

FACTORS CAUSING ENGLISH SPEAKING STRESS AMONG PRIMARY SCHOOL TEACHERS IN LAHORE, PAKISTAN

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ABSTRACT

This study investigates the factors causing English speaking stress among primary school teachers in Lahore, Pakistan. The researchers have utilised a mixed-method approach; first, the quantitative data from a questionnaire by administering 100 primary school teachers, and second, qualitative insights from semi-structured interviews conducted from 10 selected participants among 100 primary school teachers. The data of these 100 primary school teachers was collected from 10 private school and these schools were divided into two groups, Elitist and Non-Elitist school. 50 teachers were selected from Elitist school and 50 were selected from Non-Elitist school. T-test (SPSS) was employed to compare the means of teachers' beliefs of these two kinds of schools. For the semi-structured interview, thematic analysis has been done to analyse the factors that cause stress to primary school teachers, in terms English speaking proficiency. The findings reveal a complex interplay of linguistic, social and personal factors: linguistic factors, such as limited vocabulary, grammatical errors and pronunciation difficulties, which significantly impact teachers' confidence and classroom performance, social factors, such as the fear of being judged by students, parents and colleagues, further intensify stress level, and finally the personal factors, such as teachers' belief regarding language proficiency, particularly among non-native speakers, contribute to the feelings of inadequacy and self-doubt. This study highlighted the need for targeted professional development programs to enhance teachers' English language skills and foster supportive learning environments. For this, researcher give some recommendations that are organizing workshops, implementing mentorship programs, and promoting the use of English as the primary language of instruction. By addressing these multifaceted challenges, educational stakeholders can create an environment that supports teacher development, ultimately benefiting both educators and their students.

Key words: Factors of stress, English speaking proficiency, Beliefs of primary school Teachers.

1 INTRODUCTION

English has been enjoying the status of second and official language in Pakistan since 1947 (Khan & Khan, 2020). Furthermore, English has been utilised as an official language in educational establishment since that time (Abbas et al., 2021). Language proficiency in English particularly increasing day by day globally and it influenced educational standards and expectations. English language proficiency is not only essential for effective communication but is also a prerequisite for professional development, particularly in the field of teaching. Among the various aspects of English language proficiency, speaking skill is often considered as the most challenging and stress-inducing (Cheng & Howrtiz, 1999). For teachers, limited English-speaking proficiency can significantly increase their stress levels and pose significant challenges in their professional lives.

Speaking in a second language can be particularly consider as daunting task and stressful for schoolteachers when they are required to communicate orally before attaining proficiency in that language. (Damayanti & Listyani, 2020). This stress can stem from various factors, including sense of embarrassment in front of competent teachers who are using latest terminology (Gul & Aziz, 2015), missing opportunities of practice speaking on reliable platforms, nervousness, inadequate preparation, and lack of practice, limited vocabulary, shyness, grammatical errors, pronunciation mistakes, and other related issue (Alexander, 2012). Nunan (2000) stated that speaking is considered as the essential skill in English language and success of language can be measured in terms of ability to do conversation in target language.

The primary school teachers have used English speaking in teaching in their classroom as a unique strategy to master their students in English language before the secondary level (Cebreros, 2003). It appears that primary school teachers do not often use English language while speaking, as they are continuously struggling in learning, teaching and engaging the students (Ahmed, 2015). Moreover, they face the brunt of blame due to their English speaking that cause stress to them (Hamid & Idrus, 2021). However, the problem remains same that the teachers' competency to use English speaking while teaching and knowledge of strategies to develop the fluency are not well known and including the issues faced by the primary school teachers like stress, pressure from administration, awareness of new trends in English language and self-doubt etc (Mustafa et al., 2018). In the light of these considerations, it is imperative to explore how their stress and English-speaking proficiency relate to each other and what are the primary school teachers' beliefs about it.

Primary school teachers reported themselves as having low proficiency in English especially in the productive skill of speaking (Goh, 2020). They may find it difficult to interact with the children and deliver the lesson or activities due to their limited knowledge, skills, competency and low English-speaking proficiency (Mustafa, et al., 2018). Teachers have to deal with the demands of administration of being able to sustain communication by mean of an instrument they are not familiar with (Cebreros, 2003). It is considered as the most important aspect of English Language because it requires oral communication which require grammar, vocabulary, fluency and it causes higher level of stress in them (Indrianty, 2016). Therefore, it is essential to explore the beliefs of primary school teachers about their stress levels in English speaking proficiency. It can shed light on the broader social and cultural factors that shape their experiences and give understanding about the strategies that teachers use to cope with it.

Problem Statement

Primary school teachers reported themselves as having low proficiency in English especially in the productive skill of speaking (Goh, 2020). They may find it difficult to interact with the children and deliver the lesson or activities due to their limited knowledge, skills, competency and low English speaking proficiency (Mustafa, et al., 2018). Teachers have to cope up with the demands of administration of being able to sustain communication by mean of an instrument they are not familiar with (Cebreros, 2003). It is considered as the most important aspect of English Language because it requires oral communication which require grammar, vocabulary, fluency and it causes higher level of stress in them (Indrianty, 2016). Therefore, it is essential to explore the beliefs of primary school teachers about their stress levels in English speaking proficiency. It can shed light

on the broader social and cultural factors that shape their experiences and give understanding about the strategies that teachers use to cope with it. By investigating the stress factors of English speaking in primary school teachers in respect of their English speaking proficiency can provide valuable and comprehensive reasons of their heightened stress levels.

Research Questions

The study addresses the following research questions:

1. What are the beliefs of primary school teachers about their stress levels in English speaking proficiency?
2. How are the beliefs of Elitist and Non-Elitist primary school teachers differ, in terms of English-speaking proficiency?
3. Which are the stress factors of English language that cause the primary school teachers' stress, in terms of their English-speaking proficiency?

2 LITERATURE REVIEW

Belief is a fundamental concept that is prevalent in various disciplines, including sociology, anthropology, psychology, and education (Zheng, 2009). In essence, beliefs represent a subset of mental states that are believed to motivate individual actions. Moreover, it can be defined as psychologically ingrained comprehensions, assumptions, or proposition regarded as true (Kissau et al., 2012). Teachers' beliefs are not merely isolated entities but are instead interconnected and interwoven with their prior experiences and cultural knowledge (Nespor, 1987). As a result, teachers' beliefs can significantly impact their instructional practices, as they draw upon this complex network of knowledge and experiences to guide their decision-making process in the classroom.

Stress is considered as subjective experience and arises when external factors threaten an individual's well-being (Hiebert & Ferber, 1984). Researcher underscores a prevalent issue of stress among primary school teachers, impacting their job satisfaction, mental health, and physical state. This psychological phenomenon manifests as prolonged disinterest in the context of work and language communication (Alarcon, 2011). Na (2007) highlighted that stress plays a pivotal role in second language proficiency, with effects varying based on its intensity level. Stress can be characterised as an actual risk to an individual's psychological or physical well-being leading to behavioural reactions. Moreover, it is a personal experience that may or may not align with physiological responses (McEwen, 2007).

Stress is characterised as a mental tension stemming from some challenging situation, leading to reduce the personal accomplishment and heightened emotional exhaustion during work (Maslach & Jackson, 1997). It is a pervasive issue across all stages of teacher's career, influencing various aspects of their profession. The prevalence of stress in the teaching profession, particularly in English speaking context, is a well-documented concern. Dunham (2002) concluded that stress is very prominent in primary school teachers, and it is worthy of our attention. According to Ahmed (2015), stress is a feeling or reaction of body to a challenge or demand. In short burst, stress can

be positive, such as when it helps you avoid danger or meet a deadline. However, when stress lasts for a long time, it may harm your mental and physical health.

There are three influential stress factors in English speaking (Daud et al., 2019) and these are:

1. Social factors
2. Linguistic factors
3. Personal factors

Table 1. Factors of Stress

Social Factors	Linguistics Factors	Personal Factors
Negative feedback, which includes critical remarks, appraisals, and other forms of criticism that highlight areas of deficiencies and failings, may also affect teachers greatly. Particularly, it results in insecurity and anxiety, and concerning their English language in particular (Abrar, 2017)	Teachers with less vocabulary may not be able to attain the desired fluency in English speaking thereby limiting their professional growth and impact teaching and learning environment (Suparlan, 2021). This limitation may hinder him or her to explain issues and thoughts clearly, share subtle ideas to the learners, and modify the behavior of teaching according to the abilities of the learners. A cross-sectional study by Daud et al. (2019) revealed that teachers showing poor word reserve in lesson delivery may suffer several negative emotions and pressures that augment stress levels in any international educational environments, where the English language has highly appreciated.	Personal variables and situational factors can equally play a great role in determining stress related to English speaking proficiency (Daud et al., 2019).
The feeling of discomfort in communicating in English language can be described as mild to moderate feelings of embarrassment and awkwardness that may be because of the following; poor choice of words, slower rate of speech, inability to construct	Primary school teachers are afraid of using the English language due to their linguistic self-identity and grammatical mistakes which they make occasionally due to lack of practice and feedback (Daud et al., 2019). This can result in raised stress levels; particularly	For example, parent pressure may influence an individual's language acquisition experience and result in higher levels of stress. Likewise, peers can have a positive or negative influence, either by providing a favourable

sentence properly or inability to pronounce certain words correctly (Jones, 2014)

if they have to talk in English with parents, peers and other managers for example during parent- staff meeting and other occasions. Besides, the observation from the colleagues and coordinators intensifies such kind of stress because the teacher may perceive that he or she is being judgmental or criticizing him or her. This may lead to lack of self-confidence and low self-esteem especially where teachers receive feedback in terms of their language proficiency instead of their teaching proficiency or effectiveness (Horwitz, 2001).

context for the use of the second language, or by increasing language stress (Horwitz, 1986).

The anxiety of making errors has a negative impact on the teachers, thus affecting their speaking skills in English. Salihoglu (2024) for instance pointed out that teachers make mistakes in English speaking because they are either afraid of or worried about doing this. These are the misconceptions that can make teachers' pay too much attention to things they need to avoid instead of paying attention to how they can communicate.

Teachers' accent may cause distortion of communication between teachers and students or among teachers and parents, which can be disastrous to communication (Daud et al., 2019). Because of their pronunciation error in English, teachers may regard English speaking fluency and accuracy in classroom as stressful due to pressured linguistic conveyance. Fear of the resultant loss of credibility or respect, and of obviously but ineptly castigating someone in pronunciation, teaches anxiety-inducing self-doubt to teachers.

It should also be recognised that the teachers provide mechanical patterns of feedback and their instructional approaches, feedback style and encouragement may influence the students' confidence and motivation to teach (Clark & Sanders, 2015). Also, specific individual traits including introversion/ extroversion, risk tolerance, and approach to learning cause language- related stress (Jones, 2014)

Previous Studies

Goh (2020) conducted a comprehensive systematic review exploring the challenges and supportive strategies related to the use of English as a Medium of Instruction (EMI) by preschool teachers. The study identified two main categories of barriers: teacher-related and environmental. Teacher-related obstacles included lack of confidence, low proficiency, insufficient differentiated instruction, time constraints, and limited teaching resources, all of which negatively affect motivation and the ability to teach effectively in English. Environmental barriers included

inadequate institutional support, limited exposure to English, and lack of resources. These issues often lead to stress and frustration among teachers. Goh emphasized the importance of policy-level interventions, such as providing sufficient resources and institutional backing, to support EMI implementation. The study also highlighted the need for further investigation into specific stress-inducing factors teachers face when using English in the classroom.

Akhtar and Kausar (2011) focused on the beliefs of Pakistani teachers and students regarding English language learning and teaching. The study used closed-ended questionnaires and interviews based on Lightbown and Spada's (1993) framework. Findings revealed both convergence and divergence in beliefs: while there was agreement in four belief areas, differences emerged in six, particularly around the influence of the first language. Students believed that instruction should only include previously learned structures, reflecting their positive learning experiences, whereas teachers favored exposing students to a broader range of language structures. These differing perspectives have implications for classroom practices and curriculum design.

Khan and Khan (2020) examined differences in how higher secondary students and teachers in Khyber Pakhtunkhwa perceive students' English language proficiency. The study found significant discrepancies in perceptions of students' speaking, listening, and reading abilities, and their use of English in and outside the classroom. However, both groups showed similar views on students' writing skills and overall command of the language. The study addresses a research gap by providing insights into how these perceptions affect English language teaching and learning, and it suggests the need for bridging the perception gap to improve instruction.

Fareed et al. (2022) highlighted the crucial role of English in Pakistan's education system and the challenges teachers face due to limited English proficiency. Using an open-ended questionnaire administered to 56 private school teachers in Karachi, the study found that teachers of subjects like Science, Math, and Social Studies struggled with basic English skills, including grammar, vocabulary, pronunciation, reading, and speaking. These difficulties affected their teaching effectiveness. Teachers reported relying on aids like dictionaries and examples to support students. The study concluded that there is an urgent need for targeted training programs to strengthen teachers' English skills and enhance classroom teaching quality.

3 RESEARCH METHODOLOGY

Research Design

Research design is a road map that decide to follow during your research journey to answer your research questions, collect, analyze, interpret and report data in the study (Kumar, 2011). This study employed a mixed-method research design to investigate the beliefs of primary school English teachers regarding their stress levels, as well as the specific factors contributing to their stress related to English language speaking proficiency. A convergent approach is used to address the research questions, combining both quantitative and qualitative method. A sample of 100 private primary school teachers in Lahore, Pakistan was selected by using multi-stage sampling. Initially, a questionnaire was administered to the sample to explore their beliefs, and subsequently, 10 teachers were selected for in-depth semi structured interviews to gather more detailed and

nuanced information about the specific English language factors contributing to their stress.

The quantitative data from the questionnaire was analyzed by using SPSS, providing visual representations of the findings in the form of charts and graphs. Conversely, the qualitative semi-structured interview data was analyzed by using Thematic Analysis. Prior to data collection, participants were provided with essential information about the study, and two consent forms were obtained, one for the researcher and one for the participants. After data collection, participants received comprehensive information about the study's purpose, objectives and nature, ensuring the integrity of the research and preventing any potential manipulation.

Table 2. Research Design

Research Questions	Methodology	Sample	Sampling Technique	Research Instrument	Data Analysis
What are the beliefs of primary school teachers about their stress levels in English-speaking proficiency?	Quantitative	100 teachers	Multistage sampling	Questionnaire	SPSS
How are the beliefs of Elitist and non-Elitist primary school teachers differ, in terms of English-speaking proficiency?	Quantitative	100 teachers	Multistage sampling	Questionnaire	T-test SPSS (Comparing Mean and Cluster and Bar Graph)
Which are the stress factors that contribute to the stress of primary school teachers in terms of their English-speaking proficiency?	Qualitative	10 teachers	Multi-stage sampling	Semi structured interview	Thematic Analysis

Sample of the Research

In this study, population of the research is all primary school English teachers in Lahore, Pakistan and sample is 100 primary school teachers from private sectors. This sample is chosen through survey research. This study employed multi-stage sampling to collect the sample of teachers for questionnaire and semi-structured interview. According to Cohen et al (2018), in multi-stage sampling, purpose of sample changes at each phase. It is considered as an extended version of cluster sampling as it goes higher rank to lower rank (Kumar, 2011). The adoption of this sampling strategy was necessitated by the dispersed nature of the population in the region, which required a staged data collection process to ensure representativeness (Greene, 2008). This multi-stage approach enabled the collection of data from a diverse range of teachers, thereby enhancing the study's validity and generalizability.

Table 3. Multistage Sampling

Stage 1	Defined population by choosing all primary school teachers of Lahore
Stage 2	Select types of School (Elitist and Non- Elitist)
Stage 3	10 schools are selected (5 for private elitist and 5 for non-elitist school)
Stage 4	Select sample of 100 teachers in whole population from 10 schools
Stage 5	10 teachers are selected from each school
Stage 6	In each school, 10 teachers filled questionnaire, and 1 teacher selected randomly from the 10 teachers, for in depth semi structured interview.

Tools of the Research

In this research, researchers focused on two tools under survey. Questionnaires are a type of survey where a set of questions is distributed via mail, online, or in-person, and respondents filled them out independently. This method is suitable for large sample size and can be used to collect demographic information or gather data on specific locations (Cohen et al., 2018). On the other hand, interviews involve the researcher asking questions in person or by phone and recording the responses. They are useful for smaller sample size and can provide more in-depth information on people's opinions and preferences. They can be used to collect both quantitative and qualitative data (Cohen et al., 2018).

To answer the research question no 1, researchers will use quantitative study. For quantitative study, a questionnaire is adapted from the PSS (Perceived Stress Scale) designed by Cohen et al (1983), BALLI (Beliefs about Language learner inventory by Horwitz, 1988), TSA (Teacher's Anxiety Scale by Horwitz, 1996) and FLCAS (Foreign language classroom anxiety scale by Horwitz, 1986) to measure the beliefs of primary school teachers' stress level in the English speaking proficiency. It comprises 24 items in close ended questionnaire in which teachers were asked to rate the extent of stress by using Likert scale options such as “ strongly disagree”, “disagree”, “neutral” , “agree”, and “ strongly agree” while speaking English. It made it quantitative in study.

To answer the research question no 2, researchers utilized the comparison of means by two groups of school under the t-test. Through t-test, researchers compared the means of beliefs of primary school teachers and stress factors by school type (Elitist and Non Elitist School).

To answer research question no 3, a semi-structured interview was made to investigate the factors of stress that contributed to the stress of primary school teachers in respect of their English speaking proficiency. It consists of 10 questions, in which 5 were structured interview question and 5 were unstructured interview question that has made on the spot with the help of structured questions. It made the study qualitative.

Data Collection Procedure

For this study, data was collected from primary school teachers. A mixed-method approach was employed by combining both quantitative and qualitative data methods. Firstly, a questionnaire was administered to a sample of 100 primary school teachers to explore their beliefs of primary school teachers about stress related to their English speaking proficiency. Subsequently, 10 teachers were selected randomly from the sample for in-depth semi-structured interviews to gather detailed information about the factors of the stress in English language that contribute to their stress in terms of their English speaking proficiency. This qualitative component allowed the researchers to delve deeper into the teachers' beliefs and gain a richer understanding of the phenomenon. Prior to data collection, all participants were asked to sign an informed consent form, indicating their voluntary participation in the study and ensuring that they were aware of the purpose, procedures, and potential risks and benefits of the research. This was an essential step in maintaining ethical standards and respecting the rights and autonomy of the participants.

4 DATA ANALYSIS AND FINDINGS

In this study, researchers used close ended questionnaire that is adapted from 4 different scales and it has 24 items that is segregated in 2 groups

1. Part A Beliefs of Teachers
2. Part B Stress Factors of English Speaking

Part A. Beliefs of Teachers

Questionnaire Items	Percentage with Likert Scale options
It is important to speak English with an excellent accent.	56% teachers rate this item with agree.
It is easier to speak English than understand it.	60% teachers' rate this with disagree.
It is easier to read than speak in English.	62% teachers rate this item with strongly agree.
It is easier to write than speak in English.	54% teachers rate this item with strongly agree.
Even if I am well prepared for my English class, I feel stress about it.	42% teachers rate this item with neutral and 41% teachers with strongly disagree.
Speaking English makes me nervous in class.	60% teachers rate this item with strongly agree.
If I learn to speak English very well it will help me to get a good job.	80% teachers rate this item with strongly agree.

You have been feeling stressful because of your English speaking, in the last month.	75% teachers rate this item with strongly agree.
You have been feeling confident about your ability to speak English, in the last month.	61% teachers rate this item with disagree.
You have been feeling difficulties while speaking English, in the last month.	51% teachers rate this item with strongly agree.
You have been feel quite sure of yourself while speaking English, in the last month.	41% teachers rate this item with strongly agree and 31% as neutral.

The data reveals that a significant number of teachers experience challenges and anxiety related to English speaking. A majority (60%) strongly agree that speaking English makes them nervous, and 75% report recent stress due to speaking English. Despite strong preparation, 42% remain neutral and 41% strongly disagree about feeling stress-free in class. Teachers find receptive skills like reading (62%) and writing (54%) easier than speaking. Although 80% believe strong English speaking skills can lead to better job opportunities, 61% still feel a lack of confidence, and 51% report recent difficulties with speaking. This suggests a gap between perceived importance and actual speaking confidence.

Part B. Stress Factors of English Speaking

Questionnaire Items	Percentage with Likert Scale options
I become self-conscious while speaking English in front of other people.	42% teachers rate this item with neutral and 33% with strongly agree.
I feel embarrassed because I am not good at English speaking.	60% teachers rate this item with agree.
I feel embarrassed when my students speak English better than me.	55% teachers rate this item with disagree.
I feel stressed when I make pronunciation mistakes while speaking English.	63% teachers rate this item with strongly agree.
I feel stressed when I made grammatical mistakes in English speaking in front of parents.	60% teachers rate this item with agree.
I feel stressed when I made grammatical mistakes in English speaking in front of school coordinator.	62% teachers rate this item with strongly agree.
I feel stressed when I made grammatical mistakes in English speaking in front of colleagues.	54% teachers rate this item with agree.
I feel stressed when I made grammatical mistakes in English speaking in front of students.	53% teachers rate this item with agree.

I fear of making mistakes while speaking English in the classroom.	51% teachers rate this item with strongly agree.
I feel overwhelmed by the number of rules of English while speaking English.	48% teachers rate this item with agree and 25% feel neutral.
I am afraid that my students will laugh at me when I speak English.	55% teachers rate this item with strongly agree.
I would be nervous in speaking English with native speakers.	62% teachers rate this item with agree.
My coordinator's observation makes me feel stress while delivering lesson in English.	62% teachers rate this item with strongly agree.

The data indicates that many teachers experience significant anxiety and emotional pressure while speaking English, particularly in professional settings. A large proportion feel stressed due to pronunciation (63%) and grammatical mistakes, especially in front of coordinators (62%), parents (60%), and colleagues (54%). Fear of being judged by students is also prominent, with 55% strongly agreeing they worry students might laugh at them. While 60% feel embarrassed about their English skills, 62% feel nervous speaking with native speakers, and 51% strongly fear making mistakes in class. These findings highlight a strong link between linguistic insecurity and performance anxiety among teachers.

Comparison of Elitist and Non-Elitist Schools through T-Test

School type		Beliefs of Teachers
Elitist school	Mean	3.3836
	N	50
	Std. Deviation	.44887
Non-Elitist School	Mean	3.2273
	N	50
	Std. Deviation	.42607

Figure 1. Mean of Elitist and Non Elitist School in Terms of Beliefs of Teachers

This figure provides a comparison of teacher beliefs between elitist and non-elitist schools, highlighting notable differences in their attitudes. Teachers in elitist schools exhibit a mean belief score of 3.3836, suggesting they possess stronger convictions compared to those in non-elitist schools, who have a mean score of 3.2273. Each group comprises 50 teachers, allowing for a fair evaluation. The overall mean score for all teachers combined is 3.3055, which indicates a moderate level of belief across the entire sample, leaning more towards the stronger beliefs found in elitist school.

School type		Stress Factors of Teacher
Elitist school	Mean	3.7538
	N	50
	Std. Deviation	.49292
Non-Elitist School	Mean	2.8585
	N	50
	Std. Deviation	.67533

Figure 2. Mean of Elitist and Non Elitist School in Terms of Stress Factors in English Language Proficiency

This figure presents a comparison of stress factors experienced by teachers in elitist and non-elitist schools, revealing significant differences between the two groups. Teachers in elitist schools report a mean stress factor score of 3.7538 in terms of English-speaking proficiency, indicating a higher level of stress compared to their non-elitist counterparts, who have a mean score of 2.8585. Both groups consist of 50 teachers, allowing for a balanced comparison. The overall mean score for all teachers combined is 3.3062, reflecting a moderate level of stress across the entire sample, but it is significantly influenced by the higher stress levels reported in elitist schools. This analysis highlights the disparities in stress factors based on school type, suggesting that teachers in elitist environments may face more intense stress regarding English speaking proficiency.

Table 4. Thematic Analysis of Semi Structured Interview

Themes	Codes	Examples from Interview	Thematic Analysis
English Speaking	Importance of English Speaking	<p>“English speaking is important at this level as students can speak enthusiastically if they are taught well”</p> <p>“Yes, English speaking is important as society think we are qualified if we speak English.”</p>	The importance of English-speaking proficiency in PST is evident in various perspectives shared by educators. For instance one educator noted that early exposure of English at this level is very important as it allows students to express their thoughts freely. In the society, if we speak English very well, we shall be

			considered as qualified person with confident.
Linguistic Factors	Limited Vocabulary	<p>"Sometimes, I struggle to find the right words quickly enough."</p> <p>"I want to use advanced language to sound professional, but I use simpler words,"</p> <p>"My vocabulary is not that much built up,"</p>	The struggle to find the right word, want to use advance language and express thoughts about not having developed vocabulary addresses the issue of limited vocabulary and shows that how the teachers are facing stress and feeling of inadequacy because of their English, and it leads to pauses, hesitation and incomplete thought during lessons.
	Grammatical Mistakes	"When I try to speak fluently, I make grammatical mistakes often," "I have issues with grammar, like present, past, future,"	These statements directly highlight the challenges faced by the PST with a lack of grammatical proficiency in English. These statements indicate desire for fluency and having issues with verb tenses can hinder effective communication and comprehension.
	Poor Pronunciation Mistakes	"I'm always concerned that my pronunciation isn't perfect," "I made mistakes in pronunciation in the presence of my coordinator,"	These statements illustrate the profound emotional and psychological effects of poor pronunciation. It reveals a constant stress about achieving perfect pronunciation and this stress come from fear of being judge and desire to present ourselves competent.
Social Factors	Fear of Making mistakes	"The fear of making mistakes—whether it's mispronunciation,	This statement is intricately linked to self-perception leads to diminished self-

		grammar errors, or using the wrong vocabulary keeps me on edge throughout the day."	worth and it comes from fear of making errors like mispronunciation, grammar or vocabulary, consider as source of pressure.
	Societal Pressure	"There is so much competition in the market, so everyone forced us to speak English." "The pressure to speak fluently in front of my students can be overwhelming."	Through these statements, we got to know that teachers are facing stress as they get pressure from their higher authorities that they must speak English while communication with anyone as it is the demand of competitive job market.
Personal Factors	Beliefs of Teachers	"I think I am not that fluent because we are not use to of it and we are not native speaker of it."	This statement reflects the complex interplay of personal beliefs about language proficiency. It underscores the speaker's self-perception of fluency as being contingent upon habitual practices and exposure, suggesting lack of familiarity in English contributes to feeling of inadequacy.
	Lack of Environment	"I don't get that environment in my life ever."	This statement shows that most of the teachers are not coming from the background where English has been used as primary language, so they face stress because of it.
	Loss of Confidence	"I lose my confidence and may not deliver lesson properly because of stress and feeling ashamed."	Stress and feeling of shame can significantly undermine a teacher's self-assurance and leading to stress about their ability to communicate.

5 RESULTS AND FINDINGS

The analysis of the questionnaire administered to primary school teachers reveals critical insights into their beliefs about English language proficiency and the associated stress factors. A large majority (79%) of teachers believe it is important to speak English with little or no accent, indicating a strong perceived link between accent and professional performance. Teachers generally find speaking English more difficult than understanding it, pointing to a core issue in spoken fluency. Many reported feeling stress even when well-prepared, suggesting that their anxiety stems from deeper insecurities rather than lack of readiness. Nervousness during classroom communication, especially in English, was common, and around half of the respondents admitted to experiencing consistent stress over the past month. Only a small percentage reported confidence in their speaking ability, while issues related to pronunciation, grammar, and limited vocabulary were highlighted as major concerns. Fear of judgment, particularly from supervisors and native speakers, further exacerbates their stress.

Further, a good proportion of teachers stated how they felt nervous if and when speaking English to their counterparts who influence native English speaking clients. From section, I compare the data of Elitist and Non Elitist School teachers with the help of questionnaire with the comparison of their means. From the current study it was established that elitist school teachers in their beliefs and factors of stress concerning English speaking proficiency had a higher mean as compared to Non elitist school teachers. Even when I compare the mean of qualification by school type, it also reveal the fact that Elitist schools provided a greater percentage of educationist with more advance qualification and with more diverse teaching background than the non- elitist schools which in turn appointed teacher with low qualifications. This gap of hiring standards and teacher qualification raises questions about quality variations of teaching across different types of schools.

The findings arising from the thematic analysis of interviews be conducted with the primary school teachers are informative of the dynamics of English language achievement in education. One of the teachers stated that inspire enhances the prop things make the student more interested in teaching. Also the societal attitude predetermines certain expectations towards English language; as several educators pointed out; language defines qualifications and competence within specific workplace settings. This societal pressure created by the society leads the teachers as well as the students to embrace the learning of English language as part of the development process and social relations. Nevertheless, the analysis also points to a number of stress factors that are characteristic of teachers in the pursuit of English speaking fluency. The last source of stress that can be defined as it is connected with language, where language differences are identified as a rather important source of stress, moreover, the results show that stress is significantly higher for non-native speakers.

6 DISSCUSSION

According to the research question no 1 “What are the beliefs of primary school teachers about their stress levels in English speaking proficiency?”, the current study finds that there are

conflicting beliefs, stress factors and societal expectation that govern the mode of English language proficiency among primary school teachers in Lahore. In terms of language skills, the gathered data proves the high level of teachers' unanimous opinion of the problem associated with language skills, especially speaking English. About 35% disagree and another 25% strongly disagree of the respondents chose the options respectively to the statement that said speaking English is easier than understanding it which implies that they consider comprehension more manageable than speaking. This idea is also in agreement with the findings where 62% of the teachers said that reading is easier than speaking and 54% felt so with writing than speaking. These beliefs explain how stressed teachers feel when speaking particularly when they have their learners in class and would not wish to do mistakes in front of them. This is as per with Thornbury's (2011) assertion that speaking is a major challenge to teachers since the grammar of spoken language is different from that of written language thus making it difficult for the teacher to make meaningful and comprehensible input in the target language.

According to the research question no 2, How are the beliefs of Elitist and Non-Elitist primary school teachers differ, in terms of English-speaking proficiency? This study shows that teachers in elitist schools have strong beliefs regarding their teaching practices than their counterparts in non-elitist schools with a mean belief score of 3.3836 for teachers from elitist schools and a mean belief score of 3.2273 for teachers from non-elitist schools. This is in concordance with the literature advanced by Mahboob (2002) opining that the educational context of their work, their beliefs and the anticipated performance patterns. The breakdown of teachers' qualification also supports the gap between elitist and non- elitist schools. In elitist schools factors such as teacher's qualification and academic credentials are likely to be higher since most teachers may possess masters and their training may include various fields, than those schools classified as non- elitist.

According to the research question no 3, Which are the stress factors of English language that cause the primary school teachers' stress, in terms of their English speaking proficiency? primary school teachers face various stress factors that significantly impact their English-speaking proficiency, rooted in linguistic, social, and personal dimensions. Linguistically, teachers experience stress from limited vocabulary, frequent grammatical errors, and concerns about pronunciation, especially when attempting to speak fluently in real-time—an issue also highlighted by Daud (2019). These difficulties disrupt teaching flow and affect their classroom confidence. Teachers fear being judged by students, colleagues, and parents for their mistakes, which aligns with findings by Derwing and Munro (2005), and Munro and Derwing (2020), who emphasized the psychological burden of pronunciation anxiety. Social pressures, including the belief that fluency equates to professional competence, intensify these feelings, as does the perception that English proficiency is necessary for job security and respect. Personal beliefs further exacerbate stress, with many teachers attributing their struggles to not being native speakers and lacking exposure to English-speaking environments, leading to self-doubt and reduced confidence. Statements from participants reflect a sense of inadequacy, shame, and isolation, reinforcing the need for supportive environments to foster professional growth, as advocated by Wilson and Komba (2012). These interconnected factors collectively create a high-stress environment that undermines both teaching effectiveness and teacher well-being.

7 CONCLUSION

In conclusion, the factors causing stress in English speaking stated by primary school teachers in Lahore, Pakistan, described an important problem that needs attention from educational administration. The key mediating factors of the language use and attitudes stress within the context consist of the limitations of language experience and thoughts, social constraints, and intellectual and moral perception leading to the stress and self-doubt among primary school teachers in their language skills. Such stress not only impacts their confidence level but also their teaching competency and raises concerns about learners' achievement and learning climate as well. Linguistic, Social and Personal Factors are the most prominent aspects as far as stress is concerned in the teaching profession. This pressure results in speaking errors since people are afraid of speaking and feeling inadequate where they have to speak. Teachers often find themselves into the dilemma where they are required to demonstrate how language should be used to their students, create a paradox where their own language struggle to reduce their authority and success in the class. Due to the mental and psychological pressures, current educators are able to burnout and lack of job satisfaction as it affects on their professional career advancement as well as the teaching profession.

I think that the main pressures facing educators in a society that seems to increasingly believe in English language as a determinant of success and qualification are best explored. This societal lens influences the requirements made to the teachers, and it causes development of rivalry among the teachers. The concern with not meeting these standards can prevent sharing/interacting, which only amplifies the feelings of isolation teachers have in dealing with personal issues. Since English speaking skills are gaining more and more popularity among Pakistanis, it is more important than ever to identify the causes of stress related to English speaking among primary school teachers. Hence by addressing all these areas as educational stakeholders we can help create an environment that supports teachers and thus benefit both the teachers and their students.

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