



Research Article

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Professional Anxiety in Pedagogical Communication: Mitigating Effects of Teaching Methodology

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Abstract

Professional anxiety among teachers represents a critical issue within the educational sector, manifesting through a range of challenges. Teachers are confronted with multiple responsibilities and high expectations, all while navigating a constantly evolving educational environment with new demands. This professional anxiety may arise from the inherent challenges in daily teaching practices and the substantial responsibility for student success and achievement. Such anxiety can often impact a teacher's performance, self-esteem, and emotional response to the demands of an increasingly complex school environment. Understanding and addressing this reality is therefore critical to ensuring the well-being and efficacy of teachers in their roles. Additionally, teachers' anxiety may stem from the nature of pedagogical communication, which is often regarded as a specialized form of public speaking, encompassing all its inherent characteristics and challenges. This study aims to identify how professional anxiety affects teachers' pedagogical communication and the role of appropriate teaching methodologies in alleviating this anxiety. The study's population consists of 1,630 teachers of the pre-university education system in Albania. In this study, an online questionnaire was designed with Likert scale questions, which made it possible to use some questions to understand teachers' perceptions. The study focused more on the teacher-student communicative relationship within the school environment, rather than the classifications, types, and problems of students' understanding. At the level of comprehensibility in the process, we excluded the levels of students' understanding (the causes of classifications, types, and problems are not the focus of this study), focusing more on the teacher-student communicative relationship in the school environment. Perceptions of isolation in the classroom emerge as a challenge for teachers, yet most are open to experimenting with new strategies to enhance the learning experience. This openness reflects a positive attitude towards advancing new educational practices. Based on the findings, it is important to include qualitative interviews and further research to identify specific factors that contribute to uncertainty and mistrust. The deepening of teachers' capacities for improved communication techniques and adapting teaching strategies is suggested. Developing support programs for teachers, including training on managing feelings of isolation in the classroom. It is proposed to increase the active participation of students through appropriate teaching strategies. Special attention should be given to the need for training on managing professional uncertainty and employing research methods in teaching.

Keywords: professional anxiety, pedagogical communication, teaching methodology

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1. Introduction

Communication challenges in forming relationships with specific social groups represent one of the most debated issues in contemporary education. Throughout their professional careers, teachers must navigate various forms and contexts of communication, which often present challenges, including word choice and communicative styles, potentially leading to inhibition or latent anxiety. Communication within school environments has distinct characteristics; although it is categorized as public speaking, it retains specific features unique to pedagogical contexts. Recent developments in education increasingly aim to shape teachers who are not only professionally competent but also communicatively adept, challenging, and collaborative. This study analyses teachers' communicative approaches based on age groups, the communicative forms of expressions of certain states, as well as their influence on teaching, aiming to raise hypotheses on the dependence and influence of pedagogical communication and classroom communication on the quality of teaching or the choice of teaching methodologies.

Many theories and approaches attempt to explain the origins of anxiety, with most supporting a multifactorial dimension of a biopsychosocial model encompassing biological, psychological, and social components. Many teachers experience stress and pressure during a lesson, not necessarily due to a lack of preparation, but perhaps due to a need for professional support. Public Speaking Anxiety (PSA) refers to the fear experienced by an individual when delivering or preparing to deliver a speech to an audience. Public speaking anxiety, sometimes known as stage fright or communication apprehension, is often a significant concern for educators.

According to Cindy L. Griffin², "Polling the public ... about public anxiety exists for six reasons. Many people are ... anxious because public speaking is:

1. *Narrative text.* We do not do it regularly and do not have the necessary skills as a result.
2. *Done in formal settings.* Our manners when giving a speech are more defined and rigid.
3. *It is often done from a subordinate position.* An instructor or leader sets the rules for giving a speech and the audience acts as a critic.
4. *Visible.* The language stays away from the audience.
5. *Performed before an audience that is not familiar.* Most people are more comfortable talking to people they know.
6. *A special situation in which the degree of attention paid to the leader is quite visible ...* Members of the audience either notice us or ignore us, so we become extremely self-absorbed.

Based on the research and analysis, the teacher's communication in the school environment is a combination of all the above-mentioned types and a special type, excluding perhaps the first type.

Two hypotheses are raised in this study, which is interwoven and followed through the fulfilment of concrete results.

Hypothesis 1: Professional anxiety significantly influences the pedagogical communication practices of teachers.

Hypothesis 2: The use of appropriate teaching methodologies alleviates teachers' professional anxiety.

2. Literature Review

2.1 Overview of social anxiety

Social anxiety is defined as the discomfort and unease experienced during social interactions, particularly when engaging in conversation (Mattick & Clark, 1998)³. Milder symptoms of social anxiety frequently manifest in response to socio-evaluative situations. From this perspective, the

² Cindy L. Griffin, (*Invitation for a Public Speech*) Publik, Wadsworth, 2009

³ R P Mattick, J C Clarke, *Development, and validation of measures of social phobia scrutiny fear and social interaction anxiety*, 1998 Apr;36(4):455-70.

teacher-student relationship is often framed within socio-evaluative situations. As severity increases, social fear can become disabling and pervasive, leading individuals to engage in social avoidance (Crozier, 2001⁴; Lieboëitz, 2003⁵). It often happens that in classroom environments we label students who isolate themselves or remain isolated, just as in teachers' council environments you rarely find teachers who socialize a little with other teachers, depending on the age, gender, or profile of the teacher.

Researchers classify several conceptual models of the mechanisms underlying the development and maintenance of social anxiety, including the cognitive model of social phobia by Clark and Well (1995)⁶, the cognitive-behavioural model of social anxiety by Rapee and Heimberg (1997)⁷, and the model of presentation (Schlenker & Leary, 1982)⁸, where the drive to create a good impression on others is combined with low expectations for achieving this goal. Some theories examine the behaviours of individuals with social anxiety in different communication modalities (Burke & Ruppel, 2015)⁹ which are applicable when examining individuals with social anxiety within the educational context (Pierce, 2009)¹⁰.

Coenders and Verhoef (2019)¹¹ investigated the processes of professional development for novice and experienced teachers, finding that teaching experience impacts these processes. Karlberg and Bezzina (2022)¹² explored the effect of different perspectives of teachers with varying levels of experience on their professional development. Byman (2021)¹³ found significant differences in opportunities and satisfaction among teachers with different professional titles.

2.2 Social anxiety in education

The academic context, influenced by various factors, can produce anxiety in both pedagogical and social communication in school environments. Mattick and Clarke (1998)¹⁴ explained that the central concerns of individuals with social anxiety include fear of being inarticulate, sounding boring or unintelligent, not knowing how to respond, and being ignored. This fear may be exacerbated in the academic setting, given the participatory and social nature of the classroom, according to the self-

⁴ Crozier, W. R. (2001). *Shyness, self-perception, and reticence*. In R. J. Riding & S. G. Rayner (Eds.), *Self-perception* (pp. 53–76). Ablex Publishing.

⁵ Liebowitz, Jay, *Knowledge and process management, A knowledge management implementation plan at a leading US technical government organization: a case study*, Volume 10, ISSUE 4, 2003, December.

⁶ Wolf-Gero Lange Face value: processing of emotional expressions in social anxiety. https://www.researchgate.net/publication/254856703_Face_value_processing_of_emotional_expressions_in_social_anxiety

⁷ Mccarthy, Michele E., "Structural Equation Modeling Analysis of Etiological Factors in Social Anxiety." (1997). LSU Historical Dissertations and Theses. 6505. https://repository.lsu.edu/gradschool_disstheses/6505

⁸ Schlenker, B. R., & Leary, M. R. (1982). Social anxiety and self-presentation: A conceptualization model. *Psychological Bulletin*, 92(3), 641–669. <https://doi.org/10.1037/0033-2909.92.3.641>

⁹ Erin K. Ruppel, Tricia J. Burke, Complementary Channel Use, and the Role of Social Competence <https://doi.org/10.1111/jcc4.12091> First published: 12 August 2014

¹⁰ Pierce, T. (2009). Social anxiety and technology: Face-to-face communication versus technological communication among teens. *Computers in Human Behavior*, 25(6), 1367–1372. <https://doi.org/10.1016/j.chb.2009.06.003>

¹¹ Coenders, F., & Verhoef, N. (2019). Lesson Study: professional development (PD) for beginning and experienced teachers. *Professional Development in Education*, 45(2), 217–230. <https://doi.org/10.1080/19415257.2018.1430050>

¹² Karlberg, M., & Bezzina, C. (2022). The professional development needs of beginning and experienced teachers in four municipalities in Sweden. *Professional Development in Education*, 48(4), 624–641. <https://doi.org/10.1080/19415257.2020.1712451>

¹³ Byman, R., Jyrhämä, R., Stenberg, K., Maaranen, K., Sintonen, S., & Kynäslähti, H. (2021). Finnish teacher educators' preferences for their professional development – quantitative exploration. *European Journal of Teacher Education*, 44(4), 432–451. <https://doi.org/10.1080/02619768.2020.1793952>

¹⁴ R P Mattick, J C Clarke, *Development, and validation of measures of social phobia scrutiny fear and social interaction anxiety*, 1998 Apr;36(4):455-70.

presentation model (Schlenker & Leary, 1982)¹⁵. Despite continuous work with oneself and practice in teaching in the face of changes in the curriculum, or conceptual changes, teachers show a sense of concern for the unknown or various questions about the topics and problems of the curriculum.

The practice process within the model involves not just activity, but the translation of beliefs into actions, occurring when teachers' knowledge, beliefs, and attitudes influence their practice (Yang et al., 2022)¹⁶. In other words, it is a process driven by teacher agency, impacting their experiences and strategies for managing professional anxiety. Numerous studies have examined the influence of experience, tenure, and teachers' ability to communicate effectively with colleagues, administrators, and students. The IMPG model serves as a practical tool for researchers to understand teachers' Continuing Professional Development (CPD) through analysis, prediction, and research (Justi & van Driel, 2006). It is versatile, flexible, and widely utilized in the field of teacher education (Ni et al., 2023; Perry & Boylan, 2018)

2.3 Social Anxiety and Communication

Since the classroom environment is social, individuals who experience heightened social anxiety are likely to face difficulties in social or performance situations. Discomfort communicating with others in the academic setting can harm teachers who experience social anxiety. For example, pedagogical strategies used to increase engagement in the classroom often require communication, which can intensify anxiety for individuals who experience anxiety when speaking in front of others (Czekanski & Wolf, 2013)¹⁷. This can lead to a cascading effect, negatively affecting students' experiences and socio-emotional functioning.

Exposure to the classroom, and public speaking (Fraher, 1984)¹⁸ is the initiation into a new, mysterious path involving communication, as opposed to acquired knowledge. When an individual speaks in public he is exposed to the judgment of other people. Situations in which a person feels judged by others can cause negative emotions. Fear of public speaking is considered an important source of anxiety¹⁹. Public speaking competence is key to teachers' success both in and out of the classroom, and public speaking is a necessary part of their job responsibilities.

Classroom management and discipline can be a potential source of teaching anxiety. In the study of Ngidi and Sibaya (2003:18)²⁰, the point of view is supported that a high level of anxiety can be related to several negative consequences such as classroom control problems and disruptions in the classroom, which are related to the communication of the rules of conversation. Hart's study (1987:16)²¹ analyses factors that relate anxiety to control and discipline in the classroom. Classroom behaviour problems are a major source of stress and anxiety for both new and experienced teachers

¹⁵ Schlenker, B. R., & Leary, M. R. (1982). Social anxiety and self-presentation: A conceptualization model. *Psychological Bulletin*, 92(3), 641-669. <https://doi.org/10.1037/0033-2909.92.3.641>

¹⁶ Zhiyun Zhang, Pengfei Chen, Chenshi Deng, *Journal of Educational and Social Research* Vol. 14 No. 3 (2024): May 2024, *Teacher Agency and Continuing Professional Development in Chinese Universities* DOI: <https://doi.org/10.36941/jesr-2024-0050>

¹⁷ Czekanski, K. E., & Wolf, Z. R. (2013). Encouraging and Evaluating Class Participation. *Journal of University Teaching & Learning Practice*, 10(1). <https://doi.org/10.53761/1.10.1.7>

¹⁸ Fraher, Richard M., "The Theoretical Justification for the New Criminal Law of the High Middle Ages: "Rei Publicae Interest, Ne Crimina Remaneant Impunita"" (1984). Articles by Maurer Faculty. 1854. <https://www.repository.law.indiana.edu/facpub/1854>

¹⁹ Cano-Vindel dhe Miguel-Tobal, 1999.

²⁰ https://www.researchgate.net/publication/301806260_Student's_Internship_and_the_Labor_Market,_The_Case_of_the_University_of_Pristina.

²¹ Hart, S. N., & Brassard, M. R. (1987). A major threat to children's mental health: Psychological maltreatment. *American Psychologist*, 42(2), 160-165. <https://doi.org/10.1037/0003-066X.42.2.160>

(Parkay, Greenwood, Olejnik, & Proller, 1988)²². In studies on teaching anxiety, it is claimed that participants experienced higher levels of anxiety when working with hostile or disruptive students, thus giving special importance to communication and its realization in friendly environments.

According to Kyriacou and Stephens (1999)²³, not only the classroom routine causes anxiety, but also the planning of teaching, and the design of lesson plans. Teachers raise concerns regarding the organization, and completion of all planned activities (Kyriacou and Stephens, 1999)²⁴. They feel worried about the mastery of the subject, the inability to answer the questions, and the methods of evaluating the materials (Kyriacou and Stephens, 1999)²⁵.

In addition to pedagogical communication, competence and career security also affect the teacher's profession, which cannot be seen separately from the communicative aspects. According to (Tschannen-Moran, Woolfolk-Hoy, and Hoy, 1998). Caires and Almeida (2012)²⁶ analyse five domains of experience:

1. professional and institutional socialization.
2. professional development and learning.
3. socio-emotional aspects.
4. support/resources/supervision.
5. professional aspects.

The theoretical framework for this study is based on Bandura's (1986) social cognitive theory, which describes how observation and modelling as a source of learning, along with the belief in one's competence to succeed at a task, known as self-efficacy, strongly influence learning and outcomes.

According to Erlich and Russ-Eft (2011)²⁷, self-efficacy refers to the belief of a student or teacher to participate in certain actions that will help them achieve specific objectives. Many studies reveal that there is a positive and significant relationship between students' self-efficacy beliefs and their academic performance (Bandura, 1986, 2008; Chemers et al., 2001; Honicke & Broadbent, 2016; Lent et al., 2008; Nasir & Iqbal, 2019).

Teacher effectiveness is realized through a combination of interpersonal behaviour, environmental relationships, and confidence in their ability to organize a specific teaching task in a specific context among methodological actions. This goes in favor of arguing that teachers with more experience at work often do not have increased anxiety in the teaching process. Based on the level of self-efficacy beliefs, teachers choose in part what challenges to take on, how much effort to expend, and how much time to persevere in the face of setbacks and failures.

Tschannen-Moran and Woolfolk Hoy (2001)²⁸ developed a new instrument to measure teacher efficacy and relate it to a sense of confidence, which naturally overcomes teaching anxiety, and we see it as related to communicative competence in the school environment.

According to (Bandura, 1997)²⁹ multifaceted instruments aimed at improving teacher efficacy

²² Parkay, F. W., Greenwood, G., Olejnik, S., & Proller, N. (1988). A study of the relationships among teacher efficacy, locus of control, and stress. *Journal of Research & Development in Education*, 21(4), 13-22.

²³ Kyriacou and Stephens, *Student Teachers' Concerns During Teaching Practice Evaluation & Research in Education* January 1(1):18-31, DOI:10.1080/09500799908666943

²⁴ Ibid

²⁵ Ibid

²⁶ Caires and Almeida, *Vieira, Becoming a teacher: Student teachers' experiences and perceptions about teaching practice*, *European Journal of Teacher Education* 35(2):1-16, Maj 2012. DOI:10.1080/02619768.2011.643395

²⁷ Richard J. Erlich, Darlene F. Russ-Eft, *Applying Social Cognitive Theory to Academic Advising to Assess Student Learning Outcomes.*, *Education, Psychology, NACADA Journal*, Published 1 September 2011.

²⁸ Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). *Teacher Efficacy: Capturing an Elusive Construct*. *Teaching and Teacher Education*, 17, 783-805. [http://dx.doi.org/10.1016/S0742-051X\(01\)00036-1](http://dx.doi.org/10.1016/S0742-051X(01)00036-1)

²⁹ Albert Bandura-Self-Efficacy, *The Exercise of Control*-W. H. Freeman & Co (1997).pdf https://www.academia.edu/28274869/Albertn_Bandura_Self_Efficacy_the_Exercise_of_Control_W_H_Freeman_and_Co_1997_pdf.

will enable different studies to select subjects and issues that focus on producing effective teachers.

Similarly, Woolfolk Hoy (2008)³⁰ recommends that instruments for measuring teacher self-efficacy should influence the teacher's assessment of their competence in the wide range of activities and tasks that are naturally related to the ability to use the methodology properly in teaching. They make you perform at your best by weaving the pattern of public speaking.

Brouwers and Tomic (2000)³¹ explain the self-efficacy in classroom management as a teacher, the belief in their ability to organize and carry out the activities necessary to achieve order in the classroom, which is followed by the order of conversations and methodologies related to discussions, as part of multifaceted public communications. Fostering communicative learning environments fosters academic success (Rosas & West, 2009)³²

According to Giallo and Little (2003)³³, classroom experiences and perceived preparation significantly predict teachers' self-efficacy in classroom management. Additionally, the interactions between the student's emotions and the teacher's ability to manage the classroom during teaching are forms of pedagogical communication that led to success and reduced anxiety for all participants involved in the classroom environment.

According to Frenzel (2014)³⁴, as cited in Hascher and Hagenauer (2016)³⁵, teachers' emotions have a great impact on cognitive stimulation, motivation, and social support, which, in addition to the social side, is realized through successful pedagogical communication. Teachers work with very diverse populations of children in the classroom and are expected to adapt lessons to meet the needs of various students. Often, they try to find new ways of approaching their curriculum, but also their teaching style. According to Levy (2008)³⁶, although teachers use different teaching methods and techniques, their approach to differentiation should be more systematic so that their classes are more sensitive to the needs of students. This means that teachers lower the level of communication in public, in this circumstance, and harmonize communications according to some informal registers, which would approach students with communication problems to overcome fear and anxiety.

As part of public communication, teacher communication includes several sources according to Bandura (1982), who explains that in the perspective of social learning, perceptions of self-efficacy are based on four main sources of information. These include achieving performance, experiences of observing the performance of others, verbal persuasion, and physiological states. The last two have a decisive role in pedagogical communication, arguing the fact that verbal persuasion is achieved between successful communication and the physiological state, which directly affects pedagogical communication; cases of insufficient voice, hunched body, or conditions that exceed the official postures, even though sometimes the teacher must sit next to the students, or close that exceeds the rule of applicability of interpersonal space. With meaningful activities, teachers engage students

³⁰ <https://www.researchgate.net/publication/229369742> *Maybe I can teach those kids. The influence of contextual factors on student teachers' efficacy beliefs.*

³¹ Brouwers, A., & Tomic, W. (2000). *A Longitudinal Study of Teacher Burnout and Perceived Self-Efficacy in Classroom Management. Teaching and Teacher Education, 16*, 239-253. [http://dx.doi.org/10.1016/S0742-051X\(99\)00057-8](http://dx.doi.org/10.1016/S0742-051X(99)00057-8)

³² Rosas, C., & West, M. (2009) *Teachers Beliefs about Classroom Management: Pre-Service and Inservice Teachers' Belief about Classroom Management. International Journal of Applied Educational Studies, 5*, 54-61.

³³ R. Giallo, Emma Little, *Classroom behaviour problems: The relationship between preparedness, classroom experiences, and self-efficacy in graduate and student teachers, Education, Psychology, Australian Journal of Educational and developmental psychology, Published 2003.*

³⁴ Frenzel, A. C. (2014). *Teacher emotions. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), International handbook of emotions in education (pp. 494-518). Routledge/Taylor & Francis Group.*

³⁵ Hascher, T., & Hagenauer, G. (2016). *Openness to theory and its importance for student teachers' self-efficacy, emotions and classroom behaviour in the practicum. International Journal of Educational Research, (77)*, 15-25. <https://doi.org/10.1016/j.ijer.2016.02.003>

³⁶ JS Levy - *Conflict management and peace science, 2008 - journals.sagepub.com.*

emotionally by connecting learning to what they already know. Bloom's Taxonomy provides a structure upon which students can attribute their personal experiences and ideas thus making the content simpler and more efficient.

Research theories related to intergenerational education primarily concentrate on the domains of social psychology, mental health, sociology, and communication—disciplines that emphasize instinctive communication. However, fostering intergenerational identity necessitates a multidimensional approach to integration, particularly in the psychological and cultural integration of all stakeholders within the educational process. Nonetheless, there is a lack of systematic discourse on how to effectively engage in community building through a comprehensive design methodology that supports the sustainable and dynamic development of communities in the future³⁷. This shortfall affects educators by influencing their ability to transmit knowledge without the stress and anxiety that can arise in the teacher-student relationship.

The use of teaching methodologies by teachers is a key aspect in improving the quality of teaching and positively influencing the student experience. Teachers who successfully choose and use appropriate methods coordinate theoretical knowledge with practical knowledge, creating a stimulating and effective learning environment. The use of innovative and interactive methodologies can strengthen student engagement, encouraging them to learn by actively engaging in the learning process. Teachers who are open to experimentation and continuous development in teaching methods have the potential to change classroom dynamics and convey a positive sense of learning. The use of a wide range of methodologies, including discussions, group projects, information, and communication technology, can provide a rich learning experience suited to the different needs and abilities of students.

Group work is an important aspect of the challenges of professional and school life, bringing many benefits to the participants. This serves as a very good platform for sharing ideas, experiences, and interpersonal skills. Beyond helping to solve complex challenges, teamwork improves the communication, collaboration, and management skills of individuals. This brings a rich perspective to the discussions and creates a supportive environment to explore and develop ideas. By dividing tasks and using the different skills of group members, more efficient work can be achieved. In this way, teamwork contributes to increasing the participants' abilities to manage changes, solve problems, and achieve common goals successfully. From the communicative point of view, this methodology requires taking certain roles and statuses in communication by following the rules of conversation or respecting each member of the group.

The research method is an essential tool to discover, understand, and announce discoveries in many fields of knowledge. In addition to helping the flow of knowledge, research improves people's ability to analyse, evaluate, and interpret information critically. This involves using different methods such as surveys, interviews, literature reviews, and case studies to describe, explain, and understand different phenomena. Appropriate dimensions of the research design can provide a clear and structured framework to achieve the objectives of the study. The integration of science with practice and the impact of research on decision-making processes and innovation makes the research method a key element in the development of knowledge and the improvement of society in general.

Alternative teaching strategies include a range of different ways to present and transfer information, as well as convey knowledge to students. These strategies can help increase students' engagement, deeper understanding of materials, and development of their critical thinking skills. The

³⁷ Jianbin Wu, Linghao Zhang and Xiangfang Ren, *Journal: Int. J. Environ. Res. Public Health*, 2022, Volume: 19, Number: 12908, Article: *Incorporating the Co-Creation Method into Social Innovation Design to Promote Intergenerational Integration: A Case Study of a Public Square Link*: <https://www.mdpi.com/1660-4601/19/19/12908>

use of alternative strategies can improve the effectiveness of teaching and help prepare students to face different challenges in the society where they live.

3. Methodology

3.1 Participants in the study

Based on the hypotheses formulated in the study and supported by relevant literature, a Likert scale questionnaire was developed to effectively assess teachers' perceptions. This questionnaire was designed to address the study's hypotheses and included questions informed by the work of various researchers reviewed during the literature analysis

The selection of a sample comprising 1,630 teachers is substantial, thereby enabling the generalization of findings across a broader population.

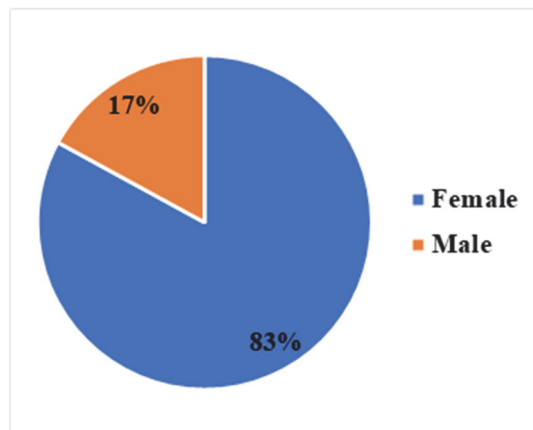
Several key considerations informed the sampling process:

- The questionnaires were distributed in the regions where students who had studied at "Aleksandër Moisiu" University of Durrës resided. This approach aimed to evaluate the impact of their academic preparation at our university, to improve our practices in the future.
- Additionally, the study encompassed areas where we had conducted professional development training for teachers, to obtain feedback on our previous efforts and improve the quality of ongoing and future training programs.

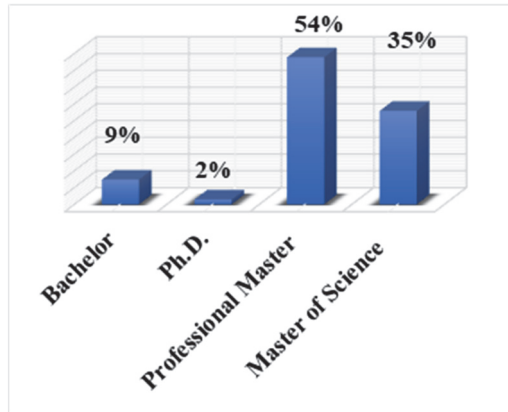
There were 1630 teachers in the pre-university education system in this study. Graph 1 shows the gender distribution of the participants in the survey, where you can see the preference of female participants with 83% and 17% of male participants. Therefore, out of the 1,630 teachers who participated in the study, 1,353 were female and 277 were male.

The age groups of the teachers included in the study were categorized as follows: 404 teachers, representing 25% of the participants, were under 30 years old; 454 teachers, or 28%, were between 30 and 50 years old; and 772 teachers, accounting for 47% of the participants, were over 50 years old.

The teaching experience of the participants in the study is as follows: 90 teachers, or 6% of the participants, had 0-1.5 years of experience; 311 teachers, or 19%, had 1-5 years of experience; 265 teachers, or 16%, had 5-10 years of experience; and 964 teachers, or 59%, had over 10 years of experience.



Graph 1: Gender of participants



Graph 2: Educational level

Graph 2 shows the educational level of the participants in the study. From the data, 54% of the participants have completed a Professional Master, making it the most represented level, a result which supports the educational policies in Albania. A significant part of 35% has completed a Master of Science. Only a small percentage, 9%, have a bachelor's degree, and an even smaller percentage, only 2%, have a PhD. The graph clearly shows a trend towards higher levels of postgraduate education among this study sample.

3.2 Data collection

Google Forms was used for data collection, while Microsoft Excel was employed for the graphical representation of the data. An online questionnaire, designed with Likert scale questions, was used for data collection in this study. The use of the Likert scale enables the use of several scales to see teachers' perceptions based on their experience as teachers. The questionnaire includes sections related to teachers' perceptions of dynamics in education and anxiety, teachers' speech versus students' attention, teachers' feelings of isolation during lessons, teachers' reactions to students' lack of engagement, responses to unexpected questions in a professional context, the use of research methods in the practice of education, and teachers' attitudes towards alternative strategies in teaching.

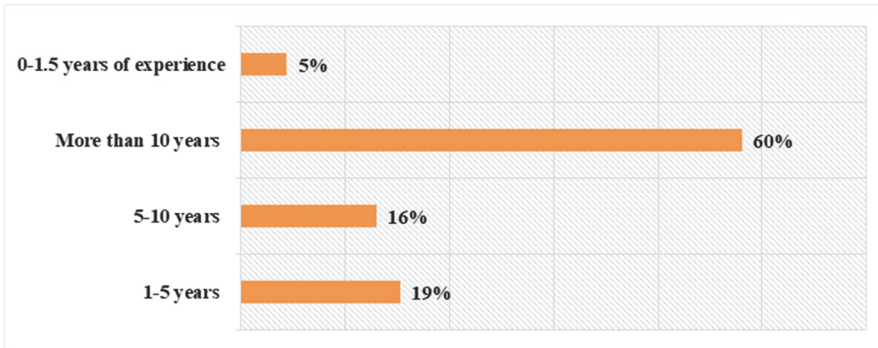
The questionnaire was provided to the teachers to be completed through the Google Forms platform. The aim of the study, the preservation of anonymity, as well as the instructions for completing the questionnaire as clearly and accurately as possible, were reflected in the questionnaire. This enables accurate perceptions of teachers on the impact of professional anxiety on communication, as well as the role of teachers' teaching methodologies in alleviating professional anxiety, during their work for the realization of the learning process in students.

4. Data Analysis

4.1 Work experience of the participants

Through this graph, the work experience of the participants in the study is presented. This horizontal bar graph shows that 60% of participants have over 10 years of work experience, making this the most represented category. Another 19% of participants report having 1 to 5 years of work experience. In the range of 5 to 10 years of work experience, 16% of the participants. While at the initial level, as

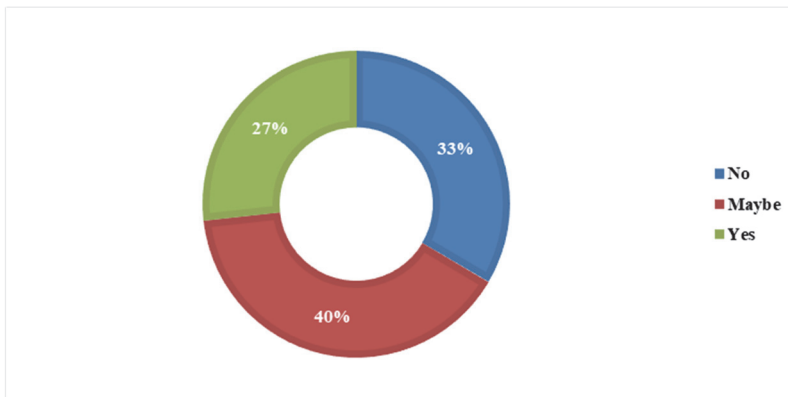
those who have just entered the labour market with practice or experience of 0 to 1.5 years, there are only 5%.



Graph 3: Work experience

4.2 Dynamics in education and anxiety

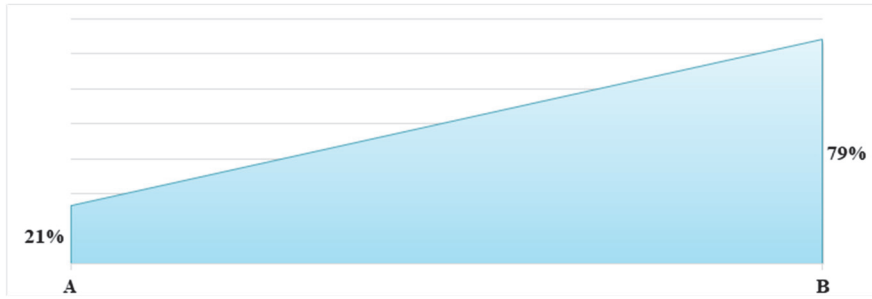
This graph illustrates the respondents' feelings about whether dynamics in education can cause anxiety. The results show a relatively equal division: 33% of the participants confirm that the dynamics in education do not cause them anxiety, thus denying this influence, while 27% affirm its influence. However, the majority (40%) remains undecided, answering "Maybe," reflecting a sense of uncertainty or silence around the issue.



Graph 4: Dynamics in education and anxiety

4.3 Teacher's speech versus student's attention

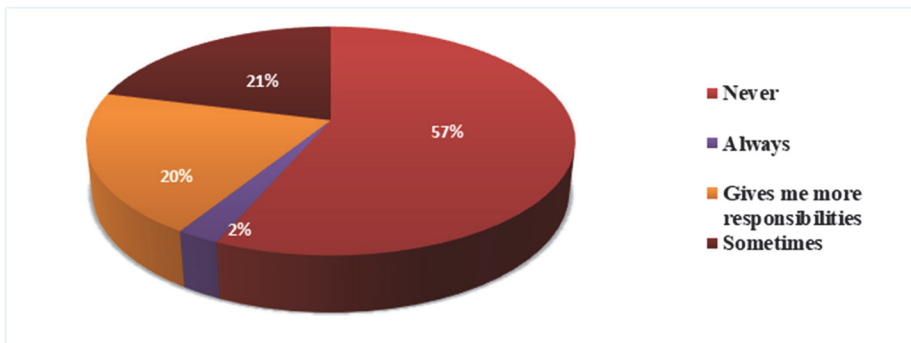
In this graph, the teachers' feeling is shown regarding what worries them more during teaching: the content of what they claim (A) or the content of what the students hear and take away (B). A majority, 79% of respondents, are more concerned about what students hear and absorb during their explanations, indicating a strong focus on communication effectiveness and student comprehensibility. Only 21% of teachers express more concern about what they claim, focusing on the quality and accuracy of their explanations.



Graph 5: Teacher's speech versus student's attention

4.4 Feelings of isolation of teachers during lessons

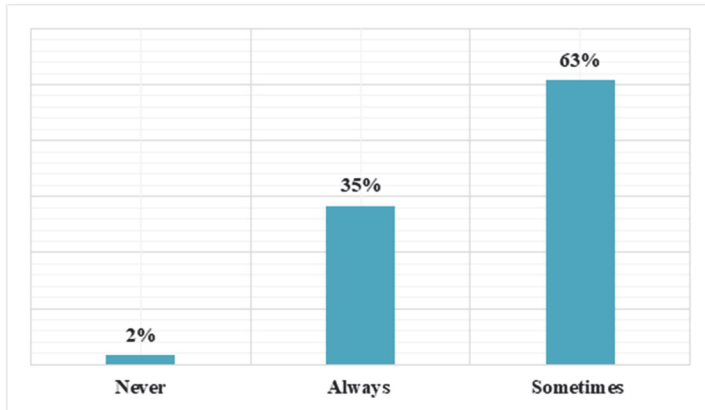
This graph provides a clear picture of how teachers experience their leadership role in an educational setting. The graph represents teachers' feelings about the isolation or loneliness they may experience while working with students in the classroom. According to the graph, over half of the teachers (57%) never feel isolated while teaching. An almost equal percentage, 20%, feel isolated at times, and 21% feel it makes them more responsible, showing that several teachers face these emotional challenges in their work. Only a minority of 2% always feel isolated, which suggests that for a very small proportion, loneliness in the classroom is a persistent feeling and may require additional support or intervention.



Graph 6: Feelings of isolation of teachers during lessons

4.5 Teachers' reaction to students' lack of engagement

The majority, or 63% of teachers, feel bad "Sometimes" when students do not participate actively. While 35% of teachers feel bad "Always" about this issue, implying that they may feel a high level of personal responsibility for student engagement. In contrast, a very small minority, only 2%, "Never" feel bad when this situation occurs, which may indicate a more relaxed approach or focus on other aspects of teaching.



Graph 7: Teachers' reaction to students' lack of engagement

4.6 Responding to unexpected questions in the professional context

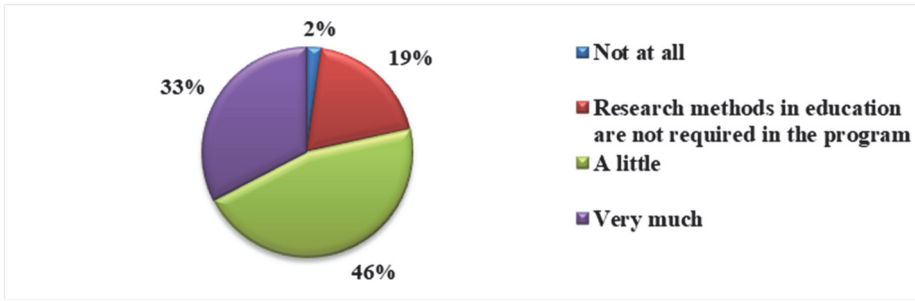
Half of the survey participants, 50%, claim they "Sometimes" feel scared in such a situation, which suggests that although this can be a concern, it is not something that happens often. A similar percentage, 46%, do not "Never" feel intimidated by a question they do not know the answer to, indicating a high level of self-confidence or a clear acceptance that it is not possible to know the answer to everything. Only 4% claim they are "Always" intimidated by the idea, which may indicate a lack of confidence in their abilities or a strong sense of responsibility.



Graph 8: Responding to unexpected questions in the professional context

4.7 The use of scientific research methods in the teaching practice

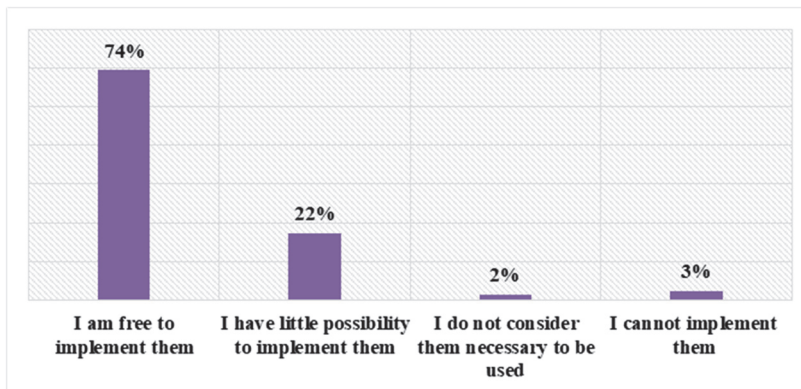
This graph reflects teachers' use of scientific research methods in their teaching practice. Thus 46% apply "Little" research methods in their work, suggesting a more moderate or selective use of them. About 33% of teachers apply these methods "A lot," indicating a high percentage of those who integrate evidence-based practices and research into their teaching. The percentage of those who claim that "Research methods in education are not required in the program" is only 19%, indicating that although research methods may not be a formal requirement of their program, they may still apply them in some way. It is interesting to note that only 2% claim that they do not use these methods "not at all" in their practice, which may reflect a more traditional approach or a lack of opportunities to engage in scientific research.



Graph 9: The use of scientific research methods in teaching practice

4.8 Teachers' attitudes towards the implementation of alternative strategies in teaching

Graph 10 describes the attitudes of teachers about the use of alternative methods in their teaching practice. A majority, 74%, state that they are "Very Free" in implementing these strategies, indicating a great deal of room for innovation and flexibility in how they carry out teaching. This high figure may reflect a progressive and open approach to experimenting with new methods to improve student engagement and achievement. A small proportion, 22%, feel they have "I have little possibility to implement them" for these changes, suggesting they may have some constraints or challenges preventing them from fully implementing them. Only a small minority, respectively 2% and 3%, either do not see the need to implement alternative strategies or simply do not have the opportunity to implement them.



Graph 10: Teachers' attitudes towards the implementation of alternative strategies in teaching

5. Discussion

The data collected substantiate the hypotheses posited in this study. The first hypothesis, positing that professional anxiety affects pedagogical communication among teachers, is supported by the responses, particularly among inexperienced teachers or when conversational communication rules are not applied, especially in discussion classes.

Regarding the question of whether educational dynamics can cause anxiety, the spectrum of responses suggests that the impact of educational dynamics on individuals' mental health may vary significantly or be subject to personal interpretation. The teacher's speech versus students' attention

highlights an important aspect of pedagogy, where teachers prioritize evaluating the impact of their teaching on students over everything else.

The data analysis of Graph 5 and Graph 6 reveal a potential relationship between teachers' feelings towards students' participation in learning and their feelings of isolation during the learning process. Meanwhile, Graph 6 shows that 21% of teachers sometimes feel isolated during the lesson; this may be related to the lack of student engagement. The isolation felt by teachers can result from a lack of student engagement, leaving teachers feeling alone in their efforts to create a vibrant learning environment.

In graph 7, about 63% of teachers feel bad sometimes and 35% always feel bad when students are not active in debates or do not ask quality questions. This indicates a strong focus on student engagement as a key component of teaching success, which reflects a desire for a dialogic and interactive classroom. The connection between these two feelings—students' lack of active participation and teachers' sense of isolation—may indicate an interdependent cycle where one factor influences the other. Teachers who feel isolated in their teaching may have less energy or motivation to engage students, leading to decreased student participation. This lack of student participation can reinforce the teacher's sense of isolation, creating a negative cycle that hinders effective teaching.

Analysis of Graph 6 and Graph 7 highlights a complex and potential relationship between teachers' feelings about student participation and their sense of isolation during learning. This testifies to a reciprocal relationship, where the lack of active participation of students can lead to the feeling of isolation of the teacher and vice versa.

Regarding the second hypothesis, it seems clear that the use of appropriate teaching methodologies alleviates teachers' professional anxiety. Strategies aimed at increasing student participation and strengthening connections between teachers and students can be helpful. Teachers can include more activities that encourage critical thinking, teamwork, and active student participation to combat feelings of isolation and create a more engaged learning atmosphere. This can help improve teaching performance and create a more inclusive and supportive environment for all.

According to Graph 6, over half of the teachers (57%) never feel isolated while teaching. This shows that they feel involved and supported in their learning environment or have developed good strategies to manage the classroom dynamics. According to the collected data, it is shown that the engagement of students in the learning process is an important factor that affects teachers emotionally and affects their sense of success in the classroom. It highlights teachers' feelings about students' participation in debates and their lack of engagement in learning, which shows that they value students' participation but are also realistic about the challenges of their continued engagement.

The study reveals individuals' attitudes towards situations where they are unable to answer a question. It shows that preparation and approaching the unknown are part of professional life, and how an individual manages these moments can significantly affect their overall experience at work. The reflection of the diversity of attitudes towards uncertainty in unknown situations is noted, emphasizing that, for a large majority, the fear of not knowing is not a permanent feeling. This expresses differences in the ability to manage unfamiliar situations and emphasizes the importance of individuals' ability to face them with confidence and flexibility in professional life. The study highlighted the attitudes of educators during the implementation of alternative strategies in the teaching process, revealing that the majority are both willing and capable of integrating new and diverse methods into their instruction. This serves as a strong indicator of a dynamic and inclusive educational environment.

The use of research methods in teaching emphasizes the importance of research and evidence-based data in developing teaching practices and improving teaching quality. The study highlights a panorama of the use of research methods in the field of education and shows a varied distribution among teachers. Graph 9 shows that 33% use "A lot", it appears that a significant number of teachers seek to integrate science and research practices into teaching. Despite this, the majority, 46% claim

that they use them "A Little", while only a small part, 2%, do not use them at all. This expresses a wide spectrum of the use of research methods and emphasizes the differences in the approach to scientific research in teaching practices.

Graph 10, about 74% of teachers expressed that they are "Very free" in experimenting with alternative methods, thus showing their readiness for innovation and commitment to flexibility in teaching practice, creating a general and dynamic educational environment, where most of them express the willingness and ability to explore new methods. This emotional context illustrates the need for improvement strategies in involving students in the learning process, as well as improving teaching methods and communication to increase teachers' participation and positive emotional impact in the classroom.

6. Conclusions

This study emphasizes participants' perspectives concerning the impact of educational dynamics on professional anxiety, suggesting that this relationship is complex, and influenced by varying perspectives and subjective assessments. The study shows that perceptions of the impact of education dynamics on mental health differ among participants, revealing a complexity and connection between variables.

In the study, the teachers' concerns also take place, when they express that they are more concerned about the effectiveness of communication and the students' understanding (B), reflecting an essential orientation towards the impact they have in teaching. This majority of 79% indicates a significant overlap between efforts to provide comprehensible and engaging content for students, making this element a fundamental priority in the learning experience.

The study provides essential insights into teachers' perceptions of isolation within the learning environment. While most teachers feel included and supported, a significant number of face various emotional challenges, especially concerning feeling alone in the classroom. This highlights the need for additional responsibility and research to develop better strategies and support for teachers who may experience isolation in their work.

The study also emphasizes the importance of students' engagement in the emotional perception of teachers, as well as their sense of success in the classroom. Since 63% of teachers feel bad "Sometimes" when students lack active participation, while 35% feel bad "Always," this necessitates a higher degree of personal responsibility on the part of teachers.

Most teachers are prepared to experiment with new strategies to improve the learning experience, as confirmed by their high percentage, while a small portion faces challenges in implementing new strategies. This result presents a very positive overview of the dynamism and advancement of new learning practices in teaching.

This study faced several limitations, including:

- Subjectivity in self-reporting, the data were gathered through self-reported questionnaires, which may have been influenced by participants' personal perceptions.
- Contextual constraints, the findings may be limited by the specific individual and professional contexts of the participants, potentially hindering the generalization of results to other populations and professions.
- Insufficient control over external factors, there was limited control over other factors that could impact professional anxiety, such as external pressures, social support, and similar influences.

7. Recommendations

To gain a deeper understanding of the relationship between educational dynamics and participants' emotional responses, future research should integrate qualitative interviews or additional research to

identify specific factors contributing to the uncertainty and mistrust reflected in the responses.

Deepening capacities for improved communication techniques and adapting teaching strategies that address students' needs to optimize the content and effectiveness of teaching reflect concerns expressed by the majority of participants in the study.

Implement a support program for teachers aimed at increasing awareness and managing feelings of isolation in the classroom. This may include ongoing training in communication strategies and creating an inclusive learning environment to address the emotional challenges that some teachers may experience. Fostering collaboration among colleagues to share experiences and further develop effective strategies to improve collaboration and classroom climate.

Enhance the active participation of students in the learning process. This includes developing appropriate teaching strategies, such as the use of interactive methods, stimulating debates, and focusing on topics that can spark students' interest. Also, training teachers to create a positive, supportive, and encouraging environment can help to deal with the challenges of student engagement more effectively. This approach could foster positive changes in teachers' emotions and their sense of success in the classroom.

Improvement strategies may include organizing learning sessions focused on active student participation, using different teaching methods, and promoting an atmosphere of support and encouragement for high participation. Meanwhile, training for teachers on emotion management and strategies to improve connection and cooperation with students can help reduce feelings of isolation and foster a more positive learning environment.

We recommend developing preparation and training programs that promote skills for managing professional uncertainty. These trainings may include strategies to increase awareness and confidence in unfamiliar situations, as well as methods to mitigate the fear of the unknown using communication techniques and expressing needs for help. Such an approach would help individuals better prepare for unexpected challenges in the workplace and contribute to a safer professional environment.

To deepen the use of research methods in teaching practices, we recommend awareness and continuous professional training, focusing on the integration of research practices in teaching, to improve the quality and efficiency of the teaching process. Incorporating strategies that encourage student engagement and promote a collaborative learning climate led to positive changes that improve teacher success and increase student participation in the learning process.

To improve the quality of education, we recommend a deeper and more responsible approach to the use of research methods, encouraging more teachers to understand and integrate research practices into their work, making them a vital part of the development of teaching practices.

Potential areas for future research include:

- Studies investigating the effectiveness of various strategies for managing or reducing professional anxiety, such as psychological counselling or skill development programs.
- Studies examine the impact of professional anxiety on job performance, productivity, and overall employee satisfaction.
- Research analysing how gender and demographic factors, such as age, experience, and educational background, influence the experience and management of professional anxiety.
- Investigations into the role of social support, including support from colleagues and supervisors, and the influence of professional networks in managing professional anxiety.

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