS1 (cf = 0.778). The weakest indicators were FNA2 (cf = 0.335) and TI3 (cf = 0.363), respectively. These factors are recommended to be removed for future research with correlations to other variables (Brown, 2015).

Table 4.12. Square multiple correlations for the anxiety model

Indicator	Estimate
LS4	.692
LS3	.698
LS2	.713
LS1	.778
TM3	.712
TM2	.822
TM1	.633
FNA3	.732
FNA2	.335
FNA1	.808
LSI4	.668
LSI3	.455
LSI2	.575
LSI1	.766
TI5	.711
TI4	.628
TI3	.363
TI2	.576
TI1	.517
LP12	.436
LP11	.579
LP10	.647
LP9	.562
LP8	.807
LP7	.598
LP6	.542
LP3	.496
LP5	.674
LP4	.473
LP2	.674
LP1	.610

4.3. Correlations and differences by gender

Table 4.13 shows the Pearson's correlations between the anxiety scale and its dimensions. All correlations were moderate to strong positive correlations. In scale correlations, the strongest correlation was found with language proficiency (LP) ($r = 0.910$, $p < 0.01$), followed by correlation with lack of student interest (LSI) ($r = 0.889$, $p < 0.01$), fear of negative assessment (FNA) ($r = 0.876$, $p < 0.01$), lack of support (LS) ($r = 0.862$, $p < 0.01$), time management (TM) ($r = 0.852$, $p < 0.01$), and teaching inexperience ($r = 0.835$, $p < 0.01$).

In correlations between anxiety dimensions, all correlations between language proficiency (LP) and the other dimensions were found strong and positive ($r > 0.7$, $p < 0.01$). Other strong positive correlation was found between lack of student interest (LSI) and fear of negative assessment (FNA) ($r = 0.818$, $p < 0.01$), and time management (TM) and lack of support (LS) ($r = 0.783$, $p < 0.05$). The remaining correlations were all indicating moderate positive relationships.

Table 4.13. Pearson's correlations between anxiety scales and its dimensions

	Total Scale	LP	TI	LSI	FNA	TM	LS
Total scale	1						
LP	.910**	1					
TI	.835**	.786**	1				
LSI	.889**	.795**	.688**	1			
FNA	.876**	.739**	.674**	.818**	1		
TM	.852**	.740**	.594**	.674**	.660**	1	
LS	.862**	.711**	.626**	.679**	.684**	.783**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.14 shows the results of the t-test analysis for differences in the anxiety scale and its dimensions based on gender.

Table 4.14. t-test results for differences in anxiety scale and dimensions based on gender

		Sum of Squares	df	Mean Square	F	Sig.
LP	Between Groups	.085	1	.085	.079	.779
	Within Groups	184.631	173	1.067		
	Total	184.715	174			
TI	Between Groups	.716	1	.716	.602	.439
	Within Groups	205.821	173	1.190		
	Total	206.537	174			
LSI	Between Groups	.680	1	.680	.589	.444
	Within Groups	199.715	173	1.154		
	Total	200.394	174			
FNA	Between Groups	1.100	1	1.100	.920	.339
	Within Groups	206.712	173	1.195		
	Total	207.812	174			
TM	Between Groups	.043	1	.043	.037	.847
	Within Groups	200.592	173	1.159		
	Total	200.635	174			
LS	Between Groups	.040	1	.040	.030	.864
	Within Groups	234.608	173	1.356		
	Total	234.649	174			
Total Scale	Between Groups	.188	1	.188	.209	.648
	Within Groups	155.484	173	.899		
	Total	155.672	174			

The results of the analysis indicate that there are no statistically significant differences in anxiety between males and females at the 0.05 level.

CHAPTER V

5. DISCUSSION

5.1. Discussion

5.1.1. The level of Libyan EFL teachers' anxiety in terms of general anxiety level

In dimension correlations, all Pearson's coefficients indicated solid and positive relationships. Strong relationships at the same significance level were found between lack of student interest (LSI) and fear of negative assessment (FNA), and time management (TM) and lack of support (LS). The remaining correlations indicated moderate positive relationships—no statistically significant differences in anxiety between males and females based on their anxiety scale evaluations.

According to Spielberger (2013), today's living conditions have caused the period called the university to be the decision-making process that has the most significant share in the lives of young people. The decisions they will make about their future when they graduate from the university, their choice of job, their plans for their future life, friendships, fear of not being able to find a job and other responsibilities are some of the reasons that cause anxiety in young people. While the level of education is increasing day by day in Libya, unemployment rates in the young and educated population increase in parallel, and this situation causes the anxiety of university students to increase after graduation. Students should work on improving themselves during their student years. In this process, where they can only make predictions, they will be successful if they can use the anxiety factor by turning it into a tool, not a goal. It is quite normal for individuals to be worried about the profession they are studying and about the future they do not know. Factors such as graduation, unemployment, job choice, plans for taking a role in real life and different responsibilities are other factors that increase the anxiety of university seniors.

According to De Botton (2008), university students start their university education with high anxiety during the exam and preference processes in a racing atmosphere. This anxiety, especially among young people and university graduates, changes its shape during education and becomes professional anxiety post-graduation. Students who cope with developing anxiety can start to take personal and professional steps during the post-

graduation period during the university process. In Libya, where unemployment is a problem, every active student is worried about doing his job, finding a job, finding a job suitable for his profession, being successful in the job he finds, being accepted, and self-development.

According to Bloom (1997), professional anxiety includes concerns experienced by the students, such as education and training, professional competence, institutional relations, appointment and employment. Career barriers that individuals may encounter in the future constitute severe anxiety starting from their student days. Within the scope of the Occupational Anxiety Scale used in the study, the professional anxiety areas defined for teacher candidates are; task-centred, self-centred, and student/communication-centred concerns.

In this study, time management aggregated the highest mean score, which indicates that EFL teachers perceive it as the main cause of anxiety. The findings of the descriptive statistics show that language proficiency was the second most source of anxiety for EFL teachers in Libya. The mean score of dimension aggregated is the highest after time management and is considered high on a 5-point Likert scale. The third highest dimension on the anxiety scale was lack of student interest (LSI), considered high on a 5-point Likert scale.

These results confirm the findings of Merc (2015) that indicated that relationship with students was the highest aspect causing anxiety, despite the lower anxiety levels found by the study among Turkish EFL teachers. The findings of Can (2018a) are also confirmed as EFL teachers in Turkey were worried about classroom management issues the most. Yoon (2012) showed that the top causes of anxiety were fear of making mistakes and difficulty in using the English language, which is directly related to language proficiency issues. Han and Tulgar (2019) classified classroom management as the most influential factor in increasing anxiety. Akinmulegun and Kunt (2017) showed that inadequacy of language teaching knowledge is the most significant factor related to language proficiency, which is one of the top reasons causing anxiety for EFL teachers in the current research. Nonetheless, the teachers participating in the study of Akinmulegun and Kunt (2017) felt confident about using the English language generally. The experience factors argued by Gungor and Yayli (2012) and Kesen and Aydin (2014) did not conform with the current research results that it is the least influential factor in the anxiety levels of EFL teachers.

In the Libyan studies of EFL teaching anxiety, the current research results did not conform with the results of Embark (2015), who stated that fear of making mistakes and lack of practice are the main reasons for anxiety. Nevertheless, the study mentioned serious English language deficiencies, which is classified as one of the main causes of anxiety in the current research through language proficiency. The high anxiety levels reported by Wadi and Mohammadzadeh (2016) seem essential in comparison with the high and moderate anxiety levels shown in the current results, while they seem closer to the results of Toubot et al. (2018). Toubot et al. (2018) also showed issues in language proficiency as the main causes of anxiety. Participants in their study stated that they did not understand comments made in the English language and considered English a demanding language.

5.1.2.   The level of anxiety between genders

The results of the analysis indicate that there are no statistically significant differences in anxiety between males and females. As previously stated, this could be due to teachers' cultural backgrounds and the socialization process that both genders go through. As a result, research into the relationship between anxiety and depression amongst international instructors of various races is critical.

Teaching strategies that have been proved successful in international teaching programs may not necessarily be used by new candidates, according to Elabbar (2019). Gender and age disparities may create a social and cultural barrier that limits classroom collaboration. Additionally, candidates' inability to employ various teaching strategies is hampered by a lack of preparation in teacher education programs.

Iranian EFL instructors' anxiety was studied by Aslrasouli and Vahid (2014). Additionally, it was intended that this research would throw light on the different sources of anxiety experienced by male and female EFL teachers. Our sample consisted of more than one hundred fourteen EFL teachers from colleges, high schools and language centers around the country. The study found that 57% of teachers reported feeling anxious. Interpersonal relations appear to have the most significant influence on anxiety, whereas organizational structure seems to have the most negligible impact. Teachers' concern was only somewhat influenced by other factors, such as the availability of resources and the level of their language competency. The research identified forty-eight possible anxiety triggers, most of which were found to have a substantial effect on student anxiety.

Instructors' stress levels appeared to be inversely related to their teaching years. Gender and professional anxiety, on the other hand, did not appear to be connected in any way.

Comparing the anxiety levels of thirty preservice and sixty in-service EFL instructors was the focus of a study by Kobul and Saracoglu (2020). The anxiety levels of preservice EFL instructors were at least 27% greater than those of in-service EFL teachers, despite the fact that there was no significant difference between the genders in the study. A study by Permatasari, Mulyono, and Ferawati (2019) found that EFL instructors in Indonesia were experiencing an increase in anxiety levels. Incompetence, disliking one's occupation, being unsure about one's future career, being unable to answer students' inquiries, and unfavorable attitudes among students were all evaluated. Weak positive connections were found between the participants' incapacity to answer student questions and their gender, according to the results of the correlational study. There were no significant variations between the participants' practica at the high school and middle school levels.

More than 200 EFL instructors of both genders were included in a study conducted by Khany and Tazik (2015) to determine the effect of trust and psychological empowerment on job satisfaction. There were moderate positive connections between psychological empowerment measures and inner and extrinsic work satisfaction. Positive and reasonable relationships with job satisfaction measures were found for trust with the principal, coworkers, students and parents.

Furthermore, Hekmatzadeh, Khojasteh, and Shokrpour (2016) investigated the association between EFL instructors' emotional intelligence and job contentment in Iran. The study's results showed that the two variables had a somewhat favorable correlation. Emotional intelligence was found to affect working circumstances and employee motivation positively. Neither gender nor emotional intelligence played a role in determining income.

Although literature sources, like Altaieb and Omar (2015) and Mohsen (2014) considered lack of resources, including teaching material, technology, and support from administration and authorities, as main sources of anxiety for EFL teachers, the findings of the current research contradict it. They show that it has minor concerns from EFL teachers. However, it is understandable that EFL teachers did not experience many of such issues as they did not start their practicum or they are at the practicum stage, where most of these issues may not be experienced. No differences in anxiety levels were found in the current research between gender groups, which is confirmed by the findings of Kobul and

Saracoglu (2020). Nonetheless, the results contradict the findings of Permatasari et al. (2019), who found a weak correlation with the gender factor.

The scale used for measuring anxiety among EFL teachers has been proven to be a good tool for the application. The confirmatory factor analysis showed that all factors were intercorrelated to each other, which makes it a reliable scale for the addressed issue (Brown, 2015). Moreover, the characteristics that fall under the different dimensions have demonstrated different levels of correlation and effects according to the adopted case study in Libya. Significantly, any planned or implemented solutions consider the case of English teacher education in Libya. Several issues and challenges are observed in a context that may not be available globally. Hence, standard solutions may not always be practical. Elabbar (2014; 2019) discussed some of these issues, specifically related to the social and cultural structures of the Libyan community and also caused by the gap between two teaching generations of different teaching methods, skills, and techniques. These issues can make teaching and training curricula less effective because they depend on collaborative learning, such as study groups, peer training, and coaching and mentoring.

CHAPTER VI

6. CONCLUSION

6.1. Conclusion

The research aimed to investigate the sources of anxiety for EFL teachers in Libya. The literature review showed that the psychological status of EFL teachers and their motivation is proven to impact those of the English language learners. However, anxiety is one of the adverse negative effects of EFL teachers who worry about several known and unknown factors during their development. Classroom management is one of the significant worries of EFL teachers at early stages, in addition to mentor attitudes and feedback, which confirm it as one of the major sources of anxiety for them. Moreover, the inadequacy of English language proficiency and pedagogical skills were shown as one of the main reasons causing stress among EFL teachers. In the Libyan case studies, language proficiency, lack of teaching materials, and observations by mentors were indicated as the leading causes of anxiety in the targeted group.

In the case study, 175 EFL teachers participated by indicating their anxiety, stress, and worries on thirty-one items assessed on a 5-point Likert scale. The scale was divided into six main dimensions: language proficiency (LP), teaching inexperience (TI), lack of student interest (LSI), fear of negative assessment (FNA), time management (TM), and lack of support (LS). In descriptive statistics, the general anxiety assessment showed that forty per cent have high anxiety levels, fifty per cent have moderate anxiety levels, and ten per cent have low anxiety levels. Five of the six dimensions of anxiety aggregated mean scores that are considered high on a 5-point Likert scale. Teaching inexperience is the only dimension that was perceived as a moderate source of anxiety.

The confirmatory factor analysis showed an acceptable model fit for the scale. LP8, LP2, LP5, LP10, and LP1 were the highest contributors to language proficiency. TI5 and TI4 were the highest contributors to teaching inexperience, respectively. LSI1 and LSI4 were the highest contributors to the lack of student interest, respectively. FNA1 and FNA3 were the highest contributors to fear of negative assessment. TM2, TM3, and TM1 were

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the highest contributors to time management, respectively. LS1, LS2, LS3, and LS4 were the highest contributors to the lack of support. The main results for the standardized regression analysis were as follows:

· The strongest correlation and covariance were found between lack of student interest (LSI) and fear of negative assessment (FNA).

· The second strongest correlation estimate was found between language proficiency (LP) and teaching inexperience (TI), followed by language proficiency (LP) and lack of student interest (LSI), and language proficiency (LP) and fear of negative assessment (FNA).

In covariances, the second strongest estimate was found between lack of support (LS) and lack of student interest, followed by lack of support (LS) and fear of negative assessment (FNA), and language proficiency (LP) and lack of student interest (LSI).

The correlational analysis yielded moderate to strong correlations between the anxiety scale and all its dimensions.

In dimension correlations, all Pearson's coefficients indicated solid and positive relationships. Strong relationships at the same significance level were found between lack of student interest (LSI) and fear of negative assessment (FNA), and time management (TM) and lack of support (LS). The remaining correlations were all indicating moderate positive relationships. No statistically significant differences in anxiety between males and females based on their anxiety scale evaluations.

6.2. Recommendations and future research

Issues related to time management, language proficiency, and lack of student interest were the main causes of anxiety for EFL teachers in Libya. Therefore, it is recommended to implement anxiety resolutions with cognitive and affective strategies as primary methods. Empowering the knowledge of the English language is a priority for the targeted case study, in addition to language teaching techniques that can enhance teachers' efficacy in planning and implementing the classroom. An increase in teachers' motivation is imperative. Several strategies can be used, such as treating them by increasing language level, content, and cognitive training, focusing on building good relationships in the school environment, and establishing efficient communication processes and techniques.

A teacher's efficacy is boosted by in-service training. Teaching and learning can be improved by this method, which is also a technique to keep teachers' skills and knowledge

current. Teachers must receive ongoing professional development to meet their students' ever-changing needs and the educational environment. Teacher professionalism can be improved in many ways, not the least through regular in-service training. Teachers need good in-service training to put the skills they have learned in the classroom into practice.

Socio-cultural resolutions are also necessary to increase self-confidence and confidence between EFL teachers and their students by introducing them as in-service teachers, holding training by experienced EFL teachers, pushing them to teach some classes without supervision, and establishing an effective and constant appraisal system. For future research on the subject, researchers may compare the anxiety scale results of pre-service to in-service EFL teachers in the Libyan context. Moreover, anxiety can be linked to other important indicators, such as academic performance.

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APPENDIX

Dear Participant

As part of my master thesis research at **Başkent University, Turkey**, we are studying **Occupational Anxiety of EFL Teachers: A Case Study in Libya**. We would like to take a few minutes of your time to answer the following survey to the best of your knowledge in order to obtain the most accurate and reliable results based on your experience and knowledge. **Your responses are voluntary and will be kept confidential and will be used only for statistical purposes only.**

This questionnaire is estimated to take 15 to 20 minutes.
We appreciate your time and effort.

Best regards,
The researcher: Lubna Alsadiq Ahmed AJEENAH

1) Your Gender:
   o   Male
   o   Female
2) General level of anxiety of EFL:
   o   ………

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Language proficiency (LP)					
I am embarrassed when I make mistakes while speaking English					
Teaching some grammar rules makes me stressed					
I am confused when faced with unfamiliar topics in the curriculum					
I feel pressured when I am asked questions from students					
I feel nervous if I make pronunciation mistakes while speaking in class					
I am embarrassed when some students speak English better than me					
My English proficiency is an embarrassment for me					
Feeling nervous in class makes using English more difficult					
I am nervous about teaching cultural English content					
I am anxious about using English in class					
I am embarrassed when thinking about my English proficiency					
I am afraid that I could forget everything while teaching					
Teaching Inexperience (TI)					
I am nervous because I do not have enough teaching experience					
I am afraid of making mistakes in the classroom whilst teaching					
I feel worried before entering the classroom					
I feel anxious while I am teaching the students					
Being in the classroom makes me stressed					
Lack of Student Interest (LSI)					
I feel discouraged when the activities I prepare do not					

sustain students' attention					
Lack of interest by students in the activities I prepare makes me stressed					
Lack of student participation in classroom activities makes me stressed					
The low English proficiency of my students makes me upset					
Negative Assessment (FNA)					
Observation my supervisor/ mentor makes me feel panicked					
Observation my supervisor/ mentor makes me nervous					
Negative comments by my students make me anxious					
Time Management (TM)					
Lack of lesson preparation makes me stressed whilst teaching					
I feel anxious if the activities I prepare are completed before the end of class					
If I do not finish the planned activities within the class time, I feel panicked					
Lack of Support (LS)					
I am nervous about not having suitable content and teaching materials to present to my students					
The lack of support from school administration makes me anxious					
The lack of trainings affects my confidence of my English and teaching abilities					
I am nervous about the unavailability of technological tools to prepare and present my lessons					