



The Level of Libyan EFL English Teacher's Anxiety and its Effect on their Performance

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Abstract

This study aimed to investigate the level of English language teaching anxiety among faculty members in Libyan universities (Universities of Zawia and Sabratha) and to determine its impact on their job performance. Additionally, it sought to identify differences in anxiety levels based on demographic variables, including gender, age, and years of experience. The study employed a descriptive-analytical methodology, and the research instruments were applied to a sample of (34) faculty members.

The findings revealed that the overall level of teaching anxiety among the sample was generally moderate. The results also indicated a low impact of teaching anxiety on job performance, suggesting that faculty members possess a high capacity to separate psychological stressors from their professional commitments. Regarding demographic variables, statistical tests (T-test and ANOVA) demonstrated no statistically significant differences in anxiety levels attributable to gender, age, or years of experience. This reflects that teaching anxiety is a shared professional phenomenon that transcends individual and occupational backgrounds. The study recommended providing psychological support programs and training workshops to enhance coping mechanisms for the pressures of university teaching.

المخلص

هدفت هذه الدراسة إلى استقصاء مستوى قلق تدريس اللغة الإنجليزية لدى أعضاء هيئة التدريس في الجامعات الليبية (جامعتي الزاوية وصبراتة)، وتحديد أثره على أدائهم الوظيفي، بالإضافة إلى الكشف عن الفروق في مستويات القلق وفقاً للمتغيرات الديموغرافية (الجنس، العمر، وسنوات الخبرة). اعتمدت الدراسة المنهج الوصفي التحليلي، وتم تطبيق أدوات الدراسة على عينة مكونة من (34) عضواً من أعضاء هيئة التدريس.

أظهرت النتائج أن مستوى قلق التدريس لدى العينة كان متوسطاً بشكل عام، كما كشفت النتائج عن وجود أثر منخفض لقلق التدريس على الأداء الوظيفي، مما يشير إلى قدرة الأساتذة على الفصل بين الضغوط النفسية والتزاماتهم المهنية تجاه الطلاب. وفيما يتعلق بالمتغيرات الديموغرافية، أثبتت نتائج الاختبارات الإحصائية (ANOVA) و (t-test) عدم وجود فروق ذات دلالة إحصائية في مستويات القلق تُعزى للجنس، أو العمر، أو سنوات الخبرة، مما يعكس أن قلق التدريس يمثل ظاهرة مهنية مشتركة عابرة للخلفيات الشخصية والوظيفية. وأوصت الدراسة بضرورة تقديم برامج دعم نفسي وورش عمل تدريبية لتعزيز آليات التكيف مع ضغوط التدريس الجامعي.

1. Introduction

University education serves as the fundamental pillar for preparing qualified human resources, and the quality of this education is directly dependent on the competence and stability of the performance of faculty members, who represent the cornerstone of the educational process. In the context of teaching English as a Foreign Language (EFL), the responsibilities of a university professor extend beyond the mere transmission of scientific knowledge to encompass effective pedagogical management, continuous linguistic interaction, and keeping pace with rapidly evolving academic quality standards. However, these significant tasks are often surrounded by a work environment that imposes various psychological and professional pressures, among which "teaching anxiety" emerges as a

complex human and scientific phenomenon affecting teacher behavior both inside and outside the classroom.

Teaching anxiety is defined as a state of psychological tension and unease specifically linked to the instructional situation, involving intertwined cognitive, affective, and physiological responses that may impact the quality of educational outcomes. While moderate anxiety may function as a professional incentive to increase diligence regarding performance quality (facilitating anxiety), high levels of anxiety can deplete a professor's working memory resources, leading them toward "instructional rigidity" rather than innovation and facilitation.

The sources of this anxiety in the university environment are manifold, including intrapersonal factors related to perceived linguistic competence, classroom dynamics associated with student numbers and interaction, and institutional and environmental factors that may increase the burden on the faculty member. Despite the developments witnessed in higher education in Libya, there is an urgent need to shed light on the psychological aspects associated with the performance of English language teachers and to understand how demographic variables such as gender, age, and years of experience influence the levels of this anxiety.

Accordingly, this analytical descriptive study seeks to assess the levels of teaching anxiety among a sample of faculty members at the Universities of Zawia and Sabratha, and to uncover the nature of the predictive relationship between this anxiety and the efficiency of job performance and professional commitment. Understanding this relationship represents a fundamental step toward building an academic environment that supports the psychological stability of the university professor and ensures the sustainability of instructional performance quality in the face of modern educational challenges

2. Problem of the study

To be a teacher that means you will be facing different types of problems in this process of teaching, and one of these problems is anxiety, so it is very important to shade the light on this problem.

3. Research questions

This study focuses on answering the following questions:

1. What is the level of Libyan EFL teachers' anxiety?
2. To what extent does the anxiety effect their performance?
3. To what extant do the biographic variables affect Libyan EFL teachers' anxiety.

4. Aim of the study:

One of the main objectives of this study is to measure the level of anxiety of the teachers in different colleges and to compare with their performance, in order to establish a possible link between the case and results. Another target is to reveal a correlation between teacher's level of anxiety and performance in the classes.

5. Significance of the study:

The outcomes of this study provide knowledge concerning the relationship between anxiety and teacher performance, which is important in a variety of ways. It also emphasizes the impact of anxiety on teacher performance and serves as a foundation and point of reference for future teacher anxiety research.

6. Literature Review

6.1. Horwitz et al. (1986): This foundational study established the concept of language anxiety. It indicated that teaching in a language other than one's mother tongue places professors under the pressure of fearing negative evaluation and linguistic inadequacy, which subsequently affects their emotional stability within the classroom.

6.2. Kunt & Bermudez (1996): This study investigated anxiety among teacher-interns and found that sources of anxiety are concentrated in the ability to convey information with

linguistic precision. It also emphasized that anxiety is directly influenced by the extent of prior preparation of the scientific material.

6.3. Liu & Huang (2011): This research examined the relationship between anxiety and motivation. The results showed that anxiety is not always debilitating; rather, it can be "facilitating anxiety" that drives the teacher to exert more effort in preparation to ensure the quality of performance.

6.4. Tercan & Akcan (2015): This study confirmed that the language proficiency of non-native English teachers is the strongest variable in determining anxiety levels; as linguistic confidence increases, the intensity of professional stress decreases.

6.5. Aydin (2016): The findings of this qualitative study revealed that technical aspects, classroom dynamics, and student behavior are primary triggers for anxiety. This aligns with the findings of the current study regarding the aspect of classroom management.

6.6. Al-Zuhairi (2017): This research focused on the job performance of university professors, pointing out that commitment to total quality standards imposes professional pressures that may transform into positive anxiety, pushing toward improving educational outcomes and adherence to instructional plans.

6.7. Aburaya (2018): In a study conducted within the Libyan environment, the results showed that the level of teaching anxiety among faculty members was moderate. No statistically significant differences were recorded attributable to the variables of gender or experience, which reinforces the findings of the current study regarding the prevalence of this phenomenon within the Libyan academic community.

7. Scope and limitations:

The scope of the present study is defined by the following parameters:

- **Thematic Scope:** The study is confined to investigating the relationship between English language teaching anxiety (independent variable) and instructional performance (dependent variable).
- **Human Scope (Participants):** The study was conducted on a purposive sample of (34) faculty members specializing in teaching English as a Foreign Language (EFL). To ensure sample homogeneity regarding professional experience, teaching assistants were excluded from the study.
- **Spatial Scope:** The research targeted English departments within Four colleges across two universities: Zawia University (Faculties of Education in Zuwara and Abo-Issa) and Sabratha University (Faculty of Arts in Sabratha- Faculty of Arts - Al-Jameel).
- **Temporal Scope:** Data collection and field procedures were carried out during the current semester of the 2026 academic year

8. Theoretical Framework (The Concept of Anxiety)

8.1 The Nature and Conceptual Dimensions of Anxiety

Anxiety is widely recognized as a universal human phenomenon inherent in almost every activity; however, it acquires more complex dimensions within the academic environment. In modern pedagogical thought, anxiety is not viewed merely as a simple emotion but rather as a psychological construct involving intertwined cognitive, affective, and physiological responses that directly impact the quality of educational outcomes.

8.1.1 Psychological and Physiological Characterization of Anxiety

Anxiety is defined as a state of unease and internal tension, often associated with anticipatory behaviors toward an imagined or unspecified future threat (American Psychological Association [APA], 2020). In the educational context, the definition provided by Horwitz et al. (1986) is the most prevalent and appropriate for the language teaching environment. They describe anxiety as a "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125).

Physiologically, anxiety is linked to the activity of the brain's limbic system, specifically the amygdala, which functions as an alarm system. When a faculty member encounters a situation perceived as a threat to their academic image—such as facing an overcrowded classroom or speaking a foreign language in front of peers—the brain triggers the "fight or flight" response. This response leads to the secretion of stress hormones that may impair the executive functions of the prefrontal cortex, causing distracted attention and weakened retrieval of precise linguistic vocabulary during a lecture (Scovel, 1978).

8.1.2. Spielberger's Taxonomy: Trait vs. State Anxiety

To deepen the academic understanding of anxiety levels among faculty members, it is essential to rely on the theory of Spielberger (1983), who introduced a fundamental binary classification that assists in diagnosing a teacher's emotional state:

- **Trait Anxiety:** This refers to a relatively stable personal predisposition to respond to various situations with anxiety. A faculty member characterized by high trait anxiety tends to perceive routine instructional situations (such as students asking profound questions) as threatening to their professional identity (Spielberger, 1983).
- **State Anxiety:** This represents a temporary emotional response occurring at a specific moment in time with a certain level of intensity. A university professor's state anxiety may rise when beginning to teach a new course or using complex educational technologies for the first time, but it generally returns to its baseline once the stimulus is removed or the situation becomes familiar (Dörnyei, 2005).

8.1.3 . Situation-Specific Anxiety

The concept of anxiety has evolved to include anxiety linked to a particular context, a focus championed by MacIntyre and Gardner (1991). In this research, "English Language Teaching Anxiety" is classified as a type of situation-specific anxiety. A faculty member may feel confident in their general life and formal meetings in their native language, yet suffer from acute tension when using English as the Medium of Instruction (Mol) before specialized students, fearing negative evaluation or the loss of scientific authority.

8.2 Sources of Teaching Anxiety among Faculty Members

The sources fueling anxiety among academics specialized in English language teaching are manifold and can be classified into three primary dimensions:

8.2.1. Intrapersonal and Competence-Related Factors

"Perceived linguistic competence" stands at the forefront of these factors. Teachers who perceive a gap in their linguistic fluency or their ability to improvise linguistically suffer from constant anxiety regarding the possibility of making grammatical or phonological errors in front of students (Galuhwardani, 2024). Furthermore, self-confidence and academic experience play a pivotal role; less experienced teachers tend to feel greater pressure to maintain the image of the "reference teacher" who possesses all the answers.

8.2.2. Classroom Dynamics

These factors include class size and the variance in student proficiency levels. Teaching large groups imposes an additional burden on the teacher regarding classroom management and ensuring information delivery, thereby raising stress levels (Nguyen et al., 2014). Additionally, "anticipated negative evaluation" from students represents a major source of anxiety, especially given the cognitive openness that allows students to compare their teachers' performance with global resources.

8.2.3 Institutional and Environmental Factors

Administrative burdens and the multifaceted tasks assigned to faculty members lead to a state of psychological exhaustion. The lack of modern educational aids and the absence of a supportive environment for continuous professional growth place the teacher in the face of challenges that exceed their available resources, reinforcing feelings of inadequacy and professional anxiety (Talibali & Matore, 2023).

8.3 Manifestations of Teaching Anxiety

Teaching anxiety manifests through three observable behavioral and cognitive patterns:

- Cognitive Manifestations: These include distracted attention, difficulty in recalling complex linguistic rules during spontaneous explanation, and temporary "mental blocks" (Pathan et al., 2025).
- Behavioral Manifestations: Such as avoiding eye contact, unprovoked rapid speech, or excessive adherence to the written material in the textbook to avoid any improvisation that might lead to errors.
- Psycho-physiological Manifestations: Such as sleep disturbances before important lectures, muscle tension, and chronic fatigue resulting from the doubled psychological effort to control anxiety (Liu & Wu, 2021).

8.4 Effect of Teaching Anxiety

Educational literature emphasizes that the emotional state of academics constitutes a fundamental pillar in determining the quality of their professional outcomes. This is supported by the study of Rahimi and Modarresi (2024), which identified a close correlation between teachers' emotions and their energy levels and professional success. Furthermore, these effects extend to cognitive processes; Fried et al. (2015) argue that a teacher's emotions do not only reflect on their own performance but also significantly influence the cognitive processes of their students.

Regarding language teaching anxiety in particular, Goetze (2023) points out significant impacts of various types of anxiety—whether related to academic tasks or target language use—on mental health and professional attitudes. This perspective is reinforced by Pathan et al. (2025), who confirm that anxiety interferes with lesson delivery methods and classroom interaction management. While some studies, such as those by Mughal et al. (2025) and Liu and Wu (2021), have focused on documenting a cluster of profound negative effects—including emotional strain, sleep disturbances, and a decline in enthusiasm and professional dedication, leading to diminished self-confidence—these findings raise fundamental questions about how such pressures are managed across diverse university environments.

From a more specific perspective on field performance, Novious and Yawe (2021) demonstrated that anxiety may lead to decreased productivity and the emergence of ineffective teaching practices that could hinder syllabus completion. This aligns with the conclusion of Horwitz (1996), who noted that teacher anxiety can be unconsciously transmitted to the overall classroom climate.

8.6 Synthesis of Literature

The comprehensive review of literature reveals a consensus that English teaching anxiety is a complex phenomenon linked to linguistic competence and classroom management. However, most previous works focused on the psychological dimension, overlooking its field-based professional impact. This study addresses that gap by linking anxiety directly to the professional performance of university professors.

Regarding demographic variables, our findings align with local and international literature concerning the absence of significant differences based on gender or experience. This reinforces the hypothesis that teaching anxiety in the Libyan environment is a general "institutional" challenge faced by all academics rather than a transient individual response.

The research gap addressed here lies in reinterpreting the function of anxiety; while previous studies predominantly viewed it as a hindrance, this work highlights its "facilitating" aspect, conceptualized as "Professional Diligence." Thus, this research fills a scholarly void by explaining how psychological pressures among Libyan professors are transformed into a driving force for academic accountability and instructional quality.

9. Methods and Procedures (Methodology)

9.1. Research Design

The present study employs a Quantitative Approach, specifically adopting a Descriptive-Analytical Design centered on Regression Analysis. This design was selected as the most appropriate framework for investigating the predictive relationship between "English Language Teaching Anxiety" (the independent variable) and "Faculty Performance" (the dependent variable). This methodology aims to provide a precise numerical analysis of the extent to which psychological pressure and anxiety contribute to the variance in instructional quality and academic commitment among the selected sample.

9.2 Population and Sample

The study sample consists of (34) faculty members specializing in Teaching English as a Foreign Language (EFL). Participants were selected using a Purposive Sampling technique from three colleges across two universities: Zawia University and Sabratha University. The following provides a detailed statistical description of the sample's demographic characteristics:

A. Distribution by Gender

The results indicate a female predominance within the sample, with 24 females (70.6%) compared to 10 males (29.4%). This distribution reflects the gender composition of the English departments in the target colleges.

B. Distribution by Age Group

The sample reflects a diverse range of age groups:

- The 40–49 years category was the most represented, with 14 members (41.2%).
- The 30–39 years category followed with 10 members (29.4%).
- Both the 50+ years category and the under 30/other category were represented by 5 members (14.7%) each.

C. Distribution by Years of Experience

The sample encompasses a rich variety of academic backgrounds:

- The largest segment fell within the 10–15 years experience range (35.3%; 12 members).
- The 5–9 years category accounted for 20.6%.
- The sample also included senior academics with over 20 and 30 years of experience, allowing the study to measure the impact of anxiety across various career stages.

9.3 Research Instruments

To collect primary data, an electronic survey was utilized, comprising two scientific scales that underwent rigorous validation, reliability testing, and environmental adaptation: Table (1)

Table (1): Characteristics of the Study Sample

Element		Frequency	Percent
Gender	Male	10	29.4
	Female	24	70.6
	Total	34	100.0
Age	30-39	10	29.4
	40-49	14	41.2
	50+	5	14.7
	5	5	14.7
	Total	34	100.0
Experience	Less than 5 years	4	11.8
	5-9	7	20.6

10-15	12	35.3
16-20	6	17.6
21-30	2	5.9
30+	3	8.8
Total	34	100.0

9.3.1. Adapted Teacher Anxiety Scale (TCHAS)

An adapted version of the Teacher Anxiety Scale was employed.

- Structure: The final version used in this study consists of (22) items measuring the intensity of teaching anxiety.
- Scoring Mechanism: A five-point Likert scale was utilized (5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, 1 = Never).
- Processing of Reversed Items: To ensure the total score accurately represents the "level of anxiety," 9 positive items (measuring confidence and comfort) were identified: (Items 3, 5, 6, 7, 9, 10, 16, 18, and 21). The scores for these items were statistically reversed (e.g., a score of 5 becomes 1, and 4 becomes 2). This ensures they align with the negative items (direct measures of anxiety) to create a unified numerical index of the overall anxiety level.

9.3.2 Teacher Performance Survey

The study adopted the scale developed by Novious and Yawe (2021) to measure the dependent variable.

- Structure: It consists of (11) items covering operational dimensions of performance, such as lecture time management, positive student interaction, and the ability to effectively complete the curriculum under pressure.

9.4 Statistical Analysis

Data were processed using the Statistical Package for the Social Sciences (SPSS) through the following procedures:

1. Descriptive Statistics: Frequencies, percentages, arithmetic means, and standard deviations were calculated to describe the sample and identify prevailing levels of anxiety and performance.
2. Simple Linear Regression Analysis: This served as the primary test to examine the predictive capacity of "Teaching Anxiety" on "Faculty Performance." It determined the strength of the effect via the Beta coefficient and the coefficient of determination (R^2) which explains the percentage of variance in performance attributed to anxiety.

9.5. Results and Discussion

This section provides a detailed presentation and analysis of the study's findings following the statistical processing of the data. The objective is to address the research questions concerning the level of English language teaching anxiety and its impact on the performance of faculty members within the target colleges.

9.5.1 . Findings of the First Question: What is the level of English language teaching anxiety among faculty members?

To address this question, arithmetic means and standard deviations were calculated for the participants' responses on the anxiety scale

The statistical results derived from the faculty members' responses ($n = 34$) indicate that teaching anxiety does not constitute a fundamental obstacle to job performance; rather, it manifests as a professional evaluative trait that serves the quality of the educational process. The data show that the overall level of anxiety falls within the "low" range, reflecting a state of professional stability and emotional consistency within the lecture halls. This effect is clearly evident when analyzing the highest recorded arithmetic means, as the professors' anxiety

focused on the effectiveness of assessment tools and examinations as a reflection of their teaching quality (M = 2.94), alongside their concern regarding

Table (2): Means and Standard Deviations of English Language Teaching Anxiety Levels among Faculty Members

Item	Mean	Std. Deviation	Level of Attitude
I'm concerned about how to use my testing of students as a useful indication of how effectively I'm teaching them.	2.94	1.369	moderate
I worry about being able to keep the students interested in what I teach them.	2.76	1.257	moderate
I find it easy to admit to the class that I don't know the answer to a question a student asks.	2.35	1.178	low
Lack of rapport with my students is one of my biggest worries.	2.32	1.249	low
I am certain that my own personal urgent breaks do not negatively affect my teaching effectiveness.	2.32	1.065	low
I'm less happy teaching than I thought I'd be.	2.29	1.194	low
I would feel anxious if the principal informed me he/she was coming to my class to observe.	2.29	1.338	low
I'm worried that differences in background between my students and me prevent me from teaching effectively.	2.29	1.088	low
I'm uncertain whether I can tell the difference between really seriously disturbed students and those who are merely careless in class.	2.26	1.082	low
I feel other teachers think I'm very competent.	2.12	0.808	low
Deciding how to present information in the classroom makes me feel uncertain.	2.06	1.127	low
I find teaching a satisfying profession.	2.03	1.058	low
I find it easy to speak up in the staff room.	2.00	0.953	low
I feel that students follow my instructions.	1.97	0.674	low
I feel I have good recall of the things I know when I am in front of the class.	1.97	1.000	low
I'm worried whether I can be a good teacher.	1.91	0.996	low
I feel panicky when a student asks me a question I can't answer.	1.91	0.830	low
If I have trouble answering a student's question I find it difficult to concentrate on questions that follow.	1.82	0.936	low
I feel calm when I am preparing lessons.	1.79	1.149	low
I feel confident about my ability to improvise in the classroom.	1.76	0.699	low
I feel uncomfortable when I speak before a group.	1.68	0.878	low
I feel secure with regard to my ability to keep a class under control.	1.59	0.857	low

their ability to maintain student passion and interest in the scientific material (M = 2.76). This type of anxiety, described at a "moderate" level, is scientifically classified as facilitating anxiety—a positive driver for achievement. It directs the faculty member's energy toward improving pedagogical practices and ensuring academic outcomes rather than withdrawing into

personal stress, meaning that anxiety here acts as a catalyst for performance development rather than a deterrent.

In a related context, the figures reveal high professional immunity among faculty members regarding the procedural and leadership aspects of their roles. Items related to the ability to manage and control the classroom recorded the lowest levels of anxiety ($M = 1.59$), followed by a sense of confidence when speaking before groups ($M = 1.68$). This stability reflects high self-efficacy, ensuring the continuity of professional contribution without being affected by stressful social situations. This confirms that teaching anxiety among the sample does not compromise the "academic prestige" or the leadership charisma of the university professor; instead, it remains confined to the technical development of courses. The results further reinforce this premise by demonstrating a high capacity for calm lesson preparation ($M = 1.79$), indicating that proactive teaching processes occur in a stable psychological environment that allows for creativity and sound planning.

Regarding real-time interaction within the classroom, the narrative analysis of the data confirms that anxiety does not lead to cognitive distraction or "instructional rigidity" when facing emergent academic challenges. The sample recorded very low levels of anxiety when exposed to student questions for which they did not have immediate answers ($M = 1.91$), coupled with a clear ability to maintain focus in subsequent interactions ($M = 1.82$). This cognitive coherence and the capacity for confident improvisation ($M = 1.76$) demonstrate that academic experience has refined mature adaptation mechanisms among the professors. These mechanisms prevent the transfer of anxiety pressures into behavioral practices, thereby maintaining the flow and smoothness of the lecture. Consequently, the analysis concludes that the impact of anxiety on job performance manifests as a "professional diligence" that enhances responsibility, while all instructional and administrative functions remain shielded from the negative effects of psychological stress.

9.5.2. Results of the Second Question: What is the impact of teaching anxiety on the job performance of faculty members?

Statistical results derived from the performance scale under anxiety conditions indicate that the impact of teaching anxiety on the job performance of faculty members generally falls within the "low" range. Arithmetic means for performance items affected by anxiety ranged between 1.82 and 2.24. This statistical trend suggests that faculty members possess a high capacity to bifurcate psychological tension from their professional practices, thereby maintaining the continuity of the educational process without significant disruption. In-depth analysis reveals that the most prominent impact of anxiety is concentrated in affective and preparatory dimensions; the item "lack of commitment to work when experiencing anxiety" recorded the highest mean (2.24), followed by "failure to engage in proper lesson preparation" and "lowered general productivity" at (2.15) each. This reflects that elevated anxiety consumes a portion of the mental energy and motivation typically directed toward proactive instructional processes, such as planning and preparation, which may lead to a temporary decline in professional vitality.

Furthermore, the results uncover a remarkable professional resilience in behavioral and interpersonal domains. The item concerning the "transfer of aggression to students due to anxiety" recorded the lowest mean (1.82), followed by "getting late to school or experiencing a breakdown" at (1.85). This analysis demonstrates that faculty members, despite facing psychological pressures, do not permit these stressors to negatively influence their relationships with students or administrative discipline. This emotional stability is closely linked to the demographic characteristics of the sample, as 35.3% of the participants possess 10–15 years of experience. This stage of professional maturity enables professors to develop adaptation mechanisms that render their performance "immune" to transient psychological fluctuations, preventing anxiety from translating into aggressive or withdrawal behaviors.

Table (3): Means and Standard Deviations of Participants' Responses Regarding the Impact of Teaching Anxiety on Job Performance

Item	Mean	Std. Deviation	Level of Attitude
I normally lack commitment to work when I have anxiety.	2.24	0.890	low
With anxiety, I fail to get involved in proper preparation of lessons.	2.15	0.744	low
With anxiety, my job performance and productivity are low.	2.15	0.821	low
I fail to finish content syllabus coverage when I have anxiety.	2.06	0.649	low
I normally teach ineffectively like not attending to students' needs when I have anxiety.	2.03	0.758	low
I normally stay out of work when I have anxiety.	1.97	0.674	low
I sometimes fail to evaluate students' work and assisting students with varied abilities.	1.94	0.649	low
I sometimes lose self-esteem and status within the department.	1.94	0.736	low
I lost morale and have negative attitude towards work.	1.91	0.668	low
I normally get late at school or breakdown when I have anxiety.	1.85	0.702	low
I normally transfer aggression to students when I have anxiety.	1.82	0.797	low

On an operational level within the classroom, the findings show that anxiety leads to a slight decline in "syllabus coverage" and "attending to students' needs," with means of (2.06) and (2.03) respectively. When linking these results to the anxiety scale—which showed that anxiety centers on "teaching effectiveness" and "maintaining student interest"—it becomes clear that the impact on performance is qualitative rather than quantitative. In other words, the professor does not cease teaching but may experience hesitation in selecting the most appropriate strategies under the pressure of anxiety. Consequently, the relationship between anxiety and performance within this sample is governed by academic responsibility; while anxiety prompts professors to reflect deeply on the quality of their performance, its impact on actual practices remains at its lowest levels, thereby safeguarding the stability of the institution's academic outcomes.

9.5.3. Results of the Third Question: Are there statistically significant differences in anxiety levels attributable to demographic variables?

9.5.3.1. Gender

Descriptive statistics indicate a relative convergence in anxiety levels between male and female faculty members, with slight variations in arithmetic means. The male group (N=10) recorded a mean of 69.30 with a standard deviation of 7.39, while the female group (N=24) recorded a slightly lower mean of 65.54 and a standard deviation of 6.03.

Table (4): Frequencies and Percentages of the Study Sample According to Gender

	N	Mean	Std. Deviation	Std. Error Mean
Male	10	69.30	7.39	2.34
Female	24	65.54	6.04	1.23

Despite this apparent difference in means favoring the male group, the results of the Independent Samples T-test confirmed that this difference is not statistically significant at the adopted significance level ($\alpha = 0.05$). This conclusion is attributed to several statistical indicators based on the provided data:

Table (5) : Independent Samples T-Test Results for the Significance of Differences in English Language Teaching Anxiety Means Among Faculty Members According to Gender.

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	0.681	0.415	1.549	32	0.131	3.758	2.427	-1.184	8.701
Equal variances not assumed			1.422	14.261	0.177	3.758	2.643	-1.901	9.417

- Equality of Variances: The significance level (Sig.) for Levene's Test reached 0.415, which is greater than 0.05. This indicates that the variance in anxiety levels is approximately equal between the two groups, thereby enhancing the accuracy of the comparison.
- Probability Value of the T-test: The probability value (Sig. 2-tailed) was approximately 0.131, which is higher than the critical value of 0.05. Statistically, this implies that the difference between the male mean (69.30) and the female mean (65.54) may be due to chance or the smaller sample size of males compared to females, and does not represent a true fundamental difference in anxiety levels attributable to gender.
- Overlapping Confidence Intervals: The 95% confidence interval for the difference between the two means ranges from a negative value (-1.18) to a positive value (8.70). The inclusion of zero within this interval serves as strong statistical evidence for accepting the null hypothesis, indicating no statistically significant differences exist.

9.5.3.2. Age

Statistical results from the One-Way ANOVA test indicate that there are no statistically significant differences in the level of English language teaching anxiety among faculty members attributable to the age variable. This is evidenced by the calculated F-value of (0.454), with a corresponding significance level (p-value) of (0.717). Since this value is considerably higher than the adopted significance threshold ($\alpha = 0.05$), the null hypothesis is accepted, confirming that participants' responses regarding teaching anxiety are consistent regardless of their age group.

Table (6): One-Way ANOVA Results for the Significance of Differences in English Language Teaching Anxiety Levels According to the Age Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	62.050	3	20.683	0.454	0.717
Within Groups	1367.714	30	45.590		
Total	1429.765	33			

A detailed analysis of the components of variance shows that the "Sum of Squares within groups" recorded a high value of (1367.714). This indicates that variations in anxiety levels are primarily due to individual differences among the professors themselves rather than their affiliation with a specific age category. This finding supports the interpretation that teaching anxiety is an objective professional challenge faced by academics throughout various life stages. A younger faculty member in the 30–39 age group (representing 29.4% of the sample) faces psychological pressures and pedagogical concerns that are similar in intensity to those faced by professors in older age groups (40 years and above), who constitute more than 55% of the sample.

This result reflects a level of maturity within the targeted academic environment, where anxiety sources related to "teaching effectiveness" and "maintaining student interest" appear to be professional concerns that transcend age boundaries. Institutional culture and academic quality standards impose equal pressures on all faculty members, rendering the age variable non-influential in creating any real variance in psychological anxiety levels related to classroom performance.

9.5.3.3. Years of experience

Statistical data from the One-Way ANOVA test indicate that there are no statistically significant differences in the level of English language teaching anxiety among faculty members attributable to the "Years of Experience" variable. This is evidenced by the calculated F-value of (1.053), with a corresponding significance level (p-value) of (0.407). Since this value is considerably higher than the adopted significance threshold ($\alpha = 0.05$), the null hypothesis is accepted, confirming that the level of anxiety does not differ fundamentally based on the number of years of professional experience an academic possesses.

Table (7): One-Way ANOVA Results for the Significance of Differences in English Language Teaching Anxiety Levels According to the Years of Experience Variable.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	226.265	5	45.253	1.053	0.407
Within Groups	1203.500	28	42.982		
Total	1429.765	33			

An in-depth analysis of the variance reveals that the "Mean Square between groups" (45.253) is very close to the "Mean Square within groups" (42.982). This suggests that variations in anxiety levels are random fluctuations resulting from general individual differences rather than being linked to the temporal accumulation of teaching experience. This conclusion is reinforced by the fact that teaching anxiety in the modern university context is often tied to evolving technical and pedagogical challenges—such as quality assurance

standards, continuous assessment, and engaging digital-native students—which are challenges faced by novice and veteran professors alike.

This result can be interpreted by noting that while extensive experience provides a professor with behavioral stability and classroom management skills (as shown by the low means in the performance scale), it does not necessarily insulate them from "professional diligence anxiety" or the stress associated with ensuring the quality of educational outcomes. A professor with over 15 years of experience may feel levels of anxiety regarding the mastery of modern curricula that parallel the anxiety a new professor feels regarding the need to prove their competence. Ultimately, this leads to a "leveling" of statistical differences across categories, making teaching anxiety a general professional trait that transcends years of experience.

10. Conclusion

This study concludes that English language teaching anxiety among faculty members in Libyan universities is a "positive" professional phenomenon in its general context, manifesting as professional diligence and a sense of responsibility toward educational quality rather than a psychological barrier hindering performance. The findings revealed that professors possess a high capacity to separate psychological stressors from their instructional duties and syllabus commitment, resulting in a statistically low impact of anxiety on actual performance. Furthermore, the study demonstrated that this anxiety is a shared professional trait unaffected by individual differences such as gender, age, or years of experience, suggesting that modern academic challenges impose equal pressures on all faculty members regardless of their backgrounds. The study recommends the institutionalization of psychological and professional support for university professors to ensure the continuity of this balanced performance in the face of rapidly changing educational dynamics.

11. Research Findings

11.1 . Level of English Language Teaching Anxiety: The results indicate that the level of English language teaching anxiety among faculty members generally falls within the "low" range. The highest "moderate" anxiety levels were concentrated around technical aspects, such as the effectiveness of testing and assessment tools as an indicator of teaching quality ($M = 2.94$), and the ability to maintain student interest and engagement ($M = 2.76$).

11.2. Impact of Anxiety on Job Performance: The study reveals that the impact of teaching anxiety on job performance is "low," with arithmetic means for performance items affected by anxiety ranging between 1.82 and 2.24. This suggests that faculty members possess high professional resilience, enabling them to separate psychological stressors from their instructional practices in the classroom.

11.3. Relationship Between Anxiety and Demographic Variables:

- Gender: There are no statistically significant differences in teaching anxiety levels attributable to gender. The probability value (Sig. 2-tailed) for the T-test was 0.131, which is higher than the adopted significance level ($\alpha = 0.05$).
- Age: The One-Way ANOVA test results confirmed no statistically significant differences in anxiety levels attributable to the age variable (Sig = 0.717).
- Years of Experience: Findings showed no statistically significant differences based on years of experience (Sig = 0.407). This indicates that teaching anxiety is a shared professional challenge faced by academics regardless of their length of service.

11.4. Behavioral and Affective Manifestations: Faculty members demonstrated high emotional stability, with the item "transfer of aggression to students due to anxiety" recording the lowest mean ($M = 1.82$). Anxiety appeared more prominently in affective and preparatory dimensions, such as a decreased commitment to work or proper lesson preparation when experiencing psychological pressure

12. Recommendations

- 12.1. Establishing Specialized Psychological Support Units: It is imperative to create specialized units within the faculties (Zawia, Zuwara, Sabratha, and Al-Jameel) dedicated to the mental health of faculty members. These units should aim to assist academics in managing teaching pressures and channeling anxiety into sustainable productive energy.
- 12.2. Restructuring Academic Workload and Administrative Duties: There is a critical need to review the teaching credit hours and administrative tasks assigned to faculty members. This measure is essential to ensure that "professional diligence" does not escalate into long-term "psychological burnout."
- 12.3. Designing Periodic Professional Development Workshops: Implementing regular workshops focused on "Modern Instructional Strategies" is highly recommended. These programs should aim to alleviate anxiety arising from spontaneous classroom situations and enhance instructors' confidence in using the target language.
- 12.4. Transitioning Toward Facilitation-Based Instructional Models: Adopting pedagogical models grounded in "Facilitation" rather than "Indoctrination" is vital. This shift reduces the intensity of anxiety associated with rigorous self-monitoring during spontaneous explanations.

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