

An Investigation of Causes and Effects Contributing to Teacher Stress among EFL Pre-Service Teachers

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Introduction

Education is an extremely important investment for the development of countries, and teachers are one of the most significant factors of the education process. They are those who have a great influence of shaping the minds of the future. They educate the new generation, help students develop their knowledge and encourage them to be productive members of society, who in time can become the leaders of the next generation. Teaching is a stressful and demanding profession and working conditions in schools have a strong influence on teachers' levels of performance. Some causes of stress may arise from the teacher's personality; others can be due to external circumstances having to do with the social environment. Stress in general and the stress which comes with the teaching profession in particular is a widely known phenomenon. As Nagra and Arora (2013) observed that "occupational or work stress occurs when there is a discrepancy between the demands of workplace and an individual's ability to carry out and complete those demands" (p.2).

There are many causes of stress in a teacher's life. School administrators may put pressure on teachers by giving them an increased workload, students may lack motivation or exhibit behavioral problems, and there may be poor relationships with colleagues, lack of resources and facilities, or lack of training. According to Mapfumo, Chitsiko and Chireshe (2012), the main causes of stress include workload demands, lack of teaching and learning materials, misbehavior of learners, and supervision-related matters. El Shikieri and Musa (2012) found that poor relationships with students, colleagues and the frequent demands of teaching often lead to overwhelming strains and pressures, which may lead to stress.

The findings of some researchers showed that teachers are exposed to a number of stressors. Ayoti and Poipoi (2011) mentioned that what contributes to teacher stress in Kenya is the heavy workload which causes teachers to always be busy and not have sufficient time to relax. They enumerated other stressors, such as poor working conditions, being expected to perform with substandard equipment and insufficient inputs, which leads to increased teacher stress and poor job satisfaction. Erjem (2004, as cited in Ozturk, 2011) found that a significant percentage of public high school teachers working in Istanbul did not feel committed to their work places, because of the bad working conditions at schools. Most of the teachers were not happy with their school administration, physical conditions, crowded classrooms, and workload. He also found some of the problems of education in Turkey such as lack of equipment and finance, problems related to the training, economic conditions and social status of teachers.

Several studies have indicated that stress has negative effects on teachers' physical and psychological responses (Ncube & Tshabalala, 2013; Khan, Shah, Khan & Gul, 2012). Ozturk, (2011) stated that teachers stress can adversely affect students' learning and schools' effectiveness. Emotionally, it may lead to anger, anxiety, depression, and lowered self-esteem leading to an inability to concentrate, make decisions, and general nervousness. Physically, stress leads to increased blood pressure, sleep disturbances, gaining or losing weight, headaches, hair loss, muscular tension, and bad skin conditions. Ayoti and Poipoi (2011) asserted that some researchers had found that stress may lead to serious health problems which can influence the performance of teachers in the classroom.

According to Al-Shiyoukh (2011) Saudi EFL teachers at the ages between twenty and thirty suffer more psychological stress than teachers at the age of fifty. She stated that some sources of stress are long working hours, lack of interaction with colleagues, poor communication with administration, lack of student motivation, and the absence of guidance for young teachers. According to Al-Amri (2003) most Saudi EFL teachers are suffering from the pressures of work and suffer from psychologically negative emotions such as anger, anxiety, and discomfort. The most important sources of work stress are overcrowded classrooms and the state of the classes in the schools, problems related to teachers' performance as well as problems related to the students. The results revealed that the degree of teacher stress increases according to the number of classes they attend. Al-Amri also found that young teachers are more sensitive to work under pressure.

Practicum in universities is seen as the center piece for the process of training pre-service teachers for the teaching profession. It is defined as a course designed for preparing teachers for teaching that involves actually working in a public school classroom. Ngidi and Sibaya (2003) stated that teaching practice is a period during which a student teacher is given an opportunity to do teaching trials in a school situation. At this time, pre-service teachers are often first introduced to work under high stress conditions because they enter a field in which the professional teachers are already highly stressed. Their level of job performance is influenced by different factors which either exist within or outside the educational institution, resulting overall in lowering pre-service teacher productivity. Therefore, the current study attempts to investigate the causes and effects of stress among EFL pre-service teachers in public schools. It will shed light on the causes of the EFL pre-service teachers' stressors and their effects on of job performance.

Statement of the Problem

Nowadays, EFL pre-service teachers suffer from stress in many schools in Saudi Arabia. According to Al-Arfaj (2010) most of the stressors and strains, which affect individuals, are related to the nature of the work or come from sources in the external environment. These stresses are reflected upon their performance levels, and often lead to young teachers not being able to achieve their goals. The researcher conducted a pilot study in the first semester of 2014/2015 in order to explore the most common stressors existing among female EFL pre-service teachers. She asked them about the causes that make them feel stressed during their practicum. The study found that the most common causes of stress are: lack of adequate teaching resources and instructional materials, not being certain of delivering the lesson well, teaching different skills in one lesson, and correction of students' notebooks. Another source of stress is the attendance of supervisors in the classroom and being evaluated by them, since this process is perceived to be highly subjective as they have different personalities, attitudes, and opinions in evaluating pre-service teachers. The study also found that the lack of student motivation and their attitudes towards pre-service teachers like annoying, apathy, or talking during the lesson made them feel stress. Pre-service teachers found it difficult to manage time and do all activities included in textbooks. In addition, the gap between what they have studied in their teaching methodology course and what supervisors may ask them to do in class often leads to stress. Being a student and a teacher trainee at the same time, as well as dealing with slow learners may also increase the level of stress among them. As a response to this problem, the current study will be conducted to investigate the causes and effects of stress among EFL pre-service teachers.

Research Purpose

The study is intended to investigate the cause and effects of teacher stress among EFL pre-service teachers at Taibah University in Al-Madinah Al-Munawarah.

Research Questions

1. What are the causes of teacher stress among EFL pre-service teachers?

From this main question, the following sub-questions arise:

- 1.1. What are the causes of EFL pre-service teacher stress related to students' behavior?
- 1.2. What are the causes of EFL pre-service teacher stress related to students' motivation?
- 1.3. What are the causes of EFL pre-service teacher stress related to students' performance?
- 1.4. What are the causes of EFL pre-service teacher stress related to teaching concerns?

2. What are the effects of teacher stress among EFL pre-service teachers?

From this main question, the following sub-questions arise:

- 2.1. What are the physiological and psychological effects of teacher stress among EFL pre-service teachers?
- 2.2. What are the occupational effects of teacher stress among EFL pre-service teachers?

Research Significance

The study is significant for the following reasons:

1. It may direct the attention of EFL educators to the causes and effects of stress that EFL pre-service teachers have encountered.
2. It might offer insights to curriculum designers about what is going on in EFL classrooms and to design some courses that will lead to an effective classroom environment.
3. It may serve educational administrators in identifying the causes and effects of stress among EFL pre-service teachers and to help them cope with these stressors.
4. The findings obtained may provide some solutions to reduce EFL pre-service teachers' stressors and to manage their classrooms effectively.
5. It will propose some recommendations and suggestions for course designers, curriculum developers, researchers, and pre-service teachers.
6. It is hoped that the current study encourages more researches to be conducted into EFL pre-service teacher stress.

Research Delimitations

The researcher will conduct this study during the second semester of the academic year 1436/2015. It is delimited to (41) Saudi female EFL pre-service teachers attending the Educational Diploma Program in Taibah University in Al-Madinah Al-Munawwarah city. It is delimited to the causes and effects of stress among EFL pre-service teachers. The causes of teacher stress are delimited to four dimensions: students' behavior, students' motivation, students' performance and teaching concerns. The effects of teacher stress are delimited to two dimensions: physiological and psychological effects and occupational effects.

Research Methodology

Design

The current study is descriptive and analytic. The descriptive method aims at "investigating issues or problems through a process of data collection that enables researchers to describe the situation more completely than was possible without employing this method" (Fox & Bayat, 2008, p. 8).

Sample

The sample of the current study consisted of (41) female EFL pre-service teachers attending the Educational Diploma Program in Taibah University. Their ages ranged between (23 – 25). They practiced teaching in public schools in Al-Madinah Al-Munawwarah city during the second semester of the academic year 1436/ 2015.

Instrument

The researcher developed a questionnaire measuring the degree of teacher stress among EFL pre-service teachers. It consisted of two parts: the first part dealt with the causes of teacher stress among EFL pre-service teachers. The second part dealt with the effects of teacher stress among EFL pre-service teachers. It used the five-point of Likert scale format. Each statement has five possible responses. EFL pre-service teachers were required to rate items on a five- point of Likert scale: "always stressful", "frequently stressful", "sometimes stressful", "rarely stressful", "and never stressful". Each response is rated on a scale ranging from 5 to 1. The findings presented in the value of 5 indicated a high level of stress among EFL pre-service teachers, while the value of 1 indicated a low level of stress among them.

Validity of Questionnaire

In order to investigate the extent to which the causes and effects of EFL pre-service teachers stress covered all aspects of the study, it was refereed by a jury of judgments in the field of English language. They were faculty members of EFL Curricula and Instruction in the Department of Curricula and methods of teaching at Taibah University. All the experts' comments and recommendations for change or modification were taken into account by the researcher. The number of the questionnaire items was reduced from (96) to (83).

Reliability of Questionnaire

Analyzing the data collected using the Statistical Package for Social Sciences (SPSS) version (19), reliability of the questionnaire was computed using two methods: Cronbach's alpha coefficient Method was run to calculate the reliability of the total questionnaire items ($r=.881$) which indicated that the questionnaire is highly reliable (see Table, 1). Gutman method was also used to measure the reliability of each dimension (see Table, 2). The reliability values were as follow: (.587) for "Students' Behavior" (14 items), (.921) for "Students' Motivation" (12 items), (.881) for "Students' Performance" (9 items), and (1.000) for "Teaching Concerns" (26 items). Coefficients for the effects of stress among EFL pre-service teachers were (.963) for "Physiological and psychological Effects" (12 items), and (.841) for "Occupational Effects" (10 items).

Table 1: Cronbach's Alpha Coefficients for the Questionnaire

Cronbach's Alpha	No. of items
.881	3

Table 2: Reliability Statistics

Reliability Statistics (Gutman)		
Behavior	1	.587
Motivation	2	.921
Performance	3	.881
Teaching concerns	4	1.000
Physiology and psychology	5	.963
Occupation	6	.841

Review of Literature

Teaching Stress

Teaching profession is one of the most stressful professions today (Harris, 2011). Travers and Cooper (1996) defined teacher stress as "an individual teacher's response to negative affect that has corresponding psychological, physiological and behavioral reactions" (p. 39). According to Langan-Fox and Cooper (2011), it is "the experience of unpleasant negative emotions resulting from aspects of their work as teachers, triggered by a perception of threat in dealing with the demands made upon them" (p. 161).

Pre-Service Teachers

Although professional development is important to keep in-service teachers up-to-date and to address the issues which occur in their practical teaching (Kazemi & Ashrafi, 2014), greater focus has been placed more specifically on how to prepare pre-service teachers for teaching in inclusive classrooms. Pre-service teachers are collage students training to become teachers for the first time. Brewer (2009) defined them as "undergraduate college students in sequence of courses on preparing the student to become a teacher" (p. 8). According to Vandivere (2008), they are the individuals who practice the different roles of teachers and everything they entail.

The Value of Practicum Experience

There are some benefits of participating pre-service teachers in practicum program. They can apply and integrate their classroom knowledge to real life situations. It provides student teachers with a frame of reference for the skills they are building. It also can have firsthand experience and knowledge about the public school environment and with a variety of students. As universities courses don't duplicate real life, the practicum came to its existence. Therefore, it provides opportunities for pre-service teachers to internalize the theories learned in the campus courses into their own knowledge by practicing the theories in classroom teaching under the guidance and support of their school mentors.

Working Conditions of Teachers

Working conditions at schools have direct positive and negative effects on teacher morale, feeling of effectiveness in classroom, and on the general learning environment. Good working conditions such as good relationships, increasing teachers' motivation, job satisfaction, and students' academic achievement have positive influences both on schools and teachers. They have positive effects on students' learning and satisfaction in school achievement (Zakrzewski, 2013).

On the other hand, poor working conditions such as students' discipline, lack of adequate resources, lack of communication with colleagues, workloads and overcrowded classrooms have negative impacts on teachers and make it difficult for them to teach. Some of the negative impacts are high level of stress, poor morale and low job satisfaction (Simon & Johnson, 2013).

Causes of Teacher Stress

Teaching profession has many prevalent stressors. Many pre-service teachers experience some level of stress or anxiety in social situations they encounter in school. Some of these stressors are related to the following causes:

1. Student Behavior

Disruptive behavior has been a source of concern for school systems for several years (Oliver, Wehby, & Reschly, 2011). Behavior is one of the greatest challenges a pre-service teacher faces in a school, as it interferes with or disrupts the processes of teaching and learning. Abebe (2011) reported that class control problems and classroom disruptions were perceived as primary stressors of pre-service teachers.

2. Student Motivation

One of the most prominent problems plaguing today's teenage youth is the lack of motivation toward academic activities. Ayoti & Poipoi (2011) reported that one of the main sources of teacher stress stem from teaching students who lacks motivation. They learn differently and have different needs that are difficult for a single teacher to meet in a school setting (Herman & Reinke, 2014). Year after year, numerous high school students find themselves in a state in which they do not have the desire to carry out the academic tasks required for them.

3. Student Performance

Poor academic performance can be caused by a variety of causes. Kurtus (2012) mentioned some stressors related to students' poor performance such as having poor writing, reading and speaking skills, doing poorly in exams, having individual differences, lack of developmental readiness, poor concentration, refusing to study or do their homework, committing frequent mistakes and fearing of failure.

4. Teaching Concerns

Another cause which makes pre-service teachers extremely vulnerable to stress is teaching concerns such as lacking of teaching resources and instructional materials, delivering lessons, the correction of notebooks, writing detailed lesson plans and being observed by colleagues and in-service teachers. Ncube and Tshabalala (2013) stated that overcrowded classes and lack of social support from colleagues and administration were stressors. Daily teaching concerns cause stress such as doing all activities in the textbooks, failing to manage individual and group work, teaching different skills in a single lesson, failing to deal with individual differences and slow-learners. Having a wide range of pupil abilities in one class is another aspect of teaching profession which increased work overload that requires more lessons planning (Travers & Cooper, 1996). Other causes of stress are having lack of recognition for appropriate teaching methods, lack of adequate teaching sources and instructional materials. According to Al-Wehaibi (2012), employing a variety of teaching strategies and techniques in their teaching of the different English language skills help pre-service teachers to show interest and enthusiasm and reduce level of stress.

Effects of Teacher Stress

Since practicum represents the first time a pre-service teacher is introduced to teaching, this could result in their experience of a high level of stress. It is a challenging and stressful experience. Stressful working conditions in teaching profession and low satisfaction often lead to poor teacher retention (Abebe, 2011).

1. Physiological Effects

Furthermore, stress affects teachers physiologically. Chaplain (2008) reported that student-teachers' psychological distress would increase when they began teaching. It leads to serious health problems such as increased blood pressure, sweating, breathing difficulties, muscular tension and increased heart beat rate. Therefore, teachers have more health related physical and psychological complaints (Khan, Shah, Khan & Gul, 2012). Physical complaints such as chest pain and getting headache are commonly psychological complaints, lead to inability to work (Donaghy, 2004).

2. Psychological Effects

The effects of stress may negatively affect teacher well-being, causing teachers to feel frustrated, angry, depressed, and with incomplete mental health (Boshoff, 2011). Teachers reveal themselves in feelings of undefined anxiety, dissatisfaction, fear and low esteem with possible extreme result being burnout (Travers & Cooper, 1996). According to Nagra and Kaur (2014), the negative effects of teacher stress include fatigue, loss of concentration and sleep disturbances. Loss of enjoyment, excessive worry and feeling slow down are considered as depression symptoms.

Results and Discussions

This chapter deals with the results of the data analysis, discussion, conclusion, recommendation and suggestions for further research.

1. Results and Discussion of Causes of EFL Pre-Service Teacher Stress

1.1. The Results and Discussion of the first Main Question

To answer the first main research question which stated that "What are the causes of teacher stress among EFL pre-service teacher?", means and standard deviations of the first part of the questionnaire (The causes of EFL pre-service teacher stress) were calculated and illustrated in table (3).

Table 3: Descriptive Statistics for the Causes of EFL Pre-Service Teacher Stress

	N	Minimum	Maximum	Mean	Std. Deviation	Rank
Students Behavior	39	1.79	4.57	3.2418	.76924	3
Students Motivation	39	1.33	4.83	3.0385	.77889	4
Students Performance	39	2.22	4.33	3.2877	.64674	2
Teaching concerns	39	1.88	5.04	3.4060	.67827	1
Valid N (listwise)	39					

The obtained mean scores were very close. They ranged between (3.4060 - 3.0385). Teaching concerns got the highest mean score among stress causes (M=3.4060). This might be attributed to the nature of practicum experience itself. Pre-service teachers try to strike a balance between practicum and other courses. They are not experienced enough to deal with problematic situations, manage their time and achieved the desired standards. Lack of sufficient experience, insufficient recognition for teaching responsibilities, fear of the evaluation process as well as the expectations from colleagues and supervisors lead to this result. The finding of Saban and Çoklar (2013) was similar to the current. Their result confirmed that pre-service teachers will have some kind of teaching stress following teaching experience. Moreover, Knight, Balatti, Haase and Henderson (2010) recommended that one of the major stressors associated with professional experience was concerns about planning and preparation.

Students' performance attained the second high mean score in rank (M=3.2877). It is expected to cause stress to teachers in general and language teachers in particular. Language teachers struggle to improve and develop their students' language skills. They are required not only to teach but also to help students be successful language communicators. So, having students refuse to use English in class, or those with low proficiency levels can cause teachers to be stressed. This result is consistent with that of Vickery and Gray (2014) who confirmed that low-achieving and poorly-behaved students within the classroom are main stressors during teaching experience.

Students' behavior came the third in rank according to mean scores of the participants' responses (M= 3.2418). It is not surprising that students' misbehavior like disruptive talking, late arrivals, disturbing classmates, and aggression provoke stress and interfere with satisfaction of teaching. It also affects the quality of teaching and lower academic achievement. Lack of experience in dealing with students' social or psychological problems, inability to manage the classroom, and inability to take action as they are trainee may complicate the situation. This result is similar to that of Knight, Balatti, Haase and Henderson (2010) who indicated that one of the most prevalent stressor associated with professional experience was behavior management with (24%) of respondents indicating apprehension about their ability to manage the class. Abebe (2011) reported that discipline problems are most stressful for teachers. While students motivation has the lowest level of stress. Students' motivation was the fourth in rank (M=3.0385). Although dealing with unmotivated students was a stressor for teachers, yet it was the least cause for pre-service teachers to become stressed.

Losing motivation in learning a language will maximize the effort exerted by the teacher and it will not help students to achieve success. This finding agrees with that of Abebe (2011) who reported that pre-service teachers are suffer stress by dealing with unmotivated students.

1.1.1. The Results and Discussion of the First Sub-Question

To answer the first sub-question which stated that "What are the causes of EFL pre-service teacher stress related to students' behavior?", frequencies, percentages, mean and standard deviation, for each statement of the first domain were calculated and illustrated in table (4).

Table 4: Frequencies and Percentages Table for Students' Behavior Cause

No	Statement	Frequencies & percentages					Mean	Standard deviation	Ranking
		Always stressful	Frequently stressful	Sometimes stressful	Rarely stressful	Never stressful			
I feel stressful when students:									
1	Don't respect me as much as their regular class teachers.	9 23.1%	3 7.7%	18 46.2%	5 12.8%	4 10.3%	3.205	1.2393	6
2	Talk to each other during the lesson.	15 38.5%	8 20.5%	11 28.2%	4 10.3%	1 2.6%	3.538	1.2742	3
3	Show aggressive behaviors.	11 28.2%	11 28.2%	8 20.5%	6 15.4%	3 7.7%	3.821	1.1441	1
4	Get bored during the class.	9 23.1%	5 12.8%	16 41.0%	2 5.1%	7 17.9%	3.179	1.3548	7
5	Don't appreciate my effort.	7 17.9%	6 15.4%	17 43.6%	6 15.4%	3 7.7%	3.205	1.1512	6
6	Ignore my instructions.	11 28.2%	6 15.4%	16 41.0%	5 12.8%	1 2.6%	3.538	1.1203	3
7	Show apathy.	5 12.8%	5 12.8%	15 38.5%	8 20.5%	6 15.4%	2.872	1.2178	9
8	Are not interested in the lesson.	4 10.3%	11 28.2%	10 25.6%	9 23.1%	5 12.8%	3.000	1.2140	8
9	Don't accept me.	7 17.9%	3 7.7%	14 35.9%	3 7.7%	12 30.8%	2.744	1.4458	10
10	Try to distract others.	11 28.2%	5 12.8%	14 35.9%	3 7.7%	6 15.4%	3.308	1.3794	4
11	Put their heads down during class.	4 10.3%	5 12.8%	12 30.8%	10 25.6%	8 20.5%	2.667	1.2425	11
12	Make inappropriate comments to each other.	17 43.6%	4 10.3%	11 28.2%	6 15.4%	1 2.6%	3.769	1.2452	2
13	Show inability to stay focused on materials being presented in class.	7 17.9%	5 12.8%	19 48.7%	6 15.4%	2 5.1%	3.231	1.0873	5
14	Appear to be mentally distracted by other needs or interest.	6 15.4%	7 17.9%	21 53.8%	3 7.7%	2 5.1%	3.308	1.0040	4

From the results illustrated in table (4), the highest mean score in this dimension was obtained for item 3, "students show aggressive behaviors." indicating that 11 (28.2%) of the respondents agreed that they always feel stressful when students show aggressive behaviors. In addition, 11 (28.2%) of the respondents agreed that they frequently feel stressful. This item is ranked as 2 out of 83 items in the questionnaire. It is also ranked as 2 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 1 out of 14 items in the first dimension (students' behavior) of the causes of EFL pre-service teacher stress.

The second highest mean score was gained by item 12, "students make inappropriate comments to each other.", revealing that 17 (43.6%) of the respondents agreed that they always feel stressful when students make inappropriate comments to other students.

In addition, 11 (28.2%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 3 out of 83 items in the questionnaire. It is also ranked as 3 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 2 out of 14 items in the first dimension (students' behavior) of the causes of EFL pre-service teacher stress.

The results of item 2, "students talk to each other during the lesson." show that 15 (38.5%) of the respondents agreed that they always feel stressful when students talk to each other during the lesson. In addition, 11 (28.2%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 6 out of 83 items in the questionnaire. It is also ranked as 6 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 3 out of 14 items in the first dimension (students' behavior) of the causes of EFL pre-service teacher stress.

The results of item 10, "students try to distract others." illustrate that 11 (28.2%) of the respondents agreed that they always feel stressful when students try to distract others. In addition, 14 (35.9%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 12 out of 83 items in the questionnaire. It is also ranked as 12 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 4 out of 14 items in the first dimension (students' behavior) of the causes of EFL pre-service teacher stress.

The results of item 8, "students are not interested in the lesson." show that only 4 (10.3%) of the respondents agreed that they always feel stressful when students are not interested in the lesson. Whereas, 9 (23.1%) of the respondents agreed that they rarely feel stressful. This item is ranked as 8 out of 14 items in the first dimension (students' behavior) of the causes of EFL pre-service teacher stress. According to table 4, the results of item 7, "students show apathy." reveal that only 5 (12.8%) of the respondents agreed that they always feel stressful when students show apathy. While 8 (20.5%) of the respondents agreed that they rarely feel stressful. This item is ranked as 9 out of 14 items in the first dimension (students' behavior) of the causes of EFL pre-service teacher stress.

The results of item 9, "students don't accept pre-service teachers." indicate that only 7 (17.9%) of the respondents agreed that they always feel stressful when students don't accept pre-service teachers. Whereas, 12 (30.8%) of the respondents agreed that they never feel stressful. This item is ranked as 10 out of 14 items in the first dimension (students' behavior) of the causes of EFL pre-service teacher stress. The results of item 11, "students put their heads down during class." illustrate that only 4 (10.3%) of the respondents agreed that they always feel stressful when students put their heads down during class. While the majority of respondent 10 (25.6%) agreed that they rarely feel stressful. This item is ranked as 11 out of 14 items in the first dimension (students' behavior) of the causes of EFL pre-service teacher stress.

The results of the study show that students' behavior is considered a major cause contributing to teacher stress. Students' misbehavior like aggression behavior, saying inappropriate comments to other students or talking and distracting each other during the lesson are stressful. Similarly, Celik (2008), Ayoti and Poipoi (2011) and Abebe (2011) indicated that pre-service teachers being stressed by students' behavioral problems and may strongly feel inadequate regarding how to help such students and thus may develop such a concern. Whereas, not being interesting in the lesson, showing apathy, not accepting pre-service teachers and putting their heads down during class rarely cause EFL pre-service teachers feel stressful.

1.1.2. The Results and Discussion of the Second Sub-Question

To answer the second sub-question which stated that "What are the causes of EFL pre-service teacher stress related to students' motivation?", frequencies, percentages, mean and standard deviation, for each statement of the second domain were calculated and illustrated in table (5).

Table 5: Frequencies and Percentages Table for Students' Motivation Cause

No	Statement	Frequencies & percentages					Mean	Standard deviation	Ranking
		Always stressful	Frequently stressful	Sometimes stressful	Rarely stressful	Never stressful			
I feel stressful when students:									
1	Are less motivated in the language classroom.	12 30.8%	6 15.4%	17 43.6%	3 7.7%	1 2.6%	3.64	1.088	1
2	Don't participate during the lesson.	5 12.8%	12 30.8%	13 33.3%	5 12.8%	4 10.3%	3.23	1.158	2
3	Don't interact with each other during the lesson.	5 12.8%	7 17.9%	17 43.6%	6 15.4%	4 10.3%	3.08	1.133	6
4	Refuse to work in groups.	9 23.1%	6 15.4%	6 15.4%	6 15.4%	12 30.8%	2.85	1.582	8
5	Are not actively engaged in classroom discussion.	5 12.8%	8 20.5%	16 41.0%	6 15.4%	4 10.3%	3.10	1.142	5
6	Learn in a way that matches their personal learning style only.	1 2.6%	8 20.5%	15 38.5%	9 23.1%	6 15.4%	2.72	1.050	10
7	Not being able to take the lesson beyond the classroom walls.	5 12.8%	9 23.1%	14 35.9%	8 20.5%	3 7.7%	3.13	1.128	4
8	Find new topics boring.	5 12.8%	11 28.2%	11 28.2%	6 15.4%	6 15.4%	3.08	1.265	6
9	Feel that rewards don't suitable to their personalities.	3 7.7%	5 12.8%	18 46.2%	4 10.3%	9 23.1%	2.72	1.191	10
10	Feel that the lessons don't satisfy their needs.	4 10.3%	10 25.6%	8 20.5%	9 23.1%	8 20.5%	2.82	1.315	9
11	Don't share in activities.	5 12.8%	6 15.4%	16 41.0%	5 12.8%	7 17.9%	2.92	1.244	7
12	Feel that activities don't hold their attention.	7 17.9%	8 20.5%	14 35.9%	5 12.8%	5 12.8%	3.18	1.254	3

The results illustrated in table (5) show that item 1, "students are less motivated in the language classroom." gets the highest mean score in this domain. Of the total respondents, 12 (30.8%) agreed that they always feel stressful when students are less motivated in the language classroom. In addition, 17 (43.6%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 4 out of 83 items in the questionnaire. It is also ranked as 4 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 1 out of 12 items in the second dimension (students' motivation) of the causes of EFL pre-service teacher stress. According to descriptive statistics, the results of item 2 "students don't participate during the lesson." reveal that 12 (30.8%) of the respondents agreed that they frequently feel stressful when students don't participate during the lesson. In addition, 13 (33.3%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 13 out of 83 items in the questionnaire. It is also ranked as 13 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 2 out of 12 items in the second dimension (students' motivation) of the causes of EFL pre-service teacher stress.

The results of item 12, "feel that activities don't hold their attention." show that 8 (20.5%) of the respondents agreed that they frequently feel stressful when students feel that activities don't hold their attention. In addition, 14 (35.9%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 14 out of 83 items in the questionnaire. It is also ranked as 14 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 3 out of 12 items in the second dimension (students' motivation) of the causes of EFL pre-service teacher stress. The results of item 7, "students not being able to take the lesson beyond the classroom walls." illustrate that 9 (23.1%) of the respondents agreed that they frequently feel stressful when students not being able to take the lesson beyond the classroom walls. In addition, 14 (35.9%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 16 out of 83 items in the questionnaire.

It is also ranked as 15 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 4 out of 12 items in the second dimension (students' motivation) of the causes of EFL pre-service teacher stress.

The results of item 11, "students don't share in activities." show that only 5 (12.8%) of the respondents agreed that they always feel stressful when students don't share in activities. Whereas, 7 (17.9%) of the respondents agreed that they never feel stressful. This item is ranked as 7 out of 12 items in the second dimension (students' motivation) of the causes of EFL pre-service teacher stress. The results of item 4, "refuse to work in groups." reveal that only 9 (23.1%) of the respondents agreed that they always feel stressful when students refuse to work in groups. While 12 (30.8%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 8 out of 12 items in the second dimension (students' motivation) of the causes of EFL pre-service teacher stress.

In table 5, the results of item 6 "learn in a way that matches their personal learning style only." indicate that only 1 (2.6%) of the respondents agreed that they always feel stressful when students learn in a way that matches their personal learning style only. Whereas, 9 (23.1%) of the respondents agreed that they rarely feel stressful. This item is ranked as 10 out of 12 items in the second dimension (students' motivation) of the causes of EFL pre-service teacher stress.

The results of item 9, "feel that rewards don't suitable to their personalities." illustrate that only 3 (7.7%) of the respondents agreed that they always feel stressful when students feel that rewards don't suitable to their personalities. While 9 (23.1%) of the respondents agreed that they never feel stressful. This item is ranked as 10 out of 12 items in the second dimension (students' motivation) of the causes of EFL pre-service teacher stress. Concerning the student motivation, the results showed that unmotivated students lead to EFL pre-service teachers pressures. Such as being non-participating during the lesson, feeling that activities don't hold their attention and not being able to take the lesson beyond the classroom walls. Ayoti and Poipoi (2011) and Abebe (2011) revealed that EFL pre-service teachers being stressed by unmotivated students. While others indicated that refusing to work in groups, learning in a way that match their personal learning style only, feeling that rewards don't suitable to their personalities, and refusing to share in activities have low level of stress among EFL pre-service teachers.

1.1.3. The Results and Discussion of the Third Sub-Question

To answer the third sub-question which stated that "What are the causes of EFL pre-service teacher stress related to students' performance?", frequencies, percentages, mean and standard deviation, for each statement of the third domain were calculated and illustrated in table (6).

Table 6: Frequencies and Percentages Table for Students' Performance Cause

No	Statement	Frequencies & percentages					Mean	Standard deviation	Ranking
		Always stressful	Frequently stressful	Sometimes stressful	Rarely stressful	Never stressful			
I feel stressful when students:									
1	Use Arabic in class.	8 20.5%	7 17.9%	14 35.9%	9 23.1%	1 2.6%	3.31	1.127	5
2	Do poorly in classroom activities.	3 7.7%	10 25.6%	14 35.9%	8 20.5%	4 10.3%	3.00	1.100	9
3	Depend on the teacher in language classroom.	7 17.9%	16 41.0%	10 25.6%	4 10.3%	2 5.1%	3.56	1.071	1
4	Have poor writing skills.	10 25.6%	8 20.5%	13 33.3%	5 12.8%	3 7.7%	3.44	1.231	3
5	Have limited vocabulary.	7 17.9%	10 25.6%	12 30.8%	7 17.9%	3 7.7%	3.28	1.191	6
6	Refuse practicing the language outside the class.	7 17.9%	8 20.5%	10 25.6%	7 17.9%	7 17.9%	3.03	1.367	8
7	Have difficulties with assignments.	7 17.9%	9 23.1%	16 41.0%	4 10.3%	3 7.7%	3.33	1.132	4
8	Find it difficult to pronounce new English words.	8 20.5%	7 17.9%	12 30.8%	7 17.9%	5 12.8%	3.15	1.309	7
9	Refuse to do homework.	14 35.9%	6 15.4%	10 25.6%	3 7.7%	6 15.4%	3.49	1.449	2

The results presented in table (6) show that item 3, "students depend on the teacher in language classroom." attained the highest mean score in this dimension. Of the total respondents, 16 (41.0%) agreed that they frequently feel stressful when students depend on the teacher in language classroom. In addition, 10 (25.6%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 5 out of 83 items in the questionnaire. It is also ranked as 5 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 1 out of 9 items in the third dimension (students' performance) of the causes of EFL pre-service teacher stress. The results of item 9, "students refuse to do homework." reveal that 14 (35.9%) of the respondents agreed that they always feel stressful when students refuse to do homework. In addition, 10 (25.6%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 8 out of 83 items in the questionnaire. It is also ranked as 8 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 2 out of 9 items in the third dimension (students' performance) of the causes of EFL pre-service teacher stress.

The results of item 4, "students have poor writing skills." show that 10 (25.6%) of the respondents agreed that they always feel stressful when students have poor writing skills. In addition, 8 (20.5%) of the respondents agreed that they frequently feel stressful. This item is ranked as 9 out of 83 items in the questionnaire. It is also ranked as 9 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 3 out of 9 items in the third dimension (students' performance) of the causes of EFL pre-service teacher stress. The results of item 7, "students have difficulties with assignments." illustrate that 9 (23.1%) of the respondents agreed that they frequently feel stressful when students have difficulties with assignments. In addition, 16 (41.0%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 11 out of 83 items in the questionnaire. It is also ranked as 11 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 4 out of 9 items in the third dimension (students' performance) of the causes of EFL pre-service teacher stress. The results of item 2, "students do poorly in classroom activities." show that only 3 (7.7%) of the respondents agreed that they always feel stressful when students do poorly in classroom activities. Whereas, 8 (20.5%) of the respondents agreed that they rarely feel stressful. This item is ranked as 9 out of 9 items in the third dimension (students' performance) of the causes of EFL pre-service teacher stress.

The results concerning the student performance showed that pre-service teachers suffer from many problems while teaching English. Teaching a foreign language is more difficult than teaching other subjects. Pre-service teachers are required to develop their student's language skills and help them master communication. To do this, they need to exert much effort in designing different activities and looking for innovative methods to deliver instruction. They feel stressed when students do poorly in class in spite of the effort exerted. The current findings are similar with those of Ayoti and Poipoi (2011) and Abebe (2011) which showed student performance generate stress. Whereas, EFL pre-service teachers rarely feel stressful according to doing poorly in classroom activities.

1.1.4. The Results and Discussion of the Fourth Sub-Question

To answer the fourth sub-question which stated that "What are the causes of EFL pre-service teacher stress related to students' concerns?", frequencies, percentages, mean and standard deviation, for each statement of the fourth domain were calculated and illustrated in table (7).

Table 7: Frequencies and Percentages Table for Teaching Concerns Cause

No	Statement	Frequencies & percentages					Mean	Standard deviation	Ranking
		Always stressful	Frequently stressful	Sometimes stressful	Rarely stressful	Never stressful			
1	I produce inaccurate pronunciation in front of students.	8 20.5%	9 23.1%	13 33.3%	2 5.1%	7 17.9%	3.23	1.347	9
2	Being unable to get benefits from available resources.	5 12.8%	6 15.4%	18 46.2%	5 12.8%	5 12.8%	3.03	1.158	16
3	Having less fluency than the in-service teacher.	4 10.3%	5 12.8%	17 43.6%	6 15.4%	7 17.9%	2.82	1.189	19
4	Writing detailed lesson plans.	6 15.4%	8 20.5%	15 38.5%	5 12.8%	5 12.8%	3.13	1.218	13
5	Preparing sources for the lessons.	9 23.1%	6 15.4%	11 28.2%	6 15.4%	7 17.9%	3.10	1.410	14
6	Teaching crowded classroom.	10 25.6%	8 20.5%	11 28.2%	7 17.9%	3 7.7%	3.38	1.269	5
7	Managing group work.	2 5.1%	11 28.2%	10 25.6%	5 12.8%	11 28.2%	2.69	1.301	20
8	Failing to use different strategies.	3 7.7%	8 20.5%	11 28.2%	6 15.4%	11 28.2%	2.64	1.308	22
9	Being uncertain of delivering the lesson well.	4 10.3%	6 15.4%	20 51.3%	5 12.8%	4 10.3%	3.03	1.063	16
10	Using the same teaching method daily.	4 10.3%	11 28.2%	15 38.5%	6 15.4%	3 7.7%	3.18	1.073	11
11	Not encouraging equal participation of all students.	8 20.5%	4 10.3%	20 51.3%	4 10.3%	3 7.7%	3.26	1.141	8
12	Lacking of adequate instructional materials.	8 20.5%	9 23.1%	19 48.7%	1 2.6%	2 5.1%	3.51	1.023	2
13	Failing to clarify the lessons.	7 17.9%	5 12.8%	19 48.7%	5 12.8%	3 7.7%	3.21	1.128	10
14	Failing to deal with individual differences.	5 12.8%	6 15.4%	18 46.2%	6 15.4%	4 10.3%	3.05	1.123	15
15	Dealing with slow-learners.	4 10.3%	11 28.2%	14 35.9%	7 17.9%	3 7.7%	3.15	1.089	12
16	Teaching different skills in a single lesson.	8 20.5%	10 25.6%	11 28.2%	6 15.4%	4 10.3%	3.31	1.260	7
17	Marking students' written work.	4 10.3%	9 23.1%	15 38.5%	5 12.8%	6 15.4%	3.00	1.192	17
18	Doing all activities included in the textbooks.	8 20.5%	9 23.1%	12 30.8%	8 20.5%	2 5.1%	3.33	1.177	6
19	The supervisor is not using a well-known checklist for assessment.	15 38.5%	3 7.7%	9 23.1%	7 17.9%	5 12.8%	3.41	1.428	4
20	Receiving negative comments from the supervisor.	10 25.6%	7 17.9%	5 12.8%	8 20.5%	9 23.1%	3.03	1.547	16
21	The supervisor visits me suddenly.	8 20.5%	4 10.3%	14 35.9%	5 12.8%	8 20.5%	2.97	1.386	18
22	School administration is less supportive.	10 25.6%	5 12.8%	13 33.3%	6 15.4%	5 12.8%	3.23	1.347	9
23	Finding a gap between theoretical framework and supervisors' comments.	9 23.1%	9 23.1%	14 35.9%	4 10.3%	3 7.7%	3.44	1.188	3
24	Being a student and a teacher trainee at the same time.	19 48.7%	7 17.9%	6 15.4%	4 10.3%	3 7.7%	3.90	1.334	1
25	Being unable to vary teaching style to fit students' different learning styles.	4 10.3%	7 17.9%	18 46.2%	7 17.9%	3 7.7%	3.05	1.050	15
26	Being observed by colleagues and in-service teachers.	2 5.1%	7 17.9%	16 41.0%	4 10.3%	10 25.6%	2.67	1.199	21

The results illustrated in table (7) indicate that item 24, "being a student and a teacher trainee at the same time." gained the highest mean score. Of the total respondents, 19 (48.7%) agreed that they always feel stressful as being a student and a teacher trainee at the same time.

In addition, 7 (17.9%) of the respondents agreed that they frequently feel stressful. This item is ranked as 1 out of 83 items in the questionnaire. It is also ranked as 1 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 1 out of 26 items in the fourth dimension (teaching concerns) of the causes of EFL pre-service teacher stress. The results of item 12, "lacking of adequate instructional materials." reveal that 9 (23.1%) of the respondents agreed that they frequently feel stressful as a results of lacking of adequate instructional materials. In addition, 19 (48.7%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 7 out of 83 items in the questionnaire. It is also ranked as 7 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 2 out of 26 items in the fourth dimension (teaching concerns) of the causes of EFL pre-service teacher stress.

The results of item 23, "finding a gap between theoretical framework and supervisors' comments." show that 9 (23.1%) of the respondents agreed that they always feel stressful as they find a gap between theoretical framework and supervisors' comments. In addition, 9 (23.1%) of the respondents agreed that they frequently feel stressful. This item is ranked as 9 out of 83 items in the questionnaire. It is also ranked as 9 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 3 out of 26 items in the fourth dimension (teaching concerns) of the causes of EFL pre-service teacher stress. The results of item 19, "the supervisor is not using a well-known checklist for assessment." illustrate that 15 (38.5%) of the respondents agreed that they always feel stressful when the supervisor is not using a well-known checklist for assessment. In addition, 9 (23.1%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 10 out of 83 items in the questionnaire. It is also ranked as 10 out of 61 items of the causes of pre-service teacher stress. It is also ranked as 4 out of 26 items in the fourth dimension (teaching concerns) of the causes of EFL pre-service teacher stress. The results of item 3, "having less fluency than the in-service teacher." show that only 4 (10.3%) of the respondents agreed that they always feel stressful when they have less fluency than the in-service teacher. Whereas, 7 (17.9%) of the respondents agreed that they never feel stressful. This item is ranked as 19 out of 26 items in the fourth dimension (teaching concerns) of the causes of EFL pre-service teacher stress.

According to table 7, the results of item 7, "managing group work." reveal that only 2 (5.1%) of the respondents agreed that they always feel stressful when they manage group work. While 11 (28.2%) of the respondents agreed that they never feel stressful. This item is ranked as 20 out of 26 items in the fourth dimension (teaching concerns) of the causes of pre-service teacher stress. The results of item 26, "being observed by colleagues and in-service teachers." indicate that only 2 (5.1%) of the respondents agreed that they always feel stressful when they are observed by colleagues and in-service teachers. Whereas, 10 (25.6%) of the respondents agreed that they never feel stressful. This item is ranked as 21 out of 26 items in the fourth dimension (teaching concerns) of the causes of EFL pre-service teacher stress. The results of item 8, "failing to use different strategies." illustrate that only 3 (7.7%) of the respondents agreed that they always feel stressful when they fail to use different strategies. While 11 (28.2%) of the respondents agreed that they never feel stressful. This item is ranked as 22 out of 26 items in the fourth dimension (teaching concerns) of the causes of EFL pre-service teacher stress.

Regarding teaching concerns, the results indicated high level of stress among EFL pre-service teachers as teaching different skills in one lesson, doing all activities included in the textbooks, lacking of adequate instructional materials and finding a gap between theoretical framework and supervisors' comments. Abebe (2011) and Plodkaew and Tanamai (2014) found that not only student discipline is stressful, but also the problems with teaching. Other important justifications which indicate the most level of stress is being a student and a teacher trainee at the same time. Miller and Fraser (2000) recommended that the main issue raised by the pre-service teachers the number and the timing of assignments, as they recognized that such a pattern affected the quality of their work. Another reason is using unwell-known checklist for assessment that may cause stress among EFL pre-service teachers. This finding coincides with the findings of Celik (2008), Abebe (2011) and Sammephet and Wanphet (2013) who recommended that pre-service teachers were concerned a great deal about supervisors' visit and being observed in their first classes because it would directly affect the final grade. It is one of the most stressful experiences which may probably result from the negative attitudes of the supervisors. Writing detailed lesson plans, preparing sources, marking students' written work and failing to clarify the lessons well indicate a medium level of stress among EFL pre-service teachers. Unlike the findings of Celik (2008), Abebe (2011) and Sammephet and Wanphet (2013) who proved that planning lessons, designing activities to serve all aspects of the students' book and making them interesting and motivating for students are also listed among the most stressful experiences.

Another interpretation is that EFL pre-service teachers have no problems to use different strategies but lacking of adequate instructional materials. This finding coincides with that of Al-Wehaibi (2012) who declared that student teachers showed interest and enthusiasm in employing a variety of teaching strategies and techniques in their teaching of the different English language skills.

2. Results and Discussion of the Effects of EFL Pre-Service Teacher Stress

2.1. The Results and Discussion of the Second Main Question

To answer the second main research question which stated that "What are the effects of teacher stress among EFL pre-service teacher?", means and standard deviations of the second part of the questionnaire (The effects of EFL pre-service teacher stress) were calculated and illustrate in table (8).

Table 8: Descriptive Statistics of the effects of EFL Pre-Service Teacher Stress

Effect	N	Minimum	Maximum	Mean	Std. Deviation	Rank
Physiological and psychological	39	1.00	4.50	3.0214	.79810	1
Occupational	39	1.30	4.20	2.7641	.81224	2
Valid N (listwise)	39					

The results of the descriptive statistics of the second part of the questionnaire (The effects of EFL pre-service teacher stress), as shown in table (8), indicate that the mean score of the psychological and physiological effects is higher than the mean score of the occupational effects. Pre-service teachers reported that stress has more effects on their physiological and psychological health if compared to the occupational ones. This finding support the results of Knight, Balatti, Haase and Henderson (2010) and Khan, Shah, Khan and Gul (2012) which found that teaching stress affect the teachers physically and psychologically. Knight, Balatti, Haase and Henderson (2010) claimed that pre-service teachers feel stressful as a result of heavy workload and lacking of confidence in their ability to cope with the demands of the school experience.

2.1.1. The Results and Discussion of the first Sub-Question

To answer the first sub-question in the second part which stated that "What are the physiological and psychological effects of teacher stress among EFL pre-service teachers?" frequencies, percentages, mean and standard deviation, for each statement of first domain were calculated and illustrated in table (9).

Table 9: Frequencies and Percentages Table for Physiological and Psychological Effects

No	Statement	Frequencies & percentages					Mean	Standard deviation	Ranking
		Always stressful	Frequently stressful	Sometimes stressful	Rarely stressful	Never stressful			
1	Having sleep disturbances.	10 25.6%	8 20.5%	15 38.5%	4 10.3%	2 5.1%	3.51	1.144	1
2	Losing my temper easily.	6 15.4%	5 12.8%	17 43.6%	6 15.4%	5 12.8%	3.03	1.203	6
3	Digestive problems.	6 15.4%	9 23.1%	15 38.5%	6 15.4%	3 7.7%	3.23	1.135	3
4	Fatigue/ low energy.	5 12.8%	13 33.3%	8 20.5%	9 23.1%	4 10.3%	3.15	1.226	4
5	Feeling depressed.	4 10.3%	11 28.2%	14 35.9%	7 17.9%	3 7.7%	3.15	1.089	4
6	Worrying about my teaching abilities.	6 15.4%	9 23.1%	9 23.1%	6 15.4%	9 23.1%	2.92	1.403	7
7	Getting headache.	9 23.1%	5 12.8%	15 38.5%	7 17.9%	3 7.7%	3.26	1.229	2
8	Loss of concentration.	7 17.9%	7 17.9%	14 35.9%	7 17.9%	4 10.3%	3.15	1.226	4
9	Eating too much to counteract tension.	3 7.7%	1 2.6%	13 33.3%	10 25.6%	12 30.8%	2.31	1.173	10
10	Gaining/losing weight.	6 15.4%	4 10.3%	15 38.5%	7 17.9%	7 17.9%	2.87	1.281	8
11	Having high/low blood pressure.	4 10.3%	3 7.7%	14 35.9%	8 20.5%	10 25.6%	2.56	1.252	9
12	Having bones pain because of standing for long hours.	7 17.9%	8 20.5%	11 28.2%	8 20.5%	5 12.8%	3.10	1.294	5

The results presented in table (9) show that item 1, "having sleep disturbances." gained the highest mean score in this domain. Of the total respondents, 10 (25.6%) agreed that they always have sleep disturbances according to teaching stress. In addition, 8 (20.5%) of the respondents agreed that they frequently feel stressful. This item is ranked as 7 out of 83 items in the questionnaire. It is also ranked as 2 out of 22 items of the effects of pre-service teacher stress. It is also ranked as 1 out of 12 items in the first dimension (psychological and physiological effects) of EFL pre-service teacher stress. The results of item 7, "getting headache." reveal that 9 (23.1%) of the respondents agreed that they always get headache according to teaching stress. In addition, 15 (38.5%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 20 out of 83 items in the questionnaire. It is also ranked as 8 out of 22 items of the effects of pre-service teacher stress. It is also ranked as 2 out of 12 items in the first dimension (psychological and physiological effects) of EFL pre-service teacher stress. The results of item 3, "digestive problems." show that 9 (23.1%) of the respondents agreed that they frequently have digestive problems. In addition, 15 (38.5%) of the respondents agreed that they sometimes feel stressful. This item is ranked as 13 out of 83 items in the questionnaire. It is also ranked as 3 out of 22 items of the effects of pre-service teacher stress. It is also ranked as 3 out of 12 items in the first dimension (psychological and physiological effects) of EFL pre-service teacher stress.

The results of items 4, 5 and 8, "fatigue/ low energy.", "feeling depressed." and "loss of concentration." illustrate that the majority of the respondents agreed that they feel stressful according to teaching stress. These items are ranked as 15 out of 83 items in the questionnaire. They are also ranked as 4 out of 22 items of the effects of pre-service teacher stress. They are also ranked as 4 out of 12 items in the first dimension (psychological and physiological effects) of EFL pre-service teacher stress. The results of item 10, "gaining/losing weight." show that only 4 (10.3%) of the respondents agreed that they frequently gain/lose weight. Whereas, 7 (17.9%) of the respondents agreed that they don't. This item is ranked as 8 out of 12 items in the first dimension (psychological and physiological effects) of EFL pre-service teacher stress. The results of item 11, "having high/low blood pressure." reveal that only 4 (10.3%) of the respondents agreed that they always have high/low blood pressure. While, 10 (25.6%) of the respondents agreed that they don't. This item is ranked as 9 out of 12 items in the first dimension (psychological and physiological effects) of EFL pre-service teacher stress.

The results of item 9, "eating too much to counteract tension." indicate that only 3 (7.7%) of the respondents agreed that they always eat too much to counteract tension. Whereas, 12 (30.8%) of the respondents agreed that they don't. This item is ranked as 10 out of 12 items in the first dimension (psychological and physiological effects) of EFL pre-service teacher stress. The findings refer that although pre-service teachers reacts to stress differently, they share common symptoms like sleep disturbances, getting headache, digestive problems, lowing energy, feeling depressed and losing concentration. Knight, Balatti, Haase and Henderson (2010), Ayoti and Poipoi (2011) and Khan, Shah, Khan and Gul (2012) asserted that stress has effects the mental health of teachers related physical and psychological complaints that will make them not to be able to attend to their duties. Consistently, eating too much to counteract tension, having high/low blood pressure and gaining/losing weight have little effects on EFL pre-service teachers.

2.1.2. The Results and Discussion of the Second Sub-Question

To answer the second sub-question in the second part which stated that "What are the occupational effects of teacher stress among EFL pre-service teachers?", frequencies, percentages, mean and standard deviation, for each statement of first domain were calculated and illustrated in table (10).

Table 10: Frequencies and Percentages Table for Occupational Effects

No	Statement	Frequencies & percentages					Mean	Standard deviation	Ranking
		Always stressful	Frequently stressful	Sometimes stressful	Rarely stressful	Never stressful			
1	Finding it difficult to manage time.	10 25.6%	7 17.9%	19 48.7%	1 2.6%	2 5.1%	3.56	1.071	1
2	Committing mistakes during teaching.	2 5.1%	7 17.9%	21 53.8%	7 17.9%	2 5.1%	3.00	.889	3
3	Getting low job satisfaction.	4 10.3%	5 12.8%	15 38.5%	8 20.5%	7 17.9%	2.77	1.202	4
4	Having difficulties to attend classes.	3 7.7%	6 15.4%	15 38.5%	6 15.4%	9 23.1%	2.69	1.217	6
5	Not being highly motivated.	3 7.7%	14 35.9%	11 28.2%	5 12.8%	6 15.4%	3.08	1.201	2
6	Poor professionalism.	4 10.3%	8 20.5%	10 25.6%	7 17.9%	10 25.6%	2.72	1.337	5
7	Having lack of communication with school administration.	6 15.4%	5 12.8%	10 25.6%	10 25.6%	8 20.5%	2.77	1.347	4
8	Having insufficient support to my students.	4 10.3%	4 10.3%	17 43.6%	9 23.1%	5 12.8%	2.82	1.121	3
9	Feeling that practicum is a negative life experience.	2 5.1%	5 12.8%	7 17.9%	8 20.5%	17 43.6%	2.15	1.268	7
10	Not believing in the importance of teaching.	2 5.1%	3 7.7%	11 28.2%	3 7.7%	20 51.3%	2.08	1.265	8

The results illustrated in table (10) show that item 1, "finding it difficult to manage time." got the highest mean score in this domain. Of the total respondents, 10 (25.6%) agreed that they always find it difficult to manage time. In addition, 19 (48.7%) of the respondents agreed that they sometimes feel that. This item is ranked as 5 out of 83 items in the questionnaire. It is also ranked as 1 out of 22 items of the effects of pre-service teacher stress. It is also ranked as 1 out of 10 items in the second dimension (occupational effects) of EFL pre-service teacher stress. According to table (10), the results of item 5, "not being highly motivated." reveal that 14 (35.9%) of the respondents agreed that they always are not being highly motivated. In addition, 11 (28.2%) of the respondents agreed that they sometimes feel that. This item is ranked as 17 out of 83 items in the questionnaire. It is also ranked as 5 out of 22 items of the effects of pre-service teacher stress. It is also ranked as 2 out of 10 items in the second dimension (occupational effects) of EFL pre-service teacher stress.

The results of items 2 and 8, "committing mistakes during teaching." and "having insufficient support to my students." show the majority of the respondents agreed that they sometimes commit mistakes during teaching due to teaching stress. These items are ranked as 18 out of 83 items in the questionnaire. They are also ranked as 6 out of 22 items of the effects of pre-service teacher stress. They are also ranked as 3 out of 10 items in the second dimension (occupational effects) of EFL pre-service teacher stress. The results of item 9, "feeling that practicum is a negative life experience." show that only 2 (5.1%) of the respondents agreed that practicum is a negative life experience. Whereas, 17 (43.6%) of the respondents agreed that they never feel that. This item is ranked as 7 out of 12 items in the second dimension (occupational effects) of EFL pre-service teacher stress. The results of item 10, "not believing in the importance of teaching." reveal that only 2 (5.1%) of the respondents agreed that they are not believing in the importance of teaching. While, 20 (51.3%) of the respondents agreed that they are. This item is ranked as 8 out of 12 items in the second dimension (occupational effects) of EFL pre-service teacher stress. The above findings indicate that stress affects pre-service performance in different ways. For example, they find it difficult to manage time, they are highly motivated, commit mistakes during work and get low job satisfaction.

Likewise, Manjula (2007), Abebe (2011) and Khan, Shah, Khan and Gul (2012) who argued that teachers under stress cannot perform well when being unable to manage time and working more than 4 hours may be one of causes for stress. They added that their job satisfaction and motivation levels are decreased and they show unwanted behaviors like absenteeism, and mistakes. The findings also reveal that stress has resulted in having lack of communication with school administration. This finding is consistent to some extent with the findings of Ayoti & Poipoi (2011) who recommended that stress was mentioned to cause poor relation with both administration and students as teachers under stressful conditions are irritable and hence have frequent misunderstandings with students and administrators. The amazing result is that although they are affected by stress, yet the majority of the respondents rarely feel that practicum is a negative life experience and they do not lose the belief in the importance of teaching profession.

Conclusions

Based on the findings of the present study, the following conclusions could be drawn:

1. The study proved that the most stressful causes contributing to EFL pre-service teacher stress are teaching concerns, students' performance, students' behavior and lastly students' motivation.
2. The study proved that teacher stress affects the physiological and psychological health of EFL pre-service teachers, as well as their occupational performance.

Recommendations

Based on the current research findings, a number of recommendations can be derived:

1. The Colleges of Education would benefit from the results of the current study while redesigning the pre-service teachers' preparation program and implementing the appropriate strategies to overcome common stressors.
2. The educational administration should follow certain procedures that help reducing the level of work stress among EFL pre-service teachers.
3. Training courses on explaining the nature of teaching profession should be offered to EFL pre-service teachers.
4. Extra training sessions are required to familiarize EFL pre-service teachers with the most important problems they face and develop appropriate solutions.
5. Specific mechanism for evaluating EFL pre-service teachers should be developed in a course of education process.

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