



**PRE-SERVICE AND IN-SERVICE EFL
TEACHERS' EMOTIONAL STATES AND
OCCUPATIONAL ANXIETY**

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**PRE-SERVICE AND IN-SERVICE EFL TEACHERS' EMOTIONAL STATES AND
OCCUPATIONAL ANXIETY**

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Başar YILMAZ titled “PRE-SERVICE AND IN-SERVICE EFL TEACHERS’ EMOTIONAL STATES AND OCCUPATIONAL ANXIETY ” is fully adequate in scope and in quality as a thesis for the degree of Master of Science.

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The degree of Master of Science by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

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FOREWORD

Having been a teacher of EFL with 23 years of experience in English language teaching, I must admit that while exploring through emotional states of my colleagues and completing our study, I have felt the emotion of having been perhaps not too late but a little late to accomplish my master education.

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ABSTRACT

The EFL teaching process in a classroom environment may be a challenging experience. Moreover, occupational anxiety and emotional states may be considered the two of the most prominent emotional states that may have an overwhelming influence on both teachers and the students in foreign language teaching and learning processes. From this point of view, this study aims to identify possible causes for in-service EFL teachers' working at various schools in Turkey and pre-service teacher candidates' studying at Karabuk University English Language and Literature Department in various grades, concerning a number of variables such as their educational background, gender, experience, grades, type of school in terms of Occupational Anxiety and the Emotional States. A total of 318 participants were questioned in this study, with 304 responses being considered valid data. According to the study, the outcomes have pointed out the significant impacts of "Experience" and "Gender" factors. As a result of the survey's data results, it can be concluded that as the experience duration increases, occupational anxiety levels decrease, and accordingly, negative emotional state perceptions turn into positive, motivating emotions. Another noteworthy finding of the current study is that female participants' occupational anxiety levels are greater in the majority of data results, and they are reported to have more negative emotional perceptions in the context of EFL teaching.

Keywords: EFL teachers' occupational anxiety, EFL teachers' emotional states, causes of EFL teachers' anxiety, pre-service teachers' anxiety

ÖZ (ABSTRACT IN TURKISH)

Sınıf ortamında EFL öğretim süreci zorlu bir deneyim olabilir. Ayrıca mesleki kaygı ve duygu durumları, yabancı dil öğretme ve öğrenme süreçlerinde hem öğretmenler hem de öğrenciler üzerinde büyük etkisi olabilecek en belirgin duygu algılarından ikisi olarak kabul edilebilir. Bu noktadan hareketle bu çalışma, Türkiye'de çeşitli okullarda görev yapan hizmet içi İngilizce öğretmenlerinin ve Karabük Üniversitesi İngiliz Dili ve Edebiyatı Bölümü'nde çeşitli sınıf düzeylerinde öğrenim gören hizmet öncesi öğretmen aday öğrencilerin mesleki kaygı ve duygu durum değişikliklerine ilişkin olası nedenleri belirlemeyi amaçlamaktadır. Mesleki kaygı ve duygu durumları bağlamında cinsiyet, deneyim, sınıf düzeyi, okul türü gibi bir dizi değişken araştırılmıştır. Bu çalışmada toplam 318 kişi üzerinden 304 anket sonucu incelenmiştir. Araştırmaya göre, sonuçlar “Deneyim” ve “Cinsiyet” faktörlerinin önemli etkilerine işaret etmiştir.. Araştırmanın veri bulgularından, deneyim süresi arttıkça mesleki kaygı seviyelerinin azaldığı ve buna bağlı olarak olumsuz duygu durum algılarının olumlu, motive edici duygulara dönüştüğü sonucuna varılabilir. Mevcut çalışmanın bir diğer öne çıkan sonucu, erkek katılımcılara kıyasla kadın katılımcıların mesleki kaygı düzeylerinin daha yüksek olduğu ve İngilizce öğretimi bağlamında olumsuz duygu algılarına daha fazla eğilimli oldukları şeklinde yorumlanabilir.

Anahtar Kelimeler: İngilizce öğretmenlerinin mesleki kaygıları, İngilizce öğretmenlerinin duygu durumları, İngilizce öğretmenlerinin kaygı nedenleri, hizmet öncesi öğretmenlerinin kaygı durumları

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ABBREVIATIONS

EFL: English as a Foreign Language



CHAPTER ONE

INTRODUCTION

Education is a process that contains several aspects, including a broad spectrum of emotional experiences, ranging from happiness to anger (Hargreaves, 1998). There are other factors, such as psychological and emotional circumstances, that can influence educational success and its consequences in foreign language teachers and foreign language teacher candidates; an individual's success in a particular profession is closely related to whether they continue their career satisfactorily throughout their lives and whether they have professional competencies (Yazıcı, 2009; Çoban, 2004).

One's career is one of the most crucial determinants of one's lifestyle and satisfaction (Kuzgun, 2004). Kuzgun (2004) emphasizes the relevance of a person's profession in having a promising career and being content with their working conditions. The individual's career choice is expressed by picking on one of their desired occupations and putting out the effort to prepare for it (Kuzgun, 2004). Those who choose the teaching profession must have appropriate sensitivity for the people they will serve (Yazıcı, 2009). The sensitivity of those who select teaching as a career has a substantial impact on their mental health; also, teacher training is predicted to have a positive or negative impact on their thoughts and psychology (Yazıcı, 2009).

Our country has attached great importance to foreign language education for many years. As a result, it has made breakthroughs in the procedure and implementation of education in schools in delivering effective foreign language education better (Ayaz et al., 2019). A rise in teacher professional credentials is closely related to a country's educational growth. In this context, teacher training and qualification are critical to the educational system's implementation and effectiveness (Aycan et al., 2015).

It is widely accepted that human psychology and human attitude are inextricably linked (Lee et al., 2014). Hargreaves (1998) emphasized the importance of emotions as important components of human psychology two decades ago, suggesting that "teaching is an emotional effort." In contrast, others might be attributed to more likely unhealthy thinking that can cause anxiety (Fuller, 1969). As a result, evidence on the effects of teachers' emotions is important since it is crucial to enhance teachers' lives and equip them with qualifications and training that have a direct impact on students' learning and overall teaching quality (Frenzel et al., 2009).

SUBJECT OF THE RESEARCH

EFL pre-service and in-service teachers' occupational anxiety and emotional states.

1.1. PURPOSE OF THE STUDY

Because the teacher is the one who continually interacts with the student, implements the curriculum, administers the teaching, and assesses both the student and the learning, teacher qualifications have a substantial impact on the quality of these procedures (Bircan, 2005). Teachers are viewed as one of the most influential factors in education; numerous studies on teachers and their performance in the classrooms have been conducted, highlighting the need for teachers to be well-trained and qualified to provide high-quality education to society (Adabi & Ghafournia, 2020; Binti Mustapa, 2021; Reeves et al., 2017). Teachers have the most critical role in society's transformation and growth, accomplishing the desired goals of educational activities and acquiring desired individual behaviors (Şişman, 2007). Teachers facilitate students' learning and give appropriate learning opportunities (Aktürk, 2012; Receptoğlu, 2013). Teachers influence students, who are the future of societies, according to Aktürk (2012) and Receptoğlu (2013), and all sorts of attitudes and actions within and outside the classroom serve as a model for students and have a significant impact on them.

The intensity of occupational anxiety may fluctuate for each individual depending on their qualities such as knowledge level of the teaching process, whether they are single or married, and the type of institution they work for (Aslrasouli & Vahid, 2014). To comprehend the link between success and educational achievements, it is necessary to understand teacher candidates' attitudes about training qualified teachers (Hacıömeroğlu & Şahin-Taşkın, 2009; Şara & Kocabaş, 2012). According to another study done by Kırmızı and Topcu (2014), anxiety has a negative correlation with success, indicating that as success rises, anxiety levels decline. It has been noticed that the engagement of pre-service teachers has a significant impact on raising professional quality; as a result, studies that establish the variables influencing teachers' and pre-service teachers' desire for the teaching profession are becoming increasingly important (Seferoğlu, 2004). In a study by Eskicumalı (2002), pre-service teachers claimed that they chose to teach because of their love of children, the absence of working long hours and the extended vacation time, and the employment stability of the teacher candidates. The same research group claimed that they liked the teaching profession because of their own free choice, the effect of their surroundings and friends, and the influence of their teachers.

METHODOLOGY

Statistical Analysis: The statistical analyses of the survey are performed using the IBM-SPSS Statistics, Version 23.0 programs (Armonk, New York). The mean values and standard deviations of measurements are calculated with descriptive analysis. The Kolmogorov-Smirnov test analyzes the normality of data, and attendance levels are assumed to follow the non-normal distribution. Depending on this distributional violation, nonparametric statistical analysis is used. The effect of gender, grade, educational background, experience, and type of school on emotions and anxiety is analyzed by comparing the mean levels of different groups.

Moreover, pre-service and in-service teachers are also reached by the mean attendance levels. The comparisons are evaluated using Mann-Whitney U and Kruskal Wallis tests. Cronbach's alpha coefficient analyzes the reliability of scales. The Cronbach's alpha values for emotion and anxiety scales are calculated as 0,92 and 0,98, respectively. The significance level is set to 0,05.

PROBLEM STATEMENT

An EFL teacher has a key role in terms of teaching process and pedagogical behavior towards students. For both teaching and learning performances EFL teachers' approach determines the consequences in positive or negative manner. So as to obtain positive outcomes in terms of EFL teaching, possible causes of teachers' occupational anxiety and emotional states should be examined. The key point of this paper is to identify EFL teachers' emotional states and occupational anxiety perceptions. Therefore possible solutions may be considered in the future.

1.2.THE SIGNIFICANCE OF THE STUDY

According to Schutz and Zembylas (2009), one of the reasons we investigate occupational anxiety is that it has been linked to several factors, such as work dissatisfaction and high attrition rates. Occupational anxiety is a disorder that develops as a result of a long-term reaction to interpersonal stress at work. Exhaustion, apprehension, alienation from the job, and a sense of ineffectiveness and lack of success are the four essential elements of occupational anxiety (Maslach & Leiter, 2016). It was challenging to identify a single component that is linked to the risk of occupational anxiety (Seidler 2016).

Working environments have a well-known influence on employee health, either positively or negatively (Seidler 2014). Organizations aim to bring high-quality service, which

is significantly dependent on their employees' behaviors. No matter how abundant financial resources an organization has, human resources are the most critical aspect. An organization's employees must be taken care of emotionally to be considered successful. To minimize mishaps and a high incidence of turnover, any organization should provide a decent working environment for its personnel; workers face occupational health risks, accumulated stress, and burnout due to the absence of the factors mentioned above (Thomas et al., 2014). According to studies undertaken in various nations such as South Korea, Poland, and Turkey, high job expectations appear to have a role in developing emotional weariness (Bulatevych, 2018; Kim et al., 2016; Yorulmaz et al., 2017).

To perform their duties and improve the quality of the educational system, teachers must acquire favorable attitudes toward their job and acquire practical field competencies before and throughout their employment (Schutz & Zembylas, 2009). One's level of job happiness is critical, and the findings of job satisfaction studies impact both employees and employers. From the employees' perspective, it is clear that they want to be adequately treated. It might reflect excellent treatment if workers feel respected and fulfilled at work. Good job satisfaction may lead to higher performance (Smith et al., 2020). Job contentment is often a critical factor in teachers' retention and productivity. Higher productivity requires increased employee satisfaction: responsiveness, quality, and acknowledgment. Job happiness is influenced by intrinsic and external driving factors, supervision quality, and social ties with the workgroup where individuals succeed or fail. Employees that are highly motivated, committed to the workplace, and have a job that provides them with a high level of fulfillment are more likely to engage in behavior that benefits the performance of an organization (Paais & PATTIRUHU, 2020).

SCOPE AND LIMITATIONS / DIFFICULTIES

Within this study, a total of 304 individuals analyzed over 318 participants in the survey. Approximately % 62 (frequency=187) of participants are female and % 38 (frequency=113) of participants are male. Among 304 participants, 149 of them are students from various universities in English Language and Literature, English Language Teaching, Linguistics, Translation, and Interpreting departments. When it comes to the other 155 participants of the survey, they represent the EFL teachers all around the country.

1.3. Research Questions

Based on the literature review findings referring to the previously conducted studies, considering the future need for teacher training institutions in terms of EFL education in Turkey. So as to form the basis of the methodology for the present study, the following questions have been raised:

1. What is the key role of EFL teachers in foreign language teaching aspects?
2. What are the most prominent causes of occupational anxiety for both in-service and pre-service EFL teachers?
3. What are the perceptions of emotional states for in-service and pre-service EFL teachers in the context of occupational anxiety factors?
4. Are there any significant differences between the pre-service and in-service EFL teachers' reactions according to findings?
5. Are there any significant differences between pre-service and in-service EFL teachers' responses regarding experience and gender factors?

CHAPTER TWO

REVIEW OF LITERATURE

A large number of studies have been conducted on the impact of foreign language anxiety on language learners, teachers, and student teachers from various fields. There have also been attempts to explain foreign language teaching anxiety and pre-service teacher anxiety. This chapter describes the phenomena of 'anxiety' and how it is conceptualized in education.

2.1. DEFINITION OF ANXIETY

Emotions drive behavior, which in turn has a significant effect on one's physical and mental well-being. Typical interactions among emotions result in the person being encouraged to attain objectives or lessen challenges. Specific feelings, such as anxiety and stress, on the other hand, become harmful when they continue beyond the point of no longer being beneficial (Spielberger & Reheiser, 2009). Anxiety is today one of the most common mental health conditions, characterized by a high level of discomfort and functional disability (Baxter et al., 2013).

Anxiety is a hormonal response to an organism's unknown risk or potential danger characterized by fear and enhanced monitoring. However, there are two complementary

concepts in the study of anxiety: a psychophysiological state (state anxiety) and a personality trait (trait anxiety) (Grandey, 2003; Grillon, 2008). State anxiety describes the psychological and physiological transitory reactions directly tied to unfavorable conditions in a single instant. On the other hand, trait anxiety is a personality trait that describes individual variations associated with a tendency to experience present-state anxiety. As a result, trait anxiety has remained relatively steady and is seen as essential in humans (Kennedy et al., 2001).

2.2.OCCUPATIONAL ANXIETY

Many studies have been conducted on the issue of workplace anxiety, and interest in the subject continues to grow. Emotional disorders such as occupational anxiety is presently one of the costliest occupational health problems (Akintayo, 2012); according to Donaldson-Feilder et al. (2011), anxiety is a serious difficulty for 21st-century organizations and has now emerged as a worldwide issue that affects all nations, all employee categories, and every society. Employees' ability to assimilate and adjust to new situations is put to the test on a regular basis at work. The outcome is that a stressed employee who is unable to respond to environmental demands may exhibit stress reactions or emotional exhaustion, which may have a detrimental influence on the employee's ability to fulfill their duties (Bamber, 2013)

Employees who experience occupational anxiety are more likely to have hazardous emotional and physical responses as a result of job demands that exceed their abilities (Mohajan, 2012). Employees' reactions when presented with work demands and pressures that are out of scale to their abilities, needs, credentials, and expertise and that overwhelm their capacity to cope or manage are referred to as "overwhelmed" (Khudaniya & Kaji, 2014). Occupational stress, as per Ornek and Sevim (2018), occurs when workplace expectations and duties are out of sync with employees' abilities or when there is inadequate time set aside for work to be done. Because of this, they have a variety of negative consequences and undesired behaviors.

On the other hand, excessive occupational anxiety has long been regarded as a negative aspect, and it is frequently linked to poor psychological health (Wang et al., 2017). Employee absenteeism, intention to resign, interpersonal conflicts, and poor organizational performance result from occupational anxiety (Ashton, 2018). Furthermore, according to several studies (Ashton, 2018; Hwang et al., 2013; Lambert et al., 2018), the great majority of employees are affected by high levels of occupational anxiety, which may have negative effects for both the individual and the organization.

According to previous research, high workload, lengthy working hours, and high job intensity are all typical indicators of occupational anxiety and burnout. Nonetheless, numerous studies found that job ambiguity, lack of managerial and peer support, insufficient salary, a lack of professional recognition, and a lack of opportunity to attend educational conferences may all lead to psychological illness and stress (Aderibigbe et al., 2020; Desouky & Allam, 2017; Goleman, 2011; Quick & Henderson, 2016). Again, these findings are consistent with the other studies (Braun et al., 2019; Dewaele et al., 2018; Grillon, 2008; Wadesango et al., 2015), which examined multiple studies that indicated a greater prevalence of anxiety and depression symptoms in employees, although results by age and years of experience were not consistent. Burnout was prevalent among younger employees and those with less expertise in the field.

Furthermore, anxiety by putting pressure on employees to fulfill projects, manage interpersonal relationships, and deal with difficulties or concerns while doing obligations (Binti Mustapa, 2021). More widespread, severe, and novel forms of occupational anxiety have raised employees' susceptibility to more significant mental health illnesses in recent years. Anxiety and depression are severe issues in the workplace, and they are frequently linked to stress (Muschalla & Linden, 2014).

Occupational anxiety experienced by EFL in-service teachers in diverse conditions can be described as a complicated situation affected by numerous factors that can affect the level of anxiety (Aslrasouli & Vahid, 2014). Gender, experience, school type, the physical condition of the class and school, personality, students' characteristics, relationship with administrators and students' parents, the context, grade level of teaching, family concerns, and monetary concerns are all factors that contribute to pre-service teachers' occupational anxiety (Shillingford-Butler et al., 2012).

Wagner (2008) asserts that studies on occupational anxiety of teacher candidates are among the studies conducted to increase the quality of teacher candidates trained in educational facilities. Today teachers are faced with many situations that cause them anxiety. According to Wagner (2008), learning difficulties due to the increase in the number of students teachers' insufficient education causes anxiety, professional insecurity, and inadequacy in-field knowledge. In addition, it has been found that teachers who are new to the profession have higher anxiety levels than experienced teachers (Wagner, 2008).

Cabı and Yalçınalp (2009) conducted a study to determine pre-service teachers' concerns about the teaching profession. They found that pre-service teachers had concerns about communication with students, finding a job, school life, economic life, professional acceptance, and the environment. Additionally, one of the reasons affecting teacher candidates

negatively against the profession is the Public Personnel Selection Examination (KPSS). Teacher candidates who have completed their education and constitute an essential part of the university youth who will step into business life, experience psychological problems and difficulties due to the KPSS they will enter after graduation (Cabi & Yalçınalp, 2013). These concerns significantly increase depression, anxiety, and hopelessness (Tümkiye et al., 2007).

2.3. LANGUAGE LEARNING ANXIETY

In addition to a psychological framework, anxiety and language learning research looks at a variety of emotional and affective elements of learning a foreign language. Attitude, motivation, anxiety, self-esteem, empathy, intelligence, and aptitude are all examples of affective factors in second language acquisition and foreign language learning, which span a wide variety of socio-psychological traits. It was identified by Imai (2010), who said that "emotions do not exclusively arise from an individual's mind psychology but are socially formed via people's intersubjective contacts as well when they participate in a particular activity to seek a certain objective."

Anxiety among language learners is widely considered as one of the most important characteristics of foreign language learning (Anwar & Shukur, 2015). Anxiety over one's capacity to communicate is different from other sorts of anxiety (Anwar & Surarchith, 2015). They assert that anxiety associated with language acquisition differs from anxiety associated with other types of learning. It has been shown that language learners suffer from anxiety, which leads them to feel uncomfortable in the classroom while they are learning a language on a general basis. Language anxiety is common among second-language learners, according to (Anwar 2016), and it may cause difficulties in the classroom.

According to the findings of a study conducted by Jomaa and Jupri (2014), external and internal factors may cause foreign language anxiety among postgraduate students in linguistic programs. Classroom anxiety, audience, teacher, and fear of evaluation were external impacts (Jomaa & Jupri, 2014). The emotions of the learner were discovered to be the root of foreign language anxiety, which stemmed from a fear of making mistakes during lectures and failing to (Jomaa & Jupri, 2014).

A large number of prior studies have studied several elements that cause anxiety during learning a new language (Anwar & Abdullah, 2021). These aspects may be divided into two basic categories: situational variables and learner variables, among the many aspects that influence students' attitudes and self-confidence include their age, race, personality,

and gender (Anwar & Balcioglu, 2016). On the other hand, situational circumstances pose a risk to "socialization, class activities, teaching materials, the behavior of educators, and the overall quality of the course" (Sabir et al., 2021). All of the factors listed above interact in a variety of ways, causing and growing anxiety among foreign language learners (Anwar & Climis, 2017). Studies conducted by Anwar and Ghafoor (2017) conclude that the distinction between positive and constructive and debilitating anxiety draws attention to the relationship between language and anxiety completion. Several foreign language learners see a negative relationship between their language and anxiety accomplishment, despite the fact that anxiety may be beneficial in certain situations. Most foreign language students have trouble as a consequence of their anxiousness (Anwar & Qadir, 2017), which is understandable.

2.4. SOURCES OF TEACHER ANXIETY

Anxiety is a unique situation among language teachers (Horwitz, 2001). Teachers and pre-service teachers may frequently encounter anxiety while they are giving a lecture; it was difficult to decide the types and measure the degree of anxiety experienced by teachers since, for the most part, it was linked with concerns (Keavney & Sinclair, 1978). Teachers' anxiety is an individual issue that unexpectedly shows up unprepared, lack of teacher motivation talking reluctantly, or over-considering about studying (Oxford, 1999). Teacher anxiety unfolds most notably in professional practices; for example, over-arranging is missing much of the time or attempting to control by yelling but instead as a group intra-social wonder which goes to a great extent undetected by the individual (Grundy, 2001).

Occupational anxiety among teachers can be classified into three categories; according to Fuller (1969), self-centered anxiety is the first, followed by task-centered anxiety, and finally, student-centered anxiety. In self-centered anxiety, the person itself is at the core of the anxiety-causing issue. The pre-service teacher with self-centered anxiety is repetitively concerned about whether he will succeed in the teaching profession or not (Fuller, 1969). According to research conducted by Fuller (1969), findings reflect a progressive understanding of teacher anxiety; up to this point, the time interval examined has been the period between the first actual confront with students in classrooms.

Doğan and Çoban (2009) conducted a study to establish prospective teachers' attitudes and levels of anxiety regarding the teaching profession, as well as to investigate the link between attitude and anxiety. They observed that teachers who had low levels of anxiety also had good characteristics and that there was a substantial association between attitude and

anxiety. The researchers, on the other hand, interpreted their students' positive attitudes toward teaching as a positive finding.

According to Çelebi (2009), speaking in front of students and interacting with students might impact teachers' anxiety levels. She identified six factors as sources of anxiety that are attitudes on teaching, teachers' beliefs about education, social and interpersonal issues, classroom practices, connections between teachers and students, and teachers' evaluation. According to Çubukçu (2007), the top causes of anxiety were making errors, delivering presentations in front of a group, a lack of self-confidence, fear of losing respect or being unable to express oneself, and fear of failure and instructor evaluation.

Horwitz (2016) asserts that feelings such as high levels of stress, apprehension or uneasiness felt by the teachers, and concerns in a particular issue can cause anxiety. However, the leading causes of teaching anxiety can be different from one person to another. Horwitz et al. (1986) assert that the consequences of foreign language anxiety may be noticed in the classroom. They underline the variety of reasons that can be felt by the foreign language pre-service and in-service teachers during their teaching process. Communication apprehension, exam anxiety, and dread of poor assessment are the three forms of anxiety they identified.

Several studies were conducted to determine the anxiety levels of learners, as well as the impact of anxiety of foreign language acquisition for both pre-service and in-service teachers (Gardner & MacIntyre, 1993; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Young, 1990). EFL teachers may feel uneasy and unsatisfied with what they practice or be concerned about what they utter when speaking a foreign language. Furthermore, these unpleasant emotions may be seen while practicing language skills (Horwitz, 2001). According to Subaşı (2010), speaking anxiety is a very common occurrence among teachers. The study's findings indicated that first-year teachers were disappointed with their speaking abilities. Horwitz et al. (1986) discovered a negative correlation between students' projected grades in a language classroom and their foreign language anxiety. Horwitz et al. (1986) found that teachers with a greater level of foreign language anxiety performed poorly academically and had worse performance than teachers with a lower level of anxiety.

Even after years of schooling and education, language teachers may have speech problems. Anxiety is one of the most prevalent issues and psychological hurdles that prevent people from giving a powerful speech (Addison et al., 2003). Kuru (2018) investigated the speaking self-efficacy of classroom teaching candidates using a variety of factors. It was shown that teacher candidates at the upper-grade levels were more self-efficient in speaking abilities.

In terms of gender, their studies revealed a substantial difference in male teacher candidates' speaking self-efficacy in the speech process subdimensions.

2.4.1. THE EFFECT OF EXPERIENCE IN RELATION WITH TEACHER ANXIETY

Mehdinezhad (2012) analyzed the performance of teachers and its link to their teaching experience and anxiety levels, as well as discipline, ranking, and gender, among other factors. Teachers with more years of experience had considerably lower levels of teaching anxiety as compared to teachers with less experience, according to his researcher. According to Kesen and Aydın's (2014) study results, gaining more experience is critical for reducing anxiety. This conclusion is supported by research done by Fish and Fraser (2001), which discovered a negative association between the level of anxiety and years of experience. The degree of anxiety among teachers with less than five years' experience is greater than the level of anxiety among teachers with more than five years' experience (Fish & Fraser, 2001). In addition to the previously recognized relevance of experience for overall teaching performance and anxiety levels, these results may further underline the already recognized value of the experience for overall teaching performance and anxiety levels.

Dewaele et al. (2018) conducted a study that demonstrated a positive association between teaching experience and pedagogical skills as well as creative thinking and teaching ability. The same study found that EFL teachers with high emotional intelligence drew on their own teaching expertise as well as a range of former classroom experiences in order to perceive and react appropriately to present classroom circumstances, as well as to manage the class in an appropriate manner. In contrast to the findings of Dewaele et al. (2018) conducted a study in which he discovered a significantly higher incidence of anxiety among teachers with more experience, highlighting the relationship between teachers' level of anxiety and the number of years they have been in the profession. The findings of the study conducted by Saleh et al. (2021) are consistent with the findings of the study conducted by Wadesango et al. (2015) and Klassen and Chiu (2010), which discovered that occupational anxiety is a significant concern even among more experienced headteachers, demonstrating that even the most experienced teachers can experience occupational anxiety.

Prior teaching experience may have an influence on teachers' classroom management techniques and students' learning processes (Tsui, 2009). It is critical to look at how novice and experienced teachers differ in turnover intentions, grit, burnout, and occupational anxiety.

Research conducted by Saleh et al. (2021) found a considerably higher frequency of occupational anxiety among teachers with more experience, with teaching experience being one of the most important predictors of occupational anxiety. The findings of Saleh et al. (2021) study are consistent with Wadesango et al. (2015) study findings, which found that occupational anxiety is a serious concern among more experienced headteachers. The significantly higher prevalence of occupational anxiety among teachers with higher qualifications could be explained by the findings of the study conducted by Saleh et al. (2021), which found that postgraduate teachers were considerably less satisfied with their jobs than undergraduate and graduate teachers (Grillon, 2008).

A study conducted by Dewaele et al. (2018) revealed a positive correlation between teaching experience and classroom management, creativity, and teaching abilities. The same study indicated that EFL teachers with a high level of emotional intelligence relied on their teaching experience and a variety of prior classroom experiences to comprehend and react appropriately to current classroom circumstances and to manage the class appropriately.

Klassen and Chiu (2010) conducted a study that identified a considerably greater incidence of anxiety among teachers with more experience, highlighting the connection between higher years of experience and teachers' levels of anxiety. Another study found a considerably greater frequency of anxiety among teachers with inadequate pay, and teachers in dire economic conditions had higher anxiety levels (Wang & Zhang, 2012).

The experience of teachers had a statistically significant influence on their levels of anxiety, classroom management, creativity, personality, and teaching skills, as well as a modest effect on predictability (Dewaele et al., 2018). According to research conducted by Braun et al. (2019), years of teaching experience correlated positively with classroom organization, but occupational anxiety and burnout symptoms correlated negatively with class management. Teachers with higher experience in their profession were more creative in their classes, had higher classroom management abilities, and had higher pedagogical skills. Additionally, they were more likely to introduce some ambiguity into the classroom, which students like (Dewaele et al., 2018).

2.4.1.1. REFLECTIVE TEACHING IN-RELATION WITH TEACHER OCCUPATIONAL ANXIETY AND EXPERIENCE

Reflective teaching helps teachers evaluate and review their classroom management, classroom settings, and teaching abilities to apply better what they have learned. This might cause initiatives to modify classroom behavior to meet the requirements of students

(Calderhead, 1992). Burnout, emotional intelligence, and reflection among EFL instructors were researched by Mahmoodi and Ghaslani (2014). Their goal was to see any variations in burnout, reflectivity, and emotional intelligence ratings among EFL teachers based on their teaching experiences. Reflectivity and emotional intelligence were shown to have inverse relationships with EFL instructors' anxiety in their study. A study conducted by Florez (2001) pointed out, reflective teaching is more about noticing and developing methods through time than addressing a specific subject or problem.

Reflectivity and emotional intelligence were also significant predictors of EFL teachers' anxiety levels. There were no apparent differences in the participants' levels of creativity or burnout in relation to their teaching experience. Teachers with more experience prepare for the job by obtaining the necessary craft, knowledge, and ability to engage in higher levels of reflective teaching and manage their classrooms more effectively, according to research done by Karadag and Sadiac (2012). Reflective instructors, according to Karadag and Sadiac (2012), analyze all aspects of effective teaching "by reflecting in action and on action on students' interactions and investigating the pre-action plan and teaching procedures." Additionally, experienced teachers, according to Farrell (2011), engage in reflective teaching throughout their profession, assessing their effectiveness, how their character has grown over time, and how their teaching career could be updated. These findings are also supported by Mahmoodi and Ghaslani (2014), Cimermanová (2013), Javadi and Khatib (2014), Wadlington and Wadlington (2011), and Larrivee and Cooper (2006).

A study conducted by Soodmand Afshar and Farahani (2015) investigated the relationship between reflective thinking and reflective teaching of English language instructors concerning their teaching experience and gender (2015). According to their findings, there was a substantial beneficial relationship between reflective thinking and reflective teaching among English language teachers. Similarly, their results revealed that there were significant differences between male and female English language instructors in terms of both reflective thinking and reflective teaching. Additionally, the data indicated that teaching experience significantly impacted the teachers' reflective teaching. Teachers with higher teaching experience outperformed in education performance compared to those with lower teaching experience.

Research conducted by Tschannen-Moran and Hoy (2001) shows that more experienced teachers are more effective than beginner teachers. According to research conducted by Maynard and Furlong (1995), instructors evolve as they develop in their careers. Maynard and Furlong (1995) believe that new teachers go through five phases of development: early

idealism, survival, realizing obstacles, plateauing, and moving on. Throughout their careers. Another study by Rice (2010) asserts that early experience is crucial and that as teachers develop, their experience starts to affect their job differently. The multidimensionality of teaching is due to the fact that instructors' careers do not follow a linear progression.

In Ghasemi's research (2021), new teachers were more emotionally exhausted than experienced teachers. On the other hand, experienced teachers felt more confident about their competency than beginner teachers. New and inexperienced teachers with the highest mean scores across all burnout dimensions seem to benefit the most from it. Moreover, there were statistically significant differences in emotional and personal success across teachers (Ghasemi, 2021).

The data from Ghasemi's (2021) research indicated interesting trends in teacher burnout before and after the intervention program. Despite the limited sample size, the improvements were notable and important. The study found that new and experienced instructors performed differently on several measures. For example, beginner teachers were more depersonalized and felt lower personal achievement than experienced teachers (Alar, 2011). According to Bümen (2010), less experienced and educated teachers are more prone to burnout. Furthermore, novice teachers benefited more from the intervention program than experienced teachers, showing the value of providing novice teachers with anxiety reduction strategies (McCann & Johannessen, 2004). According to a study conducted by Purvanova and Muros' (2010), female participants were more emotionally fatigued and had anxiety than male participants, who had lower degrees of depersonalization and personal success.

2.5. IN-SERVICE AND PRE-SERVICE TEACHER ANXIETY

Teachers' occupational anxiety has been a topic of discussion for a very long time. Teachers' occupational anxiety, according to Gardner and Leak (1994), is defined as the anxiety experienced during teaching tasks that include the development and execution of teaching practice. Teachers' occupational anxiety is a common apprehension among pre-service teachers, and it may contribute to a range of negative behaviors (Akinsola, 2008). Anxiety is linked to a certain educational issue. Actual or perceived knowledge gaps in the subject matter and the ability to present it may be the cause of pre-service and in-service teachers' anxiety (Engelhard, 1990).

There are five elements that were shown to influence In-service and pre-service teachers' anxiety, according to research by Han et al. (2019). Fear of making errors, being inexperienced, time pressure, and a loss of interaction with students are all signs of poor

teachers' leadership. Because of their lack of prior classroom experience, pre-service teachers, according to Han et al. (2019), are more concerned with classroom management. Microteaching was common among pre-service teachers in college, according to Ma and Cavanagh (2018), and pre-service teachers thought classroom management was simple but difficult to put into practice in real-world classroom conditions.

Additionally, a strong correlation was found between the anxiety of making a mistake and an inadequate educational teaching experience. As this was their first-time teaching in a classroom, the pre-service teacher was overwhelmed with anxiety and resistance, fearful of making a mistake. The more scared a pre-service teacher was of making a mistake, the greater the anxiety they faced in the classroom (Han et al., 2019).

Pre-service teachers might alleviate their fears about teaching by putting in the necessary effort ahead of time (Celik, 2008). Two major components must be present for teaching to be successful in a classroom setting: first, thorough preparation; second, practical application. Pre-service teachers should be instructed to prepare well before their classes, considering every aspect, to avoid causing any disruptions in the flow of their lectures' pace (Celik, 2008). They may lessen the likelihood of troublesome circumstances arising throughout the class in this manner, which will, in turn, reduce the number of fears and levels of anxiety (Celik, 2008). According to McKeachie (1978), pre-service teachers' anxiety can be categorized into three parts: 'before the teaching hour,' 'during the teaching hour,' and 'after the teaching hour.' Pre-service teachers are concerned about lesson planning and material preparation during the 'before-teaching hour,' since the success of the first lesson may assist teaching and learning for the course's total performance. Thus, as seen by their lessons and activities, many instructors apply new strategies to the first teaching session.

A study conducted by Sutcu and Bayir (2007) concluded that teachers with greater professional experience make more frequent use of materials than teachers with less experience. Male instructors and classroom teachers are more likely to employ visual and audio-visual materials than females (Sutcu & Bayir, 2007). Additionally, teachers are concerned when they lack sufficient time to construct a lesson plan (Howarth, 2002). Therefore, the first class is a challenging experience for pre-service teachers since they are expected to be in a classroom and meet and educate kids for the very first time, all while adhering to the curriculum and establishing a connection with the class. Teachers' anxiety may have an effect on the work they are required to perform; anxiety begins to grow even before class begins. Similarly, the settings in the first class are unique for both instructors and students: they share the same sense of anticipation but see things differently (Sanderson, 1995).

Concerns about classroom management are another significant factor that may lead to pre-service teachers' high anxiety levels. According to Parker (2011)'s study results, anxiety is created by a teacher's lack of understanding about the students they interact with and a teacher's lack of skill in dealing with several classroom management problems. It is very natural for a person to experience anxiety when they lack adequate knowledge of how to complete a simple task in a classroom setting correctly. Consequently, student teachers should be exposed to schools as early in their training as feasible. Indeed, by the time students reach the teaching practicum, their practical classroom management abilities have greatly improved. Apart from getting classroom experience, pre-service teachers may acquire certain core classroom management practices and processes (Parker, 2011).

According to Öztürk's (2016) study of Turkish university teachers, eight out of ten English instructors reported feeling anxious while teaching English due to their low proficiency in the language and lack of knowledge about the target culture, which students may bring up as content-related questions. Students' spontaneous inquiries were a source of contention for prospective Indonesian instructors, who said that they focused more on class preparation to avoid answering students' queries, which would embarrass them (Agustiana, 2014). Agustiana (2014) remarked that being prepared for the class does not ensure success since preservice instructors may have difficulties at first. Thus, a lack of teaching experience or just a few years of teaching experience was another significant factor contributing to preservice teachers experiencing classroom stress (Kesen & Aydin, 2014). Students' behavior or attitudes toward teachers were also identified as a cause of teaching anxiety (Öztürk, 2016). When dealing with noisy and unmanageable kids, teachers may suffer anxiety since they believe they are accountable for regulating the classroom and delivering their lessons (Merç, 2011).

On the other hand, classroom management is best learned by practical learning experience since some classroom occurrences and student conduct is utterly unforeseen. Pre-service teachers may benefit from case studies (for example, seeing video recordings of certain instructors or former students teaching in a classroom) because they will learn how to handle a scenario. According to our assessment, it is a problem-solving activity that changes according to the instructional environment (Parker, 2011).

Personal difficulties (that is, concerns expressed by pre-service teachers) were the most stressful of the six categories, resulting in the highest total level of anxiety in a study conducted by (Celik, 2008). One possible argument is that everyone experiences these concerns at different times and under different circumstances (for example, when unable to maintain a healthy balance between work and personal responsibilities or when experiencing fear of

something). Such concerns are an unavoidable part of people's lives. As a consequence, their preoccupation with personal problems may be regarded typical. On the other side, those worried about evaluation-related concerns indicated low anxiety levels (Celik, 2008). This is most likely because pre-service teachers evolved to a particular level throughout the practice phase and were used to practicum-related applications, one of which is being studied presently (Celik, 2008). As a result, they may see evaluation as a natural element of the practicum's implementation and hence be unconcerned about it (Celik, 2008).

A common complaint among pre-service teachers is that, despite their best efforts, certain elements in the curriculum are neglected due to anxiety, resulting in a lack of time management (Sammephet & Wanphet, 2013). A study conducted by Sam Sammephet and Wanphet (2013) discovered that pre-service teachers' anxiety is generated by the demands of their jobs and the pressures of time management. The participant in the research said that they were unable to implement the activity from the lesson plan due to the time constraints of real-world classroom scenarios. Danyluk (2013) discovered that the most significant cause of anxiety for pre-service teachers was lesson preparation, as several pre-service teachers said that they had difficulty selecting materials and determining appropriate timing measures during the practicum.

It is crucial to examine teachers' current knowledge of anxiety and their use of evidence-based anxiety reduction methods in the classroom before attempting to close this training gap. In order to identify the core causes of anxiety, it is necessary to look for physiological and physical symptoms (such as stomach aches and increased heartbeat), as well as maladaptive cognitions and behavioral avoidance. These primary symptoms are the focus of evidence-based therapies for decreasing anxiety, which include teaching relaxation methods, modeling and teaching on how to question and adjust worried beliefs, and reducing anxiety related avoidance behavior (Chorpita, 2007).

Some additional research focuses on how language teachers might cope with anxiety while teaching. Successful anxiety management techniques were explored by Sammephet and Wanphet (2013). They included positive thinking, self-talking, and calming down as strategies. Furthermore, Costa and Kallick (2000) identified another coping mechanism, namely, self-reflection, which allowed preservice teachers to obtain more insights and understanding from their teaching experiences while also identifying and gaining more confidence. In a study published in 2000, Martin and Yonder advocated for the relevance of administrators or supervisors in assisting teachers in dealing with teaching anxiety. Another factor to consider is that of professionalism. Preservice teachers prepared for classes and other obligations

associated with teaching in order to reduce stress. Some preservice teachers dealt with their anxiety by relying on their social networks, such as family and friends, to provide support. Finally, this approach stressed that assistance from academic supervisors and institutions played critical roles in assisting instructors experiencing anxiety in the classroom.

Additionally, participants in Merç's 2011 research identified another source of anxiety as fellow teachers working at the school where they were performing their teaching practicums. In other words, how others see them is one factor contributing to teaching anxiety. All of these elements may have various effects on the foreign language acquisition process. According to Aydin's (2016) and Agustiana's (2014) study, teacher candidates' teaching anxiety was significantly influenced by their lack of experience. Participants in the research reported feeling worried at the start of class, followed by the dread of making a mistake or forgetting what they had prepared (Aydin, 2016).

Teachers' anxiety levels have also been connected to a range of school-related characteristics. Teachers' job happiness is associated with increased job satisfaction and decreased anxiety among their students (SkaalvikM & Skaalvik, 2015). Teachers' motivation and anxiety to remain in the profession are also predicted by supportive school environments and positive social relationships with parents, colleagues, and school administration, whereas discipline and time management issues are indicators of increased anxiety in the classroom and classroom environment (Johnson & Birkeland, 2003). Additionally, it was revealed that value consonance, or teachers' belief that they share the prevalent norms and values at their place of employment, was positively connected with job satisfaction and a sense of connection to the school. According to various studies, teachers who believe in their ability to teach report higher levels of job satisfaction and lower levels of anxiety (Klassen & Chiu, 2010).

2.5.1. EFL PRE-SERVICE AND IN-SERVICE TEACHER ANXIETY

Numerous studies have shown that the majority of pre-service teachers, in-service teachers, and even professors at universities do suffer anxiety throughout their teaching duties in the classroom (Coates & Thoresen, 1976; Fish & Fraser, 2001; Horwitz, 1996; Parsons, 1973; İpek, 2016). English as foreign language teachers experiences anxiety because of the demands of teaching a foreign language in an English-speaking environment or classroom (Aslrasouli & Vahid, 2014; Aydin, 2016; Fish & Fraser, 2001; Gardner & Leak, 1994; Horwitz, 1996; Kim & Kim, 2004; Merç, 2011; Payne & Manning, 1990; Yan & Xiaoqing, 2010; Önem & Ergenç, 2013). A further study by Kim (2002) shows that English teachers suffer anxiety when teaching and using English in the classroom. A study conducted by Merç (2011) concludes that anxiety

when studying a foreign language or teaching a foreign language is distinct and should not be confused with general teaching or learning anxiety. Foreign language Teachers' occupational anxiety is still a study area that should be addressed and investigated (Tüfekçi Can, 2018).

According to Merç (2015), "Learning how to teach is lifelong." As a result, it can be concluded that the teaching process involves a large number of duties and stages, which in turn leads teachers to feel anxious. Concurrently, teachers and scholars have been aware for some time that teaching a foreign language may be a stressful experience for certain people. As a result, several researchers have focused on defining, analyzing, and quantifying teacher anxiety, especially in the context of foreign language teaching. Despite the fact that there have been numerous studies on language learners' anxiety, teaching anxiety is among the few unexplored topics in the literature, and there has recently been a propensity to explore teaching anxiety in the context of foreign language anxiety (Keavney & Sinclair, 1978). It is well documented in the academic literature that students and educators alike suffer anxiety related to learning a foreign language (Keavney & Sinclair, 1978; Preece, 1979). Since anxiety is a barrier to language learning, recent research has focused on how effective foreign language learning and teaching factors are. According to Tüfekçi (2018), anxiety has grown in importance in English language departments across all levels and phases of education over the last few decades.

Merç (2015) researched the issues faced by preservice English language instructors. According to the study, anxiety was recognized as one of the most often reported concerns among preservice teachers who were completing their teaching practicum. Among the sources of anxiety mentioned by preservice teachers were anxiety related to a large class, anxiety related to previous experience, anxiety related to supervisors/being observed, anxiety related to a feeling of incompetence in teaching, anxiety related to being recorded, anxiety related to using a new teaching technique, anxiety during the pre-active stage, anxiety related to using the time effectively, anxiety related to being observed by the cooperating teacher, and anxiety related to being unfavorable to the cooperating teacher.

According to Hudson et al. (2008), preservice EFL teachers may have underestimated the challenges they will face during their practicum. There appeared to be a gap between their knowledge of classroom practices from their university education and the reality of the classroom. Teaching materials and classroom issues related to teaching writing such as writing genres, writing topics, motivating students to learn writing, and dealing with mixed-level students at secondary schools need to be incorporated in preservice teacher coursework. Moreover, they need to be equipped with knowledge and skills to adapt to new teaching contexts, with teacher educators creating opportunities for developing such practices before

entering field experiences. Reform in preservice EFL teacher education must focus on facilitating practical university coursework and providing mentoring experiences that enhance the developmental processes on learning to teach English as a foreign language.

Sammephet and Wanphet (2013) found that anxiety occurs at every interaction (pre- and post-teaching) with students in an EFL classroom. According to Sammephet and Wanphet (2013), the major reasons for pre-service teachers' anxiety fall into three broad categories: 'teacher personality,' 'teaching context,' and 'supervision context.' Additionally, pre-service teachers utilized three primary effective anxiety management approaches to resolve issues or alleviate anxiety, namely 'the self-control strategy,' 'the let-it-be strategy,' and 'the face-it-and-handle-it strategy.'

Implementing favored technologies by pre-service EFL teachers will lower their anxiety in class and motivate them to include these tools in their future courses (Alhamami & Costello, (2019). As with any emerging technology, the attitude of the learner/user toward the technology has a big effect on its development. Frequently, prospective users of innovative teaching technology are dubious and scared of novel teaching approaches and tools. Understanding pre-service teachers' views toward technology may assist in managing expectations, assuaging anxieties, and creating an engaged learning environment.

Pre-service EFL teachers' anxiety was related to their confidence, English teaching abilities, preparation, lesson delivery, student profiles, assessment, and classroom management, according to the findings of recent research by Pasaribu and Harendita (2018). Because pre-service teachers lacked prior teaching experience, they tended to be insecure about their skills as teachers. An increase in anxiety was caused by increased expectations set by oneself, as well as more pressure from superiors. In addition to being worried about their command of the English language's grammar and syntax, they were also concerned about their mastery of the English language's vocabulary. Two additional important elements that contributed to their anxiety were the fear of not getting the students' focus or failing to engage them in the lessons. In order to cope with the challenges they were confronted with on a personal, professional, social, and institutional level, the Pasaribu and Harendita study participants used a variety of anxiety coping strategies. Knowing the sources of their anxiety can assist teachers in better preparing for their lessons before they begin their teaching in a classroom. The teacher education programs and supervisors who work with pre-service teachers should provide them with individualized and appropriate direction and support throughout their training. It is believed that they will be less anxious when working at educational establishments.

Almost all therapies for foreign language anxiety are learner-centered, which means that they rely on foreign language anxiety to include anxiety-reducing behaviors and practices into their courses. It is sometimes neglected that many foreign language teachers are non-native speakers and, therefore, may be prone to FLA (Horwitz, 1996). Prior research has emphasized two fundamental tactics for demonstrating that FLA may be reduced: skill improvement and behavioral therapy. The research determined that combining different components was the most effective therapeutic strategy. Many foreign language students instinctively feel that the most effective "treatments" for FLA are cognitive (intensive foreign language practice) and emotional (something that reduces their fear while communicating in a foreign language classroom). However, this is not necessarily the case (Kralova et al., 2017). Historically, researchers have examined a range of FLA remediation strategies, with the bulk of emphasis focused on three techniques – cognitive, emotional, and behavioral – depending on the modality targeted. The cognitive technique has been verified via research that focuses on altering learners' cognitive assessments and encouraging learners to do more realistic self-evaluations. Practical strategies such as systematic desensitization, biofeedback, support groups, relaxation and meditation, engagement programs, and memory techniques are utilized to mitigate the unpleasant parts of the foreign language learning process. The behavioral approach posits that FLA is caused by a lack of language skills, necessitating the employment of a range of approaches and processes to teach learners language skills.

When learning a new language, pronunciation is considered the most important part of the linguistic identity (Guiora, 1972), and it is challenging to master in a short period of time. A high correlation exists between human identity and the learner's self-confidence in this situation. Furthermore, how the connection between people is seen due to their pronunciation is influenced significantly by their pronunciation (Lev-Ari & Keysar, 2010). So the fear of having one's ego endangered in front of other people may be a reasonably substantial cause of foreign language anxiety among language learners (Baran-Łucarz, 2011), as can the fear of being humiliated in front of other people (Baran-Łucarz, 2011). Foreign language anxiety is considered to be a psychological (identity-based) construct rather than a linguistic (competence-based) construct (Alrabai, 2015), with its origins most likely in the learner's perception of "self" (Scovel, 1978), in which self-perceptions, perceptions of others, perceptions of foreign language learning and performance, and perceptions of foreign language learning and performance all play important roles (Yim, 2014).

Horwitz et al. were the first to make the connection between foreign language pronunciation and foreign language anxiety and the associated notions of communication

apprehension, fear of unfavorable assessment, and test anxiety (1986). Despite the fact that much of the study has been theoretical, several academics have provided important advice for instructors on how to assist learners to reduce their foreign language anxiety in the classroom (Alrabai, 2015). According to Hashemi (2011), the most frequently mentioned suggestions include making the class setting more friendly, allowing learners to make errors and mistakes (Constructivist Theory of Learning), allowing learners to succeed even with imperfect foreign language competence (Communicative Approach), and allowing learners to feel safe with a fake identity.

2.6.TEACHER EMOTIONS

Emotions play an essential role in teachers' careers and lives. Teachers' emotions vary in kind and frequency, impacting teachers, teaching, and students. Emotions may impact a teacher's ideas, classroom engagement, and interactions with students (Sutton & Wheatley, 2003). Teachers' moods affect their teaching effectiveness of motivational and cognitive engagement, classroom management and implementation, and, as a consequence, students' learning and achievement (Frenzel, 2014; Frenzel et al., 2009; Hagenauer & Volet, 2014; Hagenauer & Volet, 2014). Emotions play an essential part in establishing teachers' occupational identities, dedication, well-being, and effectiveness (Day & Qing, 2009). Teachers' emotions may lead to emotional exhaustion and burnout (Chang, 2009). Also, there is a chance that teachers will leave the profession (Macdonald, 1999).

Emotions are essential aspects that influence people's lives and behavior. Many critical choices, relationships, and even people's responses in daily life are influenced by emotions. As a result, enhancing people's knowledge of comprehending and managing their own emotions is essential. Emotions are the impulses that direct people to act (Goleman, 2011). Due to influences from his inner and outside surroundings, the individual produces emotional reactions to himself and other people, things, or events in his environment (Kervancı, 2008; Çoruk, 2012). Emotions have a wide range of effects on an individual's quality of life and those around him. Emotions were studied for their influence on academic accomplishment, work performance, professional development, health, and individual-social well-being (Chernyshenko et al., 2018). An individual's emotional state is reflected in their behavior and affects their colleagues, performance, and organizational results (Akçay & Çoruk, 2012). Because emotions influence the quality and performance of an individual's choice, it will affect their self-management and decision-making (Akdoğan et al., 2016; Li & Ahlstrom, 2016).

Managers and leaders are responsible for establishing a favorable emotional atmosphere in the workplace. One of the characteristics of a leader should be the ability to mobilize people via their emotions. Employees in emotional states should be identified to regulate organizational behavior (Akçay & Çoruk, 2012; Lunenburg & Ornstein, 2013). Although cognitive processes such as perception, memory, and reasoning are at the root of emotions, it is argued that the individual's first reactions to stimuli are effective, followed by cognitive responses (Chernyshenko et al., 2018).

Horwitz (2016) and Scherer (2005) claim basic emotions like anger, pleasure, stress, and sadness play a role in human adaptation to common and specialized experiences. Research conducted by Howevertz (2005) and Scherer (2005) argued that such a limited set of basic emotions could not describe human emotionality. "there are as many diverse emotions as there are distinguishably various assessment profiles with associated response patterning. "Love and care are often reported feelings among teachers: joy, contentment, pleasure, pride, excitement, frustration, wrath, embarrassment, worry, helplessness, guilt, and sadness" (Sutton & Wheatley, 2003). Among these feelings, excitement and anxiety are more prevalent among new teachers (Huberman, 1993; Tickle, 1991); individuals are apprehensive of their competence to teach, although compassion and caring are more prevalent in females and those who teach lower grades in school (Wood et al., 2008).

Robbins et al. (2015) define emotion as a short-term but high intensity feeling towards someone or something. Suppose this feeling is low intensity but long-lasting, caused by various objects, events, or people. As mentioned earlier, they define this situation as a long-term effect of the factors. Murphy and Hall (2011) claim that the perception of threat related to an important issue in social relations also triggers affective reactions; emotions are affected by people's circumstances. They serve as a reaction and a signal in different cases. According to Murphy and Hall (2011), emotions and mental processes interact dynamically. As a result, good emotional growth can also impact the profession. For example, it might be stated that an emotionally mature person's cognitive skills are developed (i.e., mental, emotional, and social). An extra unit or experience leads the person to have emotional reactions of different strengths. Individuals' emotional responses to a similar event may differ because their dynamic thresholds vary (Li & Ahlstrom, 2016).

According to Schuman and Scherer, 2014, various occurrences might elicit emotions that should be evaluated as important to one's objectives (Scherer, 2009). Teachers may feel delighted with their students' achievement because it is personally relevant and linked with the teachers' career aims. Most researchers think that emotion is made up of multiple parts: "a

subjective feeling component, a motor component (expressive), a physiological component, an action-tendency component (motivational), and an appraisal component (cognitive)” (Shuman & Scherer, 2014). An angry teacher, for example, maybe upset (subjective), raise the pitch of his voice (expressive), experience an increase in his heart rate (physiological), have the desire to close the classroom door (motivational), and reflect on his students' violations of classroom rules and disrespect for him (cognitive). Although emotions are often seen as very brief and strong experiences that undergo rapid metamorphosis due to swift changes in events and accompanying appraisals, this is not necessarily the case (Scherer, 2005); they can also be thought of as generally constant throughout time or in a more trait-like manner. In other words, emotions can be described both at state and trait levels (Rosenberg, 1998).

Emotions are composed of relatively brief experiences at the state level, accompanied by thinking and action inclinations. When seen at the characteristic level, emotions are conceptualized as individual variations in the regularity of experiences that people have (Wood et al., 2008). Therefore, emotional characteristics are specific tendencies; yet, although both emotional states and characteristics deserve investigation, assessments targeting contextually relevant trait-like emotions may be more useful in understanding their influence on teachers' classroom performance and overall health.

According to Nias (1996), the characteristics of professions and jobs may lead to changes to emotional states. The nature of the positions may require employees to have certain emotions. Accordingly, various studies have been reported that emphasize the significance of teachers' emotional and social skills and their ability to be social, emotional, and educational; teachers' motivation and emotional states were related to good student outcomes (Jennings & Greenberg, 2009; Nias, 1996). For example, emotions such as patience, love for children, enthusiasm, and responsibility are prominent (Şişman, 2014). It is emphasized that educators should be responsible for being emotionally balanced. It is stated that those teachers who tend to be motivated and those with emotional balance are calm, self-confident, and stable (Lunenburg & Ornstein, 2013). Something that a person likes and wants more (joy, love, honor) and things that he does not like and wants to get rid of (sadness, grudge, guilt) constitute the basis of emotional classification (Akdoğan, 2016).

The universal common emotions that are the source of many emotions are happiness, surprise, fear, sadness, anger, and disgust (Robbins et al., 2015). Sutton and Wheatley (2003) suggest that using the ratio of positive emotions to negative emotions makes it possible to obtain preliminary information about being ready for the profession and continuing the occupation. For employed teachers, it is stated that the positive feelings of those in a perfect emotional sense

are five to their negative emotions. While this positive emotion rate is lower in those at the beginning of the profession, it is emphasized that the ratio of positive to negative increases as the experience increases; if the positive to negative emotion ratio is terrible, it is considered that the probability of leaving the profession is high (Yıldırım & Tabak, 2019). The teaching profession is directly related to children and young people's physical, mental, and emotional development. Teachers' emotional states are crucial for student development and school functions. Teachers, who will ensure the emotional development of children and young people, should perform the profession with their pedagogical and field knowledge and skills and their emotional characteristics (Miller, 2012; Sezer, 2016).

To have sufficient information about teachers' emotional states and their relation to increasing the quality of the education service, using human resources more efficiently in schools, improving their performance, and developing advanced research methods and advancements in the earlier mentioned variables (Argon, 2015). Teachers should see and feel valued and cared for to increase their performance and motivation and ensure job satisfaction. Teachers are not robots, they have emotions, and their feelings add meaning to their life and work (Armeli et al., 1998). Making the working environment suitable for mutual communication and sharing and the supportive approach of managers to their employees will make it easier for them to overcome their problems. At the same time, this will show that the employees are aware of their contribution to the organization, care about their happiness, and like to work with them and meet their needs for belonging, respect, and approval (Armeli et al., 1998). In addition, according to Argon (2015), positive emotions may prevent employees from experiencing burnout. Before employing people, their needs must be met; unfortunately, emotional needs are the most overlooked of these needs. Creating an environment where the teacher is seen as the essential elements of the school and feels valued and valued by a positive approach, teamwork with his colleagues in this environment will meet the need to belong to a group, the feeling of working in cooperation, the sense of success, and the need to share responsibility as a team member is vital as a team member.

People make emotional statements inaccurate and unspecific, masking their true feelings (Grandey, 2003), and significantly they either suppress or hold them in to not express negative ones. For example, they are hurt or angry because of their behavior towards their colleague or manager. Still, they do not deliberately reflect their true feelings because expressing discontent in the workplace may hurt or avoid negative situations in the organization. According to Erol and (Karabiyik & Korumaz, 2014), employees suppress their negative emotions due to the power distance between them and their managers; they can stay in the situation and exhibit

different behaviors (Karabiyik & Korumaz, 2014). Employees who want to cope with negative emotions can end their relations with the manager and their environment by cutting off their relationships or removing themselves. This situation can cause employees to feel pessimistic about their jobs and experience a decreased sense of personal accomplishment (Eroğlu, 2014).

The data on research done by King and Ng (2018) revealed five key themes: the emotional labor involved in caring for students; the suppression of negative emotions; bearing the motivational burden through emotional labor; emotional performance and emotional distancing; and the link between institutional change, working conditions, and teachers' emotions. While sociocultural variables impact teacher mood, the data suggest that whether they have a good or negative impact is primarily a cognitive decision. As a result, modifying teachers' perceptions of contextual impacts and changes to the environment itself may be as significant to their psychological well-being (King & Ng, 2018).

2.6.1. THE EMOTIONAL STATES OF EFL TEACHERS

Most foreign language research on emotions has concentrated on negative emotions, notably anxiety, during the previous several decades (Chang, 2013; Cheng, 2017; Teimouri et al., 2019). Nevertheless, with the new incorporation of positive psychology through studies on EFL teachers (Dewaele et al., 2018) together with the so-called "emotional turn" in the field of applied linguistics (Benesch, 2013), Positive emotions in EFL teachers have attracted the attention of researchers who are studying their positive and constructive effects (Dewaele et al., 2018; White, 2018). Positive emotions may assist EFL teachers in improving their interest and thinking, strengthening their resources, and considerably increasing their engagement and motivation, all of which can help EFL teachers enhance their academic achievement in their respective fields (Arnold, 2009; Dewaele et al., 2016; Dörnyei, 2014; Fredricks, 2015).

Emotions are essential in interpersonal interactions (Halberstadt et al., 2001; Mayer & Salovey, 1997). Emotions play a critical role in the student-teacher connection (Chang, 2013; Chang & Davis, 2009; Garner & Waajid, 2008; Halberstadt & Hall, 1980; Hargreaves, 2000). Emotions are a part of teaching and can impact teachers and classrooms (Ahmed et al., 2010; Bellas, 2009; Pekrun et al., 2002; Tornare et al., 2015). Teachers who succeed in their profession recognize the vital importance of emotion in developing relationships and communicating effectively with students (Bailey et al., 2016; Cassidy & Bates, 2005; Demetriou & Wilson, 2009; Hargreaves, 2000).

Emotions in language lessons rise and decrease throughout time "affective experiences that are tied directly to language learning activities and resulting learning outcomes" (Pekrun et al., 2019; Shao et al., 2019). A vast range of emotions, such as joy, anxiety, and satisfaction, is experienced by teachers in language lessons (Bailey et al., 2016; Bown & White, 2010; Swain, 2013). Hargreaves (2001) & Pekrun & Linnenbrink-Garcia, 2014 view teaching as an "emotional practice" and the classroom as an "emotional place." Hargreaves (2001) emphasizes the significance of teachers' emotions in educational settings. Even though emotions have gained significant academic interest in education and psychology, their significance in foreign language acquisition is understudied (Pekrun et al., 2019).

CHAPTER THREE

METHODOLOGY

This chapter focuses on the methods used throughout the stages of putting into practice. In this study, quantitative data collecting analysis methods have been applied. The statistical analyses of the survey are performed using the IBM-SPSS Statistics, Version 23.0 programs (Armonk, New York). The mean values and standard deviations of measurements are calculated with descriptive analysis. The Kolmogorov-Smirnov test analyzes the normality of data, and attendance levels are assumed to follow the non-normal distribution. Depending on this distributional violation, nonparametric statistical analysis is used. The effect of gender, grade, educational background, experience, and type of school on emotions and anxiety is analyzed by comparing the mean levels of different groups.

Moreover, pre-service and in-service teachers are also reached by the mean attendance levels. The comparisons are evaluated using Mann-Whitney U and Kruskal Wallis tests. Cronbach's alpha coefficient analyzes the reliability of scales. The Cronbach's alpha values for emotion and anxiety scales are calculated as 0,92 and 0,98, respectively. The significance level is set to 0,05. The aforementioned process of data collection has been provided through the online survey website docs.google.com.

3.1. PARTICIPANTS

In this study, 318 people were questioned, with 304 of their replies being considered as valid data. Approximately % 62 (frequency=187) of participants are female and % 38

(frequency=113) of participants are male. The frequency distribution of demographic variables is as below:

Table 3.2.
Distribution of Demographic Variables

	Variables	Frequency	Percent (%)
Gender	Female	187	62,3
	Male	113	37,7
Grades	1.Grade	34	25,0
	2.Grade	25	18,4
	3.Grade	29	21,3
	4.Grade	48	35,3
Educational Background	English Language and Literature Undergraduate	148	51,8
	English Language Teaching Undergraduate	114	39,8
	Linguistics Undergraduate	16	5,6
	Translation and Interpreting	8	2,8
Experience	0 Experience	104	34,4
	1-5 Years	49	16,2
	6-10 Years	43	14,2
	11-15 Years	44	14,6
	16-Over	62	20,5
Type of School	Not working	98	32,5
	Primary	32	10,6
	Secondary	36	11,9
	High School	117	38,7
	University	19	6,3

The descriptive statistics and the comparison test results of attendance levels of pre-service and in-service teachers for emotion and anxiety factors are summarized in Table 4.2 and Table 4.3, respectively.

In table 3.2, the distribution of demographic variables is shown in order to examine whether there is any diversity among the different preservice teachers who have been still foreign language students at university in different grade levels. Furthermore, in table 3.2, in-service teachers, who have been teaching in a number of different educational institutions for various time durations, are also pointed out and examined.

In table 3.2, a number of important variables of education have been studied, which are gender, grade, educational background, experience, and type of school. According to test results given in table 3.2, for the first variable measured “gender”, it is seen that the number of female participants is in the majority when compared to the male participants. In this survey, the ratio of female participants is approximately %62, and the ratio of male participants is %38. The numbers of participants are 187 for females and 113 for male pre-service and in-service teachers. The total number of participants with regard to data analysis is 300.

The second factor examined for the research is “grade” to identify the education level of the pre-service teachers. For the "grade" dimension of pre-service teachers' attitudes toward occupational anxiety and emotional states evaluated in relation to their "grade" levels sequenced from "1" to "4," signifying grade levels are marked numerically with numbers "1,2,3,4".

Grade “1” pre-service teacher participants’ number is %25, and their frequency level is “34”. The second-grade pre-service teachers’ attendance level is approximate “%19” and their frequency level is “25”. “Grade 3” attendance level is approximate “%22” and the frequency level is “29”. For grade “4,” pre-service number is approximate “%35” and their frequency is “48,” which is found to be the highest rate overall.

The third variable examined for the survey analysis is “educational background.” Regarding the “educational background” variable, a number of sub-dimensions have been analyzed in order to obtain a clear result for the survey analysis shown respectively in the table as “English Language and Literature undergraduate,” “English Language Teaching undergraduate,” “Linguistics undergraduate,” “Translation and Interpreting undergraduate.”

The attendance level percentage of survey participants’ for both undergraduate and graduate degrees is seen as approximately “%52,” and the frequency level is “148,” which is the highest quantity value in table 3.2.

The second sub-dimension for the “educational background” variable is “English Language Teaching.” The attendance level is approximately “40,” and its frequency level is “114”.

Another sub-dimension identified in order to indicate the diversity regarding the educational departments is “Linguistics.” The attendance level is approximately “6” and the frequency is “16”.

The fourth sub-dimension defined is “Translation and Interpreting.” The attendance level is approximate “%3,” and the frequency level is “8” for the sub-dimension “Translation and Interpreting.”

The following demographic variable of the survey, according to table 3.2, is the “experience” factor.

Regarding experience factors, there have been “5” different sub-dimensions to identify the work duration diversity among the participants. These factors are as follows: “No Experience,” “0-5 Years,” “5-10 Years,” “10-15 Years,” “16-Over”.

The first sub-dimension is “No Experience,” and according to the attendance level, it is approximately %34. In order to analyze the frequency level, “104” can be marked as the most significant value among the survey participants.

The attendance level percentage for the second sub-dimension, “0-5 Years,” is approximate “%16” and its frequency level is “49”. For the third sub-dimension, “5-10 Years,” the attendance level is approximately %14, and the frequency level number is “43”.

For the following sub-dimension, “10-15 Years,” the attendance level measured is approximate “%15,” and the frequency level is “44”. The last sub-dimension is “16-Over” in table 3.2. According to the “16-Over” sub-dimension, the attendance level percentage is approximate “%21,” and its frequency level is “62”.

The last variable to be examined is “Type of School.” To be clear and accurate, a number of sub-dimensions have been assessed that as “I am not working (Pre-Service),” “Primary,” “Secondary,” “High School,” “University.”

The variables point out the diversity of education levels among the survey participants. The attendance level of the first sub-dimension, “I am not working (Pre-Service),” is approximately %32, and the frequency level is “98”.

The second sub-dimension, “Primary” attendance level percentage, is approximately “%11” and its frequency level is “32”. For the 3rd sub-dimension, “Secondary,” the attendance level is approximately “%12,” and the frequency number is “36”.

The following sub-dimension “High School” attendance level is approximately “%39” and the frequency level is “117”. The last sub-dimension, “University,” related to the attendance level is approximately “%6” and the frequency level is “19”.

By means of the descriptive statistics and the comparison test results of pre-service and in-service teachers examined through the survey, it can clearly be understood that there is a direct interaction between quantitative values of frequency level and the attendance level percentage values. From this point of view, it can be concluded that as the occupational experience increases, the level of occupational anxiety decreases among the participants of the survey.

CHAPTER FOUR

RESULTS

4.1. Research Objectives: The study aims for 5 objectives divided into two modules:

a. Main objectives of the research

- I.** To identify the major causes of occupational anxiety for EFL and Pre-service teachers.
- II.** To determine the responses of emotional states for in-service and pre-service EFL teachers with occupational anxiety factors.

b. Specific Objectives of the research

- I.** To specify the key role of teachers in EFL teaching education.
- II.** To assess whether there are any significant differences between in-service and pre-service EFL teachers` reactions.
- III.** To point out whether there are any distinguishing reactions for in-service and pre-service teachers` responses in the context of experience and gender factors.

Table 4.2.

Descriptive statistics of attendance levels of pre-service and in-service teachers for emotion factor

Emotions	Group	N	Mean	Std. Dev.	p-value
Joy	Pre-Service	98	4,5592	0,42203	0,064
	In-Service	206	4,3680	0,74359	
Love	Pre-Service	98	4,2265	0,55808	0,149
	In-Service	206	4,2893	0,68928	
Disappointment	Pre-Service	98	3,8102	0,64496	0,006*
	In-Service	206	3,9748	0,81147	
Anger	Pre-Service	98	4,0286	0,65990	0,344
	In-Service	206	4,0087	0,89667	
Stress	Pre-Service	98	3,7976	0,70315	0,271
	In-Service	206	3,8083	0,93199	

*Mann-Whitney U test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

In order to seek answer for the third research question regarding the perceptions of emotional states for in-service and pre-service EFL teachers` reactions in the context of emotion factors. In Table 4.2, descriptive statistics of attendance levels of pre-service and in-service teachers for emotion factor a number of emotions sub-dimensions including “Joy,” “Love,”

“Disappointment,” “Anger,” and “Stress” have been measured. In order to obtain accurate outcomes, the emotions which represent the negative effect such as “Disappointment”, “Anger” and “Stress” are questioned as well as the emotions in a positive manner. The emotions that have a negative effect on an individual who is a pre-service or in-service teacher may lead to a damaging impact on their motivation of teaching. On the other hand, positive emotions such as “Joy” and “Love” refer to motivating and supporting influence on teacher’s behavior towards students, strengthening their concentration and inspiration in the context of education.

When the “Emotions” factor between the “Pre-Service” and “In-Service” teacher groups was examined, a statistically significant difference among the sub-dimensions was found.

The “Disappointment” for Pre-Service (M= 3,8102) and for In-Service (M= 3,9748) level is higher than the other sub-dimensions ($p < 0,05$). A similar difference was observed in other categories of Table 4.2 ($p < .01$).

Table 4.3.

Descriptive statistics of attendance levels of pre-service and in-service teachers for anxiety factor

Anxiety	Group	N	Mean	Std. Dev.	p-value
Task-Centered Anxiety	Pre-Service	98	3,2684	1,00370	0,528
	In-Service	206	3,3264	1,17195	
Economic/Social-Centered Anxiety	Pre-Service	98	3,5991	1,00087	0,949
	In-Service	206	3,5312	1,15601	
Student/Communication-Centered Anxiety	Pre-Service	98	3,2993	1,10708	0,951
	In-Service	206	3,2913	1,24008	
Colleague-and Parent-Centered Anxiety	Pre-Service	98	2,9551	1,02365	0,182
	In-Service	206	3,1563	1,26670	
Personal Development-Centered Anxiety	Pre-Service	98	3,3087	1,16311	0,218
	In-Service	206	3,1201	1,32442	
Appointment-Centered Anxiety	Pre-Service	98	3,7619	1,08198	0,006*
	In-Service	206	3,2573	1,38013	
Adaptability-Centered Anxiety	Pre-Service	98	3,2585	1,12915	0,282
	In-Service	206	3,0777	1,39779	
	Pre-Service	98	3,3707	1,05614	0,144

School Administration-Centered Anxiety	In-Service	206	3,0761	1,41580
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*Mann-Whitney U test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

So as to discover answers to second research question in relation with occupational anxiety factors with respect to both research groups including pre-service and in-service teachers. According to test results Table 4.3, for sub-dimensions “disappointment” and “Appointment-Centered Anxiety” for “Pre-Service” (M= 3,7619) and for “In-Service” (M= 3,2573), the difference between pre-service and in-service teachers are found to be statistically significant ($p < 0,05$).

For the “disappointment” sub-dimension, the attendance level of pre-service teachers is lower than in-service teachers. On the other hand, for the “Appointment-Centered Anxiety” sub-dimension, the attendance level of pre-service teachers is higher than in-service teachers.

The descriptive statistics and Mann-Whitney U test results regarding the comparison of attendance levels of female and male teachers for “Emotion” and “Anxiety” factors are summarized separately for pre-service teachers in Table 4.4 and Table 4.5 and for in-service teachers in Table 4.6 and Table 4.7, respectively.

Table 4.4.

Descriptive statistics of attendance levels of female and male teachers for emotion factor (Pre-Service)

Emotions	Gender	N	Mean	Std. Dev.	p-value
Joy	Female	65	4,5692	0,41266	0,617
	Male	32	4,5250	0,44504	
Love	Female	65	4,3046	0,51733	0,044*
	Male	32	4,0500	0,60535	
Disappointment	Female	65	3,9323	0,64738	0,001*
	Male	32	3,5313	0,54147	
Anger	Female	65	4,1200	0,66783	0,021*
	Male	32	3,8500	0,62424	
Stress	Female	65	3,7923	0,76264	0,884
	Male	32	3,7865	0,57460	

*Mann-Whitney U test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

With the purpose of answering the fifth research question with regard to pre-service and in-service EFL teachers` reactions in terms of gender factor. According to test results given in Table 4.4, for sub-dimensions “love,” “disappointment,” and “anger” the difference between female and male pre-service teachers are found to be statistically significant ($p < 0,05$). As

regards to pre-service teachers' "Emotions" factor for both genders, "joy" and "stress" sub-dimensions have been observed not to have a quantitative value.

For all of the three sub-dimensions mentioned above, the attendance level of female pre-service teachers is higher than male pre-service teachers.

Table 4.5.

Descriptive statistics of attendance levels of female and male teachers for anxiety factor (Pre-Service)

Anxiety	Gender	N	Mean	Std. Dev.	p-value
Task-Centered Anxiety	Female	65	3,2142	1,06592	0,396
	Male	32	3,3894	0,88398	
Economic/Social-Centered Anxiety	Female	65	3,4791	1,06499	0,190
	Male	32	3,8080	0,82314	
Student/Communication-Centered Anxiety	Female	65	3,3256	1,21957	0,588
	Male	32	3,2656	0,86536	
Colleague-and Parent-Centered Anxiety	Female	65	2,9231	1,07627	0,590
	Male	32	3,0437	0,92664	
Personal Development-Centered Anxiety	Female	65	3,1885	1,26324	0,162
	Male	32	3,5781	0,90125	
Appointment-Centered Anxiety	Female	65	3,8821	1,06463	0,065
	Male	32	3,4792	1,07742	
Adaptability-Centered Anxiety	Female	65	3,1795	1,17272	0,336
	Male	32	3,4375	1,04534	
School Administration-Centered Anxiety	Female	65	3,3231	1,12264	0,880
	Male	32	3,4167	0,89202	

Mann-Whitney U test, Std. Dev.: Standard Deviation

In an attempt to seek answers respecting the differences between the pre-service and in-service EFL teachers' responses in the context of occupational anxiety factors. On the other hand, regarding descriptive statistics of attendance levels of female and male teachers for anxiety factor for "Pre-Service" teachers for all of the sub-dimensions of anxiety factor, the

difference between female and male pre-service teachers are found not to be statistically significant ($p>0,05$) (Table 4.5).

Table 4.6.

Descriptive statistics of attendance levels of female and male teachers for emotion factor (In-Service)

Emotions	Gender	N	Mean	Std. Dev.	p-value
Joy	Female	122	4,3377	0,69619	0,147
	Male	81	4,4000	0,81915	
Love	Female	122	4,2869	0,58351	0,347
	Male	81	4,2864	0,83363	
Disappointment	Female	122	3,9508	0,69962	0,218
	Male	81	4,0222	0,93541	
Anger	Female	122	3,9869	0,77085	0,141
	Male	81	4,0667	1,01784	
Stress	Female	122	3,7186	0,88011	0,030*
	Male	81	3,9733	0,95650	

*Mann-Whitney U test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

With the intention of answering the fifth research question again regarding the differences between pre-service and in-service EFL teachers' responses in the context of gender and emotion factors. In Table 4.6 it is seen that, for sub-dimension "stress", the difference between female and male in-service teachers are found to be statistically significant ($p<0,05$) and the attendance level of female in-service teachers is lower than male in-service teachers.

Table 4.7.

Descriptive statistics of attendance levels of female and male teachers for anxiety factor (In-Service)

Anxiety	Gender	N	Mean	Std. Dev.	p-value
Task-Centered Anxiety	Female	122	3,1652	1,10718	0,007*
	Male	81	3,6097	1,19514	
Economic/Social-Centered Anxiety	Female	122	3,3501	1,11342	0,002*
	Male	81	3,8307	1,14667	
Student/Communication-Centered Anxiety	Female	122	3,1120	1,17626	0,006*
	Male	81	3,5905	1,27993	
	Female	122	2,9721	1,15231	0,006*

Colleague-and Parent-Centered Anxiety	Male	81	3,4716	1,35842	
Personal Development- Centered Anxiety	Female	122	2,9201	1,24576	0,004*
	Male	81	3,4691	1,37180	
Appointment- Centered Anxiety	Female	122	3,1038	1,34709	0,018*
	Male	81	3,5309	1,39620	
Adaptability- Centered Anxiety	Female	122	2,8689	1,31848	0,004*
	Male	81	3,4362	1,44975	
School Administration- Centered Anxiety	Female	122	2,9372	1,32458	0,029*
	Male	81	3,3457	1,50872	

*Mann-Whitney U test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

With the purpose of seeking answers respecting the second and the fifth research questions again concerning male and female in-service EFL teachers` responses in the context of gender and occupational anxiety factors. For anxiety, the difference between female and male in-service teachers are found to be statistically significant for all of the 8 sub-dimensions ($p < 0,05$). The anxiety level of male in-service teachers is higher than female in-service teachers (Table 4.7).

The descriptive statistics and Kruskal Wallis test results regarding the comparison of attendance levels of different experience levels for emotion and anxiety factors are summarized for in-service teachers in Table 4.8 and Table 4.9, respectively.

Table 4.8.

Descriptive statistics of attendance levels of experience levels for emotion factor (In-Service)

Emotions	Experience	N	Mean	Std. Dev.	p-value
Joy	1-5 Years	42	4,3286	0,49745	0,118
	6-10 Years	42	4,5000	0,69738	
	11-15 Years	44	4,1909	0,96541	
	16-Over	62	4,4129	0,74997	
Love	1-5 Years	42	4,1905	0,56388	0,178
	6-10 Years	42	4,3762	0,73677	
	11-15 Years	44	4,2818	0,71958	
	16-Over	62	4,3000	0,72677	
Disappointment	1-5 Years	42	3,9000	0,62196	0,038*
	6-10 Years	42	4,0381	0,87261	
	11-15 Years	44	4,1636	0,89679	
	16-Over	62	3,8968	0,82003	
Anger	0-5 Years	42	3,8429	0,90800	0,001*
	6-10 Years	42	4,1857	0,92699	

Stress	11-15 Years	44	4,2955	0,81210	0,070
	16-Over	62	3,8226	0,86998	
	1-5 Years	42	3,6468	0,90257	
	6-10 Years	42	3,9087	1,02225	
	11-15 Years	44	4,0909	0,96278	
	16-Over	62	3,7070	0,86980	

*Kruskal Wallis test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

According to test results given in Table 4.8, for sub-dimensions “disappointment” and “anger,” the difference between four experience levels is found to be statistically significant ($p < 0,05$). For both sub-dimensions, the mean attendance level are increasing until the level of “15 years” sub-dimension. However, the emotional level of 16 and over experienced teachers are lower than the less experienced groups.

Table 4.9.

Descriptive statistics of attendance levels of experience levels for anxiety factor (In-Service)

Anxiety	Experience	N	Mean	Std. Dev.	p-value
Task-Centered Anxiety	1-5 Years	42	3,2070	0,98663	0,003*
	6-10 Years	42	3,3315	1,26904	
	11-15 Years	44	3,7990	1,17567	
	16-Over	62	3,0112	1,17098	
Economic/Social-Centered Anxiety	1-5 Years	42	3,4252	0,99300	0,028*
	6-10 Years	42	3,5544	1,27119	
	11-15 Years	44	3,8766	1,17545	
	16-Over	62	3,3134	1,12034	
Student/Communication-Centered Anxiety	1-5 Years	42	2,9524	1,07401	0,004*
	6-10 Years	42	3,4246	1,25761	
	11-15 Years	44	3,7879	1,25361	
	16-Over	62	3,0806	1,21344	
Colleague-and Parent-Centered Anxiety	1-5 Years	42	2,8571	1,19535	0,017*
	6-10 Years	42	3,3333	1,28835	
	11-15 Years	44	3,5955	1,27844	
	16-Over	62	2,9419	1,26304	
Personal Development-Centered Anxiety	1-5 Years	42	2,8869	1,27260	0,256
	6-10 Years	42	3,1905	1,37576	
	11-15 Years	44	3,3864	1,41365	

	16-Over	62	2,9113	1,25784	
Appointment-Centered Anxiety	1-5 Years	42	3,0000	1,24939	0,335
	6-10 Years	42	3,3492	1,40258	
	11-15 Years	44	3,4242	1,46336	
	16-Over	62	3,0753	1,39922	
Adaptability-Centered Anxiety	1-5 Years	42	2,9841	1,32303	0,139
	6-10 Years	42	3,4365	1,38221	
	11-15 Years	44	3,1439	1,66029	
	16-Over	62	2,7688	1,25535	
School Administration-Centered Anxiety	1-5 Years	42	2,8651	1,29426	0,100
	6-10 Years	42	3,4444	1,49555	
	11-15 Years	44	3,1894	1,60168	
	16-Over	62	2,7527	1,31813	

*Kruskal Wallis test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

For the first four sub-dimensions of the anxiety factor, the difference between four experience levels is found not to be statistically significant ($p < 0,05$) (Table 4.9). For these four sub-dimensions, the mean attendance level is increasing until the period of “15 years”. However, the anxiety level of 16 and over experienced teachers are lower than the less experienced groups.

The descriptive statistics and Kruskal Wallis test results regarding the comparison of attendance levels of type of school for emotion and anxiety factors are summarized for in-service teachers in Table 4.10 and Table 4.11, respectively.

Table 4.10.

Descriptive statistics of attendance levels of type of school for emotion factor (In-Service)

Emotions	Type of School	N	Mean	Std. Dev.	p-value
Joy	Primary	32	4,3063	0,29175	0,032*
	Secondary	36	4,2444	0,87910	
	High School	117	4,4034	0,74878	
	University	19	4,5263	0,91460	
	Primary	32	4,2250	0,33983	0,138

Love	Secondary	36	4,2444	0,39745	
	High School	117	4,3248	0,78068	
	University	19	4,2632	0,94998	
Disappointment	Primary	32	3,7937	0,70662	0,263
	Secondary	36	4,0500	0,65269	
	High School	117	4,0564	0,82288	
	University	19	3,8000	0,99331	
	Primary	32	3,8875	0,96512	
Anger	Secondary	36	4,0222	0,59287	0,542
	High School	117	4,0786	0,88628	
	University	19	3,9368	1,10966	
	Primary	32	3,3177	0,95636	
	Secondary	36	3,8287	0,78121	
Stress	High School	117	3,9843	0,88055	0,003*
	University	19	3,6754	1,02058	
	Primary	32	3,3177	0,95636	

*Kruskal Wallis test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

According to descriptive statistics of attendance levels of type of school for “Emotion Factor”, the “Stress” level of in-service teachers is found to be statistically significant ($p < 0,05$). Another emotion which is observed to be significant is the “Joy” and its level ($p < 0,05$) also stands out among all emotional factors.

For the emotion factor, in sub-dimensions “Joy” and “Stress”, the difference between four different types of school is found not to be statistically significant ($p < 0,05$) (Table 4.10). For “Joy” sub-dimension, the highest attendance level is in university. For “Stress” sub-dimension, the lowest attendance level is in primary school.

So as to attain conclusions from the current context, we may deduce that as the degree of experience grows, the level of anxiety for "In-service" teachers who have worked for variable lengths of duration lowers.

Table 4.11.*Descriptive statistics of attendance levels of type of school for anxiety factor (In-Service)*

Anxiety	Type of School	N	Mean	Std. Dev.	p-value
Task-Centered Anxiety	Primary	32	2,6587	,94675	0,002*
	Secondary	36	3,3205	1,01543	
	High School	117	3,5582	1,17027	
	University	19	3,1579	1,33984	
Economic/Social-Centered Anxiety	Primary	32	2,7009	1,09962	0,000*
	Secondary	36	3,4841	1,12345	
	High School	117	3,7705	1,02998	
	University	19	3,7519	1,31522	
Student/Communication-Centered Anxiety	Primary	32	2,6562	1,09327	0,001*
	Secondary	36	3,2269	1,17254	
	High School	117	3,5684	1,18341	
	University	19	2,9298	1,44264	
Colleague-and Parent-Centered Anxiety	Primary	32	2,6000	1,07763	0,002*
	Secondary	36	3,0444	1,19054	
	High School	117	3,4462	1,25186	
	University	19	2,6632	1,32841	
Personal Development-Centered Anxiety	Primary	32	2,3750	1,08695	0,002*
	Secondary	36	2,8750	1,12202	
	High School	117	3,4081	1,31331	
	University	19	3,1316	1,56207	
Appointment-Centered Anxiety	Primary	32	2,5833	1,24722	0,001*
	Secondary	36	2,8889	1,31897	
	High School	117	3,4986	1,34665	
	University	19	3,7544	1,38707	
Adaptability-Centered Anxiety	Primary	32	2,3542	1,22383	0,006*
	Secondary	36	2,9537	1,31934	
	High School	117	3,3020	1,40605	

School Administration-Centered Anxiety	University	19	3,1930	1,38473	0,001*
	Primary	32	2,4167	1,34937	
	Secondary	36	2,5741	1,35836	
	High School	117	3,3903	1,38013	
	University	19	3,2807	1,26814	

*Kruskal Wallis test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

According to test results given in Table 4.11, for all of the eight sub-dimensions of anxiety factor, the difference between four different types of school is found not to be statistically significant ($p < 0,05$). For all of the sub-dimensions, the lowest anxiety level is in primary school. For six sub-dimensions except “Appointment-Centered Anxiety” ($M = 2,5833$) and “Adaptability-Centered Anxiety” ($M = 2,3542$), the highest anxiety levels are in high school. On the other hand, for sub-dimensions “Appointment-Centered Anxiety” ($M = 3,7544$) and “Adaptability-Centered Anxiety” ($M = 3,1930$), the highest anxiety levels are found in university.

The descriptive statistics and Kruskal Wallis test results regarding the comparison of attendance levels of education levels for emotion and anxiety factors are summarized separately for pre-service teachers in Table 4.12 and Table 4.13 and for in-service teachers in Table 4.14 and Table 4.15, respectively.

Table 4.12.

Descriptive statistics of attendance levels of education types for joy factor (Pre-Service)

Emotions	Education	N	Mean	Std. Dev.	p-value
Joy	English Language and Literature Undergraduate/Graduate	83	4,5542	0,43429	0,440
	English Language Teaching Undergraduate/Graduate	6	4,6000	0,41952	
	Linguistics Undergraduate/Graduate	1	5,0000	.	
	Translation and Interpreting Undergraduate/Graduate				
Love	English Language and Literature Undergraduate/Graduate	83	4,2313	0,57804	0,646
	English Language Teaching Undergraduate/Graduate	6	4,1000	0,48580	

	Linguistics Undergraduate/Graduate	1	4,2000	.	
	Translation and Interpreting Undergraduate/Graduate				
	English Language and Literature Undergraduate/Graduate	83	3,7831	0,65979	
	English Language Teaching Undergraduate/Graduate	6	4,1333	0,32660	
Disappointment	Linguistics Undergraduate/Graduate	1	4,0000	.	
	Translation and Interpreting Undergraduate/Graduate				
	English Language and Literature Undergraduate/Graduate	83	4,0434	0,68507	
	English Language Teaching Undergraduate/Graduate	6	3,8667	0,45019	
Anger	Linguistics Undergraduate/Graduate	1	3,6000	.	
	Translation and Interpreting Undergraduate/Graduate	83	3,8574	0,68280	
	English Language and Literature Undergraduate/Graduate	6	3,5000	0,60553	
	English Language Teaching Undergraduate/Graduate	1	2,5000	.	
Stress	Linguistics Undergraduate				
	Translation and Interpreting Undergraduate/Graduate				

Kruskal Wallis test, Std. Dev.: Standard Deviation

When it comes to descriptive statistics of attendance levels of education types for “Joy” factor, pre-service teachers’ emotional states in relation with the education types are found not to be statistically significant ($p < 0,05$).

For the “Joy” sub-dimension ($M = 3,7500$), according to Table 4.12, the mean emotion level of in-service teachers educated in “Translation and Interpreting Undergraduate/Graduate” is lower than the others.

The findings in which table 4.12 pointed out are the future predictions of pre-service teachers. For the pre-service teachers' emotional states in relation to their departments in the context of field education that they have been studying in, it can be observed that there is no remarkable valid quantitative finding. As a result of this, one may interpret that from pre-service teachers' point of view, the "Joy" factor has not been felt as a distinguishing emotion that varies depending on different departments of the field. In other words, the "Joy" factor is found to be the common positive emotion among all the EFL pre-service teachers regardless of what department they are studying in.

Table 4.13.

Descriptive statistics of attendance levels of education types for anxiety factor (Pre-Service)

Anxiety	Education	N	Mean	Std. Dev.	P-value
Task-Centered Anxiety	English Language and Literature Undergraduate/Graduate	83	3,2873	1,01020	0,382
	English Language Teaching Undergraduate/Graduate	6	2,9487	1,15094	
	Linguistics Undergraduate/Graduate	1	2,1538	.	
	Translation and Interpreting Undergraduate/Graduate				
Economic/Social-Centered Anxiety	English Language and Literature Undergraduate/Graduate	83	3,6007	0,97805	0,415
	English Language Teaching Undergraduate/Graduate	6	3,5714	1,06522	
	Linguistics Undergraduate/Graduate	1	2,4286	.	
	Translation and Interpreting Undergraduate/Graduate				
Student/Communication-Centered Anxiety	English Language and Literature Undergraduate/Graduate	83	3,3012	1,11240	0,426
	English Language Teaching Undergraduate/Graduate	6	3,1667	1,13039	
	Linguistics Undergraduate/Graduate	1	2,0000	.	

	Translation and Interpreting Undergraduate/Graduate				
	English Language and Literature Undergraduate/Graduate	83	2,9711	1,00493	
Colleague-and Parent-Centered Anxiety	English Language Teaching Undergraduate/Graduate	6	2,8333	1,11295	0,580
	Linguistics Undergraduate/Graduate	1	2,0000	.	
	Translation and Interpreting Undergraduate/Graduate				
	English Language and Literature Undergraduate/Graduate	83	3,3012	1,16069	
Personal Development-Centered Anxiety	English Language Teaching Undergraduate/Graduate	6	3,2500	1,36015	0,496
	Linguistics Undergraduate/Graduate	1	2,0000	.	
	Translation and Interpreting Undergraduate/Graduate				
	English Language and Literature Undergraduate/Graduate	83	3,8755	0,99007	
Appointment-Centered Anxiety	English Language Teaching Undergraduate/Graduate	6	3,1667	1,18790	0,103
	Linguistics Undergraduate/Graduate	1	2,0000	.	
	Translation and Interpreting Undergraduate/Graduate				
	English Language and Literature Undergraduate/Graduate	83	3,2651	1,15442	
Adaptability-Centered Anxiety	English Language Teaching Undergraduate/Graduate	6	3,0000	0,36515	0,427
	Linguistics Undergraduate/Graduate	1	2,0000	.	
	Translation and Interpreting Undergraduate/Graduate				

School Administration- Centered Anxiety	Translation and Interpreting Undergraduate/Graduate	83	3,3454	1,05595	0,420
	English Language and Literature Undergraduate/Graduate	6	3,2222	1,18634	
	English Language Teaching Undergraduate/Graduate	1	2,0000	.	
	Linguistics Undergraduate/Graduate				
	Translation and Interpreting Undergraduate/Graduate				

Kruskal Wallis test, Std. Dev.: Standard Deviation

When the anxiety levels of pre-service teachers are examined it can be interpreted that they are not pointed out to be affected in a variety of emotional reactions. On the contrary, they have reflected similar responses to the survey questions.

When pre-service and in-service teachers' responses compare according to table 4.13 findings, it is seen that including all of the anxiety factors of the study there have not been any significant differences between the two major study group.

Pre-service teachers' levels of the "Anxiety" factor, according to Table 4.13 regarding education types, are found not to be statistically significant ($p < 0,05$).

Table 4.14.

Descriptive statistics of attendance levels of education types for joy factor (In-Service)

Emotions	Education	N	Mean	Std. Dev.	p-value
Joy	English Language and Literature Undergraduate/Graduate	65	4,4831	,62639	0,010*
	English Language Teaching Undergraduate/Graduate	108	4,4148	,67738	
	Linguistics Undergraduate/Graduate	15	4,0800	,90016	
	Translation and Interpreting Undergraduate/Graduate	8	3,7500	1,16496	

Love	English Language and Literature Undergraduate/Graduate	65	4,3569	,64855	0,756
	English Language Teaching Undergraduate/Graduate	108	4,2963	,64329	
	Linguistics Undergraduate/Graduate	15	4,1333	,91859	
	Translation and Interpreting Undergraduate/Graduate	8	3,9250	1,24183	
Disappointment	English Language and Literature Undergraduate/Graduate	65	4,0031	,90104	0,185
	English Language Teaching Undergraduate/Graduate	108	4,0204	,70721	
	Linguistics Undergraduate/Graduate	15	3,6800	,90016	
	Translation and Interpreting Undergraduate/Graduate	8	3,5250	1,16097	
Anger	English Language and Literature Undergraduate/Graduate	65	3,9169	1,01605	0,811
	English Language Teaching Undergraduate/Graduate	108	4,0759	,81423	
	Linguistics Undergraduate/Graduate	15	3,9067	,95578	
	Translation and Interpreting Undergraduate/Graduate	8	3,7500	1,24556	
Stress	English Language and Literature Undergraduate/Graduate	65	3,7641	1,02482	0,714

English Language Teaching Undergraduate/Graduate	108	3,8796	,86132
Linguistics Undergraduate/Graduate	15	3,6667	,81892
Translation and Interpreting Undergraduate/Graduate	8	3,6667	1,08012

*Kruskal Wallis test, Std. Dev.: Standard Deviation, * p-value significant at 0,05*

When it comes to statistics of attendance levels of education types for “Joy” factor in regards of in-service teachers, according to Table 4.14, the quantitative value of “Joy” factor can be observed to be statistically significant ($p < 0,05$) and different from the other factors.

In accordance with the data analysis, it may be deduced from the current situation that in-service teachers’ perception of “Joy” factor has been standing out among all other emotions, including “Love,” “Disappointment,” “Anger,” “Stress” in terms of emotional states of teachers. As a result, it can be inferred that the emotion of “Joy” may have a major effect on in-service teachers’ comprehension in the context of teaching pleasure.

Table 4.15.

Descriptive statistics of attendance levels of education types for anxiety factor (In-Service)

Anxiety	Education	N	Mean	Std. Dev.	p-value
Task-Centered Anxiety	English Language and Literature Undergraduate/Graduate	65	3,3882	1,18784	0,682
	English Language Teaching Undergraduate/Graduate	108	3,2650	1,20435	
	Linguistics Undergraduate/Graduate	15	3,1590	1,04119	
	Translation and Interpreting Undergraduate/Graduate	8	3,6538	1,05792	
	English Language and Literature Undergraduate/Graduate	65	3,5912	1,18931	0,209

Economic/Social-Centered Anxiety	English Language Teaching Undergraduate/Graduate	108	3,5728	1,16917	
	Linguistics Undergraduate/Graduate	15	2,9810	1,00852	
	Translation and Interpreting Undergraduate/Graduate	8	3,5000	1,06358	
Student/Communication-Centered Anxiety	English Language and Literature Undergraduate/Graduate	65	3,4308	1,26686	
	English Language Teaching Undergraduate/Graduate	108	3,2500	1,23077	0,449
	Linguistics Undergraduate/Graduate	15	3,0000	1,08196	
	Translation and Interpreting Undergraduate/Graduate	8	3,5625	1,29387	
Colleague-and Parent-Centered Anxiety	English Language and Literature Undergraduate/Graduate	65	3,2092	1,29201	
	English Language Teaching Undergraduate/Graduate	108	3,1000	1,27741	0,353
	Linguistics Undergraduate/Graduate	15	2,9867	1,21059	
	Translation and Interpreting Undergraduate/Graduate	8	3,8750	1,01383	
Personal Development-Centered Anxiety	English Language and Literature Undergraduate/Graduate	65	3,1500	1,30937	0,820
	English Language Teaching Undergraduate/Graduate	108	3,1019	1,31403	

	Linguistics Undergraduate/Graduate	15	3,0833	1,44749	
	Translation and Interpreting Undergraduate/Graduate	8	3,5625	1,31441	
Appointment-Centered Anxiety	English Language and Literature Undergraduate/Graduate	65	3,4718	1,29889	
	English Language Teaching Undergraduate/Graduate	108	3,2068	1,40295	0,613
	Linguistics Undergraduate/Graduate	15	3,1556	1,26533	
	Translation and Interpreting Undergraduate/Graduate	8	3,0417	1,51644	
	English Language and Literature Undergraduate/Graduate	65	3,1949	1,38556	
Adaptability-Centered Anxiety	English Language Teaching Undergraduate/Graduate	108	3,0988	1,40852	0,634
	Linguistics Undergraduate/Graduate	15	2,7333	1,32856	
	Translation and Interpreting Undergraduate/Graduate	8	2,8333	1,60357	
	English Language and Literature Undergraduate/Graduate	65	3,1795	1,33343	
School Administration-Centered Anxiety	English Language Teaching Undergraduate/Graduate	108	3,1080	1,43812	0,620
	Linguistics Undergraduate/Graduate	15	2,9556	1,19434	
	Translation and Interpreting	8	2,5000	1,83442	

When it comes to the anxiety factor regarding in-service teachers' responses in terms of anxiety factor, it can be inferred that there has not been any significant difference among the types of occupational anxiety.

According to test results given in Table 4.12-4.15, the effect of education type is all found not to be statistically significant ($p > 0,05$) except "Joy" sub-dimension of "Emotion" factor in-service teachers ($p < 0,05$).

Kendall's Tau correlation coefficient analyzes the relationship between sub-dimensions of emotion and anxiety factors. The correlation matrices for pre-service and in-service teachers are given in Table 4.16 and Table 4.17, respectively.

Table 4.16.

Correlation between sub-dimensions of emotion and anxiety factors (Pre-Service)

		Joy	Love	Disappointment	Anger	Stress	Task-Centered Anxiety	Economic/Social-Centered Anxiety	Student/Communication-Centered Anxiety	Colleague-and Parent-Centered Anxiety	Personal Development-Centered Anxiety	Appointment-Centered Anxiety	Adaptability-Centered Anxiety	School Administration-Centered Anxiety
Joy	r	1,000	0,516*	0,225*	0,186*	0,229*	0,064	0,183*	0,099	0,091	0,082	0,234*	0,027	0,097
	p-value	.	0,000	0,003	0,016	0,003	0,392	0,015	0,188	0,229	0,281	0,003	0,724	0,206
Love	r		1,000	0,256*	0,224*	0,239*	0,053	0,075	0,101	0,122	0,065	0,190*	-0,109	0,091
	p-value		.	0,001	0,003	0,001	0,461	0,304	0,168	0,097	0,383	0,012	0,146	0,226
Disappointment	r			1,000	0,353*	0,318*	0,213*	0,212*	0,225*	0,197*	0,153*	0,140	0,010	0,175*
	p-value			.	0,000	0,000	0,003	0,004	0,002	0,007	0,038	0,065	0,893	0,019
Anger	r				1,000	0,490*	0,377*	0,273*	0,323*	0,267*	0,252*	0,314*	0,184*	0,243*
	p-value				.	0,000	0,000	0,000	0,000	0,000	0,001	0,000	0,014	0,001
Stress	r					1,000	0,374*	0,363*	0,339*	0,315*	0,318*	0,252*	0,196*	0,289*
	p-value					.	0,000	0,000	0,000	0,000	0,000	0,001	,008	,000
Task-Centered Anxiety	r						1,000	0,431*	0,644*	0,523*	0,650*	0,247*	0,373*	0,515*
	p-value						.	0,000	0,000	0,000	0,000	0,001	0,000	0,000
Economic/Social-Centered Anxiety	r							1,000	0,449*	0,423*	0,410*	0,393*	0,441*	0,472*
	p-value							.	0,000	0,000	0,000	0,000	0,000	0,000
Student/Communication-Centered Anxiety	r								1,000	0,652*	0,716*	0,275*	0,344*	,606*
	p-value								.	0,000	0,000	0,000	0,000	0,000
Colleague-and Parent-Centered Anxiety	r									1,000	,674*	0,321*	0,350*	0,484*
	p-value									.	0,000	0,000	0,000	0,000
Personal Development-Centered Anxiety	r										1,000	0,234*	0,323*	0,589*
	p-value										.	0,002	0,000	0,000
Appointment-Centered Anxiety	r											1,000	0,362*	0,176*
	p-value											.	0,000	0,020
Adaptability-Centered Anxiety	r												1,000	0,278*
	p-value												.	0,000
School Administration-Centered Anxiety	r													1,000
	p-value													.

* correlation is significant at 0,05

When it comes to the correlation between sub-dimensions of emotion and anxiety factors, with regard to pre-service teachers' anxiety and emotion levels are found not to be statistically significant ($p < 0,05$).

For both pre-service and in-service teachers, the correlations between the sub-dimensions of the same factors are statistically significant ($p < 0,05$). For instance, in pre-service teachers, for emotion factor, a moderate-high relationship is found between **Joy** and **Love** ($r = 0,576$; $p = 0,000$) (Table 4.16).

When it comes to analyzing the relationship between the sub-dimensions of the two different factors, for pre-service teachers, Anger and stress are significantly and positively correlated between all of the eight sub-dimensions of anxiety factor ($p < 0,05$). Moreover, for pre-service teachers, **Disappointment** is correlated to Task-Centered Anxiety,

Economic/Social-Centered Anxiety, Student/Communication-Centered Anxiety, Colleague-and Parent-Centered Anxiety, Personal Development-Centered Anxiety, School Administration-Centered Anxiety, and School Administration-Centered Anxiety; **Joy**

is correlated to Economic/Social-Centered Anxiety and School Administration-Centered Anxiety; **Love** is correlated to Appointment-Centered Anxiety sub-dimension of anxiety factor (Table 4.16).

To be more specific, it can be deduced from the current quantitative values that pre-service teachers have not shown any significant different and meaningful response by means of survey test questions.

Table 4.17.

Correlation between sub-dimensions of emotion and anxiety factors (In-Service)

		Joy	Love	Disappointment	Anger	Stress	Task-Centered Anxiety	Economic/Social-Centered Anxiety	Student/Communication-Centered Anxiety	Colleague-and Parent-Centered Anxiety	Personal Development-Centered Anxiety	Appointment-Centered Anxiety	Adaptability-Centered Anxiety	School Administration-Centered Anxiety
Joy	r	1,000	0,576*	0,341*	0,344*	0,217*	-0,012	0,193*	0,072	-0,021	0,054	0,171*	0,128*	0,177*
	p-value		0,000	0,000	0,000	0,000	0,811	0,000	0,165	0,692	0,305	0,001	0,015	0,001
Love	r		1,000	0,392*	0,333*	0,165*	0,038	0,141*	0,057	0,077	0,079	0,194*	0,101	0,150*
	p-value			0,000	0,000	0,002	0,463	0,007	0,273	0,136	0,132	0,000	0,053	0,004
Disappointment	r			1,000	0,610*	0,461*	0,319*	0,343*	0,339*	0,283*	0,255*	0,341*	0,309*	0,269*
	p-value				0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
Anger	r				1,000	0,487*	0,291*	0,320*	0,294*	0,252*	0,245*	0,323*	0,287*	0,299*
	p-value					0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
Stress	r					1,000	0,536*	0,499*	0,483*	0,419*	0,425*	0,468*	0,449*	0,465*
	p-value						0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000
Task-Centered Anxiety	r						1,000	0,589*	0,657*	0,654*	0,609	0,505*	0,519*	0,508*
	p-value							0,000	0,000	0,000	0,000	0,000	0,000	0,000
Economic/Social-Centered Anxiety	r							1,000	0,616*	0,555*	0,547*	0,548*	0,585*	0,556*
	p-value								0,000	0,000	0,000	0,000	0,000	0,000
Student/Communication-Centered Anxiety	r								1,000	0,731*	0,669*	0,570*	0,554*	0,564*
	p-value									0,000	0,000	0,000	0,000	0,000
Colleague-and Parent-Centered Anxiety	r									1,000	0,722*	0,548*	0,553*	0,527*
	p-value										0,000	0,000	0,000	0,000
Personal Development-Centered Anxiety	r										1,000	0,653	0,657*	0,615*
	p-value											0,000	0,000	0,000
Appointment-Centered Anxiety	r											1,000	0,663*	0,685*
	p-value												0,000	0,000
Adaptability-Centered Anxiety	r												1,000	0,713*
	p-value													0,000
School Administration-Centered Anxiety	r													1,000
	p-value													

* correlation is significant at 0,05

According to Table 4.17, the correlation between sub-dimensions of emotion and anxiety factors regarding in-service teachers' anxiety and emotion levels is found not to be statistically significant ($p < 0,05$).

As another example, regarding in-service teachers, for anxiety factor, a strong high hill relationship is found between Adaptability-Centered Anxiety and School Administration-Centered Anxiety ($r = 0,713$; $p = 0,000$) (Table 4.17). In positive accordance with the present findings of the survey in Table 4.17, a significant outcome can be observed that the relation between Adaptability-Centered Anxiety and School Administration-Centered Anxiety directly

affects in-service teachers' approaches to the teaching environment. In other words, it can be noticed that there is a direct association with the perception of positive emotions on teachers' performance in terms of educational success and outcomes.

For in-service teachers, **Disappointment**, **Anger**, and **Stress** sub-dimensions are significantly and positively correlated between all of the eight sub-dimensions of anxiety factor ($p < 0,05$). Moreover, for in-service teachers, **Joy** is correlated to Economic/Social-Centered Anxiety, Appointment-Centered Anxiety, Adaptability-Centered Anxiety, and School Administration-Centered Anxiety; Love is correlated to Economic/Social-Centered Anxiety, Appointment-Centered Anxiety and School Administration-Centered Anxiety sub-dimension of anxiety factor (Table 4.17).

CHAPTER FIVE

5.1. DISCUSSION

This chapter presents a discussion of the quantitative and qualitative outcomes of the present study and relevant literature on occupational anxiety in the context of foreign language teaching and emotional states among pre-service and in-service teachers of foreign language education.

Teachers' occupational anxiety and emotional states have been the two major determining issues concerning success in education. Due to the critical key role of teachers' occupational anxiety and emotional states on education and its possible consequences, a number of questions have been examined, and their answers have been sought in this study in the context of both in-service and pre-service teachers. The questions to be answered were as follows :

1. What is the key role of EFL teachers in foreign language teaching aspects?

In today's modern world, the communities are in an apparent challenge and competition to provide the highest living standards to their citizens and have a say among all countries. They have also been seeking financial power, which is directly dependent on technological and agricultural production and advances in the scope of the country's sources. Therefore, the essential key for a country to make progress among other societies may succeed in education. When the relationship between success and education conceptions was evaluated, teachers' role may be considered to have a great deal of importance.

Teaching is an emotionally and psychologically demanding profession since teachers spend a great deal of effort on a routine basis throughout the lessons. What is more, they have

personal life responsibilities that may be noticed to be an ongoing cause of anxiety (Nazari & Alizadeh Oghyanous, 2021). Regarding teachers' role in the context of educational success, it can be perceived that teachers face a number of challenging issues, the most prominent of which can be observed as the factor of occupational anxiety (Mohammadi & Rezaei, 2021). In another study carried out by King and Ng (2018), they underline the significant effect of teachers' emotional states on the teacher motivation throughout the educational process.

2. What are the most prominent causes of occupational anxiety for both in-service and pre-service EFL teachers?

In this study, a number of significant factors concerning aspects of education, including gender, grade, educational background, experience, and the type of school attended, have been questioned. It is a distinguishing identifier of every person, and it affects the whole experience at all levels. Gender and capability have a significant relation, according to another study carried out by Woolfolk and Woolfolk (2014). As a result, in any study involving the acquisition of a foreign language, gender should be taken into account as a significant independent variable.

When it comes to the "Grade" factor for pre-service teachers, according to data analysis, any statistically significant difference has not been observed in the present study. Examining the aforementioned coefficients (Table 3.2) with respect to the descriptive statistics and comparison test results of pre-service and in-service teachers surveyed, it is evident that there is a direct relationship between quantitative frequency level values and attendance level percentage values. Consequently, it can be concluded that as occupational experience grows, occupational anxiety reduces among the survey participants.

For the current study, in order to clarify the consequences of various approaches towards the anxiety types between male and female in-service teachers in terms of gender and anxiety factors relation, a number of anxiety sub-dimensions have been researched. These factors are as follows:

1. Task-Centered Anxiety
2. Economic/Social-Centered Anxiety
3. Student/ Communication-Centered Anxiety
4. Colleague-and Parent-Centered Anxiety
5. Personal Development-Centered Anxiety
6. Appointment-Centered Anxiety

7. Adaptability-Centered Anxiety
8. School Administration-Centered Anxiety

In view of the data analysis attendance levels of female and male teachers for anxiety factor according to Table 4.7, all sub-dimensions presented above have been found to have distinctive quantitative values; therefore, it can be concluded that the anxiety levels of male in-service teachers are observed to be higher than that of female in-service teachers.

As pointing out a significant resemblance to the current study, Doğan et al. (2007), in their study "Examining the relationship between teacher candidates' academic self-efficacy and professional concerns," have also found that there is a direct relation between the achievement performance of teachers' or pre-service teachers' and the anxiety levels which have been related to their self-confidence emotion.

Occupational anxieties have been defined to have a devastating effect on pre-service teachers' performance levels in the context of the education field. Another study, which has similar qualifications and findings, was carried out by Akbulut et al. It also examined if there is a direct relationship between the emotional states, including the various aspects of occupational anxiety of teachers and the fulfillment of their duties. Furthermore, research demonstrates that this impact is mostly a result of external anxiety, including task, financial, self-improvement, appointment, and administration-related anxieties, instead of self-centered anxieties (Akbulut, Erol and Say 2018).

When it comes to another significant variable having been measured in the current study between the "Experience" factor and the occupational anxiety level of teachers, Cabi and Yalçınalp (2013) have also examined the same correlation and found resembling consequences which pointed out that latest advances and achievements throughout a wide range of sectors have resulted in corresponding improvements to school curricula, that has primarily impacted pre-service teachers' experiences and emphasized critical questions about their capability to cope with such transformations by means of education circumstances. They also expressed that it would be essential to consider such emotions before pre-service teachers begin their teaching profession to prepare them to be efficient teachers (Cabi & Yalçınalp, 2013).

In another study, which was carried out by Mclean et al., a significant similarity has been defined in terms of data findings and discourse results of the current study, which includes the following considerations: Teachers who are found to have a tendency on the factors that form up the anxiety including the occupational anxiety, have trouble handling and dominating one's emotional reactions in front of one's students, that also causes a loss of encouragement

through the perceptions of learners, and inevitably will have adverse consequences with regard to teaching aspects and outcomes (McCann & Johannessen, 2004).

As shown in the assessment data in Table 4.11, the difference amongst four different school types is not observed to have any distinctive feature for all of the eight sub-dimensions of anxiety factors. Primary school has the lowest anxiety level among all subdimensions in terms of educational levels. It can be interpreted that the teachers working in Primary Schools perceive lower anxiety levels compared to their colleagues working at the other school levels for some reason.

Except for "Appointment-Centered Anxiety" and "Adaptability-Centered Anxiety," the peak anxiety levels are in "high school" for six sub-dimensions. According to survey data findings in Table 4.11, it is observable that the majority of sub-dimensions including, Task-Centered Anxiety, Economic/Social-Centered Anxiety, Student/ Communication- Centered Anxiety, Colleague-and Parent-Centered Anxiety, Personal Development- Centered Anxiety, School Administration-Centered Anxiety have a minor negative effect in terms of occupational anxiety on teachers working in high schools. As a result, it has been observed that among all aforementioned eight types of anxiety factors, especially two stand out as an indicator. "Appointment-Centered Anxiety" and "Adaptability-Centered Anxiety" have been found to have significantly different for EFL teachers of high school institutions.

University, as another teaching environment of the survey, on the other hand, has the major anxiety levels for the sub-dimensions "Appointment-Centered Anxiety" and "Adaptability-Centered Anxiety." In accordance with the current situation, it can be inferred that teachers working at the university are found to be more prone to the negative effect of having been assigned. Additionally, they are observed to have another anxiety type regarding whether they would be able to adapt to the circumstances of their working environment in terms of personal teaching competencies and other possible occupational anxiety factors.

In another study that supports the current study outcomes carried out by Desouky and Allam (2017), a gender difference in occupational anxiety was observed, with female teachers having a higher rate in terms of occupational anxiety concept than their male counterparts (Desouky & Allam, 2017).

When the interaction between the sub-dimensions of the two factors is analyzed, it is discovered that the Anger and Stress sub-dimensions are considerably and positively associated with all of the eight sub-dimensions of the anxiety factor. Furthermore, Disappointment is related to task-centered Anxiety, Economic/Social Anxiety, Student/Communication Anxiety, Colleague- and Parent-Centered Anxiety, Personal Development-Centered Anxiety, School

Administration-Centered Anxiety, and School Administration-Centered Anxiety in pre-service teachers; Joy is associated with Economic/Social Anxiety and School Administration-Centered Anxiety, and love is associated with (Table 4.16).

As another point of the survey analysis, for in-service teachers, a significant high-hill association between Adaptability-Centered Anxiety and School Administration-Centered Anxiety is seen for the anxiety variable (Table 4.17). According to the current survey data in Table 4.17, a significant finding is that the relationship between Adaptability-Centered Anxiety and School Administration-Centered Anxiety directly influences in-service teachers' responses to the teaching environment. In other words, teachers' performance in terms of educational achievement and results is directly related to their impression of positive emotions.

3. What are the perceptions of emotional states for in-service and pre-service EFL teachers in the context of occupational anxiety factors?

As regards emotional states factors, including "Joy, " Love," "Disappointment," "Anger," "Stress" of participants in relation to data values, the "Disappointment" factor has been found to have statistically significant diversity among emotional factors. It is observed that pre-service teachers' "Disappointment" level is higher than in-service teachers' quantitative values when compared with the other sub-dimensions. According to the outcomes, it can be defined that there is a different perception between the pre-service and in-service teachers' point of view regarding "Disappointment" emotion. With regards to the data analysis results of the current study, it can be concluded that teachers are facing growing high levels of anxiety, which has an adverse impact on teaching performance. And therefore, it is important to acquire emotional perceptions, which may help avoid these adverse emotions from arising in the first place.

According to test results of attendance levels of female and male teachers for emotion factor regarding pre-service teachers, a number of variables including "Love," "Disappointment," "Anger" are found to be significantly different from other sub-dimensions. In agreement with the current study findings, Farrell (2011) examines the relation between the teachers' emotions and educational outcomes, such as comprehension of the students about the subject or based on field knowledge that the teacher aims to present in the classroom. Farrell (2011), in their study "Operationalizing Reflective Practice in Second Language Teacher Education. Journal of Second Language Teacher Education", identifies the definition of effective education as it is a remarkably emotional experience in which teachers interact with every student while enthusiastically presenting the course in a comfortable ambiance. These

classes represent an atmosphere in which both students and teachers are motivated and participate with a considerable amount of emotion, including "joy" and "love" as they find new ways of learning and taking risks in a safe setting (Farrell, 2018).

According to the survey findings in Table 4.8, the difference between the four experience levels is remarkably different for the sub-dimensions "disappointment" and "anger." The mean attendance level has been observed to increase for both sub-dimensions until it reaches the "15 years" level. Nevertheless, teachers with more than 16 years of experience had a lower emotional level than teachers with fewer than 16 years of experience. If we draw conclusions from the present situation, it can be concluded that as the level of experience increases, the level of anxiety decreases for the "In-service" teachers who have been working for various durations.

There is no clear diversity for the emotional states of pre-service teachers in regard to their departments in the context of field education that they have been studying. As a consequence, it is possible to conclude that the "Joy" component hasn't been perceived as a distinct emotion that varies based on various departments of the field from the perspective of pre-service teachers. For an overall assessment, regardless of the departments of EFL pre-service teachers are studying in, the "Joy" factor is revealed to be the most prominent positive emotion among them.

In another aspect of the study regarding EFL teachers' emotions, pre-service teachers' emotional states regarding education types are not statistically relevant (Table 4.12), according to descriptive statistics of attendance levels of education types for the "Joy" component.

When pre-service teachers' anxiety levels are assessed, it may be concluded that they are not considered to be impacted by a range of emotional responses. Rather than that, they represented comparable replies to the survey questions (Table 4.13).

According to the data analysis, the present situation indicates that in-service teachers' perception of "Joy" component has been outperforming all other emotions such as "Love," "Disappointment," "Anger," and "Stress" in terms of teachers' emotional states. Consequently, it can be concluded that the feeling "Joy" has a significant impact on in-service teachers' understanding when it comes to teaching pleasure (Table 4.14).

4. Are there any significant differences between the pre-service and in-service EFL teachers' reactions according to findings?

In accordance with the findings of the test (Table 4.3), the difference between pre-service and in-service teachers is found to be statistically significant for the sub-dimension

"Appointment-Centered Anxiety" for both "Pre-Service" and "In-Service" teachers. Practical knowledge and pedagogical knowledge are provided to pre-service teachers throughout their university education, and when they enter their occupations, this preparation is delivered by the ministry via different in-service training courses. Nevertheless, it is not sufficient for teachers to possess this understanding and abilities in order to qualify as teachers. Teachers should also be able to show their knowledge and abilities in this area. It can be said that teachers' potential to present their knowledge and abilities at the appropriate level is dependent on their self-efficacy perception and their degree of anxiety regarding their occupation at the minimum rate (Doğan et al., 2007).

So as to define the anxiety factor according to in-service teachers' reactions, it can be concluded that there has been no clear differentiation between the various categories of occupational anxiety (Table 4.15). Correlations between sub-dimensions of the same variables are clearly different for both pre-service and in-service teachers. For example, among pre-service teachers, a significant association between Joy and Love is revealed in the context of the emotion factors (Table 4.16). In agreement with this situation, it can be deduced that in pre-service and in-service EFL teachers' approaches towards all educational aspects, including students and outcomes of knowledge transfer, school administration, classroom management, economic-social issues etc., there seem to have a direct relationship between the perceptions of "loving" and "enjoying" their occupations and the emotional state which they receive from of the working environment.

5. Are there any significant differences between pre-service and in-service EFL teachers' responses regarding experience and gender factors?

In contradiction with the present study's findings, with regard to the study carried out by Becirovic (2017), female students are more motivated than male students to learn English as a foreign language. Males and females are motivated differently, which has an impact on their performance.

Taşgın and Küçüköğlü (2016) have also examined whether gender has an effect on pre-service and in-service teachers' occupational anxiety; contrary to the outcomes of the present study, they observed that female applicants had higher levels of self-centered and task-centered anxiety than male applicants, but regarding the study that they conducted found no significant difference in student-centered anxiety.

Contrary to a number of the studies' (Desouky and Allam, 2017; Taşgın and Kucukoglu, 2016; Tercan and Dikilitas, 2015) outcomes that carried out, the current study findings point

out that male teachers are seen to have higher levels of occupational anxiety in accordance with another study carried out by Dewaele et al. (2018) regarding Table 4.7 quantitative values. In another study with similar results,

As regards to data analysis measured in Table 4.4, another prominent distinction can be noticed. The quantitative values in respect to the ratio of "gender" factor in the context of anxiety, the anxiety levels of female pre-service teachers are seen to be higher than male pre-service teachers. In conclusion, it can be asserted that in terms of anxiety levels, female participants are more delicate and sensitive for which they approach in an emotional response to the questions having been examined with respect to survey data analysis in terms of occupational anxiety. On the other hand, little emphasis has been paid to the influence of teachers' ideas and attitudes on gender roles. A recent body of literature highlights the effects of gender bias in assessment on student success and choice, with conflicting findings (Lavy & Sand, 2015)

Another study that has attempted to clarify if gender component impacts anxiety in foreign language teaching is the research belonging to Taşgın and Kucukoglu (2016). As a result, in accordance with the current study, the findings of their study have also revealed that female applicants observed to have higher levels of self-centered and task-centered anxiety than male applicants have.

In contrast to these findings, another study carried out by Dewaele et al. (2018) have found that the "gender" factor has did not affect teachers' pedagogical competence, classroom management, predictability, or creativity; nevertheless, a gender difference has been observed in attitudes toward students among these participants, with female teachers having more positive behaviors (Dewaele et al., 2018).

Contrary to the previously referred study findings, for the sub-dimension "stress," outcomes of the present study point out that the difference in attendance levels between female and male in-service teachers are seen to have distinguishing results, such as female in-service teachers' attendance level is being lower than male in-service teachers'. Most individuals believe that men and females respond differently in a situation that appears to be identical. Men and women as human beings experience many of the same interactions and desires, even though they are separate individuals. Due to educational, psychological, and biological differences, male and female teachers perceive stressful situations, including occupational anxiety, indifferent attitudes. A male teacher may calmly approach trouble, whereas the opposite gender may be nervous and anxious. Tercan and Dikilitaş (2015) found that females in Turkey were more anxious about speaking English than men. These factors may have an effect on future

teaching careers (Tercan & Dikilitaş, 2015). According to their deduction of the findings, it can be interpreted that the adverse effect of female teachers' anxiety can have a key role in determining whether they will be successful or not in terms of future teaching careers.

5.2. CONCLUSION

In today's rapidly changing and developing modern era, the communities worldwide are in a great challenge that consists of knowledge-based various instruments such as educational outcomes, scientific developments, economic aspects, international relations in terms of diplomatic moves, military investments, intercultural interactions, and so on.

As it may be noticed, there seem to be a number of significant determiners in the context of being a developed community. However, the essential apparatus should be acknowledged as the conception of education. From this point of view, when it comes to the crucial role in education, teachers stand out far compared to other factors because teachers' instructional and pedagogical approaches towards students determine their success on learning perceptions.

In accordance with the major argument of the current study, among all of the education branches, English as a foreign language (EFL) teaching may need to be considered as a more sensitive field since it has an influential and direct impact on several inevitably important aspects including being able to manage international relations, following and examining scientific developments for both technological and industrial fields, having an effective language interaction in terms of the inter-cultural context of every single point in our lives.

Therefore, for both pre-service and in-service, EFL teachers' experiences in the context of Occupational Anxiety and the Emotional States should be taken into serious consideration to reach concrete outcomes in need of attempting to develop possible solutions and adjustments via various instruments of educational services such as providing in-service training opportunities for teachers' handling of their emotional states and occupational anxiety levels as well as self-efficacy perceptions in the context of EFL teaching or providing a master education in their fields to interfere themselves in minor levels of occupational anxiety in terms of field knowledge. Another suggestion may be presenting an opportunity for EFL teachers by sending them out to the English native speaking countries such as The UK, Ireland, Scotland, Canada, etc. so that they can be more efficient in their fields in terms of EFL teaching.

To present a concrete assessment regarding the current study findings, several significant conclusions, including "Gender," "Experience," and emotional factors "have been revealed. It is observed that regardless of whether they are pre-service or in-service teachers of EFL, reactions of female participants have been measured to have more tendency in terms of

occupational anxiety and negative emotions. In other words, male EFL teacher participants have been noticed to have minor occupational anxiety levels and negative emotions such as “Disappointment,” “Anger,” or “Stress” throughout their teaching process.

In agreement with the revealing results of the current study, it may be comprehended that among a total of 304 individuals analyzed over 318 participants in the survey, the “Experience” factor is emphasized to be a prominent conception. The conclusion relating to experience factor that can be interpreted as the duration of experience increases, the level of anxiety and level of negative emotional perception decreases adversely for the EFL teachers of the survey.

As a result of the study, the following statements can be expressed: teaching a foreign language is quite challenging even in perfect conditions. Therefore, it should not be ignored that they might have physical, psychological, and socio-economical concerns in their Professional lives and private lives. To obtain a practical impact in terms of EFL teaching, the occupational performances of EFL teachers can be increased by supporting them in both emotional and occupational assistance by providing much more effective working conditions.

5.3. SUGGESTIONS AND IMPLICATIONS

There may be several functional suggestions that may be provided in light of the study's outcomes. To begin, and in the simplest definition, EFL pre-service and in-service teachers ought to be conscious that occupational anxiety and emotional states are two of the most significant issues about the EFL teaching context, influencing both teaching performance and outcomes directly and adversely. They can overcome these challenges more effectively with this acknowledgment by being prepared for the potential problems predicted in advance so as not to be exposed to negative emotions in the teaching environment. EFL teachers' possible solutions regarding occupational anxiety and emotional states may be a systematic teacher, to be able to analyze their professional shortcomings and making efforts to strengthen their insufficiencies. Furthermore, teachers need to understand that although experience in education reduces anxiety, they also develop both field knowledge and communicative approach understanding on anxiety management. They need to obtain professional guidance on pedagogical approaches and teaching methods through attending the EFL teacher training courses provided by The Ministry of Education or other private institutions. EFL teachers must develop themselves by means of technological advances which can be used in the classroom environment because it is a widely accepted fact that audio-visual components have an extraordinary impact on students' perceptions of comprehension.

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