

**ENGLISH TEACHERS' BELIEFS ON TEACHER ANXIETY
FOR PROFESSIONAL IDENTITY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted By
Mirak Lawati**

**Tribhuvan University
Faculty of Education
University Campus,
Department of English Education
Kirtipur, Kathmandu**

2020

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 09/02/2020

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. MirakLawati** has completed his M. Ed. Thesis entitled **English Teachers' Beliefs on Teacher Anxiety for Professional Identity** under my guidance and supervision. I recommend the thesis for acceptance.

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DEDICATION

Dedicated

To

*My Father (Mani Prasad Lawati), Mother (Nanda Maya Lawati) and all
the gurus of my academic journey to their everlasting love, patient,
guidance and invaluable inspiration to me.*

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ABSTRACT

This research entitled **English teachers' beliefs on teacher anxiety for professional identity** attempted to explore lower secondary level English teachers' beliefs on teacher anxiety. It also aimed to explore the causes and minimizing ways of teacher anxiety and its role on constructing professional identity. In order to get viable insight for the study, I have adopted the narrative inquiry as the research design. This study was entirely based on primary sources of the data. It also included secondary sources of data. The primary sources were five lower secondary level novice English teachers teaching at five different institutional schools in Kathmandu valley. They were selected by convenient non-random sampling procedure. I collected data through repetitive narrative study with five different participants by using interview guidelines. Thus, the collected data were viewed holistically then analyzed thematically. The collected research data by individual teacher interview and my reflection on the data indicated that teaching is very critical profession and teacher anxiety is very common phenomenon for the novice teachers. The finding of the study showed that novice teacher should take teacher anxiety as a kind of raising consciousness for developing professional expertise. Further, the finding also showed that there are many causes behind the teacher anxiety like, language proficiency, content knowledge, confidence level, managing performance, student behavior and heavy workload. Their stories showed that, increasing language proficiency, classroom management, mentoring, teacher training and interaction with colleagues are as the minimizing ways of teacher anxiety. Moreover, it was also found that both facilitating and hindering role of anxiety for constructing professional identity of a teacher. Although it becomes supportive to develop professional expertise, it has both positive and negative impact on self-esteem of the teacher and social relationship of the teacher as well.

The present study consists of five chapters. Chapter one is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Chapter two deal with the review of the related theoretical literature, empirical review, implications of the review and conceptual framework for the study. Chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedure and ethical consideration of the study. Similarly, chapter four presents the analysis and interpretation of the data. And chapter five includes the findings, conclusion and recommendations of the study. Finally, the study concluded with my reflection including my experiences regarding writing this thesis.

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ABBREVIATIONS/ACRONYMS

APA	American Psychological Association
CALL	Computer Assisted Language Learning
CUP	Cambridge University Press
Dr.	Doctor
EFL	English as a Foreign Language
ELT	English Language teaching
FL	Foreign Language
ICT	Information Communication Technology
M. Ed.	Master of Education
Mr.	Mister
Ms.	Mistress
No.	Number
P	Page
PhD	Philosophiae Doctor
Prof.	Professor
Regd. No.	Registration Number
TPI	Teacher Professional Identity
T	Teacher
T. U.	Tribhuvan University
UK	United Kingdom

CHAPTER ONE

INTRODUCTION

This research study is in entitled **English Teachers' Beliefs on Teacher Anxiety for Professional Identity**. This introduction part consist of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of the key terms.

1.1 Background of the Study

English language teaching in Nepal has been crossed more than half a century. It has remarkable history in education system of Nepal. In the present context of our country English language is taught as the foreign language as compulsory subject from the elementary level to higher level. English language has become a global language and necessary for all to survive successive life in this modern dynamic world. It has become link language to interact with the people of different corner of the universe. So English language and English language teaching has great importance in our context too. Teaching profession is much more prestigious and challenging profession in this professional world because education is a fundamental step for every professional life. Teaching is facilitation of learning to the learners and teacher is a facilitator for learners so teacher should be more reliable and responsible. Teaching profession is more challenging and responsible profession in the professional word. Due to such responsibility and difficulties teacher might be anxious on their professional life.

Anxiety is a general term for several disorders that causes nervousness, fear, apprehension, and worrying. According to Ipek (2007), "anxiety is subjective feeling of tension, apprehension, nervousness, worry, uneasiness, frustration and self-doubt" (as cited in Akgun, 2012, p.7). The concept of anxiety is taken as a

part of psychological notion in different scientific field (Merc 2010). The field of English language teaching and learning is also affected by anxiety. Brown (2000) says, "language learning anxiety is cited as one of the factors affecting second language acquisition as an individual difference. It is mostly associated with fear, frustration, apprehension, uneasiness, insecurity, self-doubt or worry". According to Merc (2010), two major division of anxiety has been suggested in the research literature. The first one is discrimination between state anxiety and trait anxiety and another one is related to its effect and result on the individual's performance while performing task or action. As in the case of many human behavior, teaching comes along with many emotions, varying from hatred to love; frustration to satisfaction, and thus teachers need to deal with their feelings effectively and intellectually. As the active participants of the classroom procedures, teachers or prospective teachers may sometimes experience anxiety while they are delivering a lesson. According to Horwitz (1996), "language learning is never ending process and all foreign language teachers are advanced learner of the language". So, when they feel inadequacy in the target language are frequent and unrelated to a realistic assessment of competence then the anxiety reaction occurs in inexperienced language learners and teacher. Then the anxiety experience by the language teacher may affect their feelings of self-confidence, use of target language, and instructional decisions. Such anxious language teacher feels insecure about using the language they are teaching. This insecurity and uncertainty, then result in aggressive or pessimistic attitudes in the classroom. And it gives impact on their professional identity.

Constructing identity is an essential part of the professional career. Beijaard et al. (2004, as cited in Kuswandono, 2013, p. 23) noted that "Teacher identity is a continuous process of incorporating oneself into a profession – it involves an ongoing process of becoming and being a teacher". Teachers' or pre-service teachers' professional identity is linked not only to the largely perceived duties of

teachers as seen and expected by the society, but also to personal beliefs about teaching and about what is understood to be significant to perform the duties based on his or her personal experience as well. Thus, "professional identity constitutes two aspects, namely an idealistic view of self and a professional image" (Atkinson, 2004, as cited in Kuswandono, 2013). Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is notfixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience. It is important to underline that as professional learning is dynamic and unique, as relationships and socio-cultural conditions vary so much from place to place, what is considered successful teaching and meaningful reflection in one context may not be directly applicable or transferable in other context. So, identity construction is individual phenomena it is affected by various factors.

Teacher identity is the personal and cultural characteristics and experience of teacher which reflects their professional career and it affect classroom environment because the teachers set the tone and culture of the classroom based on their value, attitude and belief system. During the time of constructing professional identity a novice teacher might be affected by the problem of teacher anxiety. Teaching anxiety is the nervousness, uneasiness, fear, frustration and worry on their teaching profession. That may occur due to the weakness of language proficiency, less confidence, career insecurity, or other affecting factors. Teacher anxiety affects a novice teacher for achieving their professional success. So, I attempt to explore the teacher's belief on teaching anxiety, and what are the causes behind teacher anxiety and how they do overcome on it for constructing their professional identity.

1.2 Statement of the Problem

Teaching is a prestigious profession in the professional world. Teachers have good social status in our Nepalese society. They are the changing agents of social transformation so they should be innovative in their teaching. Teaching is a profession that is the mother of all other professions, so the teacher should be intellectual, expert and confident on their field and they should be responsible and accountable on their profession.

In the context of our country Nepal English language has been taught in formal academic courses from elementary level to higher level. English and English language teachers have good prestige and professional identity in our society, but they have to face various challenges and difficulties to construct their successful professional identity. I have heard some English teachers' experiences and I have observed some novice English teachers, most of them had become victim of their teaching anxiety in the beginning stage of teaching profession. I wonder here most of the students of teacher education are not motivated towards teaching profession too.

The teacher starts their teaching profession with different motivation but in course of time he/she gets there different from their expectation then they feel anxiety in their teaching and it impacts on their professional identity. Then it creates difficulty to develop professional proficiency or it may facilitate to construct professional identity. Also it may diverse the career of the novice teacher from the teaching profession. The teacher may be the anxious due to the difficulty of practical implementation of theoretical knowledge, difficulty to teach diverse language background students, lack of confidence, worries of career security and more other effecting factors. The question arise here how a novice English teacher perceives the anxiety; what are the causes of anxiety; what is the impact of teacher anxiety for constructing their professional identity. Then I found list of researches

in this area which is not enough to know about above problems. Even there is not any proper researches had been done in the area of teacher anxiety, which has been carried out in Department of English Education. Thus I studied the beliefs of teachers on teacher anxiety and its impact for constructing professional identity. So, it helps novice teachers to overcome such teacher anxiety which arise in their beginning stages of teaching career and it helps to achieve success in their teaching profession.

1.3 Objective of the Study

The following were the major objectives of this study:

- a. To explore the beliefs of lower secondary level English teachers' on teacher anxiety.
- b. To investigate the causes and minimizing ways of teacher anxiety and its role on constructing professional identity.
- c. To suggest pedagogical implication.

1.4 Research Questions

This study was conducted to explore the answer of the following research questions

- a. What is English teachers belief on teaching anxiety?
- b. What are the causes of teacher anxiety and how do teachers overcome them?
- c. What is the impact of teacher anxiety for constructing professional identity?

1.5 Significance of the Study

This study explored the areas of teacher anxiety related with novice English language teachers of lower secondary level. The results of this study are expected

to provide valuable insights to all pre-service teachers and for those who are planning to adopt teaching profession for his/her career. It is useful for all who are directly or indirectly involved in ELT world such as students, teachers, educationist, researcher, curriculum designer, policy maker and so on. This study is very significant to the pre-service teachers in the sense that the result of the study helps them to overcome their anxiety to the teaching thereby, they enhance their professional achievement and promote to construct professional identity. And this study also becomes valuable to teacher trainer, curriculum framers and text book designer too, for developing effective teacher training program and for providing useful and practical knowledge for the students of the teacher education.

1.6 Delimitation of the study

The study had the following delimitations:

- a. The study was limited to the novice English language teachers of lower secondary level.
- b. This study was limited to the beliefs of English language teachers on teacher anxiety for constructing professional identity.
- c. The population was the English language teachers of lower secondary level of Kathmandu valley.
- d. The samples of the study were five English language teachers of lower secondary level who are teaching in lower secondary level at different schools around the Kirtipur.
- e. The sampling procedure of the study was convenient non-random sampling procedure.
- f. The primary data for this study was collected through semi-structure interview guideline and probing questions.

1.7 Operational Definition of the Key Terms

The research contains some key terms which are used in specific way. They are defined as below

Anxiety

Feeling of unease, worry, nervousness, fear, apprehension and frustration.

Belief

Trust, faith, personal attitudes associated with true or false ideas and concepts about something.

Professional Identity

One's beliefs and attitudes, values, motives and experiences through which individuals define themselves, in their current or anticipated professional life.

Novice Teacher

Inexperienced teacher, who has maximally three years of teaching experience and is a newcomer into the teaching profession.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section is divided into four other sub topics. At first review of related theoretical literature which focuses on the theoretical background of the study, it provides base for me for this study. Secondly, review of the related empirical literature sheds light on the empirical studies so far carried out the related topic. Thirdly, implication of the review for study presents the relation between reviewed work and my research study. Lastly, conceptual framework gives outline of the whole process to be followed for the study.

2.1 Review of the Related Theoretical Literature

The information obtained from different literature is sorted under the main themes and theories in this section. Here I make attempt to explore on the theoretical area of my research work. The theoretical literature of this study consists of the teacher anxiety and its impact on constructing professional identity for English language teacher.

2.1.1 Anxiety

The term 'anxiety' is defined as a state of uneasiness and apprehension, as about future uncertainties. According to psychiatrists, anxiety is a state of apprehension, uncertainty and fear of resulting from the anticipation of a realistic or fantasized threatening event or situation, often impairing psychical and psychological function. The American Psychological Association (APA) defines anxiety as "an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure" (as cited in Felman, 2018). Hence, the concept of anxiety is known, as a psychological notion took its parts in different

scientific fields. In the field of psychology, it is define as an emotional state of "apprehension, a vague fear that is only indirectly associated with an object" (Hilgard, Atkinson & Atkinson 1971, as cited in Merc, 2010, p. 13).

According to Merc (2010), two major types of anxiety have been suggested in the research literature, the first discrimination between 'state anxiety' and 'trait anxiety'.

Oxford (1999), defines the types of anxiety; the anxiety which occurs in response to a specific situation or incident, it is called 'state' anxiety. This type of anxiety appears when a person faces an unpleasant situation or needs to cope with a difficult-to-overcome task. On the other hand, 'trait' anxiety can be a part of the personality trait. In this type of anxiety, a person experiences anxiety in any situation as a part of his/her personality. On the basis of its effect or result on the individual's performance while performing tasks or actions. Here, Albert & Haber (1960) introduced the notions of 'facilitating (helpful) anxiety' and 'debilitating (harmful) anxiety' as the type of anxiety. "The 'facilitating' type of anxiety is said to increase the performance of individual in certain tasks whereas the 'debilitating' type of anxiety deters the individual's performance" (as cited in Merc, 2010).

2.1.2 Foreign Language Teacher Anxiety

Simply the Teaching anxiety is the anxiety of the teachers on their profession. "Anxiety in teaching can be thought as an affective or emotional response to the stress-provoking situations occur during teaching and also is considered as an important factor that may influence the behavior of teacher and student learning" (Keavney & Sinclair, 1978, ascited in Akgun, 2012). Anxiety studies regarding classroom teachers are mainly centered on general concerns and problems of teachers rather than subject matter-specific concerns and problems. Bearing in mind the definitions and conceptualization of the concept of anxiety, teaching is seen as a distinct construct that causes anxiety. In his account of personal views,

Bernstein (1983), Conceptualized teaching anxiety as a part of speech anxiety, and "teaching anxiety is a combination of experiences including psychological arousal, subjective distress, and behavioral disruption" (as cited in Merc, 2010, p. 22).

Although they agree with this proposal in terms of speech anxiety, Gardner and Leak (1994) believes that teaching anxiety includes apprehension concerning interactions with audience which involve questions from students, immediate negative feedback, class disruptions, or end-of-term student evaluations as distinct from speech anxiety. In this respect, Gardner and Leak (1994, p. 28) conceptualize teaching anxiety as "anxiety experienced in relation to teaching activities that involve the preparation and execution of classroom activities".

In the field of foreign language education, there is general agreement regarding the negative correlation between foreign language anxiety and language learning. Thus teachers strive to reduce language learner anxiety and make the classroom experience more comfortable, supportive, and nurturing. The reduction of learners' fear and anxieties is a major role of educators. It follows then that helping those invested in the educational process, whether as teachers or learners, become more aware of the specific associated challenges will promote more effective language education (Bigdeli, 2010). And Ocampo (2017) states that, "Teachers play a central role in creating a classroom climate that fosters learning and socio-emotional wellbeing. However, the difficulties involved in managing classroom dynamics can add to the burden of stress they already feel". For those who continue in the profession, the cumulative effects of stress can negatively impact their ability to be responsive and effective teachers.

According to Lambart (2012), "anxiety is a part of the job for teachers. The late-night worries, consistently questioning everything". Teachers have the tendency to feel like they are never good enough. And for better or worse, it is sometimes this tendency that inspires us to achieve the impossible. Teacher expects excellence in

his/her students, and students expect that same excellence from teacher. It's a lot of pressure to live up to. For younger teachers, it is the anxiety of entering a new field: the organization. For experience educators, it's about the ever-changing system of the job: new standards, new expectations, new technology, and new students. For all of us, it is wanted the very best for those we mentor, and holding ourselves to the highest of standards in order to give them the education and support they deserve.

2.1.2.1 Causes of Teacher Anxiety

Teacher anxiety is the apprehension and negative emotional reaction when individual performs their teaching in their classroom. Naturally, "some teachers feel anxiety when faced with a new challenge, especially one that is not within their normal experiences, which can interfere with making student-based instructional decisions" (Darling-Hammond, 2005, as cited in Smith, 2010, p. 29). To be effective at promoting understanding for all students, teachers should have many resources and strategies. In the absence of such strategies for managing performance of teaching activities there will raise the problem and it gives stress to the teacher and makes it more anxious. The secondary reason teachers may not incorporate improvisation is lack of personal experience. As teachers emulate the methods used in their own education, lack of improvisation in their training may discourage them from using it (Riveire, 2006). According to Smith (2010) "when a teacher is fearful, lacks confidence, or does not value improvisation based on previous experiences, there is a higher likelihood it will not be included in instruction". A better understanding of teacher perspectives toward improvisation could reveal if teacher confidence, anxiety, or attitudes are possible reasons improvisation is less commonly included in the teaching classes.

A number of studies have been conducted to explore the sources of and solutions to teacher anxiety. Abel and Sewell (1999) found that poor working conditions

and staff relations were the two most significant sources of stress and burnout among rural and urban secondary school teachers. According to Tytherleight al. (2005, as cited in Merc, 2010, p. 22), "the most significant source of stress for the higher education staff in the UK was job insecurity. Work relationships, control, and resources and communication were also among the issues creating high levels of stress". And some investigate have found that some contributory factors in teacher stress. Furthermore, lack of time, heavy work load, poor student behavior, and inadequate resources. Davis (2007, as cited in Merc, 2010) listed the physical symptoms of teacher anxiety as sweating, upset stomach, heart palpitations, and others; mental or emotional symptoms as being able to answer tough questions' or preparation, public speaking fears, and negative self-talk.

2.1.2.2 Factors Affecting Language Teaching Anxiety

Here are several factors are seen behind the teacher anxiety. In one of these studies that is directed toward finding out the factors that give way to the high levels of stress among foreign language teachers which is closely related to anxiety among these teachers, Parsons (1973, as cited in Akgun, 2012) presents some factors that affect pre-service teaching anxiety. These factors are explains as follows:

a. Confidence about teaching competency

Competencies are the skills and knowledge that enable a teacher to be successful. So, confidence about teaching competency refers the Ability to perform or carry out defined tasks in a particular context, at a high level of excellence with full of confidence. If a teacher is less confidence on their teaching competency he/she will be anxious with their teaching.

b. Managing performance of teaching activities

Activities performed by teacher in classroom while teaching class is called teaching activities. Performance of teaching activity has important role for effective teaching and learning. It should have to be well managed for proper teaching. Otherwise it will be the causes of fear and nervousness.

c. Language proficiency

Language proficiency is an individual ability to use a language spontaneously for real world purpose. It is most important factor for a language teacher. Language teacher may be nervous and frustrate with their teaching due to the causes of their poor language proficiency level.

d. Anxiety about content mastery

Content mastery means to have a sound knowledge on related content. A teacher should have to be complete knowledge about their teaching content for effective teaching. So, it will be the causes of anxiety if he/she does not familiar with their teaching content.

e. Behavior of the students

Student behavior is an important influencing factor for teaching and learning.

So it plays important role on teachers' teaching activities and effectiveness of teaching. Disruptive behavior of students may give tension to the teacher.

f. Job security

Job Security is an assurance that an individual will keep his or her job without the risk of becoming unemployed. Employees who settle into a long term position are likely to achieve their career goals, and this will

positively affect their personal lives and financial situations. Then it reflects on their performance.

g. Heavy work load

Work load is that which, a person is expected to do in a specified time. Heavy work load is tiring and it drives a person to work for longer hour than he/she would prefer to use for the things that he/she enjoy for doing. It can negatively effect on their personal health and their professional career.

2.1.2.3 Way to Reduce Teacher Anxiety

Anxiety might look different to different people, so it is important to recognize that everyone experiences it differently. Foreign language teacher should be aware with their teaching anxiety because it affects in their teaching and FL anxiety of the students. In the field of foreign language education, there is general agreement regarding the negative correlation between foreign language anxiety and language learning. Horwitz (1996) states that, "there is negative correlation between anxiety and effective FL teaching". It is said that a high level of anxiety in a teacher negatively influences the effectiveness of the teacher in their teaching. To reduce teachers' FL anxiety, Horwitz advices language teachers to relax and focus before a class, to be supportive of each other, to make plans to increase their language proficiency and to practice with native speakers.

In order to reduce anxiety while teaching, Gardner and Leak (1994) suggested that training programs that increase awareness of anxiety and equip individuals with strategies to cope with anxiety could be implemented. They asserted that communication between colleagues is vital because teachers would see that they are not alone and that other teachers may also be experiencing teaching anxiety. Ameen et al. (2002) asked instructors participating in their study to suggest techniques to deal with teaching anxiety. The following were among the

suggestions provided by the participants: training in teaching methodologies, classroom management, learning styles, organizing lectures, developing syllabi and tests, and mentoring by senior faculty

pek (2016)states that, "foreign language teacher experience not only teaching anxiety but also in relation to teaching target FL". So, while trying to find ways to reduce anxiety in the FL teaching teacher should be concern with foreign language student anxiety. It is said that language learning is never complete even for language teachers who are supposed to be high-level speakers of their target language. Most non-native language teachers are likely to have uncomfortable moments speaking in the target language. Then, "if language teachers frequently feel incompetent, and if such feelings are unrelated to a realistic assessment of competence, these feelings are said to be similar to anxiety reactions seen in inexperienced language learners" (Horwitz 1996). Some research study suggest a number of way to reduce the anxiety experienced by teacher; role playing, biofeedback, acknowledge, behavior modification, and communication. Along with this language teacher should have to be concern with language proficiency, student teacher relation, teacher collaboration and other organizational factors. Akgun (2012) suggested that teachers could use anxiety as a positive and creative force by recognizing their potential to overcome. Gardner and Leak (2002) and Horwitz (1996) suggested effective way to reduce teacher anxiety which, are explain below:

a. Increasing language proficiency

Quality of having good level of language proficiency is essential for a teacher to the effective language teaching. If a foreign language teacher is proficient in language he/she will be out of worries about language problem and it supports him/her to make their teaching more easier. Then he/she may enjoy on their teaching profession.

b. Organizing lecture

Organizing lecture is an effective technique to deliver the content efficiently. It makes easier to the teacher for preparing and presenting the lesson which helps them to make their teaching more effective. So, it may help to reduce stress and nervousness of the teacher.

c. Classroom management

Classroom management is the process by which teachers create and maintain appropriate behavior of students in classroom settings for teaching and learning. It impacts teacher ability to be effective educator and enjoy their job, and it impacts their student success as a learner.

d. Training program

Training is a program that helps teacher to learn specific knowledge or skills to improve performance in their teaching. And it increase awareness of anxiety and equip individuals with strategies to cope with anxiety could be implemented. So it may help to reduce teacher anxiety.

e. Mentoring by senior teacher

Senior teachers or more experience and knowledgeable teachers help to guide a less experience or knowledgeable teacher which process is called mentoring. Mentoring by the senior teachers a novice teacher gets support to cope with challenges and difficulties of teaching profession. So, it brings positive energy to the teacher.

f. Communication between colleague

Communication with the colleague is to develop the relation, trust and respect to each other. There is exchange of feeling and experiences between them. So it helps a teacher to see that he/she is not alone and that other

teachers may also be experiencing teaching anxiety. So, it gives positive supports to reduce teacher anxiety.

2.1.3 Novice Teacher

The term 'novice' is the first step or level of professional career, similarly in the field of teaching profession generally we found five stages of teacher development; novice, advanced, effective, expert and master. Novice teacher refers a newly appointed teacher who is less familiar with subject matter, teaching strategies and teaching content with no prior teaching experience. Tsui (2003) mentions "the term novice teacher is commonly used in the literature to describe teachers with little or less experience. They are student teacher in their first year of teaching". Wajnryb (2010) states that, "beginning phase of teachers' career is similar to the salient period of second language learner. The learner does not produce the language but listen, analyze and reflect. Similarly, a beginner teacher does not know what is good teaching consist of". Like that, novice teacher may not know the expected classroom problem and solution even confused about classroom dynamics.

The beginning phase for new teachers is probably the most stressful time in their teaching career. They face many different challenges, some of them according to Tickle (2000) are: "the fullness and complexity of new responsibilities, handling different curriculum context, getting a new resources, facing aspect off teaching which were never dealt with training and new school institution and organizational features" (as cited in Devkota, 2017, p. 16). Working in a new environment with an unfamiliar population and trying to manage a level of confidence at time may make them anxious in their teaching. So, it is critical for teacher training institutions and school district to provide the necessary resources for the new teacher to become effective and successful teacher. This is a stage at which the real practice and coping with everyday problems are more important for teachers

than the theory taught in pre-service teacher education. And they have to follow the trail and error learning method to get the position of expert teacher. I don't find anywhere mentioned actual time experience of novice teacher. So, I have defined here novice teacher as a new teacher who have less than three years of teaching experiences for my research study.

2.1.4 Teacher Identity and Impact of Anxiety for Identity Construction

Identity is the core issue which is prevailing in every profession. It is therefore the unique characteristics of a person. Identity has become a powerful issue, despite its complex and varied meaning and interpretation including those relating to the people's internal system, group membership nationalism, position taken in conversations (Schwartz, 2001). So, identity is a burning issue and has greatly impact and influenced individual's lives. In the particular context of your social surrounding, it especially deals with who am I? Or, who are you? Who am I is the identity solely deals with one's mind associated with the concept of self. Another parameter to define self is determined by external factor i.e. with the connection of individual to the external world, society. Therefore, personal and social dimension play crucial role in constructing own identities. Those two are inseparable to each other. In this regard, Lemke (2008) points the individual and their activities in social life are responsible to determine their identity. So, the identity does not exist in isolation but rather exist in a social relation to others.

Thus the term identity more broadly includes the individual thought (psychological, affective, cognitive domain) and social aspects. Wenger (1999, p. 149 as cited in Castaneda, 2011) provides the more social perspectives of identity. He says, "There is profound connection between identity and practice". He further mentions that we define identity that who we are in term of how we relate to other member of a group and how we negotiate us with in the community. The communities where we belong are more responsible to construct our identity.

Teacher identity is associated with more social dimension. In the beginning of the career the teacher might have to face several challenges of construct their professional identity among them an important one is teacher anxiety.

Scholars who are in the field of teacher education have paid their attention to the teacher identities. According to Thomas and Beauchamp (2007, as cited in Rokaya, 2018) "teacher identity construction means building a personal sense of the world along with developing a clear understanding of how teachers see themselves interacts with other". They further argues that teacher identity as a part of professional identity guidelines teachers of their own ideas of how to be and how to act as a teacher. Teacher identity is greatly impacted by who am I and who are you. These two questions determine teacher identities. Along with their personal attempts, institutions also played significant role to bring them in teacher community. In the community, they may share and exchange their live experience to each other. It is a good platform for them to construct their identities. In the process of teacher identity building the teachers might have faced various problem and stress in their profession due to the various causes. So, a successful teacher deals with such anxieties and overcomes on it to construct a good professional identity in the field of teaching profession. Teacher anxiety influences on the teachers' self-esteem, developing teaching skill and strategies and also for developing the relation with teachers, students and communities too, which are the factors affecting to construct teachers' professional identity. On the basis of above explanation, impact of anxiety for constructing teacher identity will examine by the following points:

a. Self-esteem

Self-esteem is a confidence and satisfaction in oneself. It is used to describe a persons' overall sense of self worth or personal value. A person cannot be happy without having good self steam. So, it should have to know their

level of self-esteem to judge their professional success. There is opposite relation with anxiety and self-esteem; a person will be less anxious who have high self-esteem and vice versa.

b. Teaching expertise

Teaching expertise is the proficiency of teaching performance. Expert teachers are aware of what they are doing; they monitor and adjust their teaching behaviors to bring out the best in their students. It represents the proficiency and expertness of teacher which determines their identity in their professional field. There may be the positive or negative impact of teacher anxiety for developing teaching expertness which gives good identity of the teacher.

c. Social relationship

To have a good social relationship is essential to be a good teacher. Teacher identity is studied by relating with the relation of their social surroundings. A good teacher should have good relation with their students and other teachers in school as well there should have good relationship with their community too. It is directly or indirectly affected by anxiety of the teacher.

2.2 Review of Related Empirical Literature

There are number of research studies have been found in the field of teacher anxiety and professional identity separately. But, list studies have been found which are linked between teacher anxiety and professional identity. And I don't found such studies in the department of English education T.U. which are about to the study of teacher's belief on teaching anxiety and its relation with constructing professional identity. So, I interested to do research on it. I have reviewed in brief some studies related with my research studies, which are as follows.

Merc (2010) has carried out the research on "Foreign Language Student Teacher Anxiety". The main objectives of this study were to find out the level and sources of foreign language student teaching anxiety experienced by Turkish EFL student throughout the teaching practicum and to investigate the relationship between language proficiency level of foreign language student teachers and the level of anxiety they experience. Both qualitative and quantitative research design has been adopted for this study. There were student teachers from seven departments at Anadolu University Faculty of Education as participant of this study. Four hundred five student teachers were selected as sample of this study through simple random sampling method. Foreign language teaching anxiety scale, participant's diaries and interview were used as tool. The finding of this study was that, student teachers from different major of study experience a moderate level of anxiety and there was a significant difference between the anxiety level at the beginning and at the end of the practicum. There was found that no significant relationship between language proficiency and foreign language student teacher anxiety. Feeling of academic incompetence, language proficiency and Classroom management were found as a source of teaching anxiety.

Akgun (2012) conducted a study entitled 'Foreign Language Teaching Anxiety Among Non-native Foreign Language Teacher'. The purpose of this study was to relate foreign language (English) teaching anxiety to gender, years of teaching experience and the foreign language proficiency level at which the teachers teach for non-native foreign (English) language speaking teachers in Bogazici University. Quantitative in it co-relational research design was used. The participants of the study were non-native English language teacher of Bogazici University which was chosen by using non random convenience sampling method. Foreign language teaching anxiety scale (likert scale) was used as a tool for collecting the data. Major findings of the study was preparatory class of the teachers has positive relationship with the foreign language teaching anxiety level

of the teachers and teaching experience in years and foreign language teaching anxiety have a negative relationship.

Komba, Anangisye&Katabaro (2013) conducted a research study on "The Development of Teacher Professional Identity at the University of Dares Salaam: Perceptions and Influencing Factors". The purpose of the study was to Investigate how various categories of university lecturers perceived their identity, and how the inception of professional development program has influenced the construction of professional identities. To achieve its objectives, mixed method of research design was adopted and In-depth interview and questionnaires were the research tools to collect the required information. All lectures involved in the professional development programs at the University of Dares Salaam were the population and Purposive non random sampling procedures were used to select the respondent of the study. Finding of this study shows that, the formation of teacher professional identity (TPI) has largely been influenced by the level of training in pedagogy, academic training, and practical experience as an academician.

Khan (2017) has conducted a research study on "Language anxiety of M. Ed. English Language Education Students". The main objectives of this research were to explore the area of the English language skills and aspect in which the students had anxiety. Students of English education who had finished their M. Ed examination were the population in his study, among them forty students had selected through purposive nonrandom sampling procedure. Survey research design has been adopted to meet the objectives of this study. And tool of the study was close ended questionnaire then, Descriptive and statistical analysis was used to analyze the data. The major finding of the study was that, students have anxiety in all aspects and skills of language such as listening, speaking, reading, writing, vocabulary, pronunciation and spelling because of, inadequate knowledge of the English language skills and aspects.

Rokaya (2018) has carried out the research entitled "Identity Construction in Female English Language Teachers' Professional Development: A Narrative Inquiry". It aimed to explore and analyze the identity construction of female English language teachers. And to explore the female English language teachers professional development in relation to the supporting and hindering factors. The research design of this study was narrative inquiry. She had chosen four female English teachers who were teaching basic level public school in Pokhara as sample of study through purposive non-random sampling procedure. Tools for data collection were face to face open ended interview, narrative journal and activities observation. She found that teaching is challenging profession because they had multiple identities beside their professional identity. Further, researchers' finding showed that female teacher faced challenges, dilemmas and tension due to the gender. And it was found that encouraging and discouraging family or, institution and societal environment either positively or negatively influenced their teacher identity.

2.3 Implication of the Review for the Study

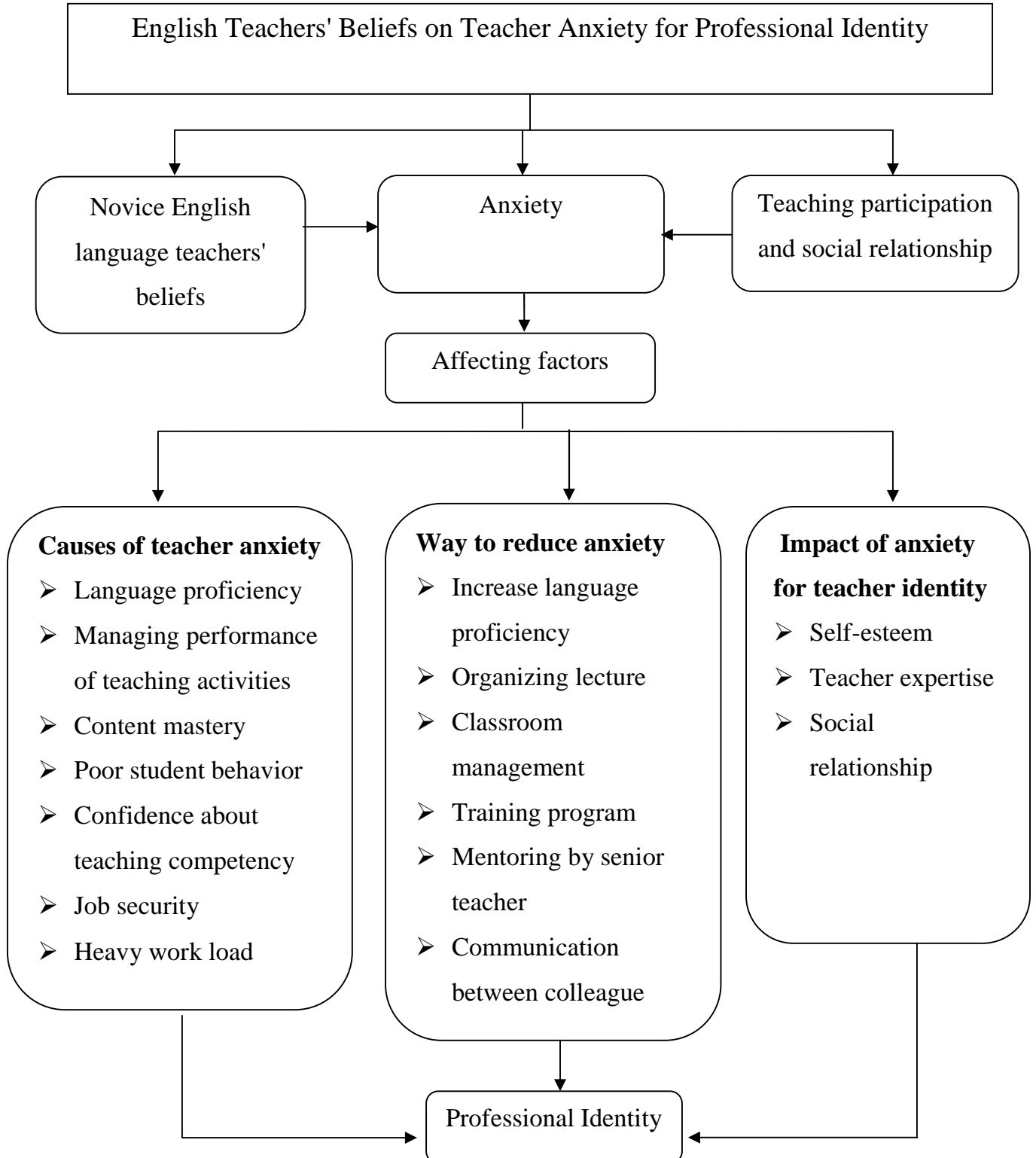
Literature review is one of the integral part of the research process, it plays a very vital role in research because it broadens the mind of a researcher in the area of their study. I have reviewed many theoretical and empirical literatures related with my research studies. I tried to review the previous research works, ELT journals, articles and books which are related with language teaching anxiety and teacher professional identity. From that reviewed resources I have got lots of ideas related with my research problem and about the process of the study. In addition I have got an idea to form objectives, research questions, methodological procedures and other required components of research in order to complete my study.

I reviewed individual work of Akgun (2012) and Merc (2010) which provided me more theoretical ideas and background knowledge about the term anxiety and

foreign language teaching anxiety. Similarly, Komba et al. (2013), Smith (2010) and Horwitz (1996) helped me to gather the information about the possible causes and solution of the teaching anxiety. I studied Tsui (2010) and Wajryb (2003) for theoretical knowledge of novice teacher. Likewise, Castaneda (2011) and Lemke (2008) provided with me knowledge of teacher identity. From above mentioned as well other articles and research works helped me to gain overall theoretical ideas and background information related with my research study and it played inevitable role for forming the review of related literature, part of the study. Out of empirical literature Khan (2017) helped me to set the objectives, research questions and to understand the way of reviewing related literature then forming the conceptual framework too. Similarly, Gurau (2019) and Rokaya (2018) provided with me to develop research design and methodology along with the knowledge of making tool for the data collection. Thus, the review of all theoretical and empirical literature facilitated me to develop the whole concept for each components of my research study.

2.4 Conceptual Framework

My research study was based on following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

Methodology and procedures are the vital elements of a research study. I adopted following methodologies to fulfill the objectives of my study. This methodological chapter includes design of the study, population, sample and sampling procedures, research tools, source of data, data collection procedure, data analysis and ethical consideration.

3.1 Design of the Study

A research is a rigorous and systematic study. Research design is the overall strategy chosen by the researcher to integrate the various components of the study to address the research problem. I have chosen Narrative inquiry research design to complete my research study. It is a systematic and scientific approach to research in which the researchers gather the information for the purpose of research through storytelling. The study of narrative is the study of the ways human experience the world. It is research design that uses personal experience of people for understanding the casual process. According to Sapkota (2071) narrative inquiry explores life experience. It often focuses on the experiences of one or few participants rather than those of a larger group.

Narrative inquiry is the powerful research design to understand about individual teacher professional experiences on language teaching and teacher anxiety and its impact for constructing their professional (teacher) identity. Rokaya (2018, p. 31) states, "Narrative inquiry is not the end product rather it is the ongoing process of narrating; people create and recreate their identities. It is through the story; teachers reflect their experiences and make a sense of their professional and personal lives". So, I adopted the narrative as my research design, using convenient non- random sampling strategy to complete the study. Field notes,

interviews, journals, letters, autobiographies, and orally told stories are all methods of narrative inquiry. But among them, I adopted in-depth open interview for the data collection from the participants of the study.

3.2 Population, Sample and Sampling Strategy

All the lower secondary level novice English teachers of Kathmandu valley were the population of my study. Among them I chose five novice English teachers, who are teaching at lower secondary level in institutional schools around Kirtipur as a sample for this study. They have experience of six month to three years. I used convenient non-random sampling procedure to select the school and teachers as sample from the population of the study.

3.3 Research Tools

Interview guidelines and probing questions, formal and informal conversation, were used as the research tools for the collection of data to this research study.

3.4 Sources of Data

I used both primary and secondary sources of data for the study. The primary sources of data were in-depth open interview as well formal and informal conversation with five participants. It was used for collecting data from the participants. And the secondary sources were used to facilitate the study. Books, journal articles, thesis and other related research materials available in internet were used as secondary sources of data for the study.

3.5 Data Collection Procedure

For the collection of the data, first of all I visited ten different institutional schools of Kathmandu valley around Kirtipur. I wrote the name and mobile number of

English language teachers of lower secondary level and I interacted with them. I selected five new teachers from different school as respondent for my study. Then I called and informed them about my research and purpose of the study in detail then, I asked permission with them to take interview to carry out the study. After that I took an appointment for interview with the participants.

I prepared myself by interview guidelines and possible questions what should I ask them. Then I contacted and met them individually in an appropriate place for conversation. And I informed them about the study in detail as well all about the ethical consideration of the study. After that I took consent with the participants to record the conversation. Then I took interview through in-depth open interview as well as formal and informal conversation. I used both English and Nepali language as the medium of interview to get actual data for the study. I recorded all interview by using mobile recorder and saved in mobile phone. Then I thanked the participants for their kind co operation, and we enjoyed with the cup of tea. Later, while analyzing the data I called and took re-interview with some participants for incomplete data.

3.6 Ethical Consideration

Ethical considerations are one of the most remarkable ornaments that a researcher should follow while conducting research work. A researcher should be careful about ethical issues while conducting research work to make research more reliable and original. To maintain the ethicality of my study, I took approval from the department and research guidance community of the department of English Education T.U, Kirtipur, Kathmandu. After obtaining the approval, I met with the participants and clarified them about the aim and objectives of my study. Then I took the inform consent; maintained confidentiality regarding the information of respondents. I kept the response of the respondents confidential and did not mention the real name of the respondents and their institutions in the research. I

did not use the data for the sake of other purpose except for my research. I did not manipulate the collected data. But I generated my own meaning with their responses and propositions. I did not do any harm to informants and tried to keep it safe from the risk of plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter consists of analysis and interpretation of the data obtained from primary sources. Data was taken from the effort of repetitive interview with five participants. The systematically collected data was analyzed, interpreted and presented qualitatively with the help of thematic analysis procedure.

First of all I heard all audio recorded interview properly and transcribed it into written form then translate it into the English. After that I studied each participant's response separately and coded the major information of each collected data. Then I listed the themes of those coded information under their pseudo name.

I put all the listed themes of the data together and studied it to explore unique, live as well contextual experience of the participants. Then I generated major themes and sub-themes of the data after analyzing coded information on the basis of research objectives, questions and repetitive interview. Those major themes and sub themes are mentioned below for comparing lived stories of the participants.

4.1 Analysis of Data and Interpretation of the Result

I have used thematic approach to describe the stories told by individual teacher and kind of experiences they encountered during their novice phase of teaching career. The main objectives of this study were to explore the novice English teachers' beliefs on teacher anxiety and to investigate the causes and minimizing ways of teacher anxiety as well its impact on developing professional identity. The narratives were viewed holistically and analyzed thematically. Thus, I have carried out the following major themes and sub-themes which are dealt below:

4.1.1 Teachers Beliefs on Teacher Anxiety

Teaching profession is a prestigious and responsible profession among the professional world. A teacher has an important role behind the bright future of a child as well as he/she has inevitable role for social transformation too. So, it is more intellectual and responsible profession. Obviously everyone becomes bit nervous and feels uneasy while starting every job, first time in their life. Like as other profession, there are various challenges and difficulties have to face in the beginning stage of teaching career. A novice teacher might be anxious due to such difficulties and lack of knowledge and experience of their profession. Then the anxiety of teacher gives impact on teachers' professional career and it depends on their beliefs on it. There is individual difference in the teachers' beliefs on their anxiety. During the interview, T1 shared his belief:

For me teacher anxiety simply means something that makes teacher stressed and burnt out because of different factors that teacher goes through in the classroom in course of teaching and learning. It is something from where we can learn the lesson. There can be so many critical incidents that I noticed everyday in the classroom so, a teacher have to learn how to take that and how to deal with such challenging incidents.

As he shared his belief, teacher anxiety is stress and burnt out which happens due to the reason of different incidents of classroom in course of teaching and learning. He takes it as an opportunity to learn new lesson how to deal with such incidents. Through which, a teacher can be more experienced to be more professional.

In another conversation, T2 also shared his belief about teacher anxiety:

In the beginning a teacher gets difficulties because they perceive all students homogenously. And they are worried about classroom handling, presenting content and also about students' achievement in the class. This is

great problem for a beginner. The teacher anxiety is an important factor. If a teacher does not feel anxious about teaching strategies or classroom management or everything else, that teacher cannot learn anything and that teacher cannot develop their professionalism too. So, teaching anxiety is a consciousness of a teacher for their professional development.

Throughout his view, what we can understand is that reaction of the problems whatever faced by the teachers in the beginning as a teacher is called teacher anxiety. He believes that teacher anxiety as consciousness of a teacher to develop their professionalism. It should have to be needed for a teacher to bring progress on their profession. A teacher cannot be an expert without facing difficulties and anxieties on their profession. So, we can say that teacher anxiety is a factor which brings improvement in the performance of a teacher and it supports a teacher to be expert in his/her profession.

In another interview with T3, I found slightly different belief on teacher anxiety along with some bitter experience which she had faced as anxiety in her beginning days of teaching career.

In T3's words:

In the beginning I became frustrated due to the various problems occurred while teaching. Even I used to be worried when I wore school dress to get ready for school. Then I used to feel that I won't do this job of teaching in my life. But, such anxiety won't remain same forever, it changes with the time. We don't have to give up if we become hopeful and keep continue anxiety will be positive factor to improve self weakness and to develop professional expertise.

As she shared her experience, a teacher should have to face anxiety due to the various problems in the beginning days of their profession. Such anxiety might be

harmful for an impatient teacher. But if a teacher keeps hope and continues with full of his/her patient, anxiety will be useful and important for developing their professional career. So, anxiety is such an obstacle from which teachers make their determination for their profession.

Similarly, another teacher T4 shared her belief and experience about teacher anxiety.

In T4's words,

As a novice teacher I felt bit nervous and frustration due to the lack of practical knowledge and information related with job. But, I was mentally prepared to overcome such problems so that I do not feel such difficulties to tackle it. I take anxiety as a positive factor because we are curious and serious after having problem and difficulties then we get progress in our performance.

By analyzing her view, what I come to know is that anxiety is a common phenomenon to a novice teacher. If a teacher keeps such a thought in mind and prepares before starting their job, it will be easy to tackle it. Anxiety is a helpful tool for a novice teacher to bring progress in performance.

Another participant, T5 believes teaching profession is the most anxious profession than other professions, he shared his experience.

In T5's words,

Mostly the teaching is the galaxy of anxieties created by many factors. Teaching is only the job that bears lot of anxieties regarding their profession. To tell my own personal experience, to be a novice teacher means to welcome a lot of anxieties. If I take anxiety positively sometimes

it could be helpful for me to grow academically. If I get any incidents of anxiety I try to give it more focus and make it as a matter of research for improving my professional expertise.

By analyzing his view, what we can understand is that teaching profession is full of anxieties for a novice teacher. It is most common for a novice teacher, he/she should be mentally prepared to bear such anxieties before he/she enter into teaching profession. But, if a novice teacher takes it positively and becomes serious on the causes of their anxieties it could be helpful for them to bust their professional expertise.

By analyzing the view of all five respondents, I came to know that all participants had anxiety in their beginning phase of teaching career. Although a teacher T3 has highlighted on negative impact of anxiety, remaining four respondents have common beliefs. That is, anxiety is a common thing to every novice teacher and it makes teachers more curious and serious about their performance which brings progress in their professional life.

4.1.2 Causes of Teacher Anxiety

In every profession, every person gets uneasy and unfamiliar situation while starting his/her professional career first time in his/her life. Like as every profession a novice teacher also gets some new circumstances while starting his/her profession. At that time a new teacher might be bit nervous, stress and frustrate with his/her profession, such situation is called teacher anxiety. It is an apprehension and negative emotional reaction of the performance and experience of an individual teacher. Teacher itself, Students, administration, and existing society might be sources of anxiety for a novice teacher. By such factors various difficult situations should occur there for a novice teacher, which becomes matter of tension for them. There are various reasons are responsible to make anxious for

a novice teacher. After doing the narrative inquiry with my participants, I found some causes of anxiety to the novice teachers. I have presented some causes of anxiety as themes through the study of narrative inquiry, which are dealt below

4.1.2.1 Language Proficiency

Language proficiency is the ability of an individual to use language with a level of accuracy that transfers the meaning in production and comprehension. It is an important aspect of teacher expertise, and an essential factor affecting student learning in second language classroom. Teacher's target language proficiency really matters for providing good models of the target language for the students. It is an essential component for effective teaching. If an English teacher has not good command over English language, that becomes matter of tension because of that there might be some difficulties to a novice teacher and it becomes causes of an anxiety for him/her. After discussing with my participants I found language proficiency as a cause of teacher anxiety. During the interview, T1 shared his experience:

If students know about the weak language proficiency of a teacher, they attempt to catch the mistaken point of the teacher, from which they does cross question and makes teacher unable to answer. Then it makes angry face of the teacher to the students and teacher becomes demotivate and anxious with their teaching.

Through his words, we can understand that language proficiency is a tool to take control over the students for effective teaching. If a teacher has not good enough language proficiency level to define the terms as much as he/she wants. Then he/she does not convince and satisfy the students so they do not believe on his/her teaching. After knowing that all things, teacher becomes demotivate and anxious with their teaching.

In another conversation, T2 shared similar type of his experiences about language proficiency level as a cause of an anxiety.

In T2's words:

Language proficiency is most important for an English teacher. It must be otherwise, that class cannot be handled well. I speak bit faster and sometimes I used to do incorrect pronunciation and tongue slips then after knowing that points I used to feel bit nervous and confident less which made me bit anxious.

From T2's experience, what I came to know is that poor language proficiency level decreases the confidence level of the teacher. Then there is difficult to handle the class without having good command over in target language. So, the poor language proficiency might be the matter of anxiety for a novice teacher.

Another participant, T3 shared her struggling experience about language proficiency.

In T3's words:

My school base was from Nepali background. So, I had not good proficiency level in target language. My main problem was in pronunciation and sometimes I used to be unable to make a complete sentence which I wanted to say. In some cases also I had used sign language because of lack of vocabulary. Such incidents had made me so much worried.

By analyzing her words, we can know that language is first and essential component to be an effective language teacher. If an English teacher has not good

language proficiency level he/she should have to face various troubles in his/her teaching profession.

Another participant T4 shared experience had similar with previous analyzed experience of participant T2. Tongue slip, incorrect pronunciation and lack of vocabularies had given her some stress because of imperfect language proficiency level. So, she agreed poor language proficiency is also a cause behind the anxiety of a novice language teacher.

Another participant, T5 shared his view on the basis of his experience.

In T5's words:

We cannot tell the things that are supposed to do because of language incompetency and we unable to say the thing that we really want to deliver. Then we become unable to do other things in front of the students. Then our confidence becomes lower and we become the character of mockery. And we are negatively presented in front of them and somewhere we become the matter of humor and that all create lots of anxiety for a novice teacher.

By analyzing T5's view, what I came to know is that language proficiency is the leading element for a teacher to present his/her subject matter properly. If a new teacher has not good language proficiency he/she cannot present his/her subject matter well as he/she supposed to do. Then such teacher loses his/her confidence and becomes unable to teach well. Then he would be tease and get insult by others, these impacts on the psychology of the novice teacher and becomes anxious with his/her teaching profession.

After analyzing all experiences, it can be said that all participants believe level of language proficiency as an essential component for a teacher to be an effective

language teacher. It is needed to take good command over students and to deliver the content with flaw less speech. All participants are agreed on that, if a teacher has not good level of proficiency in target language he/she has to be more or less anxious with his/her teaching. So, level of language proficiency could be the great cause of anxiety for a novice teacher.

4.1.2.2 Confidence on Teaching Competency

Teaching competency is the knowledge and skill of teaching that enables a teacher to be successful in his/her teaching profession. It has essential role in the performance of teaching learning activities of the teacher. Confidence on teaching competency stands that the ability to perform or carry out defined tasks in a particular context, at high level of excellence with full of confidence. A teacher has to be confident on their teaching competency to give their best teaching performance in the class. Otherwise he/she should have to face some stress and difficulties then that could be a cause of anxiety for him/her. Most of the novice teachers get problem of weak confidence level which impacts on their performance and they become victim of anxiety. During the interview, T1 shared:

In my experience what I feel is that when a teacher is confident in his teaching, he performs well. But, if he does not confident, definitely he has to face different problems that take place in the classroom which makes his more anxious. High level of teacher confidence decreases the level of anxiety.

By analyzing his thought, what we can understand is that there is negative co-relation between level of teacher confidence and teacher anxiety. High level of teacher confidence emphasis on the performance of a teacher and it decrease the level of anxiety. But if he/she has less confident definitely, have to face various problems by its result he/she becomes more anxious with his teaching.

Another participant T2 also supported to the view of T1 although, he has slightly bad experience.

In T2's words:

If a teacher himself or herself is not confident about some content deliver and techniques, methods and even the management of classroom he/ she cannot handle the classroom and it becomes matter of tension. So, it is very much important for a teacher. I even sometimes used to feel this teaching is not good for me. Once I thought that quit it and doing another job.

After analyzing his response, what I came to know is that confidence level of teacher on different teaching activities is important to control the class, which supports them to run their teaching profession without any stress. Otherwise, it can be great cause of anxiety which can compels a novice teacher to change their profession too.

In another conversation, T3 shared her bitter experience which she has faced due to the weak level of confidence.

In T3's words:

When I was new, I had weak confidence level due to the lack of experience and knowledge of this profession. At that time, when seniors and even colleagues used dominating words; (such as she don't know, she can't perform well) to me that had made me more frustrate. And I used to be scare to go to class and worried about what to teach and how to teach. It made me more frustrate in the beginning phase of my teaching career.

In T3's words, what I found is that a new teacher who has not experience and practical knowledge of their profession he/she could have weak confidence level

in the beginning days of his/her profession. And such teacher gets fear and frustration on their teaching due to the unsupported behavior of his/her colleagues and seniors too. So, level of confidence could be a big issue to be anxious for a novice teacher.

Another teacher, T4 has not such experience to be suffered by the problem of low confidence although she shared her view on it.

In T4's words:

It's a rare case for me to have a low confidence. But sometimes I felt a little bit due to the lack of time for preparation of teaching content but that's doesn't give trouble to me. I manage it. But I can say that low confidence level could be a cause of anxiety.

In the case of T4, she has not experience of anxiety caused by low level of confidence. But again she agreed on that, confidence level of a novice teachers could be a cause of anxiety for them.

Another participant T5 shared his view on confidence of teaching competency as a cause of anxiety, he shared:

If a teacher has not prepared well on his/her teaching he/she loses his/her confidence and becomes bit nervous then he/she cannot deliver the class well. Then the teacher cannot take command over the students and the class becomes noisy and he/she gets difficulty to handle on it. So it makes more worried and anxious to the teacher when he/she has not experience on it.

By analyzing his view, what I come to know is that if a teacher is not well prepared, he/she loses his/her confidence level and cannot perform properly in the

class. Then he/she loses his/her control over the students and it becomes a cause of stress and anxiety for an inexperienced teacher.

By analyzing the views of all participants, we can understand that there is opposite relation between confidence level and anxiety; good confidence level decrease the level of anxiety and low confidence level increase the level of anxiety. So, confidence on teaching competency is most essential and challenging factor for an inexperienced teacher. If a teacher has not good level of confidence he becomes loose for their teaching performance and loses his control over the students and there will create the bad environment for teaching and learning and it gives stress and anxiety to the teacher. But if they have good level of anxiety they will be less anxious with their teaching profession.

4.1.2.3 Managing Performance of Teaching Activities

A teacher have to performs different activities in the classroom while teaching in the class, which is called teaching activities. Performance of such teaching activities has great role for making teachers' teaching more effective and productive to the student learning. So, it should have to be well managed for effortless proper effective teaching. Managing performance of teaching activities could be challenging for a novice teacher due to less experienced on it. If a teacher cannot manage his/her performance of teaching activities effectively his/her teaching cannot become effective. If they fail to manage their teaching activities, they lose their confidence and get fear and frustration to perform their teaching activities in class and it becomes matter of tension for them. During the interview, T3 shared his experience:

Especially, in the class of literature, sometime I go to class with one teaching concept to teach them but the student does not co-operate according to me. Sometimes the whole class time ends by convincing them.

Sometimes unable to bring teaching materials and cannot include the students to participate in practical class. And the pressure of course completion, these all things makes me sometimes stressed in my teaching.

By analyzing her view, what I came to know is that, managing performance of teaching activities is also could be one of challenging factor for a novice teacher to be stress free. With the pressure of course complication, student's unsupportive behavior, lack of teaching material and inappropriate circumstance for practice to the students hampers to manage the performance of teaching activities of a teacher.

Other participants T1, T2 and T4 did not share their more experience on it. But, the sense of they shared their views were common; performance of teaching activities should be managed properly for flawless teaching, otherwise it should be a cause for being unable to achieve teaching objectives. So, their views present that if a teacher becomes unable to manage his/her performance of teaching activities properly, that could be a cause of anxiety for him/her.

Another participant, T5 shared his extra experience of managing performance of teaching activities which he had faced in his beginning days.

In T5's word,

In the case of performance of teaching activities for a new teacher, teacher doesn't know the behavior of students and sometimes students disobey the teacher and teacher also doesn't know how to control them. On the other hand teacher has to deliver the content and students become hostile toward the teacher it creates lot of problems. Sometimes I take more time for delivering because I feel happy for delivering but students feel bored and sometimes they don't beard me even if my lecture is good. And such incidents make me worried and thoughtful to my teaching profession.

From the words of T5, what I understand is that a novice teacher may get difficulties to perform his/her teaching activities in the class. Because, lack of knowledge to control the activities of students and be unknown to the interest of the students. A novice teacher could be anxious because of unable to perform his/her teaching activities according to the interest of the students along with controlling their showing behaviors.

Throughout the discussion with all my participants, I came to know that all five participants were agreed that managing performance of teaching activities is challenging for a novice teacher in his class. Moreover, T3 and T5 have faced some internal and external factor difficulties to manage teaching activities. So, if a teacher cannot well manage their teaching activities their performance cannot be interesting to the students and it becomes meaningless teaching. Then it could make worried to the teachers on their teaching.

4.1.2.4 Content mastery

Content knowledge is the body of knowledge and information that teachers teach and students are expected to learn in a subject or content area. Content mastery means to have a sound knowledge on related content which a teacher has to teach in classroom. It is the kind of gateway to enter into the class for teaching students. So, a teacher should have to take complete information about the teaching content of the expected class. Having good knowledge increases the confidence level of teacher and it helps to give good performance in teaching activities. So that if a teacher did not have well preparation on their teaching content he/she loses confidence then its negative impacts lies in his/her performance. Then it becomes matter of tension for the novice teachers because they don't have past experience on that particular topic. In this respect during the conversation, T1 shared his experience:

Content knowledge, confidence and performance are closely connected to each other; when the teacher has good command over content knowledge he becomes more confident and performs well his teaching activities. And what happens is that the teacher can take full control of all students and it high the enthusiasm of the teacher. But if a teacher lacks the content knowledge it is sure that, lacks the confident and cannot present well in the class and students become out of track and it increase the anxiety level of a teacher.

By analyzing his view what I understand is that, to have a good content knowledge is the basic step for doing effective teaching and learning activities by the teacher. A teacher cannot perform his/her teaching and learning activities with full of confidence in the absence of good knowledge over their teaching contend. Then by the result, teacher looses his/her control to the students and they go out of track and it becomes matter of stress to the teachers.

Another participant T2 also shared similar type of view with T1, he said:

Sometime, if you are not prepared and students raise the questions there, at that time I feel myself uncomfortable. Without content knowledge teacher cannot deliver the class and there will be little bit hesitate and nervous so, it is more important to have a good content knowledge for a teacher otherwise he/she could be dominated in the class.

From T2's word, what we can know is that content knowledge plays the crucial role to make an anxious for a new teacher. Without having good knowledge over their teaching content a teacher cannot answer the questions raise by the students in the class and he/she cannot deliver the class properly. Then he/she feels heisted and nervous with their teaching. And such teacher could be the victim of domination by others.

In another conversation, T3 shared her view:

Without having content knowledge what we do in class so, it should be well prepared on the teaching content before enter into the class. Otherwise teaching cannot be effective and its negative impact lies on students and institution also. Sometimes it happens when I get lake of time to prepare for new subject matter as a teaching content, at that situation I feel pressure and worried for what to teach.

After analyzing T3's view what I understand is that, teaching content is the roadmap for teaching and learning activities to the teacher. So, it is most important to have a good knowledge about the teaching content before enter into the class for teaching. Otherwise, their teaching could be meaningless and it gives negative impact to the students and institutions too.

But another participant T4 shared her slightly different thought about teaching content.

In T4's words:

If a teacher does not know about his/her teaching content obviously, he/she will be blank and feels dull however he/she is confident enough. So it is important for a teacher than other things. It is plus point but not everything for a teacher it can manage by taking some extra time.

From T4's view what I found that, content mastery is a supportive factor to the teacher but it is not the whole thing. It is not such a stressing factor for her, although she feels some dullness in the absence of content knowledge.

Another participant, T5 did not say more about content mastery. But he also supported the view of T2. He just said that without having mastery over teaching

content teacher cannot deliver the content well and gets difficulties so, it could be matter of anxiety for a teacher.

By analyzing their all stories of the participants, what I found is that all five participants agreed that there should be content mastery for effective teaching. Beside T4, remaining four participants emphasized the great role of content knowledge behind the anxiety of the teacher. From their view I learn to have a content knowledge is important to the novice teachers for effortless teaching. Otherwise there could be occurred different challenging situations for the teachers and it could be a cause of anxiety for them.

4.1.2.5 Student Behavior

Student behavior is also an important influencing factor for teaching learning activities. There were heterogeneous students in a class with their diverse social and family background. And obviously there could be diversities in the behavior of students some has well and someone has disruptive behavior too. Then such behaviors of the students play great role in teacher's teaching activities and effectiveness of teaching learning. It is most difficult challenge for a novice teacher to understand the different behavior of students and treat them accordingly. During the interview, T1 shared his experience:

The first and for most anxiety causing factor is the diverse type of student behavior. There are so many disruptive behaviors of the students in the classroom that we see every day while teaching such as; they do not obey the teachers and show the kind of disregards and don't follow the orders. So the teacher feels a kind of nervous and stress and ultimately it becomes a cause of anxiety.

By analyzing T1's view, I came to know that, to understand the behavior of individual student is very challenging for the novice teacher. Different sorts of

disruptive behavior of the students we can find in a class. Which could be difficult to recognize and treat them that's why teacher feels stress and anxious with their profession.

Other participants T2, T3 and T4 shared their views was not extra different from the view of the T1. They also supported the view of T1. They all have experienced of irritation due to the diverse disruptive behavior of the students in the class. So they all are agreed on student behavior as a cause of teacher anxiety.

But another participant T5's experience is bit troublesome than other participants he shared his experience.

In T5's words:

When I instruct the students to do something suppose I give them the class work they don't do it and start to do other things instead of doing the CW. And that creates anxious environment. In a mild way if I rebuke or scold them, if I touch them they make it more ill. They make it (till kopahad) and they become so much troublesome for me. And sometimes if the same thing is known to the parents, they become so much annoyance for me. That is the student behavior they create lots of problems sometimes I think that, why I unlucky man here working as a teacher. This is the most anxious environment for me.

By analyzing his experience what I came to know is that, student behavior can be the great cause of troublesome for a teacher. Even teacher tries to control the disruptive behavior of the students, they take it negatively. And their parents also become disappointed with teacher because of that reason. So, it makes more anxious to the teacher with their teaching profession.

After analyzing all stories of the participants what I understand that, disruptive behavior of the students has great role behind the anxiety of a novice teacher. Why because it is great challenge for a novice teacher to deal with the students by knowing their individual behavior. All five participants has experienced of irritation because of the disruptive behavior of the students. And they accepted diverse student behaviors as a major cause of teacher anxiety for a novice teacher.

4.1.2.6 Heavy Workload

Heavy workload is that a person has to work for longer hour than he/she would prefer to use for the thing that he/she enjoy for doing. A heavy workload can affect their morale and it can negatively impacts on productivity and performance of the teacher. Heavy workload is one of the primary causes of stress among the novice teachers of the school, especially in the private school of the Kathmandu valley. If teachers are stress and over workload they may not be able to perform optimally. And it affects their mood and behavior, poor mental focus, decreased motivation and difficulty concentrating on their task.

Both of my participants T1 and T2 had similar view regarding the heavy workload. Among them T2 shared his experience.

In T2's words,

Teachers have to keep teaching for long period of time. We have to do all academic activities as well as extracurricular activities in school. And also we are provided extra works and duties besides, our preparing for upcoming plans for teaching. Because of that all Sometimes, I feel irritating and it adds a kind of anxiety to me.

From the experience shared by T2, what I understand is that a teacher has given more duties to do beside their teaching responsibilities. So, he/she does not get

time for him/herself then he/she feel irritate with their duties and becomes anxious with his/her profession.

Another participant, T3 did not say much more about heavy work load she just said that unnecessary workload makes tired and gives stress to the teacher. Sometime she feels more work pressure from the institute with the intention of affliction to her.

In the similar case of heavy workload another participant, T4 shared her experience.

In T4's words,

Beside the responsibility of teaching I have to do more other things as a class teacher. There are 40 students in my class where I have given responsibility of class teacher. I have to care all activities of those each and every student; such as attendance, assignment, exams, result and remarks, cash depart and even enquiry with their parents in his/her absence and presence. So I feel too much work load, I should have to do this and that everything. Sometime I feel this mind unmanageable and messy then it hampers in teaching.

By analyzing the words of T4, what we can say is that given extra responsibilities increase the work load of teacher that gives more pressure on his/her work. She has given responsibility to take care ever profile and activities of the individual students such heavy work load gives more mental pressure and it hampers on her teaching.

Another participant T5 shared his experience:

There is a lot of work in boarding schools of Kathmandu for specific reason. It is a lot of, lot of annoyances for the teachers to work in the school where the student number is so high in reputed schools. In Kathmandu it becomes so much hard for undertaking the duties of teaching as a profession. It is so much difficult for us to deal with such a large number of students, copy checking, examination taking, and personal dealing with individual students these all bugs down and rot down the teachers.

By analyzing the view of T5, I understand that there is so much heavy work load for teachers of boarding school in Kathmandu. And such a heavy workload decreases the energy and motivation of the teachers towards his profession.

After analyzing the views of all participants, what I come to know that unnecessary heavy workload decrease the energy and efficiency of teachers and it increases the anxiety level of them. All five participants had similar type of experience; irritation, stress and worried with their teaching profession due to the unnecessary heavy duties and responsibilities as a teacher. So, we can take that heavy workload as a causing factor of teacher anxiety.

4.1.3 Minimizing ways of Teacher Anxiety

Teacher anxiety is a kind of mental pressure or negative emotional reaction of the incidents and experience faced by teachers, especially for inexperienced teachers. A novice teacher would not have sound knowledge and information about possible incidents before facing by oneself. When a novice teacher begins to teach he/she gets many unfamiliar situations and obstacles in his/her teaching career which he/she does not know how to overcome on it. Then such difficulties make them nervous and frustrate with their teaching. But if a novice teacher gets aware about such possible problems of teaching and prepare him/herself it can be slightly easy to overcome on it. There are various factors has to be consider to minimize the

level of teacher anxiety. But after doing the narrative enquiry with my participants, I found some common effective factors as themes to minimize the anxiety level of a novice teacher which are dealt below.

4.1.3.1 Increase Language Proficiency

To have a good level of language proficiency is first and necessarily compulsory to adopt the teaching profession as an English language teacher. Proficiency is the root cause for the performance of teaching activities with full of confidence in the classroom. A new teacher could not proficient enough in target language because of lack of opportunity to do practice. So, poor language proficiency level affects the performance and confidence level of the teacher then it could be the matter of tension for a novice teacher. Proficiency of language covers most of the part of teaching activities so, large amount of anxiety level can minimize by increasing language proficiency level of a novice teacher. While doing interview one of my participant T1 shared his experience:

English language teacher should have good command over in target language. When a teacher proficient enough in target language definitely, his/her confidence level becomes high and his/her class content delivery becomes well fluent. Then he/she can keep class circumstance in his/her control. It helps the teachers to facilitate their teaching profession. Good language proficiency level decreases the teacher anxiety.

By analyzing his view, what I came to know is that there is opposite co-relation between language proficiency level and teacher anxiety. When the teacher has good language proficiency level he/she could be less anxious but, on the other hand such teacher could be more anxious who has poor proficiency level in target language. So, increasing language proficiency decreases the level of teacher anxiety.

Other participants, T2, T3 and T4 did not say much more than the view of participant T1. They had similar view on the role of increasing language proficiency to decrease the teacher anxiety. Their views supported the view of T1. Among them one participant T2 shared:

Who don't have particular proficiency in language they may feel a bit more anxious than in comparison to those, who have good command over in target language. It is most important to have good language proficiency otherwise that class cannot handle well.

But another participant, T5 had shared his more experience on increasing language proficiency as a minimizing factor of the teacher anxiety.

In T5's words:

For somewhat I become linguistically sound and when I came instantly refute, instantly felt authority or those who are complaining they become soft towards me who he is very hostile teacher. And student also becomes so much aware and attention to me. Even in the principal sometimes scolds me. But when I refute or debate in front of him for longer time he becomes silent. That's why this is necessary, if we are linguistically weak we just leave or just we have to listen. So to make other silent we have to be linguistically so strong.

By analyzing the view of T5, what I came to know is that linguistic proficiency is the power to influence others. We cannot convince our matters to others without having good language then, we will be dominated by others although we have a good position. So, to have a good linguistic proficiency means to be avoid from the anxiety created by unnecessary torture by others.

By analyzing all the stories of my participants, what I came to know is that the common theme of the views of all five participants is that, Increasing linguistic proficiency is to decreasing the part of teacher anxieties which are created by the risk of confidence level, content delivery, convincing power etc., which could be lowered by the poor linguistic proficiency. So, high linguistic proficiency decreases the teacher anxiety and lower linguistic proficiency may have high chances to be more anxious.

4.1.3.2 Classroom Management

Classroom management is explained as the action and direction that teachers used to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirement and goals. It is skill and technique that teachers use to keep students organized, orderly, focus, attentive on task and academically productive during a class. If classroom management strategies are executed effectively, students become active and controls behavior which enhances learning. Then there will creates joyful environment to the students and teacher for teaching and learning in class which makes teacher more energetic and keeps avoid from the anxiety. So, classroom management helps a novice teacher to minimize teacher anxiety. In this regards during the interview a participant T2 shared his experience:

The teacher is automatically frustrate and anxious, if the physical and mental environment is not well managed in classroom and if it is crowded and disruptive. If their class has been properly managed, obviously that decreases fifty percent of anxious level of the teacher. It decreases the teachers' stress and anxiety.

By analyzing the view of T2, what I understand is that the mood of teacher is closely connected with the environment of the class. A well managed classroom

increases the positive energy and decrease the stress and anxiety of the teacher. So, well managed classroom help the teachers to minimize their anxiety.

Other participants T1 and T3 had similar view on the role of classroom management to reduce teacher anxiety. Their view also supported the view of T2. Among them one participant T3 shared:

Yes classroom management plays effective role. Congested classroom, large number of students, and lack of infrastructure are the main cause of difficulties for classroom management in the schools of Kathmandu. And even teaching materials cannot manage well there could be more stress in teaching. But there will be pleasure and stress free to teach if those all things are managed properly in the classroom.

From her view, what I understand is that there is more important to have a well classroom management in the class to be less anxious for a teacher. Where is well classroom management, there is more fun full and stress free for teaching. Thus, the classroom management minimizes the teacher anxiety.

Another participant T5 also supported the view other participant T3. He shared his view:

Physically if your classroom is well decorated, if your classroom is good and environmentally fit, you get comfort for doing teaching activities and it impacts on teacher and students teaching and learning. If your classroom is properly managed there is less disturbances and you become motivated in your teaching which makes you more satisfaction and it decreases your negative emotions.

By analyzing the views of all participants, I came to know that teacher anxiety is somehow connected with the management of the classroom. All five participants

emphasize that a well managed and environmentally fit classroom gives positive impact on the mood and mind of the teacher which facilitates them to run class smoothly without obstruction. So, the well classroom management is to be useful to minimize teacher anxiety.

4.1.3.3 Teacher Training

Teacher training is a program aimed at empowering teachers with the knowledge, abilities and attitudes in an integrated way which is necessary for the development of their profession. Teacher training supports a new teacher to develop his/her teaching skill and performance level then develops his/her confidence level. And also it helps him/her to be more familiar with possible problems and its solution of teaching activities which, encourages them to be more dedicated to their profession. So, teacher training is helpful program for a new teacher to minimize their anxiety of teaching. During interview, a participant T1 shared his experience about teacher training for minimizing anxiety.

In T1's words

Teacher training program is so much important especially for the novice teachers because, it really helps them to tackle with different issues which are noticed inside and outside the classroom. From teacher training, a teacher can gets an opportunity to understand different sorts of possible problems and their solutions which are related with his/her profession. It helps him/her to control the students and to present in the class without stress and tension.

By analyzing the view of T1, what I understand is that teacher training program helps a teacher to be familiar with their professional activities, which supports them to be more dedicated on their teaching profession. And it minimizes the

worries and tension of the teachers, by familiarizing them with the possible obstruction and their prevention ideas for their professional success.

Another participant T2, also supported the view of T1, he shared his experience:

Some teacher training that I have attended, they teaches us what we have to do is we have to collect our classroom problems. That is discussed with the colleagues and the experts and we our self find out the way of solving ideas of those problems or those types of situations. So, that is so much helpful for a novice teacher to minimize his/her anxiety level.

Thus, teacher training helps a teacher to be familiar with the similar experience of other colleagues. And it facilitates the teacher to find out the solving ideas of the classroom problems. And it keeps a teacher away from the worries and tension of classroom problems.

In another conversation, T3 shared her view:

Teacher training is a kind of refreshment for me. Because, there is boring to do same thing continuously instead, it ease to get an opportunity to understand about information of the profession. Teacher training gives an inspiration to the teacher and it gives positive vibration towards the job. I feel proud and love with my profession, when the senior teachers share their experiences. So, this teacher training supports to do the work by being fresh and active. It does to wash the mind.

By analyzing her view, what we can say that teacher training is so much supportive to minimize the teacher's negative emotions. It gives positive vibes and vibration towards their profession to the teachers, trough the getting opportunities to share the experience of seniors and experts. So, it increases the love and devotion of teachers towards their profession then, decreases their anxiety level.

But other participants T4 and T5 did not have any experience of participated in teacher training. So, they did not say any more about its importance, although they agreed on the positive role of teacher training to minimize the teacher anxiety. By their internalize knowledge they believed, teacher training is the induction to the teacher for developing positives attitudes towards their teaching profession.

Throughout the analysis of all the stories of my participants, I came to know that teacher training program is effective program for reducing teacher anxiety. It gives positive energy and increases the motivation towards their profession to the teachers. Then, it makes them more dedicated and responsible to their profession. It prevents them to be more anxious. So, teacher training could be more useful to minimize teacher anxiety of a novice teacher.

4.1.3.4 Mentoring

Mentoring is a reciprocal and collaborative relationship whereby one person shares his/her knowledge, skill and experience to assist others to progress in their own lives and careers. That most often occurs between a senior and junior employee for the purpose of the mentee's growth, learning and professional development. Obviously, a senior teacher has more experience and knowledge of his/her profession. So, a novice teacher can gets more benefits to take professional knowledge and skill by mentoring with their seniors which, facilitates them to overcome his/her anxiety. During the interview, T2 shared his experience:

When I share my difficulties with my seniors what do they do is they are very supportive to me. They suggest me if you are facing this kind of problem you would better to adopt this strategy for this problem try it once. When I share my experiences, with my senior my experience goes to be

same with their experience. Then they shares I went through it by this method and then I can apply that too. And that way they facilitate me.

From his view, what we can know is that mentoring is more useful for the novice teachers to overcome different professional difficulties. A novice teacher can learn different ideas and knowledge of his/her professional activities from his/her senior teachers and with their experiences. So, it would be supportive to minimize worries and frustration of the novice teacher.

Other participants T1, T3 and T4 had shared similar supportive view to the view of T2. Among them, T3 shared:

Sometimes, I do consult with my seniors about occurring difficulties of teaching learning activities. They support me by giving ideas and information to resolve such situations and they share their experience related with mine. By discussing with the senior teachers, we could learn and understand new things which we don't have known before. It facilitates us in our job of teaching and learning activities.

By analyzing her view, what I understand is that a teacher can get positive energy by mentoring with their senior teachers. A teacher can make his/her teaching stress free throughout the support and co-operation with their senior teachers. They can learn more professional knowledge by the sharing experience of their senior teachers.

Another participant, T5 did not say any more about mentoring he did not have more experience of mentoring. But he believes that if senior teacher is more knowledgeable and experiences a novice teacher can take help from him/her to undertake the problems. It could be beneficial to the new teachers for betterment to their professional activities.

By analyzing the views of all participants, it can be said that all five participants agreed that mentoring gives positive supports to the teachers for resolving the teaching difficulties. They agreed that a teacher can get opportunity to share experience of the senior teachers through which he/she can learn more knowledge and ideas to do the teaching activities without having trouble. And it makes their teaching profession bit easier for them.

4.1.3.5 Communication with Colleague

Communication with colleague is exchange of information, thoughts, ideas and experience between co-workers of a profession. In the colleagues of new teachers, Effective communication produces healthy working relationships and allows them to resolve issues in a collaborative manner. This will in turn create a more fun and less stressful working environment as well as it helps them to solve some problems of new teachers. Then it gives support and courage to be more professional. My participants shared their experiences in favor of the communication with colleagues as a minimizing factor of teacher anxiety. While doing narrative inquiry with the Participants, T1 shared:

We do have collegiality at my school. If any problem occurs in teaching and learning activities we do discuss among colleagues and find out the way to overcome such problems; disruptive student behavior, classroom management and other difficulties related with teaching. That's why we can share our experiences with each other and get more benefit to improve our teaching activities. Definitely, I feel delighted at that time so it supports to minimize the anxiety.

By analyzing his view, what we can say that a teacher can get an opportunity to be familiar with different sorts of teaching problems and get ready to tackle them by interacting with their colleagues. It gives relaxation and minimizes the huge part

of stress to the teachers. Then interacting with colleagues becomes more useful to reduce the worries of teaching activities to the teacher.

Other participants, T2 and T3 did not say any more experience about communication with colleagues. They just shared that if there is good collegiality that will give positive impact and it supports the teachers to develop professional qualities which help them to be more confident in their teaching. They agreed on positive support of it to minimize teacher anxiety.

Similarly, another participant T4 shared her view and experience.

In T4's words:

We have good co-operation with my colleagues. We do discussion about the management of inside the classroom, nature of individual student such as many other related things. Sometimes get confusion in using vocabularies and we do help each other and its happening to give and take the help of each other for teaching and learning. We have getting more benefits by doing co-operation with colleagues, which creates enjoyable environment in school.

Throughout the view of T4, what I understand is that good communication with colleagues gives positive supports to make teaching environment more interesting. Interaction with colleagues solves the occurring problems of teacher while teaching and learning. Such a co-operative environment between the colleagues of teachers creates the energetic environment in school.

Another participant, T5 shared his short but effective experience.

In T5's words:

Sometimes, I share my personal experience to others. He also exposes that the same thing happen to me. And when I do listen other's problem, then I feel oh! This is not only me the victim of this another teacher is also facing same way, then I get lighten.

From the view of T5, what I came to know is that we get consolation by exchanging the experience between colleagues. When a teacher gets similar experience of his/her colleagues then he/she generalizes his/her problem with others and he/she feels comfort, which prevents him/her to be more stress or worried to the problems.

By analyzing the views of all participants, it was found that all five participants agreed that unnecessary stress and anxiety of the teachers can be decreased by doing good communication with colleagues. We can get the benefit to the tackling ideas of the difficulties by sharing the problems between each others. Such an interaction with co-workers is fruitful to be familiar with the experience of other teachers, which supports us to take our problems lightly and encourage us to be more enthusiastic on our profession.

4.1.4 Impact of Anxiety for Professional Identity

Teacher professional identity is defined as the beliefs, values and commitments an individual holds towards being a teacher. It is therefore the unique characteristics of a teacher. It especially deals with two questions 'with who am I' and 'who are you' in the existing social surrounding. Teacher identity is associated with more social dimensions so, the community where we belong is more responsible to construct our identity as a teacher. And the identity of the teacher also relies on the state of experience face by the teacher.

A novice teacher could have to face various challenges to construct their professional identity among them one more responsible factor is teacher anxiety.

As I already defined above anxiety is negative emotional reactions of the incidents while doing the duties as a teacher. In the beginning, a novice teacher's level of anxiety remains high and it impacts on their professional life. Anxious teachers get difficulties on their professional development and its affect lies on their professional identity. After doing narrative inquiry with my five participants, I realized some impact of anxiety for constructing teacher professional identity, which reflects the following themes.

4.1.4.1 Self-esteem

Self-esteem is feeling of confidence, satisfaction and self respect that one has oneself. It is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, relationships and our works of profession. It embrace the concept of our worth and pride of ourselves. Hence, it is important to have positive self-esteem it give us the strength and courage to grow from our mistakes without fear of rejection. So, here I am talking about the impact of teacher anxiety on self-esteem of a novice teacher. Normally anxiety affects self-esteem negatively but, if a teacher takes it as an opportunity to bring progress in their performance there could be positive effects on self-esteem of a novice teacher. During the interview, T1 shared his experience:

Yes, sometimes I get myself discomfort and unstable, when I get more stress and problems in my teaching. Mostly, disruptive and disrespectful behaviors of the students make me bit dissatisfaction with the profession. If a teacher gets a respect from the student and if psychologically or mentally he/she feels free from stress and pressure, then only he/she can be happy with his/her job and stays alert.

By analyzing his view, what I understand is that anxiety of the teacher has negative impact on the self-esteem of the teacher. If a teacher is highly anxious in

his/her profession, he/she cannot be satisfied. So, the teacher anxiety plays the negative role to develop self-esteem of the teacher.

Other participants T3 and T4 had similar view in impact of anxiety on self-esteem of the teacher. Among them T4 shared her experience:

Sometimes I feel some stress and problem in my teaching activities, which decrease confidence level of myself and makes me unhappy. When I feel more pressure and stress in my profession, at that time I feel hatred to this teaching profession. Then I use to think why I chose this job. But when I get the respects and believes of the parents I get some consolation which gives me bit satisfaction.

By analyzing her view, what I can say that the teacher anxiety decreases the self confidence of the teacher and that makes him/her psychologically weak. When a teacher becomes more anxious in his/her profession, then obviously he/she will be dissatisfied with his/her profession. So, high teacher anxiety decreases the self-esteem of the teacher.

Another participant T5 also supported to the view of T4, He shared:

If you are chased by the anxious kind of activities how would you be self-esteem? And again you feel that this student yesterday he brought his parents in front of me and he did the lower self-esteem of mine in front of the principal. And principal also scolded me. Because of this incapacity and because of these anxieties I could not get my self-esteem. Then I feel myself weak what to do kind of something. That's why it impacts negatively.

I got same kind of response from the view of T5, like other participants. So, I came to know that anxiety of the teacher negatively impacts on self-esteem. It has

opposite relation between teacher anxiety and self-esteem. High level of anxiety decreases the self-esteem of the teacher and vice versa.

But another participant T2 had different view from other participant's. He shared:

Anxiety helps us to develop self-esteem too. Sometimes it may frustrate us which may impacts in our interest then we don't like to do any activities. But, sometimes what it does is it builds up our self esteem, that if you are anxious about something you will try some effort to be less anxious. And that effort gives us to be confident from which we get satisfaction and increment our self-esteem.

From the analysis of the view of T2, what I understand is that teacher anxiety could not become always negative for developing self-esteem it may have positive impact too. If a teacher became anxious and attempts to do best, then he/she gets better result, which gives him/her satisfaction. That's why sometimes anxiety could be the supportive cause to get self-esteem.

By analyzing the views of all the participants, it can be said that most of the time the teacher anxiety has opposite relation with the self-esteem of the teacher. If a teacher has high level of anxiety he/she has low self-esteem and vice versa. High level of anxiety decreases the self-esteem of the teacher. Beside the above result, one participant T2 had emphasized the positive impact of the teacher anxiety to develop self-esteem too. He believes that if a teacher attempts a lot to get rid from the anxiety he/she can gets satisfying result and that could be a cause of increasing self-esteem. So, we can say that often it has negative relation between anxiety and self-esteem but sometimes it can be the positive cause for increasing self-esteem of the teacher.

4.1.4.2 Teacher Expertise

Teacher expertise is concern with having a good quality of teacher who is proficient with full of knowledge, skills and experiences that characterize a successful teacher. It deals with how a teacher knows his/her profession and how he/she reflect it. Expert teachers are aware what they have to do and what they are doing; they monitor and adjust their teaching behaviors to bring out the best outcome in their students. Teacher expertise is the proficiency of teaching performance and having good quality to do the responsibility of a teacher. It is an essential element to shape the identity of a teacher. While developing teacher expertise directly or indirectly affecting by the teacher anxiety which may be negative or positive it depends on individual teacher how they cope with it. During the interview T1 shared his experience of affecting anxiety to develop their teacher expertise.

In T1's words:

Teacher anxiety is something from where we can learn the lesson. There are so many critical incidents that I noticed everyday in the classroom so, the teacher have to learn how to take that and how to deal with such anxieties. It forces us to be more curious and serious about our profession which supports us to be more professional.

By analyzing his view, what I understand is that teacher anxiety is a kind of striking factor to be more sensitive towards profession. After getting anxiety on their profession a teacher becomes more studious to make their teaching more effective with less stress and anxiety. Such activities of studying on issues make them to be more proficient and expert on their profession.

Another participant T2 also supported the view of T1 he shared:

If a teacher does not feel anxious with his teaching strategies or the classroom management and everything else that teacher wouldn't learn anything. And that teacher cannot develop their professionalism too. And those teachers, who faced or comes over through these all things later they will be very professional. The term anxiety itself is a negative term but its consequences are positive for the professional development of a teacher. So, I take it as a positive.

By analyzing the view of T2, what I can say that teacher anxiety gives positive supports to the teacher for professional development although it is negative in itself. A teacher gets chance to learn or to be matures about particular subject, from anxious incidents. Then, he/she becomes more expert on that matter. That's why teacher anxiety has positive impact on teacher expertise.

Other participants T3 and T4 had similar view on impact of anxiety to develop professional expertise. They supported the view of T1 and T2. Among them, T4 shared:

Immediate reaction of anxiety often becomes negative but later on it could be good point to be more experts in particular area. When we get trouble or problem in particular area we try to do action to overcome that anxious situation only after that we can solve the problem. So, when we become anxious and frustrate, we should be curious to find the ideas to prevent such anxieties then finally, it gives positive result.

From her view, we can get the similar ideas with the previous analyze views of participants. Anxiety of a teacher could be a causing factor to be more focus on our professional activities from which we can improve our professional expertise.

Another participant, T5 shared his experience slightly different way but do not being apart from its positive support for professional expertise.

In T5's words:

If I got any incidents today which create anxiety, I try to give it theoretical. When I get such factors of anxiety I make it as a topic of academic writing either subject of debate or I should make it subject area of research. So, I take it positively, anxious environment will sometimes be helpful to you for growing academically.

From the view of T5, what I understand is that anxiety causing factors could be the matter of research from which we can bring academic progress in our profession. So, anxiety factor of a teacher could be an opportunity to explore new things to bust up the professional quality.

By analyzing the views of all participants, it can be said that teacher anxiety could be the factor of positive change even though it is negative term in itself. It is the striking factor to be more sensitive for a novice teacher to achieve success in the profession. All five participants had positive view on the role of teacher anxiety to develop the teacher expertise. In addition, T5 emphasizes that a teacher can explore new research from the causing factors of anxiety, which gives progressive support to the teacher for professional expertise.

4.1.4.3 Social Relationship

Social relationship is to have a physical and emotional connection with another member of the society, bounded and regulated by social and cultural norms, with each having social position and social role. Definitely, status of social relation of a teacher links with his/her professional identity. To have a good social relationship is essential to make good identity as a teacher. A teacher should have good relation with the students, guardians, staff administration and existing societies. And while maintaining such relationships as a novice teacher knowingly or

unknowingly it is affecting by the anxiety of the teacher. In this regards, during the interview T1 shared his experience:

When the teacher anxiety is reduced, and when the teachers are psychologically, mentally, professionally and by all the regards they are ok then only there can be good co-ordination or there can be conducive environment for well relationship with all the people around the society. So, the anxiety hinders on the relationship with the guardians and with all faculties around school and society.

By analyzing the view of T1, what I understand is that teacher anxiety hinders the novice teachers to develop social relationship with concerning peoples of the faculties. A teacher should be needed to have a good serenity for having good relationship with other surrounding peoples around the professional environment. If a teacher is not free from anxiety, he/she could not make good relation with the people. So, anxiety has been playing negative role on the development of social relationship of a novice teacher.

In the same way other participants T3 and T4 had similar view about the impact of anxiety on social relationship. They also supported to the view of T1. Among them T3 shared her view:

Sometimes, When I share my difficulties and ask for help with the senior teachers at that time some teachers do insulting type of misbehave with me. Such as you don't know anything even though, you studied this level and so on. And sometimes parents of the students come direct and they do misbehave without knowing the fact. Then, those incidents create misunderstanding in the relationship with the social surroundings.

As she shared her experience, I analyzed that teacher anxiety has negative impact on the relationship of a teacher with his/her concerning people of his/her

profession. So, it was found negative role of teacher anxiety to develop social relationship of a novice teacher.

On the other hand another participant T2 had different view. He had positive impression of teacher anxiety to develop social relationship. He shared his experience:

In case of social relationship, to some extent it hampers and it may facilitate or it may develop socialization of the teachers. Because, when we become anxious what we do is we try to co-ordinate with the parents, other teachers and the students. And we build up very good rapport with the students at that time that develops the socialization and social relationship and social aspects. So, basically it has positive impact on relationship.

By analyzing his view, what we can say that the teacher anxiety can be a positive factor to develop relationship between teacher students and other social aspects. When the situation becomes anxious then there will be the environment of the discussion and co-ordination. Then that incident provides an opportunity to understand each other which may creates positive vibes for developing social relationship between them.

Another participant, T5 also supported to the view of T2, he shared.

In T5's words:

Social relationship developing sometimes the anxiety also helps. Because if we get a kind of problematic situation, we sometimes take the help of seniors and we also have to discuss with the parents of the students. If our problem or anxious environment is related with our students then, if they brought their parents in school. We get an opportunity to put your arguments in front of them. And linguistically we prove it as well as we get

a chance to share our some of the experiences with them that also sometimes builds the positive relationship.

Through his view, what I came to know that the circumstance created by the anxiety could be the supportive environment for a teacher to build social relationship. Some causes of the anxiety create the situation of sharing and exchanging experiences, which supports to build good relationship.

By analyzing the views of all participants, it can be said that teacher anxiety has both positive and negative role for developing social relationship of the teachers. Mixed type of responses had found from the participants of my study. Three of my participants emphasized that normally teacher anxiety gives negative impact on the social relationship of the teacher. But, T2 and T5 believe that if we see very deeply, it has also positive co-relation between social relationship and teacher anxiety. That's why we can conclude that teacher anxiety has hindering and facilitating both role for developing social relation of the teacher with his/her surrounding people.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter is concluding part of my study which I have drawn from the previous chapter one to chapter four. It is all about the brief description of my research study. Especially this final chapter discusses the main findings of the study analyzed in chapter four. It deals with major findings of the study, conclusion and recommendation to the policy maker, teacher educators, ELT practitioners and researchers. Similarly, I have concluded with my reflections which include the difficulties and challenges encountered while preparing this overall thesis.

5.1 Findings

It was trying to exploring the English teacher's beliefs as well as causes and minimizing ways of teacher anxiety and its impacts on professional identity. I found lived experiences they shared with me were highly accounted. Stories, a form of discourse and a way of social interaction between five participants provided me a huge amount of insights for understanding the novice English teachers' experience on teacher anxiety closely. In this section I have presented the findings on the basis of repetitive narrative interview. Furthermore, I have tried to present the main themes of research findings separately that stemmed from the data analysis, research objectives and research questions.

5.1.1 Teacher's Beliefs on Teacher Anxiety

The stories of novice English teachers articulated that teacher anxiety is a common phenomenon for every teacher in the beginning phase of teaching profession. Anxiety is a consciousness of the teacher for their professional development. Their stories revealed some internal and external causes of teacher anxiety and its reducing ways. Moreover, they mentioned to some extent teacher anxiety both

hinders and facilitate to the teacher for their professional identity. Based on the research result, I have mentioned the following major points:

- i. The narrative of novice English teachers revealed that they believed teacher anxiety as a kind of teachers' consciousness rising to develop their professional expertise.
- ii. It was found that anxiety is a common phenomenon for every inexperienced teacher in their beginning phase of teaching career, which occur because of different internal and external factors.

5.1.2 Causes of Teacher Anxiety

It was found that all the participants novice English teachers, illustrated that there are various causes behind the anxiety of the teachers which was faced by the teachers in teaching profession. Especially level of anxiety is higher in the beginning phase of their profession.

- i. A teacher becomes unable to present subject matter fluently and it decreases the level of confidence because of low level of language proficiency. Then it gives a lot of anxieties to the teachers.
- ii. Low level of confidence on teaching competency increases the anxiety of the teacher and vice versa. Often the novice teachers have low confidence level, which is a great cause of anxiety for them.
- iii. Managing teaching activities also a challenging factor to the novice teachers. So, the difficulties to manage teaching activities create the anxious environment to the teachers.
- iv. A new teacher has not become familiar with all the teaching contents, such unfamiliar teaching contents make them more stressed and worried on their teaching because of lack of content mastery.

- v. For inexperienced teachers it takes time to understand the diverse behavior of the students in the classroom. So, the teacher could feel irritation or hesitation from the different disruptive behavior of the students and it becomes a cause of anxiety for teacher.
- vi. Most of the participants reflected that there is given heavy work load for the teachers of privet boarding schools in Kathmandu valley, which gives unnecessary torture and it hampers in their pedagogical activities.

5.1.3 Ways to Minimize Teacher Anxiety

- i. All the participants considered that most of the part of teacher anxiety can be reduced by increasing the level of language proficiency. Developing language proficiency level of teacher increases the confidence level and dealing power, which reduces the nervousness and frustration of the teacher.
- ii. Their stories revealed that the management of the classroom determines the mood of the teacher and affects on teaching learning environment. So, a well managed classroom gives positive vibes to the teacher and creates the suitable environment for teaching and learning. Then that helps the teachers to be stress free.
- iii. Teacher training is an effective program to minimize teacher anxiety. It helps the novice teachers to be familiar with the knowledge and information related with teaching profession, which supports them to be prepared for their professional activities.
- iv. Mentoring is also very effective way to minimize the anxiety of the teacher. A new teacher can learn more knowledge of teaching learning activities as well as professional activities, through which he/she can make their profession less anxious.

- v. Huge part of the teacher anxiety can be reduced by the communication with the colleagues. Through which a teacher can get an opportunity to be familiar with the experience of the colleagues, which helps him/her to develop self confidence and courage. Thus it reduces the fear and frustration of the teacher.

5.1.4 Impact of Teacher Anxiety for Professional Identity

- i. Through the lived stories of the novice teachers it was found that to some extent teacher anxiety has negative and positive both impacts for developing their professional identity of a teacher.
- ii. From the narratives of novice English teachers, it was found that most of the participants revealed that the self-esteem of the teacher is decreased by the impact of high level of teacher anxiety.
- iii. All the participants, novice English teachers, considered that ultimate impact of teacher anxiety is supportive to develop professional (teacher) expertise of the teacher.
- iv. Through the narratives of the novice teachers, it was found that teacher anxiety has both facilitating and hindering role for developing good social relationship of the teacher.

5.2 Conclusion

Finally I came to the conclusion, Teacher anxiety is the apprehension and negative emotional reaction of teachers' teaching activities and responsibilities. And it is a kind of teachers' consciousness raising to develop their professional expertise. Teacher anxiety is a common phenomenon for every inexperienced teacher in his/her beginning phase.

Teacher anxiety can be occurred due to the various internal and external factors such as language proficiency, confidence, managing teaching activities, student

behavior, content knowledge, heavy work load etc. Then such anxiety of novice teachers can be minimized by giving emphasis on some institutional and individual aspects; increasing language proficiency, classroom management, teacher training, mentoring, interaction with colleagues etc.

To some extent facilitating and debilitating both impact of teacher anxiety lies on development of professional identity of a new teacher. It depends on his/her belief. Although anxiety is negative in itself, ultimate impact of teacher anxiety is supportive to develop professional expertise of a teacher. So, it should be taken as a positive striking factor to be expert in teacher professionalism.

5.3 Recommendation

On the basis of finding and conclusion, some recommendations have been made to be applicable in:

5.3.1 Policy Related

My study encompasses following points to be applicable to the policy maker:

- a. There were very limited provisions and policies of teacher training to the novice teachers of private boarding schools. So, for minimizing negative impact of teacher anxiety, the government should bring the new perspective and new approach to train the teachers of private schools too.
- b. The government should determine the criteria of private schools to maintain the proper teaching environment and responsibilities of the teachers for minimizing the teachers' anxiety.

5.3.2 Practice Related

The following points to be applicable to the practice level:

- a. School management committee should be responsible to maintain learnable classroom management and enjoyable teaching environment.
- b. School Head teacher should provide collegial environment to the teachers for exchanging experiences between colleagues and mentoring with seniors.
- c. The teacher him/herself should eager to develop his/her language proficiency and professional expertise.
- d. The teacher should have to maintain co-operative relationship with the colleagues and senior teachers.
- e. The teacher should take teacher anxiety as a common phenomenon and should build positive attitude towards teacher anxiety for getting positive result of teacher anxiety.

5.3.3 Further Research Related

A work and research study is not always final and complete in itself. This study also could not cover all the areas of the study. There might have some limitations as well. I encountered with several topics and ideas during the course of this thesis writing. However, I have noticed some related areas for the further research study:

- a. This study was limited to the lower secondary level of five novice English teachers. So, it could be more interesting to investigate the stories and experience of secondary levels' novice teachers by applying the similar method.
- b. It can be more interesting to do the case study of novice teachers about the role of teacher anxiety in their professional development.
- c. Similarly, another methodological aspect is more important to get better result, face to face interview, narrative journals are not enough. It would be better to use the classroom observation, focused group discussion, reflective writings, and daily diaries. It may support to get in-depth information to the fruitful study.

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APPENDIX – A
CONSENT FORM

Dear informant,

I would like to invite you to take a part as one of the participant in my research entitled, English Teachers Beliefs on Teacher Anxiety for Professional Identity under the supervision of Dr. AnjanaBhattraai, Professor, Department of the English Education, T.U. Kirtipur, Kathmandu. The purpose of my study is to explore the English teachers' beliefs on teacher anxiety and to identify the causes and minimizing ways of teacher anxiety and its role on constructing professional identity. The research tool will be the open ended in-depth interview. The expected duration of your participation will be at least one hour. Your participation will not only help me in my work but it would definitely enrich my data and result of my study. Please inform me of your decision and hopefully your consent by responding.

Thank you,

Researcher

MirakLawati

M.Ed. 4th semester

Tribhuvan University, Kirtipur, Kathmandu, Nepal

Note:

-) There will not be certain risk and discomfort associated with this research.
-) The information you provide for the purpose of this research is confidentiality for interview. Interview will be recorded.
-) I hope you will not leave yourself from process at any stage.

Name

Signature

Date

APPENDIX - B

Interview Guidelines

The interview questionnaire has been prepared to collect the data or information for the research study entitled, English teachers belief on teacher anxiety for professional identity, under the supervision of Dr.Anjana Bhattarai, Professor, Department of English education, T.U, kirtipur, Kathmandu, Nepal. I hope that the informants will co-operate by providing invaluable information to accomplish my research.

Guidelines:

- Personal background: activities, struggle for teaching profession.
- Beliefs on teacher anxiety of teachers.
- Experience of teacher anxiety as a novice teacher.
- Causes of teacher anxiety for novice teachers.
- Language proficiency for teacher anxiety
- Managing teaching activities as a challenge for novice teachers.
- Content mastery as a cause of teacher anxiety.
- Impact of student behavior for teaching to the novice teachers.
- Confidence on teaching competency of a novice teacher
- Relation between Heavy work load teacher anxiety.
- Minimizing factors of teacher anxiety.
- Classroom management for effortless teaching.
- Teacher training to inspire new teachers.
- Relation between a new teacher and their senior and colleagues as well.
- Role of anxiety for professional identity.
- Impact of teacher anxiety on the self-esteem of the teacher.
- Impact of teacher anxiety for professional expertise.
- Relation between teacher anxiety and social relationship of the teacher.

APPENDIX - C

Interview guideline questions

- How is going your teaching career?
- How do you remember your starting phase of teaching career as a novice teacher?
- How did you get teacher anxiety in your experience?
- What is your belief on teacher anxiety?
- What are the causes of teacher anxiety do you noticed in your experiences?
- What is the importance of teachers' language proficiency level as a teacher?
- What do you get the relation between teacher anxiety and language proficiency level in your experiences?
- How much did your get challenging for managing of teaching activities?
- What do you get the impact of difficulties to manage your performance of teaching activities?
- How much do you get important to have a content knowledge for a teacher?
- What happens if a teacher has not complete knowledge of teaching content?
- What is the role of student behavior do you find for the teaching learning activities?
- Is the behavior of the students responsible to increase and decrease the level of teacher anxiety?
- What is the importance of confidence level of teaching competency do you get as a novice teacher?
- How much it was challenging for you and what was the reaction of it?
- How often do you remain busy to do your responsibility as a teacher?
- What is your experience on heavy work load as a teacher? How it affects on your professional career?
- What is the relation of job security with teacher anxiety?

- How do you try to minimize your level of teacher anxiety?
- What do you do for increasing your proficiency level?
- How do increasing language proficiency helps to reduce the level of teacher anxiety?
- What do you get the role of classroom management for a teacher to be stress free?
- How does well managed classroom support to the novice teachers?
- Do you have participated in any teacher training program?
- How does teacher training play roles to minimize the level of teacher anxiety?
- Do you consult with your senior about your professional difficulties?
- What do you get benefit by mentoring with your senior teachers?
- How is your relation with your colleagues? Do you discuss about teaching difficulties and professional experiences?
- Is communication with your colleagues supportive to minimize your teaching anxiety?
- What do you get the role of teacher anxiety for constructing your professional identity?
- Are you satisfied with your teaching profession?
- What do you get the impact of anxiety to develop your self-esteem?
- How do you take teacher anxiety as a teacher?
- What do you get the role of teacher anxiety for developing your professional career?
- What do you get the difference of your position between before and after being a teacher?
- What is the roe of teacher anxiety do you get for developing your social relationship?

APPENDIX- D

This interview has been concluded to collect the viable data for the research work entitled "English teachers' beliefs on teacher anxiety for professional identity" under guidance and supervision of Dr. AnjanaBhattraï, professor, Department of English Education, T.U., Kirtipur, Kathmandu. I hope the informant will kindly co-operate by providing precious information to accomplish my research.

Sample Interview Transcript

I: welcome to the interview sir. First of all, I would like to introduce myself. I am MirakLawati student of master's level (M. Ed.) at Tribhuvan University. Now I am writing my thesis, for the purpose of thesis I came here to take the interview with you. My research topic is English teachers' beliefs on teacher anxiety for professional identity. Main objectives of my research study are; to explore the novice English teachers' beliefs on teacher anxiety and to identify the causes and minimizing factors of teacher anxiety and its impact on professional identity. So, I am expecting your invaluable responses by focusing on these objectives. Now would you like to introduce yourself sir?

R: Thank you sir, I am Arjun, English teacher of lower secondary level at Laboratory Secondary School, Kirtipur. I will try my best to give required data for your research study.

I: Sir, how is going your teaching carrier?

R: Actually, I am a teacher. And by profession and the ethics of my profession, I have to smoothly run it and its going so.

I: Then how do you remember your starting phase of teaching career as a novice teacher?

R: Actually, I was totally unaware of the school and the institution. First of all when I join that school, I was gone there as a student of T.U. at that time I was jobless student and I had some necessity of economic help and I went there. And incidentally, got the opportunity to work there as an English teacher of lower secondary level. When I first entered in to the class, the way I use to think of about the students and the strategy of the administration everything of the school. I found totally different, that was the shocking experience of my first time. Because I had completely different picture of that all school environments. Let's say, ideal picture of school, curriculum, teaching strategy and methods. Because, we all student of universities and the upper level we use to study one thing and we have to study in totally different situation and I found some difference in that school.

I: On the basis of your experience what is your belief teacher anxiety?

R: Ya, as a teacher the belief about anxiety as similar to other teachers, what they experience of their whole life. Life itself is an anxiety where we work there every kind of work and every kind of work is full of anxiety, and mostly the teaching is the galaxy of anxiety. Let's say created by many factors, it creates anxiety everywhere. And also I personally think or believe that teaching is only the job that faces, that bears a lot of anxieties regarding the teaching learning and other work.

I: what are the causes of teacher anxiety do you noticed by your experience?

R: If you talk personally of me and if I had shared you personally, experience of anxiety that will be different one. While I was teaching at lower secondary level, the first thing I got the anxiety from the students' part. The way the students are expose and the way teachers are teaching to them. I was totally unaware on that, I was to teach them very different way but the culture, school and the methodology that they used and they were expose were totally different. And that created the first step of anxiety, the next one is the relationship with the teacher staffs and colleagues. Colleagues were from the different streams, I was from education

background and the majority of the teachers were from humanities background. Some teachers were having low quality in their teaching strategy and they were not completing their academic levels. They personally become so much jealous to the teachers who were having higher qualifications and they were not helping attitudes also makes full of anxiety and also many other factors play the role to make a teacher anxious with the teaching learning activities. If you call of the administration, parents, and other whole school environment. Moreover, what I think personally is anxiety is also created not only from the external factors but internal as well. When we are not perfect in our subject matter, methodology and strategy of teaching and deliver that also creates a lot of anxiety.

I: Ok later we will discuss more but, now what is the importance of language proficiency do you get for a teacher?

R: That is the very first quality of a good teacher. Good teacher should be a good communicative. He should be communicatively competent and sociolinguistic matters a much because, that is the most important feature of a good teacher. If he is not competent in both linguistically and sociolinguistically, he cannot deliver the good things about desired or that is expected to do.

I: Then, what did you get the relation of language proficiency with teacher anxiety in your experience?

R: Yes there is a close relation between language competency and the teacher anxiety. When you cannot tell the thing is that suppose to do, that is created because of language incompetency. And when unable to say the thing that you really want to deliver and you become unable. And when you become unable, the students and pedagogy also your confidence lowers and you become moved. Then you become a character of a mockery and you are negatively presented and somewhere you become matter of humor. These all creates a lot of anxieties. When you come back to home and you think that today this happened because of

the lack of linguistic proficiency which I could not tell and deliver well, then you feel anxious, that all are caused by linguistic proficiency.

I: Then what do you get challenges for managing performance of teaching activities?

R: Lot of challenges. First time when I entered into the class, the students' behavior is totally different. Students get lot of benefit as a new teacher, because a new teacher doesn't know who is a good student and who is bad. New teacher also don't know how to control them. The students are also don't careful to the new teacher and also don't obey sometimes. And we have to deliver the content in one hand, another hand we also supposed to take control of the class and they become so much hostile towards the teacher and that creates a lot of anxiety.

I: Now let's talk about content knowledge, how much important to have a content knowledge to the teacher?

R: I priorities this content knowledge as a very much important matter for a teacher. If you called personally, I am teaching lower secondary level and their content knowledge is not problem for me because, I am a degree holder teacher. Teaching in lower secondary level for master degree holder teacher is not much problematic. But this may happens so problematic to them, who are not from the education background. I also observe there that who are from different stream; humanities, comers let's say ICT like other they face a lot of problems because of the different stream.

I: If so, what happens if teacher has not knowledge of their teaching content?

R: If the teacher don't have the knowledge regarding his subject matter and to deliver that, I think to survive in Kathmandu is totally impossible. They get retirement from the day very when they are observed.

I: Then, what is the role of student behavior do you get for the teaching learning activities?

R: In private supported school student behavior is personally I found in mid-care level. The students who are studying in government supported school are very much discipline they are obeying and they are full of manner. But the students of private school are even don't regret to the teachers because, they think we are just slave for them. Just they are paying and we are surviving, that's why there is no space for the teacher as what teacher suppose to be.

I: How is student behavior responsible to make you anxious as a novice teacher?

R: A lot of behaviors Mirak g. what I professionally got from the institution is time and again the principal, coordinators tell us; we have to improve quality, we have to improve the status of the students and I personally take the responsibility to take them good. When I had personally treat them, the student becomes so much arrogant and obeying which creates lot of anxiety to me. When I instruct the students to do something; CW. Student don't do and they start doing other thing instate of doing CW. And when I rebuke them or scold them and touch them they make it more 'til kopahad' and they become so much troublesome for me. And sometimes the same thing is known to the parents, they become so much annoyance for me. Such incidents create lot of problems. Sometime, I think that why I unlucky man here working as a teacher. This is the most anxious part for me.

I: Now what do you get the importance of confidence of teaching competency for a teacher?

R: Ya I tell you a reality, when first time I went to the classroom, different teachers plus coordinators were coming in the classroom to observe me. Firstly I thought that in teaching the lower secondary level I am a running master degree student they will not observe me. But, suddenly they came in to the class and unfortunately that day I was not prepared at all. I was even unaware of the content that I should teach, first time I was full of worry what should I do? Then I thought if they don't select me it happens nothing to me. I will go another school. So, I

went there and confidentially I delivered the things which content was in the book. The observing people were shocked by my presentation and they were clapping me then I became happy. So, confident matters a lot.

I: Then, how often you remain busy to do the work of your duty as a teacher?

R: Interpreting institutes different one for me. I could busy just in the reading and doing preparation. I take that one a good teacher should all time busy in reading and doing the preoperational work related to his profession.

I: What I actually mean to say is that what is your experience on heavy workload as a teacher?

R: A lot of working in the boarding school of Kathmandu for specific reason. It is a lot of annoyances for the teachers. To work in the school, where the student number is so high, so reputed school in Kathmandu, because so much hard for understanding the duties of teacher as a profession. If you call of my school, there are high numbers of the students in present there is at list 50 students in one section of a class. There is very difficult for us, to deal with such a large number of the students.

I: how does heavy work load affects on teacher's professional career?

R: It affects a lot sir, if you have just do the unnecessary workload. If that is reasonable work load it makes one efficient, it makes you the professionally good and sound. But, if you just have to do the work based on students copy checking, examination and students' personal dealing such things don't make teacher professionally sound instead he will be just bogged down, he will rot down.

I: Then how much the job security is responsible to increase teacher anxiety?

R: It matters a lot sir.

I: how? Would you explain sir?

R: The teachers who are working in privately supported boarding school mostly in the Kathmandu. Such a city area where there is the number deal of number of the teachers are available. If I left the school, within five minute there appears 20 above teachers to replace me. If I insecure in such institution I feel so much anxious. The institutes just take the advantages of us until we are active and doing hard labor, just like hash. If we are somewhat problem in teaching and somewhat physically incapable to do the things it gives us lot of trouble.

I: Now, how do you try to minimize your anxiety level?

R: For minimizing the anxiety level what I personally think is that is not my personal problem. This is the culture, I am not the one who is facing such problem and this is not only system that is happening in only my school. It is happening all over the teaching field as long as this kind of teaching learning and such a treating behavior. What I personally think, the education system is totally in a way of collapsing. Today you are giving this type of problem but tomorrow you will get problem.

I: Then what do you attempt to increase your language proficiency level?

R: For language proficiency level increment to make is better and to do the linguistically sound teacher. I take the help of the books, theoretically I read a lot of books. Sometime I participate in conferences, workshops, discussion forums and debating forums and I use to study the contemporary newspapers. I use to increase such verbal and linguistic proficiencies by all these external means. And sometimes I also try for the linguistic competency increment through the discussion among the students and discussion among the teachers.

I: How is increasing language proficiency helpful to reduce the teacher anxiety?

R: For somewhat I become linguistically sound and when I came instantly reduce, instantly felt the authority or, those who are complaining they become soft towards me. Who he is very hostile teacher if he expose then he destroys so, he

should not be in common way, do such complain in front of you. The students also become so much aware of me. Even in front of the principal, sometimes scolds me but when I refute and when I debate in front of him for longer time he becomes silent. That's why it is also necessary. If you are linguistically weak then just leave or just you have to listen but, if I give the input another becomes silent. So, to make another silent you have to be linguistically so strong.

I: Ok, now let's talk about classroom management, what so you get the role of classroom management for teacher to be stress free?

R: I have an experience of getting the anxiety from the classroom management. I thought that this Kathmandu is a relatively developed place, Kathmandu's school things are relatively developed in relation to other schools of the nation. One day I thought that to the sitting management of the students in the class in a proper way, they will be good in learning. So one day I make boys and girls sitting in one bench randomly of class seven. Students created too much annoyance for me. I was unaware that this will not happen but, there was seen the problem of gender, big boys misbehave to small girls and vice versa. I thought that the boy and girl won't make much noise but the problem happened in more complex way.

I: then how physically and mentally well managed classroom supports to the novice teacher?

R: Physically if your classroom is well decorated, if your classroom is good and environmentally fit you get comfort and it impacts on teacher and students. But, you are working in a small class, disturbing type of environment and if the student are not manage properly surely there will be more disturbances in teaching and learning activities. And when his/her teaching learning activities not good that creates a lot of problems.

I: And have you participated in teacher training program?

R: Especially, teacher training programs as a teacher is no provision for the teachers in such a boarding schools. And the same problem is with me. I have not participated at all, I don't have such experiences.

I: Although, you are not participated in any teacher training program. How do you think teacher training program supports for a novice teacher?

R: Ya, this is the age of science and technology sir, we should not physically attain to the training program because I am living in Kathmandu Kirtipur Nepal I could also participate in the Newark, England I could also take the workshop exposure from many reputed university.

I: Ya, what I actually want to know that is how that teacher training program helps to reduce teacher anxiety?

R: yes, of course, first time when I was there as a teacher, later I realized that there are many problems within me also because of lack of the skills and lack of the competencies. Deals with the students I faced the problems I don't face now days because, I know them and I become experience. I got exposure with the environment and that comes from the experience and by exposing with the experts. So, that helps us very much.

I: And do you consult with your senior teachers about your teaching problems?

R: Oh sometimes sir, what happens for taking the consult is we make a kind of mental plan that if I think the teacher who is teaching in above level of mine. If I think that teacher could help me, I could go and take help. The mental picture what you make of others matter much. Sometimes if I can't I could take help with others and I do my personal endeavor for solve the problem. But it matters, if the teacher is really good and knowledgeable we should take the help from the senior teachers to undertake the problems.

I: How is your relation with your colleagues? Do you discuss with your colleagues?

R: What happens is that this may be the personal and I should not generalize to other teachers. I am the teacher working in that institution and all the teacher they used to praised me thinking that you are good teacher, you have good delivering and having good linguistic competence and like that. And if the colleagues say in this way then you become shy in front of them. So, there happens not much the academic kind of discussion. But there is one my colleague there happens a lot of discussion between he and me. He does many academic discourses regarding the undertaking such research work and other related topic and I also share some of my experience, my thought and ideas. Regarding that there really happens such type of academic discussion among the teachers.

I: Is such discussions helpful to minimize your anxiety?

R: Sometimes, because I share my personal experience to other teachers, he also exposes that same thing happen to me. And when I listen to others' problem then I feel, this is not only me the victim, another teacher is facing same way and we get lighten.

I: ok, is organizing lecture helps to manage your teaching performance?

R: Yes, what I personally think is, I am teaching in lower secondary level. Some time I feel that it is not a responsible that level because I take more time to give lecture. I feel happy but students feel bored and some time they don't bear me. Even though, my lecture is good that good may not equally bearable for all the students. Sometime I also understand the psychology of the students but this happens mostly for me.

I: Then what do you get the role of teacher anxiety for constructing your professional identity?

R: For building the teacher identity this anxiety matters a lot and it helps sometime. Because, the critical topic, critical discourse and the problematic topic you get mostly from such types of anxiety creating environment. If you have to

write very good type of academic writing or articles these comes from such kind of observation. If you are really facing such a problem, you will take it very excellent way.

I: Then how much do you satisfied with your teaching profession?

R: for satisfaction there matters a lot of things sir. Academically I am not getting the proper level, environment there also I am not getting the proper exposure and encouragement to do the great work and I am not ready to undertake these activities inside the classroom. That's why I am not satisfied, but in one perspective we should not show such kind of negative attitude in front of the persons and ethically also do not disclose such a things. But to teach lower secondary level students is also a kind of excellent art, we should also take some experience from this level and gradually we could also upgrade and shape some experience to upper level students so I am satisfied now.

I: Then, how does teacher anxiety affects on your self-esteem?

R: It affects a lot. If you are anxious so much and if you are chased by the anxious kind of activities how would you be self-esteem? The time and again you will feel that this student yesterday he brought his parents in front of me and he did the lower self-esteem of my in front of the principal. And principal also scolded me because of that my incapacity and anxieties I could not feel my self-esteem. Then I will feel myself weak, what to do kind of organism. So, it impacts negatively.

I: Then how do you take teacher anxiety as a novice teacher?

R: If affects a lot for the novice teacher. To be the novice teacher is to face a lot of anxieties that is my conclusion. To tell my own personal experience also asserts you prove that to be a novice teacher means to welcome the lots of anxieties.

I: And how do you take this anxiety for your professional development?

R: I take such anxiety personally, if I got any incidents today that creates anxiety, I try to give it theoretical. I should either write an article or I make it some topic of

debate or either I should make it topic of research up on such an anxious kind of environment. So, I take it positively, anxious environment could be helpful for you to grow academically.

I: Then, what do you get the differences between before and after your teaching career?

R: Even if I am teaching in the lower secondary level I don't disclose in front of them because of my own reason. But the people say in front of the society, oh you are teacher, you are teaching there. When I walking there Kirtipur path to reach the school and come back to the house sometime the parents also appears in front of me and they say Namaste and I feel myself satisfy that they are respecting me. The teachers who are saying Namaste to me are the teachers who are teaching in central department and other higher institutions. Some of the higher authority people also do sometime Namaste. I so sometimes you are not actually giving me honor you are not actually respecting me but what you think is if I do in front of you I will teach your children well. So, you are become such a way.

I: How does teacher anxiety affects to develop your social relationship?

R: Social relationship developing sometimes the anxiety also helps. Why because, if you get one kind of problematic situation you should take to help of the senior. You also discuss with the parents, if there is problem or anxious environment related with the students and parents. You talk with them and you put your argument in front of them and you linguistically prove it. And that also helps to develop the relationship. If one student brought one say his/her parents, I also got the chance to share some of the experiences with them and that supports to build positive social relationship.

I: Ok sir, this much for today's interview thank you so much for your kind co-operation.

R: Ok, good luck for your academic and research work.

APPENDIX – E

Brief Overview of the Research Participants

T1

He is originally from UdayapurGaighat. He has been staying in Kathmandu since four years. He has just completed his master's degree in English Education from Tribhuvan University, Kirtipur, Kathmandu. Now he teaches as an English teacher of lower secondary level in a secondary school, around Kathmandu. He had started his teaching profession before one and half years.

T2

He is originally from Illam but stayed in Kirtipur for last four years. He is an unmarried 26 years old English teacher. He has been teaching since three years as English language teacher of lower secondary level around Kirtipur. He come Kirtipur to complete his master degree in education and he started his part time teaching simultaneously, now he is doing his thesis along with continuing his teaching profession.

T3

She is originally from DamakJhapa. She is 24 years old an unmarried female teacher. She has completed her master's degree in English education from Kathmandu Shiksha Campus. She had been staying Kathmandu since four years. And she had been teaching English since one year in lower se secondary level at 'a' secondary school as an English teacher of lower secondary level around Kathmandu.

T4

She is 24 years unmarried female English teacher. She is originally from Sankhuwasabha. She has been staying in Kirtipur since three years. She has completed her master degree in English education form T.U. Kirtipur. Now she is

teaching in 'b' secondary school as an English teacher of lower secondary level around Kathmandu. She has six month of teaching experiences as an English teacher of lower secondary level.

T5

He was born in Baitadi. He is working as an English teacher of lower secondary level at 'c' secondary school Kirtipur. He has just completed his master's degree in English Education from T.U. Kirtipur. He has been teaching since one year as an English teacher of lower secondary level. Now he is staying in Kirtipur.