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Teaching Anxiety and Foreign Language Anxiety among English Teachers of College, Pakistan

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Abstract

The study aims to examine teaching anxiety and foreign language anxiety among Pakistani English teachers. Language anxiety is critical factor while teaching English as a second language at college level in urban cities as well as rural areas of country. There are many ethnic groups in Pakistan society and diversity makes language anxiety complex due to different languages. A mixed-form questionnaire was utilized to gather data from English language teachers for the quantitative investigation. One hundred English language instructors who have studied the language at the collegiate level took part. SPSS was used to do the person correlation, independent t test, and one-way ANOVA and interpret the data using revealed the following findings: a) heavy workload and long teaching hours, fear of tailoring lessons to student's needs; b) poor health, incapability of managing home and workload, fatigue; c) concern about English language proficiency, high demands of the management for creating conducive learning environment; d) anxiety also acted as a motivational tool to motivate them further and strive harder for excellence. Anxiety is indeed an unavoidable effect of the teaching-learning process and is experienced by college teachers. It is time for this issue to be explored, analyzed and figured out the possible solution.

Keywords: Teaching Anxiety, Foreign Language Anxiety, College English Teacher, Individual Characteristics.

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Introduction

Anxiety is inextricably associated with foreign and second language learning and teaching. A great deal of L2 research has focused on anxiety among L2 learners (Liu, 2022). Relatively few studies, however, have investigated the L2 teachers, specifically EFL teachers (Horwitz, 1996; Mercer, 2018), not to mention the preservice EFL teachers. English as a foreign language teachers are easily susceptible to the impact of anxiety as other emotional beings. The previous literature documented that anxiety affected not only their emotional labor strategies and self-efficacy (Miller & Gkonou, 2018) but also caused burnout (Shen, 2022), which was unfavorable for their professional development. Preservice EFL teachers, at the beginning stage of professional development, are more emotionally vulnerable to anxiety (Deng et al., 2018; Tum, 2015). Merely a few studies focusing on preservice EFL teachers touch on anxiety in teaching practice. Few studies examined the various types of anxiety during teaching practicum. This is an important period in their professional development when they were encouraged to convert from students to teachers. For instance, a class observation of English courses or engagement with teaching activities in a real school context was conducted by Aydin (2016) and Han & Tulgar (2019).

The government gives a policy of English learning as a second language. Learning English is given as a compulsory subject for schools in Pakistan. As known, English is the official language for commerce and administrating in the Islamic Republic of Pakistan. On the other hand, it is of utmost importance since this is placed in a strong position as an international language in communication. Anxiety related to teaching and learning a foreign language are common problems that affect teachers all over the world. Teaching English as second language always discomfort the teachers who are teaching English as non mother language, fear and intensity of pressure may experience by teacher who has teaching anxiety (Kaur & Kaur, 2023).

These issues are made worse by linguistic diversity in Pakistan, where English is often a second or third language for both teachers and students (Ashraf & Almas, 2022). Lack of institutional support and resources raises teachers' stress levels (Ashraf & Almas, 2022), and cultural expectations that English proficiency is a sign of success and social mobility increase performance anxiety (Zaidi & Chaudhry, 2023). Effective language teaching strategies may be hampered by the traditional teaching techniques used in Pakistani educational institutions, which would increase teacher anxiety (Zaidi & Chaudhry, 2023).

Teachers around the world face a number of difficult challenges when teaching English as a foreign language. Horwitz, 2001; MacIntyre & Gardner, 1991). College English instructors in Pakistan, where teaching English as a second language is common, deal with a variety of psychological and emotional challenges in their line of work. By looking at the experiences, difficulties, and coping strategies of Pakistani English teachers, this study seeks to understand the complexity of teaching anxiety and anxiety related to learning a foreign language. The wellbeing of English language instructors has not gotten much attention, despite the increasing importance of English proficiency in academic institutions and professional domains (Mercer, 2016).

To enhance the quality of English language instruction and promote teacher wellbeing, it is also essential to comprehend the different factors that lead to teaching anxiety and foreign language anxiety among teachers. Horwitz (2006). Additionally, this study examines the causes, consequences, and implications in a Pakistani setting using theoretical frameworks from psychology and linguistics. This study offers a crucial understanding of the difficulties and challenges faced by English teachers in Pakistani colleges and further suggests practical solutions for these problems through a detailed examination of individual factors, classroom dynamics, and institutional environments. Using quantitative research methods like questionnaires, this study will examine the different forms of anxiety associated with teaching and learning foreign languages among Pakistani educators.

Background of Study

Although teaching English as a foreign language poses significant challenges for educators, particularly at the college level, English language education is essential for academic and professional advancement in Pakistan. Despite its significance, little is known about the psychological health and difficulties faced by English language instructors in Pakistan. Anxiety related to teaching and learning a foreign language are common problems that affect teachers all over the world. Teachers' stress and anxiety in carrying out their professional responsibilities is referred to as teaching anxiety (Kaur & Kaur, 2023).

In particular, discomfort or anxiety related to teaching or using a non-native language is referred to as foreign language anxiety (Dewaele & MacIntyre, 2014). These concerns may be brought on by things like institutional pressures, classroom dynamics, and language competency. These concerns among English language instructors in Pakistan are caused by a number of factors. Language teaching and learning procedures are complicated by Pakistan's linguistic diversity, where English is frequently a second or third language for both teachers and students (Ashraf & Almas, 2022).

Additionally, teachers' stress levels are made worse by a lack of institutional resources and support (Ashraf & Almas, 2022). Teaching and foreign language anxiety in Pakistan is also greatly influenced by cultural norms and social pressures. Teachers may experience increased performance anxiety due to society's emphasis on English proficiency as a sign of academic achievement and social mobility (Zaidi & Chaudhry, 2023). Additionally, effective language teaching strategies may be hampered by the conventional teaching techniques used in Pakistani educational institutions, which could increase teacher anxiety (Zaidi & Chaudhry, 2023).

There is little research on the psychological aspects and wellbeing of English language teachers, despite the vital role that English language education plays in Pakistan. In order to close this gap, this study intends to investigate the causes, symptoms, and coping mechanisms associated with teaching anxiety and anxiety related to foreign languages among Pakistani college-level English instructors. By examining these factors, the study hopes to offer information that can guide educational practices and policies meant to promote teacher well-being and raise the standard of English language instruction in Pakistan.

Significance

There are many gaps in the research on teaching anxiety and foreign language anxiety brought on by the English language among Pakistani teachers, which compromises the delivery of high-quality instruction to non-natives. In addition to increasing teachers' personal stress levels, teaching English as a secondary or foreign language has an impact on their professional growth and efficacy in the classroom. In order to support educators and have an impact on practice and policy, it is crucial to investigate problems in this area and offer workable solutions. With the help of this study, Pakistani college-level English instructors will be able to pinpoint the reasons behind their anxiety and comprehend its various expressions. Additionally, it offers some coping strategies to improve classroom effectiveness and teachers' professional and personal growth.

Research Questions

According to the most recent assessments of the literature (Zahra & Khan, 2022; Malik & Raza, 2023; Siddiqui & Ahmed, 2021), a great deal of research has been done on anxiety in teachers in a variety of educational contexts, with a particular emphasis on prospectus teachers and elementary to elementary school settings. Nonetheless, there is still a great deal to learn about the anxiety that any alien (English) language instructors in Pakistan face (Ahmed & Shafiq, 2023; Ali & Haider, 2022; Khan & Mahmood, 2021). Examining the teaching anxiety

and foreign language anxiety (FLA) that Pakistani college English instructors face is essential because these issues have a significant influence on their professional growth and efficacy in the classroom. Thus, the following are the objectives of this study:

RQ 1: What are the basic causes of teaching anxiety and Foreign Language Anxiety among English Instructors at college?

RQ 2: How do teaching anxiety and Foreign Language Anxiety correlate with the subjective characteristics and professional experiences of Pakistani instructors who are teaching English at college level ?

RQ 3: What are the educational, personal implications of teaching anxiety and Foreign Language Anxiety for English instructors at college?

By examining these questions, this study aims to contribute new insights to the literature and provide actionable recommendations to support Pakistani college English teachers in overcoming anxiety-related challenges.

Literature Review

The individual sensations of uneasiness, fright, agitation & concern are referred to as anxiety (Yan, 2020). Anxiety appears as uneasiness of a prospective assessment or concerns of status quo. There is difference between situational anxiety from attributive anxiety. Furthermore, it will happen in the aftermath of nervous system received any uncomfortable situation or environment with physical senses. In contrast, behavior related with stress is reflected as trait anxiety where some situation and person may target it without any dangerously. Teaching anxiety is a form of state anxiety that is defined as " anxiety refers when any teaching techniques or approach while dealing with children either in classroom or in open space to meet the outcomes as lead by the teacher" (Cheung, 2011)

Alternatively, teaching anxiety is closely related to the task of teaching (Keavney & Sinclair, 1978). To gauge teaching anxiety, Parsons (1973) developed the Teaching Anxiety Scale (TAS), which has been widely employed in subsequent studies (Cheung & Hui, 2011; İpek, 2016; Kim & Kim, 2004; Merç, 2011). There are many studies which are related with anxiety whole dealing with other method (Ahmed & Julius, 2015) and explained there are many factors i.e. psychological, social, behavioral with teachers and students and lack of basic facilities and resources .The level of anxiety whole teaching may different from one case to another case, teacher to teacher, context to context and different personal demographics of teachers. In relation with this, a study conducted by Cheung and Hui's in 2011 in Hong Kong where 200 teachers revealed higher level of teaching anxiety. The findings were supported by psychology teachers, mathematics teacher and arts teacher (Liu & Yan, 2020).

Teachers' anxiety has attracted less attention from the researchers as compared to student anxiety; both variables have almost the same amount of impact on learning. Horwitz (1992, 1993) is credited with the introduction of a series of variables in her presentation talks on different occasions before the publication of her article on teachers' anxiety. Initially, the article studied the anxiety of non-native teachers and lately aligned it with teachers' and students' proficiency anxiety in the classroom. Her study resulted in a vast number of non-native speakers being viewed as advanced learners of the target language. Through her findings, she justified why teachers' anxiety can be viewed in comparison to advanced language learners (Horwitz et al., 1986).

Horwitz, Horwitz, and Cope (1986) extend that it is useful to draw parallels between foreign language anxiety and three related aspects of anxiety, such as fear of communication, fear of tests, and threat of negative evaluation, since all three relate to performance in academic and social settings. This has been cited in the work of Gopang et al. (2017). In the aforementioned study, test anxiety was shown to be high. It is an established fact in research

studies that anxiety has crippling effects on the performance and attainment of learners. Most anxiety-related studies regarding foreign language learning revolve around documenting its debilitating effects on the process of learning. Anxiety has been related to a host of variables in the setting of second/foreign language learning, such as achievement, age, attitude, aptitude, performance, motivation, personality, learner and teacher beliefs, learner style, learning and teaching strategies, and even the willingness to communicate (Khokhar et al., 2021).

Extraneous verbal nervousness is an umbrella term that encompasses issues related to emotion, behaviour, and cognition (Horwitz, 2001; Oxford, 2017). On account of its complexity, a bulk of studies have concluded that FLA has an adverse effect on foreign language knowledge (Botes et al., 2020; Horwitz, 2010; MacIntyre, 2017; Zhang, 2019). Cowie (2011) and Wieczorek (2016) have identified various stressors responsible for teachers' anxiety. This assumption is non-native teachers' use of foreign language in an institutional context. As it is proven that a foreign language requires immense competency and rigorous skills (Mercer et al., 2016), the inadequate competence of the teachers results in anxiety, especially the ones having high expectations of the language. (Horwitz, 1996). Apart from these, there are some other factors that triggers external verbal nervousness (Horwitz, 1996; İpek, 2016; Mercer, 2018; Tüm, 2012, 2015), insufficient command of grammatical knowledge, poor time management skills (Numrich, 1996), fear of being observed by the mentor, poor class management, (Kim & Kim, 2004) technology illiteracy (Merç, 2011). Furthermore, the pressure of disappointment (İpek, 2006, 2016), inability to meet the expertise level (Kongchan & Singhasiri, 2008), Interference in foreign language (İpek, 2016), and unplanned lessons (Yoon, 2012) are also the reasons. Besides, FLTA is correlated to pedagogical competence (Tüm, 2012), while Güngör and Yaylı (2012) detected FLTA from self-efficacy.

Rachman (2004) and Spielberger (1966) defined the term anxiety as uneasiness, fears and a sense of tenseness. It overwhelms the case of being highly concerned about the inevitability of unpleasant consequences of an event. Anxiety and fear cannot be alienated from each other as the two go side by side and are used interchangeably. Liu & Wu (202) in their study, found that the core reason for the Chinese English Teachers' anxiety was their deep concern about the classrooms as well as the student's perception of teaching. The prominent reasons were the inadequacy of training, fear of being incompetent and above all the insufficient salary. FLA sometimes yield a positive result as teachers become more focused and motivated; on the contrary, it also has a negative impact, such as triggering depression, affecting teachers' dedication, demotivating teachers to perform better, causing panic, anger and reducing focus to contribute to effective teaching.

Yoon (2012), while defending the non-native English teachers, stated that anxiety is a natural phenomenon and can be experienced by native speakers also; even though they are excellent speakers, they sometimes feel uncomfortable and become anxious about their abilities. Shen (2008) has associated anxiety with fear, uncertainty, and lack of knowledge, information and skills. Morton et al. (1997) have figured out that anxiety is not only limited to situations. Some demographic variables, such as culture, intensify its effect. Through their study, they identified the same levels of anxiety among the teachers of different countries. Although they were the inhabitants of different countries, on the basis of the same culture, their anxiety levels and intensity were the same. The level of anxiety increases with the progress of grades from primary to higher levels. Female teachers are more likely to be affected by anxiety than male.

Beilock et al. (2010) and Doyal & Forsyth (1973) have associated teacher anxiety with students' performance and called this the most destructive consequence as both can easily influence each other's performance. The grades suffer the ultimate effect. Horwitz (1996), Kobul and Saraçoğlu (2020), and Rivers (2022) consume aligned anxiety with numerous

variables such as low linguistic expertise, confidence, self-doubt, cultural variations, classroom environment, inability to conduct effective classes and making frequent mistakes. Studies have proved the devastating consequence of anxiety on the teaching and learning process. Fraschini and Park2022 have identified a substantial connection between anxiety and teachers' enjoyment, comfort, and passion for planning and conducting effective classes. MacIntyre and Gardner (1991) affirmed FLA's uniqueness and associated it with the foreign language scenario. Therefore, I have directed not to confuse it with the additional categories of nervousness by way of state and overall nervousness. The complex nature of FLA consumption posed a challenge for investigators in identifying the exact cause of the state. Sparks and Ganschow (2007) and Sparks et al.(2000) are of the view that inadequate knowledge and skills in the language have paved the way for FLA.

This research work investigates the preferred language exercises of English as an extraneous Linguistic and observed organization of pupils in addition to tutors in their schoolrooms as well as different colleges, identifying communal surroundings that could enhance learner assignation. Drawing on self-determination concept, flow theory, and rendezvous collected works, this exploration identified six core conditions essential for commission assignation: genuineness, communal communication, experiment, self-sufficiency, erudition provision, and concentration. Specifically, educators and students emphasized the importance of social interaction and curiosity, although they viewed autonomy and challenge as less significant.

The current research looks at establishment instructors' observations in Taiwan, where public institutes are starting to use English-medium instruction (EMI). According to earlier research, teachers who experience anxiety related to foreign languages tend to avoid situations. However, these studies only looked at foreign language instructors; there is no research on EMI teaching anxiety. It presents findings from a quantitative study proceeding the nervousness levels of pre-service gratified area instructors in a subordinate educator development sequencer in Taiwan. The survey measured two types of anxiety: (1) EMI (English as a Medium of Instruction) teaching anxiety, which comprises scheduling besides accomplishment, and English communication besides eavesdropping nervousness, and (2) L1 (first language) teaching anxiety, which also includes scheduling besides implementation. The data predict EMI teaching and planning anxiety. The results show that while pre-service teachers were not highly anxious about L1 teaching, English speaking, or listening, most did experience anxiety about EMI teaching. Anxiety related to speaking English was a powerful indicator of anxiety related to EMI planning and execution. L1 execution anxiety explained further diversity in EMI execution anxiety. It is advised that teacher educators put methods into place to deal with the nervousness that pre-service teachers have when teaching EMI.s. This new study examines the concerns of new teachers in Taiwan who are beginning to teach subjects in English in public schools. Previous research has revealed that teachers who show nervousness roughly in instruction in a foreign language tend to avoid certain situations. However, existing education is engrossed only on external linguistic instructors, without looking specifically at anxiety related to teaching in English as the medium of instruction. This study presents findings from a quantitative research project that assessed anxiety levels among 199 future subject-area teachers enrolled in a secondary teacher training program in Taiwan. An online survey measured two types of anxiety: (1) anxiety related to teaching in EMI, which includes concerns about planning and conducting lessons in English, as well as anxiety about speaking and listening in English, and (2) anxiety related to teaching in their native language (L1), which also includes worries about lesson planning and execution. The study used descriptive statistics, correlations, and two advanced statistical techniques called hierarchical regression analyses to analyse the data and predict levels of anxiety specifically related to EMI teaching and lesson planning. (Graham, 2022).

This research looks at foreign language communication nervousness amongst Jordanian pupils at Zarqa University and the ways in which it affects their English fluency in different situations. Using qualitative research methods, it explores the reasons and assets both in and out of the classroom. The participants belong to the English Language Department. The study finds that nervous manners comprise distress, being judged, sidestepping contribution, bashfulness, confidence, teacher-focused roles, anxiety about speaking, and loss of confidence. It suggests practical ways to reduce these factors and improve students' speaking fluency. FLA is the feeling of pressure and uneasiness, besides anxiety, which learners experience due to the activation of the autonomic nervous system while learning a second or foreign language (SLs/FLs). This anxiety varies among learners and can significantly affect their ability to learn the language. Anxious students are often involved in destructive talking, reside in meagre performances, have difficulty comprehending information and may experience mental block situations. Anxiety can create more serious issues regarding learning and teaching. (Alhasan et al., 2024).

External Etymological Nervousness is common amongst verbal apprentices and negatively affects their learning outcomes, as confirmed by Teimouri. FLA is a significant barrier to language learning and needs to be addressed in educational settings. Research indicates that speaking is one of the greatest nervousness activities in linguistic knowledge and also greatly disturbs communication recital and general proficiency. For example, it studied above 100 Greek university students learning English and found that higher English-speaking anxiety was linked to lower self-rated speaking ability. Similar negative correlations have been found between anxiety and other language skills like eavesdropping. The field of FLA has attracted significant attention. The anxiety concept in psychology was first introduced by Kierkegaard in 1844. Different viewpoints on anxiety have emerged since then. It is characterized as an unwanted expressive municipality that is apparent through spirits and results in pressure, hesitation, uneasiness, and uneasiness. Nervousness is a complex concept in language learning that includes feelings, beliefs, spirits, and performances that are particularly related to the acquisition of knowledge in the classroom. Scholars' earlier research, which has identified a number of factors that contribute to External Language Education Nervousness, supports this view. These include the use of new technologies, classroom organization challenges, college policies, expressiveness, verbal skill, and the distress of unwanted estimation. We looked at FLTA in our study and found five key factors that affected it: We discovered that "Fear of Negative Evaluation," which affected 72.93% of participants, was associated with the highest level of anxiety among pre-service teachers.

With 68.12% of respondents reporting high levels of anxiety, "Teaching Inexperience" was the next most important factor. Anxiety was also brought on by "Perceived Competence in Language Skills." Furthermore, "Absence of Student Engagement" and "Challenges in Managing Time" were important factors that affected 63.35% and 64.93% of participants, respectively. To obtain more profound understanding, we also performed a qualitative analysis of semi-structured interviews. High levels of FLTA, a common problem when learning or teaching English by non-native speakers, were reported by all five interviewees. They gave us in-depth qualitative information that allowed us to fully comprehend the problem by sharing a variety of factors that contributed to their anxiety. (Li1 and others, 2023). The importance of emotional factors in foreign language instruction has long been acknowledged. FLA is a serious issue that is thought to impede verbal learning and advancement. Feelings of self-doubt, uneasiness, worry, and apprehension are examples of nervousness, which is frequently identified by unclear distress or apprehension (Brown, 2000). FLA is always encountered when learning a foreign language; it's nothing new, but managing it is always difficult.

This type of nervousness involves a multifaceted mixture, which can be intensive

emotions, manners, opinions, and expressiveness unique to erudition highlights, uniqueness of external linguistic nervousness, defining it as the undesirable sentiments or else concerns that arise once knowledge or else consuming an overseas linguistic. Readings like those have helped us understand the anxiety levels and reasons that foreign language teachers experience. For example, Liu and Wu (2021) did a study with more than 100 Chinese institution English instructors and found that a lack of self-confidence in trendy English skills, fear they faced while communicating in English, and worry about undesirable consequences remained major causes of nervousness.

Similarly, Amengual-Pizarro (2019) studied in which over 100 Spanish teachers were observed with the same issues and found that many felt moderate to high levels of anxiety mainly because they were not very confident in their English. Sammepheth and Wanphet (2013) observed more than 200 different teachers, who all were facing the same issues and found that personal traits, teaching supervision, and classroom environment all caused anxiety. Additionally, Aydin (2016), in the same way, observed above 100 Prospective English educators in Turkey and discovered concerns about language skills, teaching discernments, distress by destructive feedback, practical worries, lack of instruction experience, and low motivation triggered anxiety. It has long been recognized that emotional factors are crucial when it comes to language learning. Out of all the factors, external linguistic anxiety is a major problem that is thought to hinder language development and acquisition.

Anxiety, often designated by means of a general sense of distress or unease, encompasses feelings of self-doubt, discomfort, concern, and nervousness. Specifically, foreign language anxiety refers to the stress experienced during the process of achieving full mastery of the English language. This form of anxiety involves a multifaceted blend of sentiments, performances, and principles; in addition, expressiveness is unique to experience by knowledge of an external linguistic, underscores the distinctiveness of far-off linguistic nervousness, crucial it by way of the undesirable emotions or else worries which can be a cause to arise once obtaining or else by means of a verbal that is not one's native tongue. Learning English with proficiency naturally puts pressure on non-native speakers. The level of anxiety can be different. The research shows that anxiety levels might be a hurdle in learning the English language. (Alrashidi, 2022).

Research Paradigm and Methodology

American philosopher Thomas Kuhn coined the term "paradigm," which means "way of thinking," in 1962. In social science, paradigm is used to explain the "how you observed" either basic or action research (Mackenzie & Knipe, 2006). How a researcher investigate the social or educational problem in such a way to solve it or explore further insights of research. Since reality can be measured objectively and human experience (such as anxiety) cannot be controlled, the current study adopted the post positivist paradigm to identify various patterns, relationships, and causes of anxiety related to teaching foreign languages in higher education. Additionally, post-positivism addresses human acceptance of various approaches when addressing such a problem (Scott et al., 2017). Descriptive research design and deductive approach (quantitative) was used.

Participants

Altogether, 100 (56 male and 44 female) English language Pakistani teachers who are teaching at college, fills the survey of this study. Participants include, 2% are aged 18 to 22, 27 % are aged 23 to 27, 15% are aged 28 to 32, and 53% are aged 32 to onwards; 49% hold an M.Phil. degree, 45% hold (BS) Hons Degree and 6% hold bachelor's degree, respectively. Furthermore, 0 to 37 years' experience of teachers, the teaching practice of English teachers

for 15.17, $SD = 7.255$) years. The average of 24 hours teaching practice instructors is 11.44 & $SD = 3.396$, 42.4 % of 12 hour teaching practice, followed by 14.6 % of 10 hours. Furthermore, 10.6 % of 8 hour and 6.6 % of 9 hour per week.

Instrument

This study employed a mixed-format survey, which comprised a 9-item demographic questionnaire, thirty-three items of Teacher anxiety scale, eighteen item of Teacher Foreign Language Anxiety Scale, & four non-structured questions. The non structured questions were: "Have you experience anxiety frequently?"; " My nervousness is mostly caused by _____ as a college instructor; and " I as a result of nervousness."

Demographic Questionnaire

The 9-item Demographic Questionnaire was designed to collect personal information about the participants, including their title, age, gender, educational background, teaching experience in years at college, weekly teaching hours, and self-evaluated English competency

Questionnaires

There are 2 instruments that are used TAS and TFLAS and Cronbach's $\alpha = .922$ was adapted from Parsons (1973) with insights from Liu and Yan (2020) and Cronbach's $\alpha = .873$ (Horwitz, 2008) respectively. A 5-point Likert-type scale, ranging from 1 ("never") to 5 ("always"), was used to rate the modified TAS items. High teaching anxiety was indicated by scores above three, medium anxiety was indicated by scores between two and three, and low anxiety was indicated by scores below two. The respondent's anxiety level was calculated by averaging their responses: an average score of around 3 indicated slight anxiety regarding language proficiency, while a score of around 4 suggested a moderate level of anxiety (Horwitz, 2008).

Data Collection

The survey was made as an online Google Form and sent to English teachers at Pakistani colleges. It contained an adopted questionnaire. Responses were accepted for a month and included a consent form. It was entirely voluntary to participate. SPSS 20 was used to analyze the gathered data. The patterns and variances in the TFLAS and TAS scales in respect to distinct individual factors were then investigated using independent-sample t-tests and one-way analysis of variance (ANOVA; Duncan). Using Richards' (2009) methodology, responses to the free-response questions were examined for recurrent themes, such as health, teaching hours, and research pressure. A number was given to each person who answered the open-ended questions; this number was used and referenced in the paper.

Result

Table 1

Socio-demographic Characteristics of Participants

N = 100

Sample Characteristics	<i>n</i>	%	<i>M</i>	<i>SD</i>
Gender				
Men	43	43		
Women	57	57		
Education Level				
Graduation	6	6		
Masters	45	45		
M. Phil	49	49		

Teaching Experience				
0-2 year	21	21		
3-5 year	28	28		
6-10 year	26	26		
More than 10 years	25	25		
Age			3.22	.92
Teaching Hours			2.55	1.08

Study Demographics

Table 1 consists of demographics of 100 participants' English teachers, 57% of whom were women and 43% men. Most participants were well qualified. Specifically, 49% held an M. Phil and 45% had a master's degree, while only 6% had a bachelor's degree. Teaching experience varied among the group: 21% had 0 to 2 years, 28% had 3 to 5 years, 26% had 6 to 10 years, and 25% had more than 10 years of experience. The average age score ($M = 3.22$, $SD = 0.92$) suggests that most teachers were in their mid-adult years. On average, participants reported teaching 2.55 hours per day ($SD = 1.08$), indicating differences in their daily teaching load.

Correlations Within and Between TFLAS and TAS Scales

The current study examined the relationship between teaching anxiety and foreign language anxiety among Pakistani English teachers. The relationship revealed how anxiety is associated, mildly related, or strongly related to others. Results of correlation analyses are presented in Table 2, which shows that the TFLAS scales weren't significantly largely identified with each other, with portions ranging from .571 to .952 ($p \leq .05$). So were TAS scales except for TAS3 and TAS4, with a measure range of .182 to .852 ($p \leq .05$). TAS4 was significantly ($r = .511$, $p \leq .05$) related to TAS3 but lowly with other TAS scales, and TAS3 was significantly identified with TAS1, TAS4, TAS6, and TAS ($r = .169 - .584$, $p \leq .05$) but lowly with TAS2 and TAS5.

Table 2

Correlations Within and Between TAS and FLAS Scales (N = 100)

	TFLS	TFLS	TFLS	TFLS	TFLS	TAS	TAS	TAS	TAS	TAS	TAS	TAS
	1	2	3	4	5	1	2	3	4	5	6	7
TFLS	1											
1												
TFLS	0.000	1										
2												
TFLS	0.000	0.000	1									
3												
TFLS	0.000	0.000	0.000	1								
4												
TFLS	0.000	0.000	0.000	0.000	1							
5												
TAS	.654*	-	-	-	0.000	1						
1	*	.265*	0.040	0.177								
TAS	0.124	0.117	-	0.000	0.000	0.00	1					
2			.224*				0					
TAS	-	0.001	.402*	0.136	0.000	0.00	0.00	1				
3	0.043		*			0	0					
TAS	0.077	.231*	-	0.099	0.000	0.00	0.00	0.00	1			
4				0.198			0	0	0			
TAS	0.198	.219*	.291*	.217*	0.000	0.00	0.00	0.00	0.00	1		

5	*			0	0	0	0		
TAS	-	.219*	-	.237*	0.000	0.00	0.00	0.00	0.00 1
6	0.122		0.087		0	0	0	0	
TAS	-	0.095	-	.258*	0.000	0.00	0.00	0.00	0.00 1
7	0.044		0.045		0	0	0	0	

Note. Coefficient of determination—small: $r \leq .1$, medium: $r = .3$, and large: $r \geq .5$ (Cohen, 1988). TAS = Teaching Anxiety Scale; TFLAS = Teacher Foreign Language Anxiety Scale.* $p \leq .05$. ** $p \leq .01$

The sources of anxiety included a heavy teaching load with many teaching hours per week, concerns about teaching effectiveness such as not being able to teach well, aspirant not taking interest in the class, and not motivating students. Low self-confidence, manifesting as dissatisfaction with oneself and worries about competence, was also a notable factor. Other sources included: the overwhelming amount of work, difficulty balancing work and family life, students' lack of effort and interest, a lack of interest in teaching, and a perceived imbalance between efforts and returns.

Respondents also mentioned minor causes of anxiety, such as poor health, fear of growth, not handsome remuneration, approaching retirement, age-related issues, over-expectations, continuous change, peer pressure, and the pursuit of perfection. Regarding foreign language anxiety, the main concern was tension of English proficiency, including insufficient speaking English skills and not good in different skills of English. Other causes were inadequate preparation, the pursuit of perfection, and fear of negative teaching outcomes

Table 3

Causes for teaching anxiety

1. Pressure from research (22/25.3%)	11. Poor health (2/2.3%)
2. Pressure from promotion (14/16.1%)	12. Worry about self-development (2/2.3%)
3. Heavy teaching load (6/6.9%)	13. Not having enough time (2/2.3%)
4. Worry about teaching effectiveness (6/6.9%)	14. Being unable to teach freely (1/1.15%)
5. Slight low self-confidence (5/5.7%)	15. Low salary (1/1.15%)
6. Heavy and unending work (5/5.7%)	16. Low status (1/1.15%)
7. Not able to balance family and work (3/3.4%)	17. Over expectation (1/1.15%)
8. Low motivation of students (3/3.4%)	18. Ongoing reforms on teaching (1/1.15%)
9. Low motivation in teaching (3/3.4%)	19. Pressure from colleagues (1/1.15%)
10. Imbalance between efforts and returns (3/3.4%)	20. Difficulty in balancing teaching and research (1/1.15%)

Causes for Anxiety (N = 78)

Causes for Teacher Foreign Language Anxiety

1. Speaking English proficiency is not good. (5/5.7%)
2. Less motivated in English ability (3/3.4%)
3. Not having enough reading and adequate preparation (2/2.3%)
4. Degree of perfection (1/1.15%)
5. Fear of teaching results (1/1.15%)

Note. The numbers in the brackets refer to frequency and percentage, respectively.

Table 4

Anxiety Levels in Relation to Individual Factors, Means and Standard Deviations of TAS and TFLAS Scales for the Whole Sample (N = 100).

Scale	M	SD	Skewness	Kurtosis
TFLS1	3.59	1.164	-0.830	-0.240
TFLS2	2.92	1.253	-0.066	-1.254
TFLS3	2.13	1.203	0.952	-0.026
TAS1	1.80	1.092	1.454	1.443
TAS2	3.01	1.494	0.112	-1.406
TAS3	1.71	1.094	1.640	2.086

TAS4	2.01	1.243	1.075	0.039
TAS5	3.77	1.384	-0.625	-1.133

Table 4 provided specifics about the sample's overall anxiety levels. On the TAS3, TAS4, and TAS6 scales, participants scored higher than three, but on other TAS scales, they scored lower than three. This shows that respondents were generally confident (TAS2), interested in teaching (TAS5), and did not feel nervous about teaching in a classroom (TAS1). But there were issues with promotion (TAS6), other work (TAS4), and research (TAS3). Participants also scored lower than 3 on every TFLAS scale, indicating low anxiety regarding their English language skills and overall self-assurance. In contrast, 56 respondents (64.37%) reported feeling anxious about teaching frequently or occasionally, 35 respondents (40.23%) revealed that feeling anxious about teaching English, and only 17 respondents (11.3%) reported not feeling anxious about teaching English.

Based on a one-way ANOVA conducted on the Teacher Foreign Language Anxiety among education levels (Graduation, Master and M. Phil), there was statistically significant difference in research engagement scores among the groups, $F(2, 97) = 12.77$, $p < .00$, $\eta^2 = .20$. The effect size is small, indicating that 20% of the variance in the Teacher Foreign Language Anxiety score could be explained by the Educational Level. A post hoc analysis was conducted using Tukey's HSD test, and it was found that Educational Level (Graduation) ($M = 64.33$, $SD = 4.9$) had significantly higher Teacher Foreign Language anxiety score than Educational Level (M. Phil) ($M = 60.06$, $SD = 6.81$), Teacher Foreign Language Anxiety (Master) ($M = 49.87$, $SD = 14.06$). These results suggest that educational level significantly affects Teacher Foreign Language Anxiety with (Graduation level) having more positive Teacher Foreign Language Anxiety than educational level (M. Phil), and (Master).

Table 5

Results of one-way ANOVA on Teaching Foreign Language Anxiety of Educational Levels (Graduation, Master and M. Phil).

Measures	Graduation		Master		M. Phil		$F(2, 97)$	η^2
	M	SD	M	SD	M	SD		
TFLA*	64.33	4.9	49.87	14.06	60.06	6.814	12.77	.20

* Teacher Foreign Language Anxiety

Table 6

Comparative Analysis of Teachers between male and female regarding Teacher Foreign Language Anxiety

Variables	Male		Female		$t(98)$	p	Cohen's d
	M	SD	M	SD			
TFLA*	56.44	10.43	55.19	12.91	.519	.605	0.10

*Teacher Foreign Language Anxiety

Table 6 revealed that participant from Male gender ($M = 56.44$, $SD = 10.43$) reported no significantly Teacher Foreign Language Anxiety to those from Female gender ($M = 55.19$, $SD = 12.91$), $t(98) = .519$, $p = .605$, Cohen's $d = 0.10$. The effect size for the difference was small.

Table 7

Negative Effects

1. Poor sleep (2%)	19. Desire to retire (6%)
2. Depression (4.5%)	

3. Reduced dedication to teaching (3.1%)	20. Struggles with balancing teaching and research (2.3%)
4. Sub-optimal health (0.5%)	21. Disruption of personal rhythm (4%)
5. Decreased motivation to work (1.6%)	22. Time management issues (2%)
6. Increased nervousness (1.8%)	23. Imbalance between effort and reward (5%)
7. Irritability (4%)	24. Strong feelings of frustration (4%)
8. Difficulty focusing (0.1%)	25. Self-doubt regarding teaching ability (3%)
9. Loss of pride in the teaching profession (1%)	
10. Unhappiness (2%)	
11. Entrapment in a cycle of anxiety (1.7%)	
12. Premature graying (5.3%)	
13. Loss of enthusiasm for teaching (2.2%)	
14. Loss of confidence in the profession (8%)	
15. Frequent illness (2%)	
16. Procrastination (3%)	
17. Fear of job loss (2%)	
18. Concerns about teaching effectiveness (7.4%)	

Effects of Anxiety

Of the 100 respondents who were asked about the effects of anxiety, four said there were no effects, two mentioned both positive and negative effects, and most described negative outcomes. The results are summarized in Table 7, which displays three positive and twenty-four negative effects. Poor sleep (insomnia, inadequate sleep, and poor quality sleep), depression (feelings of being upset or in a low mood), diminished commitment to teaching (fatigue and inability to concentrate), suboptimal health (lowered immunity), decreased motivation to work (lack of motivation and burnout), increased anxiety, irritability (short temper and feeling upset), and difficulty focusing were the most notable adverse effects.

There are negative effects of anxiety i.e. insomnia, not quality sleep, loneliness, tensesituationsn, sadness. All these factors decrease motivation, commitment & health. For instance, "I often cannot sleep well" (No. 42) was reported by one participant, while "I feel fatigued and are unable to concentrate on teaching" (No. 90) was reported by another. " I am always in an awful disposition and easily blow my anger" was another observation (No. 100). In addition, there are multiple consequences of anxiety such as tiredness, laziness, blonde hairs, and low motivation, which can have an impact on both personal and professional facets of life. In Contrast, anxiety becomes stimulus for motivation for some participants as they pushed hard & industrious for their development and improvement.

Discussion

Teaching anxiety English as Second Language is one the most important topic of English Teachers community. No teacher is ready to accept this nowadays, which is major challenge. (Ahmed & Julius, 2015; Desouky & Allam, 2017; Liu & Yan, 2020). The results showed anxiety levels, and underlying factors contributing to teaching and foreign language anxiety among English teachers in Pakistan. The sample itself was well qualified, mostly mid-career professionals, whose teaching experience and workload varied considerably. Promotion-related stress, research pressure, and workload were identified as the strongest contributors to teaching anxiety, hence pointing to the structural and institutional factors and not personal shortcomings. Correspondingly, low English proficiency and lack of preparation were the main causes of foreign language anxiety, emphasizing the need for continuous professional development. The institutes are not taking active part to give the opportunities for teachers. There is little friendly discussion among teachers on anxiety of English language. In contrast,

every teacher showed one has great skills of language teaching which is not true as observed in the data. On the contrary, gender is found to be an insignificant factor affecting anxiety. Lastly, anxiety is reported to have brought several detriments to teachers, including sleep disturbance, motivation reduction, and emotional strain, though certain positive results were identified to include self-improvement efforts. In general, these findings again highlight targeted institutional support and continuous development of skills as ways to reduce anxiety and improve effectiveness in teaching.

Conclusion

The main aim of this study was to explore how teaching anxiety affect learning and teaching of English as second language by collage teachers in Pakistani context. In addition, one hundred teachers participated in this research and gave responses. College teacher would have knowledge how to deal with anxiety while teaching English as foreign language at higher secondary level. Teaching can be impacted by anxiety, with varying degrees and causes. Consequently, the current study demonstrated how anxiety significantly affects teaching. High levels of anxiety were found in the majority of participants. The beneficial effects of foreign language teaching and positive feedback on second-language teaching anxiety are further supported by the negative correlation between the pre- and post-data. The future study will be conducted with different local contexts for better understanding and experience of teachers' anxiety and what factors may vary with respect of time and area.

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