

A Study of Anxiety among Novice ESL Teachers at Higher Secondary Level

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Abstract: *The present work is a study of anxiety among novice ESL teachers at higher secondary levels in the Pakistani context. In particular, this study using a quantitative approach, tried to detect different causes of anxiety among novice ESL teachers inside and outside the classroom environment. A closed-ended questionnaire was used to collect data from 87 ESL teachers working in higher secondary institutes of the Lahore district. The analysis of data revealed that almost every teacher felt anxiety in one way or another. Moreover, this study brings into light the strategies used by these novice ESL instructors to cope with such psychological issues as anxiety, which is causing a very bad impact on their performance as novice ESL teachers. The results of the study highlighted that teachers' mental health and issues must be given importance for a better learning environment for both teachers and the students.*

Key Words: Anxiety, Novice, English as a second language (ESL), Teachers

Introduction

Newly appointed teachers may not feel adequately prepared for the challenges they would face in their first years as educators. Critics describe teaching as a profession that "cannibalizes its youth" and in which new instructors are introduced based on a "sink or swim" experience. Understanding teacher experiences during their initial years in teaching are vital since new teachers' early experiences in the classroom can shape their philosophy and attitude toward teaching for the remainder of their careers. The literature on the first year of instruction has been widely documented in general education research, and language teachers and educators have recently acknowledged it as

having value. In the TESOL education literature, several in-depth studies describing the experiences of language teachers in their first year of teaching have been published.

Various studies on second language speaking anxiety, as well as language acquisition and instruction, have been undertaken. As a result of these studies, researchers defined several categories of linguistic anxiety based on their anxiety perspectives. Cubukcu (2007) distinguishes between two types of anxiety: a behaviour trait and a temporary anxiety state, the latter of which is more closely associated with a reaction to a specific anxiety-provoking situation. Cognitive anxiety is related to novices' awareness of the metabolic responses of the feelings of anxiety as

demonstrated arousal and uncomfortable sensations, and communication anxiety in learners refers to conceptions of physical effects of the nervousness as expressed arousal and unpleasant feeling conditions in the situation of teaching or learning a second language.

There are two main categories into which anxiety and the link between other problems are divided: general anxiety and communicative anxiety, as examined by MacIntyre and Gardner (1989). General anxiety included attribute, mood, and test anxiety, while communication anxiety is more closely tied to discourse and communication situations. Situational anxiety, as defined by Lalonde and Gardner, is a distinct sort of anxiety (MacIntyre and Gardner 1991). They uncovered this linguistic apprehension through a language acquisition attitude test and motivation. MacIntyre and Gardner (1991b) examined anxiety from three different perspectives in their research. The first one is a personality trait that can be found in a wide variety of circumstances, the next is an emotional condition that is concerned with the current experience of anxiety, and the third is a personality trait that can be found in a wide range of situations. Anxiety on these several levels leads to tension in teachers, creating a communication barrier for ESL teachers in Pakistan.

Statement of the problem

Novice ESL teachers are facing many challenges in their job; among the most important factor affecting their performance is anxiety. This study has focused on bringing out the Inside and outside classroom factors causing anxiety among newly inducted teachers.

Research Aim and Objectives

The major aim of this study is to explore the

effects of anxiety on novice ESL teachers at higher secondary levels in the Pakistani context. The research looked into the following objectives:

- To identify the relationship between the newly inducted ESL teacher's performance in a second language and anxiety in the Pakistani context.
- To explore the coping anxiety mechanisms used by the ESL teachers.

Research Questions

This research aimed to answer the following questions:

- Is there a relationship between newly inducted teachers' performance in a second language and anxiety?
- How do teachers' perceptions of themselves and others influence their willingness to speak English?
- How does situation-specific anxiety become the cause of stress for ESL teachers?

The Rationale of the Study

This study is noteworthy in the following aspects: -

1. It has been carried out on the issue of teacher anxiety in the field of ESL in the Pakistani context.
2. This study aims to explore possible inside and outside classroom sources of anxiety in ESL teachers. It further examines the root causes of second language anxiety. It also investigated the coping mechanism that these ESL teachers use to overcome the issues of anxiety and stress.

The focus on tracing the relationship between factors causing anxiety among novice ESL teachers makes this study more significant. The factors causing anxiety and stress among teachers are analyzed in relationship with their effect on the performance of ESL teachers inside and

outside the classroom. It further focused on the strategies and motivational techniques that these ESL teachers use to overcome anxiety issues. The outcomes of this research may be helpful for the novice ESL teachers as well as management involved in language teaching, and the further generation of ESL teachers who want to select English as a second language teaching as their profession. ESL teachers can get benefitted from this study at three levels:

1. Dealing with issues like anxiety and stress
2. Improvement in the teaching abilities
3. Coping with psychological issues.

As a result, it can be argued that this study is essential because the important data acquired through the findings of this research can be used at all levels of teaching ESL (English as a second language). This study can potentially be the basis for a more extensive study in which experienced and rookie ESL teachers in the Pakistani context are compared, which helped in defining the consistency and validity of this study.

Delimitations of the study

There are some aspects of this study that make it a limited one. Some of them are the following:

- Anxiety and stress are the feelings that novice ESL teachers can have at different levels in their teaching career, but in this study, ESL teachers at only higher secondary institutions from the Lahore region were selected.
- While some studies have revealed that anxiety levels differ between male and female teachers, this study has focused on anxiety among beginner ESL teachers without taking gender into account.
- The data for this research was collected randomly without considering the type of institution, and no comparison was made between public and private institutes.

As a result of the word restriction, time, and scope limits, many aspects of this subject are not discussed. A more complete and comprehensive study focused on groups of teachers from various places, such as urban or rural, can be done, as well as the differences in anxiety and causing factors can also be compared in small towns and across Pakistan's provinces.

Review of Literature

Pakistan is a terrain where a great number of the population lives in the most distant and far-flung parts of the country. The literacy rate in Pakistan is very low; the reason for this low literacy rate is ignorance and poverty, which is because of the absence of the right to basic facilities, as argued by Tariq, Bilal, and Sandhu (2013). The people of these places since independence faced discrimination, and there is no distinct policy of language in the country. Both pupils and teachers in Pakistan are in utter confusion about learning Urdu, their national language or English. Other regional and local languages are also contributing to this confusion and are posing difficulties for students and teachers in Pakistan. The ruling class of Pakistan, after understanding the dynamic importance of English, implemented English as a medium of education for their children, while as policymakers, in the public sector educational institutions in the country they implemented Urdu as a medium of instruction, according to Rahman (2016).

In learning or teaching a language other than one's mother tongue, affective components such as motivation, self-esteem, and anxiety are significant. For teachers teaching English in the Pakistani context, language anxiety, like many other restraints, becomes a barrier for them. Language anxiety can stem from a teacher's sense of self, intellect, intrapersonal skills, topic knowledge, differences in learners' and target language cultures, and so many other impactful reasons. "The desire for excellence

in the English language as a tool for a more successful existence has spread throughout the army, air force, and navy branches of a country that has repeatedly been ruled by army generals" (Rahman, 2016). Despite the fact that there are several obstacles and problems in teaching as well as learning English in Pakistan, the status of English is investing in Pakistan's imminent development (Rahman, 2016). These are the reasons why the English language is seen as an authorizing force, and every Pakistani struggles to master it. [Hashim and Yunus \(2018\)](#) argued that language learners learn a language in multiple ways, according to their understanding and methods of learning preferences.

Challenges Faced by ESL Teachers in Pakistan

English has taken the status of lingua-franca, and in Pakistan, it is considered the language of growth; for a long period, government and private education in Pakistan have been dominated by the English language like in other growing countries. Moreover, the vast usage of the English language globally has contributed to the teaching of English in the Pakistani context to a great extent. Nations around the world consider English as a viable permit for advancement and subsistence. For the development of the country English language is seen as a critical factor. This triteness is, moreover, a reflection of the awareness of many people (Shamim, 2011).

English language instructors must have the same training as other competent teachers in order to be successful in their profession. To aid students in achieving lifelong learning, a teacher must have a growing body of knowledge in order to be a good English language instructor. Fluency, teaching instruction, classroom English, the linguistic environment, and setting a good example in using English responsibly are all challenges that new ESL teachers confront,

according to the research (Klanrit and Sroinam, 2012).

Language teachers who are anxious in the classroom may have a poor impact on their students' learning. To begin with, teachers who are doubtful about their English language skills are less likely to participate in language-intensive classroom activities or utilize the language in front of the class. Teachers' anxiety may severely limit the magnitude and worth of language input children receive in the classroom, given that the instructor and classroom activities are often the primary sources of language input. Secondly, teachers' uncertainty or anxiousness while using the language in the class gets noticed by students, resulting in similar feelings in the pupils. Finally, often feeling anxiety in the classroom probably has a considerable negative impact on instructors' job fulfilment and general well-being (Kunt and Tum, 2010).

Among the challenges that ESL teachers face in their career, especially the novice ones, are both related to their own self-efficacy and the environment in which they are teaching. The initial years in a job are considered the most difficult ones as the problems faced in these years decide the future of a teacher. Novice ESL teachers leave the profession because there is no alignment between that pre-service teacher preparation and in-service teacher development argues (Farrell, 2012).

Anxiety in ESL Teachers

Many factors influence the level of anxiety teachers to perceive, according to research on the subject. Sex, experience, class and college physical conditions, personality, student traits, rapport with supervisors or administration and students' parents, context, teaching rank level, domestic apprehensions, financial troubles and modifications in local or national curricula

are just a few of the elements that contribute to anxiety levels and their repercussions.

Teachers face a variety of obstacles, according to Shillingford, Patel, and Ngazimbi (2012), including educational regulations, college improvement programs, teacher-parent interactions, conflict with other teachers, and so on, all of which can lead to anxiety symptoms. There is a popular assumption that the conditions in which teachers work push them to do a poor job. Most of the institutions in Pakistan are outdated buildings with no proper exposure to air and filthy courses that irritate teachers. For example, the physical condition of a language centre is one of the causes of anxiety in teachers as well as students. Travers (2003), citing the remarks of other experts on the subject, stated that unsuitable primary elements have a direct impact on teaching, limit it, or cause resistance. Insufficient school structures and apparatus, an uncomfortable work atmosphere, class sizes, and noise levels are only a few of the key issues.

Methodology

The data was collected using the quantitative approach for this research.

The Population of the Study

The novice ESL teachers belonging to the Lahore region only were selected for the collection of data. A questionnaire based on closed-ended questions was distributed at least among eighty-seven novice teachers to collect the data.

Instrument of the Study

A well-designed questionnaire as a tool was used for data collection. The questionnaire was titled "A study of anxiety among novice higher secondary ESL teachers". This questionnaire was designed to explore anxiety-causing factors in ESL teachers at the

higher secondary level. The questionnaire was comprised of 23 questions based upon an ordinal scale. A five-point Likert scale was used, ranging from strongly agree to strongly disagree in this research. All the variables were coded for computer analysis. The SPSS software used data analysis.

The Procedure of Data Collection

The process of examining, cleaning, manipulating, and modelling data to identify usable information, conclude, and assist in decision-making is known as data analysis. This research was done to look into the effects of anxiety on newly hired ESL teachers. This is cross-sectional research with 87 teachers who have recently been admitted into the ESL teaching profession. There are 23 variables in total, including demographic, socioeconomic, and other anxiety-causing factors. The results of the analysis were presented in the form of frequencies, percentages, and graphs for all of the variables.

Data Analysis

For analysis of quantitative data, SPSS is used, and data is represented through graphs and tables for a clear picture, and each question is discussed in detail through descriptive analysis. This included the relationship between anxiety with novice ESL teachers' performance inside and outside the classroom environment.

Reliability Analysis

Cronbach's Alpha, a commonly used statistical tool, was used to check the reliability of the questionnaire. The result of the reliability coefficient is 0.921. This value is acceptable as the data used is multi-dimensional.

Table 1. Reliability Examination

Items	Cronbach's Alpha
23	0.921

Results and Findings

Following are the detailed findings and results of the data collected through a questionnaire carrying 23 questions to find out the causes of anxiety among novice ESL teachers at higher secondary levels in the Pakistani context.

Anxiety Causing Factors

Fear of Making Mistakes Hinders My Performance as an ESL Teacher

Frequencies and percentages of the above question are given below in the table.

Table 2. Fear of Making Mistakes Hinders My Performance as a Teacher

	Frequency	Per cent	Mean
Strongly Agree	14	16.1	3.31
Agree	27	31.0	
Neutral	25	28.7	
Disagree	14	16.1	
Strongly Disagree	7	8.0	
Total	87	100.0	

In table number 2, it can be seen that 8.0% of teachers strongly disagree and 16.1% disagree, whereas 31.0% of teachers agree and 16.1% strongly agree and remain neutral about the fear of making mistakes hinders their performance out of 100% of responses. It

concludes that, on average most ESL teachers agree with this statement, showing that they have a fear of making mistakes, and it affects their performance while delivering the lecture.

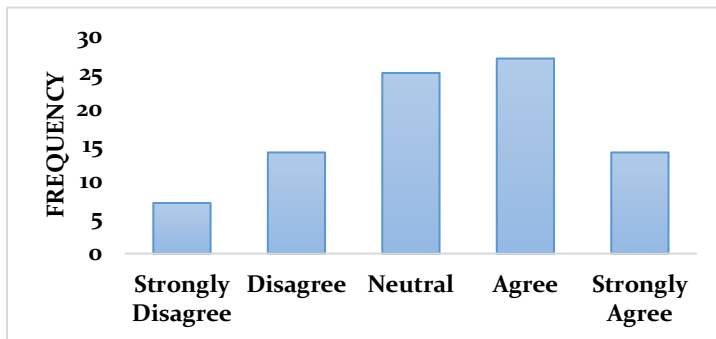


Figure 1: Fear of Making Mistakes Hinders My Performance as a Teacher

Teaching the Opposite Sex Shakes my Confidence as a Newly Inducted Teacher

Frequencies and percentages of the above question are given below in the table.

Table 3. Teaching opposite Sex Shakes My Confidence

	Frequency	Per cent	Mean
Strongly Agree	4	4.6	2.18
Agree	11	12.6	

	Frequency	Per cent	Mean
Neutral	15	17.2	
Disagree	24	27.6	
Strongly Disagree	33	37.9	
Total	87	100.0	

Table 3 shows that 37.9% of teachers strongly disagree and 27.6% disagree, whereas 12.6% of teachers agree and 4.6% strongly agree and remained neutral out of 100% of responses. It

can be concluded that, on average, most ESL teachers disagree with this statement that teaching the opposite gender in the classroom does not affect their performance.

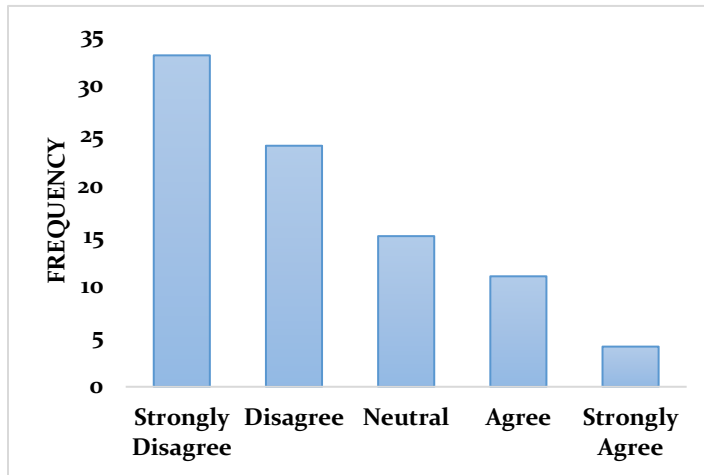


Figure 2: Teaching opposite Sex Shakes My Confidence

I Feel Fear of Getting Judged by Students and Colleagues

Frequencies and percentages of the above question are given below in the table.

Table 4. I Feel Fear of Getting Judged By Students and Colleagues

	Frequency	Per cent	Mean
Strongly Disagree	11	12.6	
Disagree	19	21.8	
Neutral	23	26.4	
Agree	24	27.6	3.03
Strongly Agree	10	11.5	
Total	87	100.0	

According to table number 4, it can be seen that 12.6% of teachers strongly disagreed and 21.8% disagreed, whereas 27.6% of teachers agreed and 11.5% strongly agreed, out of 100% of responses. It is concluded that, on average, most ESL teachers agree with this statement

that ESL teachers have anxiety issues about their feeling of getting judged by students and also colleagues because of their confidence level and lack of communication skills.

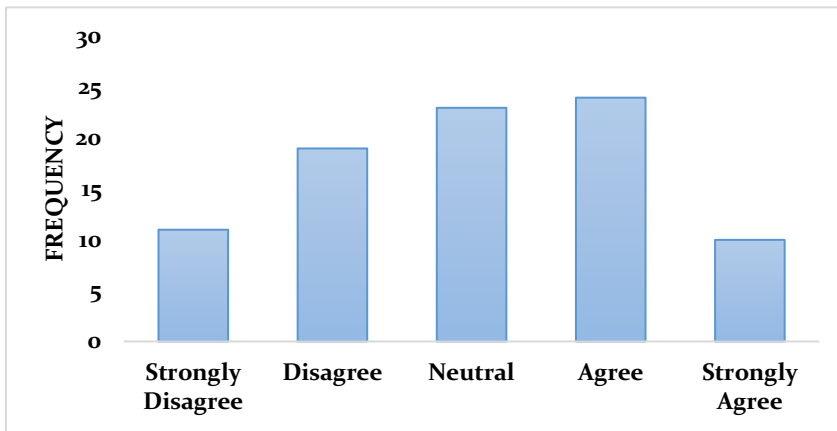


Figure 3: I Feel Fear of Getting Judged By Students and Colleagues

I Am Worried About How to Give Each Learner the Attention They Need

Frequencies and percentages of the above question are given below in the table.

Table 5. I Am worried about How to Give Each Learner the Attention they Need

	Frequency	Per cent	Mean
Strongly Agree	22	25.3	3.68
Agree	34	39.6	
Neutral	16	18.4	
Disagree	11	12.1	
Strongly Disagree	4	4.6	
Total	87	100.0	

Table 5 shows that 4.6% of teachers strongly disagree and 12.6% disagree, whereas 39.1% of teachers agree and 25.3% strongly agree out of 100% responses. It can be therefore concluded that, on average, most ESL

teachers agree with the statement that ESL teachers have anxiety issues of anxiety about how to give such attention to the students or learners that they need.

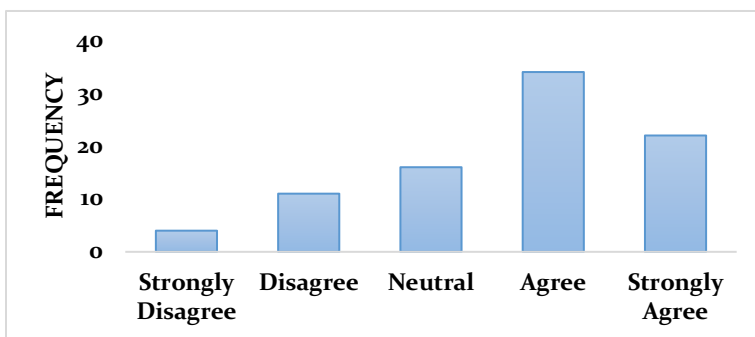


Figure 4: I Am Worried About How to Give Each Learner the Attention they Need

When I Couldn't Think of the Words to Respond Immediately, I felt Nervous

Frequencies and percentages of the above question are given below in the table.

Table 6. When I couldn't think of the words to respond immediately, I Feel Nervous.

	Frequency	Per cent	Mean
Strongly Agree	7	8.0	
Agree	26	24	
Neutral	26	9.9	2.94
Disagree	21	30	
Strongly Disagree	7	8.0	
Total	87	100.0	

The percentages and scores in table number 6 show that 8.0% of teachers strongly disagree and 29.9% disagree, whereas 24.1% of teachers agree and 8.0% strongly agree, out of 100% of responses. It concludes that, on average, most ESL teachers disagree with

this statement, that they do not feel any anxiety or nervousness when they couldn't respond quickly to the questions the students ask because they are well prepared for the lectures.

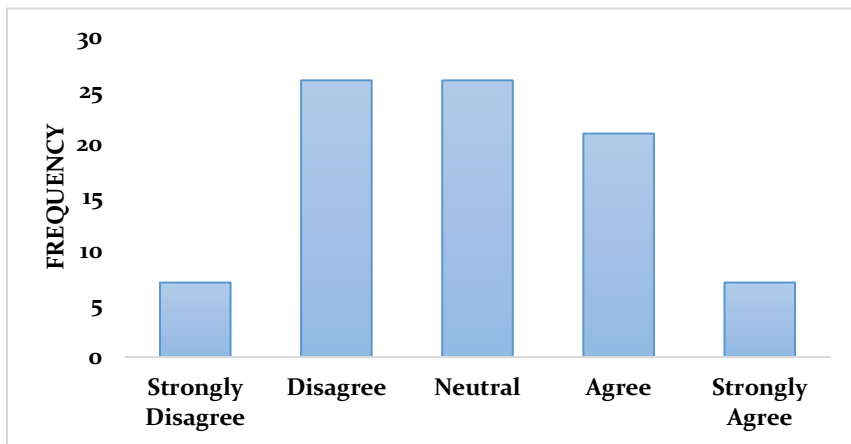


Figure 5: When I Couldn't Think of the Words to respond immediately, I felt nervous.

Speaking in English Makes me Feel Shy and Embarrassed as My Expression is Weak

Frequencies and percentages of the above question are given below in the table.

Table 7. Speaking in English makes me feel shy and embarrassed as my expression is weak.

	Frequency	Per cent	Mean
Strongly Agree	5	5.7	2.34
Disagree	28	32.2	
Neutral	9	10.3	

	Frequency	Per cent	Mean
Agree	17	19.5	
Strongly Disagree	28	32.2	
Total	87	100.0	

Table 7 shows that 32.2% of teachers strongly disagree and 32.2% disagree, whereas 19.5% of teachers agree and 5.7% strongly agree, out of 100% of responses. It can be concluded that, on average most of the ESL teachers

disagree with this statement, that they do not feel any anxiety and embarrassment when they speak English because they know to talk to the students, and they are confident about their speaking and communication skills.

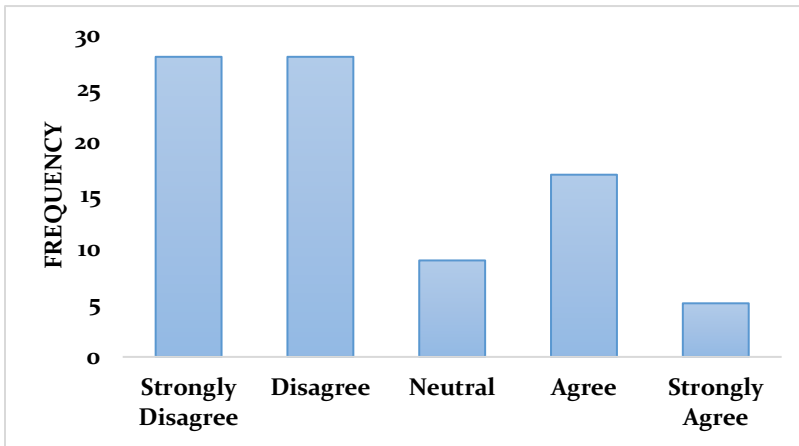


Figure 6: Speaking in English makes me feel shy and embarrassed as my expression is weak.

To Clear the Concepts, I usually get confused to give examples in English

Frequencies and percentages of the above question are given below in the table.

Table 8. To Clear the Concepts, I usually get confused to give examples in English.

	Frequency	Per cent	Mean
Strongly Agree	3	4.4	
Disagree	29	33.3	
Neutral	12	13.8	
Agree	7	8.0	1.99
Strongly Disagree	36	3.4	
Total	87	100.0	

Table number 8 shows that 41.4% of teachers strongly disagree and 33.3% disagree, whereas 8.0% teachers are agreeing and 3.4% are strongly agree, and remained neutral out of 100% responses. It can therefore be

concluded that on the average most of the ESL teachers are disagree with this statement, that they do not have any anxiety about making sentences and giving examples to the students to clear their concepts.

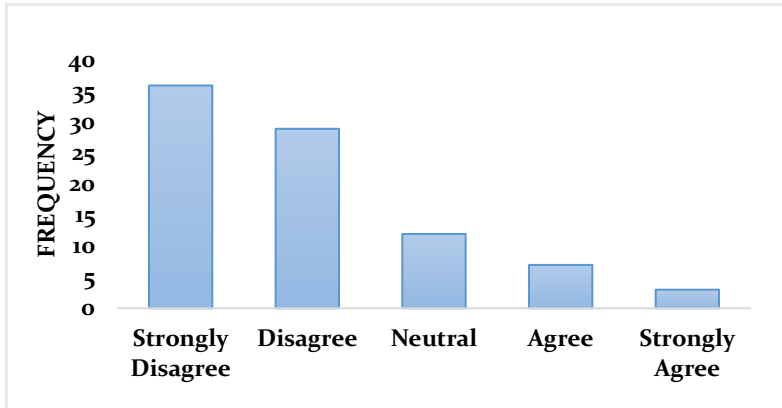


Figure 7: To Clear the Concepts, I usually get confused to give examples in English.

Large Strength of the Class Worries Me

Frequencies and percentages of the above question are given below in the table.

Table 9. Large Strength of the Class Worries Me

	Frequency	Percent	Mean
Strongly Agree	9	10.8	2.69
Agree	19	21.8	
Neutral	14	16.1	
Disagree	26	29.9	
Strongly Disagree	19	21.3	
Total	87	100.0	

It can be seen in table number that almost 9 21.8% teachers strongly disagree and 29.9% disagree whereas 21.8% teachers agree and 10.3% are strongly agreeing, and out of 100% responses. It is concluded that most of the ESL teachers are disagreeing with this

statement, that they do not have any anxiety if the strength of the class is large or not. They are well prepared for their lecture so it does not matter if the class's strength is small or large.

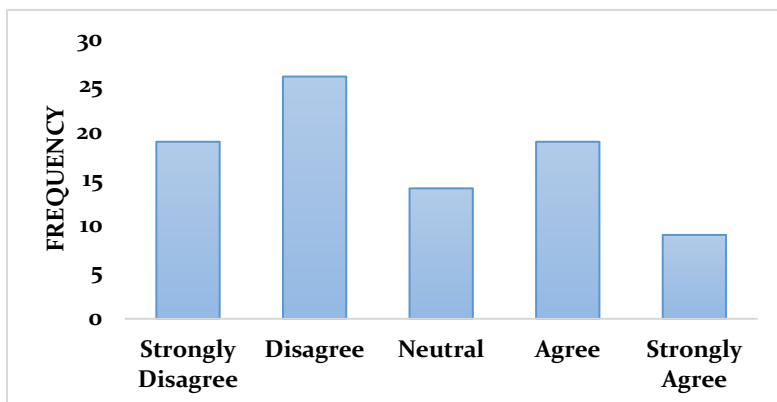


Figure 8: Large Strength of the Class Worries Me

Language Proficiency Worries Me A-Lot

Frequencies and percentages of the above question are given below in the table.

Table 10. Language Proficiency Worries Me A-Lot

	Frequency	Percent	Mean
Strongly Agree	8	9.2	2.59
Agree	15	17.2	
Neutral	13	14.9	
Disagree	35	40.2	
Strongly Disagree	16	18.4	
Total	87	100.0	

Table 10 shows that 18.4% teachers strongly disagree and 40.2% disagree whereas 17.2% teachers agree and 9.2% are strongly agree, and remained neutral out of 100% responses. It concludes that on the average most of the

ESL teachers are disagree with this statement, that they do not have any anxiety and worries about the proficiency of language.

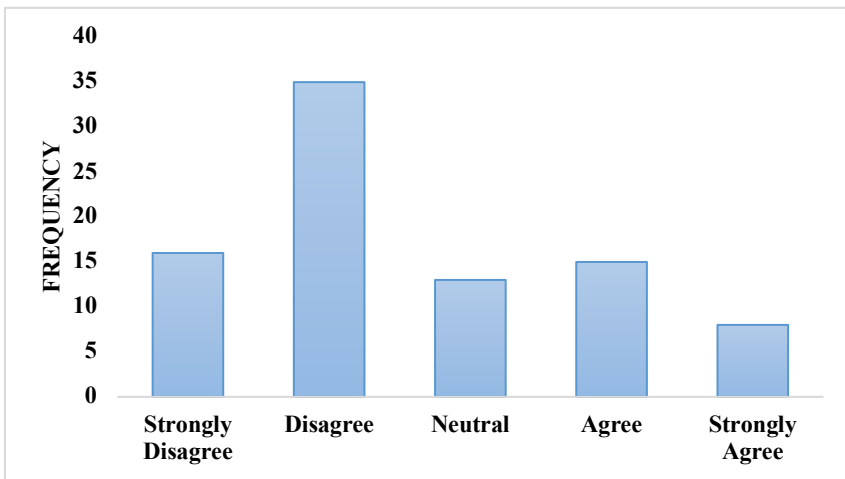


Figure 9: Language Proficiency Worries Me A-Lot

I Worry That I May Need to Explain Advanced Vocabulary

Frequencies and percentages of the above question are given below in the table.

Table 11. I Worry That I May Need to Explain Advanced Vocabulary

	Frequency	Percent	Mean
Strongly Agree	13	14.9	2.91
Agree	21	24.1	
Neutral	13	14.9	
Disagree	25	28.7	
Strongly Disagree	15	17.2	

	Frequency	Percent	Mean
Total	87	100.0	

Table 11 shows that 17.2% teachers strongly disagree and 28.7% disagree whereas 24.1% teachers agree and 14.9% strongly agree, out of 100% responses. It is hence concluded, that

on the average most of the ESL teachers agree with this statement, that they are worry about to need to speak high and advance vocabulary words in the class.

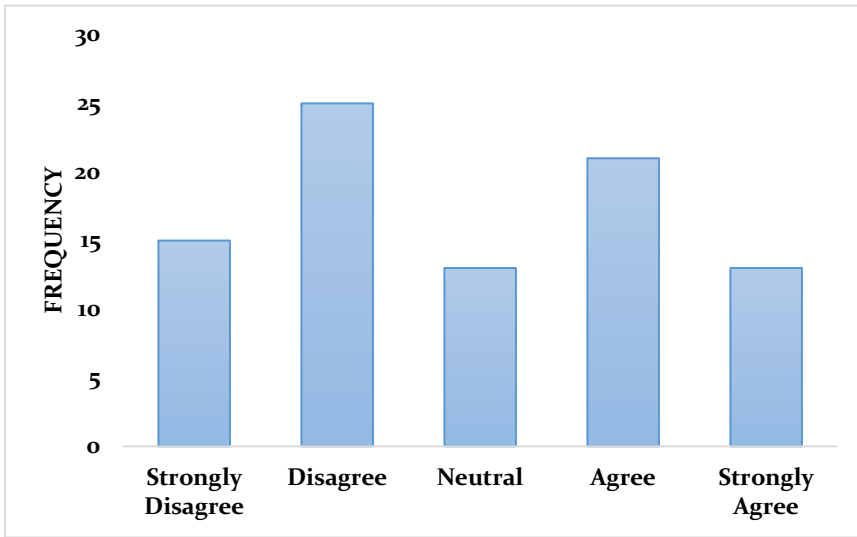


Figure 10: I Worry That I May Need to Explain Advanced Vocabulary

Nonverbal Behavior of Students in Class Disturbs me a lot as a Teacher

Frequencies and percentages of the above question are given below in the table.

Table 12. Nonverbal Behaviour of Students in Class

	Frequency	Percent	Mean
Strongly Agree	17	19.5	3.46
Agree	33	37.9	
Neutral	14	16.1	
Disagree	19	21.8	
Strongly Disagree	4	4.6	
Total	87	100.0	

Table 12 shows that 4.6% teachers strongly disagree and 21.8% disagree whereas 37.9% teachers are agreeing and 19.5% strongly agree, and 16.1% remained neutral out of 100% responses. It's concluded that on the average most of the ESL teachers agree with

this statement, that non-verbal behavior of the students in the class shows their lack of interest in study and sometimes ESL teacher's speaking or teaching skills also effect on student's behavior in the classroom.

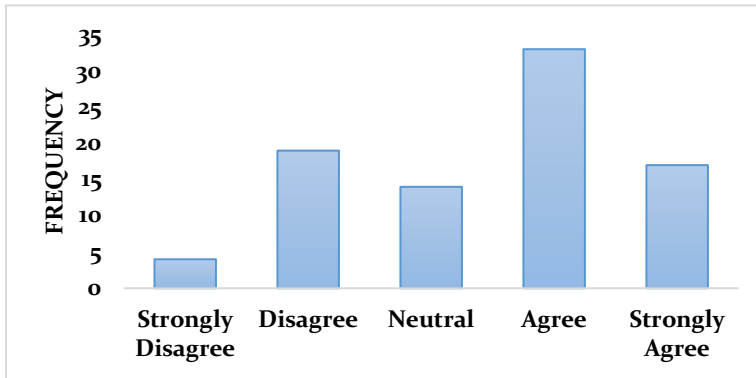


Figure 11: Nonverbal Behaviour of Students in Class

Lack of Interest on Student’s Part Worries me a Lot

Frequencies and percentages of the above question are given below in the table.

Table 13. Lack of Interest on Student’s Part

	Frequency	Percent	Mean
Strongly Agree	32	36.8	4.01
Agree	36	40.5	
Neutral	10	11.5	
Disagree	6	6.9	
Strongly Disagree	3	3.6	
Total	87	100.0	

Table 13 shows that 3.4% teachers are strongly disagreeing and 6.9% disagree whereas 41.4% teachers agree and 36.8% strongly agree, and 11.5% remained neutral out of 100% responses. It is concluded that on the average most of the ESL teachers are agreeing with this statement, that the

interest of students towards their education and goals are very low, and it has a very impact on ESL teacher’s performance as it gets more difficult for them teach the pupils having zero concentration English as a second language classrooms.

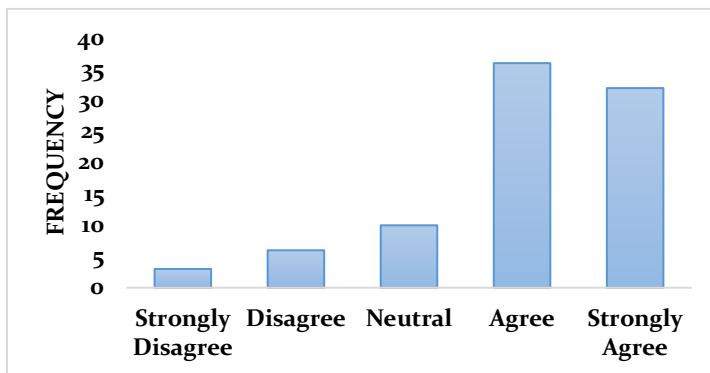


Figure 12: Lack of Interest on Student’s Part

A Student Continuously Smiling Without Any Reason Confuses Me

Frequencies and percentages of the above question are given below in the table.

Table 14. A Student Continuously Smiling Without Any Reason Confuses Me

	Frequency	Percent	Mean
Agree Strongly	19	21.8	3.16
Agree	18	20.7	
Neutral	19	21.8	
Disagree	20	23.0	
Disagree strongly	11	12.6	
Total	87	100.0	

Table 14 shows that 12.6% teachers strongly disagree and 23.0% disagree whereas 20.7% teachers agree and 21.8% strongly agree, and 21.8% remained neutral out of 100% responses. It is therefore concluded that on the average most of the ESL teachers agree with this statement, that when the students are

continuously smiling without any reason is usually confuses them because they are fresh teachers and they are nervous about it. So, when the student is smiling without any obvious reason while looking at the teacher causes anxiety issues.

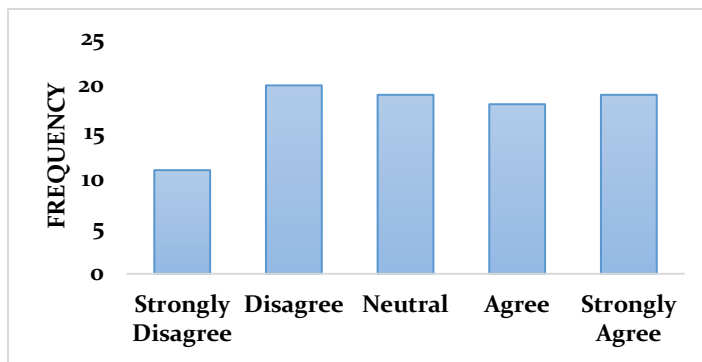


Figure 13: A Student Continuously Smiling Without Any Reason Confuses Me

Fear of Pronouncing a Word Wrong Hinders My Performance as an ESL Teacher

Frequencies and percentages of the above question are given below in the table.

Table 15. Fear of Pronouncing a Word Wrong Hinders My Performance as an ESL Teacher

	Frequency	Percent	Mean
Agree Strongly	9	10.3	2.99
Agree	26	29.9	
Neutral	15	17.2	
Disagree	29	33.3	
Disagree Strongly	8	9.2	
Total	87	100.0	

It can be seen in table 15 that 9.2% teachers strongly disagree and 33.3% disagree whereas 29.9% teachers agree and 10.3% strongly agree, and 17.2% remained neutral out of 100% responses. It is concluded that on the

average most of the ESL teachers disagree with this statement, that they do not have any fear and anxiety regarding to pronunciation of a word and also it will not have any effect on their performance.

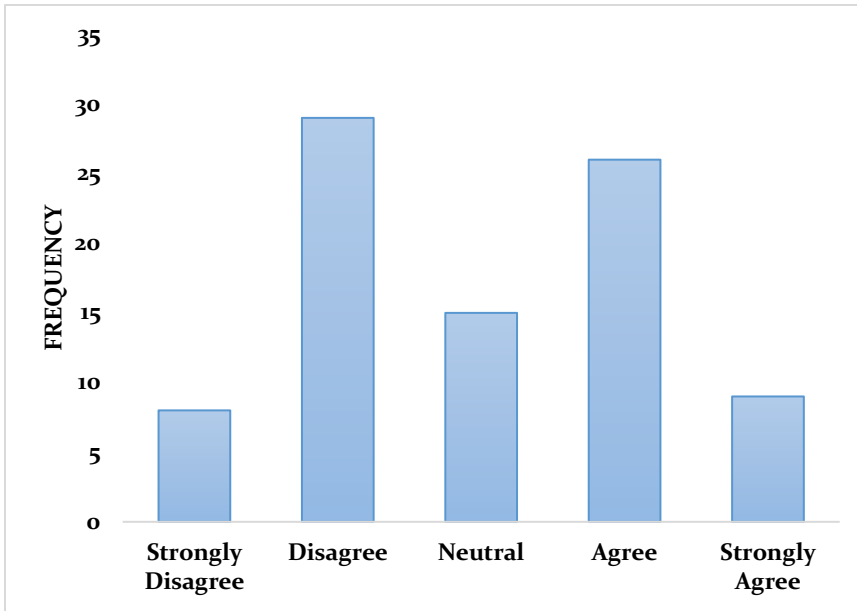


Figure 14: Fear of Pronouncing a Word Wrong Hinders My Performance as an ESL Teacher

Unexpected Question Asked By a Student in Class Causes Anxiety

Frequencies and percentages of the above question are given below in the table.

Table 16. Unexpected Question Asked By a Student in Class Causes Anxiety

	Frequency	Percent	Mean
Agree Strongly	4	4.6	2.59
Agree	23	26.4	
Neutral	13	14.9	
Disagree	27	31.0	
Disagree Strongly	20	23.0	
Total	87	100.0	

Table 16 shows that 23.0% teachers strongly disagree and 31.0% disagree whereas 26.4% teachers agree and 4.6% strongly agree, and remained 14.9% stayed neutral out of 100% responses. It is concluded that on the average

most of the ESL teachers disagree with this statement, that they have not any type of anxiety in the classroom if any of the student asks unexpected question.

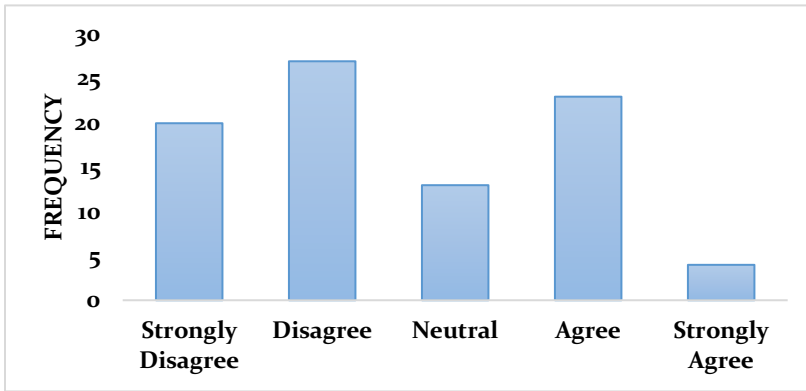


Figure 15: Unexpected Question Asked By a Student in Class Causes Anxiety

Lack of Good Communication Skills is one of the cause of Stress for Me

Frequencies and percentages of the above question are given below in the table.

Table 17. Lack of Good Communication Skills

	Frequency	Percent	Mean
Agree Strongly	5	5.7	2.46
Agree	18	20.7	
Neutral	13	15	
Disagree	27	31.0	
Disagree Strongly	24	27.6	
Total	87	100.0	

Table 17 shows that 27.6% teachers strongly disagree and 31.0% disagree whereas 20.7% teachers agree and 5.7% strongly agree, and 14.9% remained neutral out of 100%

responses. It is concluded that on the average most of the ESL teachers disagree with this statement, that they do not have any anxiety regarding communication skills.

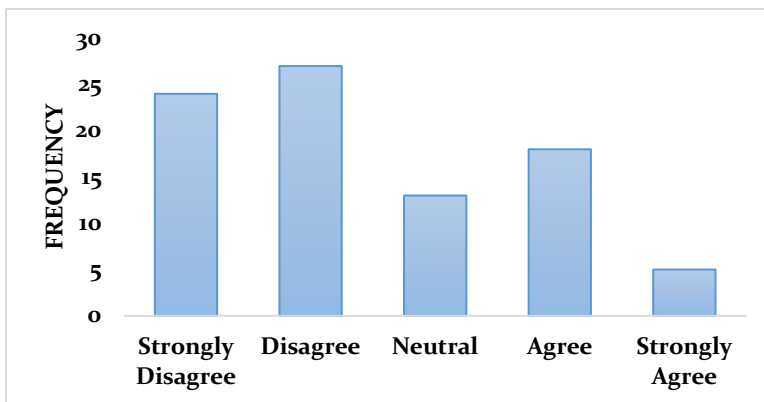


Figure 16: Lack of Good Communication Skills

Low Level of Confidence in Speaking English Hinders my Performance as a Teacher

Frequencies and percentages of the above question are given below in the table.

Table 18. Low Level of Confidence in Speaking English

	Frequency	Percent	Mean
Agree Strongly	5	5.7	2.38
Agree	17	19.5	
Neutral	12	13.8	
Disagree	25	28.7	
Disagree Strongly	28	32.2	
Total	87	100.0	

Table 18 shows that 32.2% teachers strongly disagree and 28.7% disagree whereas 19.5% teachers agree and 5.7% strongly agree, out of 100% responses. It can therefore be concluded that on the average most of the ESL teachers disagree with this statement,

that they do not feel anxiety in speaking English and also they do not lose their confidence while speaking English because speaking and teaching English is their profession so they do not hesitate while speaking English in front of anyone.

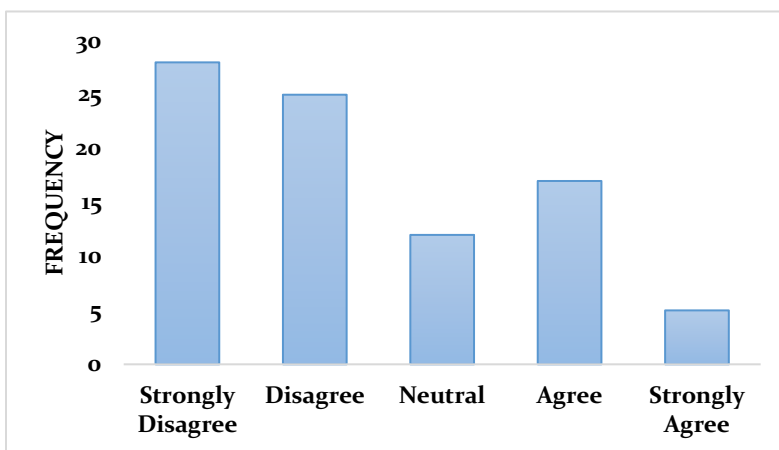


Figure 17: Low Level of Confidence in Speaking English

Situation Where I Have to Do Impromptu Speaking causes Anxiety

Frequencies and percentages of the above question are given below in the table.

Table 19. Situation Where I Have to Do Impromptu Speaking

	Frequency	Percent	Mean
Agree Strongly	8	9.3	2.67
Agree	17	19.5	
Neutral	20	23.0	
Disagree	22	25.3	

	Frequency	Percent	Mean
Disagree Strongly	20	23.0	
Total	87	100.0	

Table 19 shows that 23.0% of teachers strongly disagree and 25.3% disagree, whereas 19.5% of teachers agree and 9.2% strongly agree, out of 100% responses. It is concluded that, on average most of ESL

teachers disagree with this statement, that they do not feel anxiety if a situation comes where they have to speak impromptu English.

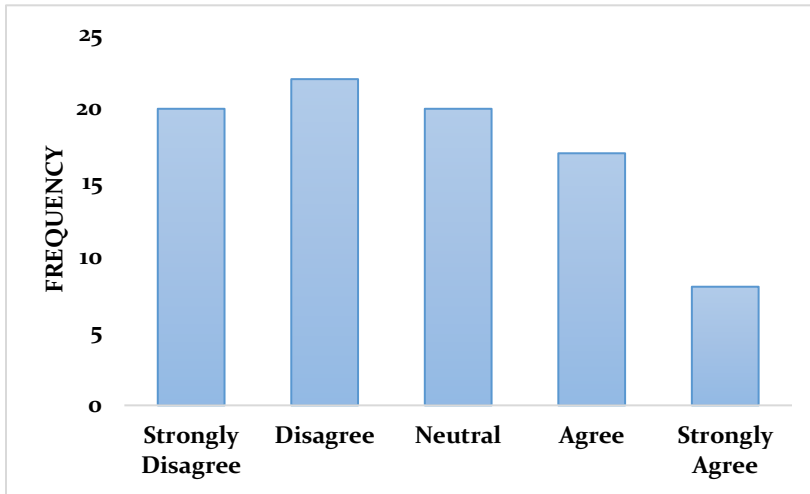


Figure 18: Situation Where I Have to Do Impromptu Speaking

Students Asking for Translation from English to Urdu causes Uneasiness in Me

Frequencies and percentages of the above question are given below in the table.

Table 20. Students Asking for Translation from English to Urdu

	Frequency	Per cent	Mean
Agree Strongly	6	6.9	
Agree	23	26.5	
Neutral	18	20.7	
Disagree	17	19.4	2.68
Disagree Strongly	23	26.9	
Total	87	100.0	

Table 20 shows that 26.4% of teachers strongly disagree and 19.5% disagree, whereas 26.4% of teachers agree and 6.9% strongly agree, out of 100% of responses. It is concluded that, on average, most of the ESL

teachers disagree with this statement, that they do not feel anxiety when some students ask to translate specific Urdu lines or paragraphs into English.

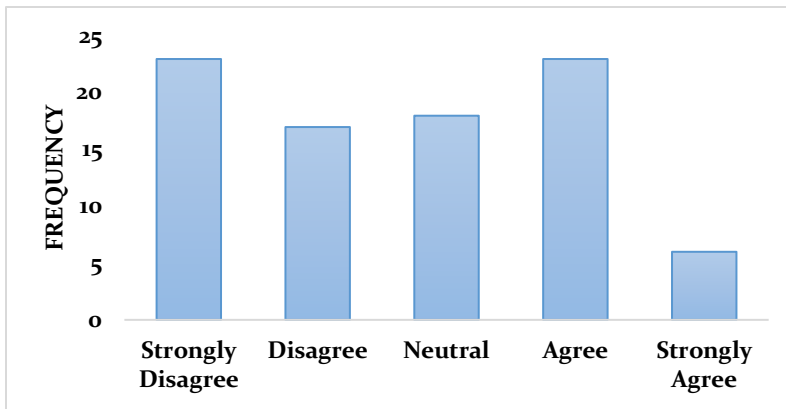


Figure 19: Students Asking for Translation from English to Urdu

When Pupils Try to Test My Knowledge all the Time gives me Anxiety

Frequencies and percentages of the above question are given below in the table.

Table 21. When Pupils Try to Test My Knowledge all the Time

	Frequency	Per cent	Mean
Agree Strongly	7	8.0	2.71
Agree	19	20.6	
Neutral	20	23.0	
Disagree	27	31.0	
Disagree Strongly	15	17.2	
Total	87	100.0	

Table 21 shows that 17.2% of teachers strongly disagree and 31.0% disagree, whereas 20.7% of teachers agree and 8.0% strongly agree, out of 100% responses. It is concluded that,

on average most of the ESL teachers disagree with this statement, that they do not feel any type of anxiety when the students are trying to test their knowledge all the time.

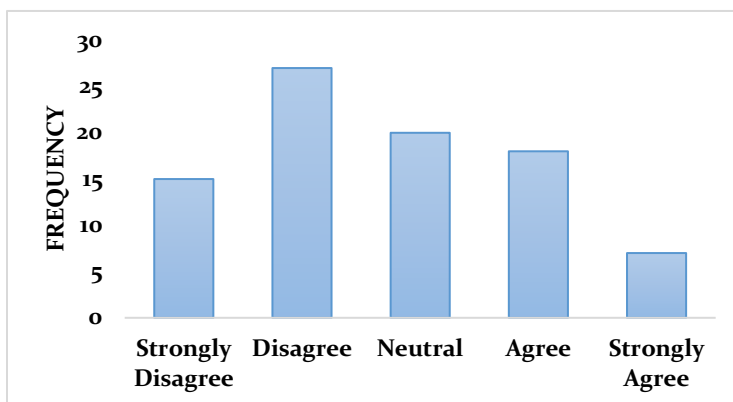


Figure 20: When Pupils Try to Test My Knowledge all the Time

I Am Anxious When I Have to Develop Suitable Sources/Materials for the Lesson

Frequencies and percentages of the above question are given below in the table.

Table 22. I Am Anxious When I Have to Develop Suitable Sources/Materials for the Lesson

	Frequency	Per cent	Mean
Agree Strongly	10	11.5	3.06
Agree	28	32.2	
Neutral	17	19.5	
Disagree	21	24.1	
Disagree Strongly	11	12.6	
Total	87	100.0	

Table 22 shows that 12.6% of teachers strongly disagree, 24.1% disagree, whereas 32.2% of teachers agree and 11.5% strongly agree, out of 100% responses. It can be concluded that on average that most of the

ESL teachers agree with this statement; they feel anxiety when they have to develop and prepare suitable sources and material for the lectures.

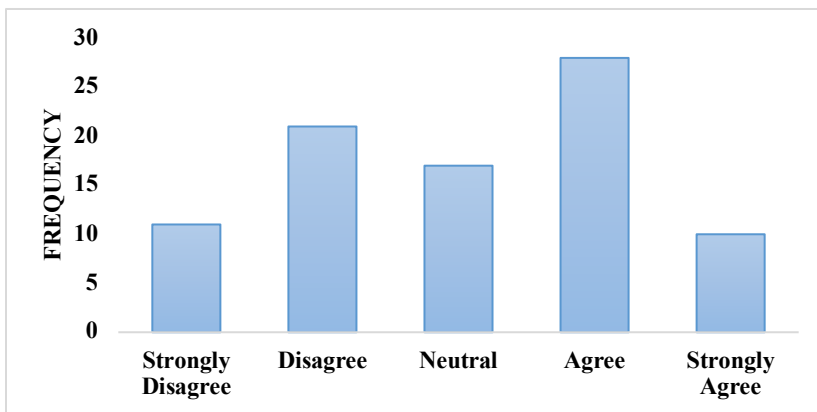


Figure 21: I Am Anxious When I Have to Develop Suitable Sources/Materials for the Lesson

The More I Prepare for the Lecture, the More I Get Nervous

Frequencies and percentages of the above question are given below in the table.

Table 23. The More I Prepare the Lecture, the More I Get Nervous

	Frequency	Per cent	Mean
Agree Strongly	7	8.0	1.98
Agree	4	4.6	
Neutral	8	9.2	
Disagree	29	33.3	
Disagree Strongly	39	44.8	
Total	87	100.0	

Table 23 shows that 44.8% of teachers strongly disagree, 33.3% disagree, whereas 4.6% of teachers agree and 8.0% strongly agree, out of 100% responses. It is concluded

that, on average most ESL teachers disagree with this statement, that they do not have any anxiety or nervousness preparing for the lecture.

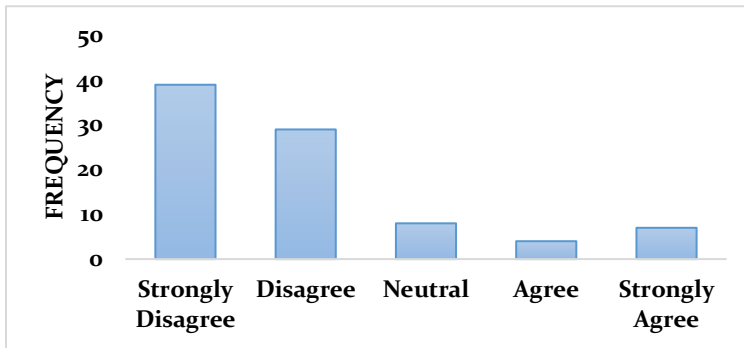


Figure 22: The More I Prepare the Lecture, the More I Get Nervous

Discipline Issues in Class Hinders My Performance as a Teacher

Frequencies and percentages of the above question are given below in the table.

Table 24. Discipline Issues in Class Hinders My Performance as a Teacher

	Frequency	Per cent	Mean
Agree Strongly	12	13.8	
Agree	21	24.1	
Neutral	16	18.4	2.90
Disagree	22	25.3	
Disagree Strongly	16	18.3	
Total	87	100.0	

Table 24 shows that 18.4% of teachers strongly disagree and 25.3% disagree, whereas 24.1% of teachers agree and 13.8% strongly agree, out of 100% of responses. It

can be concluded that, on average most of the ESL teachers disagree with this statement and that they do not have any anxiety regarding the discipline in the classrooms.

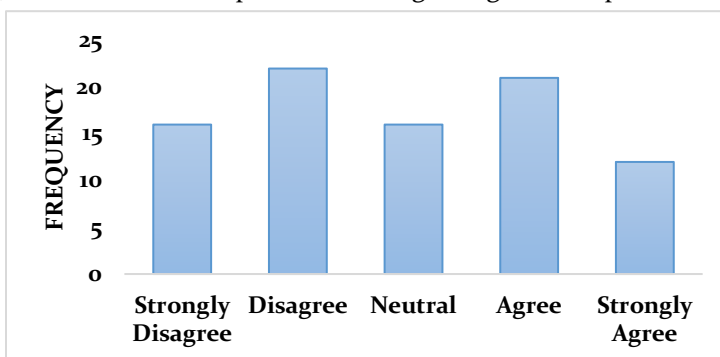


Figure 23: Discipline Issues in Class Hinders My Performance as a Teacher

Discussion

The outcomes of this study revealed that novice ESL teachers at the higher secondary level in Pakistan experience a significant level of worry and anxiety. Overall, they agreed with the eight questions answered in section two of the questionnaire about variables that generate anxiety in ESL teachers out of the 23 questions asked in section two of the questionnaire about factors that induce anxiety in ESL teachers.

The most common factor that causes anxiety in novice ESL teachers is the fear of making mistakes which hinders their performances as an ESL teachers. The data collected for this research shows that 31% of novice teachers agree that fear of making mistakes gives them anxiety and 16.1% strongly agree with this factor. The second most common factor noticed through this research is fear of being judged by the students and their colleagues also hinders their performance as ESL teachers. The most important factor agreed by novice teachers is that they feel anxious about how to give each learner the attention they need. 39.1% of the respondents agreed that this factor is very anxiety-provoking for them as it contributes to their negative self-perception as gives them a feeling of not being a good teacher. Almost 33% of the teachers agreed to the fact that the nonverbal attitude of the students in class gives them anxiety, and it also demotivates them as a teacher. The findings of this study correspond with those of a survey conducted by Kim & Kim (2004). They discovered that the following circumstances are the most anxiety-inducing for EFL/ESL teachers: being asked unexpected and sudden questions; pupils who are unmotivated and uninterested in their English sessions; and being unable to regulate classmates. The findings of this investigation support the above-mentioned studies in part. Lack of interest on students' part is also one of the major causes of anxiety in novice ESL teachers, as 36% of the teachers

agreed to this fact. Fear of pronouncing a word wrong is another factor contributing to novice teachers' level of anxiety. A situation where novice ESL teachers have to develop a suitable source /material or lesson plan for the students gives them anxiety and makes them anxious, as 32.2 per cent of teachers agreed that this task is very anxiety causing for them.

Conclusion

According to the findings of the tool selected for this research, it can be seen that novice ESL teachers' performance is affected by anxiety to a great extent. Teaching is a very demanding profession, and a teacher is expected to perform outstandingly in any situation. In the Pakistani context, teachers are expected to be perfect, which is a common expectation from both the management and the students. This struggle to be perfect is the biggest anxiety-causing factor for a teacher.

Teacher anxiety has mostly been researched from three angles: conflicting ideas between students and teachers, experience coming from contributed significantly by audience engagement, and a trait-state response linked to genetic tendencies and previous stressful classroom settings (Walton, 1981). The negative characteristics of perfectionism and anxiousness also play a great part in causing anxiety, according to the research. Among ESL teachers, the expectation of perfectionism is a major source of anxiety and stress. Given that negative perfectionism is a major contributor to teacher anxiety, studies have yet to look into the role of anxiety in mediating or interfering with the three burnout characteristics. According to the findings of this research, anxiety in many ways hinders the performance of novice ESL teachers in the Pakistani context, as almost every respondent in a semi-structured interview agreed that anxiety is a big barrier to their performance as a teacher. It is always

there in one way or another and keeps on disturbing the mental peace of the teacher. The most common factors to which the respondents agreed are the feeling of being getting judged, student's misbehaviour and

lack of interest, fear of making mistakes or pronouncing a word wrong and last but not least, how to give every learner equal attention that they need.

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