



The Turkish EFL Teacher Profile: Insights into Personality, Mindfulness, Classroom Management Anxiety, and Instructional Methods*

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Article Information	ABSTRACT
<p><i>Received:</i> 31.05.2025</p> <p><i>Accepted:</i> 25.09.2025</p> <p><i>Online First:</i> 17.01.2026</p> <p><i>Published:</i> 31.01.2026</p>	<p>This study aimed to examine the personality traits, English language teaching methods, classroom management anxiety, and mindfulness levels of Turkish English as foreign language teachers to represent their profiles by adopting a whole teacher approach. This descriptive study followed a mixed-methods explanatory sequential design, including both qualitative and quantitative methods. Accordingly, the Big Five Inventory, Classroom Management Anxiety Scale, Language Teaching Methods Scale, and Freiburg Mindfulness Inventory were applied to 400 participants from different teaching contexts. Following this, semi-structured interviews were conducted with 34 participants. The results showed that Turkish EFL teachers were mostly agreeable, preferred active teaching methods, had high levels of classroom management anxiety, and were moderately mindful. Based on the inferential analyses, while the male teachers were more mindful, the female teachers who were found to be more neurotic preferred to use active teaching methods more. The findings suggest the need for targeted support in classroom management anxiety and mindfulness training for teachers. The gender differences highlight the importance of personalized professional development to address teachers' unique needs and improve overall teaching effectiveness. Since the teachers who were willing to participate in projects were more extravert and preferred active teaching methods more, project participation should be encouraged.</p> <p>Keywords: Classroom management anxiety, foreign language teaching methods, personality traits of EFL teachers, teacher mindfulness, The Big Five Personality Inventory</p>
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1. INTRODUCTION

Teacher profile is of foremost importance in English language education since the concept of teacher profile includes the professional, personal, psychological, and cultural traits that directly modify teaching practices and learner achievement. As Tammaro, Calenda, Ferrantino, and Guglielmini (2016) mentioned, the concept of teacher profile is linked to diverse traits that define teachers as professionals by including their educational background, teaching context, competence, personal and sociocultural experiences. Likewise, in the Turkish EFL teaching context, teacher profiles are shaped by important markers of diversity, as teachers originate from different academic trainings, educational settings, professional competences, and personal experiences, which not only shape classroom dynamics but also affect the overall effectiveness of English language education in Türkiye.

Among the many factors shaping Turkish EFL teacher profiles, personality, mindfulness, classroom management, anxiety, and language teaching methods stand out, as they both directly and indirectly influence how teachers manage their classrooms, cope with stress, and communicate with learners, thereby affecting both teaching practices and learning outcomes (Becker, Gallagher, & Whitaker, 2017; Wang, 2024; Zhang, 2024). Due to the critical role the teachers play in English classrooms, understanding these variables is significant for enhancing teacher effectiveness and the student learning experience. According to the Big Five Inventory (John & Srivastava, 1999), personality is a set of individual characteristics, patterns of thoughts,

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emotions, and behavior that can be defined in five broad factors, which are openness to experience, consciousness, extraversion, agreeableness, and neuroticism. Likewise, classroom management describes the strategies and practices teachers use to create and maintain a positive and productive learning environment in the classroom (Bonab & Essmati, 2015; Postholm, 2013). Mindfulness refers to focusing one's attention on the present moment and situation, observing events, actions, or objects without judgment, and maintaining an intentional awareness of the here and now (Giluk, 2009). Lastly, language teaching methods are a systematic and coherent set of principles, techniques, and procedures that language teachers employ to deliver and organize language instruction (Richards & Rodgers, 2014).

Recent studies (Alharbi, 2021; Yildiz Durak, 2023) have highlighted the significance of personality traits (hereafter PTs) as one of the factors affecting the dynamics of English as a foreign language (hereafter EFL) class. Accordingly, because it is frequently used in several academic investigations (Arterberry, Martens, Cadigan, & Rohrer, 2014; Pulver, Allik, Pulkkinen, & Hämäläinen, 1995; Rammstedt, 2007), the Big Five Personality Test developed by John and Srivastava (1999) was used in the present study. Known as the "Big Five," these characteristics include conscientiousness, neuroticism, extraversion, openness, and agreeableness. The research underscores the impact of teacher personality on teaching style and classroom management (Poropat, 2009), academic achievement (Kırkağaç & Öz, 2017), teaching concerns (Atan & Yaylı, 2019), classroom management (Heidari & Parvaresh, 2021), foreign language enjoyment (Ahmadi-Azad, Asadollahfam, & Zoghi, 2020), teaching attitudes (Ghorbani, Akbari, & Ghonsooly, 2015), student perception (Hidayat, 2021), and teaching preferences (Mahmoudi & Zamanian, 2018). Concerning the personality traits of 344 volunteer Turkish preschool teachers, conscientiousness was the most dominant personality trait, which was followed by agreeableness, extraversion, openness to development, and lastly, neuroticism (Atış Akyol, Bilbay, & Kanak, 2025). However, more study is needed to better understand the personality traits of Turkish EFL teachers to portray how they teach and manage their classrooms.

The literature (Oral, 2012; Önder & Önder Öz, 2018; Özkul & Dönmez, 2019) in classroom management anxiety (hereafter CMA) indicated that a considerable number of teachers experienced CMA. Furthermore, it presents considerable challenges among EFL teachers by affecting their performance and student engagement (Aloe, Amo, & Shanahan, 2014), classroom management and learner anxiety (Marashi & Assgar, 2019), and coping strategies (Han & Tulgar, 2019; Zarei, Alibakhshi, & Nezakatgoo, 2024). Önder and Önder Öz (2018) revealed a moderate level of CMA among the pre-service Turkish teachers. Furthermore, Delen and Ercoşkun (2024) conducted a similar study in which the Turkish primary school teachers working with refugee children had an elevated level of CMA due to cultural challenges. Since mindfulness can help EFL teachers by promoting mindfulness-based activities in the classroom and reducing stress and burnout (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013), it is included in the scope of this study.

The literature is rich in relation to the effects of mindfulness on teachers, as it is recommended for professional development (Roeser, Skinner, Beers, & Jennings, 2012), reducing stress and improving overall classroom atmosphere (Jennings & Greenberg, 2009), in addition to fostering critical reading (Azizi & Kralik, 2020), emotion regulation (Wang, 2022), self-efficacy (Waldman & Carmel, 2019), teacher engagement (Li, 2022), and reducing job-related anxiety among teachers (Khodabakhshzadeh, Esmailnia, Sarani, & Gholami, 2020). For the well-being levels of Turkish EFL teachers, Onan and Aydın (2024) pointed out that Turkish EFL teachers have moderate levels of well-being and a prominent level of burnout. As well-being, mindfulness, and burnout are related concepts (Martínez-Rubio et al., 2021; Puolakanaho, Tolvanen, Kinnunen, & Lappalainen, 2018; Shoker, Desmet, Ledoux, & Héron, 2024), understanding and recognizing the mindfulness levels of the Turkish EFL teachers can shed light on the reasons behind the high levels of burnout teachers experience.

Language teaching methods (hereafter LTM), from the traditional to the contemporary, have been updated, and these approaches have been applied at various times in EFL classrooms (Gömlüksiz, 2000; Uçak, 2016). Ranging from traditional approaches such as the Grammar-Translation Method to more contemporary methods including Communicative Language Teaching and Suggestopedia, these approaches both reflect and influence classroom dynamics and the factors that contribute to successful EFL teaching. In accordance with the literature (Zengaro & Zengaro, 2022), in active teaching, key components of the learning process include stimulating and maintaining students' interests. Instead of treating students as non-engaged in teaching and learning processes, active approaches put learners at the center of the learning process and turn them into primary agents of discovery. A variety of instructional techniques, such as collaborative learning, interactive techniques, and technology-supported active teaching, can be used to engage students and establish an active learning environment (Konopka, Adaime, & Mosele, 2015). In line with the previous studies (Ambubuyog et al., 2023; Ismail, Jhora, Qadriati, & Insani, 2024; Singh, 2016), teaching the four skills of the language, as well as prioritizing listening as a skill for students, and adopting an authoritative role can be considered the examples of ATMs, in accordance with the national English MEB curriculum (Turkish Ministry of National Education, 2018). Following the action-oriented approach, the curriculum suggests teachers to implement games, songs, and other active teaching elements that are skills-focused and learner-engaging. Therefore, continuous investigation of what teaching methods Turkish EFL teachers employ in their classrooms might give us a better understanding of EFL classrooms in Türkiye. There is a lack of research that explores these variables within a single, comprehensive framework. Additionally, much of the literature focuses on Western contexts with a limited empirical and descriptive evidence from Türkiye's sociocultural and educational setting. Hence, this lack of context-oriented and integrative research setting hinders the understanding of how these elements emerge in teaching practices and classroom dynamics in the Turkish EFL context.

1.1. Statement of the Problem

Implementing effective EFL teaching methods, particularly student-centered active teaching methods, is a complex process affected not only by the professional knowledge of teachers but also by their personality traits, levels of mindfulness, and CMA. Although teachers' PTs, mindfulness levels, and CMA might have a part in shaping teachers' instructional preferences, many EFL teachers may not be aware of their profiles in terms of the aforementioned aspects, which might affect their teaching quality. Stressing the importance of teacher personality traits is vital, as they can directly or indirectly manifest themselves in how teachers manage their classrooms, select teaching methods, and communicate with their students (Nkomo & Fakrogha, 2016). Even if teacher PTs have been explained and discussed in the field for a long time (Kim, Jörg, & Klassen, 2019; Rushton, Morgan, & Richard, 2007). PTs, mindfulness, CMA, and LTMs, which constitute the teacher profile in terms of personal, psychological, cognitive, and pedagogical dimensions, remain underexplored. Agreeing with Tammaro et al. (2016), the educators should not only be evaluated based on their professional knowledge but also on their personal, psychological, and cognitive dimensions to consider the whole teacher approach. In addition, as stated by Kudinov and Belousova (2016), teachers' self-awareness about their purpose, empathy, and self-esteem play a key role in teacher personality and instructions. Since investigating together who the teachers are, what the teachers do, how the teachers feel, and how mindful they are is crucial for adopting a whole-teacher approach, this study aimed to fill this gap by revealing the Turkish EFL teachers' PTs, CMA, mindfulness, and LTMs to investigate the rationale behind the effective EFL instruction in Türkiye. Accordingly, as mentioned by Kakamad, Mawlod, and Mohammed (2024) and Saberi and Rahimi (2014), EFL teachers who experience challenges can learn self-regulated strategies, such as coping with anxiety and balancing extroversion and introversion in teaching, by being aware of the traits openness, consciousness, extraversion, agreeableness and neuroticism (hereafter OCEAN) that might be limiting their teaching effectiveness. Additionally, PTs, mindfulness, CMAs, and LTMs are critical factors in shaping classroom dynamics, influencing student psychology, and implementing effective teaching methods; however, these factors remain underexplored in the design of hiring, training, and professional development of teachers. Addressing this gap is essential to enhancing the quality of teaching and learning in schools. In short, the study is significant, as the qualitative results help researchers who aim to design interventions to cultivate teacher well-being and pedagogical effectiveness through self-awareness, effective classroom management practices, awareness of their personality traits, and mindfulness levels, as well as lay out the baseline for further studies that may focus on comparative descriptive analysis.

1.2. Purpose of the Study

This study firstly aimed at providing a descriptive profile of Turkish EFL teachers by investigating their PTs, LTMs they employ in the classroom and the extent to which mindfulness and CMA exist in their profession and daily life. Agreeing with Ku, Liu, and Hong (2021), who mentioned that the intricacies of demographic traits both within and among themselves result in interdependent interactions that need to be taken into account while developing, assessing, and using variables, the researchers secondly aimed to reveal whether demographic elements such as gender, age, type of school, teaching context, project experience, and willingness to participate in the project would differ according to PTs, mindfulness, CMA, and LTM among Turkish EFL teachers. Due to the great amount of qualitative data, the interrelationship among the variables will be considered as a follow-up study; thus, the relationships between the variables were not considered within the scope of this study.

The research sought to answer the following research questions:

1. What are Turkish EFL teachers' personality traits, teaching methods, mindfulness, and CMA?
2. Are there any significant differences in the personality traits, teaching methods, mindfulness, and CMA of Turkish EFL teachers based on their participation and willingness to projects, age, school types, gender, and teaching contexts?

2. METHODOLOGY

Data gathered and conclusions drawn from a study that uses only one data collection method may be incomplete and weak (Cohen, Manion, & Morrison, 2017; Tedlie & Tashakkori, 2011); hence, this study aimed at improving the validity of findings by triangulating data using multiple methods to ensure more accurate measurements and dependable results (Greene, Caracelli, & Graham, 1989); additionally, the study utilized a mixed-methods sequential explanatory design, which involves a quantitative data-gathering procedure followed by a qualitative data-collection phase (Ivankova, Creswell, & Stick, 2006). For characterizing variables to ensure generalizability in the findings, the study included a quantitative method (Oloko, Doka, & Tafida, 2025). Additionally, by integrating the qualitative method, the study offered a deeper understanding of individuals' experiences, perspectives, and thoughts (Hignett & McDermott, 2015).

2.1. Participants

Overall, ($N = 79$) participants preferred not to answer the items in the demographic form. However, the participants of the study were ($N = 400$) Turkish EFL teachers (311 females, 86 males), who were employed in both public ($n = 84$) and private educational institutions ($n = 237$). As for teaching contexts, most of the participants were teaching in preschool ($n = 22$), followed by primary schools ($n = 77$), middle schools ($n = 79$), high schools ($n = 74$), and language schools ($n = 70$). A considerable proportion of the educators are interested in participating in educational programs like Erasmus+, E-twinning,

and TUBITAK ($n = 304$), with many having previously done so ($n = 233$). The age range was mostly between 17 and 45 years ($n = 368$), a few of them were older than 45 years old ($n = 32$).

Additionally, the interview sample consists of 34 participants (23 females and 11 males). The most common age group is 25-34 years old ($n = 13$), followed by 18-24 years old ($n = 9$). In terms of employment, the majority work in private schools ($n = 22$), while the others work in state schools. For teaching contexts, ($n = 1$) participant work in pre-school, ($n = 8$) in primary schools, ($n = 3$) in middle schools, most of the participants teach in high schools ($n = 11$), followed by language schools ($n = 8$) while 2 participants were unemployed at the moment of the interview, and one was working with an adult age group without being a part of a school.

2.2. Data Collection

Upon receiving the ethical approval from Bursa Uludag University Social and Humanities Research Ethics Committee (Meeting Number: 2023/05, Date: 26/05/2023), the data collection process started. The study utilized both quantitative and qualitative data collection instruments, with the first phase involving self-administered questionnaires and the second phase involving purposive interviews with 10% of the survey participants. The participants were given a questionnaire to gather the quantitative data required for this study; a consent form for the research was added to the Google Forms based on the voluntary response technique, which must be answered by participants in compliance with the research's specifications (Murairwa, 2015). Four different questionnaires, which are the BFI, the CMA scale, the language teaching methods scale, and the FMI, were used to address the research questions. The participants were reached on social media platforms and professional teacher networking sites. Respondents were selected conveniently from each teaching context, gender, and type of school, depending on their voluntary participation and availability, as mentioned by Etikan, Musa, and Alkassim (2016). For the validity of the results, the interviews were conducted one-on-one via video conferencing to ensure that the participants gave authentic responses (Gubrium & Holstein, 2002). Before starting the interviews via Zoom, the participants were informed about the aims of the study, and each of them gave their informed consent to be video recorded. The minimum interview session was conducted for six minutes, while the longest session was forty minutes; cumulatively, all the sessions were 504 minutes with an average of 14 minutes per interviewee. Subsequently, voice recordings were transcribed, and the transcribed data were analyzed for a thematic analysis to reveal codes and recurring themes with an expert in the field of ELT, and through the coding process, identical codes from different participants were involved in the frequency analysis separately.

2.3. Data Collection Tools

In this study, the Big Five Inventory (John & Srivastava, 1999), a survey of 44 items, was used to assess personality traits, including OCEAN. The inventory was administered using a five-point Likert scale ranging from "never" (1) to "always" (5). John and Srivastava (1999) reported Cronbach's alpha scores of .81 for openness to experience, .82 for conscientiousness, .88 for extraversion, .79 for agreeableness, .84 for neuroticism, and .83 for the entire inventory, demonstrating a high level of reliability.

The Classroom Management Anxiety Scale (Özkul & Dönmez, 2019), a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5), measures 23 statements about CMA with four dimensions [CMA, Motivation Anxiety (hereafter MA), Communication Anxiety (hereafter CA), and Time Management Anxiety (hereafter TMA)]. Özkul and Dönmez (2019) reported Cronbach's alpha scores of .922 for MA, .953 for CA, .794 for TMA, and .960 for the entire scale, which shows that the instrument was reliable.

The Language Teaching Methods Scale (Okmen & Kilic, 2016), a five-point Likert scale ranging from "never" (1) to "always" (5) was used to analyze English teachers' language teaching methods. It identified five components: the Speaking-based Teaching Method, the Grammar-based Teaching Method (hereafter GBTM), the Four Basic Skills-based Teaching Method, the Listening-based Teaching Method, and the Active Teaching Method (hereafter ATM). Even though Okmen and Kilic (2016) reported a high Cronbach's alpha score of .89 for the overall scale, the study reported low-level scores of .53 for the listening-based teaching method and .64 for the speaking-based method. ATM and GBTM were reported as .79 for ATM and .69 for GBTM by Okmen and Kilic (2016). The Four Basic Skills-Based Method, with a .74 internal consistency coefficient value, was excluded due to its similarity with ATM. Thus, this study included only the Active Teaching Method and Grammar-based Teaching Method to focus on both contemporary and traditional foreign language teaching methods.

The one-dimensional Freiburg Mindfulness Inventory (FMI), a four-point Likert scale ranging from "rarely" (1) to "almost always" (4) measuring 14 items (Walach, Buchheld, Büttenmüller, Kleinknecht, & Schmidt, 2006), was used to assess mindfulness reporting an internal consistency coefficient score of .93 for the entire scale.

As for the qualitative data collection, semi-structured interviews were conducted with 34 teachers including seven questions focusing on the items of the scales used in the study. The interview questions were formed by an expert with a PhD in the field of ELT.

2.4. Data Analysis

The data were first imported into Microsoft Excel and then transferred to IBM SPSS 24.0 after the appropriate numerical coding was applied. Cronbach's Alpha values were calculated to measure the internal consistency for each component in addition to confirming the normal distribution of the data via the skewness and kurtosis values. Following this, descriptive statistics, independent t-tests, and one-way ANOVA tests were conducted. The findings are presented in Table 1.

Table 1.

Data Analysis

Variables	N	Items	Kurtosis	Skewness	α
Big Five Inventory	400	44	0.61	-0.55	.81
Extraversion	400	8	-0.42	-0.32	.77
Agreeableness	400	9	0.25	-0.63	.71
Conscientiousness	400	9	0.39	-0.73	.76
Neuroticism	400	8	-0.48	0.00	.81
Openness	400	10	0.16	-0.47	.73
Classroom Management Anxiety Scale	400	24	0.09	-0.77	.95
Communication Anxiety	400	10	-0.06	-0.85	.94
Motivation Anxiety	400	8	0.62	-0.68	.91
Time Management Anxiety	400	4	-0.49	-0.26	.88
Active Teaching Method	400	6	0.94	-0.77	.71
Grammar-Based Method	400	3	-0.16	-0.05	.68
The Freiburg Mindfulness Inventory	400	14	-0.32	-0.17	.87

Note. α = Cronbach's alpha coefficient. Values > .68 are considered acceptable

By using IBM SPSS 24.0, the reliability analysis of the variables was conducted. Additionally, as seen in Table 1, the Cronbach's Alpha values of the scales and subscales were above 0.70, which is generally considered acceptable (Tavakol & Dennick, 2011). Moreover, the kurtosis and skewness values ranged between +1 and -1, indicating that the data were normally distributed (Blanca, Arnau, López-Montiel, Bono, & Bendayan, 2013). As a normal distribution among the variables is needed for the independent t-test and ANOVA, both tests were suitable with the findings of this study (Emerson, 2017). Additionally, multiple studies (Emerson, 2017; Mishra et al., 2019; Turanlı & Demirhan, 1997) clearly suggested that the t-test is suitable for comparing the means of two groups, whilst ANOVA is used for comparing three or more groups. Accordingly, as the data were normally distributed, independent T-tests for variables with two options and a one-way ANOVA with more than two options were conducted. The one-way ANOVA was utilized to reveal differences among the participants based on teaching context and age, whereas the independent t-test was used for gender, willingness to participate in projects, and school types.

Upon conducting a piloting qualitative data collection with ten participants across different teaching contexts and demographics, the qualitative data for the main study was collected through semi-structured interviews with 34 participants. To finalize the framework on the personalities, pedagogical attitudes, anxiety levels, and mindfulness of Turkish EFL teachers, two researchers implemented iterative thematic analysis. During the interview phase of the study, qualitative data were gathered through coding and transcribing the material, which was subsequently subjected to thematic content analysis (Burnard, 1991). Six phases of thematic analysis were utilized to establish the dependability of the thematic analysis (Nowell, Norris, White, & Moules, 2017). In terms of internal reliability, the researchers identified topics for the initial stage, after which the themes were assessed, delineated, and categorized. First, themes were made by peer debriefing. After getting used to the data, a final report was constructed. These phases guarantee a comprehensive comprehension of the data, its collecting methodologies, theoretical and reflective considerations, and the coding methodology employed throughout the study (Nowell et al., 2017). Another researcher examined the codes and themes to verify the validity of the qualitative findings. As Miles and Huberman (1994) proposed, a researcher who is an associate professor in English Language Teaching examined the utility of the codes and themes. To find the compliance %, the following formula was used: $\text{reliability} = \frac{\text{number of agreements}}{(\text{total number of agreements} + \text{disagreements})} \times 100$. Using this formula, the two encoders' compliance percentage was 80% for the themes and 92.06% for the codes. This shows that the coding procedure was accurate.

3. FINDINGS

3.1. What are Turkish EFL teachers' personality traits, teaching methods, mindfulness, and CMA?

The results of the descriptive analysis of the quantitative data are presented in Table 2.

Table 2.

Descriptive Analysis of Big Five Inventory, Language Teaching Methods Scale, Freiburg Mindfulness Inventory, and CMA Scale

Scales	<i>N</i>	<i>M</i>	<i>SD</i>	Minimum	Maximum
Agreeableness	400	4.09	0.54	2.22	5.00
Conscientiousness	400	4.00	0.60	2.11	5.00
Openness	400	3.82	0.44	2.40	4.90
Extraversion	400	3.62	0.73	1.57	5.00
Neuroticism	400	2.85	0.79	1.00	4.88
Active Teaching Method	399	4.23	0.53	1.67	5.00
Grammar-Based Teaching Method	399	2.88	0.94	1.00	5.00
Classroom Management Anxiety	396	3.55	0.86	1.00	5.00
Motivation Anxiety	396	3.64	0.91	1.00	5.00
Communication Anxiety	396	3.63	1.04	1.00	5.00
Time Management Anxiety	396	3.14	0.99	1.00	5.00
Mindfulness	399	2.83	0.57	1.14	4.00

Note. *N* = sample size (Sample size varies due to missing data); *M* = mean; *SD* = standard deviation

As indicated in Table 2, the participants demonstrated prominent levels of agreeableness ($M = 4.09$, $SD = 0.54$) and conscientiousness ($M = 4.00$, $SD = 0.60$), exhibiting strong cooperative and responsible personalities. Their openness to new experiences ($M = 3.82$, $SD = 0.44$) and extraversion ($M = 3.62$, $SD = 0.73$) were moderate, suggesting a well-balanced approach. Being neurotic ($M = 2.85$, $SD = 0.79$) and Mindfulness was moderate ($M = 2.83$, $SD = 0.57$), and CMA was high ($M = 3.55$, $SD = 0.86$) in terms of MA ($M = 3.64$, $SD = 0.91$) and CA ($M = 3.63$, $SD = 1.04$) and TMA ($M = 3.14$, $SD = 0.99$). As for LTMs, the use of ATM was high ($M = 4.23$, $SD = 0.53$) while GBTMs were moderate ($M = 2.88$, $SD = 0.94$). In addition to the quantitative findings of the participants' personality traits, Figure 1 also presented the mean scores of scales categorized by each domain.

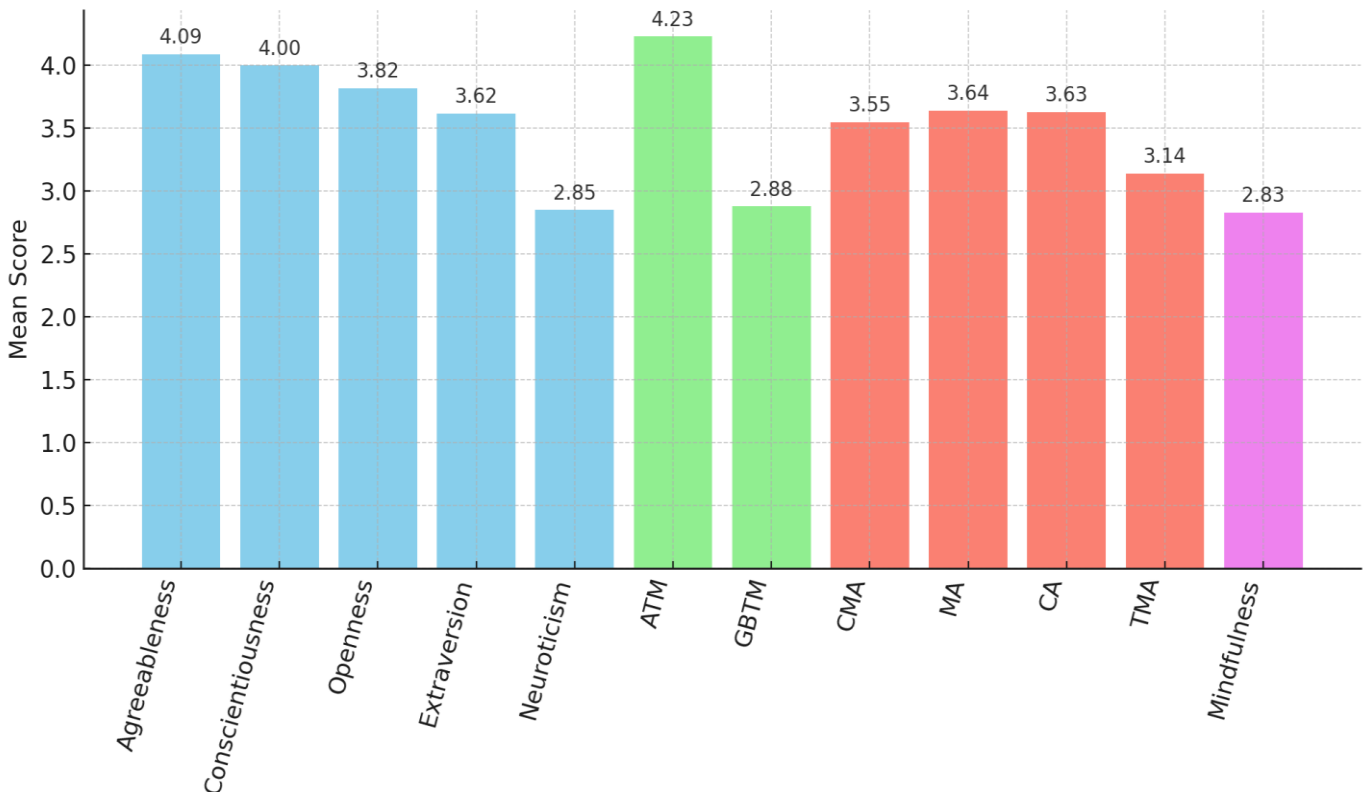


Figure 1. The mean scores of the scales and sub-scales



Figure 2. The frequency results of the interviewees' personality traits

The interview results presented in Figure 2 for the interviewees' personality traits based on the Big Five Model (OCEAN) revealed notable aspects of their characteristics. Agreeableness emerged as the most prevalent trait, indicating that most participants tend to be cooperative, friendly, and empathetic, which are essential qualities in teaching. This was followed by extraversion, suggesting that a huge portion of teachers are sociable, energetic, and comfortable in interactive environments. Conscientiousness demonstrates an intense sense of responsibility, organization, and dependability, aligning with the structured nature of the teaching profession. The less dominant trait, openness to experience, highlights that some teachers are creative, flexible, and open to new teaching methods. Lastly, neuroticism was reported as the least common trait among the interviewees, indicating the teachers' emotional instability and anxiety.

As for the quantitative findings of the teaching methods (see Table 2), the active teaching method was more commonly used compared to the Grammar-based Teaching Method, highlighting a preference for interactive and student-centered teaching approaches in the realms of their classrooms. Furthermore, the thematic analysis of the interview extracts revealed three themes, including contemporary teaching methods ($n= 10$), traditional methods ($n= 4$), and a mixed teaching method ($n= 8$), and 21 codes related to the teaching methods with their representative excerpts as displayed in Table 3.

Table 3.
Themes and Codes Regarding Teaching Methods

Themes	Codes	Representative excerpts
ATM (n = 10)	Inductive and multisensory	"I try to integrate fun, so not traditional but inductive and more kinesthetic, more visuals, more audios." (MST)
	Student-centeredness	"I am a student-centered teacher; thus, I follow contemporary methods. I am a very active teacher and active person. I prefer active students, and I always try to make them active and engaged during classes by giving them some tasks." (HST)
	Integrating technology	"Everything has changed since I started teaching, and I try to keep up with the changes in technology in teaching systems." (HST)
	Being a listener	"I am more of a listener. So, in the classrooms, I do not like to speak as much." (LST)
	21st-century skills	I am a critical thinker and a problem solver, so regarding teaching methods, I follow contemporary methods by integrating 21st-century skills such as critical thinking and problem-solving." (MST)
	Integration of the four skills	"In my age group, we say that my learners learn through experience and practice. Furthermore, our exams are based on the integration of four skills." (HST)
	Collaborative project activities	"I love setting collaborative group activities and project-based learning into my lessons by using technology." (MST)
	Edutainment	"Learners learn through games rather than just sitting, listening, and writing. Therefore, I integrate games that help them get more involved in the activity." (MST)
	Engaging activities	"I prefer contemporary methods like using flashcards, playing games, and doing drama with the kids." (HST)
	Need analysis	"At the beginning of the semester, I apply needs analysis to understand my students' needs and interests. I found that they really like watching videos and playing games." (HST)
GBTM (n = 4)	Exam-oriented teaching	"Despite using some games via quizzes and Kahoot to teach vocabulary, I cannot allocate much time for fun activities. I mostly follow traditional activities because I have an exam to pass." (HST)
	Being impatient	"I am an impatient person to follow contemporary techniques, so I usually choose traditional methods." (HST)
	Crowded classes	"I guess traditional, but I think in teaching, the biggest problem we have is very crowded classes, so there are very nice things in my mind, but when you come to a class of 40 students. You cannot do much." (MST)
	Balancing learning-oriented teaching	"My methodology depends on my students' needs and my well-being. That is why, from time to time, I must change things."
Mixed (n = 8)	Students' well-being	"From time to time, I must change my teaching methods. It depends on my students' well-being in that specific classroom environment." (LST)
	Teachers' well-being	"It depends on my emotions, situation, and well-being." (KT)
	Personality traits	"I am a bit creative. I always try to create my materials and activities. So, I do not follow any specific method, whether contemporary or traditional." (LST)
	Learner needs and interests	"It depends on the students and their needs and their interests. I use both methods interchangeably." (HST)
	Learning experience	"I usually follow contemporary methods. Because GBTM is the onset of my education, I sometimes use traditional techniques." (HST)
	Implementing AI	"I use ChatGPT or some artificial intelligence tools in my classes to integrate contemporary techniques. I also use traditional ways to give feedback." (MST)
	Individual differences	"It completely depends on the students. Some students prefer traditional methods. So, I use both for those students who favor contemporary methods and traditional methods." (LST)

Note. KT = Preschool teachers; PST = Primary school teachers; MST = Middle school teachers; HST = High school teachers; LST = Language school teachers; ATMs = Active teaching methods; GBTMs = Grammar-based teaching methods

Similar to the quantitative findings (see Table 2), a shift towards modern teaching practices exists among the participants. To elaborate, many teachers who employ ATMs prioritize student-centered learning, consider learner needs, integrate technology, and engage in activities like collaborative projects and games to foster critical thinking and problem-solving, whereas some others still rely on traditional methods due to exam pressures, time constraints, and large class sizes. While these methods provide structure, they can limit creativity and student engagement. On the other hand, many teachers adopt a blended approach by combining modern and traditional teaching methods through adapting their teaching based on their students' needs and their own experiences by using AI tools like ChatGPT. Among the codes created, learner needs were found to be important, as teachers who employ both ATMs and mixed methods are keen to implement their teaching methods according to the needs of their students. Additionally, the PTs of the teachers also showed themselves in their teaching methods. For instance, a high school teacher clarified that as he/she is an impatient individual, following contemporary teaching methods is not his/her

preference. Similarly, being more of a listener in the classroom was among the codes that were created, showing that being a listener rather than a talker also affects the methods teachers use in the classroom. A language school teacher also stated his/her preference towards having active and talkative learners to create an opportunity for them not to talk but rather to listen. Being creative can also be attributed to the PTs of the teachers, as one of them also stated using mixing methods, as he/she can create more creative in-class activities.

Based on the quantitative results on classroom-related anxiety (see Table 2), CMA and MA were both moderate, indicating that the teachers experience some stress related to student engagement and maintaining discipline. While TMA was slightly lower but still noticeable, CA was present at a moderate level, showing that interactions with students and colleagues could be a source of their anxiety. In addition, the thematic analysis of the interview extracts, as shown in Table 4, clarified the reasons for having anxiety with the emerged four themes including TMA, MA, and CA, as well as no CMA with 20 codes.

Table 4.

Themes and Codes Regarding CMA

Themes	Codes	Representative excerpts
TMA (n = 3)	Planned activities within a lesson	"It is often related to time management, especially when trying to cover the curriculum within a limited time." (MST)
	Payment	"When you are paid a low wage, you lose motivation. (LST)
	Indifferent students	"My current motivation is very low because my students only care about their exams but not what we do in the lessons." (HST)
	Lack of connection with coworkers	"There were tension and disagreements among teachers." (HST)
MA (n = 6)	Teaching older groups	"When the age gap comes closer, I feel anxious because they do not take me seriously." (LST)
	Crowded classrooms	"I have anxiety as our classrooms are too crowded which is about 41 or 42." (HST)
	Teacher burn-out	"I am just exhausted and tired, and I do not want to do anything anymore." (PST)
CA (n = 7)	Behavioral problems of the kids	"I am struggling to communicate with some kids in my classrooms." (PST)
	Communication among teachers	"We even had big arguments. We had fights that spilled into the teachers' room." (HST)
	Cooperating with the parents	"By conducting home visits, we learn what the family is doing; this helps us to communicate with the students better." (HST)
	Setting boundaries	"Setting boundaries is the most difficult one, as they try to test your boundaries while you are trying to focus on your teaching." (PST)
	Effective communication	"When I was a novice teacher, I had time, motivation, and communication anxiety. As I gained experience, I learned that communicating effectively could solve everything." (PST)
	Fear of not being understood	"I was always thinking about whether my communication is effective with my students. Will I understand them? Will they understand me? Is everything going to be fine?" (MST)
	Unpredictable Utterances of the students	"I cannot control what my students are going to say or what they are going to do, and it triggers my anxiety." (LST)
No CMA (n = 6)	The importance of healthy communication	"If you maintain a healthy communication, I do not think it is going to be a problem. So, there will not be any reason to feel anxious." (LST)
	Being confident	"I am a confident teacher. I do not feel anxious. I am quite good at communication as well." (LST)
	Teacher limits	"My students know I am flexible but also aware of my boundaries. They respect those limits, and no one acts disrespectfully—they know when it is time to be quiet." (HST)
	Learner profile	"I do not have anxiety about classroom management. I am a lucky teacher. I think the students I teach are very good, well-behaved, and respectful students." (HST)
	Experience	"I do not feel anxious anymore, but when I first started, I was nervous about the students' levels. Now, with more experience, I know how to handle it." (LST)
	Welcoming mistakes	"Sometimes mistakes make the classroom better, so I barely feel anxious in the classroom." (LST)

Note. KT = Preschool teachers; PST = Primary school teachers; MST = Middle school teachers; HST = High school teachers; LST = Language school teachers; ATMs = Active teaching methods; GBTMs = Grammar-based teaching methods

The qualitative findings in Table 4 indicated that CA and MA are the most frequently experienced anxiety types while TMA is the lowest one. TMA often arises from the pressure to cover the curriculum within a limited time, as it was the most frequent reason among the participants. MA is influenced by low pay; unmotivated students who do not pay attention to class but rather focus on exam scores; feeling isolated from colleagues due to disagreements and tension; experiencing burnout related to tiredness and exhaustion; and crowded classrooms of 40 or more, hindering motivation. Among the codes, low pay was uttered to affect teacher motivation directly, as one of the participants who works in a language school clarified it as a main factor for losing motivation. Furthermore, the reasons for having CA can be explained by behavioral problems among students, conflicts with colleagues, challenges in communicating with parents, and the fear of being misunderstood, as well as setting boundaries, particularly for primary school teachers who try to focus on teaching while many learners try to test teacher boundaries, which creates challenges for communication. Additionally, the interviewees reported that they experienced less or no CMA when they had well-behaved students, which is related to learner profile, strong and healthy communication skills, confidence, experience, and welcoming mistakes. For instance, indicating the importance of experience regarding CMA, a language school teacher clarified that with more experience, teachers know how to handle classroom management.

The quantitative findings in Table 2 demonstrated a moderate level of mindfulness, indicating that the teachers were somewhat aware of their emotions and the classroom environment. This suggests room for improvement in their ability to manage stress and maintain focus. Additionally, the thematic analysis presented in Table 5 indicated three themes such as mindful, mindless, and unstable mindfulness with 15 codes.

Table 5.
Themes and Codes Regarding the Teachers' Mindfulness

Themes	Codes	Representative excerpts
Mindful (n = 9)	Taking IDs into account	"I consider every student as an individual by being aware of their needs and levels to try to integrate all those differences into the big picture." (MST)
	Meditation for motivation	"Let us close our eyes and imagine ourselves at your dream university. We can do this just to give our minds a rest." (HST)
	Sticking to the tasks	"I am completely mindful in the lesson, and I can say I am always mindful when I am on a task." (LST)
Mindful (n = 9)	Here and now	"I never underestimate their feelings in the classroom. When they are distracted, I ask questions about here and now." (PST)
	Deep breathing	"Mindfulness practices like deep breathing help me stay calm and focused, reducing anxiety and improving classroom dynamics." (MST)
	Mindful teacher	"I may be mindless in my personal life, but when I come into the classroom, I am mindful." (HST)
	Regulating emotions	"If I am nervous or if I do not feel good, I am trying not to show this side to my student. I am trying to be calm and give them some exercises to do or do listening exercises." (LST)
Mindless (n = 4)	Responsibilities	"I have many responsibilities, so my mind wanders a lot, and this reduces my mindfulness." (HST)
	Being Anxious	"Because I am an anxious person in general, I can't just forget everything when I get into the classroom." (LST)
	Living the moment	"I am not so mindful because I believe life is short." (LST)
	Being anxious	"I get more and more anxious, and I do not have any motivation; thus, it is hard for me to stay mindful." (LST)
	Personal problems	"I broke up with my boyfriend, and even though the next day I had to teach my kids when I entered the classroom, I always thought about that." (PST)
Unstable (n = 4)	Mood	"It is also up to my mood. Sometimes, I am mindful, and sometimes, I am not." (LST)
	Situation	"My being mindful depends on the situation I am in at that particular moment." (HST)
	Emotions	"If I am angry, I am not mindful. It depends on my anger, level of anger, and emotions." (HST)

Note. KT = Preschool teachers; PST = Primary school teachers; MST = Middle school teachers; HST = High school teachers; LST = Language school teachers; ATMs = Active teaching methods; GBMs = Grammar-based teaching methods; * = code

Based on the qualitative findings in Table 5, it is clear that the mindful interviewees were present in the moment, fully engaged in their teaching tasks, and maintained a calm and composed classroom environment by using techniques such as meditation, deep breathing, and managing emotions. In addition, they can stick to their tasks, and they consider the individual differences of their learners. For instance, a middle school teacher clarified that being aware of the learner needs helps with integrating all differences into the big picture, which shows that awareness and mindfulness can be linked together. Notably, some teachers, while not always mindful in their personal lives, were fully mindful as teachers. On the other hand, the mindless interviewees explained their heavy workloads, anxiety, personal problems, and lack of motivation as reasons for hindering their ability to fully focus on teaching. For instance, a primary school teacher mentioned that relationship problems, such as breaking up with

a partner, also hinder her mindfulness, as she cannot help thinking about the situation in the classroom. The theme of unstable mindfulness also proves that being a mindful or mindless person depends on distinct factors including the mood, situation, and emotions of a person or external circumstances. In short, the teachers with emotion regulation skills were found to be more mindful while the teachers struggling with emotion regulation had difficulty in staying mindful in their classrooms.

3.2. Are there any significant differences in the personality traits, teaching methods, mindfulness, and CMA of Turkish EFL teachers based on their participation in projects, willingness to participate in projects, school types, gender, age, and teaching contexts?

The one-way ANOVA indicated a statistically significant difference based on age regarding only the teaching method $F(5, 393) = 2.65, p = .022$. Despite revealing no significant differences based on the teaching contexts, the results revealed a statistically significant difference based on their ages only for GBTMs $F(5, 393) = 2.657, p = .022$. The assumptions of homogeneity of variances were tested using Levene's test, indicating that the assumptions of equal variances were met regarding the GBTMs $F(5, 393) = 0.75, p = .58$. Hence, the researchers proceeded with a Tukey's HSD post-hoc test, which also indicated a significant difference between older and younger teachers, with younger teachers scoring lower than older teachers as for following GBTMs (M difference = $-0.66, SD = 0.19, 95\% CI (-1.20, -0.11), p = .009$). To clarify, the older teachers (45+ years old, $M = 3.34$) were more likely to favor GBTMs compared to younger teachers (25-34 years old, $M = 2.92$). The analysis revealed a small effect of age group on GBTM $\eta^2 = .033$, which suggests that approximately 3.3% of the variance in the teachers' use of GBTMs can be explained by differences between age groups.

In addition, an independent t test was performed to compare the groups across the variables. Levene's tests showed the assumption of equal variances was met for all the variables (all $p < .05$), hence the results of equal variances assumed were used. However, mindfulness and extraversion Levene's test scores were significant with $F(1, 395) = 4.672, p = 0.31$; $F(1, 395) = 7.516, p = 0.006$ respectively, showing a violation of the homogeneity of the assumptions. Therefore, the results were reported according to the equal variances not assumed row.

Table 6.

Independent t-Test Results of Active Teaching Method, Mindfulness, Neuroticism, and Extraversion

Variables	Demographics	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Active teaching method							
Gender	Male	4.07	0.50	-3.33	394	.001	-0.41
	Female	4.28	0.51				
Willingness to participate in projects	Yes	4.26	0.52	2.41	394	.016	-0.27
	No	4.11	0.56				
Grammar Translation method	25-34 years old	2.92	0.95	-2.27	212	.024	-0.47
	55-64 years old	3.34	0.83				
†Mindfulness							
Gender	Male	2.96	0.48	2.52	394	.013	-0.30
	Female	2.80	0.58				
Project experience	Yes	2.90	0.54	2.01	365.06	.045	-0.19
	No	2.79	0.58				
Neuroticism							
Gender	Male	2.64	0.73	-2.79	395	.005	-0.35
	Female	2.91	0.80				
†Extraversion							
Willingness to participate in projects	Yes	3.68	0.69	2.44	131.51	.016	-0.31
	No	3.44	0.85				
Project experience	Yes	3.72	0.68	2.18	377.11	.030	-0.22
	No	3.56	0.77				
Agreeableness							
Project experience	Yes	4.16	0.51	2.19	397	.029	-0.22
	No	4.04	0.55				
Openness							
Willingness to participate in projects	Yes	3.85	0.42	2.46	395	.014	-0.28
	No	3.72	0.48				

Note. *M* = mean; *SD* = standard deviation; *df* = degrees of freedom; *p* = probability value. † = Welch's t test results

Table 6 indicated that the female teachers followed the active teaching method more frequently than male teachers [$M = 4.28, SD = 0.51, t(394) = -3.33, p = .001, d = -.416$], and the teachers willing to participate in projects showed a higher preference for the active teaching method compared to those unwilling [$M = 4.26, SD = 0.52, t(394) = 2.41, p = .016, d = -.278$]. Furthermore, with a moderate effect size, the males reported higher mindfulness levels compared to the females [$M = 2.96, SD = 0.48, t(158.67) = 2.52, p = .013, d = -0.301$], whereas the female teachers exhibited higher neuroticism levels than the male teachers

[$M = 2.91, SD = 0.80, t(395) = -2.79, p = .005, d = -0.353$]. With a small-to-moderate effect size, the teachers willing to participate in projects had higher extraversion scores than those unwilling [$M = 3.68, SD = 0.69, t(131.51) = 2.44, p = .016, d = -0.310$]. Unlike the quantitative findings, the qualitative analysis revealed that the PTs of the teachers were affected by the projects they participated in as indicated in Table 7.

Table 7.
Themes and Codes Regarding Personality Traits and Project Participation

Themes	Codes	Representative excerpts
Project participation influence on personality ($n = 6$)	Gaining self-efficacy	"I believe participating in projects also gave me some self-efficacy." (LST)
	International interaction and broadened horizon	"I learned many things, and I improved and changed myself. I can learn how to work with other people in different countries and learn about their cultures. It depends. It affects my personality to some extent." (PST)
	Developing new perspectives	"It is much easier, of course; it has given me some perspective about teaching, those ELT conferences. All of them are fruitful." (HST)
	Collaboration	"I participated in educational projects for English language teaching, including ELT conferences and seminars. They made me more collaborative, innovative, and creative." (MST)

Note. KT = Preschool teachers; PST = Primary school teachers; MST = Middle school teachers; HST = High school teachers; LST = Language school teachers; ATMs = Active teaching methods; GBTMs = Grammar-based teaching methods

As indicated in Table 7, the role of project participation on personality traits is evident, as it helps the teachers in terms of self-efficacy, international interaction, developing new perspectives, and collaboration, as well as helping individuals working in collaboration. For instance, a middle school teacher clarified that ELT conferences and seminars that focus on educational projects helped her with being collaborative, innovative, and creative. As these PTs are related to OCEA, mostly openness to experience, agreeableness, and extraversion, the qualitative findings are in line with quantitative data since project participation significantly differs among participants who are agreeable, extraverted, and open to experience, showing that project participation can help teachers improve their characteristics related to collaboration, innovation, and creativeness as well as gain self-efficacy and develop new perspectives.

With regard to the role of project participation in the teachers' LTM and CMA, Table 8 displays the findings of the thematic analysis with six themes and 15 codes.

Table 8.
Themes and Codes Regarding LTM, CMA, and Project Participation

Themes	Codes	Representative excerpts
Project participation influence on teaching methods ($n = 5$)	Informal teaching methods	"In one of the projects that I participated in, I learned some informal teaching methods, which can be easily adapted into formal education programs." (LST)
	Gained different perspectives	"With educational projects, I gain different perspectives in terms of the way I teach. I think over the details that I have never considered before." (HST)
	Material design	"I shifted more into an online platform, and I learned many things about material design. So, I can use that in my teaching experiences and such." (LST)
	Learner styles and multiple intelligences	"I learned more about multiple intelligences, and I try to use different types of teaching methods with different groups and with different students." (PST)
	Extended teaching methods	They also extended my teaching methods, reducing my anxiety by providing me with more tools and experiences to draw upon." (MST)
	Teaching philosophy	"They made me perceive teaching differently and showed me that teaching does not all have to be in a classroom with the whiteboard, and everything related. You can teach daily things to students in real life." (MST)
No influence ($n = 1$)	Environmental factors	"I know that they are impossible for me to use ATMs because of the environment. I feel like a lot of these methods are just impossible to apply to if you are connected to a specific textbook." (HST)
Unstable ($n = 3$)	The content of the project	"If the project is really genuine and realistic, I believe that; however, if it is just in theory, and if it is not applied, I do not think it will change anything." (LST)

Project participation influence on CMA (n = 5)	Options	“Participating in projects was good, especially for my anxiety, because I know there are alternative options that I can use in class” (HST)
	Working with people	“I like working with people. If I can handle this in a project, that would affect my being anxious in the classroom. I guess that would help.” (HST)
	Regulating emotions	“I was very nervous because I have anxiety, so I learned how to play with it.” (MST)
	CELTA training	“I feel better in class because they give me tips and things that I can just follow. That is why I find CELTA useful. I changed my characteristics, especially the negative aspects. At the same time, I know how to control them. So, they can be useful.” (MST)
	Better classroom management strategies	“Many of the projects I participated in helped me develop better class management strategies.” (MST)
No influence (n = 2)	Impractical	“They do not have as much influence as we think because we went to university, and now, I can see that nothing I learned in college helps me right now as it is different in the field, so it is useless.” (KT)
Unstable (n = 2)	The content of the project	“If it is very effective, it can somehow affect CMA, but I believe it depends on the project and its content it.” (HST)

Note. KT = Preschool teachers; PST = Primary school teachers; MST = Middle school teachers; HST = High school teachers; LST = Language school teachers; ATMs = Active teaching methods; GBTMs = Grammar-based teaching methods

As presented in Table 8, the findings indicated the participants with project experiences also were in favor of ATMs as the interviewees stated that project participation was helpful for implementing informal teaching methods, designing materials, dealing with individual differences due to the increased awareness of learners’ styles and multiple intelligences, integrating variety of tools to extend teaching methods, and gaining new perspectives regarding teaching, and reshape their teaching philosophy by bringing real life into the classroom. On the other hand, no influence of project participation was also uttered, as their choice of LTMs was linked to environmental factors. For example, a high school teacher stated that despite getting a new perspective on teaching methods, she believes she will not be able to implement them in the classroom due to the limitations such as covering textbooks and course books. This can show that even though project participation may help teachers with LTMs, the implementation process depends on the content of the project.

Based on the qualitative findings, CMA was also indicated to have been affected by project participation, as it creates more options and better classroom management strategies. For instance, a high school teacher stated that with the help of projects, she/he could explore different options to better manage the classroom. Moreover, some of the participants clarified that the role of CELTA training, the opportunity to work with people, and the tips they gained to regulate their emotions were beneficial for them to decrease their CMA. However, some participants also described project participation as impractical to deal with their CMA. For example, a kindergarten teacher explained that learning theoretical steps does not help, as she thinks she did not learn anything in college, stating that practical experience is different, which can show the need for more practice-oriented courses and projects within the field for CMA. In short, not the projection participation but the content of the project was considered a key coping strategy to reduce or eliminate teachers’ CMA.

Unlike the quantitative findings revealing no context differences in the teachers’ use of LTMs, Table 9 displays five themes and 10 codes indicating the role of different teaching contexts on the teachers’ LTMs.

Table 9.
Themes and Codes Regarding LTM and Different Contexts

Themes	Codes	Representative excerpts
Primary school (n = 5)	Characteristics of young learners	“Young learners must play. So, I must try to involve more games.” (LST) “With young learners, you need to be more playful. You try to use more games, but with adult learners, it must be a bit more disciplined and stricter.” (LST) “With young learners, I cannot just walk in and say, ‘Open the book to this page.’ Unlike high school students, I must consider their needs more carefully.” (HST) “If I am teaching primary school kids, I am going to use different methods, but if I am teaching adults, it is going to be different.” (LST)
	Simplification	“I initially assumed young learners knew some English, but they did not. I realized I had to simplify everything.” (PST)
High school (n = 1)	The attention span of the students	“As their attention is distracted easily, I try to have an integrative classroom by being fun and making jokes during classes in high school.” (HST)
Language schools (n = 1)	Ready-to-use plans	“I do not have to worry about the teaching methods a lot because everything is kind of scheduled before, and the plans are ready.” (LST)

Urban-rural factors (n = 3)	Opportunities	“Teachers in urban places might have more access to resources and technology, influencing their teaching methods and potentially reducing anxiety.” (MST)
	Learner differences	“I come from a small town. I used to do much more effective lessons in my hometown. Kids are different in rural areas. I mean, they are very kind and respectful. Even if they are in private schools, here in big cities, the kids are different from each other.” (PST)
	Teacher automation	“Rural school teachers are more automatic in their life, like, ‘Let's fill this form out, and let's do this exam, and we are done.’ (LST)
Private vs. state schools (n = 3)	Opportunities	“In public schools, there are no opportunities, but in private schools, we have too many opportunities, so we can use any method we want.” (PST)
	Restrictions in methods	“In private schools, you are limited because you cannot choose whatever you want. It has been programmed for you before.” (LST)
	Need for new methods	“In the private ones, it affects teachers a lot, so you must always find new teaching methods and teaching contacts. Education differs a lot between public and private schools.” (LST)

Note. KT = Preschool teachers; PST = Primary school teachers; MST = Middle school teachers; HST = High school teachers; LST = Language school teachers; ATMs = Active teaching methods; GBTMs = Grammar-based teaching methods

The findings in Table 9 revealed that different teaching contexts create differences in the implementation of teaching methods. The interviewees stated that the characteristics of young learners and the need for simplification are vital for teachers working in primary schools, while the attention span of the students and the use of lesson plans were mentioned to be among the principal factors for teachers working in language schools and high schools to shape their LTMs. For instance, for a primary school teacher, young learners must learn through gamification and student-centered methods, which are related to ATMs. Similarly, the urban-rural difference was considered important due to the opportunities such as access to resources and technology as well as learner differences regarding behavior, and the automation of teachers who tend to teach mechanically. Furthermore, the difference between private schools and state schools was also mentioned in terms of opportunities, limitations, and needs for new teaching methods. For instance, a primary school teacher reported that in private schools, they have many resources, which help them employ any method they want. However, another private school teacher mentioned that they are constrained in their teaching due to the programmed materials and lesson plans. This shows that despite having sources and opportunities, the private schools' limited nature of flexibility also restricts the methods that are implemented in the classroom.

Unlike the quantitative findings indicating no significant differences among the teachers working in different teaching contexts regarding their CMA, the qualitative analysis revealed six themes and 18 codes as presented in Table 10.

Table 10.
Themes and Codes Regarding CMA and Different Contexts

Themes	Codes	Representative excerpts
Urban-rural factors (n = 2)	Rural areas	“Students in rural areas obeyed all the rules. They were completely different.” (HST)
	Commuting	“If a city is crowded and that teacher is just trying to get to the school, she can have anxiety, and can carry that anxiety into the class, but if it is a peaceful place, if she feels comfortable, it is just the opposite.” (MST)
Private schools (n = 2)	High demands	“State school teachers do not have much responsibility on their shoulders. Yet, in private schools, we have responsibilities towards students, parents, and our supervisors.” (HST)
	Incentives	“State school teachers can use grades and course adjustments to motivate students, while private school teachers lack this power.” (LST)
	Pressure	“Constant pressure can be reflected in the performance of teachers.” (HST)
	Lack of inspection	“In public schools, there would be way less anxiety in the classroom as there is a lack of inspection.” (HST)
	Crowded classrooms	“The classrooms are too crowded, which can create more anxiety.” (PST)
	Fear of losing the job	“In a state school you do not feel about being reprimanded by the school or not.” (LST)
Primary schools (n = 2)	Language barrier	“I cannot integrate their L1. It has been a bit of a challenge because sometimes they do not take you seriously when you do not get strict in L1.” (MST)
	Fear of making mistakes	“I am more anxious about teaching young learners because I was always afraid of teaching them something wrong.” (LST)
High schools (n = 1)	Characteristics of young learners	“Teaching young learners must have more anxiety than those who teach adults, as we must keep them active, and we have to keep them on their toes.” (PST)
	Communication	“I cannot communicate very well with the students, and sometimes this can cause some difficulties in building rapport with them.” (HST)

Language schools (<i>n</i> = 1)	Adult learners	“Having worked at language schools, you do not need to manage the classroom because they are adult students, so they are there to learn, and you do not have to worry about classroom management.” (LST)
Teacher-related differences (<i>n</i> = 5)	Gender	“Male teachers manage the classroom more easily because of their attitude. Female teachers, however, often react immediately and nervously.” (HST)
	Parenthood	“I am a mother, so I know how and what my kids react to. I can understand what that child is thinking in the classroom.” (HST)
	Problems with the principal	“I worked in a high school, so sometimes I had problems with the principal and other teachers, which sometimes affects my tolerance in a bad way.” (HST)
	Teacher appearance	“I had some colleagues who looked like they could be one of those high school students, and they were having a harder time.” (LST)
	Collaboration and consistency among teachers	“Classroom management depends on teamwork, and it depends on the teachers you work with, especially the homeroom teachers.” (PST)

Note. KT = Preschool teachers; PST = Primary school teachers; MST = Middle school teachers; HST = High school teachers; LST = Language school teachers; ATMs = Active teaching methods; GBTMs = Grammar-based teaching methods

Table 10 indicated that urban-rural factors are notable in terms of having TMA and CA due to commuting problems from a city to rural areas despite having obedient students in rural areas. The quantitative findings did not reveal any significant difference among different teaching contexts, yet the qualitative findings indicated that private school teachers reported more CMA attributing their CMA to the high demands of the private sector, including responsibilities towards the parents, academic coordinators, incentives, and frequent inspection. In addition, the fear of losing the job was found to be a highly mentioned reason for having a high CMA. Similarly, the rule of using only English in private schools appeared to be another reason for feeling anxious about managing the classroom. Moreover, the fear of teaching something wrong was also reported as one of the reasons for having high CMA in primary school contexts not to cause fossilization. Similarly, communication problems affect CMA in high schools, as the teachers mentioned problems in building rapport with the learners. Teacher-related factors were also found to be related to their CMA, such as their gender, appearance, whether to be a parent or not, problems with the principal, and collaboration and consistency among them. For instance, in high school settings, male teachers are perceived as demonstrating greater classroom management effectiveness, teachers who are parents experience less CMA due to the empathetic qualities inherent in parenting.

4. DISCUSSION

This descriptive study aimed to portray the Turkish EFL teachers' personality traits, mindfulness, classroom management anxiety, and foreign language teaching methods (RQ1) to shed light on the dynamics of different EFL classrooms in Türkiye. The study also aimed to unveil to what extent the teachers' participation in projects, age, school types, gender, and teaching contexts have effects on their PTs, mindfulness, CMA, and LTMs (RQ2). This section presents the discussion of the findings under two sub-titles based on research questions.

4.1. The PTs, LTMs, Mindfulness, and CMA Levels of Turkish EFL Teachers

Given that agreeableness is the most prevalent personality trait, the quantitative analysis showed that Turkish EFL teachers had a strong propensity to exhibit traits including politeness, obedience, and compassion, as well as being honest, hard-working, sympathetic, helpful, and loyal, which is in line with Griffiths and Soruç (2021), who found out that agreeable teachers are generally cooperative, friendly, and responsible, which shows that the characteristic of agreeableness are not context dependent. Aligned with Ahmadi-Azad et al. (2020) and Cripps-Clark and Walsh (2002), who also highlighted the importance of planning and instructional tactics as the most important predictors of an effective EFL teacher, conscientiousness was found to be the second most prevalent personality trait among the participants, which is very prominent in ensuring the organizing nature of teachers. The qualitative findings also revealed the characteristics of conscientious teachers as being disciplined, hardworking, confident, perfectionist, meticulous, honest, and planned. Openness which is receptivity to new ideas and experiences is essential to creating fresh, beneficial approaches to teaching and learning in EFL contexts (John & Srivastava, 1999; Ünsal & Hastunç, 2021). Similarly, the teachers were open to new experiences by being open-minded, creative, and ready to communicate, which is consistent with Genç (2018), who found that openness to experience is linked to empathy, ambiguity tolerance, and open-mindedness. Congruent with the research by Khany and Nejad (2017), the teachers were also considered as extraverted who were described by the interviewees as happy, social, vivacious, friendly, and optimistic, which is in line with the findings by Baytur and Razi (2015), the qualitative findings indicated that the extraverted teachers are. The quantitative findings also showed that neuroticism was the least prevalent personality trait among the participants. Additionally, neuroticism can lead to unfavorable circumstances in the EFL classroom. This might be attributed to the characteristics of neurotic teachers described by the interviewees in this study, including but not limited to moody, anxious, sensitive, obsessed, indecisive, arrogant, antisocial and silent, which is in accordance with the findings of Gökçe (2013), Griffith et al. (2009), and Kotov, Gámez, Schmidt, and Watson (2010).

As for LTMs, the participants indicated a preference for ATMs, which can be expanded by the qualitative findings indicating the interviewees' greater preference for current methods, particularly through student-centered learning strategies, including group discussions, interactive activities, and experiential learning. Aligning with Bhattacharyya and Bhattacharya (2009) and Prince, Felder, and Brent (2007), the interviewees reported that they use collaborative projects, four-skills-based exercises, and inductive and multisensory approaches by integrating technology into their classrooms and following the principles of edutainment, which is consistent with active teaching approaches that incorporate several cognitive facets and objectives. Additionally, Arslan (2012) and Güder, Karaduman, Özsoy-Güneş, and Kırbaşlar (2015) also mentioned that Turkish educators exhibit a methodical and deliberate approach to their teaching. As the participants care about the requirements of each learner, their differences, and their well-being, some teachers in the study expressed a greater preference for grammar-based instruction, while others preferred to use both approaches. In line with Hussein (2018) and Wu, Su, Yan, and Zhuang (2023), the qualitative data also made clear the rationale behind the use of GMTMs, as participants clarified due to exam-oriented instruction, crowded classrooms, and their impatience with using ATMs, they opt for implementing GMTMs.

Pertaining to CMA, the findings offered important new insights into the challenges teachers confront in various areas of their jobs. For instance, consistent with Kulavuz-Onal and Tatar (2017), who highlighted that teacher burnout is closely related to issues like crowded classrooms and uninterested students, the interviewees in the study reported the same stressors as well as the high demands of the private sector, the only-English policy they have to follow, not being able to teach effectively to young learners, and communication problems with adult learners. Although there were some teachers who displayed no anxiety because of their strong teacher-student relationships, confidence, and tolerance for mistakes, as well as their establishment of strict guidelines, the qualitative results, which were in line with the quantitative findings revealed that most of the teachers primarily experience communication anxiety, motivational anxiety, and time management anxiety. This result aligns with Griffiths and Soruç (2021) and MacIntyre et al. (2019), who underlined that teachers were shown to be more apprehensive about motivation and communication anxiety than they were about classroom management and time management anxiety. While motivational anxiety was found to be influenced by students' lack of interest in the lessons, crowded classrooms, teacher burnout, and low payment, communication anxiety was found to be influenced by students' behavior issues, their unpredictable utterances, cooperation with parents, and fear of being misunderstood. As for time management anxiety, following lesson plans and having a busy schedule were reported as two stressors for having TMA. Equivalent results were also found by Merç and Subaşı (2015), who claimed that TMA is often brought on by rigorous schedules and unrealistic lesson plans. It was discovered that teachers with greater self-assurance and exceptional proficiency in setting boundaries and overseeing class activities also had better time management abilities.

Additionally, among the responses gathered, the qualitative findings showed parenthood was regarded as an important factor concerning CMA, which can be explained by the empathy-driven nature of parent-teachers as well. The Turkish EFL teachers who are also parents reported being less anxious in classroom management, as they felt more confident in anticipating learners' behaviours. In addition, the appearance of the teachers was also among the factors associated with CMA, as it was stated in the interview that teachers' sense of fashion and facial characteristics influence their CMA levels. The interviewees highlighted the importance of the teachers' physical appearance and their facial-work including their gestures, threatening gaze on how the students perceive authority in the classroom.

A moderate degree of mindfulness was observed in this study, suggesting that although educators pay close attention to and practice mindfulness, they may also feel that their schools do not prioritize it or that they are unable to utilize it frequently. According to thematic analysis, many of the interviewees were judged to be mindful, while a small percentage were classified as mindless. Furthermore, there is instability because the attentiveness of some other teachers varies depending on the circumstances, such as personal life events. In parallel with King, Lewis, Ritchie, Carr, and Hart (2021) the mindful teachers in this study engaged in mindfulness practices, such as meditation and deep breathing. Corroborated by Dane (2011), Puswiartika, Sulastiana, Hinduan, and Harding (2018), the mindful teachers maintained their focus, accepted the idea of being in the moment, and considered the individual differences of their learners. On the other hand, the mindless teachers had difficulties in regulating their emotions and mood over situations in their personal and daily life as they were overwhelmed with too many tasks which made them typically nervous, which aligns with Cao (2023) and Key, Edlund, Sagarin, and Bizer (2009).

4.2. The Differences Among PTs, LTMs, Mindfulness, and CMA Levels of Turkish EFL Teachers by Type of School, Teaching Context, Age, Gender, Project Participation, and Project Experience

As asserted by Costa, Terracciano, and McCrae (2001), several studies discussed how gender influences personality traits (Costa et al., 2001; Feingold, 1994; Vianello, Schnabel, Sriram, & Nosek, 2013). For instance, Akdemir and Takkaç (2016) asserted that being extroverted might differ based on age and gender differences. However, this study revealed no significant differences based on the participants' age and gender concerning extraversion but showed a significant difference in neuroticism based on gender. Specifically, the female teachers were found to be more neurotic. The male teachers' lower levels of neuroticism could be attributed to the gender stereotypes of Turkish male EFL teachers, which is in line with Bayar, Haskan-Avcı, and Koç (2018) who indicated that Turkish men were expected to have ideal qualities like maturity, responsibility, tenderness, protectiveness, and decent behavior. Accordingly, the male Turkish EFL teachers might have followed these gender norms to stay within the expected Turkish gender stereotypes in this study. On the other hand, the neurotic tendencies of female Turkish EFL teachers can also be attributed to the high anxiety and low emotion regulation of the participants, as the literature (Aydin et al., 2022;

Bayram, Doğan, Aydoğan, & Bilgel, 2014) showed similar findings in specific contexts, which may show cultural-sensitizing variance. However, even though there is not enough supporting evidence that show Turkish female EFL teachers are more neurotic, several studies (Kaya & Yüksel, 2022; Köse & Bac, 2015) mentioned higher emotional engagement and interpersonal sensitivity among teachers which can be linked to the neurotic characteristics.

Believing that project participation had a good impact on teachers by giving them a wider viewpoint, some international engagement, and improved self-efficacy (Henson, 2001) as well as providing school-wide innovation and professional development (Katsarou & Tsafos, 2008), project participation and willingness to participate in projects were included as independent variables in the study to explain how the teachers with project experiences benefited from project participation for their professional development, including becoming more creative, inventive, and cooperative individuals. As Han and Mahzoun (2017) mentioned, many schools and administrators, and the Ministry of Education in Türkiye call for international and local project participation and motivate teachers to be involved in projects, such as Erasmus and E-Twinning projects, due to several advantages project participation provides, such as exposing local teachers to international practices and increasing collaborative project participation to improve foreign language teaching. Similarly, Gürel and Aslan (2022) underlined the importance of the Erasmus Exchange Program offered by teacher education institutions in Türkiye to utilize projects to promote internalization, which helps align Turkish education programs with global requirements. As for project participation in this study, extroverted and agreeable teachers were reported to participate in projects more than the others, and the open and extroverted teachers were found to be more willing to contribute to the projects. Based on the quantitative findings in Table 2, the tendency of extraverted and open teachers to participate in projects can be attributed to their personality characteristics, as project participation requires individuals to collaborate with others, display friendly behaviors, and become team workers, which aligns with the nature of open and extroverted individuals. Supporting the quantitative finding, the literature also shows that open and extroverted individuals show high levels of willingness to communicate, which is a key factor in project participation (Karadağ & Kaya, 2019). The salient personality trait, being extraverted, revealed significant differences in both project participation and willingness to participate in projects, is congruent with Hasan and Koning (2019), who highlighted that extroverted individuals are generally good at forming new ideas. This aspect of extraverted teachers might explain why they are more eager to contribute to innovative projects.

Contrary to Akhtar and Saleem (2020), who found that public school teachers showed significant levels of optimism, which was linked to their happiness, emotional stability, and consciousness, the findings of this study revealed no significant difference regarding the teachers' PTs based on their teaching context. Likewise, the interviewees did not mention any particular personality trait appropriate for working in public and private schools. This could be attributed to what Costa, Jr, and McCrae (1992) asserted regarding OCEA that personality is generally a stable personal construct. Thus, it is highly probable that the teachers might consider their PTs stable and believe that they cannot be influenced by institutional settings.

The quantitative results also showed that the choice of active teaching techniques varies significantly between male and female teachers, which is in line with Pillow (2000), who suggested that there is a connection between gender and teaching methods. Aligning with previous research (Ayele et al., 2018; Obielodan, Onojah, Alabi, & Alimi, 2021), the quantitative findings implied that female teachers were more likely than male teachers to employ active teaching techniques, which qualitative results also supported. For instance, female interviewees favor ATMs that incorporate games and technology into their courses as well as improve 21st-century skills. However, about following GBTMs, which are generally shaped by the demands of the curriculum, exam pressure, and school expectations, as well as all teachers' previous learning experience, no statistically significant difference was reported based on gender, which is consistent with Baleghizadeh and Firozbakht (2009).

Concerning age differences and the use of the GBTM, the findings showed that Turkish EFL teachers who are between the ages of 55 and 64 years old use GTM more than younger teachers who are between the ages of 18 and 25, which can be attributed to older teachers' educational background and teacher education curriculum (Assalahi, 2013) and the nature of the method (Kaharuddin, 2018). Supporting this, the qualitative findings also showed that teachers who are young tend to use 21st-century skills, gamification, and active teaching, which can also be explained by the changes in the teaching curriculum. The young generation's use of the ATM can be linked to the changes and the differences in the teaching curriculum of YÖK (Sanlı, 2009), which focuses on active teaching methods, emphasizing the active use of technology, vocabulary teaching, and skill-integrated teaching (Ataberk & Mirici, 2022; Uztozun & Troudi, 2015).

Contrary to the previous studies (Hameed & Butt, 2018; Leremmongla, 2023; Poonam & Neetu, 2014), no significant difference was found between state school and private school teachers in terms of the use of ATMs and GBTMs. However, the interviewees listed numerous distinctions between public and private schools. For instance, private school teachers follow ATMs including gamification and drama activities. Moreover, the interviewees declared that finding innovative and engaging teaching strategies is necessary in private schools while state school teachers said it is challenging to combine many approaches because of the limited opportunities the school offers. This can be attributed to some other aspects such as the requirement of using only English and following lesson plans rigidly in private schools, or crowded classrooms in state schools, which were uttered by the interviews.

In relation to project experience, there is no significant distinction between GBTM and ATM. This indicates that the teachers' decision between the two approaches does not differ by their involvement in the project. However, consistent with several

previous studies (Rusyn, Stynska, Matsuk, Korostelova, & Stetsyk, 2021; Starmer, Duquette, & Howard, 2015; Winn, 1995), the qualitative findings showed that teachers' involvement in the project had a positive impact on their teaching strategies in terms of expanding their knowledge of different types of intelligence, gaining new perspectives, developing their teaching techniques, and learning how to create digital materials. Likewise, teachers who took part in projects also reported that their teaching philosophy had improved and that they no longer believed that instruction had to take place in a classroom with a whiteboard and other supplies. They also talked about how important it is to incorporate everyday tasks and real-life contexts into their teaching methods. However, because they must adhere to a certain source, constraints such as following prescribed course books were found to be crucial to the limitations of these systems.

The results specifically showed that teachers who were more eager to take part in projects were more likely to support active teaching methods than those who were not. However, between teachers' willingness to participate in projects and the GBTM, there were no significant statistical differences regarding whether they would be forthcoming in projects. In line with Mulongo (2013), this indicates that project willingness has no bearing on preferences for GBTM, but it does affect the usage of ATMs. The fact that the project involvement was deemed significant was another crucial element that either dictated or influenced the selection of instructional strategies in their classes.

Concerning different teaching contexts, no significant differences were revealed in the teachers' use of ATMs based on their teaching environments, including preschool, primary school, secondary school, high school, and language schools, which indicates that active teaching and grammar-based techniques are consistently applied across educational contexts. The literature also reports similar findings regarding differences in teaching contexts (Munzaki, Suadah, & Risdaneva, 2016; Skutil, 2015; Wang, Zhang, Liu, & Yonke, 2019). Teachers' categorisation of varying perspectives across instructional contexts was reinforced by the interview data, which provided additional evidence to substantiate these findings. The results, which are consistent with prior research (Ilmuddinovich, 2020), demonstrated that primary school teachers should simplify their instruction and take the characteristics of the students into account when selecting a teaching strategy. Furthermore, students' attention spans are too short in high school, so they constantly want enjoyable and hands-on activities, which are related to the nature of active teaching techniques. Additionally, teachers in language schools employ ready-made plans, saving them the trouble of deciding which strategies to employ. Qualitative findings revealed that the use of methods in terms of learner differences, automatic teacher behaviors, and opportunities was effective in urban and rural areas. This is because small towns have limited resources, and learners from rural contexts exhibit characteristics that are appropriate for different teaching methods because their behaviours improve the classroom management atmosphere, and they are said to be more eager to learn. This is consistent with the findings of Ballou and Podgursky (1995), who claimed that two common resource limitations in rural areas that affect the instructional methodologies employed are the absence of advanced courses and access to technology. Rural schools often have smaller student populations, which can foster a more individualized learning environment, although they typically offer fewer advanced programs compared to urban schools.

As for the MA and CA, the quantitative data showed no significant gender disparities between male and female teachers while the qualitative results revealed nuanced disparities. This discrepancy can be explained by the sensitivity of the quantitative instrument in elements that teachers themselves cannot consciously recognize. It can also be a reflection of cultural norms whereas teachers conceptualize difficulties in classrooms from a contextualized or professional perspective rather than gender or biological differences. For instance, compared to male teachers, female teachers reported experiencing higher levels of anxiety related to time management. Accordingly, Guramatunhu-Mudiwa and Cherry (2023) argued that this stems from women's multitasking tendencies. Similarly, consistent with multiple research studies (Ahmed, Ambreen, & Hussain, 2018; O'Laughlin & Bischoff, 2005; Oplatka & Atias, 2007), the female interviewees also claimed that because of their calm and relaxed demeanor, male teachers appeared to manage classroom control more effectively. Male educators, on the other hand, think that female educators are more anxious, rigid, and orderly. Being a parent was also found to have a positive impact on CMA, regardless of gender, because it demonstrates greater empathy and sympathy for learners' misbehaviors. Similarly, teachers believe gender and parenthood are important elements for improving the classroom atmosphere. Taken together, the results can suggest that even though quantitative findings show insignificant differences of gender-related variation, teachers' experience of anxiety is constructed and explained through alternative lenses.

Regarding the type of school, the qualitative data showed that there were no significant differences between state and private school teachers' CMA. However, echoing findings by Brady and Wilson (2021), Verma and Singh (2021), and Vögeli (2015), the interviewees felt that teaching at either a private or public school had an impact on their anxiety levels. To be clear, teachers in private schools expressed high levels of worry, most likely because of their hard work. This includes ongoing pressure, fear of being redundant, and the obligation to speak only in English even when L1 is needed for managing the classroom, as highlighted by Marsella (2020). Additionally, they are envious of the incentives provided to state school teachers for good behavior and academic achievement and believe that state schools ought to be subject to greater inspections. Teachers in state schools, however, are worried about the size of their classes which increases their CMA.

Furthermore, the quantitative findings indicated that the teachers' anxiety levels regarding MA, CA, CMA, and TMA were not significantly affected by the project experience or their willingness to take part in projects. However, as for the qualitative findings, the participants highlighted the advantages of projects by attributing them to the content of the projects as well as their applicability and practicality for teachers to be implemented in their classrooms, which is consistent with Phelan's (2005)

assertion that pragmatic initiatives with clear goals and procedures have a higher likelihood of success due to enhancing their theoretical understanding. Phelan (2005) also mentioned some additional advantages, such as working with different individuals and teachers during their project experiences, which included having more diverse and efficient management techniques and learning how to control their emotions. Therefore, it is very likely that the creative concepts they pick up from working on the project make them feel less anxious about classroom management, which is also consistent with the findings of Dacholfany, Havidotinnisa, and Harini (2023).

The quantitative findings showed no significant differences in teachers' CMA levels across their teaching contexts, which contrasts with the literature that suggests varying anxiety levels in a variety of teaching contexts (Cyril & Raj, 2017; Deieso & Fraser, 2019; Moran, 2016). This contradiction can be explained by Turkish EFL teachers' similar pedagogical trainings which provide similar strategies in managing the classroom. Moreover, strong cultural expectations from teachers in Türkiye can also be a context-related factor which levels out the differences of CMA. However, in line with the literature, with regard to the qualitative findings, middle school teachers reported feeling the most apprehensive about classroom management, while elementary school teachers were most concerned about communication. Furthermore, the findings showed that high school teachers were primarily concerned with time management, whereas middle school teachers were more concerned with student motivation. According to these results, elementary school teachers experience challenges in communication, which is consistent with the findings of other researchers (Stavropoulou & Stamatis, 2017). Similarly, Keavney and Sinclair (1978) and Evans and Lester (2010) noted that high school teachers suffer from anxiety linked to time management, while middle school teachers typically struggle with classroom management. In addition, elementary school teachers are especially cautious about making mistakes because they appreciate young pupils and believe in creating a helpful learning environment, according to participants working in various settings. For high school teachers, having effective communication skills was deemed the most crucial strategy not to have high CMA. Furthermore, in line with multiple studies, language school teachers generally reported feeling less stressed, probably as a result of working with adults and facing fewer difficulties with classroom management (Alibec & Sirbu, 2020; Gkonou & Miller, 2019). This discrepancy between quantitative and qualitative findings again can be attributed to the CMA scale's general construct while qualitative findings show more varied comprehension of how anxiety shows itself in practice. Thus, these findings may help policymakers better understand the common types of anxiety that occur in specific learning situations.

The results of this study indicated no significant difference in the mindfulness levels of state and private school teachers, which contrasts with previous research that found significant differences between school type and mindfulness (Arthurson, 2015; Zenner, Herrnleben-Kurz, & Walach, 2014). The qualitative results further suggested that there were no substantial differences between public and private school teachers. Nonetheless, in line with (Grayson & Alvarez, 2008), the school types mentioned by the interviewees appear to be related to factors that influence school climate such as pressure, mobbing, and resource availability in private schools. Cicek and Gurbuz (2023) further reported that school environment and resource availability are more important factors than school type when determining the explicitness of mindfulness practices in educational settings. Moreover, the classrooms at state schools are also overcrowded and underfunded. The qualitative data clarified that this could lead to CMA as previously noted by Saleem, Muhammad, and Masood (2020) and indirectly low levels of mindfulness.

Regarding mindfulness and project experience, the quantitative findings showed significant differences among the participants. This may suggest that engaging in reflective and adaptable projects may improve mindfulness among Turkish EFL teachers. According to a few studies (McRobbie, 2021; Meiklejohn et al., 2012; Park, Riley, & Branch, 2020), this can be linked to mindful teachers' self-awareness and self-improvement needs. Consistent with the findings, some research also indicated that involvement in projects leads to heightened mindfulness (Sünbül & Güneri, 2019). However, the qualitative findings did not show any project experience differences in mindfulness. This discrepancy can be explained by the stronger nature of quantitative data due to the interviewees' reluctance to self-evaluate themselves during interviews. Furthermore, even though project participation can increase the level of mindfulness among the participants, they may not have perceived the change in practice. These findings showed that mindfulness can operate as an implicit psychological construct which teachers may not always verbalize.

5. CONCLUSION AND RECOMMENDATIONS

In short, the study contributes to the growing body of research on the personal and professional development of EFL teachers by reporting the ranking of Turkish EFL teachers' personality traits as agreeable, conscientious, open, extraverted, and neurotic, and indicating teachers' tendency towards employing active teaching methods. By providing valuable insights into the teachers' mindfulness levels and some stressors of teachers' CMA, the study has suggested several implications to ensure teachers' well-being and emotional resilience. This study is limited to personality, mindfulness, CMA, and teaching methods of EFL teachers. Building on these findings, future research should conduct similar research with learners from various teaching contexts to unveil their personality traits and preferred learning styles and strategies, preferred and non-preferred EFL tasks, mindfulness levels, and sources of language learning anxiety. Future research can also be conducted with prospective EFL teachers to compare the results with practicing EFL teachers to suggest proactive solutions before they become teachers. Building on the findings of this study, further quasi-experimental research could be conducted to design an effective intervention program that accounts for teachers' personality, mindfulness, preferred teaching methods, and CMA.

As the findings of this study showed the importance of a whole teacher approach, which perceives educators as whole individuals, not just knowledge transmitters, school administrators and policymakers should acknowledge the importance of not only the pedagogical knowledge but also the cognitive, personal, and psychological nature of the educators in improving teacher effectiveness relating to teacher PTs, mindfulness, CMA, and LTMs. What is more, it is recommended that a holistic teacher support program be developed, offering counselling, wellness services, and teacher mentoring. Moreover, teacher evaluation programs should reach beyond the pedagogical knowledge of teachers, as teachers are also individuals with different needs and regulations pertaining to cognitive, personal, and psychological needs and their functions. Hence, teacher performance assessment should not only be focused on learner performance, test scores, and classroom observations, but also be focused on the dimensions of teachers' personal and emotional wellness, which promote a culture of growth, feedback, and motivation rather than the fear and assessment of pedagogical knowledge and implications.

Taking the prominent findings of this study into account, the following recommendations can be given:

1. Given that teachers' PTs significantly influence classroom dynamics, student well-being, and how well they teach, it is recommended that schools and policymakers integrate considerations of teacher profiles and a whole teacher approach into recruitment strategies, teacher training programs, and professional development frameworks to lead to better educational practices and outcomes.
2. Schools and policymakers should address the psychological needs of teachers by creating supportive school environments with manageable class sizes, encouraging mindfulness practices in schools to reduce teachers' anxiety levels, and providing emotional coaching training to decrease their burnout and increase their emotional resilience.
3. Teachers should be seen as whole individuals by school administrators and policy makers taking into account both their professional competence and personal dispositions, not just knowledge transmitters.
4. Teachers' cognitive, personal, and psychological aspects are advised to be taken into consideration by administrators and policymakers for teacher quality assessment.
5. A holistic teacher support program is recommended, offering counseling, wellness programs, and mentorship. For instance, emotional coaching programs by experienced teachers should be provided to less experienced teachers for improving classroom management skills and reducing CMA.
6. Neurotic teachers are advised to attend workshops to improve their team building and collaboration skills so as to create a more supportive and effective classroom atmosphere.
7. Considering the findings related to the older teachers, who follow GBTMs more, teacher development seminars or workshops can be designed particularly for teachers, with more than 20 years of teaching experience, to enable teachers tailor their LTMs and employ ATMs by following current pedagogical trends.
8. Schools and policymakers can increase opportunities for project-based experiences, international collaboration, and workshops. They can also provide consultancy support and incentives not only for project participation but also for working on their projects.
9. Teacher training institutions are advised to offer elective courses on project proposal writing, mindfulness practices, teacher personality and its importance in self-regulation and self-awareness, as well as enhancing interpersonal skills.
10. Teacher education programs can promote contemporary pedagogies incorporating multisensory input, technology integration, project-based learning, and 21st-century skills as well as encouraging collaborative group work tasks.
11. Since the female teachers showed preference over ATMs, teacher trainers who integrate collaborative group work tasks can suggest that future teachers form their group members by balancing the number of male and female members; thus, female pre-service teachers can positively affect male ones.

Research and Publication Ethics Statement

This study was conducted with Turkish EFL teachers from different teaching contexts and cities all around Türkiye, in accordance with the ethical principles outlined in the Declaration of Bursa Uludag University. All participants were informed about the purpose, scope, and procedures of the study, and their written consent was obtained. All collected data were anonymized and securely stored in compliance with international data protection regulations. The authors declare that this study was conducted without any unethical practices, such as plagiarism, data fabrication, or manipulation. The research design was thoroughly reviewed and approved by the Bursa Uludag University Social and Humanities Research Ethics Committee (Meeting Number: 2023/05, Date: 26/05/2023).

Contribution Rates of Authors to the Article

This study is a part of descriptive findings of the master thesis titled "Investigating the relationship between personality traits of Turkish EFL teachers and their teaching methods, mindfulness, and classroom management anxiety" completed by the first author under the supervision of the second author. Both authors equally contributed to the process of manuscript writing.

Statement of Interest

The authors declare that they have no financial, personal, or institutional conflict of interest related to this study. All aspects of the research, including the study design, data collection, analysis, and interpretation of findings, were conducted independently

and without any influence from third parties. The authors affirm that there are no competing interests that could have influenced the results or the reporting of this study.

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