

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 researcher utilized a mixed-method approach, as it combines quantitative data from a questionnaire by administering 100 primary school teachers with qualitative insights from semi-structured interviews with 10 selected participants from 100 primary school teachers. 100 primary school teachers' data was collected from 10 private school and these schools were divided into two groups, Elitist and Non Elitist School. 50 teachers from Elitist school and 50 were from non-Elitist school. I used SPSS to find the beliefs of teachers and in SPSS; t-test has been utilized to compare the mean of beliefs of teachers and factors of stress by groups of school. For analysis of semi-structured interview, thematic analysis has been used to analyze the factors that cause stress to primary school teachers in terms English speaking proficiency. The findings reveal a complex interplay of linguistic (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 levels. Additionally, personal factors such as teachers' belief regarding language proficiency, particularly among non-native speakers, contribute to 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.

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

Introduction

English has been enjoying the status of second and official language in Pakistan since 1947 (Khan & Khan, 2020). Furthermore, English has been utilized 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 school teachers 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 because they are continuously struggling to learn, teach, and engage the students (Ahmed, 2015). Moreover, they face the brunt of blame due to their English speaking that cause stress to them (Hamid & Idrus, 2021). But the problem remain 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.

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.

Research Objectives

The study addresses the following objectives

1. To explore the beliefs of primary school teachers about their stress levels in their English speaking proficiency
2. To compare the beliefs of Elitist and Non Elitist school teachers, in terms of their English speaking proficiency
3. To investigate the stress factors of English language that contributes to the primary school teachers' stress in terms of their English speaking proficiency.

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?

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 manifest as prolonged disinterest in the context of work and language communication (Alarcon, 2011). Na (2007) highlighted stress plays a pivotal role in second language proficiency, with effects varying based on its intensity level. Stress can be characterized as an actual risk to an individual's psychological or physical well-being leading to behavioral reactions. Moreover, it is a personal experience that may or may not align with physiological responses (McEwen, 2007).

Stress is characterized 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. It mostly used in a current situation. 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. But when stress last for a long time, it may harm your health.

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

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

Social Factors	Linguistics Factors	Personal Factors
<p>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)</p>	<p>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 high appreciate.</p>	<p>Personal variables and situational factors can equally play a great role in determining stress related to English speaking proficiency (Daud et al., 2019).</p>
<p>The feeling of discomfort in communicating in English language can be described as mild to moderate feelings of embarrassment and awkwardness that may be as a result of the following; poor choice of words, slower rate of speech, inability to construct sentence properly or inability to pronounce certain words correctly (Jones, 2014)</p>	<p>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 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 intensify 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</p>	<p>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 favorable context for the use of the second language, or by increasing language stress (Horwitz, 1986).</p>

	<p>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).</p>	
<p>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.</p>	<p>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.</p>	<p>It should also be recognized 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)</p>

Methodology

In this study, I have used mixed method research, in which quantitative method is used to explore the beliefs of primary school teachers about their stress levels in their English speaking proficiency and qualitative method is used to investigate the English speaking factors that contribute to the stress of primary school teachers in terms of English speaking proficiency. To answer the research questions, a convergent approach is applied that involves both quantitative and qualitative techniques. One hundred private primary school teachers from Lahore, Pakistan were included 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. There are two variables in this study in which school types are independent variable and factors of stress and beliefs of

teachers are dependent variable.

Table 1

Research Design of the Study

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	Multi stage sampling	Questionnaire	SPSS (Descriptive Analysis)
How are the beliefs of elitist and non-elitist primary school teachers differ, in terms of English speaking proficiency?	Quantitative	100	Multi stage sampling	Questionnaire	SPSS (Comparing Mean and Cluster 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

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).

Table no 2

Multi Stage Sampling

Stage 1	Defined population by choosing all primary school teachers of Lahore
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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.

Research Tool

In this research, survey research is used to answer research questions. To answer the research question no 1, researcher 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 "disagree", "strongly disagree", "neutral" , "agree", and " strongly agree" while speaking English. It made it quantitative in study.

To answer the research question no 2, I utilized the comparison of means by two groups of school under the t-test. Through t-test, I 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 consist 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 and factors of stress of primary school teachers about stress related to their English speaking proficiency and. 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 helped me contribute even more to the understanding of the phenomenon and the beliefs of the teachers. At the beginning of the data collection, all participants filled in an informed consent statement that confirmed their consent to participate in the study voluntarily and knowledge of the nature and purposes of the study, the procedures to be followed, and possible risks and benefits associating with the study. This was helpful to

ensure that ethical procedures were observed and the participants were treated with utmost regard to their personal decision- making.

To ensure the reliability of the instrument, I conducted a pilot testing prior to the main data collection. Through pilot testing, I did Cronbach Alpha Reliability test. It involved administering the questionnaire to a small group of participants, similar to the target population, to assess the clarity, validity, and reliability of the questions. The pilot testing helped me to identify any potential issues or ambiguities in the questionnaire, allowing the researcher to refine and revise it before administering it to the larger sample. This step was crucial in ensuring the accuracy and trustworthiness of the data collected.

Data Analysis

Analysis of Questionnaire

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

Part A Beliefs of Teachers

Part B Stress Factors of English Speaking

Part A Beliefs of Teachers



Items	Percentage with Likert Scale Option
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.

Part B Stress Factors of English Speaking



Items	Percentage with Likert Scale Option
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 makes 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.

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

Mean of Elitist and Non Elitist School in terms of Beliefs of Teachers

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

Teachers in elitist schools exhibit a mean belief score of 3.3836, suggesting they generally possess stronger convictions compared to those in non-elitist schools, who have a mean score of 3.2273.

Mean of Elitist and Non-Elitist School in terms Stress Factors in English Speaking Proficiency

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

The table 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.

Thematic Analysis of Semi Structured Interview

<i>Themes</i>	<i>Codes</i>	<i>Examples from Interview</i>	<i>Thematic Analysis</i>
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 educators 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 will we will be consider as qualified person with confident.
Linguistic Factors	Limited Vocabulary	<p>"Sometime, I struggle to find the right words quickly enough."</p> <p>"I want to use advanced language to sound</p>	The struggle to find the right word, want to use advance language and express thoughts about not having developed



		<p>professional, but I use simpler words,"</p> <p>"My vocabulary is not that much built up,"</p>	<p>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.</p>
	Grammatical Mistakes	<p>"When I try to speak fluently, I make grammatical mistakes often," "I have issues with grammar, like present, past, future,"</p>	<p>These statements directly highlight the challenges faced by the PST with a lack of grammatical proficiency in English. These statements indicates desire for fluency and having issues with verb tenses can hinder effective communication and comprehension.</p>
	Poor Pronunciation Mistakes	<p>"I'm always concerned that my pronunciation isn't perfect," "I made mistakes in pronunciation in the presence of my coordinator,"</p>	<p>These statements illustrates 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.</p>
Social Factors	Fear of Making mistakes	<p>"The fear of making mistakes—whether it's mispronunciation, grammar errors, or using the wrong vocabulary keeps me on edge throughout the day."</p>	<p>This statement is intricately linked to self perception leads to diminished self worth and it comes from fear of making errors like mispronunciation, grammar or vocabulary, consider as source of pressure.</p>
	Societal Pressure	<p>"There is so much competition in the market</p>	<p>Through these statements, we got to know that</p>

		so everyone forced us to speak English." "The pressure to speak fluently in front of my students can be overwhelming."	teachers are facing stress as they get pressure from their higher authorities that they have to 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 teachers self assurance and leading to stress about their ability to communicate.

Results and Findings

From the data analysis of the questionnaire administered to the primary school teachers, the following conclusions may be observed regarding the teachers' beliefs about English language proficiency and the stress factors they perceive as influencing their proficiency. Overall, 79% of the teachers stated that it is important that they have little or no accent while only 14% disagreed. This indicates that accent relevance in the teachers' performance might affect their teaching methods and their communication with learners. In addition, when asked what they find difficult: speaking or understanding English, many teachers remarked that speaking is more difficult for them; this is an evidence of a main concern regarding spoken language. Further, about 90% of the teachers found that reading was less difficult than speaking, which confirms the deficit found in oral language. They also reveal the stress factors arising from

English speaking. A significant proportion of teachers admitted that they developed stress during lessons especially on English speaking events even when they are well prepared hence the stress could be attributed to other factors other than lack of preparation. This stress is however compounded by self-reported English language performance stress where many teachers said they feel nervous when speaking English in the classroom. Additionally, about half of the teachers confirmed their stress level within the last month from speaking English, highlighted the emotional aspect of this variable. There was a range of confidence levels among the teachers that were involved. A good portion of them indicated that they do not feel very confident with their English speaking skills, especially the education influence, as many are not provided opportunities to be in an English-speaking context. On the other hand, 10% showed confidence, indicating that few educators have reached an intermediate level of fluency while using English. Furthermore, many teachers stated that they can face some problems when speaking English which are the following: pronunciation, grammar, and a lack of a wide vocabulary. Exploring stress factors, the study finds out that many teachers get stressed when they make pronunciation mistakes, others when making grammatical mistakes in front parents and or school coordinators. Their fear of being judged particularly from the authorities causes them high levels of 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.

Discussion

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. The statement about the importance of speaking English with a good accent

appeared to be very significant, as 56 % strongly agree with this statement which is described in the Alexander (2012) work that describe that how teachers seriously analyze their beliefs and act of English speaking in teaching with the contribution of good accent in communication . 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.

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. The possession of specialty like Mphil and PhD confirms greater concern for academic quality and higher qualifications of the teachers. This is in consonance with Rahman's (2015) argument that teacher qualification has influence on educational performance because there are various challenges which qualify a teacher when teaching language. On the other hand, non-elite school primarily hires teachers holding low levels of education qualification like BA and B.Ed.; some of them are even without profession experience. They further argue that the use of less qualified teachers might improve the general education standards and performance among students in these institutions. The implications of the findings concern hiring standards and teaching competency as prerequisite qualifications for promoting the quality of education as pointed out by Mahboob (2010).

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. This is so sad especially when there is a growing culture of using English as a medium of instruction in learning institutions, the master of English words are

correlated to mastery or being professional in a certain vocation.

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.

Recommendations

1. Schools should organize workshops to enhance teachers' English skills, focusing on vocabulary, grammar, and communication strategies.
2. Establish language resource centers in schools to provide diverse materials for teachers and students.
3. Conduct regular assessments of teachers' proficiency to tailor professional development initiatives.
4. Researchers can expand the study to include primary school teachers from different regions of Pakistan. This comparative analysis can help identify regional variations in challenges and successful strategies for improving English speaking proficiency.
5. This study can also expand on the basis of data collection like future researchers can take other levels of teachers and even other factors of English speaking like writing, listening, and reading rather than speaking.

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