BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH THESIS

THE INVESTIGATION OF THE RELATIONSHIP BETWEEN ENGLISH INSTRUCTORS' WORK ENGAGEMENT AND OCCUPATIONAL ANXIETY

PREPARED BY

MÜGE VARDARLIOĞLU

MASTER THESIS

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SUPERVISOR
ASSIST. PROF. DR.
GÜLİN DAĞDEVİREN KIRMIZI

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı çerçevesinde Müge Vardarlıoğlu tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Tez Savunma Tarihi: 16 / 06 / 2023

Tez Adı: İngilizce Öğretim Görevlilerinin İşle Bütünleşme ve Mesleki Kaygıları Arasındaki İlişkinin İncelenmesi

Tez Jüri Üyeleri (Unvanı, Adı - Soyadı, Kurumu)   **İmza**

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SOSYAL BİLİMLER ENSTİTÜSÜ
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Tarih: 03/06/2023

Öğrencinin Adı, Soyadı: Müge Vardarlıoğlu

Öğrencinin Numarası: 22010036

Anabilim Dalı: Yabancı Diller Eğitimi Anabilim Dalı

Programı: İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı

Danışmanın Unvanı/Adı, Soyadı: Dr. Öğr. Üyesi: Gülin Dağdeviren Kırmızı

Tez Başlığı: İngilizce Öğretim Görevlilerinin İşle Bütünleşme ve Mesleki Kaygıları Arasındaki İlişkinin İncelenmesi

Yukarıda başlığı belirtilen Yüksek Lisans çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 167 sayfalık kısmına ilişkin, 03 /06 / 2023 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı

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Dr. Öğr. Üyesi Gülin DAĞDEVİREN KIRMIZI

ÖZET

Müge VARDARLIOĞLU

İngilizce Öğretim Görevlilerinin İşle Bütünleşme ve Mesleki Kaygıları Arasındaki İlişkinin İncelenmesi

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

2023

Bu araştırmanın amacı, Türkiye'deki devlet ve vakıf üniversitelerinde görev yapan İngilizce okutmanlarının işle bütünleşme ve mesleki kaygılarının incelenmesidir. Araştırma grubu İzmir ve Ankara'daki devlet ve vakıf üniversitelerinin İngilizce Hazırlık programında görev yapan öğretim görevlilerinden oluşmaktadır. Araştırma, karma desen yöntemlerinden açımlayıcı sıralı desen yöntemiyle tasarlanmış olup, anket araştırması rastgele seçilen 230 katılımcıdan oluşmaktadır. Anket verilerinin analizinin ardından yarı yapılandırılmış görüşme soruları hazırlanmış ve görüşmeler 16 katılımcı ile gerçekleştirilip, içerik analizi yöntemiyle veriler analiz edilmiştir. Araştırma sonuçlarına göre, anket verilerinde katılımcıların mesleki kaygı düzeyleri ortadüzeye yakın düşük bir düzeyde olup, işle bütünleşme düzeyleri yüksektir. İşle bütünleşme ve mesleki kaygı arasında negatif yönde düşük bir bağıntı tespit edilmiştir. Görüşmelerde ise katılımcılar, öğrencilerin sınıf düzenini bozan davranışları, iş yüklerinin fazlalığı ve ekonomik problemlerinin olması gibi çeşitli konulardaki endişelerinden bahsetmişlerdir. Ancak, katılımcıların bilişsel ve davranışsal olarak kullandıkları problem odaklı ve duygu odaklı stratejilerin yanı sıra, öz-yeterlilik, iyimserlik ve dayanıklılık gibi kişisel kaynakları, onların iş yaşamlarındaki kaygıları ile baş edebilmelerini sağlayan faktörlerdendir. Ayrıca, katılımcıların mesleklerine karşı sevgi, mutluluk, eğlence gibi olumlu duygular ile mesleklerini yapmaları ve öğretmenlik mesleğini kendileri için uygun bir meslek olarak görmeleri, onlara iş yaşamlarında önemli bir motivasyon kaynağı oluşturarak işleriyle bütünleşmelerini sağlamıştır. Katılımcıların işle bütünleşme ve mesleki kaygı düzeylerinde, yaş, cinsiyet, medeni durum, mesleki tecrübe, kariyer seçimi açısından anlamlı farklılıklar bulunmuştur. Görüşme verilerinde ise kurum türü, sınıftaki öğrenci sayısı, öğrencilerin İngilizce seviyeleri ve öğretmenlerin mesleki gelişimleri bakımından çeşitli bulgular tespit edilmiştir.

Anahtar Sözcükler: İşle bütünleşme, mesleki kaygı, kişisel kaynaklar, olumlu duygular, baş etme stratejileri

ABSTRACT

Müge VARDARLIOĞLU

The Investigation of The Relationship Between
English Instructors' Work Engagement and Occupational Anxiety

Başkent University
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English Language Teaching with Thesis Master Program

2023

The aim of this research was to investigate the relationship between work engagement and occupational anxiety of English instructors working at state and foundation universities in Turkey. The research group consists of instructors working in the English Preparatory Program in state and foundation universities in İzmir and Ankara. The research was conducted with the explanatory sequential research method, one of the mixed method research designs, and the survey research consists of 230 randomly selected participants. After the survey data analysis, semi-structured interview questions were prepared, and the interviews were conducted with 16 participants. The data were analyzed with the content analysis method. According to the research results, the participants' occupational anxiety levels were low, close to the moderate level, while their work engagement levels were high. A negative correlation was found between work engagement and occupational anxiety; however, this correlation was not statistically significant. In the interviews, the participants mentioned their concerns about various issues such as students' misbehavior disrupting the classroom order, workload, and economic problems. However, in addition to the problem-focused and emotion-focused strategies that the participants cognitively and behaviorally use, their personal resources such as self-efficacy, optimism, and resilience are among the factors that enable them to cope with occupational anxiety. Besides, the participants work with positive emotions such as love, happiness, and joy towards the teaching profession and perceive teaching as a suitable profession for themselves. Therefore, these factors created an important motivational source in their work life; as a result, increased their work engagement. Statistically significant differences were found in the work engagement and occupational anxiety levels of the participants in terms of age, gender, marital status, teaching experience, and career choice. In the interview data, various findings were found regarding institution type, the number of students in the class, students' English levels, and teachers' occupational development.

Key Words: Work engagement, occupational anxiety, personal resources, positive emotions, coping strategies

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LIST OF ABBREVIATIONS

B&B	Broaden and Build Theory
CLT	Communicative Language Teaching
COR	Conservation of Resources Theory
ELT	English Language Teaching
EFL	English as a Foreign Language
ETS	Engaged Teacher Scale
FLA	Foreign Language Anxiety
FLTA	Foreign Language Teaching Anxiety
GTM	Grammar Translation Method
JD-R	Job Demands-Resources
PWB	Psychological Well Being
STAS	Student Teacher Apprehension Scale
WE	Work Engagement

CHAPTER I
INTRODUCTION

1.1. Background of the Study

Individuals' work life constitutes an important part of their whole lives. In today's conditions, many employees spend most of their time at work. Therefore, it is important for us to be peaceful in our work life and do the job we love to have a healthy psychology, no matter which profession we have. Work Engagement which we frequently encounter in the literature, especially in the fields of business administration and psychology, is significant for people in every profession. Because employees who are engaged in their work have positive emotions toward their professions and have the competency to cope with the negativities in the work environment, all of which have positive effects on their job performance (Schaufeli, Bakker & Salanova, 2006). Considering Work Engagement for teachers, teachers' engagement with their work affects their job performance and reflects positively on their teaching styles. In particular, since teachers mostly communicate with their students during working hours, the ones who will benefit most from teacher engagement are the students.

Work Engagement gained importance with the concept of "Self-in Role" in Khan's (1990, 1992) studies. Self-in Role is the internalization of one's "Self" with his/her profession. Due to this internalization, the profession becomes meaningful and valuable to him/her, and s/he is devoted himself/herself to the job without feeling negative emotions. Self-in Role conceptually has similarities with "Teacher Identity" in educational sciences. When teachers have this type of identity, they are open to professional development (Kao & Lin, 2015; Keskin & Zaimoğlu, 2021), dedicate themselves to the profession (Delima, 2015; Xiong & Xiong, 2017), have positive emotions such as love and joy (Croswell & Elliott, 2004; Yazan, 2018) and pride (Xiong & Xiong, 2017).

After Kahn's (1990, 1992) studies, Schaufeli et al. mentioned the factors that affect an individual's work engagement in scale design and other studies (Schaufeli, et al., 2002; Schaufeli & Bakker, 2004; Hakanen, Bakker, & Schaufeli., 2006; Schaufeli, Bakker & Salanova. 2006, Schaufeli, Taris & Rhenen, 2007) and these factors were later investigated in ELT studies (Ghanizadeh & Pourtausi, 2020; Greenier, Derakhshan, & Fathi, 2021). Among these factors, Schaufeli et al. conducted research on work engagement with job

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demands-job resource model (Schaufeli et al, 2002), self-efficacy (Schaufeli & Salanova, 2007; Simbula, Guglielmi & Schaufeli, 2011) and burnout (Maslach, Schaufeli, & Leiter, 2001). These concepts were also studied in ELT and other teaching branches (Tschannen-Moran & Hoy, 2001; 2007; Tschannen-Moran & Johnson, 2011; Skaalvik & Skaalvik, 2016; Ghanizadeh, Goldast & Ghonsooly, 2020). Later, job demand-job resources and work engagement were investigated with individuals' personal resources, such as self-efficacy, self-esteem, optimism, etc (Riolli & Savicki, 2003; Xanthopoulou et al., 2007). There are also few studies in the education field on personal resources (Bakker et al. 2007, Bakker & Bal, 2010; Simbula et al, 2011; Timms & Brough, 2012; Choochom, 2016). In addition, work-life balance, (Happy, 2021), teacher-organization misfit (Skaalvik & Skaalvik, 2016), and psychological well-being (Atik, 2018; Greenier et al., 2021) were also studied with work engagement.

Considering Anxiety, which is an important concept in psychology literature has been specialized as "job anxiety" or "occupational anxiety" in the education field. In the studies on teachers, teachers' workload (Kyriacou & Sutcliffe, 1977, 1978; Boyle et al., 1995; Kyriacou, 2001, Aslrasouli & Vahid, 2014; Skaalvik & Skaalvik, 2015, Fraschini & Park, 2021), teachers' communication problems with administrators, colleagues, students, and parents (Dunham, 1980; Mykletun, 1984; Kyriacou, 1987; Boyle et al., 1995; Reddy & Anuradha, 2013; Skaalvik & Skaalvik, 2015), the imbalance between job demands and resources (Ghanizadeh & Jalal, 2017, Desouky & Allam, 2017), teacher–organization misfit (Boyle et al, 1995; Mishra & Yadav, 2013; Skaalvik & Skaalvik, 2015), role ambiguity and role conflict (Kyriacou & Sutcliffe, 1977, 1978; Dunham, 1980; Schwab & Iwanicki, 1982; Mykletun, 1984; Doğan, Demir & Türkmen, 2016), insufficient salary (Kyriacou & Sutcliffe, 1977; Boyle et al., 1995; Desouky & Allam, 2017) are the important factors for teachers to have occupational anxiety.

In ELT studies, Krashen's (1982) study on students' language acquisition and foreign language anxiety (FLA) made an important contribution to the literature. This issue has similar aspects to trait and state anxiety. If the student has no FLA, s/he does not pay attention to the input and makes more mistakes in language use, but if s/he is very anxious, this can negatively affect his/her language acquisition (Young, 1992). Similar to FLA, foreign language teaching anxiety (FLTA) has been addressed by many researchers, especially Horwitz et al., (1986). Similar to students' FLA, especially non-native teachers have FLTA

due to perceiving their language proficiency and language teaching skills as insufficient. In the research on this subject, the effect of the student's English level was also investigated (Horwitz, 1996; Numrich, 1996; Kim & Kim, 2004; İpek, 2006; Merç, 2010). Besides, classroom management, lecturing style, and lesson organization were investigated with teachers' FLTA. Therefore, crowded classrooms (Mykletun, 1984; Kim, 2002; Merç, 2010; Cowie, 2010; Ekşi & Yakışık, 2016; Küçükler & Kodal, 2018), lack of equipment for lecturing (Kyriacou & Sutcliffe, 1977; İpek, 2006; Merç, 2010, 2011; Cowie, 2010; Aslrasouli & Vahid, 2014; Aydın 2016), students mischievousness and low motivation (Coates & Thorasen, 1976; Kyriacou & Sutcliffe, 1977; Dunham, 1980; Merç, 2010, 2011; Paker, 2011; Skaalvik & Skaalvik, 2016; Öztürk, 2016; Ekşi & Yakışık, 2016; Küçükler & Kodal, 2018) are among the main issues that affect English teachers' anxiety.

1.1. Problem Situation

Learning English has become an important part of our lives all over the world, as in our country. The reasons for people to learn English consist of many factors such as having a job, job promotions, or studying abroad. Therefore, the course language in most of the colleges and universities in Turkey is English, and the most important people who will provide language education with high quality for people to reach their goals in language learning are English teachers. However, based on the literature, both in the world and in our country, heavy workload, mischievous students, and disrespect toward teachers (Kyriacou & Sutcliffe, 1977; Dunham, 1980; Mykletun, 1984; Kyriacou, 1987; Boyle et al., 1995) affect their mental state and accordingly their job performance negatively (Kyriacou & Sutcliffe, 1978; Benech, 2017). Therefore, many teachers cope with occupational anxiety today. Teachers' concerns also reflect on their teaching style and negatively affect the student's efficiency in the lesson (Knutson, 1979; Merç, 2010; Kesen & Aydın, 2014; Takahashi, 2014; Tüm, 2015). Regarding Work Engagement, the workload in schools, job insecurity, communication problems with colleagues, administrators, and students, an oppressive administration not providing autonomy and many other negative factors about anxiety decrease teachers' work engagement (Simbula et al., 2011; Timms & Brough, 2012). These problems can even cause the teacher to leave the job after a while, lowering his/her commitment to his/her job (Skaalvik & Skaalvik, 2011, 2016). Considering this problem for Turkey, the importance of learning English, and accordingly the fact that the course language in many education institutions is English, we need English teachers very much.

However, the teachers' intense anxiety and disengagement with their work can cause them to leave their jobs as well as poor performance, which becomes a big problem for educational institutions because in addition to hiring English teachers who will provide qualified education, teachers' poor performance can cause an increase in the workload of current teachers working at the school and can trigger them to be nervous and anxious about their jobs.

1.3 Purpose of The Study

The purpose of this research is to investigate the relationship between English instructors' work engagement and occupational anxiety. According to the purpose of this research, work engagement and occupational anxiety were investigated with the instructors' demographic features and occupational problems to find to what extent these factors affect their work engagement and occupational anxiety.

1.3.1. Research Questions

Regarding the purpose of this research, answers to the following questions were investigated:

Question 1: What are the work engagement and occupational anxiety levels of the English instructors working in state and foundation universities?

Question 2: Do the work engagement of English instructors working in state and foundation universities differ significantly in terms of demographic features, such as institution type, career choice, age, teaching experience, gender, marital status, education level, and working period at the same institute?

Question 3: Do the occupational anxiety levels of English instructors working in state and foundation universities differ significantly in terms of demographic features, such as institution type, career choice, age, teaching experience, gender, marital status, education level, working period at the same institute, residency in abroad, student number in the class and students' English levels?

Question 4: Is there a statistically significant correlation between work engagement and occupational anxiety levels of English instructors working in state and foundation universities? If yes, what is the direction and level of the correlation?

1.4. Significance of the Study

According to the related studies about work engagement in the literature, if sufficient job resources are provided to individuals to meet the job demands, the individuals do his/her job with positive feelings and are engaged with their work (Schaufeli et al., 2002), job resources also can increase people's personal resources such as self-efficacy, self-confidence, optimism, etc. to cope with job demands (Xanthopoulou et al., 2007; Bakker & Bal, 2010). Considering the relationship between work engagement and other concepts, as individuals' psychological well-being (PWB) and the work-life balance have a positive effect on their general mental state, their work engagement level increases. On the other hand, as working in a positive environment enables them to be engaged employees, their work engagement also positively affects their well-being (Bakker & Oerlemans, 2010). Another conceptual importance of work engagement is that the person can minimize the negativities in the work environment because work engagement does not only cover the person's organizational engagement but also the values that the person has about his/her profession regardless of the institution (Kahn, 2010). An employee may not have strong ties toward the institution s/he works for, but if s/he is engaged with his/her profession in general, s/he can be satisfied with his/her work in the institution (Saks & Gruman, 2014). However, the tension and anxiety experienced by teachers in the work environment can negatively affect their mental state and accordingly their performance (Gürbüz, 2008; Durdukoca & Atalay, 2019). Considering the anxiety that arises due to the working conditions or regarding themselves as inadequate teachers, some studies reveal the negative effects of teachers' occupational anxiety on students (Horwitz, 1996; Kim & Kim, 2004; İpek, 2006; Tüm, 2015).

As can be seen, many studies can be found in the literature on work engagement and occupational anxiety. However, there are few studies examining work engagement for English teachers. In the literature, work engagement research in other branches more than ELT was found. However, the studies in which work engagement was investigated with occupational anxiety were not found in ELT and other teaching branches. Therefore, it is thought that this study will contribute to the literature in terms of the relationship between work engagement and occupational anxiety and the factors affecting these two variables.

1.5. Limitations to Study

This research is limited to the answers of the English instructors working at state and foundation universities in İzmir and Ankara in the 2022-2023 academic year to the items in the personal information form, the Work Engagement (ETS), and Occupational Anxiety (STAS) scales for Teachers and their answers to the interview questions. Therefore, different results can be found if a different research group is selected.

1.6. Assumptions

It is assumed that the participants will honestly and impartially answer the items in the scales, the personal information form, and the interview questions to be used in this research. It is also assumed that the personal information form, ETS and STAS scales, and the interview questions in this research will be sufficient to measure the occupational anxiety and work engagement of English instructors.

1.7. Definition of Key Terms

Work Engagement: Work Engagement is the state of having positive feelings about one's job and feeling energetic while working, doing his/her job with love, being able to focus on his/her job, and dedicating himself/herself to the job (Schaufeli & Bakker, 2004). It is the integration of the person's self with the job he/she works in and the profession he/she has in general (Kahn, 1992).

Anxiety: Anxiety is people's state of apprehension, their restlessness, and reaction to hypothetical bad events in their minds. An anxious person thinks that s/he will face a negative situation in the future before the event occurs (Spielberger, 1966).

CHAPTER II
LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Definition of Work Engagement

Work engagement is defined as individuals' having positive feelings about their profession without focusing on any negativity at work (Schaufeli, Bakker & Salanova, 2006), feeling energetic while working (Schaufeli, Salanova, Gonzales-Roma & Bakker, 2002), doing their jobs with love, being able to focus on the work (Schaufeli & Bakker, 2004) and dedicating themselves to the work (Hakanen, Bakker & Schaufeli, 2006). What is meant by "engagement" is the integration of individuals' self with the job they are working on and with the profession in general (Kahn, 1992).

Kahn (1990, 1992) discussed the concept of Self-in-role in work engagement in his studies. Self-in-role indicates how much the individuals integrate their personalities into their employees' roles. If there is harmony between the job role and the roles they have in their "selves", these people have a "personal engagement" with their work. People with personal engagement identify themselves with their work, and making an effort in their jobs is not tiring negatively; therefore, their work performances increase accordingly (Kahn, 1990). People with personal engagement perform their jobs in a psychologically and mentally focused state and work wholeheartedly. The job is meaningful and valuable for them and they take pride in their professions (Kahn, 1992). In studies on education, "Teacher Identity" is similar to the concept of "Self-in Role" in Kahn's (1990; 1992) studies and has positive effects on both teachers and students. For example, Kao and Lin (2015) found that teachers' professional identity increases teachers' dedication to the profession and awareness regarding their theoretical knowledge in teaching and students' behavioral education. In Xiong and Xiong's (2017) research, EFL teachers with teacher identity are proud of working as a teacher and care about the students' different learning styles. Also, teacher identity and accordingly dedication to the profession are effective in the improvement of teachers' performance. For instance, Delima (2015) found that as teachers' professional identity and commitment to the job increased, their job performance increased, which also positively affect students' success. Similarly, Keskin and Zaimoğlu (2021) revealed that EFL teachers'

teacher identity acquisition makes them eager for professional development and more loyal to school staff and students.

The important point that Kahn (1990, 1992) addressed in Self-in Role is that personal engagement does not just depend on the positive characteristics of the work environment. People make their own choices about being engaged with their profession. Institutions cannot force people to be engaged with the job. A favorable work environment can have a positive effect on one's work engagement, but this effect does not only belong to the institution (Saks & Gruman, 2014) because the work engagement level inside the person is also related to how much the person ascribes a positive internal value to his/her profession. Therefore, working conditions can be suitable and thus, an employee's work engagement can be high, but the employees working in unfavorable conditions can also have a high work engagement level as they value their professions (Kahn, 2010; Saks & Gruman, 2014). For example, Silva, Ferreira, and Valentini (2020) found a positive relationship between teachers' work engagement and organizational commitment in their study, but the correlation between these variables is moderate, not high. The reason is that the teachers' lack of job support by the school administration against the problems at school, such as dealing with mischievous students can reduce their commitment level to the school, but it does not completely affect their work engagement negatively as teachers like their profession.

Generally, people's work engagement levels can increase or decrease according to the work environment, daily tasks, and daily or weekly events at work, and therefore it has a dynamic structure (Sonnetag, 2011). However, according to Schaufeli et al. (2006), there is a motivational state originating from people's "Self" in engagement with their work; hence, people attribute some values to their professions, and these values remain constant in people. Schaufeli et al. (2006) stated that employees with high work engagement have high intrinsic motivation and thus are willing to fulfill their tasks, have high performance, and are more resistant to adverse conditions.

2.1.2. Elements of Work Engagement

An engaged employee has three positive characteristics. These are vigor, dedication, and absorption (Schaufeli et al., 2002; Maslach, Schaufeli, & Leiter, 2001; Schaufeli & Bakker, 2004; Hakanen et al., 2006; Schaufeli et al. 2006, Schaufeli, Taris & Rhenen, 2007). First, vigor is people's feeling energetic while working, having high intrinsic motivation,

making an effort to be successful in the job, and being resilient (Schaufeli, Salanova, Gonzales-Roma, Bakker, 2002). Dedication is people's performance in the job enthusiastically, believing that the job serves an important purpose and it is interesting, depending on finding the job valuable and enjoyable. Absorption is people's concentration on their job completely and devoting themselves to their tasks deeply (Hakanen et al. 2006). Employees who are absorbed in their jobs do not think about anything else while working. They only focus on their work and do not realize how time passes (Maslach et al., 2001; Schaufeli & Bakker, 2004; Schaufeli et al. 2006; Schaufeli et al., 2007).

When defining the elements of work engagement, it is appropriate to use the concept of "dedication" instead of "involvement" in the job because for people to be engaged with their work, they not only have an emotional love and responsibility for their jobs but also devote themselves wholeheartedly to the job arising from the intrinsic motives (Schaufeli et al., 2002). The concept of absorption, on the other hand, is that people can fully concentrate on their work and are in a mental "flow". When people are in this "flow" state, they can deactivate their self-consciousness against external factors, such as the flow of time, except for the duties they perform, but their minds are quite open to doing the job. They have a physical harmony with their minds and the task they are doing is under their control at the moment (Schaufeli et al., 2002; Schaufeli et al., 2007).

2.1.3. Factors Affecting Teachers' Work Engagement

In this section, the factors which can affect individuals' work engagement were mentioned. These factors are job satisfaction, psychological well-being, work-life balance, person-organization fit, job demands and resources, personal resources, positive emotions, self-efficacy, and burnout.

2.1.3.1. Job Satisfaction

Job satisfaction, which is one of the factors that positively affect work engagement (Klassen et. al, 2012), is the comparison between the conditions of the individual's work environment (Jackson et. al, 2006), salary (Kumar, 2013), career opportunities (Kalleberg, 1977), job demands, and how much the expectations s/he has created in his/her mind about the job is provided in reality (Kalleberg, 1977; Ghanizadeh & Jalal, 2017). The more the expectations the person creates in his/her mind are similar to the job features presented to

him/her in the real work environment, the higher the job satisfaction is (Çapkın, 2011). Based on this definition, job satisfaction is a concept that can vary from person to person. While what is provided may be satisfying for an employee, the same opportunities may not be satisfying for another one. The more these opportunities in employees' minds do not coincide with real opportunities in the business environment (such as salary, appreciation, and promotion), the less satisfied the employee is (Kalleberg, 1977; Ghanizadeh & Jalal, 2017).

Park and Johnson (2019) investigated the relationships between science teachers' work engagement, job satisfaction, and intention to quit the job. They found a positive correlation between work engagement and job satisfaction, and a negative correlation between these two concepts and quitting intention. Another important result is that job satisfaction based on intrinsic motivation (gaining autonomy, being appreciated for success, improving oneself professionally) affects teachers' work engagement more than job satisfaction based on extrinsic motivation (salary). Conversely, the lack of these intrinsic motivation factors decreases their job satisfaction levels. For instance, Saeed et al. (2013) found that teachers experiencing nepotism and injustice in the school environment lower their job satisfaction levels. According to Kahn (2010), appreciating, rewarding, treating employees ethically, and valuing their opinions increase the employees' job satisfaction and their intrinsic motivation. Thanks to these positive factors, employees find their profession more meaningful and valuable. This makes them more engaged and positively affects their job performance (Kahn, 2010).

2.1.3.2. Psychological Well-Being, and Work-Life Balance

According to Diener (1984), psychological well-being (PWB) is people's satisfaction with their lives and life has a purpose and meaning for them. The state of well-being is determined by having positive emotions at a high level and negative emotions at a low level about life. If people's positive feelings about their lives are more than their negative feelings, their well-being level is high. However, if negative emotions are more than positive emotions, their well-being levels can decrease. Diener (1994) states that people's general life satisfaction affects their attitudes and behaviors positively and reflects positively on both their work and their social environment.

In today's conditions, we undertake many roles both for our workplace and for our families. However, even though we take on different roles in our business and private lives, we are all unique individuals (Ruiz-Zorilla et al., 2020). As unique individuals, to feel happy in our roles, our well-being in the work and family environment should be high to balance the roles we will carry out. Just as any positive event in people's business life can affect their private life, any negative event in their private life can negatively affect their business life. (Öner, 2019). As a result of excessive workload, uncoordinated tasks, and negative interpersonal communication in the work environment, our well-being can decrease, so we may not fulfill the roles we assume in our family. Conversely, similar unrest in the family environment can negatively affect our business life (Ballıca, 2010). Therefore, a person's negative experiences can reduce his/her well-being level, but his/her personality traits and accordingly the general perspectives on his/her life determine their well-being levels (Diener, 1984). The important point here is that a person's psychological well-being does not mean that there is not any negative condition in his/her life, but rather it is related to whether the person perceives and evaluates the events positively or negatively (Bakker & Oerlemans, 2010). How people perceive the work environment varies from person to person. While some people perceive the negativities in the business environment as a very bad situation, some people do not. They learn some lessons from these negative events and enjoy life by focusing on the positive aspects of events. People who tend to have positive thoughts have higher PWB and work engagement levels accordingly (Bakker & Oerlemans, 2010).

2.1.3.3. Positive Emotions

Diener (1984, 1994) emphasizes the importance of positive feelings about one's life in his studies on well-being. In this regard, Fredrickson (2001) mentions that the effect of positive emotions enables individuals to have a healthy psychology in her Broaden-and-Build Theory (B&B). According to Fredrickson (2001), positive emotions such as love, joy, happiness, hope, interest, and pride, etc. provide us to have a positive point of view, and this positive view enables us to develop different perspectives on solving problems in our lives, and increase our awareness and creativity. Thus, positive emotions enable us to find solutions to stress factors more easily and to be more resilient against the negative effects of stress (Fredrickson, 2004). The "Broaden" part in the Broaden-and-Build theory means that the sen individuals' positive emotions not only enable them to feel good but also to evaluate the situations with a wider perspective to cope with stress factors in other words, the individuals' minds are "Broadened". With this "Broadened" thinking pattern, the person

produces "positive meanings" towards the events s/he experiences (Fredrickson, 2001). In the "Build" part, the individuals protect the positive emotions and ensure that these emotions are permanent. If a person has positive emotions towards a situation, s/he wants to experience them again, and these emotions can be long-lasting for the person. For example, if a person enjoyed spending time with someone s/he has just met, s/he may want to meet that person again later. In this way, s/he can experience positive emotions such as happiness and joy towards that person again, and these feelings can be long-lasting for the person, that is, s/he has "Built" these positive emotions (Fredrickson, 2004). Considering the effect of positive emotions in Fredrickson's (2001, 2004) research in terms of work engagement, it was mentioned that engaged employees work wholeheartedly (Kahn, 1992; Schaufeli et al., 2002), take pride in their profession, find their profession valuable (Kahn, 1990, 1992) and find their jobs enjoyable (Schaufeli et al. 2002; Hakanen et al. 2006).

As an example of the research on teachers' emotions, Buric and Macuka (2018) investigated teachers' emotions and self-efficacy with work engagement and found that teachers' love, joy, and pride emotions positively affect their work engagement, and teachers with these feelings have a higher level of self-efficacy. In Crosswell and Elliott's (2004) study, the interview results indicate that teachers who love their professions and find the profession enjoyable acquired a teacher identity and are more dedicated to the job.

2.1.3.4. Person – Organization Fit

Kahn (1990) stated that for institutions to be successful and to keep up with the competitive environment, employees in the institution should be in harmony with each other in terms of corporate and personal goals, objectives, and values. According to Endirlik (2019), if employees are compatible with each other, they support each other rather than competing, and they become more successful in fulfilling their duties as a team. These positive situations enable people to be engaged with their work. Besides, employees should also be in harmony with their profession. They should have the personal characteristics, moral values, the theoretical and practical knowledge necessary for the practice of the profession (Hamid & Yahya, 2011). For example, a person should be sympathetic, and patient, have good communication and presentation skills, and know the necessary methods related to the branch s/he teaches to do the teaching profession. However, if the person does not have these characteristics, the job demands of teaching are difficult for him/her and this causes a conflict between the teacher and the institution where s/he works (Yaşar, 2019).

Another factor that determines the person-organization fit level is the match-up of the values of the organization with the employee's values. It means that the values attributed to the job by the institution are compatible with the values attributed to the job by the person (Skaalvik & Skaalvik, 2015). If carrying out the profession according to ethical rules is very important for a person, this person will perform the job by incorporating ethics into his/her profession. However, if an institution does not value these concepts and only focuses on "doing the job no matter what", this person's values will clash with this institution (Finegan, 2000). In addition, whether the employees in the institution value each other determines the person-organization fit. For instance, if the students are satisfied with the teacher's education and if the teacher can meet the job demands, but the institution gives excessive workload and does not provide the rewards s/he deserves, the person-organization fit between the teacher and the institution will not be provided. Therefore, the teacher's work engagement will decrease after a while because the s/he thinks that the effort, time, and energy have no importance and value for the institution (Skaalvik & Skaalvik, 2016). Respect is another factor for teachers to grasp this value-fit. Lack of respect for teachers can decrease their work engagement as do the employees in other job sectors (Timms & Brough, 2012). However, if organizations treat their employees as they deserve, employees will perform their jobs better. If they see the value and the respect they deserve as a result of their performance, this can motivate them (Hamid & Yahya, 2011). Thus, they regard themselves as a part of the organization, and they find the job demands meaningful and valuable as they think that they serve an important purpose (Kahn, 1990, 1992). If all the employees in the organization do their jobs with these positive feelings, "Collective Engagement" occurs when the employees work as a team. In collective engagement, team members have a team spirit with the idea of fulfilling a task rather than individual success because work engagement is "contagious". The positive emotions an employee reflects affect other employees positively and this indirectly brings corporate success (Schaufeli & Bakker, 2004).

While the person-organization fit has a significant effect on collective engagement, it may not have the same effect on the individual's personal work engagement (Saks & Gruman, 2014). Due to the degree of value that the person attributes to the profession, the profession s/he carries out is valuable to him/her, but s/he may not find the style of doing business of the institution appropriate and his/her values to the profession may not be the same to the managers or other employees (Kahn, 2010; Sharma, 2020). Although the person's engagement level in the profession is high, his/her engagement with the institution may not be high. Therefore, according to the tasks in the work environment, this person is

engaged when working alone, but may not be engaged when a task is fulfilled as a team. However, since work engagement is evaluated both organizationally and individually, the person is not fully engaged when the person-organization fit is not provided (Saks & Gruman, 2014). The harmony between the person and the organization varies according to the intensity of the work values, how much the employees respect the organization's values, and how much the organization respects the employee's values. However, the respect and accordingly the tolerance rate of the employees can decrease as the working conditions become unfavorable (Kahn, 2010). For example, if teachers are not respected by students and administrators, this tolerance level, as a result, teachers' work engagement levels can decrease (Skaalvik & Skaalvik, 2016). Conversely, if there is a collaborative culture at school, and the school staff and students respect and value the teachers' efforts, their work engagement can increase (Cai, Wang, & Tang, 2022).

2.1.3.5. Personal Resources

According to the Conservation of Resources Theory (COR) developed by Hobfoll (1989, 2001), when individuals are exposed to a stressor, they use their personal features, such as self-esteem, self-efficacy, optimism, energy, experience, etc. to reduce the negative effects of the stressor. Hobfoll (1989, 2001) defines these features as "Personal Resources" in his studies. Hobfoll (1989) stated that the "level" of personal resources the individuals have are important to cope with stress. If the individuals' level of personal resources is not sufficient, the individuals perceive the stressor as dangerous. However, if their personal resources are sufficient, they do not perceive the situation as a big stressor; instead, they perceive the stressor as "challenging". For instance, if individuals have a sufficient level of self-efficacy as a personal resource, performing different and challenging tasks in his/her job may not be a big stressor for them (Bakker et al., 2007; Xanthopoulou et al., 2007).

Another important issue Hobfoll (2001) mentioned is that individuals "Conserve" their personal resources, in other words, do not consume them if they do not perceive that they encounter a stressor. However, as individuals encounter various stressors in their lives, they spend their resources to cope with them. Therefore, they need external resources to conserve their personal resources. This means that because the individuals' personal resources reduce when they cope with stress, they need to gain external resources such as money, status, respect, love, and morale to protect their personal resources. These external resources are types of motivators for individuals. According to Hobfoll (2001), as individuals' personal

resources are not infinite, they need to gain their reduced personal resources with these motivators. If individuals consume their personal resources to cope with stress without gaining any external resource, the level of their personal resources decrease after a while and they can be burned-out, which negatively affects their well-being.

2.1.3.6. Job Demands-Resources Model (JD-R)

Schaufeli et al. investigated the issues of work engagement and burnout syndrome through the Job Demand-Job Resource model they developed (Maslach, Schaufeli & Leiter, 2001; Schaufeli et al., 2002; Schaufeli, Taris & Rhenen, 2007). Job demands are the tasks requested from the employees and the performance expected from them. On the other hand, job resources are the material and moral support provided by the institution to the employees so that they can perform their duties properly and work efficiently (Hakanen, Bakker & Schaufeli 2006; Schaufeli, Bakker & Salanova, 2006). For example, asking a teacher to prepare various activities for the lesson is a job demand; offering various websites and textbooks for the teacher to prepare lesson materials is a job resource (Hakanen et al., 2006). Apart from this, colleague and manager support, job training, and feedback about job performance, autonomy, and job security are also types of job resources. (Schaufeli & Bakker, 2004; Schaufeli et al. 2006). If a teacher has difficulty in dealing with mischievous students and receives support from his/her colleagues about how s/he should treat the students, this means that job resources are provided in this school (Hakanen et al., 2006). As well as supporting teachers for job demands, teachers' being appreciated for their performances, which motivates them, is another job resource and can increase teachers' work engagement (Bakker et al., 2007). Therefore, for employees to be engaged, job demands and resources must be balanced with each other (Maslach et al., 2001). JD-R model is similar to Hobfoll's (1989, 2001) Conservation of Resources Theory. In COR theory, Hobfoll (1989, 2001) states that the individual uses his/her personal resources to cope with stress, but s/he should obtain external resources to renew his/her personal resources. Similarly, in Schaufeli et al.'s (2002) JD-R model, the employees can cope with the job demands with their personal resources; however, when they cope with the job demands, they need external job resources as their personal resources reduce. Therefore, if the job demands are excessive, and the employees are not provided with sufficient resources, the employees get confused and stressed about how to do the job, and after a while, they can think that they cannot fulfill the demands and their work engagement decreases (Maslach, et al., 2001, Hakanen et al., 2006). Conversely, if the job resources are sufficient to meet the demands, employees think that

they can handle the job, and their work engagement level increases (Schaufeli & Bakker, 2004; Schaufeli et al. 2006, Schaufeli, Taris & Rhenen, 2007).

In addition to providing sufficient resources to the employees, enabling them to analyze the job demands and to create their own resources for these demands mean that the employees have autonomy in the business environment, which is mentioned as another job resource in the literature (Maslach, et al., 2001; Schaufeli & Bakker, 2004; Hakanen et al., 2006; Schaufeli et al. 2006,). If managers intervene in how to do the job all the time, the employees cannot use their personal resources, they feel themselves under pressure, and dependent on somebody. This prevents them from producing work freely (Ünal, 2013). For example, allowing teachers to choose course materials according to the expectations of the students and to prepare various activities enables them to be autonomous (Hakanen et al., 2006). The fact that the employees have such psychological freedom allows them to be more committed to their jobs and to work with more positive emotions. Therefore, they are more engaged with their work (Kahn, 2010). Also, autonomy enables employees to develop themselves professionally. For example, if a school provides a sufficient number of books and materials for teachers to carry out activities in a class, teachers can create other resources by using these books and materials suitable for the classroom dynamic. Or they can create coping strategies to deal with mischievous students (Bakker et al., 2007).

Another job resource is job security. If employees think that they work in a psychologically safe environment, they adapt to their jobs more easily and work with more positive emotions, so their work engagement levels increase as they do not focus on experiencing any uneasiness in their work (Kahn, 2010). Conversely, working in an insecure environment negatively affect one's work engagement levels (Schaufeli et al, 2006).

2.1.3.7. Self-efficacy

Bandura (1977) defines self-efficacy as people's beliefs of being competent to do a job and achieve some goals. However, according to Bandura (2006), this concept should not be confused with self-esteem. While self-esteem expresses people's thoughts on how successful and valuable they are, self-efficacy is the belief in people's struggles and attitudes to reach their goals. Therefore, people's self-efficacy beliefs enable them to decide in which subjects they can be successful or not. However, Schaufeli and Salanova (2007) stated that self-efficacy and inefficacy are not contrary concepts. If employees think they are competent

enough at something, it doesn't mean they don't think they are incompetent in some subjects in their jobs. A teacher can think that s/he teaches effectively, but s/he can also have some thoughts that s/he is incompetent in class management. Nevertheless, people with strong self-efficacy work more willingly due to the belief in their achievements because the knowledge and achievements that people gained thanks to their experiences motivate them, so the belief that the person will achieve success increases (Wood & Bandura, 1989). Bandura (1977) describes these personal achievements to increase peoples' self-efficacy, as "Mastery Experience". Therefore, thanks to the motivation people gained from their experiences, people's will to work does not decrease in the face of their failures, instead, they search for the reasons for their failures, perceive their mistakes, and try to correct them (Bandura, 1977). Hence, people with strong self-efficacy have beliefs to cope with the problems in their jobs with their self-confidence instead of avoiding handling the problem (Wood & Bandura, 1989).

Besides, individuals with strong self-efficacy regard other people as role models, which is called "Vicarious Experience" in Bandura's (1977) study, and take these role models' goals and methods, and apply these methods to themselves. Regarding a successful person as a role model and observing how successful they are can increase the individuals' self-efficacy. Because if the individual applies the method of the person that he/she finds successful, he/she thinks that he/she will be successful as well. Increasing people's motivation by others also strengthens their self-efficacy by convincing them to achieve success with positive statements, which is called "Verbal Persuasion" in Bandura's (1977) study. For example, when students who perform an easy exercise are praised by their teachers, their self-efficacy levels increase (Tschannen-Moran & Hoy, 2007). Apart from this, people's psychological state is a factor that increases or decreases their self-efficacy levels. Anxiety, stress, and hopelessness reduce individuals' self-efficacy as the person does not believe their capabilities to cope with the problems, which is called "Emotional Arousal" in self-efficacy (Bandura, 1977). Therefore, reducing anxiety and stress in the work environment makes individuals feel good psychologically and have high self-efficacy (Simbula et al., 2011). If employees' self-efficacy is sufficient, they create a "shield" for themselves by using their abilities in order not to experience negative feelings against job demands. In other words, employees try to compensate for their job demands with their personal resources (Schaufeli & Bakker, 2004; Hakanen et al., 2006). For instance, if teachers' self-efficacy levels are sufficient, they can be more determined and find effective

solutions to problems, such as preparing activities and exercises that can enable students to focus more on the lesson even for the mischievous students (Tschannen-Moran & Hoy, 2001; 2007). When the students are unsuccessful, teachers develop different lecturing and study methods for them. They can realize that any teaching method they have adopted may not be suitable for every student and can apply various teaching methods (Tschannen-Moran & Johnson, 2011).

The important point here is how accurately individuals can evaluate their own self-efficacy. While individuals are more talented for a job, they may not regard themselves as talented as they are, and vice versa. If people regard themselves as less capable than their actual ability, they think they cannot find a solution to negativities and feel stressed (Bandura, 1977). Therefore, people's perceived self-efficacy can affect how they evaluate conditions. For instance, if a teacher thinks that s/he educates students effectively, s/he does not blame himself/herself for not educating them well when the students get low scores on an exam. Instead, s/he thinks the students did not study enough to pass the exam (Ghanizadeh & Jalal, 2017). Depending on the self-efficacy level, teachers can struggle with any negativity in the work environment for a certain period, but if these negativities continue for a long time, they may be emotionally worn out (Bing et al., 2022). Besides, the control level of these negativities can affect people's work engagement, job satisfaction, (Maraqa, 2017), and how they evaluate their self-efficacy (McCrae & Costa, 2008). If the factors beyond the control of the people require more struggle and effort than the self-efficacy that they see in themselves, this situation stresses them out (Tims, Bakker & Derks, 2013). However, if the negativities the person can control are balanced with self-efficacy, his/her work engagement increases. For example, in Simbula, Guglielmi, and Schaufeli's (2011) research, Italian teachers' job resources, work engagement, and self-efficacy were investigated. Researchers found a significantly positive relationship between job resources, teachers' work engagement, and self-efficacy. The reason is that if job resources are provided (such as autonomy, performance feedback, support, and career development), teachers can also produce personal resources, such as creating activities or developing strategies to cope with mischievous students, so the job demands become manageable (Bakker & Bal, 2010; Simbula et al. 2011) because self-efficacy is also a type of personal resource independent from the external job resources, which increase people's work engagement. Therefore, there is a reciprocal relation between one's self-efficacy and work engagement (Schaufeli et al., 2011). In Xanthopoulou et al.'s (2007) research, employees' personal resources (self-

efficacy, self-esteem, optimism) and work engagement were investigated with job demands and job resources. According to the results, all personal resources provide positive perceptions in employees' minds about their job and increase their' work engagement in case of providing sufficient job resources. The reason is that while self-efficacy indicates that people believe in themselves to be successful in their jobs, people with self-esteem think that they regard themselves as valuable people in the organization and are willing to meet job demands (Xanthopoulou et al., 2007). Optimism, on the other hand, is people's positive feelings towards both their work and general life. Optimist people look at negative situations from a positive point of view, and they try to overcome the negativities with their resiliency (Luthans & Youssef, 2004). People with these personnel resources have high subjective well-being. Therefore, they are less stressed about negativities such as role ambiguity, oppressive attitudes, and job insecurity (Xanthopoulou et al., 2007; Bakker & Bal, 2010). They do not internalize the negative events and blame themselves. Instead, they develop positive thinking patterns towards negative conditions, learn lessons from their mistakes, and perceive these mistakes as personal development. They accept the unchangeable conditions and do not bewail these conditions (Çetin & Basım, 2012).

2.1.3.8. Burnout Syndrome

Burnout is a syndrome that occurs as a result of negative working conditions, feeling exhausted, helpless, hopeless, and having negative attitudes toward work and life in general (Freudenberger, 1974). One or more of these factors including heavy workload, negative relationships among employees, lack of appreciation, unfair policies in the workplace, role ambiguity, and role conflict, etc. can cause the person to succumb to burnout syndrome (Maslach, Schaufeli & Leiter, 2001).

There are three elements to experiencing burnout syndrome. These are emotional exhaustion, depersonalization, and feeling of personal inefficacy. Emotional exhaustion means that individuals lose their enthusiasm and energy to work. Depersonalization is the loss of emotional ties to one's job and colleagues. When individuals cut their emotional ties, they distance themselves from their work environment. In personal inefficacy, individuals think that their capacity to do the job decreases and this feeling makes them feel unhappy (Maslach, et al. 2001). Also, these three elements take place in sequence in individuals' burnout syndrome. Firstly, they do not feel enthusiastic and energetic enough to do the job. Fulfilling certain tasks is difficult for them and after a while, they begin to move away from

the work environment. Finally, they feel inadequate to fulfill their duties and succumb to burnout (Maslach & Goldberg, 1998).

Burnout is a critical issue to be examined in the education context since teachers' psychological state reflects on the classroom (Bing et al, 2022). Stressors affect teachers' inner feelings and performance, which, in turn, affects students' receiving qualified education (Gürbüz, 2008). Studies also show some demographic characteristics related to teacher burnout such as gender, age (Lau, Yuen & Chan, 2005), and teaching experience (Hultell & Gustavsson, 2011). Especially, as teachers experience negativities for a long time, their positive personal resources deplete because these resources do not stay forever with the individuals (Schaufeli et al., 2009). In addition, inexperienced teachers tend to succumb to burnout because the real school environment is not similar to what they have learned from their undergraduate education, which means the real job demands and job resources are not what they have expected. Therefore, they feel inefficient to deal with the problems in the school environment (Hultell & Gustavsson, 2011). For example, pressure from administrators, negative behaviors of students and colleagues, and excessive workload cause teachers to succumb to burnout if they have to struggle with these negativities for a long time (Gürbüz, 2008) and if they are inexperienced and have not developed coping strategies yet (Hultell & Gustavsson, 2011). These negative effects causing teachers to have burnout syndrome also decrease their work engagement levels (Hakanen et al., 2006; Hultell & Gustavsson, 2011). However, according to Silva, Ferreira, and Valentini (2020), if teachers develop adequate coping strategies, their burnout levels do not reduce their work engagement. Silva et al. (2020) adapted the Work Engagement Scale for Teachers developed by Klassen et al. (2013) for Brazilian English Teachers. According to the research results, teachers' emotional exhaustion and work engagement levels are negatively correlated, but the correlation between these variables is weak. This is because in many schools in Brazil, teachers face students' behavioral problems, which wears them out emotionally. For this reason, teachers often develop strategies to cope with students' negative behaviors and become more resistant to stress in order not to be emotionally worn out in their work.

2.2.1. Definition of Anxiety

Anxiety is a state of apprehension, tension, and nervousness over possible dangerous situations (Spielberger & Reheirser, 2009), resulting from the individuals' low self-confidence and self-esteem (Spielberger, 1972a). It is defined as people's restlessness and

reaction to hypothetical bad events in their minds (Spielberger, 1966). Basically, anxiety is different from fear in that when we feel scared, we react to dangerous situations we encounter at that moment. However, when we feel anxious, there is not any dangerous situation we face, we just think about it as if that danger will come true and we react before the event occurs (Şahin, 2019). According to Freud (1936), there is a connection between our repressed emotions and anxiety. The more negative emotions we have between the events we have experienced and the emotions we suppress in our subconscious mind, the more anxious we feel. Therefore, in addition to personality traits, people's past experiences and other people's behaviors are the factors that affect their anxiety levels (Spielberger, 1972a). For example, a student who has encountered and feared a stern teacher in the past may develop this anxiety state without evaluating other teachers' behaviors (Morgan, 1981, cited in Güngör, 2019).

2.2.2. State and Trait Anxiety
2.2.2.1. Trait Anxiety

Individuals can experience "trait" or "state" anxiety due to their past experiences and personalities and the environment they live in. In trait anxiety, individuals have constant and behavioral anxiety as a result of their negative memories even if the conditions are not negative as they think (Spielberger, 1972a). In other words, people with trait anxiety interpret the events in their life as worrying. In reality, even if they do not encounter a stressor, they have a life style that makes them feel anxious, so they are constantly in an alert position (Spielberger, 1966). Freud (1936) defined trait anxiety as "neurotic" anxiety, and it is irrational as it does not depend on a certain event.

2.2.2.2. State Anxiety

In state anxiety, individuals feel anxious depending on a certain event (Spielberger, 1972a). State anxiety occurs when they face a negative and unsatisfactory event or a task they cannot cope with, which is also regarded as an immediate response to an adverse event to be resolved (Şahin, 2019). People's experiencing state anxiety is a valid reason because when any negative situation disappears, this anxiety feeling goes away. It is an emotional state that a person generally encounters throughout his life (Çapkın, 2011). According to Freud (1936), state anxiety is "realistic" and it is necessary for people to continue their lives rationally and to protect themselves against dangers.

A person's modest level of "state anxiety" has a triggering effect as a motivator, making the person feel more willing to carry out a task and to work actively (Spielberger & Reheirser, 2009). Therefore, as long as the person is anxious at a modest level, his/her performance can increase. This anxiety is also called "facilitating anxiety", and it enables us to increase our performance so that we can do certain tasks (Carrier et al.,1984; Young, 1991). For example, if a student who is preparing for the exam has a modest anxiety level about not being able to pass the exam, this will increase his/her motivation to study so that s/he does not fail the exam. On the other hand, a student not feeling anxious about it does not care if s/he passes the exam or how many points s/he gets, so the student does not study at all (Akkaş et al., 2020). However, if this "state" anxiety level is very high, which is defined as "debilitating anxiety" causes a decrease in his/her performance. Debilitating anxiety causes the person to have a nervous, irritable, and impatient attitude, to reduce the control of cognitive abilities such as creativity and finding solutions, and to be indecisive on a certain event (Carrier et al., 1984). Generally, people with high anxiety have negative feelings about themselves. They have low self-confidence and low self-esteem (Spielberger, 1972a).

Considering anxiety in language teaching, teachers' high "state anxiety" negatively affects their interaction with their students (Knutson, 1979) because in order not to feel anxious in the classroom, the teacher can avoid teaching the lessons using the target language, implementing speaking activities, and using various ELT approaches depending on the learning styles of the students. Rather than benefiting the student, s/he prefers to teach in a way that makes him/her comfortable, in other words, reduces anxiety (Horwitz, 1996). Another important point is that since s/he teaches in a way that s/he is comfortable with rather than trying different or effective teaching methods, the way the lesson is taught becomes monotonous and this can lower the student's interest in the lesson (İpek, 2006). Besides, teachers with high state anxiety also focus on students' mistakes as they have a negative mood. Therefore, students tend to correct their mistakes frequently, as they focus on using the target language with correct grammatical structures rather than fluency (İpek, 2006; Tüm, 2015). As a result, students worry about making mistakes after a while and do not prefer to attend the lesson in order not to feel tense in the classroom (Horwitz, Horwitz & Cope, 1986).

2.2.3. Foreign Language Anxiety (FLA)

Horwitz, Horwitz, and Cope (1986) mentioned that foreign language anxiety develops out of negative feelings and past experiences specific to the acquisition of foreign language skills. Especially, the acquisition of speaking skill makes learners feel anxious more because of the spontaneous usage of the target language. Generally, students with foreign language anxiety avoid using the target language with an opinion in which some negative events may come true in the classroom, such as negative evaluations by their friends and teachers. This can be due to the student's lack of self-confidence in using the target language, (Horwitz et al., 1986) and the teacher's attitudes, such as constantly making error corrections or reacting harshly to making mistakes (İpek, 2006; Kesen & Aydın, 2014; Tüm, 2015).

2.2.4. Foreign Language Teaching Anxiety (FLTA)

Since FLA is due to the negative experiences in the past as students have encountered (Horwitz et al., 1986), teachers can have this anxiety due to the negative experiences they have encountered while learning a language in the past. For example, if a non-native English teacher has had difficulties in speaking or pronunciation while learning a language, and if s/he has been exposed to error correction or negative evaluation too much, this teacher can be concerned about speaking and pronouncing correctly while lecturing (Horwitz, 1996). S/He can also reflect these negative experiences to his/her students and constantly correct their pronunciation mistakes. (Tüm, 2015; Lee, Schutz & Vlack, 2017). Teachers' unconscious reflections on their concerns about language learning and teaching affect the teachers' lecturing style negatively (Horwitz, 1996; Kim & Kim, 2004) and make the students feel tense and restless in the classroom as these negative emotions are "transferable" (Lee et al., 2017), which negatively affects students' affective filters (Horwitz et al., 1986; Şenel, 2021). Also, even if teachers who have FLTA do not reflect their emotions in the classroom, they feel this negative emotion. Therefore, after a while, it can decrease teachers' job satisfaction (Tüm, 2015).

Besides, non-native teachers' foreign language teaching anxiety results from the fact that they perceive themselves as not knowledgeable enough in terms of implementing teaching methods or using the target language spontaneously because their mother tongue is different even if they have sufficient knowledge in reality (Horwitz, 1996). Therefore, due to this lack of confidence, teachers may avoid some teaching methods in the classroom. For example, they may not prefer to lecture implementing role-play activities or CLT method

that require spontaneous use of the target language because they feel anxious about negative evaluation by their students, or colleagues (Horwitz, 1996; Kim & Kim 2004). Also, they may not prefer to explain grammatical or lexical subjects using the target language as they think that students will not understand the lesson, so they prefer to explain the subjects with the GTM method (Kim & Kim 2004; Agustiana, 2014). In addition, they think that they are not knowledgeable enough to teach the cultural features of the target language as much as their mother tongue, and this negative thought causes them to have difficulties in teaching the contextual features (Horwitz, 1996; Öztürk, 2016). They are also worried about being asked unexpected questions except the curriculum, and if they do not have the opportunity to prepare the lesson before entering the class, they become anxious during the lecture (Mousavi, 2007; Aydın, 2016; Tabancalı, Çelik & Korumaz, 2016; Aydın & Uştuk, 2020).

In fact, when native and non-native teachers are compared in ELT research, non-native English teachers are more concerned about teaching than native teachers. However, it can be more advantageous to be non-native. Because these teachers are also language learners, they can understand their students' difficulties in language learning well, empathize and be more tolerant towards them. This can be a more effective and beneficial lesson for students (Lee, et al., 2017).

Language learning anxiety is closely related to the affective filter hypothesis put forward by Krashen (1982). According to Krashen (1982), students' high anxiety about language learning can affect language acquisition negatively. However, they learn languages more effectively when they are in a comfortable environment which increases their motivation (Şenel, 2021). Therefore, while students are learning the language, teachers should not have foreign language teaching anxiety (FLTA) during the lecture so that they can reflect positive emotions to their students (Öztürk, 2016; Lee et al., 2017). In addition, before moving on to teaching the target language, exercises can be implemented to reduce students' language learning anxiety and motivate the students. Teaching methods such as the natural approach can positively affect their affective filters and can reduce their anxiety (Krashen, 1982; Horwitz, 2001).

Young (1992) conducted semi-structured interviews with Stephen Krashen, Alice Omaggio Hadley, Tracy Terrell, and JennyBell Rardin on language anxiety, and solutions to reduce anxiety. The participants stated that there is a curve-like relation between the

performance level in the target language and anxiety level. When the anxiety level is too low, learners do not pay attention to their mistakes during the language use and receiving the input, thus facilitating anxiety alerts the learners to use the language correctly. However, if the anxiety level is too high, this can prevent language acquisition. The participants also stated that speaking skill is the skill making learners feel anxious most because people use spontaneous expressions, and produce their sentences while practicing, so it is a more difficult way of using the language than other skills.

2.2.5. The Problems Teachers Face at Work

Teachers have strategic behaviors to educate their students effectively. However, teachers not only know this theoretical knowledge but can implement them in the classroom. No matter how qualified education teachers have received in their education life unless they can put them into practice, the student will not have received an effective language education (Doğan & Çoban, 2009). Apart from theoretical education, the fact that teachers love and enjoy their profession also enables them to fulfill their duties appropriately, think more creatively about teaching, prepare creative activities, and communicate more effectively with students. Since teachers who love their profession and are willing to teach are highly motivated, they also try to motivate their students (Tschannen-Moran & Hoy, 2001, 2007). However, there are lots of problems teachers face at school, which makes them dissatisfied with their professions. Teachers' negative relationships with administrators, colleagues, students, and parents (Kyriacou & Sutcliffe, 1977; Dunham, 1980; Mykletun, 1984; Kyriacou, 1987; Boyle et al., 1995; Skaalvik & Skaalvik, 2015 - 2017; Gerçek, 2018), the imbalance between job demands and resources (Ghanizadeh & Jalal, 2017; Desouky & Allam, 2017), teacher–organization misfit (Boyle et al, 1995; Skaalvik & Skalvik, 2015-2017), role ambiguity and role conflict (Kyriacou & Sutcliffe, 1977, 1978; Dunham, 1980; Schwab & Iwanicki, 1982; Mykletun, 1984; Kyriacou, 1987, 2001; Doğan, Demir & Türkmen, 2016), lack of equipment for lecturing (Kyriacou & Sutcliffe, 1977; İpek, 2006; Merç, 2010, 2011; Cowie, 2010; Aslrasouli & Vahid, 2014; Aydın 2016), crowded classrooms (Mykletun, 1984; Kim, 2002; Merç, 2010; Cowie, 2010; Ekşi & Yakışık, 2016; Küçükler & Kodal, 2018), mischievous students (Coates and Thorasen, 1976; Kyriacou & Sutcliffe, 1977, 1978; Kyriacou, 1987, 2001; Dunham, 1980; Paker, 2011; Skaalvik & Skaalvik, 2015; 2016; Öztürk, 2016; Ekşi & Yakışık, 2016; Küçükler & Kodal, 2018), insufficient salary (Kyriacou & Sutcliffe, 1977; Boyle et al.,1995; Desouky & Allam, 2017) cause teachers to have occupational anxiety.

2.2.6. Factors Affecting Occupational Anxiety

In this part of the study, the factors that can affect teachers' anxiety were included. These factors are psychological well-being, self-efficacy, job demands and resources, role conflict, role ambiguity, poor working conditions, value consonance, and coping strategies.

2.2.6.1. Job Demands-Resources (JD-R)

As in other professions, for teachers to work peacefully, the job demands and resources mentioned in the concept of work engagement must be balanced with each other (Maslach, et al., 2001). Demanding teachers more tasks than they can do or what is expected from them does not match their professional capacity, that is, burdening them with the tasks they cannot theoretically complete, causes them to feel anxious and nervous, and reduces their job satisfaction (Ghanizadeh & Jalal, 2017). For example, in Kyriacou and Sutcliffe (1977), Dunham (1980), Mykletun (1984), Kyriacou (1987), Boyle et al. (1995), Skaalvik & Skaalvik's (2015 - 2017) studies, in addition to students' mischievousness and teachers' duties about lecturing, clerical duties given to teachers, which is a type of job demand cause teachers to feel anxious (Önen, 2015; Kurtay & Duran, 2018). To cope with mischievous students and extra workload, teachers should be supported by adequate job resources (Van Der Berg et al., 2013; Ghanizadeh & Jalal, 2017). Besides, people can feel anxious about whether they can carry out some tasks properly towards the person who is superior to them in terms of status. When a superior person displays an oppressive attitude towards the person inferior to him, it causes this person to feel anxious (Freud, 1936), and causes them to feel under pressure (Gül & Koçak, 2021). In the education sector, this pressure from school administration can also lead to burnout for teachers (Gürbüz, 2008).

2.2.6.2. Value Consonance

As a result of the change and reorganization of the institution system, people have difficulty adapting to the new organizational structure. Also, the possibility of losing a job as a result of high competition, the lack of job security, and autonomy, the performance assessment as successful or unsuccessful, and not showing tolerance cause people to feel stressed (Çapkın, 2011). Teachers' stress level in the school environment refers to a combination arising from the education system of the school, its operational structure, and the attitudes of the students and colleagues in the school (Boyle, et al., 1995). Especially, as teaching is a profession with a high sentimental value, teachers can have certain values about

how to provide qualified education (Skaalvik & Skaalvik, 2011). If such values are compatible with the school's values, teachers are satisfied with their jobs. However, if there is a conflict between these values, teachers do not feel like they belong to the school instead of complying with the values of the school. For example, as a result of the value disagreements between the teachers and the school, teachers can be exposed to disrespectful behaviors by administrators or students. (Skaalvik & Skaalvik, 2015 - 2017). After a while, teachers may not trust the school and may behave more indifferently towards their colleagues and students, and the working system of the school seems more worthless to the teachers, so their commitment to the institution decreases, which also affects the quality of the education and cause teachers to have burnout (Skaalvik & Skaalvik, 2017). Therefore, to achieve harmony between the teachers and the school, the corporate culture of the school and the teachers' values towards the profession should be compatible with each other (Skaalvik & Skaalvik, 2011). In general, organizations should care about the individuals' time, energy, and effort as a result of the value they have in their professions, and provide fairness and trustworthiness (Kahn, 1990, 2010).

2.2.6.3. Role Ambiguity

According to Doğan, Demir, and Türkmen (2016), role ambiguity means that employees cannot fully grasp what their duties are and how to carry out them. Role ambiguity arises from the inconsistent desires and expectations in the administration unit, and unclear explanation of the duties. According to Pearce (1981), role ambiguity creates uncertainty and meaninglessness in peoples' minds about the job demands, and people are stressed, anxious, and tense because they cannot predict what kind of result they will get from the tasks. The general reasons for role ambiguity are the lack of feedback after completing a task, the mismatch of the job demands, and taking on other demands except for people's own duties due to the poor performance of other employees (Pearce, 1981; Doğan et al., 2016). In Liu and Liu's (2017) research about teachers' role stress and career commitment, they found that role ambiguity is a factor that can negatively affect novice teachers' job commitment and cause to have occupational stress.

2.2.6.4. Role conflict

Role conflict is the situation in which people experience incompatibility in their job roles, such as, which roles they should prioritize when having more than one job role, and

how they behave in these roles. These incompatible roles are caused by the general business policy of the institution and the negative relationships with colleagues. In role conflict, there is a mismatch between the job resources and the job demands (Doğan et al., 2016). As well as role ambiguity, role conflict can cause people to feel anxious since people think that they do not have enough capacity to work after a while, which can lead to a decrease in the level of job satisfaction and cause them to have even burnout (Maslach, et al., 2001).

2.2.6.5. Changes in the School System

Another reason for teachers to experience role ambiguity and role conflict in schools is that schools grow structurally. When teachers work with other teachers and administrators as a result of the merging of schools, they encounter a different system from the old working system. In this case, role ambiguity and role conflict can occur if the way of working is different between former colleagues and new colleagues. Teachers can feel more anxious as a result of fulfilling the expectations of both former and new administrators (Kyriacou & Harriman, 1993). In addition, as a result of the changes in the curriculum, the examination system (Ferguson, Frost & Hall, 2012), or the education policy in the region where the school is located, uncertainty and confusion about how to carry out the duties cause teachers to experience role ambiguity and role conflict (Kyriacou & Sutcliffe, 1977 1978; Dunham, 1980; Mykletun, 1984). For example, as a result of the Covid-19 pandemic, the change in many educational institutions from face-to-face to online education has caused uncertainty and confusion about how teachers should work (Zhou et al., 2021).

2.2.6.6. Poor Working Conditions

Individuals' working environment is an important factor affecting their morale and motivation. If the working conditions are not positive, people can feel unhappy and stressed. For example, in a very hot classroom, teachers do not teach comfortably, and students are also uncomfortable (Ballıca, 2010). In addition, as a result of the lack of technical equipment in the classroom, teachers are worried about how to lecture. (Merç, 2010; Cowie, 2010; Aydın & Uştuk, 2020). Crowded classrooms are also an important factor in teachers' occupational anxiety. They feel concerned about how to deal with the problems of a large number of students and how to respond to students' needs with different learning styles (Mykletun, 1984; Kim, 2002; Merç, 2010; Cowie, 2010; Ekşi & Yakışık, 2016; Küçükler & Kodal, 2018). In addition, crowded classrooms can bring excessive workload on teachers.

Checking homework, reading exam papers, and providing necessary feedback take longer time due to too many students. Teachers also have to deal with more mischievous students, and it can be more difficult to monitor too many students to understand whether they have learned the subjects (Boyle et al., 1995; Küçükler & Kodal, 2018). In schools, lack of staff or teachers to lecture can also be a problem for teachers as their workload increases, which makes them feel tense to complete their duties (Reddy & Anuradha, 2013).

2.2.6.7. Self-Efficacy

Schwarzer and Hallum (2008) stated that although teachers' stress in the work environment has a significant effect on burnout, this stress has less effect on determining teachers' self-efficacy. According to Schwarzer and Hallum (2008), teachers with high self-efficacy protect themselves against stress factors such as excessive workload, insecurity, and students' indifference to the lesson. Besides, teachers try to eliminate stress factors by thinking that they can solve some problems thanks to their self-confidence and self-efficacy. For example, Tschannen-Moran and Hoy (2001, 2007) in their researches stated that teachers with high self-efficacy think that they can develop some strategies to cope with mischievous students, provide effective classroom management, and are resistant to some negative conditions at school. According to Tschannen-Moran and Hoy (2001) teachers with high self-efficacy care about their students' motivation factor; therefore, they tend to criticize students less in general. However, apart from teachers' intrinsic motivations, external factors also affect their self-efficacy. While teachers can be resistant to adverse conditions thanks to their self-efficacy, job opportunities, support, and other job resources offered to teachers increase their self-efficacy. On the other hand, adverse conditions reduce their self-efficacy and increase their stress (Skaalvik & Skaalvik, 2016). General discipline problems at school, too much workload, mischievous and unmotivated students, disagreement with colleagues (Kyriacou & Sutcliffe, 1977, Kyriacou, 2001), conflict of values, lack of job support from supervisors, lack of autonomy, job security and respect to teachers cause them to be stressed and decrease their self-efficacy (Skaalvik & Skaalvik, 2016). However, teachers' personal resources, including teachers' self-efficacy, can be effective in coping with these negativities. For example, in Reilly et al's (2014) study, teachers' self-efficacy and self-esteem were significantly positively correlated with teachers' job satisfaction while their self-efficacy was also effective to cope with their job stress. Sadler (2013) found that teachers' job experience is a significant factor in teachers' professional development, enhancing their self-confidence and lecturing the lesson with a more simultaneous student-centered approach. However,

teachers with lower self-confidence fear of taking risks to have unexpected questions or discussions from students and that is why they prefer to lecture with a teacher-centered approach. Adam (1999) also found that teachers' low self-esteem cause teachers to be more anxious as they regard themselves as less competent for the teaching job. Similarly, in Wieczorek's (2016) study with EFL teachers, as teachers regard themselves as less adequate in vocabulary, speaking, and pronunciation, their stress levels increase and their self-esteem levels lower.

2.2.6.8. Psychological Well-being

As in our private life, some negative events can come true beyond our control in our business life. For example, although teachers have positive feelings towards their professions, factors such as excessive workload, mischievous and disrespectful students, role ambiguity, and role conflict cause teachers to be stressed (Kyriacou & Sutcliffe, 1978; Kyriacou 1987). Teachers feel stressed if their personal resources to control or eliminate negative situations are not sufficient. Stress means feeling angry, anxious, and unhappy, and if teachers have these negative emotions, their self-esteem and well-being decrease thus, teachers' coping mechanisms under stressful conditions can be unaffected (Kyriacou & Sutcliffe, 1978). Therefore, teachers need to control their anger and anxiety to perform their profession effectively by protecting their well-being. In other words, to avoid problems in the school environment, teachers should not ignore and subconsciously suppress inappropriate attitudes and behaviors, they should be able to effectively manage these negativities and develop coping strategies. A teacher's well-being reflects positively on his/her environment (Benech, 2017). For example, a teacher with a high enjoyment level reflects this enjoyment on his/her students because any type of emotion is contagious in places where mutual communication is intense, like in a classroom. However, the healthiest form of this enjoyment is that the emotion should not be fake in a person's self. If the person is very unhappy, anxious, or angry and completely hides these feelings, it will be quite wearisome for him/her (Benech, 2017). Therefore, if teachers have a solution-oriented approach and think that out-of-control events are not caused by them, they can eliminate these problems in their selves and maintain their self-esteem and well-being (Kyriacou & Sutcliffe, 1977, 1978).

2.2.6.9. Coping Strategies

Coping strategies are the strategies that individuals behaviorally or cognitively use to get rid of or to reduce the negative effect of stress factors, and to protect their well-being (Lazarus & Folkman, 1984). The individuals use two types of coping strategies, which are problem-focused and emotion-focused strategies against stressful situations. When individuals use a problem-focused strategy, they search and make plans about how to solve the problem and then apply their plans (Lazarus & Folkman, 1991). For example, if a student has failed an exam and feels stressed about it, s/he searches for and makes a suitable study plan about how to pass the exam in order not to fail it and feel sad again. Another problem-focused strategy is that the person defends her/himself and tries to prove that s/he is right to the people with whom s/he bears hostility and anger. However, this is not as helpful as the other problem-focused strategy because anger and hostility can lower one's well-being (Lazarus & Folkman, 1988).

In emotion-focused coping strategy, individuals try to regulate or change his/her emotions against the negative feelings that the stressor creates. Individuals develop a positive point of view to reduce the negative emotions originating from the stressor. (Lazarus & Folkman, 1991; Lazarus, 1993). For example, if a teacher was not hired to a school where s/he wants to work, s/he does not feel unhappy about it; instead, s/he accepts the situation and gives moral support to her/himself regarding working in a better school in the future. However, emotion-focused coping strategies have also negative features such as self-criticizing or self-blaming (Lazarus, 1993).

Lazarus (1993) stated that the implementation of which coping strategy will be used can change according to the individuals' personalities and their perceptions towards stress. Some people can choose a problem-focused strategy toward a stressor; however, others can choose emotion-focused towards the same stressor or vice versa. Another significant issue Lazarus and Folkman (1991) mentioned that what type of stressor a person encounters. If the problem-focused strategy does not work, a person then chooses emotion-focused or vice versa. Generally, a person can find which coping strategy works by trial and error, and if a specific coping strategy is effective against a specific stressor, the individuals use this strategy to different stressors; therefore, the individuals can protect their well-being (Lazarus, 1993).

2.3.1. Related Studies in Literature
2.3.1.1. Related Studies in Work Engagement

One of the important factors affecting teachers' work engagement is self-efficacy; therefore, many studies in which self-efficacy and work engagement are investigated were found in previous studies. For instance, Johnson (2021) investigated the correlation between primary school teachers' work engagement and self-efficacy, and a significantly positive correlation was found. When the sub-factors in self-efficacy and work engagement are examined, the social engagement - students sub-factor affects teachers' self-efficacy levels most, and the student sub-factor in the self-efficacy scale (guiding students, developing students' creative features, critical thinking skills, etc.) affects teachers' work engagement levels most. In another study conducted by Skaalvik and Skaalvik (2016), teachers' emotional exhaustion and stress, and intention to leave the job have a significantly negative correlation with work engagement and self-efficacy. The factors decreasing work engagement and increasing turnover intention are time pressure, unmotivated students, and value conflict. While time pressure causes teachers to be constantly alert and feel tense, unmotivated students cause teachers to think they are not skillful enough to provide classroom discipline and teaching. In the value conflict factor, when teachers understand that their professional values do not match the values of the school, they think they can no longer work in the school, and meet the school's demands. Klassen et al. (2012) also found similar results among teachers' work engagement and job satisfaction levels with turnover intentions. According to the results, a significantly positive correlation between work engagement and job satisfaction levels was found, and job satisfaction was negatively correlated with teachers' turnover intentions. Similar research results are also observed in the business sector. In Maraqa's (2017) study, there is a significantly negative correlation between perceived stress, self-efficacy, and work engagement. When individuals get stressed, they think they cannot cope with a problem. Hence, they avoid taking on certain tasks and withdraw themselves in order not to experience stress, which decreases their work engagement levels.

Bakker and Bal (2010) investigated the job resources and weekly work engagement levels of Dutch teachers. According to the results, the teachers' weekly work engagement varies according to the working conditions in a specific week and changing job resources. The more job resources are provided to teachers, the more manageable job demands are, which increases teachers' work engagement. Particularly, providing teachers with autonomy,

supervisor support, and job resources for professional development are the most effective factors in increasing their job performance and work engagement. This increase allows teachers to create their own job resources. In a similar study conducted by Simbula et al. (2011), teachers' work engagement, job resources, and self-efficacy were investigated. The main job resources are supervisor support, peer support, and career opportunities, and significantly positive correlations were found between the job resources and teachers' work engagement and self-efficacy. Another result is that when teachers have high self-efficacy and work engagement levels, job resources are more sufficient in the school and vice versa. This is because teachers have high job performance and exert energy and effort to achieve their job-related goals by using their personal resources. Therefore, they can find solutions to school problems and produce creative ideas which are missing at school by taking the initiative. A similar result was also found in Altunel, Koçak, and Çankır's (2017) study about work engagement and job resources, which are autonomy, social support, mentoring, and opportunities for career development provided to the academicians in Turkish universities. Alzyoud, Othman, and Isa's (2014) research results are also compatible with these aforementioned studies. The results revealed that autonomy, social support, and job performance feedbacks are significantly and positively correlated with academicians' work engagement. Autonomy is the most effective factor in work engagement. The reason is that academicians can participate in decision-making processes on educational issues, they can implement their thoughts and plans, and thus feel that they are more committed to the institution. These factors affecting teachers' work engagement positively also affect the school's educational system. For example, in Atçıoğlu's (2018) master's thesis, a significantly positive correlation was found between teachers' work engagement and the level of an effective school. The more the teachers are engaged with their work, the higher the school's effectiveness level is. Sufficient job resources can also help teachers decrease their burnout levels. In Hakanen, Bakker, and Schaufeli's (2006) study, while job resources in schools have a significantly positive correlation with work engagement and a negative correlation with burnout, job demands have a significantly positive correlation with burnout and a negative correlation with work engagement.

Psychological well-being (PWB) is another factor affecting teachers' work engagement. For instance, in Greenier et al. (2021) study, a significantly positive correlation was found between British and Iranian EFL teachers' PWB and work engagement. However, English teachers have higher work engagement and PWB than Iranian teachers because

British teachers have more suitable working conditions. Iranian teachers stated that compared to British teachers, their salaries, working hours, and negative relationships with the school staff created more negative working conditions. Similar to the well-being factor, in Bakker et al. (2007) study, while job resources, such as teachers' being supported for mischievous students or rewarded due to their performance provide teachers to be engaged with their work, these resources also assist teachers to develop personal resources, which are the coping strategies to deal with mischievous students as these resources are motivators for the teachers.

As mentioned above in previous studies, generally, the organization's treatment towards individuals and the person-organization fit affect people's work engagement and PWB both in the education and business sectors. For example, in Endirlik's (2019) research results, there is a significantly positive correlation between work engagement and person-organization fit. The employees' person-organization fit level decrease as their work engagement levels decreases because their commitment level to the institution decreases. Individuals' well-being can also affect how they perceive and perform their duties and how much they value the organization they work for. Similar effects are also observed in Ghanizadeh and Pourtausi's (2020) research in which teachers' motivation levels are investigated with job commitment and work engagement. In the research results, teachers' motivation levels are positively correlated with job commitment and work engagement. Teachers with a high motivation level devote their personal resources to their work emotionally and behaviourally and perform their work with positive emotions. Accordingly, their work engagement and job commitment levels are high. Similar to the motivation effect, in Öner's (2019) master's thesis, employees' job happiness has a significant effect on employees' work engagement and work-life balance. According to the results, while the employees' levels of job happiness affect work engagement and work-life balance positively, their work-life balance affects their work engagement levels positively. Happy (2021) has similar research in which job satisfaction, work engagement, and the work-life balance of academicians were investigated. According to the results, a significant correlation between work engagement and work-life balance was not found; however, academicians' job satisfaction and work engagement levels were positively correlated. The reason is that academicians do not reflect the problems in their private lives to their jobs as they are disciplined and aware of their duties. Therefore, their job satisfaction and work engagement levels are high although their work-life balance levels are not high.

Apart from the external factors in both work and private life, individuals' way of thinking about life in general and their state of mind can affect their work engagement. For example, in Özkeskin's (2019) study in which teachers' work engagement and organizational commitment were investigated, a positive correlation was found but this level was not statistically significant. The reason is that teachers love the teaching profession rather than the institution itself and are satisfied with the teaching profession regardless of the negative experiences in the institution. They can ignore the negativities in the school with their positive way of thinking. Similarly, in Atik's (2018) master's thesis in which teachers' work engagement and job satisfaction levels with five-factor personality traits were investigated, a significantly negative correlation was found between neurotic personality type and work engagement. Since neurotic people have negative emotions and thoughts, their energy and concentration decrease in their jobs; therefore, this decreases their work engagement. On the other hand, responsible people concentrate well on their work, as they are self-disciplined, conscious of their duties, and intrinsically motivated. Therefore, a positive correlation was found between work engagement and responsible personality type.

2.3.1.2. Related Studies in Occupational Anxiety

Occupational anxiety was investigated in both educational settings and business administration, and many common results were found. Olk and Friedlander (1992) investigated the occupational anxiety and job satisfaction levels of the hospital staff with the concepts of role conflict and role ambiguity. According to the results, role ambiguity and role conflict causes the staff to be anxious and decrease their job satisfaction. In addition, if employees think that they are not exposed to role ambiguity, they feel more confident to fulfill their duties. Similarly, Fouquereau et. al (2016) found a significantly negative correlation between the employees' motivation and satisfaction with role ambiguity and anxiety. The higher the role ambiguity is in the institution, the less job satisfaction and the higher anxiety levels the employees have.

Similar research results can also be observed in the education context. For example, in Ferguson et al. (2012) study, role ambiguity in teachers increases their depression and anxiety levels and decreases their job satisfaction due to the uncertainties about how the duties will be carried out. In addition, excessive workload, working in unfavorable conditions, and students' mischievousness are other factors affecting their anxiety and job satisfaction. Dunham (1980) found that both English and German teachers feel anxious most

about dealing with mischievous students and lack of communication with their colleagues. As a result of this communication gap, role conflict occurs between administrators and teachers. This is because the school is constantly growing and new teachers are being recruited. Due to this constant change in the organizational system, disagreement and communication breakdown occur among the teachers, and decisions making are not productive. Skaalvik and Skaalvik (2015) also found a similar result to the studies mentioned above in Norwegian teachers. Excessive workload and time pressure to complete tasks, conflicts in teamwork, unpleasant behaviors to teachers, disruption of classroom order, and lack of autonomy cause teachers to experience value conflict and make them feel stressed. Along with these factors, in Mykletun's (1984) study, other factors increasing teacher stress are role ambiguities because of the structural changes in the school system, negative relationships with their colleagues, and the parents' indifferent behaviors.

Many studies were conducted about occupational anxiety for pre-service teachers. In Paker's (2011) study, supervisors have inconsistent expectations in lessons, exam preparations, and lecture methods, teachers do not receive sufficient feedback about their performance, and school staff generally ignore the teachers' concerns. These problems cause teachers to have job anxiety. Regarding classroom management, teachers are worried about dealing with mischievous students and teaching speaking and listening. Ekşi and Yakışık (2016) found that time management in lecturing causes pre-service teachers to feel anxious. The reason is that they are not experienced in the profession and the school administration ignores these pedagogical problems. Similar effects of occupational anxiety are also observed in Merç's (2010) study. According to the research results, while pre-service teachers' anxiety levels were high at the beginning of the practical training, this level decreased towards the end of the training. The reason is that teachers gain experience in teaching methods while practicing, thus their self-confidence levels increase, and their anxiety levels decrease. Besides, class management, time management in lecturing, students with low motivation and problems with the technical equipment, crowded classrooms, insufficient course materials, different learning styles, and dealing with students' extracurricular problems cause them to be anxious. Teachers also experience role ambiguity as a result of supervisors' unclear expectations, not knowing how to be evaluated, and lack of communication with their supervisors. In addition to these factors, Agustiana (2014) found that teachers feel anxious especially on the first day of school because they do not know the students, and pre-service teachers who have worked in a school before have lower

anxiety levels than those who have not. Agustiana (2014) also found that pre-service teachers' preparation for the lesson before they start lecturing reduces their anxiety levels.

Apart from these negative factors, Aydın (2016) found that pre-service teachers have occupational anxiety due to their negative way of thinking, such as insufficient language knowledge, and the fear of criticism by teachers, principals, and students. According to Aydın (2016), teachers' concerns about these issues indicate their lack of self-confidence. In terms of target language skills, the factors worrying teachers most are not teaching English using the target language, pronunciation mistakes, complicated activities in the book, lecturing without preparing, and making mistakes while teaching. In the self-efficacy concept, Güngör (2019) found that as teachers' self-efficacy levels increase, their occupational anxiety levels decrease.

Students' English level can also be another reason for teachers to worry. For instance, In Ipek's (2006) doctoral dissertation, teachers' lecturing to either low or high-level students causes them to be anxious. While there is a fear of seeming an inadequate teacher by high-level students, teachers are worried about lecturing by using a limited vocabulary and grammar for low-level students. Furthermore, the lack of materials, not regarding themselves as competent in teaching and using the target language spontaneously, making spelling and grammar mistakes during the lesson, and being compared with colleagues cause teachers to be anxious. Along with these factors, Tüm (2015) also found some behavioral changes parallel with teachers' anxiety. According to the results, pre-service teachers with language teaching anxiety do not lecture using the target language and instruction methods in which spontaneous speaking is intense. Also, there is a vicious cycle between making mistakes and being anxious. The more mistakes teachers make in speaking, the more anxious they are, and vice versa. Therefore, teachers choose less language-intensive activities in which they feel comfortable in the lesson. Another result is that since more anxious teachers are afraid of making mistakes, they react more to their students' mistakes and make more error corrections, but low anxious teachers do fewer error corrections. More anxious teachers focus more on accuracy, and low anxious teachers focus more on fluency.

These factors aforementioned can also affect in-service teachers' occupational anxiety. For instance, in Aslrasouli and Vahid's (2014) study, teachers are most concerned about human relations. Teachers' relationships with their colleagues, administrators, students, and their parents make them feel anxious. Also, teachers' anxiety is at the highest level when

they cope with students' lack of motivation in the lesson and provide classroom management. In addition to these factors, Kim (2002) found that students' different learning styles, crowded classes, and low English levels make teachers feel more anxious. Especially, when the student's English level is low, they cannot decide how to explain some subjects in the target language and cannot find enough time to prepare for lectures.

Students' high English level can also be another factor for in-service teachers to have occupational anxiety as in pre-service teachers. Numrich (1996) found that students with a high English level make teachers more anxious. The reason is that teachers think they can be regarded as inadequate teachers in terms of English knowledge. In his study, classroom management, creating an effective educational environment, using coursebooks, correcting students' mistakes effectively, and meeting students' educational expectations are other factors causing teachers to feel anxious. However, the factor worrying teachers the most is time management. The reason is that the teachers' lectures and the group activities in which the students will practice are not as they have planned before lecturing. Along with these factors, İpek's (2016) study is similar to the results for pre-service teachers. According to the results, fear of making mistakes during the lecture, teaching a certain language skill, fear of not using the target language spontaneously, and not lecturing well as they want to perform make them feel anxious. Regarding teaching specific skills in EFL, Öztürk (2016) found that teaching pronunciation, advanced vocabulary, and listening comprehension skills cause non-native teachers to feel anxious. Along with students' mischievousness, similar to previous studies, Öztürk (2016) also found that the cultural structure of the target language makes them have difficulty in lecturing. According to the results in Takakashi's (2014) study, teachers feel more anxious and regard themselves as less competent in speaking, vocabulary, and pragmatics compared to reading, writing, grammar, and listening although they are satisfied enough with their language proficiency. Teachers also feel tense when students ask questions about the lesson and when teachers correct students' mistakes as they feel like they are being tested.

Kim and Kim (2004) investigated the causes of EFL teachers' occupational anxiety while lecturing. They found that teachers' past learning experiences are related to their current teaching style and anxiety level. Since the teachers learned the language with a grammar-based approach, they have low anxiety levels in teaching grammar, but they have higher anxiety levels about teaching idiomatic expressions and lecturing by speaking English. They also found that the better the student's English level is, the higher anxiety the

teachers have. Regarding non-native teachers' concerns, Mousavi (2007) found that non-native teachers are more stressed than native teachers while using the target language in class. In particular, when students do not understand or misunderstand what is explained in the lesson and ask sudden questions about the lesson are the stress factors for teachers. The reason is that non-native teachers do not consider themselves very competent even if their language level is sufficient.

Concerning the target language and teaching skills, Karakaya's (2011) research results are similar to Tüm's (2015) research results in pre-service teachers. Karakaya (2011) found a significant relationship between teachers' anxiety levels and teaching styles. Less concerned teachers in speaking implement more speaking activities compared to more anxious teachers. Also, a significant relationship was found between their self-confidence and anxiety levels. The more confident they are in teaching listening and speaking, the fewer anxiety levels they have when teaching these skills. In Klassen et al's (2016) study in which teachers' emotions such as anger, anxiety, and joy were investigated, the researchers found that "joy" provide teachers to have a more effective lecturing style whereas "anger" causes teachers to have a negative lecturing style such as showing less attention to students, explaining instructions more quickly, and being a strict teacher. Among these emotions, the effect of anxiety was not found because anxiety affects teachers' well-being more than their teaching style. They also found a significantly negative relationship between teachers' anxiety levels and their job satisfaction and self-efficacy.

In the studies about teachers' coping strategies, it was found that the coping strategies provided teachers to cope with their job stress. For instance, Dewe (1985) found that teachers do not allow themselves to care about every problem at school to feel mentally safe, and they solve their problems by talking to their colleagues in his study on teachers' work stress coping. The teachers in Dewe's (1985) study, also have an optimistic perspective as benefitting from their job satisfaction by focusing less on the negativities at work. Shafer et al. (2020) searched teachers' job stress and coping strategies and revealed that when teachers implement more emotion-focused strategies, their job stress levels decrease. Blasé (1984) also investigated teachers' job stress and coping strategies and found that teachers implement both problem-focused strategies, such as solving the problem by talking, and emotion-focused strategies, such as keeping their distance to reduce their job stress. In ELT studies, Greenier et al. (2021) found that teachers' emotion regulation, which means having positive emotions toward their jobs and controlling their negative emotions while working can

increase their work engagement and well-being. Likewise, Bing et al. (2022) found that EFL teachers who can regulate and manage their emotions are more resilient and have lower burnout as they can cope with stress successfully.

2.3.1.3. Related Studies According to Demographic Features

In this part of the study, the relationship of the demographic features between work engagement and occupational anxiety in the literature was mentioned. These demographic features are age, teaching experience, gender, marital status, educational status, working period at the same institute, career choice, institution type, residency in abroad, student number in the class, and students' English level.

2.3.1.3.1. Age and Teaching Experience

The teaching experience variable has led to significant differences in many studies related to both occupational anxiety and work engagement. In Kim and Kim's (2004) study, a significantly positive relationship was found between age, experience, and occupational anxiety. The reason is that while novice teachers adapt better to changes, experienced teachers are more accustomed to the old systems, and their efforts to adapt to new regulations cause anxiety for them. Bocchino, Hartman and Foley (2003) also found similar results with Kim & Kim's (2004) study in ELT setting, despite conducting their research in the business sector. According to Bocchino et al. (2003), younger employees are not adversely affected by the structural changes in the organization, and older employees have more difficulty in keeping up with technological changes than younger ones. According to Desouky and Allam (2017), the reason for this positive correlation between these variables is that teachers have more theoretical and practical knowledge thanks to their experience, and as they take on administrative responsibilities at school as well as lecturing, this increases teachers' workload and as a result, their anxiety levels. Similarly, In Klassen and Chiu's (2011) research, a significantly positive relationship was found between teaching experience and occupational anxiety. The reason is that novice teachers do not know exactly what kind of problems they will experience compared to more experienced teachers, and they approach their profession more positively, which reduces their job stress levels. In Kralova and Tirpakova's (2019) research, older teachers are concerned about lecturing by using the target language because they were educated with the Grammar Translation method.

In many studies, a significantly negative correlation was also found between age and teaching experience, and occupational anxiety (Mousavi, 2007; Ferguson et al., 2012; Kesen & Aydın, 2014; Agustiana, 2014; Aslrasouli & Vahid, 2014; Öztürk, 2016; Aydın, 2016; Aydın & Uştuk, 2020; Liu & Wu, 2021). This is because more experienced teachers understand the organizational structure of the school and control class management better. In addition, experienced teachers gain motivation factors such as promotion, recognition, and taking on more important responsibilities, which increases their autonomy. They can also control their time management better and have stronger friendship bonds because they have worked with their colleagues for a long time in the same school. (Ferguson et al., 2012; Aslrasouli & Vahid, 2014). Besides, younger and less experienced teachers' fear of making mistakes while lecturing, their mispronunciation, and facing unfamiliar subjects in the books are among the factors increasing their anxiety levels compared to older and more experienced teachers because inexperienced teachers regard themselves as less adequate for the profession compared to the experienced teachers (Mousavi, 2007; Kesen & Aydın, 2014; Agustiana, 2014; Öztürk, 2016; Aydın, 2016; Aydın & Uştuk, 2020; Liu & Wu, 2021).

In some research, a significant relationship between teaching experience and age and teachers' occupational stress was not found. (Kim, 2002; Skaalvik & Skaalvik, 2015; Karakaya, 2011; Lee, Schutz & Vlack, 2017; Çolak, 2019) The reason is that no matter how experienced the teachers are, many teachers are generally stressed in the work environment. Excessive workload and time pressure to complete the work, conflicts in teamwork, lack of respect for teachers, mischievous students, and lack of autonomy cause teachers to feel stressed. However, in İpek et al.'s (2018) research, there is a U-shaped correlation between age, experience, and occupational stress. Those who have the highest occupational stress are between the ages of 31-40, and the occupational stress of teachers younger or older than this age group is gradually decreasing. This is because new teachers work more willingly and have not faced many problems, but over the years they face more problems in their jobs and their anxiety levels increase. After gaining experience for a while, teachers understand how to solve them because they encounter many problems, and get used to the working style at school, so they do not regard these problems as a state of anxiety.

When the correlations between age, teaching experience, and work engagement are examined, there is no significant relationship in the studies of Köse (2016), Atçıoğlu (2018), and Özkeskin (2019) and Topchyan and Woehler (2020), while in the studies of Klassen et al. (2012), Amini Faskhodi and Siyyari (2018), Atik, (2018), İnanır (2020) and Sharma and

Rajput (2021), significant positive correlations were found. This is because as teachers gain experience, they can find more effective solutions to problems and carry out their tasks with a more stress-free mood; they find their professions more meaningful and valuable and have more realistic expectations. Therefore, the problems in the work environment do not affect them negatively. However, in the first years of their careers, people may not adapt to the work environment, so they learn and experience new information. In this process, the person can feel tense. But as time goes on, they gain experience, adapt to the work environment and work with more positive emotions. This positive mood also increases their work engagement. Although these results were obtained in the education sector, a similar result was also found in the business sector in Güvenç's (2012) master's thesis.

2.3.1.3.2. Working Period at the Same Institute

When teachers' working period at the same school and work engagement are investigated, a positive and significant relationship was found in the studies of Köse (2016) and Sharma and Rajput (2021). The reason is that teachers with longer working period at the same school are more accustomed to the work environment and adapt to their work and colleagues more. In addition, teachers with longer working period can work more autonomously as they gain leadership qualities, and therefore they regard themselves as valuable employees, which increases their work engagement. However, no significant relationship was found between teachers' engagement and working period at the same school in Atçıoğlu's (2018) study. Sezen (2014) investigated teachers' work engagement and their loneliness in work life and revealed that teachers who worked in the same school for 5 years or more have higher work engagement This is because teacher working in the same school for 5 years or more got used to the school environment and the school's students and prove to administrators that they are qualified teachers. Çolak (2019) investigated teachers' self-efficacy and job stress and found a negative relationship between job stress and teachers' working period.

2.3.1.3.3. Gender

Regarding gender and occupational anxiety variables, Mousavi (2007), Karakaya (2011), Klassen and Chiu (2011), Ferguson et al. (2012), Mishra and Yadav (2013), Lee et al. (2017), and İpek et al. (2018) did not find a statistically significant relationship, while Bocchino et al. (2003) and Liu and Wu (2021) found that men have more occupational stress

because women have some opportunities for flexible work hours and parental leave, but male employees take on family responsibilities less and spend more time at work. Fouquereu et al. (2016) stated that male employees experience more role ambiguity at work and therefore, they are more anxious. Çolak (2019) and Güngör (2019) found that female teachers are more stressed. The reason is that women want the teaching profession more than men, and this intense desire make them feel more concerned about fulfilling their profession properly. Klassen and Chiu (2010) found that women have more workloads and are more stressful in class management problems. The reason is that women can feel more stressful mentally due to their responsibilities in housework and child care as well as their jobs at school.

According to Burke and Greenglass (1993), Desouky and Allam (2017), and Pehlevan et al. (2017), the reason why female teachers are more stressed is that they experience role conflicts between home and work life as women take on more responsibilities such as teaching and taking care of their home and family. In terms of the relationship between gender and work engagement, Klassen et al. (2012), Güvenç (2012), Sezen (2014), Köse (2016), Atçıoğlu (2018), Atik (2018), Özkeskin (2019), İnanır (2020), and Sharma and Rajput (2021) did not find a statistically significant relationship in their studies. The reason is that work engagement is an individual phenomenon and does not create certain differences between women and men. However, Topchyan and Woehler (2020) found that women have higher work engagement levels.

2.3.1.3.4. Institution Type

Regarding work engagement and institution type, Atçıoğlu (2018) found that teachers working in private schools have higher work engagement than teachers in public schools. The reason is that teachers working in private schools do not have job guarantees as they are not appointed as permanent staff by the Ministry of National Education; therefore, they work more energetically and with a higher job performance to prove themselves professionally in the school environment and to be appointed. Güvenç (2012) found the opposite of this result in the business sector, and this is because public sectors are more stress-free and employees are less likely to lose their jobs; therefore, the employees' work engagement levels in public sectors are higher. Atik (2018) did not find a statistically significant difference between these variables in teachers. When the institution type variable was examined with occupational anxiety, Karakaya (2011) found no significant relationship between English instructors working in state and foundation universities and their anxiety, and Desouky and Allam

(2017) also did not find a relation between the institution type as public and private schools and teachers' anxiety in Egypt.

2.3.1.3.5. Marital Status

When the relationship between marital status and occupational anxiety is analyzed, Desouky and Allam (2017) did not find a significant difference. In addition, Köse (2016) and Atçıoğlu (2018) did not find a significant relationship between marital status and work engagement. However, Sezen (2014), Atik (2018), and Sharma and Rajput (2021) found that married teachers have higher work engagement than single teachers. The reason is that married teachers are less likely to leave their jobs because they have more responsibilities to their spouses and children. Also, as marriage creates order in people's lives and as married people should be compatible with their spouses to maintain the marriage, they can reflect similar attitudes on their work environment in terms of being compatible with colleagues. Güvenç (2012) also found similar results in married employees in the business sector.

2.3.1.3.6 Educational Status

When the relationship between educational status and occupational anxiety is analyzed, Mousavi (2007), Karakaya (2011), Ferguson et al. (2012), and Lee et al. (2017) found no significant difference, while Liu and Wu (2021) found that doctoral graduates have lower anxiety levels than masters and bachelors, and teachers with a bachelor degree are the most anxious ones. The reason is that the higher the educational level teachers have, the higher status they have in the school, and the less anxious they are. Bachelor graduate teachers, on the other hand, are anxious about being criticized negatively. However, Desouky and Allam (2017) found a statistically positive relationship between educational status and occupational anxiety. Master graduates' anxiety is higher than undergraduate ones. The reason is that master's graduates have more theoretical and practical knowledge than undergraduate teachers. Therefore, these teachers are demanded more duties at school, considering that they can deal with various duties. This situation increases their workload and causes them to be anxious. When the results of the other research are analyzed, Köse (2016), Atçıoğlu (2018), and İnanır (2020) did not find a statistically significant relationship between teachers' educational status, such as bachelor, master, and associate degrees and work engagement. In Özkeskin's (2019) study, no relationship was found between teachers'

work engagement and their bachelor, master, and doctorate degrees. Güvenç (2012) also did not find a relationship among the employees' high school, bachelor, and master's degrees.

2.3.1.3.7. Career Choice

When the research results are analyzed regarding work engagement, occupational anxiety, and career choice, Atik (2018) found that teachers choosing the profession willingly have higher work engagement than those not choosing willingly and partially willingly. The reason is that teachers choosing the profession willingly are aware of how much the profession will please them, as they know the difficulties and career opportunities, and chose the teaching profession by taking the pros and cons into account. Therefore, they are pleased while working and this increases their work engagement. In Kula's (2022) study regarding self-efficacy with this variable, it was found that teachers choosing their profession willingly have more positive feelings towards their profession and have higher self-efficacy levels compared to teachers choosing their profession unwillingly. In Alam et al.'s (2021) study in which teachers' motivation toward the profession was investigated with self-determination theory, teachers who chose the profession willingly are more motivated in teaching than teachers choosing their profession unwillingly. Tabancalı et al. (2016) also found that pre-service teachers who chose to be a teacher in their career life have lower anxiety levels in their study.

2.3.1.3.8. Residency in Abroad

According to the studies about the relationship between residency in abroad and occupational anxiety, a significantly negative relationship was found in Karakaya, (2011), Lee et al., (2017), Kralova and Tirpakova, (2019), and Liu and Wu's (2021) studies. Teachers who have not been abroad feel more anxious when they talk to their native colleagues or during lectures while using the target language. The reason is that teachers think that living abroad is one of the most important advantages for speaking development, and if they have not lived abroad, they think they are not exposed to the target language as much as the people living in foreign countries, and they have not improved their practical knowledge sufficiently.

2.3.1.3.9. Number of Students in the Classroom

Crowded classrooms cause many teachers to feel anxious. Teachers may not be able to deal with each student's problems related to the lesson, and these problems remain unresolved. In addition, observing the students whether they can learn the subject or not, or whether they can do the activities according to the teachers' instructions become more difficult. Besides, maintaining discipline in the classroom can be more tiring when there are more mischievous students. Also, teachers' workload increases in terms of checking homework, exam papers, preparing materials, etc. because more students are under one teacher's responsibility. According to the research results, crowded classrooms increase teachers' anxiety (Mykletun, 1984; Boyle et al., 1995; Kim, 2002; Merç, 2010; Ekşi & Yakışık, 2016; Desouky & Allam, 2017; Pehlevan et al., 2017; Küçükler & Kodal, 2018; Llabres, 2020; Zhou et al., 2021). Apart from these problems, Llabres (2020) also found that the lessons in crowded classrooms are lecture-based and the interaction is disrupted, which is necessary for students to acquire the language. However, if the student number is few, group work or discussion activities are less lively and less competitive, so the lesson is less enjoyable because the more students there are, the more different ideas come up in the activities and the more exciting the activities are.

2.3.1.3.10. Students' Language Levels

According to the correlations between students' levels and occupational anxiety, teachers are more concerned about teaching either low-level students or high-level students. Generally, teachers who teach upper-intermediate and advanced classes are worried about being regarded as inadequate teachers and being evaluated negatively by students (Horwitz, 1996; Numrich, 1996; Kim & Kim, 2004; İpek, 2006, 2016; Merç, 2010). On the other hand, for low-level students, teachers worry about not being able to teach something by using the target language as they use a limited number of words and grammatical structures because students have limited knowledge of the target language. Hence, in low-level classes, students may not understand what teachers tell if their mother tongue is not used (Kim, 2002; İpek, 2006; Bekiryazıcı, 2015).

CHAPTER III

METHODOLOGY

The methodology part of this study includes information about the research model, data collection methods, data collection tools, the universe, the sample, and the analysis of the data.

3.1. Research Model

The research model of this study is the explanatory sequential design, one of the mixed-method research designs. In this model, first, quantitative data is collected with a survey and the results are analyzed. Second, in-depth interview questions are prepared according to the quantitative data results, and qualitative data is collected with the interviews. In this model, the purpose of collecting qualitative data is to examine the results obtained from the quantitative data thoroughly and to explain the results in a more detailed way. After the data collection, thirdly, the quantitative and qualitative data are integrated and analyzed together. In this way, the research questions can be presented in a more explanatory way (Creswell, 2014).

In this study, this research design was chosen to explain the quantitative data results in both demographic characteristics and the sub-factors of the Work Engagement (ETS) and Occupational Anxiety (STAS) scales with more detailed and objective reasons. Therefore, the research questions were answered not only according to the quantitative data results but also by combining the findings obtained from both quantitative and qualitative data.

3.1.1. Quantitative Data Collection

In the quantitative data collection part of the study, the ETS and STAS scales designed for teachers and a personal information form prepared by the researcher were implemented. Firstly, permissions were received from the researchers who designed the scales via e-mail. Then, the Ethics Committee Approval form was received from the institute where the researcher receives education before starting the data collection process. Later, the researcher received a Data Collection Permission form from the institutions where the participants work and submitted a request letter to the participants to participate in the survey research. After the participants approved the request letter, the online survey link was sent to the participants via e-mail.

3.1.2. Qualitative Data Collection

After collecting and finding the quantitative data results, semi-structured interview questions were prepared based on these results to explain the quantitative data results thoroughly and find the relationship between the quantitative and qualitative data. Another reason for preparing the interview questions is that the variables of students' number in the class and the students' English levels could not be found by quantitative data collection. The interview questions were prepared to cover both the demographic characteristics and the sub-factors of ETS and STAS scales. A consent form was submitted to the participants before the semi-structured interviews started. In the consent form, the participants were given information about how the interviews would be conducted. After the participants approved the Consent form, the researcher interviewed the participants who approved the form via online sessions.

3.2. Universe and Sample

The universe of this research consists of English instructors working in state and foundation universities, and the sample comprises randomly selected English instructors working at state and foundation universities in Izmir and Ankara. 230 English instructors participated in the survey and 16 English instructors, 8 females, and 8 males participated in semi-structured interviews. The participants in the interviews were randomly selected; however, all of the participants were selected from those who answered the survey questions. The reason is to get clearer answers for the interview questions as the participants who participated in the survey comprehended the research topic.

3.3. Data Collection Instruments
3.3.1. The Work Engagement Scale for Teachers

The Work Engagement Scale for Teachers (ETS) is a 16-item, 7-point Likert scale (0- "Never", 1- "Rarely", 2- "On occasion", 3- "Sometimes", 4- "Often", 5- "Frequently" 6- "Always") prepared by Yerdelen, Klassen, and Durksen (2013). There are 3 sub-factors in the scale divided as cognitive engagement, emotional engagement, and social engagement. The social engagement sub-factor is divided into 2 categories as social engagement with students and social engagement with colleagues. Each sub-factor in the scale consists of 4 items. As an example, one of the items in the cognitive engagement sub-factor is ("I try my hardest to perform well while teaching."), and one of the items in the emotional engagement

sub-factor is ("I am excited about teaching."). In the social engagement sub-factor, there are items in the category of engagement with colleagues, such as ("At school, I connect well with my colleagues.") and in the category of engagement with students, such as ("In class, I am empathetic towards my students."). The total Cronbach alpha value determined by the researchers on the scale is 0.91, and the Cronbach alpha values of the cognitive engagement, emotional engagement, social engagement-colleagues, and social engagement - students sub-factors in the scale are 0.84, 0.87, 0.79, and 0.83, respectively.

3.3.2. The Occupational Anxiety Scale for Teacher

The Occupational Anxiety Scale for Teachers (STAS) is a 33-item, 5-point Likert scale (1- "Strongly agree", 2- "Agree", 3- "Neutral", 4- "Disagree", 5- "Strongly disagree") prepared by Ghanizadeh, Goldast, and Ghonsooly (2020). The scale consists of 4 sub-factors. These sub-factors are organizational, attitudinal, classroom management, and L2-related. The L2-related sub-factor consists of 7 items, the attitudinal sub-factor consists of 13 items, the organizational sub-factor consists of 5 items and the classroom management factor consists of 8 items. For instance, one of the items in the L2-related sub-factor is ("I worry when I happen to deal with unknown contents related to culture in English classes."), in the attitudinal sub-factor, there is an item as (Students' disinterest in class activities makes me worried."). One of the examples in the organizational sub-factor is ("I am tense when I feel I cannot effectively cover the course syllabus in due time."). In the classroom management sub-factor, one of the items is ("When I see my students have difficulty in doing the tasks, I feel anxious."). The total Cronbach alpha value determined by the researchers is 0.90, and the Cronbach alpha values of the L2-related, attitudinal, organizational, and classroom management sub-factors in the scale are 0.91, 0.85, 0.82, and 0.91, respectively.

3.3.4. Interview Questions

After the quantitative data were collected, semi-structured interview questions were prepared based on the quantitative results. Participants were asked 14 open-ended interview questions. The interviews were conducted online using the Zoom program and lasted 35-40 minutes on average. During the interviews, the participants' answers were recorded with a voice recorder after receiving permission from them.

3.4. Data Analysis

3.4.1 Quantitative Data Analysis

SPSS statistical program was used to analyze the results of the quantitative data. First, descriptive statistics of demographic characteristics were obtained and independent groups t-test was applied to find whether a statistically significant relationship is found between the demographic characteristics, such as gender, marital status, institution type, and residency in abroad, with the dependent variables of work engagement and occupational anxiety. One-way analysis of variance (ANOVA) test was applied to find whether the variables of age, education status, teaching experience, working period at the same university, and career choice have a statistically significant relationship with the dependent variables of work engagement and occupational anxiety. Tukey HSD post-hoc test was implemented to find which variables have a significant difference when any statistically significant relationship was found between the variables. Then, correlational analysis was conducted to find whether a statistically significant relationship was found between work engagement and occupational anxiety.

3.4.2. Qualitative Data Analysis

In this research, the answers given to the semi-structured interviews were transcribed and the participants' answers were analyzed by content analysis method. In content analysis, various codings are first created by interpreting the data, then these codes are classified and categories are formed (Dörnyei, 2007). In this research, the participants' answers were coded, then these codes were classified and divided into categories according to the sub-factors in the scales and demographic characteristics. Besides, two categories were included as anxiety in private life and anxiety in work life apart from the sub-factors in the STAS scale. The participants' answers for work engagement were divided into 4 categories as emotional engagement, cognitive engagement, social engagement with students, and social engagement with colleagues. For occupational anxiety, their answers were divided into 4 categories as L2 related, attitudinal, organizational, and classroom management. Also, other occupational anxiety factors except for the factors in the STAS scale were coded concerning the literature. The codes regarding demographic characteristics were divided into categories such as gender, marital status, age, teaching experience, institution type, problems with crowded classes, problems with students' English level, and developing English level and teaching skills.

CHAPTER IV

FINDINGS

In this part of the research, the findings obtained from the survey are included.

4.1. Findings of Quantitative Data

4.1.1. Work Engagement Levels of English Instructors in State Universities

Figure 1 indicates the work engagement levels of English instructors working at state universities. It is seen that their work engagement levels are high (M= 6.13). While the participants' work engagement levels are the highest in the Cognitive Engagement sub-factor (M= 6.27), their lowest levels are in the sub-factor of Social Engagement with Colleagues (M= 5.86).

Figure 1

Work Engagement Levels of English Instructors in State Universities
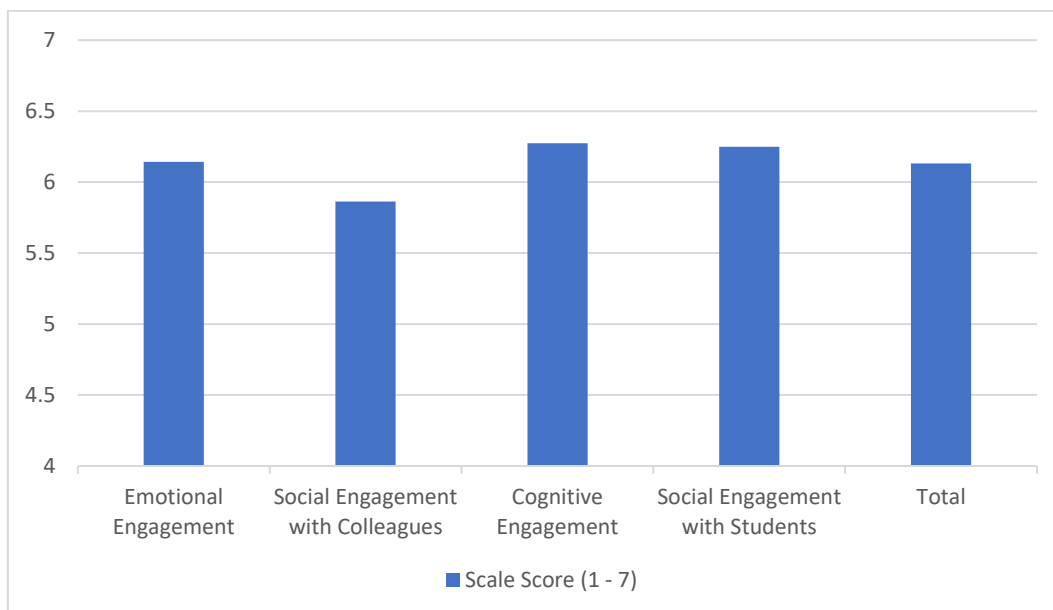
4.1.2. Work Engagement Levels of English Instructors in Foundation Universities

Figure 2 shows the work engagement levels of English instructors working at foundation universities. It is observed that the work engagement levels of the participants in this group are high in all sub-factors of the ETS scale, which is similar to the participants working at state universities (M=6.08). While the highest work engagement

level of the participants is Social Engagement with Students (M=6.28), the lowest level is Emotional Engagement (M=5.91).

Figure 2

Work Engagement Levels of English Instructors in Foundation Universities
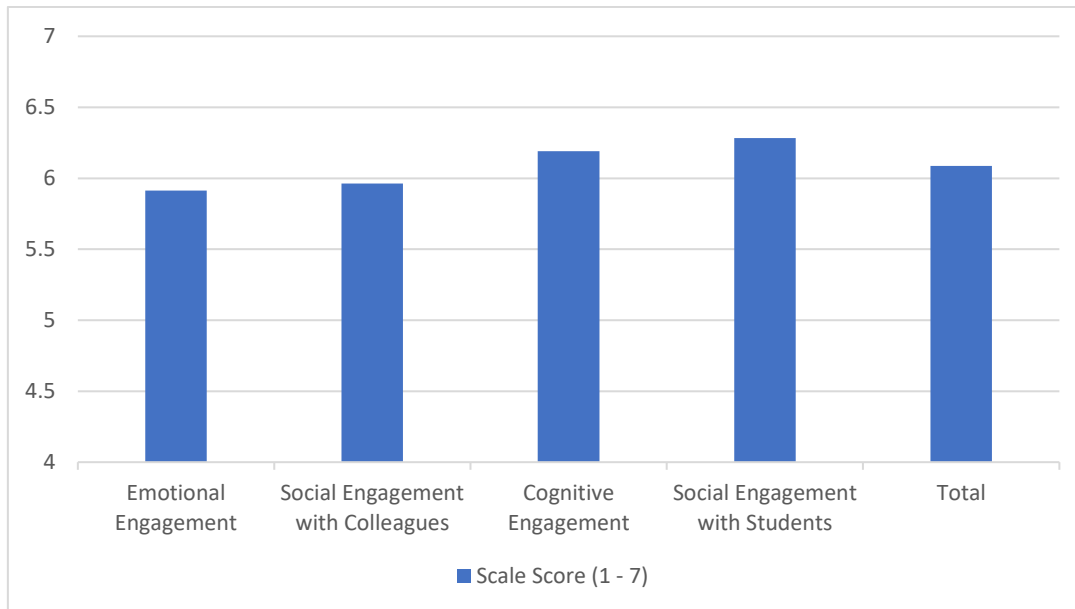
4.1.3. Occupational Anxiety Levels of English Instructors in State Universities

Figure 3 shows the occupational anxiety levels of English instructors working at state universities. It is observed that the occupational anxiety levels of the participants are low close to moderate level in all sub-factors of the STAS scale (M=2,52). It is seen that the occupational anxiety levels of the participants in this group are the highest in the L2-related sub-factor (M=2.68) and the lowest level is the Classroom Management sub-factor (M= 2.36).

Figure 3

Occupational Anxiety Levels of English Instructors in State Universities
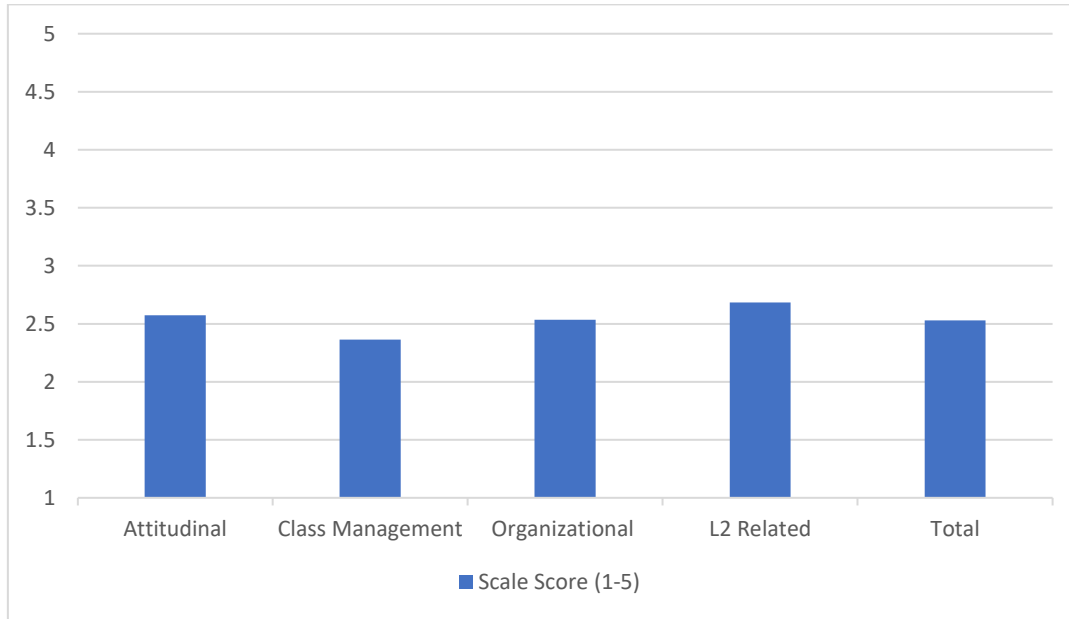
4.1.4. Occupational Anxiety Levels of English Instructors in Foundation Universities

Figure 4 indicates the occupational anxiety levels of English instructors working at foundation universities. Similar to the instructors working at state universities, the occupational anxiety levels of the participants working at foundation universities are low close to moderate level in all sub-factors of the STAS scale (M=2,44). While the occupational anxiety levels of the participants in this group are the highest in the L2 Related sub-factor (M=2.59), the lowest one is in the Class Management sub-factor as the participants in state universities (M=2.22).

Figure 4

Occupational Anxiety Levels of English Instructors in Foundation Universities
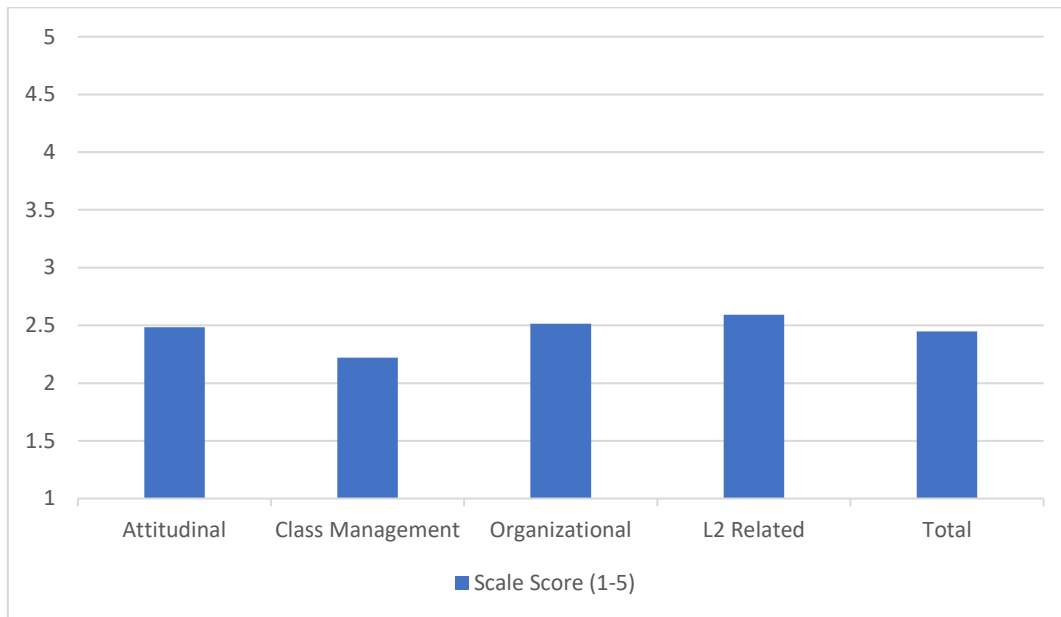
When explaining the reason why the highest sub-factor is L2-related is that the participants answered "Agree" or "Strongly Agree" for the items in the L2-related sub-factor compared to the other sub-factors in the STAS scale. Figure 5 and Figure 6 show examples of the participants' answers for this sub-factor.

Figure 5

5. I feel uneasy when my students are bored with my class.
230 yanıt
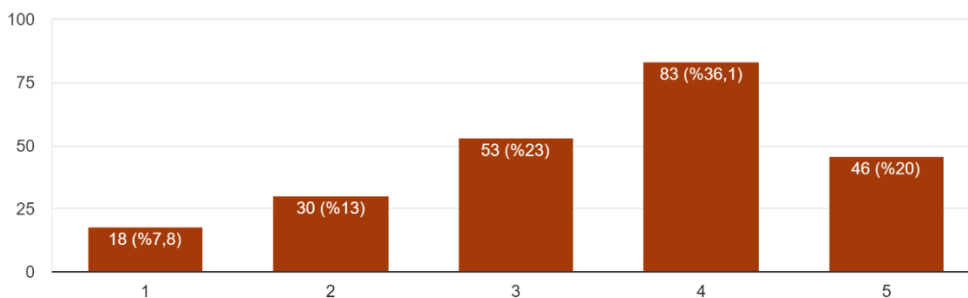
Figure 6

24. I feel anxious when my students are not motivated.
230 yanıt

31 (%13,5)   40 (%17,4)   49 (%21,3)   76 (%33)   34 (%14,8)

1   2   3   4   5
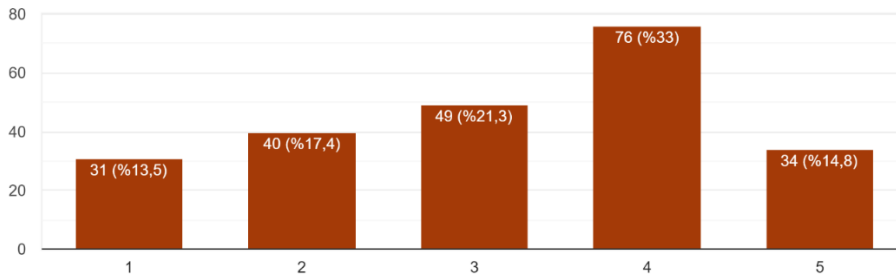
However, when analyzing the class management sub-factor, the participants mostly answered "Strongly Disagree" or "Disagree". Figure 7 and Figure 8 show examples of the participants' answers for this sub-factor.

Figure 7

29. I feel apprehensive when I make spelling errors.
230 yanıt

81 (%35,2)   70 (%30,4)   43 (%18,7)   30 (%13)   6 (%2,6)

1   2   3   4   5
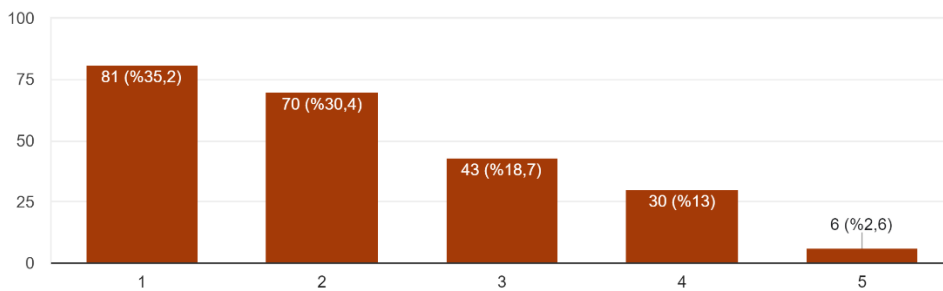
Figure 8

33. I feel anxious when I am not praised by the students.
230 yanıt

79 (%34,3)   68 (%29,6)   49 (%21,3)   22 (%9,6)   12 (%5,2)

1   2   3   4   5

55
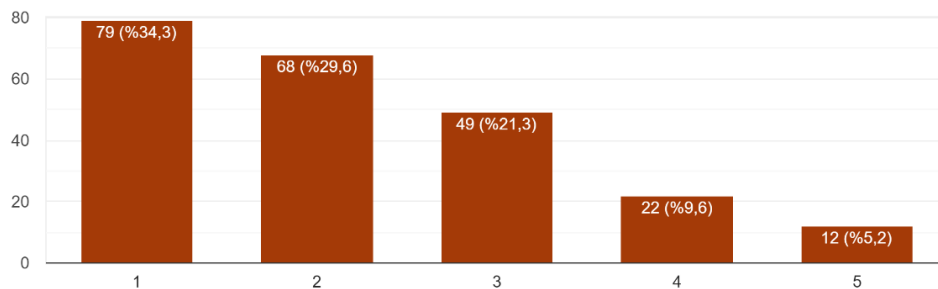
4.2. The Investigation of Work Engagement and Occupational Anxiety Levels of English Instructors in Terms of Demographic Characteristics

The participants working as English instructors in state and foundation universities in İzmir and Ankara are indicated in Table 1.

Table 1

Demographic Information of the Participants

		Number	Percentage
Gender	Female	165	71,9
	Male	65	28,1
Organization Type	State University	123	53,2
	Foundation University	107	46,8
Marital Status	Married	140	61
	Single	90	39
Age Range	20-30	49	21,2
	31-40	107	46,3
	41-50	54	23,4
	+50	21	9,1
Education Status	Bachelor	109	47,2
	Master	100	43,3
	Doctorate	22	9,5
English Teaching Experience	0-5 Years	38	16,5
	6-10 Years	45	19,5
	11-15 Years	55	23,8
	16-20 Years	36	15,6
	+21 Years	57	24,7
Working Period at the Same Institute	0-5 Years	111	48,1
	6-10 Years	51	22,1
	11-15 Years	28	12,1
	16-20 Years	12	5,2
	+21 Years	29	12,6
Career Choice	Chosen Willingly	180	77,9
	Chosen Partially Willingly	33	14,3
	Not Chose Willingly	18	7,8
Whether Living Abroad	Lived Abroad	182	78,8
	Not Lived Abroad	49	21,2
Period of Living Abroad	Less than 1 year	117	50,6
	1-2 Years	34	14,7
	3-4 Years	8	3,5
	+4 Years	22	9,5

4.2.1. Findings Related to Gender Variable

4.2.1.1. The Work Engagement Levels for Gender Variable

The work engagement levels of the participants according to gender variable are given in Table 2. Among 231 participants in the study, 71.9% are female and 28.1% are male.

Table 2

	Female		Male	
	M	**SD**	**M**	**SD**
Emotional Engagement	24,09	3,86	24,28	3,90
Social Engagement with Colleagues	23,60	4,12	23,75	3,55
Cognitive Engagement	24,99	2,89	24,80	3,24
Social Engagement with Students	25,07	2,88	25,03	3,15
ETS Total	97,75	10,95	97,86	11,48

According to the independent groups' t-test results, although the work engagement levels of male participants are higher (M=97.86; SD=11.48) compared to female participants (M=97.75; SD=10.95), the difference between them is not statistically significant (t(229)= -.071; p=.944).

4.2.1.2. The Occupational Anxiety Levels for Gender Variable

The occupational anxiety levels of the participants according to gender variable are given in Table 3.

Table 3

	Female		Male	
	M	**SD**	**M**	**SD**
Attitudinal	34,29	10,36	29,40	9,67
Class Management	19,12	6,54	16,49	6,08
Organizational	13,40	4,14	10,66	3,89
L2 Related	19,48	6,26	15,95	5,57
STAS Total	86,04	25,51	72,51	23,70

According to the independent groups' t-test results, the occupational anxiety levels of female participants (M=86.04; SD=25.51) are statistically significantly higher than male participants (M=72.50; SD=23.70). (t(227)=3,692; p=.000). It is observed that this gender-related difference is also statistically significant in all sub-factors of the STAS scale.

4.2.2. Findings Related to the Marital Status Variable
4.2.2.1. The Work Engagement Levels for Marital Status Variable

The work engagement levels according to the marital status of the participants are given in Table 4. While 61% of the participants are married, 39% are single.

Table 4

	Single		Married	
	M	**SD**	**M**	**SD**
Emotional Engagement	23,24*	4,08	24,72*	3,61
Social Engagement with Colleagues	23,28	4,04	23,87	3,90
Cognitive Engagement	24,71	2,65	25,09	3,18
Social Engagement with Students	24,66	2,64	25,31	3,11
ETS Total	95,89*	10,18	98,99*	11,49

According to the independent groups' t-test results, married participants (M=98.99; SD=11.49) have statistically significantly higher work engagement levels compared to single participants (M=95.89; SD=10.18). (t(229)= -2.087; p=.038). It is observed that this difference due to marital status is also statistically significant in one of the sub-factors (Emotional Engagement) of the ETS scale.

4.2.2.2. The Occupational Anxiety Levels for Marital Status Variable
The occupational anxiety levels of the participants according to their marital status are given in Table 5.

Table 5

	Single		Married	
	M	**SD**	**M**	**SD**
Attitudinal	33,59	10,07	32,46	10,59
Class Management	18,80	6,11	18,11	6,76
Organizational	12,88	4,22	12,47	4,28
L2 Related	18,91	6,20	18,21	6,32
STAS Toplam	84,18	25,22	80,92	26,01

According to the independent groups' t-test results, although the occupational anxiety levels of the single participants (M=84.18; SD=25.22) are higher than the married participants (M=80.92; SD=26.01), the difference is not statistically significant (t(227)= .937; p=.350).

4.2.3. Findings Related to Age Variable
4.2.3.1. Work Engagement Levels for Age Variable

Work engagement levels of the participants according to the age groups are given in Table 6. 21.2% of the 230 participants are in the 20-30 age range; 46.3% are between the ages of 31-40; 23.4% of the participants are between the ages of 41-50, and 9.1% are 51 years old and over.

Table 6

	20-30		31-40		41-50		+50	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
Emotional Engagement	22,65*	4,79	24,30	3,26	24,52	4,17	25,86*	2,29
Social Engagement with Colleagues	22,82	4,26	23,51	4,06	24,15	3,82	24,90	2,53
Cognitive Engagement	24,02*	3,31	24,88	2,75	25,44	3,21	26,10*	2,14
Social Engagement with Students	24,73	2,93	25,23	2,92	24,98	3,09	25,10	2,90
ETS Total	94,22*	12,09	97,93	10,28	99,09	11,87	101,95*	8,51

According to the one-way analysis of variance test (ANOVA), the work engagement levels of the participants show a statistically significant difference according to the age groups (F(3, 227)=3.011; p=.031). This difference exists in two sub-factors (Emotional Engagement, Cognitive Engagement) of the ETS scale.

To find in which age groups this difference is statistically significant, the Tukey HSD post hoc test was applied. According to the results, the work engagement levels of the participants in the 20-30 age range are statistically significantly lower (p=.036) compared to the participants aged 51 and over. This difference between these two groups is statistically significant in the sub-factors of Emotional Engagement (p=.007) and Cognitive Engagement (p=.037).

4.2.3.2. The Occupational Anxiety Levels for Age Variable
The occupational anxiety levels of the participants by age groups are given in Table 7.

Table 7

	20-30		31-40		41-50		+50	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
Attitudinal	36,14	9,37	33,39	10,96	29,90	9,38	30,29	10,00
Class Management	19,98	5,40	18,80	7,02	16,38	5,84	16,67	5,82
Organizational	14,06	4,01	12,75	4,29	11,13	4,01	11,81	3,64
L2 Related	21,27*	5,67	18,36	6,45	16,69*	5,64	16,29*	5,49
STAS Total	91,45*	22,58	83,30	27,24	74,12*	23,3	75,05	23,37

According to the one-way analysis of variance test (ANOVA), the occupational anxiety levels of the participants show a statistically significant difference according to the age groups $(F(3, 225) = 4.4653; p=.004)$. The difference in occupational anxiety levels exists in all sub-factors of the STAS scale, except the class management sub-factor. To find in which age groups this difference is statistically significant, the Tukey HSD post hoc test was applied. According to the results, the occupational anxiety levels of the participants in the 20-30 age range are statistically significantly higher $(p=.003)$ compared to the participants in the 41-50 age range. This difference between these two groups is also statistically significant in the Attitudinal $(p=.013)$, Organizational $(p=.008)$, and L2 Related $(p=.003)$ sub-factors. In addition, the occupational anxiety levels in the L2 Related sub-factor of the participants in the 20-30 age range are statistically significantly higher than the participants aged over 50 $(p=,011)$.

4.2.4. Findings Related to Educational Status Variable

4.2.4.1. The Work Engagement Levels for Educational Status Variable

Work engagement levels of the participants according to their educational status are given in Table 8. 47.2% of the participants have a bachelor's degree, 43.3% have a master's degree, and have 9.5% a doctorate degree.

Table 8

	Bachelor		Master		Doctorate	
	M	**SD**	**M**	**SD**	**M**	**SD**
Emotional Engagement	24,24	3,80	23,96	4,06	24,50	3,78
Social Engagement with Colleagues	23,76	4,14	23,47	3,97	23,82	2,99
Cognitive Engagement	25,01	3,08	24,84	3,00	25,05	2,55
Social Engagement with Students	25,26	3,08	24,78	2,91	25,32	2,38
ETS Total	98,27	11,70	97,05	10,83	98,68	9,08

According to the one-way analysis of variance test (ANOVA), it is observed that the work engagement levels of the participants do not differ statistically according to their educational status (F(2, 228)=.443; p=.676).

4.2.4.2. The Occupational Anxiety Levels for Educational Status Variable

The occupational anxiety levels of the participants according to their educational status are given in Table 9.

Table 9

	Bachelor		Master		Doctorate	
	M	**SD**	**M**	**SD**	**M**	**SD**
Attitudinal	33,58	11,12	32,35	9,30	32,05	11,59
Class Management	18,65	6,87	18,00	5,82	18,05	7,16
Organizational	12,72	4,30	12,44	4,02	12,48	4,78
L2 Related	19,06	6,71	17,89	5,57	17,57	6,49
STAS Total	84,01	27,58	80,68	22,91	80,14	28,77

According to the one-way analysis of variance test (ANOVA), it is observed that the occupational anxiety levels of the participants do not differ significantly depending on their educational status (F(2, 226)=.508; p=.603).

4.2.5. Findings Related to Teaching Experience Variable
4.2.5.1. The Work Engagement Levels for Teaching Experience Variable

Work engagement levels of the participants according to their teaching experience are given in Table 10. 16.5% of the participants have 0-5 years of teaching experience, 19.5% of them have 6-10 years; 23.8% have 11-15 years; 15.6% of them have 16-20 years, and 24.7% of them have 21 years or more teaching experience.

Table 10

	0-5 Years		6-10 Years		11-15 Years		16-20 Years		+20 Years	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
Emotional Engagement	23,29	4,05	23,38	4,05	24,36	3,34	24,67	3,43	24,77	3,96
Social Engagement Colleagues	23,18	3,97	23,13	4,67	23,35	4,08	24,50	3,38	24,09	3,53
Cognitive Engagement	24,00	3,52	24,44	2,60	25,15	2,41	25,39	3,31	25,47	3,07
Social Engagement Students	24,86	3,15	24,69	2,41	25,22	3,29	25,86	2,43	24,80	3,13
ETS Total	95,34	12,52	95,64	10,30	98,07	10,77	100,42	10,00	99,14	11,35

According to the one-way analysis of variance test (ANOVA), it is seen that the work engagement levels of the participants do not show a statistically significant difference according to their teaching experience (F(4, 226)=1.63; p=.168).

4.2.5.2. The Occupational Anxiety Levels for Teaching Experience Variable

The occupational anxiety levels of the participants according to their teaching experience are given in Table 11.

Table 11

	0-5 Years		6-10 Years		11-15 Years		16-20 Years		+20 Years	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
Attitudinal	35,32	9,82	36,09*	10,55	33,15	10,33	30,86	11,23	29,79*	9,20
Class Management	19,66	6,04	20,09	5,99	18,98	5,99	18,98	6,97	16,22	6,84
Organizational	13,21	4,20	14,82*	4,17	12,33*	3,79	11,42*	4,74	11,32*	3,55
L2 Related	21,11*	5,92	20,00*	6,20	18,00	6,23	17,19*	6,69	16,48*	5,30
STAS Total	89,29*	24,26	91,00*	25,22	82,46	25,81	75,69	28,03	74,25*	22,36

According to the one-way analysis of variance test (ANOVA), it is observed that the occupational anxiety levels of the participants show a statistically significant difference according to their teaching experience (F(4, 224) = 4.182; p=.003). The difference in occupational anxiety levels due to teaching experience exists in all sub-factors of the STAS scale.

To determine among which teaching experience groups this difference exists, the Tukey HSD post hoc test was applied. According to the results, the occupational anxiety levels of the participants with 0-5 (p=.037) and 6-10 (p=.008) years of teaching experience are statistically significantly higher than the participants with more than 20 years of teaching experience. This difference between the groups is also present in all the sub-factors of the STAS scale except the class management sub-factor. This difference is indicated in Table 12.

Table 12

Statistically significant differences in the sub-factors of the STAS due to teaching experience

Sub-factor	Group 1	Group 2	P
Attitudinal	6-10 Years	+20 Years	,019
	6-10 Years	11-15 Years	,045
Organizational	6-10 Years	16-20 Years	,002
	6-10 Years	+20 Years	,000
	0-5 Years	16-20 Years	,049
L2 Related	0-5 Years	+20 Years	,004
	6-10 Years	+20 Years	,040

4.2.6. Findings Related to Working Period at the Same Institute

4.2.6.1. The Work Engagement Levels for Working Period at the Same Institute

The work engagement levels of the participants according to their working period in current institutions are given in Table 13. 48.1% of the participants have worked for 0-5 years in the current institution; 22.1% have worked for 6-10 years; 12.1% have worked for 11-15 years, 5.2% have worked for 16-20 years and 12.6% have worked in the current institution for more than 20 years.

Table 13

Work Engagement Levels of The Participants According to Working Period in The Current Institutions

	0-5 Years		6-10 Years		11-15 Years		16-20 Years		+20 Years	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
Emotional Engagement	23,77	4,18	24,74	3,50	23,96	3,28	24,41	3,96	24,55	3,76
Social Engagement Colleagues	23,25	4,24	24,38	3,64	22,96	4,65	25,00	2,37	24,03	3,04
Cognitive Engagement	24,50	3,23	25,60	2,43	24,75	2,58	25,25	3,44	25,59	2,85
Social Engagement Students	25,12	2,78	26,02*	2,14	23,57*	4,00	25,17	2,62	24,79	3,21
ETS Total	96,65	11,50	100,74	9,43	95,25	11,59	99,83	11,04	98,97	11,16

According to the one-way analysis of variance test (ANOVA), it is observed that the work engagement levels of the participants do not show a statistically significant difference according to their working period in the current institution $(F_{(4, 226)}=1.593; p=.177)$. However, there is a statistically significant difference between the groups in the Social Engagement with Students sub-factor $(F_{(4, 226)}=3.099; p=.016)$.

To find in which groups this difference exists, the Tukey HSD post hoc test was applied. According to the results, there is a statistically significant difference between the participants working in the current institutions for 6-10 years and those working for 11-15 years and over (p=.005). The participants working for 6-10 years have higher work engagement levels compared to the participants working for 11-15 years and over.

4.2.6.2. The Occupational Anxiety Levels for Working Period at the Same Institute

The occupational anxiety levels of the participants according to their working period in the current institutions are given in Table 14.

Table 14

Occupational Anxiety Levels of The Participants According to Working Period in The Current Institutions

	0-5 Years		6-10 Years		11-15 Years		16-20 Years		+20 Years	
	M	SD	M	SD	M	SD	M	SD	M	SD
Attitudinal	33,27	10,19	33,24	11,38	34,14	10,96	30,00	10,67	30,93	8,75
Class Management	18,60	6,12	18,60	7,14	18,79	7,36	15,08	6,26	17,55	5,44
Organizational	12,98	4,18	12,50	4,44	12,29	4,22	11,75	5,31	11,79	3,44
L2 Related	19,18	6,35	18,12	6,52	17,68	6,39	17,08	6,04	17,24	4,95
STAS Total	84,05	25,14	82,46	28,27	82,89	27,72	73,92	26,35	77,52	20,93

According to the one-way analysis of variance test (ANOVA), it is seen that the occupational anxiety levels of the participants do not show a statistically significant difference according to their working period in the current institution ($F_{(4, 224)}=.697$; $p=.595$). In addition, there is no statistically significant difference in all the sub-factors of the STAS scale.

4.2.7. Findings Related to Institution Type Variable
4.2.7.1. The Work Engagement Levels for Institution Type Variable

The work engagement levels of the participants according to the institution type they work at are given in Table 15. While 53.2% of the participants work at state universities, 46.8% of them work at foundation universities.

Table 15

	State University		Foundation University	
	M	SD	M	SD
Emotional Engagement	24,57	3,62	23,66	4,08
Social Engagement Colleagues	23,46	4,52	23,85	3,21
Cognitive Engagement	25,10	3,07	24,76	2,90
Social Engagement Students	24,99	3,23	25,13	2,61
ETS Total	98,11	12,09	97,40	9,85

According to the independent groups' t-test results, instructors working at state universities (M=98.11; SD=12.09) have higher levels of work engagement compared to instructors working at foundation universities (M=97.40; SD=9.85). However, the difference is not statistically significant ($t_{(229)}=,489$; $p=,625$).

4.2.7.2. The Occupational Anxiety Levels for Institution Type Variable

The occupational anxiety levels of the participants according to the institution type they work at are given in Table 16.

Table 16

	State University		Foundation University	
	M	**SD**	**M**	**SD**
Attitudinal	33,45	10,51	32,29	10,25
Class Management	18,92	7,06	17,77	5,80
Organizational	12,67	4,35	12,57	4,15
L2 Related	18,79	6,31	18,14	6,23
STAS Total	83,48	26,53	80,77	24,77

According to the independent groups' t-test results, instructors working at foundation universities (M=80.77; SD=24.77) have lower occupational anxiety levels compared to instructors working at state universities (M=83.48; SD=26.53). However, the difference is not statistically significant (t(227)=,796; p=,427).

4.2.8. Findings Related to Career Choice Variable

4.2.8.1. The Work Engagement Levels for Career Choice Variable

The work engagement levels of the participants according to carrier choice are given in Table 17. 77.9% of the participants chose the teaching profession willingly, 14.3% chose partially willingly, and 7.8% did not choose the teaching profession willingly.

Table 17

	Willingly		Not Willingly		Partially Willingly	
	M	**SD**	**M**	**SD**	**M**	**SD**
Emotional Engagement	24,84*	3,27	20,44*	5,80	22,36*	3,98
Social Engagement Colleagues	23,87*	3,94	21,39*	5,17	23,64	2,87
Cognitive Engagement	25,21*	2,91	23,39*	3,40	24,30	2,90
Social Engagement Students	25,28*	2,92	24,22*	2,82	24,30	3,06
ETS Total	99,20*	10,78	89,44*	10,97	94,61	10,38

According to the one-way analysis of variance test (ANOVA), it is observed that the work engagement levels of the participants show a statistically significant difference according

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to their willingness to choose the teaching profession (F(2, 228)=,8,428; p=,000). In addition, a similar statistically significant difference is observed in the ETS scale's Emotional Engagement (p=.000), Social Engagement with Colleagues (p=.040), and Cognitive Engagement sub-factors (p=.019).

To find among which groups this difference exists, the Tukey HSD post hoc test was applied. According to the results, the work engagement levels of the participants who willingly chose the teaching profession are statistically significantly higher (p=.001) compared to the participants who unwillingly chose it. Besides, this difference between the two groups is observed in the same direction and at a statistically significant level in all sub-factors of the scale. In addition, in the Emotional Engagement sub-factor, the work engagement levels of the participants who chose the teaching profession willingly are statistically significantly (p=.001) higher than the participants who chose partially willingly.

To measure the effect of age on work engagement for the participants choosing their profession unwillingly, the arithmetic average of the participants' answers was calculated for the ETS scale according to the age groups. Table 18 shows how the teachers choosing the profession unwillingly in different age groups answered the items in the ETS scale. It is indicated how many points the participants gave for each item. In the ETS scale, the higher the score is, the higher the work engagement level is. According to the results, even if the participants chose their profession unwillingly, their work engagement levels increase as their age levels increase.

Table 18

Participants Choosing the Profession Unwillingly According to the Age Groups

Item Numbers:

0: Never, 1: Rarely, 2: Occasionally, 3: Sometimes, 4: Often, 5: Frequently, 6: Always

Age Groups	ETS Scale Points							
	0	1	2	3	4	5	6	Arithmetic Mean
(4) 20 – 30	4	3	1	10	10	25	9	63, 5
(6) 31 – 40	-	2	3	16	26	39	10	69, 16
(3) 41 – 50	2	1	2	7	9	6	22	74, 6

When the survey answers and the scores are calculated, 4 participants in the 20-30 age group did not choose their profession willingly. When the arithmetic average is calculated, the result is 63.5. 6 participants in the 31-40 age group chose their profession unwillingly and the arithmetic mean of their answers is 69.16. Finally, 3 participants in the 41-50 age group chose their profession unwillingly and the arithmetic mean is 74.6. Therefore, considering the age and experience variables, as the participants' ages increase, their work engagement increases although they did not choose the teaching profession willingly.

4.2.8.2. The Occupational Anxiety Levels for Career Choice Variable

The occupational anxiety levels of the participants according to career choice variable are given in Table 19.

Table 19

	Willingly		Not Willingly		Partially Willingly	
	M	**SD**	**M**	**SD**	**M**	**SD**
Attitudinal	32,15	10,01	37,28	13,55	34,61	9,97
Class Management	18,06	6,40	19,89	8,06	19,30	6,18
Organizational	12,29*	4,07	14,78*	5,35	13,27	4,27
L2 Related	18,15	5,95	21,00	8,09	18,94	6,70
STAS Total	80,39	24,60	92,94	33,90	86,12	25,46

According to the one-way analysis of variance test (ANOVA), it is observed that the occupational anxiety levels of the participants do not differ statistically according to their willingness to choose the teaching profession ($F_{(2, 226)}=2,431$; p=,090). However, a statistically significant difference is seen in the Organizational sub-factor of the STAS scale ($F_{(2, 228)}=3.305$; p=.038). According to the results of the Tukey HSD post hoc analysis to find in which groups this difference exists, it is observed that the organizational occupational anxiety levels of the participants choosing the teaching profession willingly are statistically significantly (p=.046) lower than the participants not choosing the profession willingly.

4.2.9. Findings Related to Living Abroad Variable
4.2.9.1. The Occupational Anxiety Levels for Living Abroad Variable

The occupational anxiety levels of the participants according to their experiences abroad are given in Table 20.

Table 20

	Lived Abroad		Not Lived Abroad	
	M	SD	M	SD
Attitudinal	32,49	10,31	34,41	10,59
Class Management	18,18	6,51	19,12	6,51
Organizational	12,52	4,26	13,04	4,23
L2 Related	18,05*	6,28	20,08*	6,04
STAS Total	80,99	25,58	86,65	25,91

According to the results of the independent groups' t-test, although the occupational anxiety levels of the participants who have been abroad (M=80.99; SD=25.58) are lower than those never been abroad (M=86.65; SD=25.91), there is no statistically significant difference (t(227)= -1.371; p=.172). However, there is a statistically significant difference between the groups in the L2 Related sub-factor of the STAS scale (t(229)= -2.023; p=.044). Accordingly, the L2-Related anxiety levels of the participants who have been abroad are statistically significantly lower than the participants who have never been abroad.

4.2.10. Findings Related to the Duration of Living Abroad Variable
4.2.10.1. The Occupational Anxiety for The Duration of Living Abroad Variable

The occupational anxiety levels of the participants according to the duration of living abroad are given in Table 21.

Table 21

	Less than 1 Year		1-2 Years		3-4 Years		+4 Years	
	M	SD	M	SD	M	SD	M	SD
Attitudinal	33,21	10,37	31,59	9,89	27,88	8,37	31,45	11,31
Class Management	18,62	6,63	17,62	6,37	14,88	5,49	17,59	6,31
Organizational	12,90	4,31	12,09	4,32	10,00	3,42	12,09	4,09
L2 Related	18,69	6,39	17,32	5,52	14,88	5,96	16,77	6,60
STAS Total	83,04	25,81	78,62	24,36	67,63	22,02	77,91	26,88

According to the one-way analysis of variance test (ANOVA), it is seen that the occupational anxiety levels of the participants do not show a statistically significant difference according to the duration of living abroad ($F_{(4, 224)} = 1.425$; $p=.226$). It is also found that there is no statistically significant difference between the groups in the sub-factors of the STAS scale.

4.3. The Relationship Between Work Engagement and Occupational Anxiety of English Instructors Working at Universities

The Pearson correlation test was applied to understand the relationship between work engagement and the occupational anxiety levels of the participants. According to the results, there is a statistically significant relationship between work engagement and occupational anxiety levels, and this relationship is weak and in a negative direction ($r(229)=-.136$; $p=.039$).

4.4. Findings of Qualitative Data

In this part of the research, the data from semi-structured interviews answered by 16 participants who also participated in the survey are included. Semi-structured interviews were prepared to get detailed information about the results obtained from the scales in the survey data. The interviews were conducted online through the Zoom program and 14 questions were asked to the participants. The interviews lasted approximately 35-40 minutes, and the interviews were transcribed. Then, similar and different points mentioned by the participants were separated, and codes and categories were created and presented in the Tables below. The left column of each table contains the codes of the subjects according to the participants' answers for each identified category. The right column indicates which participants agree with the coding. In addition, since the real names of the participants were not given, 16 participants were coded as Teacher 1, Teacher 2… Teacher 16.

4.4.1. Interview Question 1

Are there any issues that make you upset or anxious at school or in your private life? If so, what are they?

This question was asked to find out which issues the participants are concerned about in their private and work lives. Based on the participants' answers, their concerns are presented in two tables. Table 22 shows the issues that worry the participants in their private lives. According to the created codes, the participants are concerned about Economic Problems (n=7), Unemployment (n=2), Limited Time in Work and Private Life (n=2), Concerns for the Future (n=3), and Diseases (n=4).

Table 22

4.4.1. Category: Reasons for Anxiety in Private Life

Code	Participants with the Same Opinion						
Economic Problems	T3	T6	T7	T8	T10	T13	T16
Unemployment	T7	T12					
Limited Time in Work and Private Life	T1	T11					
Concerns for the Future	T3	T7	T13				
Diseases	T7	T10	T11	T13			

According to the analysis for the first question, the participants are most concerned about Economic problems. In addition to the economic problems, some participants are also worried about unemployment problems, having limited time in completing their tasks due to their responsibilities in work and private life, their relatives' diseases, and saving their future. The participants' statements according to each code were presented below.

4.4.1.1. Economic Problems

Participant T6 stated that financial difficulty is the problem that worries him most and the teachers' salaries, including his salary, are not sufficient to avoid this financial anxiety.

> **T6**: *Of course, we have, teacher. Don't we?.. First of all, economic reasons are our primary concern. I don't think teachers get paid enough in this economic fluctuation….*

Participant T16 told that as she has children, she is worried about whether she can afford the school expenses and complains about the high inflation in the country.

> **T16:** *….but of course, we are struggling with inflation, I am trying to pay my two children's school expenses.. my concerns are always about being able to pay their school fees.. so we have concerns about the economy.*

4.4.1.2. Unemployment

Regarding unemployment concerns, participant T7 is doing a master's now and states that it is necessary to constantly study academic issues to have a satisfactory salary and a job with high job security. In fact, he does not want to do this with his intrinsic motivation, he stated that it is necessary to do academic studies in order not to be unemployed.

> **T7:** *…Let's say I did my master's; do I need to do a doctorate to make ends meet… this is a concern for me… I mean, do I need to have a doctorate to develop myself in my profession or not to be unemployed?*

Participant T12 told that that the competition in the recruitment process in universities is high, and it is difficult to be employed, so this intensely competitive environment also worries him.

T12:…*My concerns are about the scores I can get in the exams for my job applications…will I be on the list or will everyone apply, they will invite 30 candidates to hire only 3 teachers.. so will I be the 31. candidate?*

4.4.1.3. Limited Time in Work and Private Life

Participant T1 stated that she has a busy life because she has to complete her duties at school and she has to study for her master's. Hence, she feels tense about completing her duties and her studies in her master's program.

T1: *…but as I work and do my master's at the same time, it is difficult for me to manage both… Master studies and working at the same time make me very busy.*

Participant T11 stated that when something goes wrong in her private life, she has to deal with her problems and as a result, leave her duties aside, so the work she needs to do at school can not be completed and she feels concerned about completing these backlog duties.

T11: *… when I am very busy in my private life, I have to leave my duties in my job aside, which makes me unhappy… but when setting your duties aside, you are getting slow to complete them, then the tasks you have to finish get backlogged…*

4.4.1.4. Concerns for the Future

Participant T7 does not know what he will encounter in his business life in the future and is worried about experiencing a bad event in his job.

T7: *…Not knowing what you have in the future is a type of occupational concern I think...*

Participant T13 is living in the U.S.A at the time of the interview. Since he lives there with his family, he is concerned about his child's living and studying comfortably in the U.S.A and what her future will be like.

T13: *I have a 5-year-old daughter, she is our biggest concern when we come to the U.S.A. If we had come alone, we would not have had any problem.. but*

we have concerns about her future... how she will go to school... to get married, etc.

4.4.1.5. Diseases

Participant T10 stated that his mother and father often get sick because they are old and he is worried about it.

> **T10:** *...for the last 15 years, our mother and father are getting old and they get sick... so, we have concerns about them of course...*

Table 23 shows the issues that worry the participants in their work life. According to the codes based on the participants' answers, they are concerned about Injustice (n=2), Role Ambiguity (n=3), Time Management (n=4), Workload (n=7), Job Insecurity(n=3), Administrators' Negative Attitudes (n=5), Lack of Value (n=5), and Negative Working Conditions (n=3). In Table 23, the code related to Time Management is divided into 2 sub-codes, as Disorganization (n=2) and Backlog (n=2). and the code related to Workload, as Workload in Teaching (n=5) and Workload in Clerical Tasks (n=2). The code related to Negative Working Conditions is divided into 3 sub-codes as Lack of Space (n=1), Lack of Equipment (n=2), and Lack of Staff (n=1).

Table 23

4.4.2 Category: Reasons for Anxiety in Work Life

Code	Sub-Code	Participants with the Same Opinion				
Injustice	-	T4	T14			
Role Ambiguity	-	T2	T7	T13		
Time Management	Disorganization	T5	T11			
	Backlog	T11	T15			
Workload	Teaching	T4	T6	T7	T11	T14
	Clerical Tasks	T7	T13			
Job Insecurity	-	T7	T9	T13		
Administrators' Negative Attitudes	-	T2	T6	T7	T12	T13
Lack of Value	-	T2	T5	T6	T12	T14
Negative Working Conditions	Lack of Space	T2				
	Lack of Equipment	T3	T5			
	Lack of Staff	T5				

According to the analysis for this category, the participants are most concerned about Workload. They stated that they are busy with lecturing, preparing exams, reading exam papers, and preparing materials. Also, they complain about the job demands not related to teaching. Regarding the Lack of Value code, the participants complain that they are not valued or appreciated as a teacher. For the Administrators' Negative Attitudes code, if students complain about their teachers, the administrators do not tolerate teachers. In the Disorganization sub-code in Time Management, the participants are worried about how to complete their duties due to the unplanned and irregular working structure in the school. For the Backlog sub-code, they are concerned about how to finish their duties on time as they have lots of different duties except lecturing. For the Job Insecurity code, they complain that there is no job guarantee in foundation universities. Regarding Role Ambiguity, they are worried about not understanding how to do their jobs due to the frequent changes in the school system or the job demands, which are not included in the job descriptions about teaching. The participant's opinions on these codes were indicated below.

4.4.2.1. Injustice
Participant T4 stated that some academicians are given undeserved job positions and he feels tense at this unfair situation.

> **T4:** *...I can get nervous a little when I hear stories like people who don't deserve any superior position are appointed to that position... I mean, I think about this unfair situation and feel tense from time to time...*

Participant T14 stated that she does not receive the value she deserves from her managers as a reward for her work and she is unhappy about it.

> **T14:** *I mean... not having the value I deserve... I can't prove myself, or rather, prove to my managers...*

4.4.2.2. Role Ambiguity
Participant T2 complains that the school administration has changed very often, so she feels anxious about how to adapt to the new working system and perform her duties.

> **T2**: *...Another thing is that the management system changes very often, which is worrying...for example, in my school, the management system has changed*

3 times in 1 year...so job expectations are changing, job descriptions are changing...you can't be sure. If you start working in a new unit, maybe 3 months later, the management will change… Sudden changes from top management can cause anxiety.

Participant T13 worries that when he is given duties that are not in the job description, he does not know how to do these tasks.

T13: *…the most worrying thing about the job is not knowing what to do, so sometimes we have to do the tasks which are not in our job description, and this causes a lot of anxiety.*

4.4.2.3. Time Management

Participant T15 stated that he deals with many duties at school besides lecturing and he feels anxious to be able to complete these duties on time. However, he has an optimistic view of time management problems. He said that anxiety has a triggering motivator to complete his duties.

T15: *.. today, for example, before I came to you, I was presenting a live broadcast on youtube.. so, I need to make a plan about it… will I complete it on time… I need to deal with the montages of interviews with students… so it is not just teaching.. because dealing with these things is more than lecturing… So it can be stressful for me… But in such cases, it is a little surprising, but...I am not unsuccessful…I mean anxiety can have a triggering effect on me…*

Participant T5 stated that the principals want certain tasks to be done urgently, so she feels anxious about completing these tasks because there is no planning and exact deadline for the tasks to be done.

T5:*.. I mean ... certain documents have to be prepared within a certain period …. But as the managers do not have a deadline, when something is not on the calendar, this time you are in the waiting period, and you are experiencing difficulties because you have to prepare the documents whenever they want.*

4.4.2.4. Workload

Participants T6 and T7 complain that they have heavy workloads apart from lecturing such as reading exam papers, supervising the exam, preparing materials, attending meetings, etc.

> **T6**: *... for example, I give lectures for 21 hours at the school where I work, other than that, I work as a supervisor in the exams, I also have to attend meetings, I attend training, I read exam papers, so my workload is quite busy...*

> **T7:** *… We overwork and this is also another concern… you prepare exams, you prepare materials, you need to do this, you need to do that…*

Participants T7 and T13 also complain about doing clerical tasks other than teaching. Particularly, the T13 participant stated that he is worried about fulfilling these duties including conducting research.

> **T7:** *… we have a lot of extra work rather than teaching and this is also a problem…*

> **T13:** *…we need to complete the tasks on time... we work as a lecturer and we also need to carry out research and there are also lots of routine bureaucratic procedures, which cause anxiety… reports are written all the time… if you do not write them, you have to write lots of reports later…*

4.4.2.5. Job Insecurity

Participant T9 does not feel worried about job security at the school where he works. However, he stated that some foundation universities do not provide job security and the teachers are subcontracted, so these teachers will not dedicate themselves to their jobs and are not engaged teachers.

> **T9:** *…a university hires full-time teachers only to meet the criteria of YÖK, it hires all other English teachers as temporary employees….the university says to the company that I need 30 teachers for this term, the company chooses 30 teachers, these teachers give lectures, but they have no relationship with the university… these people are only involved in this job to make ends meet, and the university does not expect any academic contribution from them… So, you*

can not talk about work engagement in such a situation or happiness or peace…

4.4.2.6. Administrators' Negative Attitudes

Participants T7 and T12 stated that in private universities it is necessary to please the students, if the students are not satisfied with the teacher, the teachers are complained to the managers, so whether receiving complaints from the managers or not causes them to feel tense.

> **T7:** … *the fear of pleasing the students more…of course, a teacher should please the students but when you are in a private sector, there should be no complaints from the student…*

> **T12:** … *Let me say the attitudes of the management …we have concerns about whether the students will have complaints or not, whether they will learn English or not...*

4.4.2.7. Lack of Value

Participant T5 works in a state university so she does not feel worthless, but she stated that while she was working at the foundation, the administrators did not value the teachers and they openly expressed this, which is a very frustrating situation for her.

> **T5***: First, the message which is the fact that you are not our very valuable employee is given to the teachers in foundation universities… and this is very wearisome… I also witnessed that such things were directly expressed in the meetings.*

Participant T12 told that even if he does not want to do some tasks, managers do not listen to him and other colleagues when they explain the problems related to the work. The managers force them to get the work done, so he feels angry because of this.

> **T12:** …*for example, we have to explain what we have done to our superiors, for example, we have to do some tasks even if we don't like them… even though we are right, we have to keep quiet because it seems like they do not listen to us even if we do not keep quiet…. This exam needs to be read, this task should*

be done earlier than the exact date, the teacher is missing, we will take the exam, etc… something like this makes me anxious…

4.4.2.8. Negative Working Conditions

Participant T2 complains that there is no building in the school for foreign languages. This issue does not make her feel anxious, but she stated that the students are late for the lesson as the classes are held in different buildings and there is a distance between the classes.

> **T2:** *… We don't have a building now as Foreign Language Department, so we scurry around to give our lectures… so students can be a little late.*

Participant T3 stated that she can not lecture as she wants because the technical equipment is insufficient in the classes and the school does not provide equipment such as photocopying and using a computer for listening. She feels anxious about whether she will teach the lesson as she wishes.

> **T3:** *…Very small classes, there is no equipment, there is no technical equipment, there is no heating … For example, we cannot do listening activities this year and therefore, we cannot test it … or for example, we teach English only by using the books... I don't have an opportunity to do an exercise and print it out, which leaves me far behind in what I can do. It makes me feel inadequate.*

4.4.3. Interview Question 2

Do these issues negatively affect your state of mind?

This question was asked to find how much the subjects mentioned above worry the participants. Table 24 indicates which participants have low, medium, and high anxiety levels. Participants with low anxiety (n=5) stated that they do not have any problems which cause them to feel anxious at school or in their private lives, participants with moderate anxiety (n=5) mentioned that they sometimes feel anxious, but not always, and those with high levels of anxiety (n=6) said that they are generally unhappy because of the issues make them feel concerned.

Table 24

4.4.3. Category: Participants' Anxiety Levels in Work and Private Life

Code	Participants with the Same Opinion					
Low	T1	T8	T9	T10	T16	
Moderate	T2	T4	T11	T14	T15	
High	T3	T6	T7	T11	T12	T13

In Table 24, participants with moderate and low levels of anxiety try to reduce the stressors that make them anxious in their private or business lives by using the problem-focused and emotion-focused coping strategies mentioned by Lazarus and Folkman (1988, 1991). Besides, some participants have low anxiety and state that their life is good.

4.4.3.1. Participants with Low Anxiety

Participant T9 stated that in general, there is no problem in his life that makes him upset or worried.

> **T9**: *Well, there's nothing that specifically upsets or worries me…. It's nothing at school or my family life.*

Participant T16 stated that she has concerns about financial difficulties, but she does not feel mentally unhappy and anxious because she is generally happy in her job and family life and she does not feel anxious all the time. Anxiety control related to the participant's economic problems can also be explained by the emotion-focused coping strategy. Participant T16 focuses on the positive emotions she has at work so that her anxiety about economic problems does not affect her negatively.

> **T16**: *It doesn't affect me much... because as I said, I am happy at home with my children, at school with my job… they compensate, they distract me from my worries…I mean.. it is not a long-lasting anxiety…*

4.4.3.2. Participants with Moderate Anxiety

Participant T11 stated that she sometimes feels anxious when she is very busy at work or in her private life, but she is not always unhappy or anxious

T11: *Sometimes… I mean, I don't think about them that much all the time, but when I am very busy when everything gets worse…yes… you feel like you break your bonds with your job…so you start to question why I am here, and what I am doing here.*

Participant T15 told that he is upset when he argues with someone at school, but this affects him for a short time. The reason for this is that Participant T15 stated that he can solve his problem by talking to his colleagues, friends, or students using the problem-focused strategy. Thus, stressors at school or in his private life do not negatively affect his mental state.

> **T15:** *… If I have an unexpected dialogue with a teacher, a friend, or any administrative job or with my student, or if I experience a situation that makes me sad, it can keep me under its influence for a few hours… but I generally try to solve in order not to disrupt my profession… For example, I meet my colleagues and talk to them, and I generally solve it…*

4.4.3.3. Participants with High Anxiety

Participants T7 and T12 stated that the problems in their private and business lives make them feel anxious and unhappy. These problems affect the general mental state of the participants negatively.

> **T7**: *Does it affect you? It does, of course. It increases my anxiety level, makes me unhappy, and makes me depressed. Actually, most teachers are depressed right now. I mean, financial concerns, constantly changing demands, especially the changing student profile after Covid…all of them create anxiety.*

> **T12**: *Yes, it does. I'm more... more negative, I mean, I do not accept or ignore the things that I would normally accept or ignore in this period.. when there are lots of problems, such as the school, the students, job applications, doctorate…*

4.4.4. Interview Question 3

Are there any issues that you have difficulty with or feel anxious while lecturing? If so, what are they?

This question was asked to find which issues the participants are worried about during the lesson and to what extent these issues worry them. Another purpose of asking this question is to gather information about the results of the STAS scale in the quantitative data. Table 25 shows which subjects the participants are worried about according to the STAS scale. The codes in the left column are divided into 4 parts as Attitudinal (n=6) Class Management (n=4) and L2-related (n=2) according to the sub-factors in the STAS scale. There are similar statements between the items in the sub-factors of the STAS scale and the participants' answers. Therefore, the Attitudinal sub-factor code in Table 25 is divided into 4 sub-codes as Student Misbehavior (n=4), Students Losing Attention (n=3), Expectant Students (n=2) and Students Not Participating (n=1). The L2-Related sub-factor code is divided into 2 sub-codes as Students who get bored (n=1) and Students with Low Motivation (n=1).

Table 25

4.4.4. Category: Participants' Conserns According to the STAS Scale

Code	Sub Code	Participants with the Same Opinion			
Attitudinal	Student Misbehavior	T3	T6	T8	T11
	Students Losing Attention	T3	T6	T8	
	Expectant Students	T7	T12		
	Students Not Participating	T11			
Class Management	-	T1	T8	T12	T14
L2 Related	Students who get bored	T11			
	Students with Low Motivation	T3			

According to the analysis for this category, the participants are most concerned about the Attitudinal Sub-Factor. In this sub-factor, they are most concerned about the students' mischievousness. Teachers complain that the students play with their phones, disrupt the classroom order, talk to their friends, and sleep in the classroom instead of listening to

the lesson. Regarding the Class Management sub-factor (n=3) the teachers are concerned about the students' understanding of the lesson because they teach the subjects in English without using Turkish. About the L2 Related Sub-factor (n=2), 1 participant mentioned that the students get bored during the lecture and 1 participant stated that the students' motivation in learning English is low. The participants' views for this category were presented below.

4.4.4.1. Attitudinal Sub Factor

Participant T11 complains that the students do not listen to the lesson and play games on their phones, chat with their friends, and disrupt the classroom order, so she feels tense because this prevents her from teaching the lesson as she wishes. This participant's concern is mentioned in 15. item in the Attitudinal sub-factor. *(I feel stressed when students misbehave in class).* Besides, she has concerns about managing the class because all the students sometimes do not participate in the lesson, which is the 25. item in the scale. (*When my students do not actively participate in class activities, I feel apprehensive.)*

> **T11:** *They play games on their phones, and chat with their classmates… apart from this they disrupt the classroom order… some students do this continuously, so you can not solve it… You do your best but if they get bored, they do not participate as a whole class.. and you question yourself about what should I do?*

Participant T6 stated that the student profile is worse compared to previous years and their interest in the lesson has decreased. He has concerns about the students' interest in the lesson, which is mentioned in the 3. item in the STAS scale. *(Students' disinterest in class activities makes me worried.)*

> **T6:** *…they go out and smoke outside, and then sleep in the class... I have such problems... for example when I compare the students in 2019, and 2020 with my students this year, the interest level is gradually decreasing... I mean now I can find 4 or 5 students at most who are interested in the lesson.*

Participants T7 and T12 are concerned about pleasing students and whether students will complain about them to the principals. This type of concern is mentioned in the 12. item in the scale. *(I feel stressed when the students are expectant.)*

> **T7**: *…the fear that you have to please the student more…when you are in the private sector, there should be no complaints from the student, I think this creates a source of stress...*

> **T12:** *…we have concerns about whether the students complain about us or not…*

4.4.4.2. Class Management Sub Factor

Participant T1 said that as they lecture the course in English, low-level students sometimes do not understand what they are saying, and this situation worries them. This issue is mentioned in the 30. item in the STAS scale. *(I am nervous when I teach English through English.)*

> **T1:** *…Sometimes the students do not understand what I'm talking about, then I tell it again… But if they have a problem with me or not understanding the lesson and if they say they can not understand what I say although they are interested in English, e yes I worry about it.*

Participant T14 has also some concerns about students' understanding of how to do the task. What T14 mentioned is the 19. item in STAS. *(When I see my students have difficulty in doing the tasks, I feel anxious)* so, she thinks that she needs to simplify the sentences and show how to do the task.

> **T14:** *… I simplify the sentences.. but they do not understand again, so I slowly tell the subject using my body language. For example, when I give them a task, first I should show them how to do it, otherwise, they cannot understand…*

Participant T7 mentioned that as he works in a foundation university, supervisors observe him. According to the 32. item in STAS, (*I feel uneasy when I feel the supervisor might be dissatisfied with my performance)* he does not feel anxious about this, but it is disturbing for him.

T7: *…this is a disadvantage of working in the private sector.. if you work in a public university, nobody checks out your professional development and observes you during the lecture.*

4.4.4.3. L2 Related Sub Factor

Participant T3 is concerned about ensuring the students' motivation, which is mentioned in the 24. item in STAS *(I feel anxious when my students are not motivated).*

T3:*…My problem is.. motivation… lack of motivation is a big problem for us.*

Participant T11 has some concerns about students' getting bored during the lecture. This issue is mentioned in the 5. item in STAS *(I feel uneasy when my students are bored with my class).*

T11: *… sometimes they get bored very much.. and this is a little frustrating...*

Table 26 indicates the participants who have low anxiety during the lecture. According to the analysis based on the participants' answers, the anxiety level of these participants is low. (n=8)

Table 26

4.4.5 Category: Participants Who Have Low Anxiety During the Lecture

Code	Participants with the Same Opinion							
Low	T2	T4	T5	T9	T10	T13	T15	T16

For example, participant T13 stated that the lessons go well and their students love and trust them.

T13: *Generally…they love me… they say that my lectures go well. Most of them tell me something good, which is the nicest one…*

4.4.5. Interview Question 4

Do these issues that worry you negatively affect your concentration on your work?

This question was asked to get information about the results of the participants' Cognitive Engagement sub-factor in the ETS scale. Table 27 shows the Cognitive Engagement levels according to the participants' answers. Their Cognitive Engagement levels are divided into 3 codes as low, moderate, and high. While some participants have low (n=2) and moderate (n=2) cognitive engagement, most participants have high Cognitive Engagement (n=12).

Table 27

4.4.6. Category: Participants' Cognitive Engagement Levels

Code	Participants with the Same Opinion											
Low	T7	T13										
Moderate	T1	T11										
High	T2	T3	T4	T5	T6	T8	T9	T10	T12	T14	T15	T16

In this category, although the participants have concerns about their private and business lives and the problems in the STAS scale, these factors do not negatively affect their concentration on their work. Most participants (n=12) have a personal resource of "resiliency" mentioned by Schaufeli et al., (2002) study for the definition of work engagement and Hobfoll (1989, 2001) in Conservation of Resources Theory. Although the participants have concerns about their work and private lives, they do not reflect these concerns while working and can focus on their work, which shows that they are resilient enough to control their anxieties in their work environment. Besides, the anxiety control mentioned here can be explained by the emotion-focused coping strategy. Emotion control of the participants with high cognitive engagement, in other words, emotion-focused strategies, is successful. However, it does not mean that those with moderate (n=2) or low cognitive engagement levels (n=2) have low resiliency, because even if these participants feel anxious and say that they have difficulty focusing, they have optimistic views toward their jobs by developing a positive perspective. Thus, they try to overcome their occupational stress.

4.4.6.1. Participants with Low Cognitive Engagement

Participant T13 stated that he can not completely focus on his duties in business life due to the economic problems and future concerns he mentioned before.

T13: *Of course, they affect… I mean you are in a survivor mood.. they affect everything... I mean you cannot focus on anything….*

Although Participant T13 has low cognitive engagement, this may not indicate that the participant's "resiliency" is low. Because although T13 has economic problems and concerns such as clerical workload and job insecurity, he stated that he likes the teaching profession and does not feel like he works in a job. In other words, T13 uses an emotion-focused coping strategy to compensate for some concerns with his positive feelings and optimistic view towards the profession as he is happy with working as a teacher. What T13 told is mentioned in the 5. item in the Emotional Engagement sub-factor *(I feel happy while teaching).*

Müge: *Did you choose your profession willingly? What are the effects of your choice of profession in doing your job?*

T13: *Yes, I chose it willingly and I am very pleased… Well, Confucius has a good proverb about it… do your favorite job so that you will not work throughout your life…*

A similar situation is true for Participant T7. Participant T7 also has complaints about his workload, especially the clerical tasks and management attitudes, and his cognitive engagement is low.

T7: *..About the job… e yes because many things are given rather than normal teaching jobs, I mean, I am always considering whether I missed one of them… I am constantly considering the deadlines… did I do this or did I fill out that form..or something else…*

However, he stated that he likes the profession because he loves his students. He also uses an emotion-focused coping strategy to compensate for the negativities in his work life due to his love for his students. He stated the 3. item in the Social Engagement students sub-factor *(In class, I show warmth to my students.)*

Müge: *Did you choose your profession willingly? What are the effects of your choice of profession in doing your job?*

T7: *No, it is just a coincidence… but I love it.. what I love is that… I love my students, I love chatting with them, I love teaching something to them…*

4.4.6.2. Participants with Moderate Cognitive Engagement

Participant T1 stated that she is busy due to her duties at school and her master's studies. She stated that this sometimes lowers her energy in class.

> **T1:** *... Sometimes they affect my energy negatively during the lesson... sometimes my mood is low in the class... but not all the time.*

4.4.6.3. Participants with High Cognitive Engagement

Participant T2 stated that she does not reflect the problems in her life on her job. She thinks this should not prevent teachers from doing the job and teachers should not reflect their problems on students. Hence, T2 is successful at using an emotion-focused coping strategy. She mentioned the 11. item in ETS Scale. *(While teaching, I pay a lot of attention to my work.)*

> **T2:** *…These problems do not have any negative effect because it is not the students' fault, so we should not vent these problems on our students… therefore these issues do not affect the discipline or the quality of the job negatively…*

Participant T12 said that he used to reflect the troubles in his life on his work, but as he is experienced, he can control his anxiety. He pays attention to how he should do his job as mentioned in the 11. item *(While teaching I pay a lot of attention to my work.)*. Hence, T12 is also successful at using an emotion-focused strategy not to reflect his negative emotions in his class.

> **T12***: If you asked me this question 3 or 4 years ago, I would say yes, but now… I can forget my problems in class... I even do not reflect any problem that happened in the first lesson to the second lesson…*

Participant T16 told that she forgets the problems in her life while doing her job because she finds her job enjoyable. So, this means that she focuses on positive emotions to forget her problems using an emotion-focused strategy. She mentioned both the 15. item in the cognitive engagement sub-factor *(While teaching, I work with intensity),* and the 13. item in the Emotional engagement sub-factor. *(I find teaching fun).*

> **T16:** *... as I enjoy lecturing and preparing my lessons, I forget about my problems during the lesson or while preparing my lessons before the class.*

Participant T8 mentioned the concept of the Flow of Time, which is included in the cognitive sub-factor of the ETS scale as 8. item. (*While teaching, I really "throw" myself into my work.*) She stated that she did not understand how quickly time passed during lecturing as she loves teaching.

> **T8:** *…Well, I started lecturing this morning and finished at noon. As I love teaching, I did not understand how time passed… time flies, actually because I love the profession, and I love the students... I enjoyed it a lot but if I did not love this job, the time would not fly.*

4.4.6. Interview Question 5

Do you deal with your students' problems related to their education or private lives?

This question was asked to get information about the results of the participants' Social Engagement - Students sub-factor in the ETS scale. Table 28 shows the participants' Social Engagement - Students levels, which includes 2 codes as "Caring Students Academic Success" and "Caring Students Academic Success and Private Lives".

Table 28

4.4.7. Category: Participants' Social Engagement - Students

Code	Participants with the Same Opinion								
Caring for students' academic success	T1	T2	T4	T5	T8	T9	T10	T11	T15
Caring for students' academic success and private lives	T3	T6	T7	T12	T13	T14	T16		

When the answers are analyzed, it is observed that some participants are interested in both their students' education and private lives. Therefore, the Social Engagement - Students level of these participants is indicated as "Caring about students' academic success and private lives" (n=7). The other participants are also interested in their students' academic success but they do not prefer to deal with their students' problems in their private lives, so their Social Engagement - Students level of them is shown as "Caring for students' academic success" (n=9). In this category, participants in the code of "Caring students' academic success and private lives" (n=7) use problem-focused strategies as they tend to find solutions to their students' academic success and problems related to their private lives by taking initiative. In the Caring students' academic success code (n=9), the

participants find solutions to the problems with their students' lessons and find this issue important by using problem-focused strategies. However, they do not prefer to deal with subjects other than their students' lessons by using an emotion-focused coping strategy. This is because they keep themselves away from stress by keeping their distance from the students' extracurricular problems and they set a "limit".

4.4.7.1. Participants Caring Students' Academic Sucess

Participant T10 mentioned that he is interested in his students' academic success and tries to find solutions to problems in this regard. However, he does not prefer to be involved when the students have problems with their private lives. So, he uses both a problem-focused strategy to find a solution for the students' academic success and an emotion-focused strategy to keep himself from their students' private problems.

> **T10:** *If it is not very important, I try not to deal with it, but if it affects the peace of the class, I will take care of it, other than that, I try not to take care of it. If there is a problem with education, of course, we are responsible for solving it, but other than that, for example, if there is a problem with his family, I just… make my suggestions…*

Participant T1 also uses an emotion-focused strategy. She mentioned that teachers should have a "border" towards the students so that the students can understand how to behave the teachers.

> **T1***: Well... we can be friendly toward our students, but we cannot be their "friends" … I mean, we need to make them feel the "border" … but they can also feel the friendliness…*

4.4.7.2. Participants Caring Students' Academic Success And Private Lives

Participant T6 stated that he finds solutions for his students' every problem, whether it is related to the lesson or private life, and he likes helping them. In the ETS scale, What T6 mentioned is in the 14. item in the Social Engagement students sub-factor. *(In class, I care about the problems of my students.)*

> **T6**: *I deal with them by doing my best, teacher Müge…I can even give an example. There was an Iranian student, who was going to rent a car, but he could not find a trustworthy place… I dealt with their problems including a*

car rental… Well, I like listening to my students. If they have problems, I try to help them as much as I can do… whether it is about the lesson or not...

Participant T7 mentioned that teachers should take care of their students and this is more important than lecturing, so he is interested in any problems of her students. He cares about their students' well-being more than their academic success and thinks that it is necessary to know the students' mental state well. In the ETS scale, What T7 said is mentioned in the 6. item in the Social Engagement students factor *(In class, I am aware of my students' feelings.).*

> **T7:** *Of course... I think this is the primary issue a teacher should do rather than lecturing... We should read like an open book...does the student have a problem, why s/he does not listen, why s/he sleeps, why s/he cries... if necessary, we should say "Let's talk outside" .. if we do not do this, neither teaching nor learning will be good.*

4.4.7. Interview Question 6

How is your relationship with your colleagues? Do you think you are sincere enough or not sincere?

This question was asked to gather information about the results of the participants' Social Engagement - Colleagues sub-factor in the ETS scale. In Table 29, the Social Engagement – Colleagues sub-factor of the participants who have sincere relationships with few colleagues and have distant relationships with the rest of the colleagues are indicated as "Having sincere and distant relations" (n=11). The other participants, who stated that they generally have a sincere relationship with their colleagues are indicated as "Having sincere relations" (n=5).

Table 29

4.4.8. Category: Participants' Social Engagement – Colleagues

Code	Participants with the Same Opinion										
Having sincere and distant relations	T2	T4	T6	T7	T8	T9	T10	T12	T13	T14	T15
Having sincere relations	T1	T3	T5	T11	T16						

According to participants' answers, some participants stated that they have both sincere and distant relationships with their colleagues at school, while some of them mentioned that they have a sincere relationship with their colleagues in general. Whereas the participants having sincere relations have positive emotions toward their colleagues and regard them as their close friends, other participants having both sincere and distant relations are sincere with few colleagues and keep their distance from other colleagues with their emotion-focused coping in order not to feel stressed.

4.4.8.1. Participants Having Both Sincere and Distant Relations

Participant T7 said that he does not have as many friends as he used to be, and he prefers to be sincere with a few colleagues in order not to feel stressed as he thinks that people gossip a lot.

> **T7:** *I'm sincere with only 2 or 3 people. I can say I'm alone because people gossip a lot…I don't have as many friends as before …*

Participant T4 said that he keeps himself away from some people on purpose in order not to feel stressed but he has sincere colleagues as well. He also said that he shares his problems with his beloved colleagues. Sharing one's emotions and problems and getting support is a problem-focused strategy Lazarus and Folkman (1988, 1991) mentioned.

> **T4:** *Well... I do not like every person here… I especially escape from some people... because if I am sincere with them, our relationship may break later, but I also have friends with whom I share my problems…*

4.4.8.2. Participants Having Sincere Relations

Participants T11 and T16 stated that they are close friends with their colleagues and do not regard them only as colleagues. These participants talked about the 1. item in the Social Engagement - Colleagues sub-factor. *(At school, I connect well with my colleagues.)*

> **T11:** *Well, I am sincere… since I started my profession, my best friends have always been my colleagues.*

> **T16:** *Yes, I have been working in the school for a long time dear Müge, so my colleagues are like my family, they know my children and my husband... I mean our relationship is not just about being a coworker...*

4.4.8. Interview Question 7

Did you choose your profession willingly? Can you describe your feelings about the teaching profession?

This question was asked to get information about the results of the participants' Emotional Engagement sub-factor in the ETS scale. In addition, the question about the effects of the choice of profession was asked to find the reasons for the differences in Work Engagement and Occupational Anxiety levels considering the career choice variable. Table 30 shows the factors that affect choosing the teaching profession willingly. These factors are coded as Love (n=16), Happiness (n=8), Pride (n=1), Fun (n=4), Self-in Role (n=10), and Self-Efficacy (n=4).

Table 30

4.4.9. Category: The Features of the Emotional Engagement for the Participants Choosing The Profession Willingly

Code	Participants with the Same Opinion									
Love	All Participants									
Happiness	T1	T2	T4	T6	T8	T9	T14	T15		
Fun	T6	T12	T14	T16						
Pride	T9									
Self-in Role	T3	T4	T6	T8	T9	T11	T13	T14	T15	T16
Self-Efficacy	T2	T4	T12	T13						

According to the participants' answers, while most of the participants chose their profession willingly, only 3 participants did not. However, it was found that the Emotional Engagement levels of the participants who chose their profession willingly and those who did not are high. For this interview question, the most decisive feature is a sense of "Love" which is included in the items in the ETS scale. The fact that the participants' "Job Love" enables them to be engaged teachers. As they love the teaching profession, they do not care about their concerns in their work lives and do not regard their occupational problems as a big concern. The effect of these positive emotions makes them engaged teachers and reduces their job stress. According to emotion-focused coping by Lazarus and Folkman (1988,1991), a person develops a strategy to control their emotions to reduce the negative effects of stress. Those who apply this strategy develop

a positive thinking pattern. Similarly, according to Fredrickson's (2001, 2004) Broaden-and-Build theory, the fact that individuals have positive emotions such as love and happiness helps them use their mental resources and cope with stress. Thus, they become more resilient against stress factors using their positive emotions.

4.4.9.1. Participants Who Mentioned "Love"

Participant T1 told that besides choosing the profession willingly, she willingly completed her master's degree and she is satisfied with the school she works and she loves her job. What she told is mentioned in the 10. item in the Emotional Engagement sub-factor 10. *(I love teaching.)*

> **T1:** *Yes, I chose it willingly… because I started the master's degree willingly,*
> *I work in this university willingly, so I love...*

Participant T11 stated that she loves the teaching profession and that is why she is open to self-development and does not feel alienated from the profession against stressors. She also mentioned the 10. item in the Emotional Engagement sub-factor.

> **T11**: *…I mean, it's a job that I love to do, not about obligation. I think it has*
> *a positive aspect… That's why I don't feel alienated from the profession.*

4.4.9.2. Participants Who Mentioned "Happiness"

Participant T9 told that he is happy to be a teacher and has developed himself to be a teacher since high school. Hence, this participant is also an engaged teacher, as he has a long-standing goal to become a teacher. What T9 mentioned is the 5. item in the Emotional Engagement sub-factor *(I feel happy while teaching)*.

> **T9:** *Of course, of course. I received my education in Teacher High School*
> *in 2003, and since then I developed myself to be a teacher…I am very happy*
> *to work as a teacher to witness someone's development...*

4.4.9.3. Participants Who Mentioned "Fun"

Participant T6 said that entertainment is important for him in the teaching profession; otherwise, the students will get bored with the lesson. He is also in need of this entertainment while teaching, and tries to make the lesson enjoyable. What T6 told is the 13. item in this sub-factor *(I find teaching fun)*.

T6: *… a teacher should be enjoyable… I need that "fun" because when we do not have fun I even get bored.. e students also get bored…*

Similarly, participant T14 stated that she regards the profession as a hobby as she chose the profession willingly. It can be said that she is an engaged teacher as T6 because she finds teaching fun, so she does not regard the profession as a job.

T14: *… if a person chooses his/her profession willingly, s/he does the job which s/he has fun... I mean s/he does a hobby... I also have fun.*

4.4.9.4. Participants Who Mentioned "Pride"

For Participant T9, the teaching profession is very proud. Being proud of the work and the fact that the work has value for the person rather than just a financial benefit is an important factor for one's engagement with the job as Kahn (1992) mentioned.

T9: *…I am very proud of my education and my colleagues as I work with them…*

4.4.9.5. Participants Who Mentioned "Self-in Role"

Participant T4 stated that teaching is a valuable profession for him, he has experienced "valuable" events and he will not be able to do another job, If he does, he will be unhappy. Since this participant gained a "teacher identity", he is an engaged teacher.

T4: *…I am thinking of another job… but I could not… for example, I could not be a banker… I would be sad and this is very important. In teaching, you change one's life, you help someone to improve... I have experienced very satisfying events many times…*

Similarly, participant T15 is an engaged teacher who has gained a teacher identity because he does not prefer to do another job other than teaching. Because he is interested in theater, he thinks that if he had not been a teacher, he would have been a theater player, but he stated that being a theater player and a teacher are similar professions.

T15: *…If I was born again, I would be a teacher again…I am thinking whether I would do another job… maybe a theatre player, but actually, we the teachers are also players… I mean I am happy as I can do this job.*

4.4.9.6. Participants Who Mentioned "Self-Efficacy"

Participant T2 stated that she loves teaching and talked about the concept of role model, which has a positive effect on one's self-efficacy, and is described by Bandura (1977) as "Vicarious Experience". T2 stated that people who are teachers in her family are role models for her. Hence, T2 took her family members as role models for teaching. Also, the teaching profession was introduced to her as a prestigious profession by these role models, so she has preferred to be a teacher with the positive effect of role models since her childhood. The fact that the teaching job was told as a "prestigious" profession to T2 is "Verbal Persuasion" in self-efficacy mentioned by Bandura (1977).

> **T2**: *Yes... when I started to take method lessons at the university, I liked it very much and... Yes, I am glad to be a teacher...and there are lots of teachers in my family.. my mother is a teacher and my sister is a teacher, so I have lots of role models...therefore teaching has been told me as a prestigious profession since I was a child.*

Participant T12 also stated that he chose the profession very willingly and he took a teacher he liked very much in his childhood as a role model and he feels grateful toward the person he modeled for teaching. He followed her/his lead as a teacher.

> **T12**: *Yes, I wanted very much. As I chose it willingly, I do this job with this will... I had a teacher at high school, I loved him very much... I wanted to be a teacher like him... I wanted the people to like me as a teacher because he was a very nice person.. so my choice started with this gratitude towards him...*

Below the opinions of the participants who did not choose their profession willingly are explained. Participants T3, T7, and T16 did not choose their professions willingly. However, their Emotional Engagement levels are high. The reason is that the participants love teaching now, and have role models, who are the motivators for the participants to be engaged with their jobs. Some participants also mentioned that teaching is a suitable profession for them, which shows that they gained a "Teacher Identity". Besides, Since their Social Engagement – Students level is high, this has a positive effect on their Emotional Engagement level as well.

4.5.1. Category: The Features of the Emotional Engagement for the Participants Not Choosing Teaching Profession Willingly

4.5.1.1 Participants Who Mentioned "Self-in Role"

Participants T3 and T16 stated that they did not choose the profession willingly, but when they started teaching, they liked the profession and did not regret it. They think teaching is a suitable profession for them. They are now happy to work as teachers and love their jobs. Therefore, the fact that they did not choose the profession willingly in the past did not have a negative effect due to their positive emotions toward the teaching profession.

> **T3:** *No… my goal was always to be a translator … I worked in the maritime industry for 3 months but I understood that this job was not suitable for me, then I applied for an hourly paid lecturer job. Once I first entered the class, I said that I should do this job… I felt this from my heart, and I have never regretted it since today, I have always done my job with great love from the first moment I started teaching…*

> **T16**: *No, I didn't choose it willingly at first… Even when I was a student, I thought that I might not be an English teacher, but after that.. fortunately, I could not do another job. I have never wanted to be in a different profession until now...*

4.5.1.2 Participants Who Mentioned "Self-Efficacy"
Participant T3 mentioned that she took people who were teachers in her family as role models and this has a positive effect on her choosing the teaching profession.

> **T3**… *I have lots of teachers in my family, my mother is a teacher, and my grandfather was also a teacher. What I always observed is that, especially about my mother, she has a deep relationship with her students. She meets her students even if 20 years have passed.*

4.5.1.3 Participants with High Level in Social Engagement - Students Sub-factor
Participants T3 and T16 stated that when they entered the classroom, they loved the job and they thought that they will continue to do this job in the future. For teachers, the classroom environment is an important factor in choosing the teaching profession.

T3: *....then I applied for an hourly paid lecturer job. When I first entered the class, I said that I should do this job… I felt this from my heart…*

T16: *…once I entered the classroom, I loved it very much. Fortunately, I chose this profession…*

Participant T7 also stated that he loves his students and his students have a significant effect on making him love teaching.

T7: *No, it is just a coincidence… but I love it.. what I love is that… I love my students, I love chatting with them, I love teaching something to them…*

4.5.2. Interview Question 8

Do you think there are differences between the working conditions in state and foundation universities?

This question was asked to find whether there are differences in the working conditions of state and foundation universities. In Table 31, the differences between the working conditions in the foundation and state universities are divided into 2 codes as State University and Foundation University. The foundation university code is divided into 5 sub-codes as Bad Student Profile (n=3), Job Insecurity (n=6), More Workload (n=9), More Expectation (n=5), and Performance Assessment (n=4). The State University code is divided into 2 sub-codes as Good Salary (n=3) and Flexible Working Hours (n=4).

Table 31

4.5.2. Category: The Differences in Working Conditions between State and Foundation Universities

Code	Sub-Code	Participants with the Same Opinion								
State	**Good Salary**	T4	T12	T15						
	Flexible Working Hours	T1	T10	T12	T16					
Foundation	**Bad Student Profile**	T5	T7	T12						
	Performance assessment	T2	T3	T7	T11					
	More Expectation	T1	T2	T3	T7	T11				
	More Workload	T3	T4	T5	T6	T7	T8	T12	T13	T14
	Job Insecurity	T1	T2	T5	T7	T9	T13			

In this category, all participants stated that the working conditions are different in foundation and state universities. All participants (n=16) told that the working conditions in state universities are better than in foundation universities. While some participants stated that the job demands are higher in foundation universities (n=9), others expressed that the risk of being dismissed is more probable in foundations (n=6). In addition, it was mentioned that working hours are more strict in foundation universities and the participants cannot leave school when their lectures finish as those working in states can do (n=4). It was also mentioned that the student profile is more tiring, there are more mischievous students, and students have higher expectations from teachers because they pay for education (n=3). The other statements are that salaries are higher in state universities (n=3), teachers are observed in the class by supervisors and their performances are evaluated at foundation universities, and those working in state universities do not experience it (n=4). Besides, some participants stated that the students and managers have more job expectations from the teachers working in foundation universities (n=5). Therefore, high expectations from teachers, class observation, performance evaluation, and low job guarantees can keep the teachers in foundation universities in a more alert position. The participants' opinions about these issues are presented below.

4.5.2.1. Good Salary

Participants T4 and T15 stated that the salary in state universities are more satisfactory than foundations. The salary factor is important to ensure a balance between job demands and job resources, which also enables a person to be engaged with his/her job.

> **T4:** *There are specific differences.. yes. The main difference is... I am pleased with working in a state university because the working conditions are better in terms of salary…*

> **T15:** *…Everybody began to work in a state university by quitting their jobs in foundation universities due to the salary.*

4.5.2.2. Flexible Working Hours

Participants T4 and T13 stated that even if teachers do not have lessons in foundations, there are strict working hours and they cannot leave the school, but in the state universities, teachers can leave the school when the lessons finish.

T4: *… It can be a problem or not, but it is a problem for me and it is the working periods… the working hours are fixed in foundation universities… you can receive some emails such as you cannot leave work at 16:45 because the exact time is 17.00…*

In addition, participant T13 stated that the summer holidays in state universities are longer than in foundations.

T13: *…For example, you have a holiday for 3 months and leave work as soon as your lessons finish… but you cannot do these things in a foundation university… your working period is very strict as 9-5…*

4.5.2.3. Bad Student Profile

Participant T5 stated that there are mischievous students with high expectations in foundation universities and these students wear out the teacher. However, the students in state universities are more well-behaved and willing to learn.

T5: *I can also tell some negativities due to the bad student profile. The students think that we pay for the education, so the teacher has to teach me… if I can not learn English, this is the teacher's fault, not mine… I mean, while I was working in a foundation university, the students wore me out a lot… In state universities, the students are keener on learning and diligent…*

Participant T12 complains that the student profile in foundation universities is getting worse due to the decrease in the minimum score in the university exam and therefore is worried.

T12: *…the minimum score in the university exam was abolished…so the students even who could not have a minimum score can study in a university now, so their attitudes and behaviors are more different compared to the students who started to study last year… now they even do not know how to talk to someone… this is a little frustrating…*

4.5.2.4. Performance Assessment

Participants T2 and T3 stated that teachers' lecturing performances are evaluated in foundation universities, but there is no such assessment in states. Participant T2 told that

teachers' lecturing is observed in foundations, but the teachers in states do not have such an experience.

> **T2:** *Well.. the supervisors can come to your class to observe you suddenly.. your performance is also evaluated but you do not experience them in a state university…*

Participant T3 stated that the teachers in the foundation feel tenser due to the performance evaluation, but the ones in the state are more comfortable.

> **T3:** *…the performance evaluation system makes you active and updated in foundation universities but the system in state universities is more comfortable…*

4.5.2.5. More Expectations

Participants T1 and T11 stated that the expectation of qualified education from the teachers in foundation universities is higher than in the states, so the teachers in the foundations are more sensitive than the ones in the states, and therefore they need to pay more attention to the students in order not to receive any complaints.

> **T1:** *…As they work in state universities, they may not take care of the students like us… I mean they do not take care of the students sufficiently as we do…*

> **T11:** *…you feel comfortable in a state university… that comfort is because of the student's profile and the expectations from you… Both the managers and the students expect lots of things from you…*

4.5.2.6. More Workload

Participant T7 stated that the teachers' workload in the foundation universities is higher than in the states. Since he works at a foundation university, he complains about longer working hours and working in the summer.

> **T7:** *…you have to work 5 days a week in a foundation university, even you have to work in summer.. the managers tell us to come to the school in the summer, come to the school every day even if you do not have a lesson… in state universities, they are relaxed in terms of workload or other things…*

Participant T14 told that the working hours are longer, more exams are applied and different tasks are given, which increases the workload in the foundation universities.

> **T14**: …*the working hours in foundation universities are longer than state universities.. or for example, we are charged with different tasks in different units and these tasks are very hard because we administer lots of exams… everything has to be perfect…*

4.5.2.7. Job Insecurity

Participants T7 and T13 stated that the employee's personal rights in the states are more secure, and teachers in the foundation can be dismissed more easily. According to Kahn (2010), job security is an important job resource that keeps people engaged with their job because individuals need to feel safe first to be able to focus on their work

> **T7:** …*after you work in a state university for one year, nobody fires you easily; however, whether you work 5 years or 7 years in a foundation university, your manager fires you if s/he does not like you or if only 2 students complain about you…*

> **T13:** *Well, the teachers in foundation universities are always on pins and needles.. they even do not know whether they have a job tomorrow or not…*

4.5.3. Interview Question 9

Do you think women and men have equal conditions in work and family life? In terms of their roles and responsibilities in the work environment and at home.

This question was asked to find the reasons for the differences in work engagement and occupational anxiety levels in gender variable in the quantitative data. In Table 32, participants' answers are divided into 4 codes as Women's Burden at Home (n=4), Women's Burden for Children (n=7), Men's Advantages at Work (n=4), and Women's Advantages at Work (n=1). The code which indicates that men are more advantageous at work is divided into 3 sub-codes as Class Control (n=1), Recruitment (n=2), and Superior Positions (n=2).

Table 32

4.5.3. Category: Differences in Work and Private Life According to Gender

Code	Sub Code	Participants with the Same Opinion						
Women's Burden at Home	-	T2	T4	T15	T16			
Women's Burden for Children	-	T3	T5	T7	T8	T11	T13	T14
Men's Advantages at Work	Class Control	T6						
	Recruitment	T4	T12					
	Superior Positions	T4	T13					
Women's Advantages at Work	-	T2						

In the interviews, the participants stated that women have more responsibilities in housework than men (n=11). In particular, some participants mentioned that when women have children, they are also responsible for looking after their children in addition to housework, and women have more responsibility for childcare than men (n=7). Regarding work-life, It was stated that women are more advantageous in business life because women have legal permissions such as maternity leave, but men do not have similar work permits (n=1). However, some participants think that men are more advantageous in work life (n=4). For instance, mischievous students obey male teachers more compared to female teachers (n=1), and men are more advantageous in recruitment (n=2). Also, men can be appointed to superior positions more easily compared to women (n=2).

4.5.3.1. Women's Burden at Home

Participants T2 and T15 stated that there is no equality between men and women in Turkey, women have more responsibilities in housework and more responsibility is given to women in terms of social structure.

> **T2**: *Obviously, there is a patriarchy. Even the most modern man, after a certain period, waits for service.*

> **T15:** *Certainly not.. "women have to wash the dishes", there is no such a world. "men do not replace the diaper of a baby", there is no such world.. when I heard this, I got angry a lot… if this state of mind cannot change, there is no equality between men and women whether you carry out your research about the equality of men and women…*

4.5.3.2. Women's Burden for Children

Participants T3 and T14 participants stated that women have more responsibilities in home life, especially if they have children, the responsibility of taking care of children is given to women more as a social perception.

> **T3**: *I think that the burden on women is more. I cannot distinguish it at work if the job descriptions are clear… but this equality deteriorates especially if mothers work…It's a huge burden on women.*

> **T14:**... *After their work is over, they say that it is now their work time starts at home. I mean, what do they do... they cook, take care of their children, try to put their babies to sleep, do their children's homework…*

4.5.3.3. Men's Advantages at Work

Participant T6 stated that female teachers have more difficulty in classroom control than male teachers. T6 thinks the reason is that students listen to male teachers more and women have difficulty in having the students listen to the lesson.

> **T6:** …*I witnessed this actually, female teachers try harder to make themselves listened to… I can control the class in 1 hour, but my women colleagues have difficulty in controlling the class for 2 hours…*

Participant T4 stated that due to the women's pregnancy and childbearing, managers impose strict criteria on women in recruitment and if women do not meet these criteria, they are not hired, instead men are hired.

> **T4**: …*For example, managers say that you give birth after getting married, so we cannot hire you.. or we can hire you as long as you do not have a child…*

Participant T12 thinks that since the teachers in English education are generally women, more priority is given to men in recruitment.

> **T12:** *Certainly not I think…there is a big difference between applying for a job as a man and as a woman, because male teachers are very few… so men are more advantageous...*

Participants T4 and T13 stated that superior positions are given to men more, however, women are not given superior positions in business life compared to men. Women's job positions are more restricted than men's job positions.

> **T4:** *Well, it is clear that work life is more male-dominated in business conditions, I mean, specific duties are deemed worthy of men…*

> **T13:** *… I also do not think that there is equality in work life…men have unbelievably dominant roles.. some roles are easy to get for men…I mean there is a "Glass Ceiling Syndrome", women are not allowed to get a superior position compared to men.*

4.5.3.4. Women's Advantages at Work

Participant T2 stated that women have advantages such as pregnancy leave and maternity leave, so they are more advantageous than men.

> **T2**: *Actually, there are more advantageous things for women. They have legal rights such as maternity leave, but for example, there is no such thing for men.*

4.5.4. Interview Question 10

Does your marital status have a positive or negative effect on your job? If so, what are they?

This question was asked to find the reasons for the results in work engagement and occupational anxiety levels in the marital status variable in the quantitative data. Table 33 shows 2 codes regarding the differences in Marital Status variable as Single Teachers (n=5) and Married Teachers (n=5). For Single Teachers Code, 3 sub-codes were created as Quitting the Job Easily (n=1), More Workload (n=3), and Working at Home (n=2). For Married Teachers Code, 2 sub-codes were created as Not Working at Home (n=4), and Much Concentration on Work (n=2).

Table 33

4.5.4. Category: Differences in Work Life According to Marital Status

Code	Sub-Code	Participants with the Same Opinion			
	Quitting the Job Easily	T12			
Single Teachers	**More Workload**	T5	T7	T11	
	Working at home	T12	T14		
Married Teachers	**Not Working at Home**	T5	T6	T9	T15
	Much Concentration on Work	T3	T15		

For the marital status variable, the participants mentioned that single people have more workload than married people (n=3). The married ones also stated that they complete their work at school and do not include their work in their private lives because they think that they need to care for their children and spouses; however, they were overworked when they were single (n=4). One single participant expressed that he can quit his job whenever he wants, but married people cannot have such comfort. The other single participants stated that they can take work home even after their working hours are over because they do not have to care for somebody, so they have enough time for their jobs at home (n=2). Some married participants expressed that they complete their duties during working hours and concentrate more on their work due to their responsibilities towards their spouses and children because they should care for them after finishing their work (n=2). Concentration on work is one of the main factors that enable individuals to be engaged with their work mentioned by Schaufeli et al.(2002).

The common feature for some single and married participants is that they have an optimistic view of their marital status. Single participants stated that they work comfortably at home because they are single and do not have to take care of someone. On the other hand, married teachers mentioned that it is an advantage for them to finish their work on time as they think that they need to spend time with their spouses and children.

4.5.4.1. Quitting the Job Easily

Participant T12 stated that he does not have to take care of anyone because he is single, so he is comfortable quitting the job when he experiences a frustrating situation at school. However, he thinks that married teachers do not have the luxury of leaving their jobs whenever they want, as they are responsible for taking care of their spouses and children.

T12: … *If I get angry, I can quit the job... I am relaxed that much, but married people cannot do this, they sometimes have to show tolerance to the situations which make them upset…*

4.5.4.2. More Workload

Participant T5 is married but stated that she was given more workload when she was single. She states that managers think that single people can take on more workload compared to married people.

T5 *… I was expected to work more because I was single at that time, they thought that I would be able to make more sacrifices, for example working at the weekend… or evening overtime work was usually given to singles… I mean…. When I was single, I realized that I was forced to work more…*

Participant T7 says that he feels comfortable because he is single. However, he complains that more workload is given to singles compared to married ones.

T7: *I feel comfortable as I am single.. but there is a disadvantage… managers want you to work at the weekend as you are single. I accepted in the past but because we have married colleagues, I do not have to work all the time…*

4.5.4.3. Not Working at Home

Participants T5 and T9 stated that they worked more when they were single, but they do not take work home after getting married because they need to take care of their spouses and children after they leave school. In other words, they think that after marriage, it is necessary to give priority to their spouse and children more than their work.

T5: *…for example, I do not take my work home, I mean I need to create a self-care area because I realized that I overworked a lot although I did not have to do…*

T9: *…for example, I was working in an administrative unit when I was single and I had a colleague in that unit. We could work until late hours at night, but now I cannot do this because why... because I have a wife and a*

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son. Your priorities have changed after getting married. Yes, I do my job at
school and but after that, I need to be with them…

4.5.4.4. Working at Home

Participant T12 stated that he has the luxury of taking work home because he is single, and he feels comfortable because he can finish his work whenever he wants.

> **T12:** *Well, we do the same job but as I am single, I can take the exam papers*
> *home and read them.. or I can read them at school and leave at 10.00 p.m,*
> *I can leave the school whenever I want…*

Participant T14 stated that as she is single, she does not have responsibilities such as cooking or taking care of children, and she is comfortable because she can take work home and prepare lessons instead of dealing with these responsibilities.

> **T14:** *… I do not have a child to look after or a husband to cook something*
> *for him… I have a rest at home after school, then I prepare my lessons…*

4.5.4.5. Much Concentration on Work

Participant T3 feels stressed because of her responsibilities in her job and taking care of her child. However, she stated that she has to complete her work on time due to her responsibility towards her child, so she gives more energy to her work during working hours. However, she does not reflect her stress on her job. On the contrary, she stated that she gives her energy to her work to forget her stress.

> **T3:** *…yes, you have responsibilities as you have a child, I mean the stress to*
> *complete your duties and then looking after your child, but this stress does not*
> *reflect on my job. Conversely, I give my energy to my class more as I move*
> *away from this stress when I am at school…*

Participant T15 has an optimistic view of his marital status. He stated that married people work more disciplined in their jobs compared to singles, as marriage creates order in one's life. However, he thinks that single people have the luxury of taking work home, but married people need to take care of their spouse and children, so they complete their tasks on time.

T15: *…I can wake up at 7.00 a.m without setting the alarm clock, but you cannot do this if you are single because you are comfortable as you do your job whenever you want. You are more disciplined if you are married. When you are single, it is easy to say that "I do my job at home", but if a wife and a son wait for you at home, you have to finish your work at school... I mean you finish your work on time properly…*

4.5.5. Interview Question 11

As you gain experience in your profession, do you think you do your job better compared to the past, or isn't there any difference?

Follow-up Question: How do you compare yourself to more experienced or less experienced teachers?

This question was asked to find the reasons for the results in work engagement and occupational anxiety levels in age and teaching experience variables in the quantitative data. The Follow-up question was asked to collect useful information to find some issues about teaching experience and age. In Table 34, the participants' views on age and teaching experience are divided into 2 codes as Positive and Negative factors. Sub-codes for Positive Opinions are indicated as the Development of Teaching Methods (n=8), Identifying Student Profiles (n=7), Class Management (n=10), and Material Development (n=2). Sub-codes for Negative Opinions are shown as Low Energy (n=5), Using Old Methods (n=4), Generation Gap (n=3), and Burnout (n=1).

Table 34

4.5.5. Category: The Effects of Age and Teaching Experience on Work Life

Code	Sub-Code	Participants with the Same Opinion								
Positive Factors	**Development of Teaching Methods**	T4	T6	T7	T8	T9	T10	T11	T15	
	Identifying Students Profile	T2	T4	T6	T7	T9	T10	T16		
	Class Management	T2	T3	T7	T8	T9	T11	T12	T13	T14	T16
	Material Development	T3	T5							
Negative Factors	**Low Energy**	T1	T3	T5	T13	T15				
	Using Old Methods	T1	T11	T13	T14					
	Generation Gap	T6	T11	T14						
	Burnout	T5								

According to the data analysis, the participants mentioned that age and experience have 4 positive effects on the teaching profession, mostly on classroom management. Participants stated that as they gain experience, they are better at class management skills and lecturing (n=10). They also think that the teachers can improve themselves more in terms of theoretical and practical knowledge thanks to their experience (n=8). Teachers can get to know the student profile better and know how to behave towards students better because they have encountered different student profiles. (n=7) On the other hand, participants stated that teachers are more knowledgeable about course books and teaching materials (n=2). As a result, the accomplishments on class management, teaching methods, material development, and getting to know students thanks to the participants' experiences motivate them in teaching and increased their self-confidence. In related literature, this positive experience providing a belief to be successful in one's job is described as "Mastery Experience" in self-efficacy by Bandura (1977). In this category, Thanks to their job experience, the participants can develop themselves professionally in the subjects they mention in the table, so they can be less affected by the anxiety issues they talk about in the STAS scale (see pages 82-85).

As for the other side of the experience factor, some participants have negative opinions about old teachers in EFL education. They stated that old teachers are more tired and have low energy (n=4), and can be burned out (n=1). Some participants also told that they lecture with older teaching methods (n=4), and there is a communication gap between them and their students due to the generation difference (n=3).

4.5.5.1. Development of Teaching Methods

Participant T3 stated that she feels more comfortable and self-confident thanks to her experience, but she had concerns about how to lecture when she was inexperienced in the past

> **T3:** … *I felt panicked in the past…" Oops, I would teach Relative clauses"..*
> *something like that... I needed to search for this, and I needed to search for*
> *that… but now I feel more comfortable…I mean experience has a very*
> *positive impact.*

Participant T7 stated that his teaching skills have improved compared to the past and he also tried new teaching methods by relying on his experience. Therefore, he has no concerns about lecturing. He has developed his confidence thanks to his experience.

T7: *…I have changed a lot in terms of presentation, giving feedback, error correction, and the power and courage of trying new methods… especially in teaching skills.*

4.5.5.2. Development of Class Management

Participant T8 stated that as she gained experience, her class management skill got better and she does not make the mistakes she made in the past. She regards herself as more successful in class management.

T8: *Of course, there is a difference between the past and present.. for example, I talked to the students with privacy issues in the past… but now I do not because there are students whose parents got divorced.. but I asked them in the past as I did not have an experience.*

Participant T13 told that teachers get better in class management as they gain experience. He thinks that no matter whether a teacher takes class management lessons in pedagogy-related courses, this skill will be gained with experience.

T13: *Yes... I can say that I do my job better… For example, you can learn how to manage the class as you gain experience because it is not important to what extent the class management is lectured to you…*

4.5.5.3. Identifying Student Profile

Participant T6 stated that as he has gained experience, he can better understand students' behavior and their reactions in the classroom. Accordingly, he can better understand how to lecture. He thinks that experience gives great power to the teachers. Considering this participant's view, we can say that he is more empathetic toward his students. What T6 mentioned is the 16. item in Social Engagement Students sub-factor *(In class, I am empathetic towards my students).*

T6: *… the effect of experience is that you can understand what type of a reaction you will get from the students according to what you told.. this gives you an incredible power.. for example, maybe your students ask you a silly question but you can understand why they ask it as you have experienced it before.*

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Participant T8 also stated that as she has gained experience, she can understand the students' behaviors and personalities more easily and accordingly, lectures more appropriately, which makes T8 more empathetic toward her students like Participant T6.

> **T8:** … *but I am more experienced now, I can read the students like an open book, so I can understand their personalities and behaviors and I can train them according to this… It has become an automatic reflex as the years pass...*

4.5.5.4. Material Development

Participant T3 talked about the lack of equipment in the class at the beginning of the interview (See page 79). However, she has more course materials due to searching and preparing materials before lecturing. Also thanks to her experience, the number of course materials increased, so she feels comfortable about lecturing because of the abundance of these materials.

> **T3**:*.. I reached a point where I have a chance in materials… For lecturing now I have my own experiences and my own prepared materials…experience is beneficial for you…*

Participant T5 stated that as she has gained experience, she is more comfortable in the course preparation process, so she can prepare for the course in a shorter time. While she was inexperienced, it was more difficult for her to prepare for the lesson.

> **T5**: … *Of course, as I practiced more, I know the books and materials well, so I can handle the presentation in a much shorter time...*

4.5.5.5. Low Energy

Participant T1 stated that the job is more monotonous for old teachers and they are not as enthusiastic as younger teachers. The monotonousness of the job and not enjoying the job as much as one used to may decrease one's work engagement.

> **T1:** *Well, more experienced teachers can be less excited and energetic because they have been teaching for a long time and the job can be monotonous for them… but we the young teachers are more energetic and set our shoulders to the wheel…*

Participant T3 also thinks that teachers' work productivity decreases after teaching for 20-25 years because their energy and as a result, their effort decrease, so the workload should be less for old teachers to make them more productive in the teaching profession.

> **T3:**... *I think after a certain period, their workload should be lessened... I mean, a 45-minute desk job is not the same as a teaching job.... I mean, the effort spent in the class and the cycle in the brain are very, very different. Therefore, for example, after 20, or 25 years, their workload can be lessened, and this can make the teacher more productive.*

Participant T15 stated that older teachers have lower energy than younger ones and this has a negative impact on their lectures. The decrease in energy while working also causes someone to be less engaged with his/her work. Another, problem T15 mentioned is that schools have a standard education system, so an old teacher may not perform like young teachers.

> **T15:** *…the best age range to do this job is between 25 and 50. If you are a very old teacher, the style of doing your job gets worse and the people around you can feel it as you have the weary of life. Doing your job well can reach a certain point, and then it gets worse…ee we want a standard education... I mean, a 55-year-old teacher can work... but I mean, I wish they did not have to work…*

4.5.5.6. Burnout

Participant T5 told that if the teachers have negative experiences, they may be burned out. So, the experience can also have negative effects on one's mental health as well.

> **T5**:*…but experience may also cause burnout… because teachers sometimes cannot understand what wears them out… experienced teachers may feel exhausted or have any negative emotion…*

4.5.5.7. Using Old Methods

Participant T1 said that older teachers are not as eager as younger teachers in terms of applying new teaching techniques.

> **T1:** *Yes.. they are more experienced but they do not attempt to implement new methods and activities…*

Participant T14 stated that older teachers do not improve themselves in course materials as much as younger teachers.

> **T14:** *… I do not want to be offensive but we have teachers who are 50 years old or older…they do not improve themselves in terms of preparing materials…*

4.5.5.8. Generation Gap

Participant T6 mentioned that experience has a positive effect on teaching, but very old teachers cannot communicate well with students as younger teachers do. He thinks that the large age gap causes a generation conflict.

> **T6:** *… but it is difficult to communicate with the students as we get older. For example, I share a class with a 60-year-old teacher, and the students cannot communicate well with this teacher as they communicate with me well due to the generation gap… yes, experience makes us powerful but if there is a big age gap, it is a very big difficulty…*

Participant T11 stated that as we gain experience, we develop professionally, but after we reach a certain level of experience, our teaching style deteriorated and a communication breakdown occurs with our students.

> **T11**: *I think it is like a bell-shaped curve…we get better as we are more experienced but the generation is also changing all the time, for example when I consider a teacher with 20 years of experience, there is a 20 years gap between the teacher and the students, so we get worse after a while…*

4.5.6. Interview Question 12

What can teachers do to improve their English level and teaching techniques?

This question was asked to gather information about how teachers can develop their teaching techniques and L2 levels. This question was also asked to learn how effective living abroad and educational status are in this context. In this category, 13 codes are indicated in Table 35 as Teaching English to High Levels (n=2), Master/Ph.D. (n=5), Attending Teacher Trainer Courses (n=9), Living Abroad (n=5), Following ELT Literature (n=4), Reading English (n=7), Watching and Listening English Programs

(n=9), Attending Webinars (n=9), Following ELT Platforms (n=6), Communicating in English (n=5), Learning Grammar and Vocabulary (n=3), Sharing Teaching Methods (n=4), and Attending International Exams (n=1).

Table 35

4.5.6. Category: Developing English Level and Teaching Skills

Code	Participants With the Same Opinion								
Teaching English to High Levels	T1	T10							
Master/PhD	T5	T6	T12	T15	T16				
Attending Teacher Trainer Courses	T4	T5	T6	T13	T10	T11	T13	T15	T7
Living Abroad	T4	T11	T13	T7	T9				
Following ELT Literature	T6	T12	T10	T11					
Reading English	T2	T5	T15	T16	T10	T11	T7		
Watching/Listening English programs	T2	T4	T12	T14	T10	T11	T15	T16	T7
Attending Webinars	T12	T13	T15	T16	T10	T11	T7	T9	T8
Following ELT Platforms	T5	T6	T15	T16	T7	T9			
Communicating in English	T2	T3	T12	T13	T14				
Learning Grammar and vocabulary	T2	T5	T7						
Sharing Teaching Methods	T4	T6	T11	T16	T9				
Attending International Exams	T3								

For this interview question, the participants stated that attending teacher trainer courses such as CELTA and DELTA and attending webinars or seminars are the most beneficial factors for teachers to improve their teaching techniques (n=9). Besides, some participants believe that teachers can do a master's or doctorate, share their lecturing styles, follow ELT Literature, and follow online ELT platforms to improve their teaching techniques. As for improving language level, they mentioned that listening activities such as watching TV series, movies, news, and listening to music in English are the most beneficial ones. According to some participants, Living abroad, Teaching English to High Levels, Reading English, Communicating in English, Learning Grammar and Vocabulary

regularly and Attending International Exams like TOEFL are the factors that help teachers to improve their English Levels.

4.5.6.1. Teaching English to High Levels

Participants T1 and T10 stated that lecturing to high-level students helps teachers improve their English. They think that in addition to receiving a high level of input, it is also important to give this output.

> **T1**: *… if they lecture in low-level classes for a certain period, their English level gets worse… they should lecture in B1 or B2 classes… if you lecture in high-level classes, you improve yourself…*

> **T10**: *… teachers should get the input or give the output to improve their levels… they give a lecture to high levels.. for example lecturing in TOEFL classes…*

4.5.6.2. Master/PhD

Participant T15 mentioned that doing a master's degree is beneficial in terms of both professional development and self-improvement. He thinks that teachers should constantly learn for professional development.

T15: *…an English teacher should do a master's because you learn a lot of things and you also improve yourself in terms of your attitudes and behaviors… if you stop learning while teaching, you cannot be a teacher…*

4.5.6.3. Attending Teacher Trainer Courses

Participants T7 and T11 think that teaching training courses are beneficial in terms of professional development.

T7: *They should attend ICELT, CELTA, and DELTA courses to improve themselves in terms of practical knowledge…*

T11: *… there are some diploma programs, such as CELTA and DELTA.. they open new doors to people…*

4.5.6.4. Living Abroad

Participants T11 and T13 stated that living abroad is beneficial in terms of both L2 level and professional development. T13 also told that thanks to learning the expressions used by native speakers, we can transfer up-to-date and useful L2 expressions to the students.

T11: *... Living abroad is very beneficial... we can do it by attending Erasmus programs.. it is beneficial both for teaching skills and for English level...*

T13: *Well, they should come here...I mean I do not say this to make a joke but they should go to a country whose official language is English.. after I lived abroad, I realized how outdated things I taught...*

4.5.6.5. Following ELT Literature

Participants T6 and T12 stated that reading ELT literature can contribute to our professional development.

T6: *...I think we should also follow the literature...*

T12: *...I like reading literature... they should do it I think...*

4.5.6.6. Reading English

Participants T5 and T15 think that reading in English can keep teachers' L2 levels up to date.

T5: *... Well, in the simplest term, if they read what they like in English, it can be beneficial...*

T15: *What they should do... first, they should not stop reading English...*

4.5.6.7 Watching/Listening to English Programs

Participants T4 and T7 think that watching TV series, movies, and news in English can keep our L2 level up to date.

T4: *We can do many things which we have advised our students...I watch some films in English on Netflix.. when I hear a new idiom, I look it up in the dictionary...*

T7: *...we watch something in English like watching BBC...*

4.5.6.8. Attending Webinars/Seminars

Participants T8 and T13 think that attending ELT webinars and seminars is beneficial in improving our teaching skills.

T8: *When you join a workshop, you can learn new teaching techniques and the lecturers tell you how to solve the problems in the class all of which shed light on what we need to do…*

T13: *… attending seminars is important to improve ourselves professionally…*

4.5.6.9. Following ELT Platforms

Participants T5 and T7 think that teachers can improve themselves professionally by following blogs and platforms.

T5: *…I follow some blogs and platforms, such as LinkedIn, Pinterest… I learn something from them and they make me updated.*

T7: *...we should learn Google Classroom, Socrative, Kahoot, etc… not just the language itself and its methods….*

4.5.7.1. Communicating in English

Participant T3 thinks that we can improve our L2 level by speaking English with our colleagues. She also stated that if we do not practice, our speaking skills will deteriorate.

> **T3**: *…some sessions can be held to communicate with our colleagues in English because if you do not speak the language, you get stuck in improving your speaking skill…*

Participant T12 thinks that we can improve our speaking by attending speaking clubs. He stated that he developed his speaking skill in this way.

> **T12**: *Speaking clubs are organized in Kızılay every Saturday... I also improved my speaking by attending these clubs…*

4.5.7.2 Learning Grammar and Vocabulary Regularly

Participant T2 stated that we should keep a vocabulary notebook to improve our vocabulary, as the students do.

T2: *…for example, we give some advice about having a vocabulary dictionary, but we the teachers should also do it…*

Participant T7 thinks that teachers should also study grammar collocations for language development.

T7: *…we should study grammar and collocations…*

4.5.7.3. Sharing Teaching Methods

Participants T4 and T16 think that it is beneficial for professional development if teachers exchange their ideas and observe each other on teaching methods and approaches.

T4: *…we can also share how we lecture in the class… it is beneficial, I mean we can ask how you teach this, what you do in this activity…. Something like this.*

T16: *… we can observe each other like how you taught this subject… we can exchange the information…*

4.5.7.4. Attending International Exams

Participant T3 stated that as YDS exam is held in Turkey, which measures only reading skills, this exam does not measure people's real English knowledge like TOEFL exam. She thinks that it can be beneficial for taking TOEFL exam at regular intervals to keep their English knowledge up to date.

T3: *…for instance, KPDS exam was held… I think now it is YDS, but they do not assess English knowledge appropriately, the government can promote the teachers to take TOEFL exam… this can be criteria to make the teachers updated…*

4.5.7. Interview Question 13

Can you teach comfortably in crowded classrooms?

Follow-up Question: In your opinion, how many students should be in an ideal EFL class?

This question was asked to find whether lecturing in crowded classrooms causes teachers to be anxious and what factors cause anxiety. Besides, the participants' opinions were

taken about how many students should be in an ideal EFL class. In Table 36, 5 different codes are indicated according to the participants' answers as Mischievous Students (n=2), Low-level Students (n=1), Monitoring Students (n=10), Giving Feedback (n=3), and Lecture Based Lessons (n=7).

Table 36

4.5.8. Category: Reasons for the Difficulties of Lecturing in Crowded Classes

Code	Participants with the Same Opinion									
Mischievous Students	T1	T10								
Low-level Students	T3									
Monitoring Students	T2	T3	T6	T7	T8	T10	T11	T12	T14	T15
Giving Feedback	T2	T11	T15							
Lecture-Based Lessons	T2	T4	T7	T9	T10	T11	T16			

In this category, all participants are not worried about lecturing in crowded classes as they are knowledgeable enough to control crowded classes thanks to their experiences. However, the participants emphasized that observing students in crowded classes is the biggest problem (n=10). They stated that it is difficult to understand whether a student can learn English in crowded classes or whether they can do a task. They also told that it is difficult to teach English with a student-centered approach because interaction is required for language lessons, but in crowded classes, lessons are generally teacher-based (n=7). The participants also think that if the students are mischievous, lecturing and giving sufficient feedback become more difficult. Besides, A1-level classes should not be crowded to follow if the students learn the subjects or not.

4.5.8.1. Problems of Mischievous Students

Participants T1 and T10 mentioned that class management becomes difficult if there are mischievous students in crowded classes. However, if the students are well-behaved, the crowded classroom is not a concern for them.

> **T1**: *...for example, I can give a lecture to psychology students comfortably because they listen to me very carefully and they are very hardworking... but*

if the students in 2 years vocational school program come to the class, I have difficulty in lecturing as they are mischievous.

T10: *…we need to consider the student profile…if they come to the class reluctantly and they want the lesson to start and finish quickly… yes it is difficult to manage such a class…*

4.5.8.2. Problems of Students in Low Level

Participant T3 does not have any concerns about teaching in a crowded classroom, but she thinks that low-level classrooms should not be crowded to easily observe the L2 development of low-level students.

T3: *Well, it changes according to the students' levels. If I teach English to an A1 class, the number of students should be minimum so that I can observe whether they can learn properly…*

4.5.8.3. Problems of Monitoring Students

Participant T6 stated that it is difficult to understand whether students can learn or which student is following the lesson. However, he is not concerned about lecturing in crowded classrooms.

T6: *…crowded classes are always problematic because we cannot follow who listens to you and who learns, so I do not think that we can teach English in crowded classes…*

Participant T12 is also not worried but stated that it is difficult to follow the learning process of the student and unsuccessful students cannot learn comfortably in crowded classes.

T12: *…I need to track the students whether they can learn, but if the students' number is increasing, this tracking is difficult. I mean unsuccessful students will remain unsuccessful, you can lecture only with successful students.*

4.5.8.4. Problems with Giving Feedback

Participants T2 and T15 also do not have any concerns in crowded classrooms, but they stated that it is difficult for them to observe the students, and if the class is crowded, it becomes difficult to allocate enough time for giving feedback to the students.

> **T2**: *Well, I do not want to lecture in crowded classes in an EFL class to observe, group, and give feedback…*

> **T15:** *…crowded classes are frightening because can you observe everybody or can you give sufficient feedback?.. because you cannot say I teach English and they can learn in language classes… so, can you get what you teach with production and critiques?*

4.5.8.5. Lecture-Based Lessons

Participants T4 and T9 stated that lessons are lecture-based in crowded classes, but the lessons must be student-centered for effective language learning, and this becomes difficult in crowded classes.

> **T4**: *…crowded classes disrupt the language teaching… disrupt the interactive group works and pair works… it becomes lecture-based after a while…*

> **T9**: *… if there should be an interactive class… I mean if it is a speaking lesson or reading lesson, it is very difficult… students should interact, which is necessary for English lessons, so I do not like crowded classes.*

Regarding the ideal student number in an EFL class, all participants think that there should be 15 – 20 students on average to make the classes student-centered, give sufficient feedback, observe every student's learning, and manage the class comfortably.

> **T2:** *18, 20 students are very very nice… but I have 40 students in my engineering class, so it is not easy to control 40 students…*

> **T10**:*…Well, it can be difficult if the number is more than 15 in terms of observing the students' learning…*

T14: *…I think there should be 20 students teacher Müge… I mean, these classes should include practicing… the less the number is the more detailed and better feedback we give…it should be 20 at most…*

The participants also stated if the number of students is not sufficient, the positive effects of group work on producing the target language disrupts because EFL classes should be interactive in terms of students' practicing the language (n=4).

For example, participant T12 thinks that if the students study with the same peers, they can get bored of practicing the activities after a while. Therefore, the number of students should be sufficient to implement group works appropriately, but there should not be a lot of students for the teacher to observe regarding their learning process.

T12: *… the number should not be less than 10 because the number of students decreases in group work and pair work and they study with their same friends, then they begin to get bored, so averagely 15 students are nice but if the number is more than 20… e any teacher cannot observe all of them.*

Participant T16 mentions that there should not be very few students to implement the various teaching methods properly for the students to learn and practice L2 sufficiently.

T16: *Normally, it should not be more than 18 or 20, it is the ideal number, it should be neither very crowded nor very few… but there should be an ideal number to implement many methods.*

Participants T4 and T5 stated that group work and task-based teaching techniques should be implemented more in crowded classrooms. T5 also added that lecture-based parts can be done by the students before coming to the class.

T4: *…but you can implement lots of things to prevent you from a lecture-based class. You can have them play games, study with groups or you can implement task-based techniques…*

T5: *… I focus on group works more. I have them get the input before the lesson and, I focus on discussion and collaboration activities more during the lesson.*

4.5.8. Interview Question 14

Are there any issues you have difficulty in lecturing according to students' English levels? If so, what are they?

This question was asked to find whether lecturing according to students' English levels causes teachers to be anxious and what factors cause anxiety. Table 37 shows the reasons for difficulties in lecturing due to students' English levels according to the participants' opinions. These reasons are coded as Lecturing Low-levels (n=7), Lecturing Mixed-levels (n=2), Mismatch of Student Levels and Lesson Objectives (n=1), and No difficulty When Prepared Well (n=3).

Table 37

4.5.9. Category: Reasons for the Difficulties in Lecturing Due to Students' English Levels

Code	Participants with the Same Opinion						
Lecturing Low-Level Students	T1	T4	T5	T6	T10	T12	T14
Lecturing Mixed Level Students	T11	T13					
Mismatch of Levels and Lesson Objective	T8						
No difficulty when prepared well	T3	T9	T16				

For this category, the participants stated that teaching low-level students can be problematic (n=7). It is difficult to simplify the way of explaining the subjects to low-level students because students have difficulty understanding while listening to the teacher without the usage of their mother tongue; therefore, they make a lot of effort to help students understand what they say in English. Another problem is that lecturing can be difficult if the students' levels are different. The reason is that arranging the way of teaching in these classes is difficult. If the lecturing style is simplified for low-level students, high-level students are not satisfied with the lesson, and if the lecturing style is arranged for high-level students, it is demoralizing for the low-level students (n=2). It was also stated that lecturing becomes difficult when there is a mismatch between the student level and the objectives of the curriculum (n=1). Lastly, some participants think that if teachers prepare well before lecturing, they will not have any difficulties (n=3).

4.5.9.1. Problems with Lecturing Low-level Students

Participant T5 stated that it is more difficult to teach low-level students than high-level students because it is more difficult to explain the subject by simplifying the expressions. However, she is not concerned about lecturing low-level students

> **T5**: *I am less experienced in B2+ and C classes but is easier to lecture because it is more difficult to simplify the way you teach, but in high-level classes, you do not have difficulty adapting authentic materials…*

Participant T14 feels a little anxious during the lecture as the low-level students have difficulty understanding what she said in L2.

> **T14:** *I have difficulty lecturing to A1 class because they do not have background knowledge.. e you need to speak English all the time, so they do not understand me, so I simplify my sentences but when I simplify the sentences, they do not understand again… so, I need to use my body language or I need to repeat what I say 2 or 3 times more slowly… or before implementing a task, I should give an example about how to do the task…*

4.5.9.2. No Problems When Preparing Well

Participants T3 and T9 stated that if teachers prepare lessons before lecturing effectively, there will be no problem at any level, so they are not worried about it either.

> **T3**: *No, I mean you prepare your lesson before lecturing according to which level you will teach… so, I do not have any problem. For example, I have A1 and A2 classes but there is no problem. If you prepare your lesson according to the levels, you will not have a problem…*

> **T9:** *… for example, I should be careful of A1 level. It is not about having difficulty during the lecture, it is about the preparation before the lecture. If you prepare well, you will not have any difficulty…*

4.5.9.3. Mismatch between the Students' Level and the Objective of the Curriculum

Participant T8 stated that the level of the students and the course objectives should be consistent to lecture comfortably. Otherwise, lecturing is difficult regardless of the level, and she feels tense about it.

T8: *If the course objective and the students' level are compatible, there is no problem but in some levels, the course objective is harder than the level, for example, it is difficult to teach passive voice in pre-intermediate classes because they do not have the sufficient background knowledge to understand such a subject.. e you should also teach the subject in English, so they do not understand…*

4.5.9.4. Problems of Mixed-Level Students

Participant T11 stated that it is difficult to adjust the lecturing style if the students' levels are different in the classroom, and have concerns in terms of satisfying the students and ensuring their participation.

T11: *…Well, it is difficult to keep the balance between the low-levels and high-levels…I mean if you simplify your lecturing, then you lose the high-levels because it is difficult to satisfy high-level students, and they do not participate… but if low-levels are in the same class with high-levels, their motivation decreases and they become inactive students…*

CHAPTER V

5. DISCUSSION

In this part of the research, the results obtained from the quantitative and qualitative data were explained, and the research questions were answered. Then, the results were interpreted by comparing them with the literature.

5.1. Work Engagement and Occupational Anxiety Levels of the EFL Instructors Working in State and Foundation Universities

Q1: What are the work engagement and occupational anxiety of English instructors working in state and foundation universities?

According to the results of the first research question, occupational anxiety levels of the participants working in state and foundation universities are low, close to the moderate level in the survey data while their work engagement (WE) levels are high. In the interview data, many participants mentioned the factors, which make them worried about. However, these factors do not increase their anxiety and do not cause their work engagement levels to be low. Firstly, the reason for this result is the participants' personal resources. According to the Conservation of Resources Theory by Hobfoll (1989, 2001), when people are exposed to stress, they try to reduce their stress levels using their personal resources. If the "level" of people's resources is sufficient, they can cope with stress and protect their well-being because they are affected by stress less than people whose personal resources are not sufficient. In this research, the participants' self-efficacy and self-confidence as personal resources enable them to cope with stress. To illustrate, in the interview data, the participants stated that they perceive themselves as more successful in classroom management, getting to know students and how to treat them, material development, and implementing teaching methods compared to the past. In fact, some participants have concerns about class management and student misbehavior; however, they perceive themselves as competent in class control because according to their opinions, the disruption in class order is related to the students' misbehaviors, not their incompetency in class control. In the related literature, the "Mastery Experience" mentioned in Bandura's (1977, 2006) and Wood and Bandura's (1989) self-efficacy studies means that as the individuals perceive themselves as more successful thanks to their practices while gaining experience, their inner motivation and self-confidence increase and they can cope with stress more effectively. In the interviews, the participants

also mentioned "Vicarious Experience", another factor of self-efficacy. They stated that people who are teachers in their families are role models for them. Bandura (1977, 2006) states that people who have "Role Models", take these models' working styles as an example and apply them as they perceive these models as successful. Besides, one participant stated that the teaching profession has been told her a "prestigious" profession by her family, which is "Verbal Persuasion" in self-efficacy, has a motivational effect on people. In this regard, the participant stated that she is happy to be a teacher because of this.

In the literature, self-efficacy covers a wide area in the studies related to both work engagement and occupational anxiety. For example, Tschannen-Moran and Hoy (2001, 2007) stated that teachers with high self-efficacy levels can perceive themselves as capable of dealing with class management problems. In this study, teachers stated that they consider themselves sufficient in class management. Similarly, Reilly et al. (2014) found that teachers' self-efficacy is effective in reducing their job stress and increasing job satisfaction. In this study, since the participants stated that they like their jobs in the interview data, they are satisfied with their jobs, and therefore, their low anxiety levels can be associated with their self-efficacy as a personal resource. Similar to the result of this study, Klassen et al. (2016) investigated teachers' emotions and found that as teachers' self-efficacy and job satisfaction increase, their anxiety levels decrease. In Klassen and Chiu's (2010) study in which teachers' stress, self-efficacy, and job satisfaction were investigated, those with high-stress levels in classroom management have lower self-efficacy and job satisfaction. However, in this study, the class management factor is the lowest in the survey data, and the participants stated that they are successful at class management in the interviews.

When the relationship between self-efficacy and occupational anxiety in pre-service teachers is investigated, some studies were found similar to the results in qualitative data. For instance, El-Okda and Al-Humaidi (2003) found that pre-service teachers have moderate anxiety, but as teachers' self-efficacy increases, their anxiety decrease. Similarly, Merç (2015) and Güngör (2019) found a significantly negative relationship between pre-service teachers' self-efficacy and anxiety. In İpek et al.'s (2018) study, while teachers' anxiety is moderate, their self-efficacy is high, which is not a strong correlation. However, as the teachers' ages increase, their self-efficacy increases. Also in this study, the participants' self-efficacy obtainment results from their teaching experiences.

Considering work engagement studies with self-efficacy, In Yerdelen et al.'s (2018) study in which the ETS scale for the Turkish version was designed, it was found that when teachers' self-efficacy in class management increases, their social and emotional engagements in the ETS scale increase. Similarly, Johnson (2021) also found a significantly positive relationship between teachers' work engagement and self-efficacy. In this study, because the participants perceive themselves as competent in the teaching profession and having role models as self-efficacy factors increased their job motivation and work engagement.

In the literature, "personal resources" were also studied in the business sector, (Riolli & Savicki, 2003; Xanthopoulou et al., 2007) as well as in the education sector (Bakker et al. 2007; Bakker & Bal, 2010; Simbula et al, 2011; Timms & Brough, 2012; Choochom, 2016). Except for self-efficacy, other personal resources such as resiliency, optimism, creativity, and intrinsic motivation were also investigated. In these studies, job resources increase work engagement. However, job resources were not investigated in this study. Therefore, in the "personal resources" concept, the results of this study are not similar to these studies in the literature except for Riolli and Savicki (2003), Simbula et al. (2011), and Choochom's (2016) studies. For example, Simbula et al. (2011) investigated teachers' work engagement and self-efficacy and found that teachers with high self-efficacy can create job resources such as creating activities or developing strategies to cope with mischievous students, and this can increase their work engagement. Also, in this study, some participants find themselves competent in creating their own teaching materials for lecturing and class management. In Choochom's (2016) research, teachers with high job motivation, and high psychological immunity as personal resources (people who are resilient, hopeful, optimistic, and self-confident) were not affected by job demands negatively, so their work engagement is higher compared to teachers with fewer personal resources. Similarly in this study, the participants stated that they could cope with the job problems thanks to their experiences, which indicates their self-confidence and self-efficacy. Also, they have a resilient personality as they do not reflect their negative emotions during the lecture according to their answers in the interviews. As for the job motivation factors, the participants' positive emotions such as job love, happiness, joy, and pride, and their optimistic views thanks to these emotions can be the types of motivators to make them engaged teachers. Similarly, Ghanizadeh and Pourtausi (2020) investigated teachers' motivation with job commitment and work

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engagement and found that teachers with higher job motivation as a personal resource have higher job commitment and WE as teachers work with more positive emotions. In Riolli and Savicki's (2003) research about service employees' burnout and optimism, a negative correlation was found between burnout and job resources. However, when the job resources are low, the participants' optimistic mindset protects them to have burnout. Similar to Riolli and Savicki's (2003) study, the optimistic views of the participants towards their profession in terms of having positive emotions and finding the teaching profession suitable can have a reducing effect on their occupational anxiety.

Regarding the effects of positive emotions, Fredrickson (2001, 2004) stated that the person's positive emotions provide a person with high well-being, so people can be more resilient in difficult situations compared to people with less positive emotions as they can obtain different perspectives. In this study, that is why the participants' positive emotions enable them to obtain positive perspectives about their professions, as a result, to be engaged teachers. For example, some participants even told that they do not feel like they are working. In the literature, concerning the effects of positive emotions on work engagement, Buric and Macuka (2018) found that teachers' feelings of love, joy, and pride have higher work engagement and teachers with these feelings have higher self-efficacy. In this study, the participants also mentioned these emotions toward their professions as in Buric and Macuka's (2018) research. Therefore, these emotions increase their work engagement.

Positive emotions can also be used as emotion-focused coping strategies to reduce the negative effects of stress according to Lazarus and Folkman (1988, 1991). Similarly in this study, although the participants mentioned many anxiety factors in the interviews, they also talked about many positive sides of their jobs. The reason is that the participants have optimistic perspectives towards their professions by developing emotion-focused strategies (Lazarus & Folkman, 1988, 1991). Hence, they do not perceive the job stressors as a big problem. Instead, they focus on the positive sides of teaching, such as loving their students and teaching something to them, finding the profession suitable, and finding themselves competent in teaching. They also have other positive emotions such as happiness, joy, and pride. As a result, these factors enable them to decrease the negative feeling of anxiety and increase their work engagement.

In the literature, there are some studies on coping strategies and positive emotions in which similar results were found with this study. In the studies on job stress, for example, Skaalvik and Skaalvik (2015) found Norwegian teachers' job satisfaction levels high despite their high job stress levels. This is because teachers have positive feelings about their jobs regarding loving their students and having good relations with their colleagues. Dewe (1985) also found similar results in his study on teachers' coping with job stress in that the teachers benefit from their job satisfaction in teaching as a positive perspective. Similarly in this study, the participants' love towards their students and their jobs in general can be a motivational factor to decrease their job anxiety. Rizqi (2017) investigated the relationship between job stress, coping strategy, and resiliency with a qualitative design and found that the teacher's having good relations with colleagues, his/her feeling of love for the students, and profession enable him/her to be resilient against work stress. Similar to Skaalvik and Skaalvik (2015) and Rizqi's (2017) studies, the fact that the participants have colleagues with whom they have sincere relations and share their problems, as well as their job love, can have a positive effect on decreasing their job stress. Regarding emotion regulation and WE, Greenier et al. (2021) found that teachers' emotion regulation, which means having positive emotions toward their jobs and controlling their negative emotions while working can increase their work engagement and well-being. Similarly, according to the results in Bing et al.'s (2022) study in which EFL teachers' self-efficacy, emotion regulation, and burnout were investigated, EFL teachers who can regulate and manage their emotions are more resilient and have lower burnout as they can cope with stress successfully. Also, in Shafer et al.'s (2020) study about teachers' job stress and coping, it was found that those with high emotion regulation have lower stress levels and are more successful in developing strategies to cope with stress. Similar to this study, the participants' controlling their negative emotions during the lecture indicate that they can cope with stress by using their resiliency personality. For example, although the participants complain about students' misbehavior and their disinterest in the lesson, they do not reflect these negative thoughts on their students. These research results conducted by teachers can be found in the studies on students. For instance, In Babar et al.'s (2020) study in which students' stress and coping strategies were investigated, students use emotion-focused strategies to reduce their stress by developing positive emotions towards negative events.

In this study, according to the participants' answers in the interviews, they also use problem-focused strategies to help their students' problems or to solve their own problems by talking. As for setting "limit" strategy which is another emotion-focused strategy, the participants have a strategic attitude in that they are not emotionally exhausted and the students can control their behaviors properly towards their teachers. Similar to these strategies, Dewe (1985) found that teachers do not allow themselves to care about every problem at school in order not to have emotional exhaustion, and they solve their problems by talking to their colleagues. In Kyriacou's (1980) study on teachers' coping actions for job stress, the teachers choose to adopt different perspectives for their job problems and choose to avoid confrontation with the people at school. Similarly, the participants in this study have distant relationships with some of their colleagues to avoid conflict with them regarding keeping themselves away from stress. As a similar strategy in the literature, Blasé (1984) found that teachers used a problem-focused strategy as solving a problem by talking and an emotion-focused strategy as distancing from the school managers in his/her study about teachers' job stress. As a result, these coping strategies can make the participants mentally healthier and increase their work engagement.

5.2. The Effects of Demographic Features on Work Engagement and Occupational Anxiety

Q2: Do the work engagement levels of English teachers working in state and foundation universities differ significantly according to demographic features, such as institution type, career choice, age, teaching experience, gender, marital status, education level, and working period at the same institution?

Q3: Do the occupational anxiety levels of English teachers working in state and foundation universities differ significantly according to demographic features, such as institution type, career choice, age, teaching experience, gender, marital status, education level, and working period at the same institution, residency in abroad, student number in the class and students' English levels?

5.2.1. The Effect of Institution Type on Work Engagement and Occupational Anxiety

According to the survey results about the institution type variable, the work engagement levels of the participants working in state universities are higher than those

in foundations. As for occupational anxiety, the participants working in the state universities are also higher than those working in the foundation. However, these results are not statistically significant. In the interview data, all participants stated that the conditions at state universities are better than at foundations. Participants mentioned that there are flexible working hours in state universities, so teachers can leave school after their lesson finish. However, there is a strict working hour concept in foundation universities and the workload in the foundation universities is more than in states. In the literature, in Demir, Kapukaya, and Fidan's (2015) study on EFL teachers' job problems at state and foundation universities, in Önen's (2015) study on the occupational problems of academicians working at foundation universities, and in Kurtay and Duran's (2018) study on academicians' working conditions and job perceptions, it was found that there are strict working hours in foundation universities. Hence, the results of these studies are similar to the participants' opinions. Particularly, in Önen's (2015) study, the participants stated that they also work at the weekend. In this study, one participant stated that he sometimes works on Saturdays and complains about it. For this reason, the participants' work engagement in foundations may be slightly lower than those working in states as working at the weekend is perceived as an unpleasant situation.

In the sub-factors of the ETS scale, the lowest sub-factor of those working in state universities is the Social Engagement - Colleagues factor. The reason is that the instructors in the state universities may not spend as much time with their colleagues as those in foundations because they can leave the school after lecturing. Regarding the salary factor, the participants stated in the interviews that the salaries in state universities are better than the foundations. In the literature, in Kurtay and Duran's (2018) study on academicians' working conditions and job perceptions, and Afşar's (2015) study about teachers' quality of life at foundation universities, the participants stated that the salaries at foundation universities are lower. Demir et al. (2015) found that EFL instructors' salaries in state and foundation universities are insufficient according to Turkey's conditions. In Dost and Cenkseven's (2007) study about the lecturers' job problems at state and foundation universities, it was found that the participants have economic problems. Similarly, in this study, participants stated that salaries are better in state universities, but generally, participants working in both the state and foundation universities are not satisfied with the economic conditions in Turkey and are worried about their economic problems.

Regarding other negativities in foundation universities, the participants mentioned that there is a higher workload and job insecurity. In the literature on these issues, in addition to the studies of Dost and Cenkseven (2007), Önen (2015), Kurtay and Duran (2018); in Ekşi's (2013) study in which EFL teachers' job satisfaction was investigated in state and foundation universities, similar results were found with the results in this study. Particularly, some participants working at foundation universities complained about doing clerical tasks such as writing reports and filling out forms other than teaching. The participants' answers in this study are similar to the participants' answers in Önen (2015) and Kurtay and Duran's (2018) studies. In work engagement studies, workload is described as a type of job demand and some researchers found a negative correlation with work engagement. For example, Schaufeli et al., (2002), Schaufeli et al. (2006), and Hakanen et al. (2006), in their studies on work engagement and job demands-resources (JD-R), found that if the job demands given to individuals are more than they can meet, they cannot complete these demands and therefore, their work engagement can decrease. Maslach et al., (2001) and Schaufeli et al, (2007) also found that excessive workload cause burnout. In Gul et al.'s (2021) study, it was found that the high workload of academicians in Pakistan lowered their work engagement. In Van Der Berg et al.'s (2013) study about the work engagement of teachers working at a medical school in the Netherlands, teachers who undertake patient care and research duties other than lecturing have lower work engagement than teachers whose duty is only lecturing. They found that focusing on a single job type increased teachers' work engagement. Therefore, workload including the clerical tasks lowered the work engagement of the participants in foundations although the survey data is not statistically significant in this study.

As for job insecurity, Demir et al. (2015), Önen (2015) and Afşar (2015) found that the contracts are short-term or not renewed at foundation universities. Participants in this study also stated that it is easy to hire a subcontracted teacher or be dismissed from the job easily. For the job insecurity concept, Kahn (2010) stated that if employees feel psychologically safe, they can be engaged with their jobs, and if job security is not provided, employees will feel uneasy and cannot be committed to their jobs. Schaufeli and Bakker, (2004) and Schaufeli et al. (2006) stated, in their studies on the UWES work engagement scale, that employees can be engaged with their jobs as a result of having job security as a job resource. In this study, the participants in foundation universities complained about job insecurity, so their work engagement is lower than those in the

states although there is no statistically significant difference in the ETS scale. Considering the sub-factors in the survey data, cognitive engagement is the highest sub-factor in the participants working in states, and it is higher than those in the foundations. The reason is that the participants can feel more peaceful at work because job insecurity and workload problems are less experienced in state universities. Therefore, they can focus on their work more easily. For the participants working in foundations, the lowest sub-factor is Emotional engagement and this sub-factor is lower than those in states. The reason is that the participants in foundations can have more negative feelings towards the institution due to issues such as workload and job insecurity. Some participants in foundations also mentioned that they are not appreciated as they deserve at school. Hence, the Lack of Value factor can also cause their emotional engagement levels to be the lowest sub-factor because it reduces the job commitment of the participants working in foundations. To give an example in the literature, in Dost and Cenkseven's (2007) study, participants working in both foundation and state universities mentioned not being valued at work. Therefore, this problem may not generally be considered depending on the institution type. As an example, in this study, one participant working in a state university mentioned that the rectorate has disrespectful comments towards teachers in meetings. However, the emotional engagement of the participants in foundations is lower because more participants in foundations expressed this problem. When this issue is associated with WE, Timms and Brough (2012) found a significantly negative relationship between the lack of respect for teachers and their work engagement. Cai, Wang and Tang (2022) found that having a collaborative culture at school and valuing teachers increase their work engagement. In Skaalvik and Skaalvik's (2016) study, about teachers' value consonance, it was found that teachers did not perceive themselves as valuable as a result of the unreliable behavior of the administrators and pupil misbehavior, so these negativities decrease their work engagement and increase their job stress.

The negativities mentioned by the participants about the foundation universities were also investigated with occupational anxiety and they are the factors increasing teachers' anxiety and stress. Factors causing job stress include workload (Kyriacou & Sutcliffe, 1977, 1978; and Kyriacou, 2001), value consonance (Skaalvik & Skaalvik, 2011 – 2017), and insufficient salary, (Kyriacou & Sutcliffe, 1977; Boyle et al., 1995; Desouky and Allam, 2017). Some participants in this study also expressed their concerns about these issues. However, the reason for the low occupational anxiety in the survey is that

all the participants in this study are tenured teachers. According to qualitative data analysis, the participants in foundations can experience more job insecurity and receive less salary compared to the participants in states. However, since they work as permanent teachers, their working conditions may be close to the teachers in state universities in terms of salary and personal rights. As an example from the literature, Önen (2015) found that part-time lecturers working in the foundations have the same workload as permanent teachers, but their personal rights are less secure and their salaries are lower. Likewise, in Atçıoğlu's (2018) study, although the institution type variable is different from this study, teachers working in private schools do not have job guarantees as they are not appointed as permanent staff as the teachers in the Ministry of Education. Besides, the other reason is that the STAS scale does not measure these negativities as it is a scale comprised of the stress issues in ELT.

As for the issue of mischievous students, the participants in foundations stated they have a more mischievous and higher expectation student profile. On this subject, Gürüz (2006) stated that due to the lowering university entrance scores in foundation universities, the students are more indifferent to the lessons compared to states. Some participants in this research expressed the results in Gürüz's (2006) study and even stated that the student profile is getting worse, but there is a more well-behaved student profile in state universities. Due to student misbehavior, teachers' job concern is a subject that has attracted the attention of researchers in different school types and various countries (Coates & Thorasen, 1976; Kyriacou & Sutcliffe, 1977; Dunham, 1980; Mykletun, 1984; Kyriacou, 1987; Skaalvik & Skaalvik, 2015) and in Turkish studies, (Paker, 2011; Öztürk, 2016; Ekşi & Yakışık, 2016; Küçükler & Kodal, 2018).

The highest sub-factor among the participants working in foundation universities was Social Engagement - Students. The reason is that although the participants mentioned that there is a more mischievous student profile in foundations, some participants working in both the state and foundation universities in this study mentioned that their students were mischievous and disrupted the classroom order. Another reason is that, as the participants mentioned in the interviews, since there is a higher expectation from teachers in terms of education in foundation universities and performance evaluations are made, the participants may think that they should pay more attention to the students to satisfy them. In this regard, participants do not perceive these factors as stressful by using emotion-focused coping strategies mentioned in Lazarus and Folkman's

(1988, 1991) studies in order not to feel stressed from these factors that they talked about negatively in the interviews. On the contrary, the participants stated that they love their students and like to be interested in their academic success or extracurricular problems. Therefore, this ensured their social engagement-students level to be the highest factor. However, in general, the participants working in states also mentioned that they love and care about their students. In the survey data, the difference in this sub-factor is not high between the participants working in the state and foundation universities.

According to the results of the STAS scale, the highest sub-factor in both institution types is L2-related while the lowest one is the class management sub-factor. This sub-factor can be at the lowest level since the participants in both university types perceive their class controls as effective in the interviews. In the L2-related sub-factor, some of the items about teachers' job anxiety are related to the students' low motivation and disinterest. In the literature, for instance, Coates and Thorasen (1976), Merç (2010, 2011), Aslrasouli and Vahid (2014), Skaalvik and Skaalvik (2016), and Aydın and Uştuk (2020) found that students with low motivation make teachers feel anxious in their studies, which are the similar results with this study because students' lack of interest in the lesson and low motivation cause the teacher to feel uneasy in the lesson and to feel anxious about how to organize lecturing to satisfy the student. In fact, this sub-factor is not high in general, but the reason for being the highest sub-factor is that the participants generally marked the items in this sub-factor as "Strongly Agree" and "Agree" more than the other sub-factors (See pages 54-55, Figures 5-6).

As for the overall results in the STAS scale, the survey data shows that participants in state universities have slightly higher anxiety than those in foundations. The reason is that in the interviews, only the participants working in states mentioned students' low motivation and the lack of equipment factor that prevents teachers' course functioning. Participants working in foundations do not have any concerns about these issues. However, unlike the result in this study, in Dost and Cenkseven's (2007) study, the participants in both university types stated that the materials related to the course such as computers, materials, and books are insufficient.

As a result, similar research results were found in many subjects related to the results in this study and the literature for both institution types. However, in general, different results can be found depending on the working conditions and interpersonal

relations specific to that institution, regardless of the state or private sector. In this study, the working conditions of foundation universities are generally worse than the states according to the participants' statements. Unlike this study, Dost and Cenkseven (2007) found that participants at state universities have a higher workload than those in foundations. However, participants in this study stated that the workload is higher in the foundations. Tezcan's (2011) research results are also not similar to this study. Tezcan (2011) found that teachers working in foundation universities have higher job satisfaction. The reason is that there is a more supportive organizational culture in foundations.

5.2.2. The Effect of Career Choice on Work Engagement and Occupational Anxiety

In the career choice variable of the participants in the survey data, the work engagement (WE) levels of the participants who chose their profession willingly are statistically higher than those who did not choose in all sub-factors of the ETS scale. Also, those who willingly chose their profession have a higher emotional engagement than those who partially willingly chose. However, in the interview data, the participants who chose their profession willingly and those who did not choose have positive feelings and attitudes towards the teaching profession. All participants stated that they like the teaching profession and most of them are happy to do their jobs and find their jobs enjoyable. These positive feelings, the participants stated, are also mentioned in Kahn's (1992) study on work engagement; Schaufeli et al. (2002), Schaufeli and Bakker (2004), and Schaufeli et al.'s., (2006) scale development studies on work engagement. Therefore, the participants' work engagement is high. Particularly, the concept of "Self-in Role" in Kahn's (1990, 1992) studies refers to the harmony of one's "self" with occupational characteristics. The participants in this study also stated that teaching is a suitable profession for them, regardless of their career choice. Although there is a difference in career choice variable in the survey data, when the total results of the ETS scale are considered, all participants have a high work engagement. The positive emotions expressed by the participants in the interviews are also related to Fredrickson's (2001, 2004) "Broaden-and-Build" (B&B) theory. Fredrickson (2001) points out developing positive emotions such as love, joy, happiness, and interest and increasing the intensity of these positive emotions. Therefore, the participants who chose their profession unwillingly can be engaged with their jobs because they gained positive emotions as they practiced their profession. For these participants, it may become less important after a while whether they choose the profession unwillingly or not. This result can also be

explained by the arithmetic mean of the participants' age and career choice variables (See page 67). According to the arithmetic mean results, although the participants chose their profession unwillingly, their work engagement levels increase as their ages increase.

However, the participants who willingly chose their profession have had positive feelings about their jobs since they started teaching or since they were students and had an aim to be a teacher, so they have more intense positive emotions about teaching compared to the participants who partially willingly or unwillingly chose the profession. For example, they mentioned that they do not feel like they are working. Therefore, this can be the reason for higher work engagement of the participants who chose the profession willingly.

There are few studies in the literature on career choice variable, and similar results were found with the result in this study. In Atik's (2018) study about teachers' work engagement, well-being, job satisfaction, and personality traits, it was found that the work engagement of the teachers who chose their profession willingly is higher than those who unwillingly chose it. Particularly, the job dedications of teachers who chose willingly are higher than those who choose partially willingly or unwillingly. Regarding the relationship between job satisfaction and career choice, Gürbüz (2008) found that teachers choosing their profession willingly have higher job satisfaction and lower burn-out.

As for the results in occupational anxiety, while there is no significant difference in the STAS scale, the anxiety levels of the participants who chose their profession willingly in the Organizational sub-factor are statistically lower compared to the participants who unwillingly chose. The reason is that the organizational sub-factor in the STAS scale mentions the anxiety issues in which EFL teachers have concerns before entering the class, and feel stressed about their insufficient English knowledge and fluency, so students or teachers criticize them. In the related literature, In Tabancalı et al.'s (2016) study in which pre-service teachers' career plans were investigated, it was found that teachers who thought of their career plans as teachers have lower anxiety levels. The reason is that teachers who choose the teaching profession as a career feel more ready for the profession. Besides, Kula (2022) found that the self-efficacy levels of teachers who chose their profession willingly are higher. Considering these research results, the participants

who chose the profession willingly can feel more ready and competent compared to the other group in this study.

5.2.3. The Effect of Age and Teaching Experience on Work Engagement and Occupational Anxiety

According to the results of the survey data on occupational anxiety, the participants' anxiety levels decrease as their age and experience increase. The reason is that the participants feel more competent in class management, teaching methods, and material development as they gain experience in their profession as mentioned in the interviews. Additionally, they stated that because they encounter different students in their profession, they feel more competent in treating their students according to the students' behavior patterns. Bandura (1977), in his studies on self-efficacy, stated that the "Mastery Experience" factor, which is a result of the increase in self-confidence and the individuals' perceiving themselves as more competent thanks to their experiences, has an effect that increases their motivation. Therefore in this study, the participants' anxiety levels decrease as their experiences increase. However, teachers with less experience may be less competent in how to find a solution to a problem, or perceive themselves less competent, so the stressors they encounter at school or during the lecture may remain unresolved for a certain period. For this reason, inexperienced teachers' anxiety levels may be higher than experienced teachers. However, this does not mean that those with less experience have low levels of personal resources such as self-efficacy or self-confidence. Their resources may only be lower compared to experienced teachers.

In the studies in which teachers' age and experience variables are investigated with anxiety, a statistically negative relationship was found as in this study, such as in Mousavi's (2007) study in which native and non-native teachers' job stress was investigated, and in Ferguson et al.'s (2012) study about teachers' anxiety, depression, and job satisfaction. In Turkey, Kesen and Aydın (2014) and in Iran, Aslrasouli and Vahid (2014) also found negative correlations in their studies on experienced and inexperienced teachers. In Öztürk's (2016) study on non-native teachers in Turkey, Aydın and Uştuk's (2020) FLTA scale study, and Liu and Wu's (2021) study on Chinese teachers' anxiety, similar results were also found with the results of this study. However, some studies were also found in which there is a positive correlation between anxiety and experience. For example, in Kim and Kim's (2004) study about Korean teachers' scale preparation study

on FLTA and in Kralova and Tirpakova's (2019) study on Slovakian teachers' speaking anxiety, positive correlations were found. The reason is that older teachers are concerned about lecturing by using the target language because they were educated with the Grammar Translation method. Besides, Klassen and Chiu (2011) also found a positive correlation with job stress. The reason is that while inexperienced teachers can adapt better to changes, experienced teachers are more accustomed to the old systems, and their efforts to adapt to new regulations cause anxiety for them. However, such a finding was not found in this study. In Desouky and Allam's (2017) study about Egyptian teachers' anxiety and depression, a positive correlation was found again. The reason is that as experienced teachers take on administrative responsibilities at school as well as lecturing, this increases teachers' workload and as a result, their anxiety levels. This finding in Desouky and Allam's (2017) study is partially similar to this research because the participants mentioned in the interviews that the workload worries them, but this opinion is not dependent on the age and experience variables.

In other research on anxiety, Kim's (2002) and Lee et al.'s (2017) study about Korean teachers' English teaching anxiety and Karakaya's (2011) study about teachers' listening and speaking anxiety, no relationship was found with age and experience. In Çolak's (2019) study, in which teachers' job stress and self-efficacy were investigated, although the stress levels of older teachers were lower, there was no significant difference in terms of experience. The reason is that no matter how experienced the teachers are, many teachers are generally stressed in the work environment. Excessive workload, conflicts in teamwork, lack of respect for teachers, and mischievous students cause teachers to feel stressed.

In the survey data on work engagement (WE), a statistically significant relationship was found between teachers' emotional engagement and cognitive engagement sub-factors as the participants' age increased. However, no significant relationship was found in other sub-factors (Social Engagement - Students and Social Engagement - Colleagues). Besides, although the less experienced teachers have higher anxiety, there is no significant relationship with the experience variable in the ETS scale. That is, less experienced teachers are as engaged teachers as experienced teachers, even if they have more job anxiety. This result can be associated with Fredrickson's (2001, 2004) Broaden-and-Build (B&B) theory. In the interviews, although all the participants are in different age groups and experiences, they have positive feelings such as love, happiness, and joy

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towards their profession. Therefore, these positive emotions enable them to be engaged with their work. Fredrickson (2001, 2004) stated that positive emotions provide a positive perspective to people. Even though the less experienced participants are more anxious, their positive feelings toward their profession can enable them to develop a positive perspective. Therefore, they can be as engaged teachers as experienced ones.

As for the similar results in the literature with the experience variable, in Klassen et al.'s (2012) study on teachers' work engagement in different countries, such as Canada and Hong Kong, and Topchyan and Woehler's (2020) study on teachers' work engagement and job satisfaction, no statistically significant results were found. However, there are also studies in which different results were found about teachers' work engagement and burn-out (Amini Faskhodi & Siyyari, 2018), well-being, job satisfaction, and personality traits (Atik, 2018) and organizational commitment (Özkeskin, 2019). In these studies, teachers' work engagement was positively correlated with experience. The reason is that teachers find their profession more valuable as they work longer, have more realistic expectations, and because they encounter some problems during their work, they develop coping strategies and find solutions to job problems more easily than inexperienced teachers. However, according to the interview data in this study, the participants have positive feelings towards their profession regardless of their job experience. Because they are less experienced, they can be more anxious than experienced teachers in class management and lecturing, but this did not affect their work engagement. Sharma and Rajput (2021) investigated academicians' work engagement with demographic characteristics and found that as older academicians are more experienced, they get used to the work environment, adopt their work and colleagues more, and therefore have a higher work engagement. However, a linear relationship was not found between age and experience variables in this study.

The reason why the emotional and cognitive engagement levels of the participants increase as their age increases is that older teachers can use emotion-focused and problem-focused coping strategies (Lazarus & Folkman, 1988, 1991) more effectively and cope better with stress due to their job experience. Therefore, compared to younger teachers, older teachers can find solutions to problems at work more easily and focus on their work better. Focusing on their work better increases their cognitive engagement. Besides, they can have more intense positive feelings towards their jobs than younger teachers as a result of using emotion-focused strategies, which increases their emotional

engagement. In fact, in the interview data, younger teachers also have positive feelings toward their professions. However, the various problem-focused and emotion-focused coping strategies acquired by older teachers as a result of their job experiences can provide higher levels in these sub-factors as their anxiety levels are lower. In the studies on the age variable, Özkeskin (2019) and Köse (2016) investigated teachers' work engagement with demographic characteristics, and Atçıoğlu (2018) investigated the school effectiveness, a significant relationship with age and WE were not found, which is not similar to the results in this study. The reason is that the statistically significant relationship between the cognitive and emotional sub-factors of the participants affected the overall result of the ETS scale. However, İnanır (2020) found a significant relationship with the age variable in his master's thesis on school climate and work engagement.

The important issue some participants mentioned regardless of the survey results is that teachers who are 50 years old and over or have more than 20 years of job experience may have negative effects on teaching. Hence, there is a "Bell Curve" structure in the experience variable. They stated that experience is beneficial for the teaching profession; however, older teachers have lower energy than younger teachers, are more professionally tired, and teach English with older teaching techniques, so these factors negatively affect lecturing. In this regard, a bell curve correlation was found in self-efficacy and experience in Klassen and Chiu's (2011) study on teachers' self-efficacy, job stress, and organizational commitment; and in Klassen and Chiu's (2010) study on teachers' work stress, self-efficacy, and job satisfaction. For example, in Klassen and Chiu's (2010) study, while teachers' self-efficacy increases from 0 to 23 years, their self-efficacy begins to decrease after 23 years. The reason is that as teachers practice their profession, their self-confidence and, accordingly, their self-efficacy levels increase with the experience they gain. However, in the retirement period, teachers' energy, enthusiasm, and intrinsic motivation toward their profession can decrease and they become more disengaged with their profession. Thus, this can lower their self-efficacy. In this study, the participants' opinions are similar to Klassen and Chiu's (2010) explanations. However, a "Bell Curve" correlation was not found in the age variable in the survey results. Therefore, unlike Klassen and Chiu' (2010, 2011) studies, the older participants in this study can still maintain their enthusiasm, energy, and intrinsic motivation toward their profession.

Finally, some participants mentioned in the interviews that there is a communication gap between the student and older teachers due to the age difference. In

this regard, Yılmaz (2012) stated that communicating with today's students requires different methods compared to the past. Since students have technology-oriented learning styles, this changes their learning habits and concentration. According to Yılmaz (2012), as the effects, colors, and sounds of television and computers affect students, students can focus their attention with a stimulus similar to those reflected by technology. Hence, teachers need to communicate with students considering their current generational interests.

5.2.4. The Effect of Working Period at the Same Institution on Work Engagement and Occupational Anxiety

According to the results for the working period at the same institution variable, no statistically significant difference was found in the survey data with either work engagement (WE) or occupational anxiety. There is just a significant difference in the Social Engagement sub-factor in the ETS scale. The Social Engagement - Students (SES) sub-factor consists of the items about how much the teacher shows empathy towards students, likes the students, and how much s/he cares about them. Therefore, for this sub-factor to be high, the teacher has positive feelings about his/her students and has effective communication with them. In the ETS scale, it was found that the participants who have served between 6-10 years have higher SES compared to the participants who have served between 11-15 years. In other groups (0-5 and 20 years and more), there is no statistical difference. When comparing this result with the literature, in Klassen and Chiu's (2010) study, teachers who are more stressed about class management have lower self-efficacy and job satisfaction. In this study, the teachers with the highest SES level are the teachers having the most positive feelings toward the students and experience the least stress in class management. However, this situation does not have a relationship with the working periods at the same school. This can be related to the student profile that the participants periodically encounter in the schools where they work. While the participants have a mischievous student profile in some education terms, they can have a more well-behaved student profile in other terms.

Giving example a study in which the results are different from this study, Köse (2016) found that teachers' work engagement was positively correlated with this variable. The reason is that teachers working in the same school for many years can be promoted and thus feel themselves more valuable in the institution and adapt to the working style

of the school. However, there can be differences between the working conditions and organizational cultures in the institutions. Even if being promoted increases teachers' work engagement, another negative factor may affect it, which the participants also mentioned such as workload and mischievous students. Sezen (2014) also found an increase in the work engagement of teachers who have worked in the same school for 5 years or more. This is because teachers are used to the school environment and the school's students. However, in this study, the highest group in the working period was found between 6-10 years, which is only in the SES sub-factor. Therefore, teachers' getting used to the school environment, and students can differ individually. The result of this research is similar to Atçıoğlu's (2018) study in which teachers' work engagement and effective school were investigated. Atçıoğlu (2018) did not find a significant relationship between teachers' work engagement and working period at the same school.

Furthermore, the reason why the overall results in the ETS scale do not have a significant relationship with this variable can be due to the homogeneity of the participants' answers. Similarly, the reason why the working period at the same school variable does not have a significant relationship with occupational anxiety can be due to the homogeneity of the participants' answers in the STAS scale, because it was found in the survey data that the participants' anxiety decreased as age and experience increased. In the literature, Çolak (2019) investigated teachers' work stress and self-efficacy and found a significantly negative relationship between this variable and work stress. Çolak (2019) also found that teachers' stress decreases as their ages increase. Thus, the result of this study in terms of age variable is similar to Çolak's (2019) study. However, the working period at the same university is not linear with their ages.

5.2.5. The Effect of Gender on Work Engagement and Occupational Anxiety

Considering the effect of the gender variable on work engagement, according to the results from the survey data, male teachers have higher work engagement (WE) than female teachers, but this difference is not statistically significant. The reason is that WE is a general phenomenon for individuals and the teaching profession does not have gender-based characteristics (Özkeskin, 2019). This result is similar to Klassen et al.' (2012) study about the work engagement of teachers living in different countries, and Sharma and Rajput's (2021) study on the work engagement of academicians in India. However, Topchyan and Woehler (2020) found that female teachers have higher work

engagement than male teachers. As for the Turkish studies about the teachers working in the Ministry of Education, the results in this study are also similar to Sezen (2014) Köse (2016), Atçıoğlu (2018), Atik (2018), Özkeskin (2019) and İnanır (2020).

Although there is no significant difference in the survey data, most participants mentioned the inequality between men and women in Turkey and stated that women have more responsibilities such as housework and child care than men. Moreover, some participants stated that men are more advantageous in recruitment, women are more exposed to students' misbehavior in the classroom, and it is more difficult for women to get superior positions at work than men. To give an example from the literature on these issues, In Banihani, Lewis, and Syed's (2013) research on WE and gender, and Sharma and Kaur's (2019) research on Glass Ceiling Syndrome and WE, women's work engagement levels are lower than men. The reason is that women struggle with more institutional barriers in the work environment compared to men, and superior positions are given to men more than women. In this study, no significant difference was found in the ETS scale, but the slightly lower work engagement levels of women in the survey data can be due to these negative factors.

In the survey results of the STAS scale, the anxiety levels of female participants are higher than males in all sub-factors. The reason is that, as the participants mentioned in the interviews, due to social perception in Turkey, women take more responsibility for their home life compared to men, and the inequalities they experience in the work environment. These negativities can cause them to be more stressed and anxious individuals both in their work and home lives and their stress can reflect on the scale. This result is similar to the results in Burke and Greenglass, (1993), Çolak (2019), and Desouky and Allam's (2017) studies about in-service teachers. In the studies about pre-service teachers, Pehlevan et al. (2017) and Güngör (2019) also found similar results with this study. Similarly, Klassen and Chiu (2010) found that female teachers have a higher workload and higher stress in class management than males. In Hopf and Hatzichristou's (1999) study in Greece, in which teachers' work problems were investigated with gender variable, a similar result was found with the interview data in this study. According to the results found by Hopf and Hatzichristou (1999), female teachers perceive students' behaviors as more problematic than male teachers. The reason is that female teachers are more sensitive to mischievous students or are more tolerant towards students'

misbehaviors compared to men due to their instinctive caring and maternal characteristics. In this study, one participant stated that female teachers have more difficulty in classroom control, which can be related to the results of Hopf and Hatzichristou (1999).

In the literature, there are also different results from the results of this research. To illustrate, Bocchino et al. (2003) and Liu and Wu (2021) found that men have more occupational stress because women have some opportunities for flexible working hours and parental leave, but male employees take on family responsibilities less and spend more time at work. In this study, one participant said that women have more advantages such as maternity leave, but men do not have such personal rights. However, this advantage did not affect the survey results. In the research results of other studies in different teaching branches, Klassen and Chiu (2011), Ferguson et al. (2012) and Mishra and Yadav (2013); and in ELT studies, Mousavi (2007), Karakaya (2011), and Lee, et al. (2017) found no significant difference between gender and job anxiety. In İpek et al.'s (2018) study, no significant difference was found in EFL teachers' occupational stress. The reason is that both male and female participants in these studies experience negativities, which cause them to feel anxious, such as high workload, insufficient job insecurity, and lack of respect for teachers in the work environment.

5.2.6. The Effect of Marital Status on Work Engagement and Occupational Anxiety

In the survey results in work engagement (WE) and occupational anxiety for marital status variable, there is no significant difference in the occupational anxiety levels of married and single teachers, while the married participants' work engagement is higher than singles. Especially, this difference is higher in the Emotional Engagement sub-factor of married teachers. The reason that in the interviews, married participants mentioned that they do not take work home. They can focus on their work at school and finish their work on time because they take care of their spouse and children. In work engagement, Kahn (2010) stated that individuals' work engagement does not mean that they constantly think about working and are aware of where to start and finish their work. Kahn (2010) stated that individuals need to rest and renew their energy as the energy required for their work decreases while working. Kahn's (2010) view is similar to Hobfoll's (1989, 2001) Conservation of Resources Theory (COR). Hobfoll (1989, 2001) mentioned that for individuals to protect their resources, they need to regain their decreased resources. If

individuals constantly spend their personal resources by not renewing them, they run out of resources and burn out after a while. In this study, married people stated that they finish their work on time and spend time with their families after leaving the school, so they renew their energy. However, single participants mentioned that they take work home and the administrators in the school give more workload to singles. Hence, single teachers are less likely to renew the energy required to work compared to married ones, and therefore their work engagement is lower than married teachers.

In the literature, there are various research results about the workload mentioned by single participants, which reduces individuals' work engagement and creates stress for employees. For example, Maslach et al. (2001) found that excessive workload causes burnout in employees. In Hakanen et al. (2006), Schaufeli et al. (2011), and Timms and Brough's (2012) studies, excessive workload negatively affects teachers' work engagement, and Ghanizadeh and Jalal, (2017) found that workload decreases teachers' job satisfaction. There are also many studies that the workload causes job stress in teachers (Kyriacou & Sutcliffe, 1977, 1978; Boyle et al., 1995; Kyriacou, 2001; Aslrasouli & Vahid, 2014; Skaalvik & Skaalvik, 2015; Desouky & Allam, 2017; Fraschini & Park, 2021). In this study, single participants also complained about the workload at school; however, they have an optimistic view of their marital status. Single participants stated that they can work whenever they want because they do not have their spouses or children to take care. Therefore, they think that taking work home after school is not a crucial stress factor for them, and being single is an advantage in this respect. In other words, by using emotion-focused coping strategies (Lazarus & Folkman, 1988,1991), they developed a positive perspective rather than perceiving workload or working at home as a stressor because they stated that they have a more comfortable life than married people. The other reason can be the intensity of the workload the single teachers are exposed to. If single teachers are not always exposed to workload, they can conserve their personal resources to use them for this periodic workload (Hobfoll, 1989, 2001). Hence this periodic workload may not increase their occupational anxiety considerably.

In the related literature in which the effect of the marital status variable was investigated with WE, Köse (2016) and Atçıoğlu (2018) did not find a statistical difference. However, the results in Sezen's (2014), Atik's (2018), and Sharma and Rajput's (2021) research are similar to the results of this study. According to the results

of these studies, the reason why married people have higher work engagement is that they have spouses and children to take care of and have order in their lives, so they do not want to quit their jobs and are more committed to the institution. Similarly in this study, the emotional engagement sub-factor is higher because married teachers feel more committed to the school. Regarding this issue, one single participant stated that he can quit his job if he wants when he experiences a frustrating event at school. In teachers' occupational anxiety with this variable, Desouky and Allam (2017) did not find a significant relationship. Also in this study, no relationship was found between occupational anxiety and marital status.

5.2.7. The Effect of Education Status on Work Engagement and Occupational Anxiety

According to the results of the survey data, there is no statistically significant relationship between the participants' education status and their work engagement. The reason is that people want to do a master's or doctorate to improve themselves in the profession. However, the only factor for the person to be engaged with his work is not only the desire of developing professionally. The employees' positive feelings, values, and motivation related to their professions are the main factors for work engagement. Therefore, a person's educational status may not be related to their work engagement.

In the literature, there are similar results to the research results in this study. Köse (2016), Atçıoğlu (2018), and İnanır (2020) did not find a statistically significant relationship between teachers' educational status, such as bachelor, master, and associate degrees and work engagement. In Özkeskin's (2019) study, no relationship was found between teachers' work engagement and their bachelor, master, and doctorate degrees. Güvenç (2012) also did not find a relationship among the employees' high school, bachelor, and master's degrees.

In the results of the survey data in the STAS scale, a significant relationship between educational status and occupational anxiety was also not found. The reason is that the participants mentioned many factors in the interviews (such as watching movies and TV series in English, reading books, and sharing information with colleagues) in addition to doing master's and doctorate. Therefore, many factors other than education status can have reduced their occupational anxiety as these factors contribute to their occupational development. Therefore, educational status may not have a significant

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difference in the STAS scale. This result is similar to the results in Mousavi (2007), Karakaya (2011), Ferguson et al. (2012), and Lee et al.'s (2017) studies. However, in the literature, significantly positive or negative correlations were also found. For instance, Liu and Wu (2021) found that doctoral graduates have lower anxiety levels than master's and bachelors. The reason is that the higher the educational level teachers have, the higher status they have in the school, and the less anxious they are. However, in this study, there was no evidence of a relationship between status and education. Desouky and Allam (2017) found a statistically positive relationship between educational status and anxiety. Master graduates' anxiety is higher than bachelors. The reason is that teachers with master's degrees are demanded more duties at school, considering that they can deal with various duties due to their theoretical and practical knowledge compared to bachelor's, so this situation increases their workload and causes them to have occupational anxiety.

5.2.8. The Effect of Residency in Abroad on Occupational Anxiety

In the residency in abroad variable, a statistical relationship was not found with occupational anxiety except for the L2-related sub-factor in the STAS scale. The L2-related sub-factor of participants who lived abroad is lower than those who did not live abroad. The reason is that the L2-related sub-factor mentions the anxiety issues arising from teaching cultural issues and idioms in the target language, and the comparison with competent English teachers in terms of target language knowledge. Therefore, participants who did not live abroad can feel more anxious about these issues as they did not learn the target language in a natural environment and were not exposed to the language to practice sufficiently like the participants who lived abroad. In the literature, Horwitz (1996), Kim and Kim (2004), Aydın and Uştuk (2020), and Öztürk (2016) found that non-native teachers can be worried about this issue as they do not regard themselves as competent in explaining cultural issues as native teachers. Therefore, teachers living abroad can have lower concerns about L2-related issues because their self-confidence is higher in these subjects. Also, as the participants are non-native teachers in this study, they can feel tense about L2-related issues if they have no overseas experience. However, considering the overall results in the STAS scale, there is no statistical difference and in parallel with the overall results in STAS, no significant relationship was found in the duration of living abroad variable with occupational anxiety. The reason is that the participants mentioned many factors that can be beneficial for occupational development, such as participating in teacher training certificate programs, reading English literature,

watching TV series and movies, participating in webinars, sharing lecturing styles, reading English books, etc. Some participants stated that living abroad is beneficial for occupational development; however, teachers can generally improve themselves by using English in their daily lives. Therefore, only the living abroad factor may not have a statistical effect on reducing occupational anxiety. There are various studies in the literature about these beneficial factors the participants mentioned in the interviews. For example, observing colleagues in lectures and exchanging ideas about methods and approaches in terms of improving teaching techniques were mentioned in the studies of Chen and Goh (2011), Likitrattanaporn (2017), Gedik and Bal (2017), Lee et al. (2017) and Photongsunan (2018). Therefore, teachers can receive useful information from their colleagues on teaching techniques and develop different perspectives. Regarding webinars and seminars, Korkmazgil and Seferoğlu (2013) stated that teaching methods are taught in a way that raises teachers' awareness about English teaching and helps them keep up with new technological developments in ELT. Chen and Goh (2011), Gedik and Bal (2017), Photongsunan (2018), and Rao (2019) stated that seminars and webinars are necessary for teachers' professional development. As for teacher training courses, Chen and Goh (2011) stated that teachers who participated in their study have class management problems and teacher training courses can be useful for this problem. In terms of improving teachers' English levels, Xoshimova and Muxamatjonova (2020) stated that living abroad can be beneficial for us, but if we do not have this opportunity, we can attend speaking clubs or work voluntarily in multicultural organizations. Also, we can practice by recording our speaking and finding our mistakes, listening to music, news, and films and we can read something in English to learn new vocabulary and collocation in sentences. Similarly, in Lee et al.'s (2017) study, the participant mentioned that improving English is a lifelong learning process, thus teachers can watch films or consult their native colleagues for the correct usage of vocabulary and pronunciation.

If the results in this study are associated with the literature, a significantly negative relationship was found in Karakaya, (2011), Lee et al., (2017), Kralova and Tirpakova, (2019), and Liu and Wu's (2021) studies. The reason is that teachers think that living abroad is one of the most important advantages for speaking development, and if they have not lived abroad, they think they are not exposed to the target language and have not improved their practical knowledge sufficiently as much as the teachers living in foreign countries. However, there was no significant difference in the STAS scale since the

participants in this study mentioned many factors for occupational development in addition to living abroad. Therefore, the results in this study differ from the results in the literature. Accordingly, since no significant relationship was found in the STAS scale, there is no significant relationship between the duration of the participants' living abroad. However, in Kralova and Tirpakova's (2019) research, the longer the teachers live abroad, the lower their anxiety level is according to the participants' opinions. The reason is that according to Kralova and Tirpakova (2019), teachers are exposed to a GTM-oriented education. Therefore, teachers had the opportunity to improve their speaking skills while living abroad. Lee et al. (2017) also found a negative relationship between language teaching anxiety and the period of living abroad because teachers were exposed to more authentic communication with native speakers to acquire the language.

5.2.9. The Effect of Crowded Classes on Occupational Anxiety

According to the interview data about whether crowded classrooms cause anxiety in teachers, none of the participants feel anxious about it. The reason is that the participants perceive themselves as competent in class management and lecturing. However, the participants stated that crowded classrooms cause some difficulties in general, and there are various studies in the literature on these difficulties both in Turkey and abroad on ELT and other teaching branches. To illustrate, in the studies on teachers' job stress and anxiety in different branches, Mykletun (1984), Boyle et al. (1995), Desouky and Allam (2017), Pehlevan et al. (2017) and Zhou et al. (2021); and in ELT studies, Kim (2002), Cowie, (2010), Merç (2010), Ekşi and Yakışık (2016), Küçükler and Kodal, (2018) and Llabres (2020) found that crowded classrooms cause stress for teachers. This is because, regardless of the education branch, the teachers feel concerned about how to deal with the problems of a large number of students and how to respond to students' needs with different learning styles. Participants in this study also presented some opinions similar to the results in the literature. Moreover, Boyle et al. (1995) and Küçükler and Kodal (2018) stated that crowded classrooms can bring excessive workload on teachers. Checking homework, reading exam papers, and providing necessary feedback take longer time due to too many students. Teachers also have to deal with more mischievous students, and it can be more difficult to monitor too many students to understand whether they have learned the subjects. In the interview data, the participants also stated that it is difficult to monitor students and give sufficient feedback in crowded classrooms. In addition, as Llabres (2020) stated in his/her research, the participants in

this study also told that the course is teacher-based in crowded classrooms, but English courses should be student-centered.

Regarding the interview question about how many students should be in an ideal EFL class, the participants answered that there should be around 15-20 students. They think that EFL classes should not be crowded to make the class student-centered, give sufficient feedback, observe every student's learning, and manage the class comfortably. Also, some participants stated that EFL classes should not include very few students because if the student number is too few, the positive effects of group work on producing the target language disrupt as EFL classes should be interactive in terms of students' practicing the language. Besides, if the students study with the same peers, they can get bored of practicing the activities after a while. Regarding these data, Kieschnick (2018) stated in his/her blog that the student number should be around 18 to observe students equally and comfortably and to cope with mischievous students more easily. In addition, Llabres (2020) mentioned that if the student number is few, group work or discussion activities are less lively and less competitive, so the lesson is less enjoyable because the more students there are, the more different ideas come up in the activities and the more exciting the activities are.

5.2.10. The Effect of Students' English Level on Occupational Anxiety

Regarding the students' English level variable, some participants in the interviews mentioned that they have concerns about lecturing if students' English level is low. It is difficult to simplify the way of explaining the subjects to students with limited grammar and vocabulary because they have difficulty understanding the lesson when the teacher does not speak Turkish. Therefore, teachers make a lot of effort so that the students can understand what they say in English. In the literature, Kim (2002), İpek, (2006), and Bekiryazıcı (2015) also found that these issues worry the teachers during the lecture. Moreover, some participants stated that lecturing can be problematic if the students' levels are different because arranging the lecturing style is difficult. If the lecturing style is simplified for low-level students, high-level students are not satisfied with the lesson, and if the lecturing style is arranged for high-level students, it is demoralizing for the low-level students. The participants' opinions on this issue are similar to the results in the literature by Al-Shammaki and Al-Humaidi (2015) and Al-Subaiei (2017). Besides, in these studies, it was found that in addition to the English level differences, the difference

in students' L2 skills can also cause class management problems. For instance, some students are better at writing, while others are better at speaking. Therefore, according to these differences, organizing and scheduling tasks can be difficult for teachers.

5.3. The Correlation between Work Engagement and Occupational Anxiety

Q4: Is there a statistically significant correlation between work engagement and occupational anxiety levels of English instructors working in state and foundation universities? If yes, what is the direction and level of the correlation?

According to the correlational analysis result, a negative relationship between work engagement and occupational anxiety was found, but this correlation is weak. The first reason is that work engagement is a positive concept, but anxiety is not a completely negative concept. The important point is the individual's anxiety level. "Trait" anxiety or a high level of "state" anxiety can cause the person to feel intense negativity (Spielberger, 1972a). Dunham (1980) and Carrier et al. (1984) mentioned that if individuals' anxiety level is high, this causes them to reduce the control of cognitive abilities such as creativity and finding solutions. However, a modest level of anxiety basically has a triggering factor for the person to cope with some problems because the individual tries to cognitively reduce the negative effect of the anxiety s/he feels. Therefore, the emotion felt by anxious people triggers their motivation to reduce the negative effect of anxiety (Spielberger, 1972a; Spielberger & Reheiser, 2009). In this study, even one participant mentioned that anxiety has a triggering effect on him to complete his duties when he is busy at work. Therefore, coping strategies used by the participants are cognitive and behavioral strategies (Lazarus & Folkman, 1984) that enable them to reduce their anxiety and to be engaged in their jobs. The participants have concerns in their work and private lives, but their anxiety level, which is close to moderate level, enables them to develop coping strategies. In other words, if their anxiety was very low, this would not encourage them to develop coping strategies. However, too much anxiety could have a negative impact on their work engagement. Thus, the participants' anxiety in this study has not a "debilitating" but a "facilitating" effect (Carrier et al., 1984; Young, 1991).

To give an example from the literature, Silva et al. (2020) found a weak correlation between Brazilian teachers' work engagement and emotional exhaustion. The reason is that teachers' coping strategies against pupil misbehavior ensured that they are not emotionally worn out. Similarly, Skaalvik and Skaalvik (2015) found a weak correlation

between Norwegian teachers' job satisfaction and job stress. This is because, teachers develop self-motivating coping strategies against job stress, such as loving their students, loving their profession, and having good relations with their colleagues. Similar strategies were also used in Dewe (1985), Rizqi (2017), and Babar et al.'s (2020) studies. Also, in this study, the participants developed emotion-focused strategies against job stressors, such as developing positive feelings towards their profession, loving their students, and having sincere relations with some of their colleagues, all of which can reduce the negative effects of stress. Similar research results about teacher emotions were also found in emotion regulation research in ELT studies as in Greenier et al. (2021) and Bing et al's. (2022) studies.

Regarding problem-focused strategies, in Blasé (1984) and Dewe's (1985) studies, teachers try to solve their job problems by talking as the participants do in this study as a problem-focused strategy. As for other coping strategies, the participants use "distancing" between themselves and some colleagues. Similarly, In Kyriacou's (1980) study, avoiding confrontation strategy is used to get rid of stress while in Blasé's (1984) study, teachers keep their distance from the administration. Besides, in Dewe's (1985) study, teachers do not allow themselves to care about every problem at school in order not to have emotional exhaustion, which is similar to the participants' setting "border" strategy in terms of caring about students' extracurricular problems.

Another reason for the weak correlation can be related to the participants' personal resources (Hobfoll, 1989, 2001). According to Hobfoll (2001), if the individual does not encounter a stressor to use his/her personal resources, s/he "Conserves" these resources. In this study, the participants do not always encounter a stressor, such as workload, backlog, or mischievous students, so they may not always consume their personal resources. These periodic anxieties experienced by the participants, in other words, "state anxiety" (Spielberger, 1966), may not have a negative impact on work engagement. As a matter of fact, in the interviews, many participants stated that they "sometimes" feel anxious or tense; they do not always have long-lasting anxiety, or they said that they do not have any problems in their private or work lives. According to Schaufeli et al. (2006), the individuals' general feelings, values, and motivation levels regarding their professions remain constant although their work engagement can periodically increase or decrease depending on the positive and negative situations at work for a while (Sonnetag, 2011). Hence, the participants' periodic anxieties can cause a slight increase or decrease in their

work engagement, but this may not be observable in the ETS scale. For the strong effect of anxiety on work engagement, the participants may need to be constantly exposed to stressors at school, so that their personal resources and work engagement decrease.

Finally, an individual's anxiety in a certain area, either in private life or work life, may not completely affect his/her work engagement. For example, in Happy's (2021) study, the academicians' work engagement and job satisfaction are high although their work-life balance levels are not high. The reason is that they do not reflect the problems in their private lives on their jobs as they are disciplined and aware of their duties. Likewise in this study, many participants have concerns about financial difficulties or future concerns, but this does not affect their positive thoughts towards teaching, and the participants are disciplined to control their emotions while working. As for their job problems, some participants mentioned workload, disrespectfulness, or injustice situations at school; however, they also said that they have positive feelings such as love and happiness, towards their profession, and students. Regarding this issue, Saks and Gruman (2014) stated that a person's disengagement with the organization they work for does not completely affect their "personal" work engagement. For example, Silva et al. (2020) found a positive but moderate correlation between teachers' work engagement and organizational commitment. The reason is that the teachers' lack of job support by the administrators against the problems, such as pupil misbehavior can reduce their job commitment, but it does not completely affect their work engagement negatively. Similarly, the concept of "Job Love" was mentioned by Skaalvik and Skaalvik (2015) and Silva et al. (2020). Regarding "Self-in Role" mentioned in Kahn's (1990, 1992) studies, the participants stated that teaching is a suitable profession for them, and some of them even told that they do not feel like they are working. In other words, they have integrated their identities with the teaching profession. Due to this identity integration, the situations causing anxiety do not detach them from this "Teacher Identity". For example, they can leave their school even if there is a very worrying situation at school, but they can work at another school as a teacher. Hence, teachers' concerns do not completely affect their work engagement.

Emotions such as love, joy, and happiness mentioned by the participants are positively correlated with "Teacher Identity" in the literature. For instance, Crosswell and Elliott (2004) and Yazan (2018) found that teachers' job love and joy towards teaching enable teachers to gain "Teacher Identity" while Chen, Ren and Liu (2022) found that

Teacher Identity is positively correlated with teachers' job happiness and their perceived job competence. Yazan and Peercy (2016), in their study on pre-service teachers' emotions and teacher identity formations, found that teachers have feelings of happiness and joy as well as anger and frustration, and the feeling of happiness enabled them to adopt teacher identity. Also in this study, the participants feel anxious about some issues but as in Yazan and Peercy's (2016) study, their happiness enable them to gain teacher identity, in other words, to be engaged with their work. The fact that individuals have negative emotions in their work may not reduce their work engagement. Conversely, the individual can control this negative emotion. In this regard, Yazan and Peercy (2016) also observed that teachers try to control their anger and frustration. Similarly, in this research, participants also control their stress during the lecture.

CHAPTER VI
CONCLUSION

In this part of the research, the findings were summarized, and some suggestions were given in terms of pedagogical implications and future research in work engagement and occupational anxiety.

6.1. Summary of the Research Results in the Relationship between Work Engagement and Occupational Anxiety

In this research, the relationship between English Teachers' work engagement and occupational anxiety was investigated with demographic features. According to the findings in the quantitative data, the participants' work engagement levels are high, and their occupational anxiety levels are low, close to moderate level. In the correlation analysis result, a negative but weak correlation was found between work engagement and occupational anxiety. Although the research results are pleasing in the quantitative data, the participants mentioned various stress factors in the interviews about their private lives and work lives. Regarding their private lives, these negative factors are economic problems, unemployment, responsibilities in work and home life, concerns about the future, and diseases. Among these factors, the most worrying issue for them is economic problems. As for the participants' work life, their occupational concerns include workload, administrators' lack of value and negative attitudes towards teachers, poor working conditions, time management, role ambiguity, injustice, and job insecurity. In this category, the participants are mostly concerned about workload, lack of value, and negative attitudes of the administrators. In lecturing problems, the participants feel tense about students' misbehavior, low motivation, getting bored and not participating in the lesson, and their high expectations about teachers' education. In this part, student misbehavior is the most concerning issue for them.

The first factor that ensures the participants' high work engagement and low occupational anxiety is that they have personal resources such as self-efficacy, resiliency, experience, and optimism. Concerning the self-efficacy resource, teachers consider themselves competent in technical and practical knowledge for performing teaching, and they think that their experience is an effective factor. For example, although some participants have concerns about class management, they stated that the class disruption

is caused by the student's misbehavior, not by their incompetency in class control. Conversely, they find themselves competent in class control as they think that they have developed themselves professionally. Regarding the resiliency resource, they do not reflect their negative emotions on students during the lecture, and they can control their anxiety. As for the optimism resource, although the participants have different concerns, they have a positive perspective toward the teaching profession and do not perceive their concerns as a big problem. For this reason, they are engaged in their work and less anxious about their concerns. Another reason is that as well as their optimistic perspectives, the participants may not constantly be exposed to the stressors. For example, they may not always have a heavy workload, or they may have classes with a mischievous student profile in one semester but encounter a well-behaved student profile in the next semester. Therefore, they can conserve their resources if they are not constantly exposed to stress and do not perceive the stressors as a major problem when they have sufficient personal resources (Hobfoll, 1989, 2001).

The last reason that ensures the participants' high work engagement and low occupational anxiety is the emotion-focused and problem-focused coping strategies (Lazarus & Folkman, 1988, 1991). The participants use emotion-focused strategies such as setting a "border" with their students on sharing private problems and keeping a distance from some of their colleagues to avoid stress. Some participants also use problem-focused strategies, such as trying to solve their students' problems about their lessons and extracurricular issues and solve their own problems by talking to their colleagues or students. The most important coping strategy is that instead of focusing on the stress factors in their job life, the participants have positive perspectives such as love, joy, and happiness about the teaching profession, regarding teaching as a suitable job for themselves, loving their students and colleagues, not feeling like they are working, and thinking that they have improved themselves professionally, all of which are the emotion-focused strategies. According to Fredrickson (2001), individuals' positive emotions not only enable them to feel good, but also to evaluate situations with a wider perspective to cope with stress factors. In this study, the participants' developing more positive and wider perspectives on their job problems enabled them to use various coping strategies related to their concerns.

6.1.1. The Research Results in Demographic Features

In the institution type variable, while there is no significant difference in the quantitative data, the participants mentioned some negative factors in foundation universities such as lower salaries, strict working hours, higher workload and job insecurity, and a more mischievous student profile. However, in general, the participants working in both institution types have occupational concerns on various issues. In addition, since all the participants in the research are permanent staff, they can have similar employee personal rights in terms of salary and job security. Therefore, no significant relationship was found in the survey data.

In the career choice variable, the participants choosing their profession willingly have higher work engagement than those choosing unwillingly. For occupational anxiety, a significant relationship was found only in the organizational sub-factor. The reason is that those who chose the profession willingly have more positive feelings towards teaching and perceive themselves as more competent and ready in a professional sense. However, the effect of career choice decreases as the participants' ages increase because the participants perceive themselves as more competent and ready compared to the past and they like teaching after starting to work even if they did not choose the profession willingly.

In the age and experience variables, as the participants' age and experience increase, their occupational anxiety decreases because the participants perceive themselves as more competent in terms of technical and practical knowledge thanks to their teaching experience. Besides, as the participants' age increases, their work engagement also increases, but there is no significant difference in the experience variable. Because of their work experience, older teachers can find easier and more effective solutions to job problems compared to younger teachers, so their work engagement may be higher. However, since less experienced teachers also have positive feelings towards their jobs and have professional self-confidence, no significant difference was observed in the experience variable. In addition, negative factors such as low energy, communication breakdown with students, and using old teaching methods were also mentioned in the interviews about old teachers.

As for the working period at the same university, no significant difference in occupational anxiety and work engagement was found. This may be due to the homogeneity of the participants' answers in the survey. The working period of teachers with similar ages or experiences may be different in the same university or vice versa because age and experience have a negative relationship with occupational anxiety, and the age variable has a positive and significant relationship in work engagement.

In the gender variable, although a statistically significant difference between male and female teachers was not found in work engagement, female teachers' occupational anxiety is higher than men. This is because women have a greater burden than men in housework and childcare, men are more advantageous in recruitment and appointment to superior positions and class control. Therefore, the fact that women are exposed to more negativities in both private and work lives causes them to be more stressed in general and increases their occupational anxiety.

In the marital status variable, married teachers have a higher work engagement. The reason is that married teachers can focus more on their work during working hours because they need to take care of their spouse and children after working hours, and their organizational commitment is higher than single ones. Also, as singles are given a greater workload, this can have reduced their organizational commitment. However, single participants stated that they have a more comfortable lifestyle compared to married ones and can take work home. Therefore, this positive thinking pattern does not considerably increase their occupational anxiety.

In the educational status variable, no significant relationship was found in both work engagement and occupational anxiety because work engagement depends on the positive and negative situations at work experienced by the individuals and their motivation and feelings related to their professions. In terms of occupational anxiety, there are many factors that teachers can improve themselves professionally by integrating English into their lives, apart from master's and doctoral studies.

In the residency in abroad variable, no significant difference was found, except for the L2-related sub-factor. This sub-factor is lower in the participants who lived abroad because these teachers consider themselves more competent in explaining cultural issues

and idioms in English than those not living abroad. However, besides living abroad in general, many factors for occupational development were mentioned by the participants, such as reading English books, watching movies, following ELT blogs, participating in webinars, sharing information about teaching methods, following ELT literature, attending teacher training courses, etc. Therefore, no significant relationship was found in the STAS scale as a whole.

In the crowded class variable, the participants do not have occupational concerns about lecturing in crowded classes. However, they stated that it is more difficult to control the class, observe whether the students have learned the subject, and give adequate feedback in crowded classes. They also told that lessons are more lecture-based, but EFL classes should be student-centered. As for the class size, they mentioned that 18-20 students are ideal because if there are few students, various methods for language learning are not applied or as the students work with the same peers in class activities, they can get bored in the lesson.

Regarding the students' English level, some participants have difficulty teaching low-level students. The reason is that the subjects are taught in English and the students have limited knowledge to understand what the teachers say. As for the students with mixed levels, some participants stated that it is difficult to adjust their lecturing style and satisfy students in this respect. However, some participants mentioned that if teachers prepare the lesson well, they do not have any difficulty in lecturing.

6.2. Pedagogical Implications

In this study, the participants' occupational anxiety is low close to the moderate level, and their work engagement is high, which is a positive result. However, the occupational stress factors in the literature and qualitative data have a significant effect on teachers' job well-being. The fact that teachers are exposed to negative factors, such as workload, injustice, job insecurity, lack of value, insufficient salary, role conflict, role ambiguity, and student misbehavior causes them to be dissatisfied with their job life. These stressors can affect their job performance as well as their well-being in general (Kyriacou & Sutcliffe, 1978; Benech, 2017). Therefore, both the students and administrators' respectful behaviors toward teachers are one of the most significant factors for teachers' job well-being. A better education environment can be provided if

favorable working conditions are ensured for teachers in both foreign languages and other teaching branches. In addition to respectful attitudes, adequate salaries and job security provide teachers with high job well-being (Kyriacou & Sutcliffe, 1977, 1978), which can also positively affect their performance and increase their organizational commitment (Skaalvik & Skaalvik, 2016). Furthermore, fair education policies (Finegan, 2000) systematic organizational working style, equal division of labor, and clear job descriptions provide teachers not to experience job stress (Schwab & Iwanicki, 1982; Kyriacou & Harriman, 1993; Kyriacou, 2001; Doğan et al., 2016).

For English teachers to improve themselves professionally, there are various factors that they can apply as advised to the language learners, such as participating in speaking clubs, listening to music, news, and films and reading books in English, practicing speaking, and finding their mistakes, studying vocabulary and collocation, etc. These factors can enable teachers to keep their English levels active (Xoshimova & Muxamatjonova, 2020). In addition, teachers can exchange their ideas about teaching methods and course activities, (Chen & Goh, 2011; Likitrattanaporn, 2017; Gedik and Bal, 2017; Photongsunan, 2018) and share their course materials among themselves. These materials can also be provided by the school administration for teachers to be more prepared for the lesson (Hakanen et al., 2006; Dost & Cenkseven, 2007) because students' motivation and attention levels may not always be the same, so it can be necessary to have various authentic materials and activities other than the coursebook, depending on the class dynamics (Knutson, 1979). Furthermore, native and non-native teachers can also benefit from each other in sharing their professional knowledge. For example, non-native teachers can get support from native teachers in teaching cultural elements and idioms. However, since non-native teachers have learned the language before, they can empathize with the students' language learning processes, so native teachers can also receive support in this regard (Lee et al., 2017).

Regarding other job resources required for teachers, organizing teacher training courses (Chen & Goh, 2011) or organizing webinars and seminars as professional supports help teachers to find solutions for student misbehavior and low motivation (Korkmazgil & Seferoğlu, 2013; Gedik & Bal, 2017; Photongsunan, 2018; Rao, 2019). Teachers can also follow ELT platforms not only to learn what to do about student misbehavior but to learn various activities and useful information about teaching. These

platforms, including seminars, webinars, and teacher training courses, can provide awareness for teachers so that they can understand the students' learning style and their teaching style accordingly. Especially since today's students focus on technology more, this can also affect their learning styles. Therefore, teachers should take this into account and prepare lessons in a way that integrates technology into the lesson (Yılmaz, 2012).

The number of students in the class and the students' English levels are also the factors that affect the teacher's lecturing. In this sense, the lecturing part can be implemented less and the students can study the new subjects in the lesson before coming to the class. Thus, group or pair work activities can be implemented more in crowded classes or classes with students in different levels. Besides, teachers can encourage high-level students to support low-level ones in group or pair work activities. Nevertheless, it is necessary to consider the number of students as it becomes more difficult for the teachers to observe the class and give sufficient feedback (Mykletun, 1984; Kim, 2002; Merç, 2010; Cowie, 2010; Ekşi & Yakışık, 2016; Küçükler & Kodal, 2018).

6.3. Recommendations for Future Research

In this study, in which work engagement and occupational anxiety were investigated, the study group consist of English instructors working at universities. However, work engagement and occupational anxiety are general phenomena experienced by all employees, regardless of their branch. Therefore, the subject of this study can be investigated in different branches of teaching or different professions. Besides, the relationship between work engagement and various negative emotions other than anxiety can be investigated.

Work engagement and occupational anxiety can be investigated in terms of teachers' job performance by using different research methods. Also, these variables can be studied on students' learning processes.

Finally, personal resources, positive emotions, and coping strategies affecting work engagement and occupational anxiety were found with qualitative data, but the effects of these factors on work engagement or occupational anxiety can be investigated with quantitative research methods.

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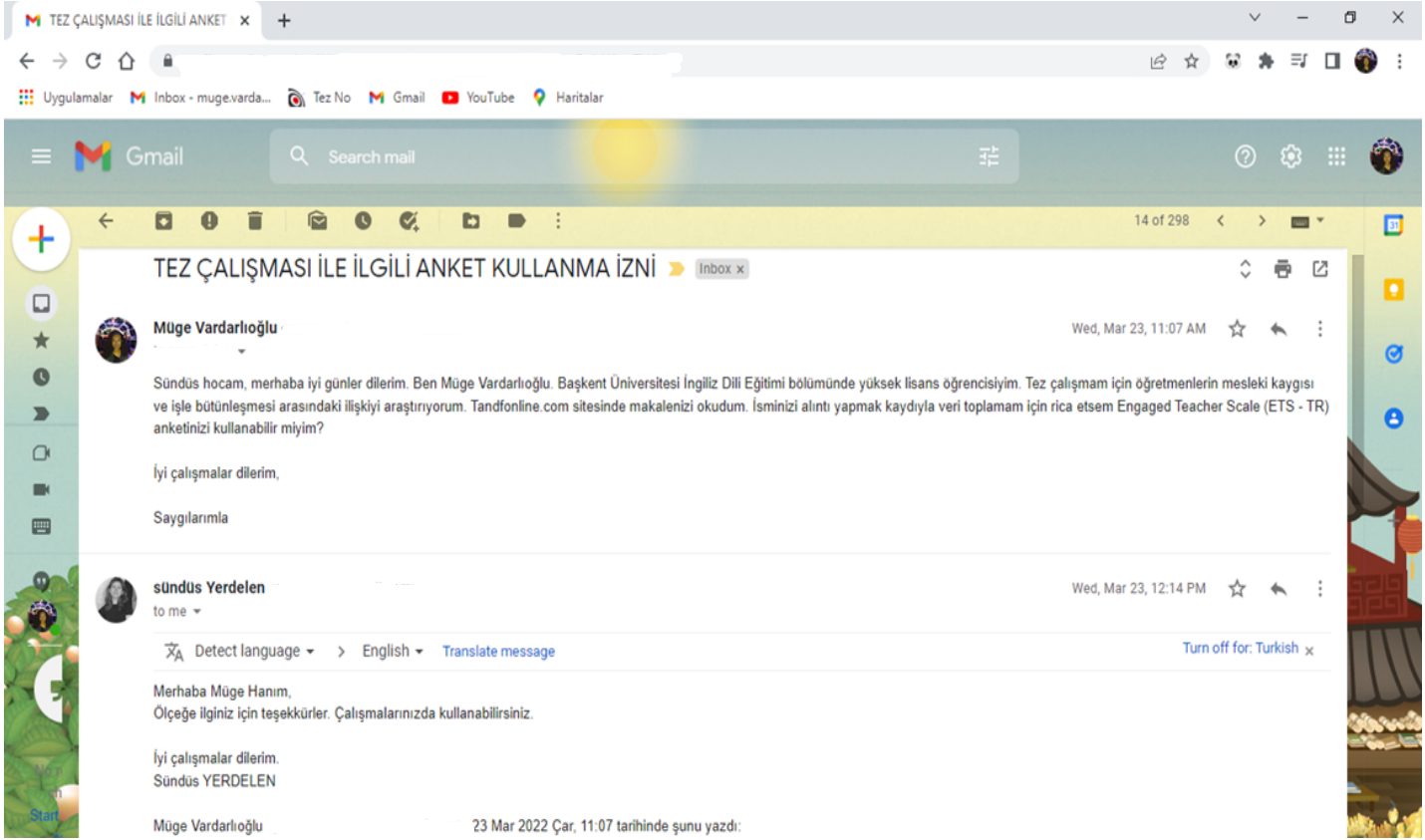
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APPENDICES

APPENDIX 1: Permissions for Using the STAS Scale
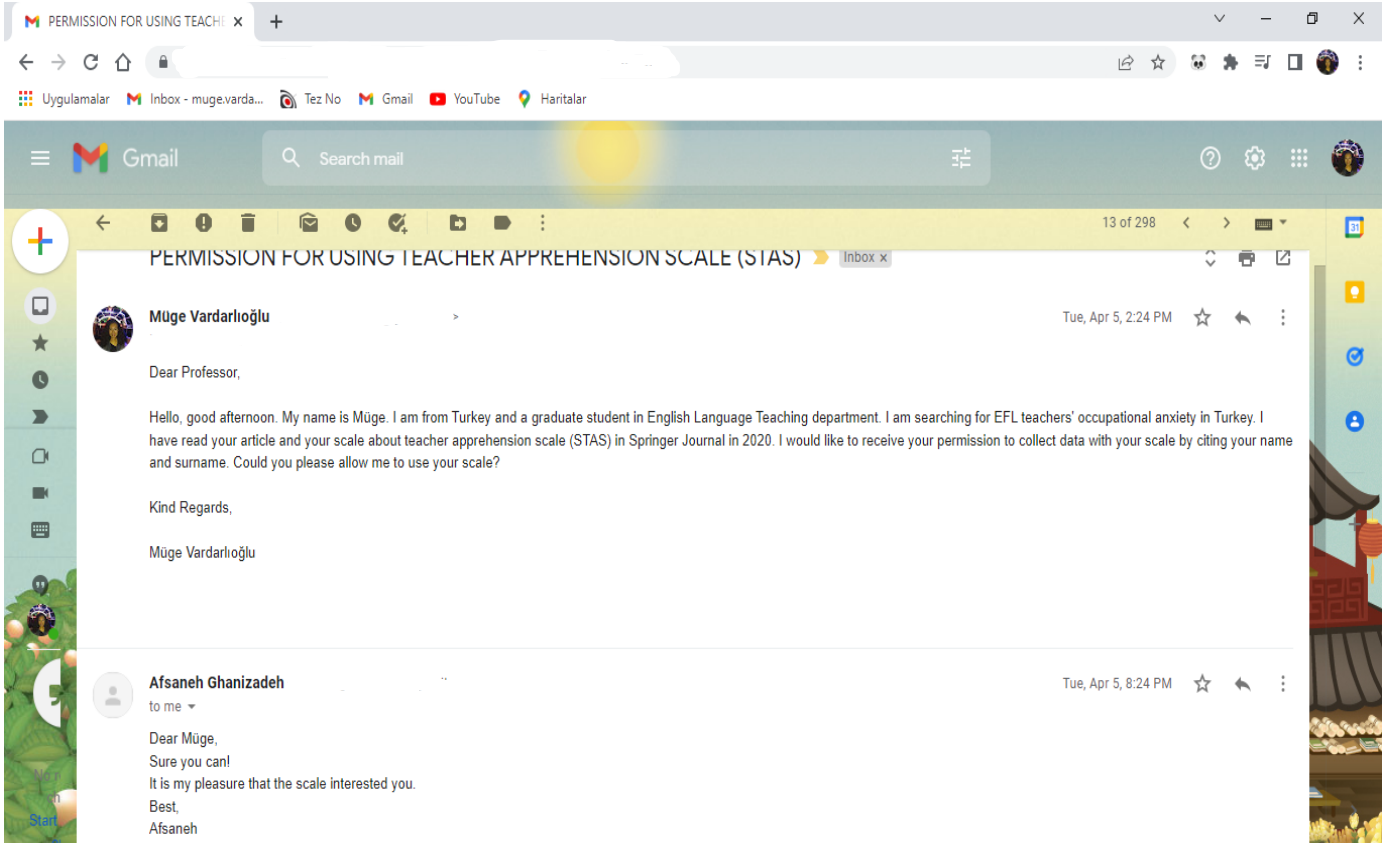
APPENDIX 2: Permission for Using ETS Scale

APPENDIX 3: Permission For The Survey Research

Dear Professor,

The following personal information form and surveys have been prepared for a master's thesis to find the work engagement and occupational anxiety levels of English instructors working at public and private universities.

Your answers to all the items in the surveys and the personal information form will greatly contribute to the reliable results of our study.

There are no right or wrong answers to the questions in surveys and the form. It will be suitable to read the items and mark the answer that suits you.

Thank you very much for your contribution.

Researcher: Müge Vardarlıoğlu

APPENDIX 4: Personal Information Form

1   Your Gender

    A ◯   Female

    B ◯   Male

2   University type you work at

    A ◯   Public University

    B ◯   Foundation University

3   Your Marital Status

    A ◯   Single

    B ◯   Married

4   Your Age Range

    A ◯   20- 30

    B ◯   31- 40

    C ◯   41 – 50

    D ◯   51 or above

5   Your Graduation Degree

    A ◯   Bachelor Degree

    B ◯   Master's Degree

    C ◯   Doctoral Degree

6   How long have you been teaching English?

    A ◯   0-5 years

    B ◯   6-10 years

    C ◯   11-15 years

    D ◯   16-20 years

    D ◯   21 years or above

7.   How long have you been teaching English at the university you work?

    A ◯   0-5 years

    B ◯   6-10 years

    C ◯   11 –15 years

    D ◯   16-20 years

    E ◯   21 years or above

8. Did you choose the teaching profession willingly?

A ○ Yes, I chose willingly.

B ○ No, I didn't choose willingly. If I had a chance, I would do another
job.

C ○ I chose the teaching profession partially.

9. Have you ever been abroad?

A ○ Yes, I have.

B ○ No, I haven't

10. If yes, how long have you been abroad?

a.○ Less than 1 year

b.○ 1 – 2 years

c.○ 3 – 4 years

d.○ 5 years or more

APPENDIX 5: Engaged Teacher Scale (ETS)

Below you will find a list of statements describing your experiences as a teacher. Please indicate your personal response to each of these statements by checking the number that best represents your answer. Your answers will be kept confidential.

0: Never, 1: Rarely, 2: On occasion, 3: Sometimes, 4: Often, 5: Frequently, 6: Always

	0	1	2	3	4	5	6
1. At school, I connect well with my colleagues.							
2. I am excited about teaching.							
3. In class, I show warmth to my students.							
4. I try my hardest to perform well while teaching.							
5. I feel happy while teaching.							
6. In class, I am aware of my students' feelings.							
7. At school, I am committed to helping my colleagues.							
8. While teaching, I really – throw" myself into my work.							
9. At school, I value the relationships I build with my colleagues.							
10. I love teaching.							
11. While teaching I pay a lot of attention to my work.							
12. At school, I care about the problems of my colleagues.							
13. I find teaching fun.							
14. In class, I care about the problems of my students.							
15. While teaching, I work with intensity.							
16. In class, I am empathetic toward my students.							

APPENDIX 6: Teacher Apprehension Scale (STAS)

Below you will find a list of statements describing your anxiety states as a teacher. Please indicate your personal response to each of these statements by checking the number that best represents your answer. Your answers will be kept confidential.

1: Strongly agree, 2: Agree, 3: Neutral, 4: Disagree, 5: Strongly disagree

	1	2	3	4	5
1. I am anxious when I have to deal with unfamiliar idioms or expressions in English					
2. I am not confident in speaking English					
3. Students' disinterest in class activities makes me worried					
4. I am afraid that my students ask me about unknown contents in English classes					
5. I feel uneasy when my students are bored with my class					
6. I feel apprehensive when I am not well-prepared					
7. I worry when I happen to deal with unknown contents related to culture in English classes					
8. I am afraid that I do not have up-to-date knowledge about English testing and methodology					
9. I feel apprehensive when the students ask irrelevant questions					
10. I am tense when I feel I cannot effectively cover the course syllabus in due time					
11. I am afraid that my students regard me as an incompetent English teacher					
12. I feel stressed when the students are expectant					
13. I am afraid that my colleagues who are very fluent English speakers regard me as an incompetent English teacher					
14. I worry when I am under pressure before attending the class					
15. I feel stressed when students misbehave in the class					
16. I feel anxious when I cannot build up a good rapport with the students					
17. I worry when I happen to deal with sophisticated or unfamiliar vocabulary in English classes					
18. It makes me anxious when I feel students do not understand teaching materials					
19. When I see my students have difficulty in doing the tasks, I feel anxious					
20. I worry about being compared with competent English teachers					
21. I feel uneasy when students are anxious in my class					
22. I feel apprehensive when I am teased by the students and lose my face					

23. I feel anxious when there are students in my class who are highly proficient in English					
24. I feel anxious when my students are not motivated					
25. When my students do not actively participate in class activities, I feel apprehensive					
26. I feel anxious when words escape me					
27. I am afraid of making mistakes when I use English					
28. I am not confident in listening to English.					
29. I feel apprehensive when I make spelling errors.					
30. I am nervous when I teach English through English.					
31. I feel as if I lost my face when I recognize my students or colleagues find something wrong in my spoken language					
32. I feel uneasy when I feel the supervisor might be dissatisfied with my performance					
33. I feel anxious when I am not praised by the students					

APPENDIX 7: Consent Form for The Semi-Structured Interviews

Dear Professor,

The semi-structured interviews, in which you will participate in, is the part of a research application conducted by Müge Vardarlıoğlu between 21.12 2022 and 01.02 2023, with the name "The Investigation of the Relationship between Work Engagement and Occupational Anxiety of English Instructors".

The semi-structured interviews will be carried out with the permission of Başkent University, Institute of Educational Sciences. Participation in the interviews is completely on a voluntary basis. No personal identifying information will be asked from you during the interviews. The answers will be kept completely confidential and evaluated only by the researcher. The data will only be used in the research and will not be shared with third parties.

In the interviews, you will be asked questions about your professional and private life. The questions do not contain any topics that may cause personal discomfort. However, if you feel uncomfortable during the interview due to questions or any other reason, you can withdraw from the interview. The interviews will be held one-on-one with the participants and will last approximately 30-35 minutes. Any video image will not be recorded; however, audio recordings will be held to obtain raw data for the research. If you do not confirm this, we kindly ask you to notify the researcher before the interview begins.

Before confirming participation in the interview, if you have any questions about the interviews, please do not hesitate to ask. After the research has finished, you can reach us via e-mail and ask for information about the results.

Best Regards,

Researcher: Müge Vardarlıoğlu

APPENDIX 8: Semi-Structured Interview Questions

Are there any issues that make you upset or anxious at school or in your private life? If so, what are they?

Do these issues negatively affect your state of mind?

Are there any issues that you have difficulty or feel anxious while lecturing? If so, what are they?

Do these issues that worry you negatively affect your concentration on your work?

Do you deal with your students' problems related to their education or private lives?

How is your relationship with your colleagues? Do you think you are sincere enough or not sincere?

Did you choose your profession willingly? Can you describe your feelings about the teaching profession?

Do you think there are differences between the working conditions in state and foundation universities?

Do you think women and men have equal conditions in work and family life? In terms of their roles and responsibilities in the work environment and at home.

Does your marital status have a positive or negative effect on your job? If so, what are they?

Do you think you do your job better compared to the past, or isn't there any difference?

Follow-up Question: How do you compare yourself to more experienced or less experienced teachers?

What can teachers do to improve their English level and teaching techniques?

Can you teach comfortably in crowded classrooms?

Follow-up Question: In your opinion, how many students should be in an ideal EFL class?

Are there any issues you have difficulty in lecturing according to students' English levels? If so, what are they?

APPENDIX 9: Ethics Committee Approval

1993

BAŞKENT ÜNİVERSİTESİ

Akademik Değerlendirme Koordinatörlüğü

Sayı : E-62310886-605.99-137398
Konu : Etik Kurul İzni (Müge Vardarlıoğlu)   17.06.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi :   07.06.2022 tarih ve 133625 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Müge Vardarlıoğlu'nun, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmeyi planladığı, "Devlet ve Vakıf Üniversitelerinde Çalışan İngilizce Okutmanlarının İşle Bütünleşme ve Mesleki Kaygıları Arasındaki İlişkinin İncelenmesi" adlı tezine ait tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU
Kurul Başkanı

Ek: Değerlendirme Formu

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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10 HAZİRAN 2022

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Müge Vardarlıoğlu'nun, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmekte olduğu, "Devlet ve Vakıf Üniversitelerinde Çalışan İngilizce Okutmanlarının İşle Bütünleşme ve Mesleki Kaygıları Arasındaki İlişkinin İncelenmesi" adlı tezine ait tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir.
Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/~~Olumsuz~~	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/~~Olumsuz~~	
Prof. Dr. Can Mehmet Hersek	Olumlu/~~Olumsuz~~	
Prof. Dr. Özcan Yağcı	Olumlu/~~Olumsuz~~	

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APPENDIX 10: Data Collection Permission of the Universities

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BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı : E-62310886-605.99-146823
Konu : Araştırma İzni (Müge Vardarlıoğlu)   28.07.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   :   26.07.2022 tarih ve 145720 sayılı yazınız.

İlgi yazınızla talep edilen; Enstitünüz İngiliz Dili Tezli Yüksek Lisans Programı öğrencisi Müge Vardarlıoğlu'nun, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmekte olduğu, "Devlet ve Vakıf Üniversitelerinde Çalışan İngilizce Öğretim Görevlilerinin İşle Bütünleşme ve Mesleki Kaygıları Arasındaki İlişkinin İncelenmesi" adlı tezine ilişkin çevrimiçi anket çalışmasını, Yabancı Diller Yüksekokulu öğretim görevlileri ile yapmasında bir sakınca bulunmamaktadır.

Bilgilerinizi saygılarımla rica ederim.

Prof. Dr. Nermin YENİKÖSE
Rektör Yardımcısı

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T.C.
ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı : E-62535980-302.14.01-605105
Konu : Araştırma İzni

BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : a) Başkent Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğünün 25.07.2022 tarihli ve 67284360-605.01.03.01-E.145718 sayılı yazısı.
b) Yabancı Diller Yüksekokulu Müdürlüğü (Personel İşleri)'nün 29.07.2022 tarihli ve E-90530290-302.14.01-600555 sayılı yazısı.

Üniversiteniz İngiliz Dili Tezli Yüksek Lisans Programı öğrencisi Müge Vardarlıoğlu'nun Dr.Öğr.Üyesi Gülin Dağdeviren Kırmızı danışmanlığında hazırladığı "Devlet ve Vakıf Üniversitelerinde Çalışan İngilizce Öğretim Görevlilerinin İşle Bütünleşme ve Mesleki Kaygıları Arasındaki İlişkinin İncelenmesi" başlıklı çevrimiçi anket çalışmasını Üniversitemiz Yabancı Diller Yüksekokulu öğretim görevlilerine uygulanmasının uygun görüldüğü ilgi (b) de kayıtlı yazı ile bildirilmiştir.

Bilgilerinize saygı ile arz ederim.

Prof. Dr. Hicabi KIRLANGIÇ
Rektör a.
Rektör Yardımcısı

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Sayı : E-85553214-600-836447   18.08.2022
Konu : Araştırma İzni (Müge
       VARDARLIOĞLU)

BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi : 25.07.2022 tarihli ve 145718 sayılı yazınız.

    İlgi yazınız ile Üniversiteniz Eğitim Bilimleri Enstitüsü İngiliz Dili Tezli Yüksek Lisans Programı öğrencisi Müge VARDARLIOĞLU'nun, Dr. Öğr. Üyesi Gülin DAĞDEVİREN KIRMIZI danışmanlığında "Devlet ve Vakıf üniversitelerinde Çalışan İngilizce Öğretim Görevlilerinin İşle Bütünleşme ve Mesleki Kaygıları Arasındaki İlişkinin İncelenmesi" başlıklı araştırmasının anket çalışmasını Üniversitemizin Yabancı Diller Yüksekokulunda görev yapan öğretim görevlileri ile yapmak istediği belirtilmiş idi.

    Anılan yazı ve ekleri Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğünce incelenmiş olup konu ile ilgili olarak anılan Müdürlüğümüzden alınan cevabi yazıda; "…araştırmanın görevli akademisyenler ile yapılabilmesi için gerekli iznin verilmesi uygun görülmüştür." denilmiştir.

    Bilgilerinize arz ederim.

Prof. Dr. Mehmet ERSAN
Kurul Başkanı

T.C.
İZMİR DEMOKRASİ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : E-46900612-302.14-32264   07.11.2022
Konu : Tez İzniniz Hakkında.

MÜGE VARDARLIOĞLU

İlgi   : a) Eğitim Bilimleri Enstitüsü Müdürlüğü 25.07.2022 tarihli ve 67284360-605.01.03.01-E.145718 sayılı
             yazısı.
        b) Müge Vardarlıoğlu 27.10.2022 tarihli ve 18514 kurum sayılı yazısı.

Başkent Üniversitesi'nin ilgi (a) ve ilgi (b) dilekçenize istinaden Dr. Öğr. Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütülen **"Devlet ve Vakıf üniversitelerinde Çalışan İngilizce Öğretim Görevlilerinin İşle Bütünleşme ve Mesleki Kaygıları Arasındaki İlişkinin İncelenmesi"** adlı teziniz ile ilgili olarak Üniversitemiz Rektörlüğü'ne gönderilen çevirim içi anket çalışmasının, Yüksekokulumuzda görev yapan öğretim görevlileri ile yapmanız uygun bulunmuştur. Konu hakkında;
Bilgilerinizi ve gereğini rica ederim.

Doç. Dr. Gonca KUZAY DEMİR
Yüksekokul Müdür V.

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