

## **SOCIAL-PSYCHOLOGICAL VARIABLES OF KINDERGARTEN AND GRADE ONE TEACHERS' CLASSROOM SUCH AS ANXIETY AND MOTIVATION TOWARD ENGLISH AS A MEDIUM OF INSTRUCTION IN REGARD WITH THEIR GENDER DIFFERENCES AND WORKPLACES**

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### **Abstract**

*The study aimed to find out the level of anxiety and motivation among kindergarten and grade one teachers toward teaching English as a medium of instruction, and also to figure out the correlation between anxiety and motivation, according to the selected variables. 42 grade one and kindergarten teachers randomly participated (10 males, 32 females). This study exercises Hopkins symptom checklist-25 for measuring anxiety and English Teacher Motivation Scale 30-items for measuring motivation that has been used. The result indicated that there is low level of anxiety and high level of motivation among participants. Moreover, there was a negative Pearson correlation between teachers' motivation and anxiety. The Level of anxiety was higher in female teachers. On the other hand level of motivation was higher in male teachers. Each demographic variable such as gender and workplace had effect on both teachers' motivation and anxiety.*

**Keywords:** *anxiety, motivation, teacher*

### **Abstrak**

*Penelitian ini bertujuan untuk mengetahui tingkat kecemasan dan motivasi di antara guru TK dan guru kelas satu sekolah dasar terhadap pengajaran bahasa Inggris sebagai media pembelajaran, dan juga untuk mengetahui korelasi antara kecemasan dan motivasi. 42 (empat puluh dua) guru kelas satu dan guru TK yang terdiri dari 10 laki-laki dan 32 perempuan dipilih secara acak untuk dilibatkan dalam penelitian ini. Penelitian ini menggunakan 'Hopkins symptom checklist-25' untuk mengukur kecemasan dan 'Teacher Motivation Scale 30-items' Skala Motivasi Guru Bahasa Inggris 30-item untuk mengukur motivasi yang telah diterapkan. Hasilnya menunjukkan bahwa partisipan memiliki tingkat kecemasan yang rendah dan tingkat motivasi yang tinggi. Selain itu, hasil penelitian ini menunjukkan bahwa ada korelasi hubungan 'negative Pearson' antara motivasi dan kecemasan guru. Tingkat kecemasan lebih tinggi pada guru perempuan. Di sisi lain tingkat motivasi lebih tinggi pada guru laki-laki. Setiap variabel demografi seperti gender dan tempat kerja berpengaruh pada motivasi dan kecemasan para guru.*

**Kata kunci:** *kecemasan, motivasi, guru*

## I. INTRODUCTION

Beginning in the late 1950s with Gardner and associates, researchers have investigated empirically the influence of social-psychological variables such as attitudes, motivation, and anxiety on foreign language learning. Most studies have shown a significant positive correlation between favorable attitudes, motivation, and foreign language proficiency or achievement<sup>1</sup>.

Teachers are arguably the most significant group of professionals for any nation's future<sup>2</sup>. Teacher leaders assume a wide range of roles to support school and student success<sup>3</sup>. As mentioned by Handayani (2016), teacher motivation plays an important role in the success of education. Teaching is a stressful profession under the best of circumstances<sup>4</sup>. Classroom management is the number one cause of high stress and anxiety in new teachers, even experienced teachers can struggle with it<sup>5</sup>.

Anxiety refers to feelings of worry, nervousness, apprehension, or fear commonly experienced by people when faced with something they view as challenging, a test, speaking in public, performing in public, a job interview, divorce, layoff, or any number of other stress-inducing events<sup>6</sup>. Others defined Anxiety as an aversive emotional and motivational state occurring in threatening circumstances. State anxiety is determined interactively by trait or test anxiety and by situational stress<sup>7</sup>.

There are different data about prevalence of anxiety. For instance, Approximately 6.8 million American adults, or 3.1% of the population, have Generalized Anxiety Disorder (GAD). Others indicated that anxiety disorders are the most common disorders which affected the adult U.S. population. The proportion of teachers suffering from those conditions may be even higher<sup>8</sup>.

Results of research about Gender differences in regard with anxiety are varied but almost have agreed that females are more anxious than males. Anxiety is far more common in women than in men<sup>9</sup>. In general, women are significantly more likely than men to develop an anxiety disorder

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<sup>1</sup> Yamashiro, A. D. *Relationships among Attitudes, Motivation, Anxiety, and English Language Proficiency in Japanese College Students* (2011), UNIVERSITY OF MICHIGAN JOHN MCLAUGHLIN Heisei International University, Japan. Retrieved on 2 June, 2017 at: <http://files.eric.ed.gov/fulltext/ED478566.pdf#page=112>

<sup>2</sup> Al-Salameh, E. M. J, Teacher Motivation: A Study of Work Motivation of the Primary Stage Teachers in Jordan. *American Journal of Applied Psychology* (2014), Vol. 3, No. 3, pp. 57-61

<sup>3</sup> Harrison J. & Killion C. Ten Roles for Teacher Leaders. *Educational leadership* (2007).Vol. 65, No. 1, pp 74-77.

<sup>4</sup> Fink, J. *Teacher Depression & Anxiety Are So Common*. Retrieved on June 3, 2017 from: [www.weareteachers.com/teacher-depression-anxiety/](http://www.weareteachers.com/teacher-depression-anxiety/)

<sup>5</sup> Liz, *Classroom Management and New Teacher Anxiety* (2015), Retrieved on 3 June 2017 from: [www.lizs-early-learning-spot.com/classroom-management-and-new-teacher-anxiety/](http://www.lizs-early-learning-spot.com/classroom-management-and-new-teacher-anxiety/)

<sup>6</sup> Gluck S, *Healthy place. American mental health channel. Anxiety definition* (2015) Retrieved from: [www.healthypace.com/anxiety-panic/anxiety-information/what-is-anxiety-anxiety-definition/](http://www.healthypace.com/anxiety-panic/anxiety-information/what-is-anxiety-anxiety-definition/)

<sup>7</sup> Eysenck, M. W, *Anxiety: The cognitive perspective* (1992) Hove, England: Erlbaum.

<sup>8</sup> Folk, J. &Folk, M, *Anxiety Effects on Society Statistics, Anxiety Disorder Statistics* (2015), Retrieved on 15 Dec 2015 from <http://www.anxietycentre.com/anxiety-statistics-information.shtml>

<sup>9</sup> Liz, *Classroom Management and.....*

throughout the lifespan (Angst & Dobler-Mikola, 1985; Bruce et al., 2005; Regier et al., 1990). A research conducted to measure the level of anxiety among English Foreign Language (EFL). The results figured out low of motivation as a source to teachers' anxiety in using English in the language classroom<sup>10</sup>. Another research conducted among 133 Japanese elementary school classroom teachers by using Teacher Foreign Language Anxiety Scale, the result indicated that a large number of elementary school teachers experienced anxiety about English, lack of preparation for teaching English and lack of confidence are the main source for anxiety according to English communication<sup>11</sup>. Gender plays a major role in the prevalence of anxiety disorders, with girls being almost twice as likely to experience a disorder compared to boys<sup>12</sup>. Girls are more anxious than boys<sup>13</sup>. English teacher candidates' had low level of anxiety<sup>14</sup>.

Attentional control theory is assumed that anxiety impairs efficient functioning of the goal-directed attentional system and increases the extent to which processing is influenced by the stimulus-driven attentional system, in addition to decreasing attentional control, anxiety increases attention to threat-related stimuli<sup>15</sup>.

### *Motivation*

Motivation is the inner power that pushes you toward taking action and toward achievement, is powered by desire and ambition, and therefore, if they are absent, motivation is absent too<sup>16</sup>. Teacher motivation is a willingness, drive or desire to engage in good teaching. The role of teachers is crucial for the transfer of knowledge in schools. Low teacher motivation and its detrimental effect on student achievement are central problems of many education systems<sup>17</sup>.

Teachers play a very important role in the learning process of students who idealize teachers and try to copy them. The motivation of teacher is, therefore, very important as it directly affects the

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<sup>10</sup> Klanrit P. & Sroinam R, EFL Teacher's Anxiety in Using English in Teaching in the Language Classroom (2012). *International Journal of Social Science and Humanity*, Vol. 2, No. 6

<sup>11</sup> Machida & Tomohisa, *Teaching English for the first time: anxiety among Japanese elementary-school teachers* (2011). Retrieved from: <http://hdl.handle.net/2142/24324>

<sup>12</sup> Costello, E. J., Mustillo, S., Erkanli, A., Keeler, G., & Angold, A, *Prevalence and Development of psychiatric disorders in childhood and adolescence* , (2003). *Archives of General Psychiatry*, 60, 837-844. Retrieved from: <http://devepi.duhs.duke.edu/library/pdf/15807.pdf>

<sup>13</sup> Kakabra K. K, English language Learning Anxiety among Foreign Language learners in Kurdistan Region of Iraq: Soran University as an Example (2015). *International Journal of Education and Research* Vol. 3 No. 1

<sup>14</sup> Hismanoglu M, Foreign Language Anxiety of English Language Teacher Candidates: A Sample from Turkey (2013). *Procidia-social and behavioral science*. Vol. 93, No. 21, pp. 930–937.

<sup>15</sup> Eysenck M.W, Derakshan N, Anxiety and Cognitive Performance: New Developments from Attentional Control Theory. *European Psychologist* (2009) Vol. 14, No.2, pp.168–176. Retrieved from [www.iapsych.com/articles/derakshan2009.pdf](http://www.iapsych.com/articles/derakshan2009.pdf)

<sup>16</sup> Sasson R. Success consciousness mental tools for great life. *What Is Motivation and How to Strengthen It* (2016) Retrieved from: [www.successconsciousness.com/strengthen\\_motivation.htm](http://www.successconsciousness.com/strengthen_motivation.htm)

<sup>17</sup> Michaelowa, K, *Teacher Job Satisfaction, Student Achievement, and the Cost of Primary Education in Francophone Sub-Saharan Africa*. Discussion Paper 188, Hamburg Institute of International Economics. Retrieved from: <http://ageconsearch.umn.edu/bitstream/26273/1/dp020188.pdf>

students<sup>18</sup>. Highly motivated teachers like to teach all of their students as much as possible. However, a variety of intrinsic factors such as loving the teaching process and extrinsic factors such as salary, influence teachers' motivation levels. Low teacher motivation can affect the quality of candidates entering the profession and reduced focus on the teaching and learning process. Moreover, teachers with low motivation may repeatedly arrive late or not at all<sup>19</sup>. The research indicated that higher teacher motivation is significantly linked to improved student learning outcomes<sup>20</sup>. Motivation is the main factor that effect the value and success of second/foreign language learning, and give the first stimulus to beginner learning English language and later the driving force to continuously the long and more time tedious learning process, generally motivation plays an effective role on academic achievement among students generally and English language learners specifically<sup>21</sup>.

The results of the studies about motivation are contradictory. Generally, primary stage teachers have relatively good level of work motivation, and female teachers were found to be more motivated to their work than male teachers<sup>22</sup>. Recent studies have shown that low morale and job dissatisfaction are significant problems identified in lecturers who teach English in universities in China<sup>23</sup>.

Theoretical literature on teacher motivation in the developing world is rare<sup>24</sup>. However, a review of relevant psychological theories offers important insights into teacher motivation in a developing country context. First, basic needs must be met before teachers can be motivated. Second, more intrinsic factors more powerfully motivate teacher effort, performance, and professional conduct in the long run. These insights, complemented with a review of empirical studies on teacher motivation in developing countries, eight interconnected categories influence teacher motivation emerged as follows:

- 1) Workload and Challenges: There are increasing classroom challenges and demands placed on teachers in the developing world, but the following seven motivational supports teachers need to face these challenges and demands are decreasing or stagnant.
- 2) Remuneration and Incentives: Teacher salaries are generally low and irregularly paid.
- 3) Recognition and Prestige: Social respect for teachers has fallen in many countries.

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<sup>18</sup> Alam, M., *Factors Affecting Teachers Motivation*. International Journal of Business and Social Science (2011) Vol. 2 No. 1, Retrieved from: [www.ijbssnet.com/journals/Vol.\\_2\\_No.\\_1%3B\\_January\\_2011/30.pdf](http://www.ijbssnet.com/journals/Vol._2_No._1%3B_January_2011/30.pdf)

<sup>19</sup> Bennell, P, & Akyeampong, K, *Teacher motivation in Sub-Saharan Africa and South Asia* (2007). Retrieved from://assets.publishing.service.gov.uk/media/57a08be640f0b652dd000f9a/ResearchingtheIssuesNo71.pdf

<sup>20</sup> Guajardo, J, *Teacher Motivation: Theoretical Framework, Situation Analysis of Save the Children Country Offices, and Recommended Strategies* (2011). Retrieved from: [www.oxfamnovib.nl/Redactie/Downloads/English/SPEF/281-24%20Teacher%20Motivation%20Report.pdf](http://www.oxfamnovib.nl/Redactie/Downloads/English/SPEF/281-24%20Teacher%20Motivation%20Report.pdf)

<sup>21</sup> Humaida I, *Motivation to learn among English language learners in Sudan* (2012). Open access scientific reports. Vol.1, No.4, pp.1-8 doi:10.4172/scientificreports.237

<sup>22</sup> Al-Salameh, E. M. J, *Teacher Motivation: A Study of Work Motivation of the Primary Stage Teachers in Jordan* (2014). *American Journal of Applied Psychology*. Vol. 3, No. 3, pp. 57-61. doi: 10.11648/j.ajap.20140303.12

<sup>23</sup> Ma, W, *Factors affecting the motivation of TEFL academics in higher education in China* (2012). Retrieved from: [http://eprints.qut.edu.au/54742/1/Wenyang\\_Ma\\_Thesis.pdf#page=1&zoom=auto,-77,414](http://eprints.qut.edu.au/54742/1/Wenyang_Ma_Thesis.pdf#page=1&zoom=auto,-77,414)

<sup>24</sup> Guajardo, J, *Teacher Motivation*.....

- 4) Accountability: Teachers often face weak accountability with little support.
- 5) Career Development: Teaching is frequently a second-choice job with few opportunities for professional development.
- 6) Institutional Environment: Teachers face unclear, constantly changing policies as well as poor management.
- 7) Voice: Teachers rarely have an opportunity for input into school management and ministry policy.
- 8) Learning Materials and Facilities: Teachers have few or poor learning materials and poor facilities.

According to Adam's Equity Theory which states that people search to balance their inputs and the result they take, also in relatives to the outputs of others, fair treatment constructive motivation<sup>25</sup>. Motivation is as an influential part in rising of any activity; it plays an important role in getting the favored aims<sup>26</sup>. Motivation has long been a problem for a large number of English teachers as a second language or as a foreign language not just in the Arab clique but also in any other place; motivation is one of the most important factors in the ESL/EFL classroom<sup>27</sup>. A study found that no difference in motivation of teachers based on gender<sup>28</sup>.

#### *Anxiety and Motivation*

Low teacher motivation causes a source of their anxiety, in using English as medium of instruction in the language classroom<sup>29</sup>. But a little amount of anxiety frequently increases performance, effective motivation performance interfered by a great deal of anxiety, unnecessary anxiety interferes with learners attention to the job at hand and confuses them<sup>30</sup>. Sheue (2015) conducted a research to find out of pre-service learning differs from classroom learning, used random sampling to select 322 samples. The results show that learning motivation has no effect on positive academic emotions, although it has a positive effect on negative academic emotions, the academic emotions experienced in pre-service learning differ from the emotions experienced in classroom learning, however indicate, this overly optimistic self-cognition could cause them to experience anxiety in real teaching situations.

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<sup>25</sup> Ball B, *A summary of motivation theories* (no date).

Retrieved from: [www.yourcoach.be/en/employee---motivation---ebook/](http://www.yourcoach.be/en/employee---motivation---ebook/) at 17/1/2016 12:15 am

<sup>26</sup> Rehman A. & Bilal H. A. & Sheikh A. & Bibi N. Nawaz A, The Role of Motivation in Learning English Language for Pakistani Learners (2014). *International Journal of Humanities and Social Science*. Vol. 4 No. 1

<sup>27</sup> Alexenoamen, *British Council BBC. Ways of Motivating EFL/ ESL Students in the classroom* (2009). Retrieved from: [www.teachingenglish.org.uk/blogs/alexenoamen/ways-motivating-efl-esl-students-classroom](http://www.teachingenglish.org.uk/blogs/alexenoamen/ways-motivating-efl-esl-students-classroom)

<sup>28</sup> Yemisi A. C. The Influence of Gender, Age, Training and Experience on Teachers' Motivation in Ado and if on Local Government Areas, Ekiti State, Nigeria. *Greener Journal of Educational* (2013). *Research*. Vol. 3, No. 3, pp. 138-143, ISSN: 2276-7789

<sup>29</sup> Klanrit P. & Sroinam R. EFL Teacher's Anxiety in Using English in Teaching in the Language Classroom. *International Journal of Social Science and Humanity* (2012)., Vol. 2, No. 6,

<sup>30</sup> Ormord J.E. *Anxiety in the classroom* (2010)

Retrieved from: <http://www.education.com/reference/article/anxiety-classroom/> at 25/2/2016 3:00 pm

The most results of previous study indicated that English learning anxiety affected English learning motivation in various ways according to genders and majors, on the other hand, English learning anxiety had few effects on English learning motivation for the groups in a various levels of language efficiency, in particular for students in the intermediate group<sup>31</sup>.

### *Problem of the study*

According to official document of Ministry of Education in Kurdistan region, the medium of instruction in kindergarten and grade one level turned into English language (22 August, 2015 reference No.: 16307). For that purpose, Ministry of Education conducted workshops to train teachers for improving their English language. Researcher working as in service kindergarten and primary teacher trainer to teach sciences and mathematic in English language, in a survey conducted by the researchers among total participant teachers (about 150), found 87% have negative attitude toward this ministry resolution. In addition, most teachers are anxious in regard with this decision. The significance of this study it could be the first research about motivation and anxiety among kindergarten and school teachers in Kurdish society.

### *Aim of the Study*

The general aim of this study is to find out the level of anxiety and motivation among kindergarten and primary teachers toward an English language. And the specific aims of this study are:

1. To find out the level of anxiety and motivation among kindergarten and grade one teachers.
2. To explore correlation between anxiety and motivation among participants.
3. To explore Anxiety and Motivation according to their gender differences and Workplaces.

### *Study Hypothesis*

The study has two null-hypotheses ( $H_0$ ):

- 1- There is no statistically significant relationship between participants' level of anxiety and motivation, at alpha level: 0.05
- 2- There is no statistically significant gender differences of participant in regard with their level of anxiety and motivation, at alpha level: 0.05
- 3- There is no statistically significant differences of participant workplaces (kindergarten and school) in regard with their level of anxiety and motivation, at alpha level: 0.05

## **II. METHOD**

### *Participant*

In this research, there were 50 participants involved. The participants were 50 grade one and kindergarten teachers randomly selected. Those participants were 18 males, 32 females (23 grade one teacher, 27 kindergarten teachers). All the participants have been informed that their

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<sup>31</sup> Tsai CH. CH. & Chang I. CH. The study on Motivation and Anxiety of English learning of Students at a Taiwan Technical University. *International Journal of English Language Teaching* (2013), Vol.1, No.1, pp.24-41

confidentiality will be protected, and the scales will be used for academic and scientific aims only, in spite of that their names are not required. After participants agreed upon explanations, then current research applied.

### *Instruments*

The research adapted two different questionnaires. First, for measuring anxiety adapted anxiety 10-items, as a part of Hopkins symptom checklist-25 Kurdish versions was used<sup>32</sup>. The Hopkins Symptoms Checklist (HSCL) is a well-known and widely used screening instrument whose history dates from the 1950s. It was originally designed by Parloff, Kelman, and Frank at Johns Hopkins University<sup>33</sup>. The scale assesses a broad range of all of the DSM-IV common symptoms of anxiety disorder, each item have four options (1= not at all, 2= a little, 3= Quite a bit, 4= extremely). The score is collect for items 1-10, the score 17.5 or above is a sign of anxiety.

Second, for measuring motivation, English Teacher Motivation Scale (ETMS) 30-item was used<sup>34</sup>, each item has five options (1 = strongly disagree; 2 = disagree; 3 = no strong feelings either way; 4 = agree, 5 = strongly agree). It scores 30-150, 30 was the lowest and 150 was the highest, the score 105 or above participants have motivation.

The data were collected via adapted instruments (anxiety instrument 10-item and motivation instrument 30-item). For the pilot study items were administrated to 25 participants of grade one teacher and kindergarten teachers. For the actual study 50 grade one teacher and kindergarten teachers participated, but only 42 were valid.

### *Validity and Reliability*

Before the actual use of the instrument, its psychometric properties, namely the validity and reliability, examined in a pilot study- 25 form the population were participated. For the evaluation of the instruments' content validity, expert opinions were sought. To estimate reliability measures, Cronbach's alpha was run on the items.

Psychometrics of data collection's instruments were found. The validity of both instruments was performed. The reliability of the both data collection tools was acceptable. The Cronbach's alpha coefficient for the motivation instrument was not less than .786 and for Anxiety instrument was not less than 0.90. All items in both instruments had high corrected item total correlations, which explained the high Cronbach's alpha coefficients observed. This technique developed by Lee Cronbach in 1951 to provide measure of the internal consistency of test or scale: it is expressed as number between 0 and 1<sup>35</sup>.

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<sup>32</sup> Wchan organization, for victim of human rights, Trauma retaliations and training center (2015). Hopkins Symptoms Checklist-25 (HSCL-25), Kurdish version.

<sup>33</sup> Parloff MB, Kelman HC, Frank JD. Comfort, effectiveness, and self-awareness as criteria for improvement in psychotherapy. *American Journal of Psychiatry* (1954), Vol.3, pp.343-351.

<sup>34</sup> Choi, S. A measure of English Teacher Motivation: scale development and preliminary validation. *Advanced science and technology letters* (2014). Vol.59, pp.85-88.

<sup>35</sup> Tavakol, M., & Dennick, R. Making sense of Cronbach's alpha. *International Journal of Medical Education*. (2011). Vol. 2, pp.53-55, doi: 10.5116/ijme.4dfb.8dfd

**Table 1: psychometrics of data collection's instruments**

Variable	No. of items	Coronbach's Alpha
Anxiety	10	0.9
Motivation	30	0.786

*Data Analysis*

The result of the analysis identified the level of anxiety and motivation of participants measured by the data collection from the sample. For analyzing data and its statistical result for the actual study, the statistical package for social science (SPSS) program version 23 was used

*Results*

To achieve first study aim, the study used descriptive statistic to find out the level of anxiety and motivation, the result indicated that participants (n=42) have high motivation (M=114.3, SD=12.68), and low level of anxiety (M=14.90, SD=4.39), (see table 2:a and b).

**Table 2-a: Level of anxiety and motivation among participants**

Variables	N of items	Means	S.D
Motivation	30	114.3	12.68
Anxiety	10	14.90	4.39

**Table 2-b: Methods for converting raw data scores to transformed scores**

variables	No. of items	No. of options	Options' value	Minimum raw score	Maximum raw score	Raw scores	Transformed score	Current location
Anxiety	10	4	1: not at all, 2: a little, 3: Quite a bit, 4: extremely	10	40	14.90	1.49	Low
motivation	30	5	1: SDA; 2: DA; 3: no strong feelings either way; 4: A, 5:SA	30	150	114.3	3.81	High

**S: strongly, D: disagree, A: agree**

To find out correlation between anxiety and motivation among participants, as evident from the Pearson Correlation Coefficients, there is a statistically *alpha level*: 0.227, negative correlation *r*: (-0.191) between anxiety and motivation. Nonetheless, it was not statistically significant because alpha level value is greater than (0.05). Therefore, the null hypothesis was accepted.



To find out gender difference's effect between participants level of anxiety and motivation, Independent sample t-test was used. The result showed males had higher motivation (M=118.50, SD=12.50) than females (M=113, SD=12.64), but this differences was not statistically significant. Females had higher level of anxiety (M=15.59, SD=4.77) than males (M=12.70, SD=1.63), but then again this differences was not statistically significant see (Table 3). In both cases there weren't statistically significant differences, because alpha level values are greater than (0.05). Therefore, the null hypotheses were accepted.

**Table 3: Level of Anxiety and Motivation according to gender.**

Variables	Gender	N	Mean	S.D	t	Sig.(2-tailed )
Motivation	Male	10	118.50	12.50	1.204	0.236
	Female	32	113	12.64		
Anxiety	Male	10	12.70	1.63	1.870	0.069
	Female	32	15.59	4.77		

The workplace found to be effective variable, Independent sample t-test was used to investigate its effect of participant on level of anxiety and motivation. The result indicated that school teachers have higher motivation (M=117.6, SD=11.89), than kindergarten teachers (M=109.47, SD=12.57) and it was statistically significant  $t(40)= 2.12, p=0.04$ , in 2-tailed. But for anxiety, kindergarten teachers exposed more severity with anxiety (M=16.8, SD=5.79) than school teachers (M=13.6, SD=2.51), and it was statistically significant  $t(40)= 2.47, p=0.018$  in 2-tailed (Table 4). In the light of these results the null-hypotheses were rejected.

**Table 4: Level of Anxiety and Motivation according to place of work.**

Variable	workpalce	N	df	Mea	S.D	t	Sig.(2-tailed )
Motivation	School	25	40	117.6	11.89	2.12	0.04
	Kindergarte	17		109.47	12.57		
Anxiety	School	25	40	13.6	2.51	2.47	0.018
	Kindergarte	17		16.8	5.79		

### III. DISCUSSION

The aim of this study was to find out the level of motivation and anxiety among participants. The result indicated that the participants had high motivation to teach in English. It may they have interest to improve and enhance their English language proficiency. The study's findings are consistent with Igawa's study, the results showed that the popular reasons why the Japanese teachers chose to teach English are: "I liked English", and "To support students", while the

Cambodian teachers preferred “I liked teaching”, “To contribute to society”, and “I liked English”. The American teachers chose such reasons as: “Other”, “To contribute to society”, and “I liked teaching” and the “Other” includes remarks such as “To travel abroad”, “To live abroad”, and “Interests in foreign culture & people”<sup>36</sup>.

The result indicated teachers had low level of anxiety. Along the same lines, English teacher candidates' had low level of anxiety, Hismanoglu (2013) and Klanrit & Sroinam (2012) study found that low level of motivation cause high level anxiety. In contrast, the high motivation will decrease anxiety level of teacher in teaching English in the classroom.

As the current study found negative Pearson correlation between anxiety and motivation, this is indicating the inverse relationship between motivation and anxiety. It may because of teachers with great motivation will hold high self-confident. According to Diagnostic and Statistical Manual of Mental Disorders (2013) motivation is one best point for those with anxiety to be better and prevent relapse in future of anxiety. A little amount of anxiety frequently increase performance, effective motivation performance interfered by a great deal of anxiety, unnecessary anxiety interferes with learners attention to the job at hand and confuses them<sup>37</sup>.

Gender differences are in regard with their level of motivation and anxiety. The result showed that male had higher work motivation than females in teaching English but it was not statistically significant. The result is consistent with ‘Herzberg-two factors theory’ that suggests that gender is not a factor that influences individual work motivation as supported by Kowalsky (2003) and also in line with the result of the Yemisi study (2013) that there was no difference in motivation of teachers based on gender<sup>38</sup>. Also, Amadi's study found there are no big difference between male and female in their level of motivation and both of them like to hear spoken English and read in English<sup>39</sup> (Amedi, 2013). May be because the social culture, the equity between male and female in many life aspects are is observable in participant city. Thus, it can be concluded that gender did not have a direct effect on work motivation.

Females' level of anxiety was higher than males but then again it was not statistically significant. It may because of their social role, as males are more responsible for performing social activities. Female express their emotions more and more express their internal feeling. Female more face anxiety than males (DSM-V, 2013). Other study's result showed that there was no significant difference between male and female in their motivation<sup>40</sup>. The current result is not matching with almost other studies' result females are more anxious than males (Liz, 2015; McLean et al. 2011; Angst & Dobler-Mikola, 1985; Bruce et al., 2005; Regier et al., 1990; Costello, Mustillo, Erkanli, Keeler, & Angold, 2003).

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<sup>36</sup> Igawa K. *Initial career motivation of English teacher: why did they choose to teach English* (2009). Retrieved on 2 Feb, 2016 from: [www.shitennoji.ac.jp/ibu/docs/toshokan/kiyou/48/kiyo48-12.pdf](http://www.shitennoji.ac.jp/ibu/docs/toshokan/kiyou/48/kiyo48-12.pdf)

<sup>37</sup> Ormord J.E. *Anxiety in.....*

<sup>38</sup> Yemisi A. C. *The Influence of Gender.....*

<sup>39</sup> Amedi S. D, *The possible relationship between gender and motivation* (2013), Retrieved on May 31, 2017, from: <http://www.diva-portal.se/smash/get/diva2:698234/FULLTEXT01.pdf>

<sup>40</sup> Yemisi A. C. *The Influence of Gender.....*

Another aim was to find out motivation and anxiety according to workplace. The result indicated that school teachers have higher motivation than kindergarten teachers, but for anxiety, kindergarten teachers more severity with anxiety than school teachers, and it was statistically significant. Again, this result is not matching with other study as investigated by Wiyono (2016), teachers' work motivation of kindergarten is less than teachers' work motivation of elementary school but not statistically significant (These significant differences due to individual level of education, since almost kindergarten teachers in Kurdistan are not graduated from faculty of education, while all primary school teachers graduated from education institutions and they were well trained. Thus, it can be concluded that there were significant difference in teachers' anxiety and work motivation by workplaces.

#### **IV. SUGGESTIONS AND RECOMMENDATIONS**

Based on the findings, the study suggests that this topic to be replicated in all Kurdistan region kindergartens and primary schools with the larger sample. Other researches could also address the demographic variables such as effect of certificate and age groups. Teaching staff should be well trained to improve their English language proficiency. Training courses should be continuously could be offered for those who have lack of language and teaching skills. Thus, teachers who do not have linear background in education as a part of their expertise, they should be trained to be expert in their workplace particularly in teaching

#### **V. CONCLUSION**

Based on the analysis results can be presented some conclusions. In general, the teacher showed in both kindergarten and schools high level of motivation and low level of anxiety. But there were different results about other demographic variables. First, female teachers had higher level of anxiety than male teachers. Although there are differences between scores of anxiety level, but did not show a statistically significant difference. So, there is no difference in anxiety level of teachers based on gender. On contrast, Male teachers had higher level of motivation than female teachers; then again it was not statistically central. So, there is no difference in work motivation of teachers based on gender.

Thirdly, there was statistically significant difference in anxiety level of teachers by workplaces. The mean scores of teachers' anxiety with schools relatively lower than kindergarten teachers' anxiety. On the other hand, there was statistically significant difference in work motivation of teachers by workplaces. The mean scores of teachers' motivation with schools were relatively higher than kindergarten teachers.

Finally, the study findings showed a negative Pearson correlation between motivation and anxiety but did not show a statistically significant difference. Nevertheless, according to results it could be concluded some points: teachers experienced low level of anxiety and high level of motivation; there was a negative Pearson correlation between teachers' motivation and anxiety; level of anxiety is higher in female, on the other hand level of motivation is higher in male; and each demographic variable such as gender and workplace had effect on both motivation and anxiety.

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