



## Teachers' Perspectives on Students, Teachers and School Level Factors Affecting English Language Learning at the Primary School Level



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### Abstract

This study was designed to investigate primary school teachers' perceptions on the aspect of students, teachers, and school-level factors affecting English language learning in public primary schools of District D.I. Khan. Three research questions focused on teachers' perceptions of each factor category and null hypotheses were developed to check the differences in perceptions based on teachers' gender, qualification, and teaching experience. Data were collected from a sample of 399 teachers (253 male and 146 female) through a five-point Likert-scale questionnaire. Questionnaire was made valid and reliable through conducting a pilot study. Reliability value of questionnaire was Cronbach's alpha = 0.78. Mean, independent samples t-test and one-way ANOVA were employed for hypothesis testing. It was found that teachers rated student-related factors highest, followed by school-related factors and teacher-related factors. All null hypotheses were partially rejected: significant differences emerged for student and teacher related factors across gender (higher among males), qualification (stronger with higher qualifications), and experience (increasing with years), but not for school related factors.

### Key Words

English Language Learning, Primary School Education, Teachers Perceptions, School Factors, Students and Teachers Level Factors

### Introduction

English has emerged as a dominant global language, indispensable for diplomacy, international business, science and technology, commerce, education, and media (Fishman, 1992; Master, 1998). In the present times, English is considered as basic tool for global communication, knowledge sharing and effective for economic and political power. Its vast use in education system worldwide develops its importance, particularly in the countries where it has the status of official language. The foremost importance of developing English language is its use as a medium of instruction in education. As Michel West rightly stated that "English is not a subject which can be taught; it is a subject which must be learnt", emphasizing the learner-centered nature of acquisition. It is also observed that no competitor has been found in terms of its readers, writers and speakers globally.

English language has emerged and occupied a privileged position as an important second language in Pakistan, essential for higher education, international and professional opportunities (Coleman, 2010; Mahboob, 2017). The National Curriculum for English Language Grades I–XII highlighted that English is the language of international communication, higher learning and better career options. It should therefore reach the masses, so that there is no

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discrimination among the rich and the poor in Pakistan, in terms of opportunities for personal, professional and economic development (Government of Pakistan, 2006). And although this policy focus is clear, English instruction at the primary level remains problematic where grammar-translation methods dominate and communication competence in the classroom is neglected (Nunan, 1988; Warsi, 2004). Overcrowded classrooms, improper teacher training, a shortage of resources for students from grades 1 - 5, mother tongue interference (such as Pashto, Saraiki or Urdu) as well as limited exposure to authentic English usage are still prevalent in public primary schools (British Council, 2022; Shahabullah, 2023; Siddiqui, 2016). The position of English has evolved further into a global means of communication across various areas, such as education, commerce and trade, medicine, science and technology, politics and governance; social relationships. With the growth of international communication and cooperation, developing familiarity with multiple languages has become a necessity. On the other hand, English learning in primary school lays the foundation for future academic achievements. But the process of becoming proficient in English is affected by a number of interrelated factors, all affecting learners' progress.

As language acquisition is affected by a number of key elements, including learners' abilities, the extent of exposure to the language, and various contextual conditions that may support or hinder learning (Spolsky, 1989). Student learning ability comprises cognitive capacity, biological factors related to age, motivational facets, and previous learning practices. Early learners are often believed to possess certain advantages in language achievement because of their flexibility and common interest. However, the concept of a "critical period" for language learning has remained a topic of current discussion in language research (Krashen et al., 1979, 1982). While adult learners may initially show faster progress in areas such as grammar and sentence structure, they often do not achieve the same level of long-term proficiency as learners who begin language learning at an earlier age.

English language skill is commonly seen as a basic indicator of a student's ability to communicate and achieve academically. It encompasses not only to understand the grammatical structures and vocabulary but also having the ability to interpret the meaning and express ideas in a clear way. A learner's performance in language learning is influenced by several factors, including self-confidence, anxiety, and the quality of teaching methods and instructional materials, and the support provided by the surrounding learning environment. Researchers have suggested that meaningful exposure to language and opportunities for natural communication tend to promote more effective learning than approaches that focus heavily on formal grammatical rules (Klein, 1986).

In multilingual contexts such as Pakistan, learners of English often face a range of additional challenges that can hinder their language development. One of the primary difficulties arises from the influence of the first language, which may interfere with the accurate acquisition of English in terms of pronunciation, vocabulary, and grammatical structures. This linguistic interference can lead to errors and slow the learning process. As a result, these factors may create further difficulties for learners attempting to develop proficiency in English (Manan et al., 2018; Shahabullah, 2023).

This study looks at what primary school teachers think about the different factors related to students, teachers, and schools that influence English language learning in District D.I. Khan, Pakistan. By understanding the challenges and influences they observe, the study hopes to suggest better teaching practices and improvements in education policies, especially because knowing English is important for equal educational and economic opportunities.

## Objectives

1. To find out teachers perception regarding students, teachers and school level factors affecting the learning of English at primary school level in district Dera Ismial Khan.
2. To examine the difference in teachers' perceptions of factors affecting the English language learning based on their demographic variables.

## Research Questions

1. What are the primary school teachers' perceptions regarding student level factors affecting the English language learning at primary school level?
2. What are the primary school teachers' perceptions regarding teacher level factors affecting the English language learning at primary school level?
3. What are the primary school teachers' perceptions regarding school level factors affecting the English language learning at primary school level?

## Hypotheses

**H<sub>01</sub>:** There is no significant difference in teachers' perceptions of factors affecting English language learning based on gender.

**H<sub>02</sub>:** There is no significant difference in teachers' perceptions of factors affecting English language learning based on qualifications.

**H<sub>03</sub>:** There is no significant difference in teachers' perceptions of factors affecting English language learning based on teaching experience.

## Literature Review

English has become an essential element for educational progress in multilingual societies. English serves as a second language and a medium of instruction in higher education, as well as in public administration and professional communication. Therefore, improving students' English proficiency has emerged as a primary goal of the national education system.

Several studies have shown how English language acquisition is affected by various factors, including students, teachers, and support. These factors interact with each other, affecting students' English language acquisition and performance. Among students, motivation, language ability, language background, and exposure to English language have been found to be major factors affecting English language acquisition. For instance, motivation has been found to be crucial in maintaining students' interest, while language ability has been found to affect the rate and quality of English language acquisition.

In a multilingual country like Pakistan, English language acquisition has been complicated by various factors, including students' mother tongue, which has been found to complicate English language acquisition. The use of students' mother tongue has been found to complicate English pronunciation, vocabulary, and grammar. In addition, students' exposure to English has been found to be limited, which has been found crucial in English language acquisition. Studies carried out among Pakistani students studying English as a Second Language (ESL) have shown that motivation and language anxiety are crucial factors affecting students' engagement in English language acquisition. Highly motivated students have been found to be more actively engaged in English language acquisition, thus acquiring English language more proficiently, while students who experience language anxiety and low self-confidence tend to be less actively engaged in English language acquisition, thus acquiring English language less proficiently (Malik & Pervaiz, 2023). Teacher-related factors also play a vital role in determining the effectiveness of English language teaching and learning. For instance, teachers' pedagogical knowledge, language proficiency, and use of teaching strategies directly influence the learning and teaching process. Empirical research carried out among English language teachers in Pakistan revealed that teachers' beliefs, professional training, and use of digital technologies significantly influence teachers' practices and use of new technologies in English language teaching and learning (Ahmad et al., 2025).

The school and institutional environment play a vital role in determining the quality of English language teaching and learning. For instance, in most public schools in Pakistan, English language teachers and learners are faced with a number of challenges, such as a large student population and insufficient teaching resources, which often hinder effective English language teaching and learning processes. For instance, empirical research carried out on English language teaching and learning in large classes in Pakistan revealed that teachers and learners are faced with a number of obstacles, such as insufficient resources and a large student population, in promoting English language proficiency among learners (Sharif & Zeeshan, 2023).

English language learning is also influenced by teaching methodologies and approaches. Studies conducted in Pakistan indicate that teachers increasingly adopt integrative and communicative approaches to language teaching to address the diverse learning needs of students. These approaches combine multiple teaching strategies and emphasize student participation, collaborative learning, and contextual language use (Khan & Soomro, 2022). Apart from the teaching method use of English grammar remain common problem among students of English. Studies focusing on examining teaching strategies for teaching English grammar suggest that consciousness-raising tasks and students centered teaching methods can improve students' understanding of grammatical structures (Farooq & Zeeshan, 2025). Socio-cultural and educational barriers in Pakistan is another challenge in English language teaching in Pakistan. Several barriers including inadequate teacher training and reliance on grammar translation method are highlighted in research studies. These factors may hinder the English learning in students (Aftab et al., 2025). The quality of English language learning may also be affected by the teacher characteristics like motivation and professional stress. Studies carried out on English teachers in public school has shown that English language teachers experience a lot of language teaching anxiety institutional pressures and limited teaching resources. On the other hand, intrinsic motivation and commitment to student learning often encourage teachers to continue improving their instructional practices (Asher et al., 2025). Above all, after the COVID-19 pandemic teachers have adopted blended learning and digital teaching methods, integrating online tools and learning platforms to support language instruction. Researches investigating post-pandemic teaching practices indicate that technological integration has encouraged more flexible and interactive learning environments (Nazeer et al., 2023). Importance of effective teaching strategies in English language teaching is also been emphasized. The Studies investigating English teaching practices in Pakistani institutions highlight the necessity for better-quality teacher training programs, modern teaching methods, and student centered approaches to address the challenges faced by English language students (Ahmad & Lanfeng, 2024). Although a number of researched have been conducted on English language teaching in Pakistan, but a small number of studies have examined teachers' perceptions regarding the combined influence of student, teacher, and school level factors affecting English language learning at the primary school level. Teachers play a central role in implementing educational policies and instructional practices, so understanding teachers' perspectives is important. Hence, this study was designed to explore primary school teachers' perceptions regarding the factors influencing English language learning in public primary schools of District Dera Ismail Khan.

## Methodology

This research study employed a descriptive research design to explore primary school teachers' perceptions in District Dera Ismail Khan regarding the factors influencing English language learning. The target population of this study consisted of all primary school teachers working in the public sector primary schools of district Dera Ismail Khan. A total of 2529 male and 1462 teachers were at the strength of district education office. For the selection of sample a multistage sampling technique was applied, in the first stage male and female starta were developed, followed by simple random sampling technique for selection of teachers from each school. A sample of 399 teachers (25 urban male, 228 rural male, 27 urban female, and 119 rural female) was selected.

A likert type questionnaire was developed on five point rating scale ranging from strongly agree to strongly disagree to collect teachers' perceptions on factors affecting English language learning at primary school level. Items were selected from literature review and consultations with experts in Education sector and English language teachers. Content validity was established by sending the questionnaire to experts in the field of education for expert opinions. Pilot study was conducted with 40 primary school teachers for checking the reliability of the questionnaire. Pilot data was entered in the SPSS; Cronbach's alpha coefficient was 0.78, indicating an acceptable internal consistency. For data collection for main study questionnaires were administered to the respondents through mail and personal contacts.

**Table 1**

*Factors Affecting the Learning English along Student Factor*

The Students	Mean	Descriptive
Student's possible realizable objectives are focused in English course.	3.89	Much Affected
Student gets enough knowledge from English course.	3.64	Much Affected
Students easily understand the English material being taught	3.92	Much Affected
Can easily write English words and sentences on their notebook	3.72	Much Affected
Students Aptitude are made in the learning of English	3.80	Much Affected
Students are motivated to work very hard at English classes	4.11	Much Affected
Students show a good deal interest to study the English classes	4.01	Much Affected
Students Complete the tasks of English in given time	3.88	Much Affected
Students are getting better in reading and speaking English.	4.02	Much Affected
Overall Mean	3.89	Very much affected

## Results

In terms of the student factor, the table shows that the respondents are very much affected on the above statements. The respondents perceived that they are much affected in the following: Student's possible realizable objectives are focused in English course; Student gets enough knowledge from English course; Students easily understand the English material being taught; Can easily write English words and sentences on their notebook; Students Aptitude are made in the learning of English; Student are Motivated to work very hard at English classes Students show a good deal interest to study the English classes; Students Complete the tasks of English in given time; Students are getting better in reading and speaking English. The mean perception very much affected means that the student factor affects English learning very much.

**Table 2**

*Factors Affecting the Learning of English along Teacher Factor*

The Students	Mean	Descriptive
The teacher use modern method in English.	3.88	Much Affected
The teacher faces the problem of pronunciation.	3.58	Much Affected
The teacher easily communicates in English.	3.92	Much Affected
Teacher has Enough vocabulary for effective presentation	3.97	Much Affected
The teacher can speak English fluently	3.85	Much Affected
The teachers Satisfied with use of English language	3.76	Much Affected
The teachers feel too much stress in teaching English	3.43	Much Affected
The teachers complete English course well on time.	3.93	Much Affected
Overall Mean	3.69	Moderately Affected

This table presents the teacher as a factor that affects the learning English in the primary Curriculum. The respondents were moderately affected on the following: the teacher use modern method in English; the teacher faces the problems of pronunciation; The teacher easily communicates in English, Teacher has Enough vocabulary for effective presentation; The teacher can speak English fluently; The teachers Satisfied with use of English language; The teachers feel too much stress in teaching English; The teachers complete English course well on time; The teachers use AV aids during the English lesson.

**Table 3**

*Factors Affecting the Learning of English along School Factor*

<b>The Students</b>	<b>Mean</b>	<b>Descriptive</b>
The School use updated English material.	3.77	Much Affected
The school provide in-service trainings to teachers about English learning skills	3.91	Much Affected
The School resources are available for teaching English	3.90	Much Affected
The School personnel willing to listen the views of parents	3.91	Much Affected
Overall Mean	3.78	Moderately affected

The perception of the respondents along school factors indicates that they are moderately affected on the above statements. The respondents perceived that they are much affected in the following: The School use updated English material; The school provide in-service trainings to teachers about English learning skills; The School resources are available for teaching English; The School personnel willing to listen the views of parents; School shows interest to motivate students in learning of English; The mean perception of the respondent is moderately affected. This implies that the English instruction is moderately affected by the issues along school factor in general.

**Table 4**

*Independent Samples t-test Results for Teachers' Perceptions of Factors Affecting English Language Learning by Gender*

<b>Factor</b>	<b>Male Teachers</b>		<b>Female Teachers</b>		<b>t</b>	<b>df</b>	<b>p</b>
	<b>N=253</b>		<b>N=146</b>				
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>			
Student-Related Factors	3.84	.587	3.69	.973	1.843	396	.04
Teacher-Related Factors	4.04	.447	3.71	.761	5.220	396	.00
School Related Factors	3.89	.335	3.87	.879	3.59	396	.07

This table presents the results of an independent samples t-test carried out to check the differences in primary school teachers' perceptions of factors affecting English language learning between male (n = 253) and female (n = 146) teachers. Male teachers reported significantly higher mean scores on Student-Related Factors M = 3.84, than female teachers M = 3.69,  $t(396) = 1.843$ ,  $p = .04$ , and on Teacher-Related Factors M = 4.04 versus M = 3.71,  $t(396) = 5.220$ ,  $p < .001$ . In contrast, perceptions of School related factors were nearly identical across genders male: M = 3.89; female: M = 3.87, with no statistically significant difference,  $t(396) = 3.59$ ,  $p = .07$ . Overall, male teachers likely to perceive student and teacher related factors as more influential on English language learning than their female counterparts, while views on school related factors were comparable.

**Table 5**

*One-Way ANOVA Results for Teachers' Perceptions of Factors Affecting English Language Learning by Qualification*

Factor	Diploma/Certificate (PTC/CT)		Bachelor's (B.Ed.)		Master's (M.Ed.)		F	df	p
	N = 74		N = 168		N = 157				
	M	SD	M	SD	M	SD			
Student-Related Factors	2.14	.366	3.16	.56	3.52	.68	142.19	2,396	< 0.05
Teacher-Related Factors	3.21	.54	3.57	.62	3.20	.54	79.79	2,396	< 0.05
School Related Factors	3.25	.49	3.24	.48	3.19	.47	59.60	2,396	< 0.55

A one-way ANOVA was carried out to check the significant differences in primary school teachers' perceptions of factors affecting English language learning across qualification levels. For Student-Related Factors, a highly significant effect was observed,  $F(2, 396) = 142.19$ ,  $p < .05$ , with means increasing with higher qualifications (Diploma/Certificate:  $M = 2.14$ ,  $SD = 0.37$ ; Bachelor's:  $M = 3.16$ ,  $SD = 0.56$ ; Master's:  $M = 3.52$ ,  $SD = 0.68$ ), indicating that more highly qualified teachers perceived student-related factors as more influential. Teacher-Related Factors also showed a significant difference,  $F(2, 396) = 19.79$ ,  $p < .05$ , with Bachelor's degree holders reporting the highest mean ( $M = 3.57$ ,  $SD = 0.62$ ) compared to Diploma/Certificate ( $M = 3.21$ ,  $SD = 0.54$ ) and Master's ( $M = 3.20$ ,  $SD = 0.54$ ). In contrast, School-Related Factors yielded no significant differences,  $F(2, 396) = 0.60$ ,  $p = .55$ , with nearly identical means across groups (Diploma/Certificate:  $M = 3.25$ ,  $SD = 0.49$ ; Bachelor's:  $M = 3.24$ ,  $SD = 0.48$ ; Master's:  $M = 3.19$ ,  $SD = 0.47$ ). Overall, teachers' qualifications significantly shaped perceptions of student- and teacher-related factors but not school-related factors.

**Table 6**

*One-Way ANOVA Results for Teachers' Perceptions of Factors Affecting English Language Learning by Teaching Experience*

Factor	< 5 years		5–10 years		11–15 years		F	df	p
	N= 45		N = 76		N = 186				
	M	SD	M	SD	M	SD			
Student-Related Factors	2.90	.75	3.20	.70	3.50	.65	3.80	.60	22.97
Teacher-Related Factors	3.50	.70	3.80	.60	4.00	.55	3.60	.65	13.91
School Related Factors	3.85	.50	3.84	.49	3.86	.51	3.85	.48	.13

A one-way ANOVA indicated significant differences in primary school teachers' perceptions of factors affecting English language learning across teaching experience levels (< 5 years,  $n = 45$ ; 5–10 years,  $n = 76$ ; 11–15 years,  $n = 186$ ; > 15 years,  $n = 92$ ). For Student-Related Factors, a highly significant effect emerged,  $F(3, 395) = 22.97$ ,  $p < .05$ , with mean scores steadily increasing with greater experience (< 5 years:  $M = 2.90$ ,  $SD = 0.75$ ; 5–10 years:  $M = 3.20$ ,  $SD = 0.70$ ; 11–15 years:  $M = 3.50$ ,  $SD = 0.65$ ; > 15 years:  $M = 3.80$ ,  $SD = 0.60$ ), suggesting that more experienced teachers viewed student-related factors as more influential. Teacher-Related Factors also differed significantly,  $F(3, 395) = 13.91$ ,  $p < .001$ , peaking among teachers with 11–15 years of experience ( $M = 4.00$ ,  $SD = 0.55$ ) compared to other groups (< 5 years:  $M = 3.50$ ,  $SD = 0.70$ ; 5–10 years:  $M = 3.80$ ,  $SD = 0.60$ ; > 15 years:  $M = 3.60$ ,  $SD = 0.65$ ). In contrast, School-Related Factors showed no significant variation,  $F(3, 395) = 0.03$ ,  $p = .99$ , with virtually identical means across all experience levels (ranging from  $M = 3.84$  to  $3.86$ ). Overall, teaching experience significantly influenced perceptions of student- and teacher-related factors but had no impact on views of school-related factors.

## Findings

The study investigated primary school teachers' perceptions of factors affecting English language learning in District D.I. Khan, analyzing differences by gender, qualification, and teaching experience. Independent samples t-test and one-way ANOVA results revealed consistent patterns across Student-Related Factors, Teacher-Related Factors, and School-Related Factors, with overall mean scores generally moderately and much affected, indicating a perceived influence of these factors.

Gender differences showed male teachers ( $n = 253$ ) reporting slightly higher perceptions than female teachers ( $n = 146$ ) on two factors. For Student-Related Factors, males rated them higher ( $M = 2.84$ ,  $SD = 0.59$ ) than females ( $M = 2.69$ ,  $SD = 0.97$ ),  $t(396) = 1.843$ ,  $p = .04$ . Teacher-Related Factors showed a stronger difference, with males ( $M = 3.04$ ,  $SD = 0.45$ ) higher than females ( $M = 2.71$ ,  $SD = 0.76$ ),  $t(396) = 5.220$ ,  $p < .05$ . School-Related Factors were similar and low across genders (males:  $M = 2.89$ ,  $SD = 0.34$ ; females:  $M = 2.87$ ,  $SD = 0.88$ ),  $t(396) = 3.59$ ,  $p = .07$ , with no significant difference.

Analysis based on the teachers' qualification Diploma/Certificate ( $n = 74$ ); Bachelor's ( $n = 168$ ); Master's ( $n = 157$ ), significant differences appeared for Student related and Teacher related factors, but means remained consistent overall. Student-Related Factors increased modestly with qualification,  $F(2, 396) = 142.19$ ,  $p < .05$  (Diploma/Certificate:  $M = 1.14$ ,  $SD = 0.37$ ; Bachelor's:  $M = 2.16$ ,  $SD = 0.56$ ; Master's:  $M = 2.52$ ,  $SD = 0.68$ ). Teacher-Related Factors also differed significantly,  $F(2, 396) = 19.79$ ,  $p < .05$ , with Bachelor's holders highest though still low ( $M = 2.57$ ,  $SD = 0.62$ ) versus Diploma/Certificate ( $M = 2.21$ ,  $SD = 0.54$ ) and Master's ( $M = 2.20$ ,  $SD = 0.54$ ). School-Related Factors showed no significant variation,  $F(2, 396) = 0.60$ ,  $p = .55$ , with consistently low means (Diploma/Certificate:  $M = 2.25$ ,  $SD = 0.49$ ; Bachelor's:  $M = 2.24$ ,  $SD = 0.48$ ; Master's:  $M = 2.19$ ,  $SD = 0.47$ ).

Teaching experience (< 5 years,  $n = 45$ ; 5–10 years,  $n = 76$ ; 11–15 years,  $n = 186$ ; > 15 years,  $n = 92$ ) influenced Student-Related and Teacher-Related Factors significantly, with low means throughout. Student-Related Factors rose gradually with experience,  $F(3, 395) = 22.97$ ,  $p < .001$  (< 5 years:  $M = 1.90$ ,  $SD = 0.75$ ; 5–10 years:  $M = 2.20$ ,  $SD = 0.70$ ; 11–15 years:  $M = 2.50$ ,  $SD = 0.65$ ; > 15 years:  $M = 2.80$ ,  $SD = 0.60$ ). Teacher-Related Factors varied significantly,  $F(3, 395) = 13.91$ ,  $p < .001$ , peaking at 11–15 years ( $M = 3.00$ ,  $SD = 0.55$ ) but remaining low in other groups (< 5 years:  $M = 2.50$ ,  $SD = 0.70$ ; 5–10 years:  $M = 2.80$ ,  $SD = 0.60$ ; > 15 years:  $M = 2.60$ ,  $SD = 0.65$ ). School related factors showed no differences,  $F(3, 395) = 0.03$ ,  $p = .99$ , with uniformly low means around 2.85–2.86 across groups.

## Discussion

The study was designed to find out teachers' perspectives on students, teachers, and school-level factors affecting English language learning at primary school level in District D.I. Khan. Results of the study revealed that teachers' perceptions are in range of moderate to high, with an overall high mean for students' related factors, followed by school related and teacher related factors on a five point likert scale. These results pointed out that primary school teachers mostly consider student characteristics as challenges in English language learning such as background, motivation, exposure at home, aptitude and reading and speaking, whereas perceptions regarding school level factors such as resources, support and their own methods of teachings and professional efforts as important but secondary barriers.

The results of present study are in line with other research studies conducted in Pakistan, students related factors, as (Farooq, 2017) identified student, family, school, and peer influences as key determinants of English learning difficulties, with student-level factors often emerging as dominant due to limited home support and

exposure to English outside school. Similarly, a research study conducted in an adjacent district Dera Ghazi Khan has highlighted the factors, including students' lack of motivation and interference from native languages like Saraiki or Pashto as learning barriers in southern Punjab (Arshad, 2017). In Khyber Pakhtunkhwa, comparable investigations at the secondary level have reported that teachers frequently attribute poor English proficiency to learner-related issues rather than instructional or institutional shortcomings (Bilal et al., 2013). These patterns reflect a broader trend in Pakistani public education, where English is taught as a second or foreign language in multilingual environments, leading teachers to externalize challenges to students' backgrounds, finding echoed in British Council reports on English language teaching challenges in Pakistan, which emphasize systemic linguistic diversity and limited practice opportunities (British Council, 2022).

Variations in the male and female teachers' perceptions' regarding student and teacher related factors higher may be due to differences in classroom experiences or societal roles, although some research studies focused on compare English language teacher perception at primary level.

Effects of teacher qualification highlighted its significances as higher qualified teachers put emphasis on student related factors more, advocated that advanced training increases awareness of learners' intrinsic barriers consistent with findings of the studies that better educated teacher are more versatile in their pedagogy and cognitive challenges (Arshad, 2017). Experienced teachers see student difficulties more often because they have taught for many years. Teachers who are in the middle of their careers usually focus more on evaluating and improving their own teaching.

The similar ratings for school-related factors suggest that teachers generally agree on the same problems in public primary schools, including overcrowded classrooms, limited resources, and gaps in policy implementation. (British Council, 2022; Mahboob, 2017). This uniformity suggests that institutional barriers are perceived as embedded and justifiable across teachers, reducing variability in views.

The findings support previous studies in English language teaching and show that teachers tend to see student-related issues as the main barrier, which can shift focus away from teacher training and school improvements. This means that policies should focus first on student needs, such as increasing motivation and helping students overcome language barriers, and at the same time improve teacher training and provide more resources to schools.

## Conclusion

This study examined primary school teachers' perceptions of student-, teacher-, and school-level factors affecting English language learning in District D.I. Khan, Pakistan, through three research questions and null hypotheses testing differences by gender, qualification, and teaching experience. Teachers perceived Student-Related Factors as most influential, followed by School-Related Factors and Teacher-Related Factors, highlighting student characteristics (e.g., motivation, linguistic background) as primary barriers, with institutional and professional factors seen as secondary. All three null hypotheses were partially rejected: significant demographic differences emerged for Student- and Teacher-Related Factors (higher among males, more qualified teachers, and experienced/mid-career groups), but not for School-Related Factors, which showed consistent moderate ratings across variables. Overall, teachers strongly attribute English learning challenges to student-level factors, with moderate views on teacher- and school-level influences. Demographic variables influence individual-level perceptions but not institutional ones. Findings suggest prioritizing student-centered interventions, teacher training, and resource improvements to enhance primary-level English proficiency in Pakistan's public schools.

## Recommendations

- ▶ Education department and school Principals may organize motivational workshops and form English language clubs, involving English teachers at their schools.
- ▶ To introduce bilingual bridging activities (e.g., using Pashto / Saraiki to teach basic English vocabulary) in lower Grades, with teachers trained to implement them.
- ▶ To provide low-cost reading materials, picture books, flashcards to students through school libraries.
- ▶ The Directorate of Curriculum and Teacher Education (DCTE) in Khyber Pakhtunkhwa may organize annual in-service training workshops on interactive English teaching methods, multilingual classrooms, for teachers with less than 05 years' service.
- ▶ Establish school-based peer mentoring pairs, experienced teachers with novice to share best teaching practices, monitored through simple progress reports submitted to Assistant district education officers.

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