

# The Relationship of Self-Esteem and Public Speaking Skills among Humanities and Social Sciences Students

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DOI: <https://doi.org/10.51584/IJRIAS.2025.10020024>

Received: 21 January 2025; Accepted: 31 January 2025; Published: 08 March 2025

## ABSTRACT

The fear of public speaking is a common anxiety among students, significantly impacting their self-esteem, focus, and confidence, ultimately hindering effective communication. This study aimed to assess the relationship between self-esteem and public speaking skills among Humanities and Social Sciences students. Using a descriptive-correlational design, 300 students participated in a questionnaire-based survey. The findings revealed a moderately significant positive correlation ( $r = 0.503, p < 0.05$ ) between self-esteem and public speaking skills. Students with higher self-esteem were more likely to manage nervousness and engage confidently with their audience during speeches and presentations. Based on these results, the study recommends fostering supportive learning environments and implementing structured practice sessions focused on anxiety management, verbal articulation, and effective body language to develop stronger public speaking abilities.

**Keywords:** Public Speaking, Self-Esteem, Public Speaking Skills, HUMSS Students.

## The Problem and Its Scope

The fear of public speaking is a common school-related anxiety that manifests as a subjective experience of mental pressure. It is often a response to challenges or perceived threats that disrupt an individual's sense of security (Khairunisa, 2019). At its root is the fear of offending or embarrassing others, which might make the learner less confident and struggle to focus on his message with reduced self-esteem. (Rudi, 2020).

Speaking in front of a class is a challenge for student and it is noticeable from most of them around the globe. Al-Tamimi and Shuib (2016), for instance, worked on English majors at University Sains Malaysia and learned that while the learners adopted variation of strategies in their public speaking, they all had one thing in common: they experienced nervousness when speaking in front of an audience. It proves how frequent the challenges of public speaking lie amongst the populace. A study by Sobihannur (2022) on public speaking skills at SMP Negeri 5 Panyabungan revealed that students had low performance in public speaking. Common issues included grammatical mistakes, mispronunciations, inadequate body language, low speech volume, insufficient practice, and lack of confidence.

Additionally, Arifin (2017) highlighted that Filipino student's experience a problem in public speaking due to anxiety caused by fear of rejection and failure. This was proven by Alegado, (2019), in his study that students generally experienced mild to moderate anxiety during public speeches. Determined by Pontillas et al. (2021), the exposure, personal experiences, and environmental factors that learners have gone through have reduced speaking ability and increased anxiety.

This gap highlights the need for targeted interventions to improve public speaking skills among students from different demographic backgrounds. Given the widespread challenges associated with public speaking, this study aims to investigate public speaking skills among Humanities and Social Sciences students. Specifically, it seeks to identify the factors contributing to students' public speaking anxiety and explore effective strategies for intervention and improvement.

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## Significance of the Study

This study on the relationship between self-esteem and public speaking skills among Humanities and Social Science (HUMSS) students is valuable and essential for the following individuals and entities:

*Department of Education (DepEd).* The findings of this study may assist DepEd in refining its curriculum and programs by emphasizing the importance of enhancing students' self-esteem and public speaking skills. This can contribute to a more comprehensive educational approach that nurtures both emotional well-being and communication abilities.

*School Administration.* School administrators may use this study to implement strategies that support students with low self-esteem or difficulties in public speaking. Additionally, it can inform teacher training programs, equipping educators with techniques to address these challenges in the classroom. Furthermore, this study promotes a school environment that fosters effective communication and self-expression.

*Teachers.* The study provides valuable insights into the connection between students' self-esteem and public speaking abilities. Teachers can utilize this knowledge to improve teaching strategies, engage students more effectively, and offer targeted support to those struggling with self-confidence or speech anxiety.

*Students.* This research encourages students to develop self-confidence, improve their public speaking skills, and actively participate in class discussions, performances, and co-curricular activities. Strong oral communication skills are particularly crucial for HUMSS students, as they play a significant role in academic success and future career opportunities.

*Future Researcher.* This study serves as a reference for future research on self-esteem and public speaking skills. It provides a foundation for exploring further interventions and educational strategies aimed at fostering self-confidence and communication proficiency among students.

## Statement of the problem

This study aimed to determine the significant relationship between self-esteem and the public speaking skills among the Humanities and Social Sciences students. Specifically, it sought to answer the following:

1. What is the level of self-esteem of students in terms of:
  - a. School Self-esteem;
  - b. Peer Self-esteem; and
  - c. Home Self-esteem?
2. What is the level of public speaking skills of students in terms of:
  - a. Managing Speech Anxiety;
  - b. Concentration;
  - c. Non-verbal Communication; and
  - d. Audience Engagement?
3. Is there a significant relationship between self-esteem and public speaking skills among Humanities and Social Sciences students?

## Hypothesis

This study was tested at a 0.5 level of significance.

H<sub>0</sub>: There is no significant relationship between self-esteem and public speaking skills among Humanities and Social Sciences students.

H<sub>a</sub>: There is a significant relationship between self-esteem and public speaking skills among Humanities and Social Sciences students.

## REVIEW OF RELATED LITERATURE

In this section, the research reviews relevant studies and literature that are significant to the topic investigation. The discussion follows the following topics: self-esteem, public speaking skills, and the relationship between self-esteem and public speaking skills of students.

### Self-esteem

Self-esteem is influenced by multiple environments, including school, peer relationships, and home. Hoskin & Ratnasingam (2018) emphasize that self-esteem can be strengthened through resilience, which includes maintaining a positive outlook and confidence in one's abilities. Qian et al. (2022) similarly found that self-esteem can be enhanced through group discussions, as they provide a supportive environment that helps students feel more comfortable with themselves.

A study by Liu et al. (2017) examined how different methods helped Chinese college students improve their self-esteem. They found that both teaching students about self-esteem and facilitating group discussions were effective, but the latter had a stronger impact. This suggests that activities encouraging active participation and shared experiences are key to building self-esteem. While confidence and a positive attitude are crucial, resilience—especially when reinforced through supportive environments like group discussions—plays a key role in overcoming challenges. Helping students build self-esteem requires focusing on both individual strengths and social connections.

Research on student self-esteem highlights a multi-faceted approach, emphasizing the need for an inclusive strategy in fostering a positive self-concept. Becker et al. (2008) noted that general education health courses significantly contribute to student well-being, as fulfilling health needs promotes higher self-esteem. This aligns with Zhao et al. (2021), who explored the relationship between self-esteem and academic engagement. They found that students with high self-esteem demonstrated greater academic self-efficacy, leading to increased time spent on academic activities. However, this relationship was further strengthened by social support from family, friends, and peers, which positively influenced self-efficacy and academic performance. Lee et al. (2023) extended this idea to adults with intellectual disabilities, emphasizing that engagement in activities and social support play a critical role in fostering positive self-esteem.

These studies collectively highlight the importance of developing students' self-esteem, which extends beyond confidence and a positive attitude. Key components include resilience, a supportive social environment, and active involvement in learning processes. These factors are vital in fostering a strong sense of self, ultimately contributing to higher academic performance, improved well-being, and overall success.

*School Self-Esteem.* School plays a crucial role in shaping students' self-esteem. A positive classroom environment, where teachers foster a safe and encouraging space, significantly contributes to a child's sense of belonging and self-worth (Becker et al., 2008). However, schools also serve as venues for social comparisons, where peer acceptance becomes a major factor in self-esteem development (Zhao et al., 2021). The feeling of not fitting in or being excluded may lead to self-doubt and diminished self-esteem. Peer relationships, therefore, have a profound impact on a child's confidence and self-perception.

*Peer Self-Esteem.* Acceptance and appreciation from friends can boost a child's confidence, making them feel valued and included. Zhao et al. (2021) emphasize that confidence often stems from peer acceptance. However, peer relationships can also be a source of insecurity, particularly during adolescence, when social comparison plays a significant role (Hare, 1975). If students perceive themselves as inadequate or feel excluded, their self-esteem may suffer.

*Home Self-Esteem.* The home environment forms the foundation of a child's self-concept. Parental love and encouragement are fundamental in developing self-esteem. Parenting that expresses pride and belief in the child, along with nurturing and supportive conditions, significantly contributes to self-worth (Hare, 1975). Open communication, mutual respect, and a positive family climate provide feelings of security and belonging, which enhance a child's overall well-being and self-esteem (Hare, 1975).

### **Public speaking skills**

Public speaking skills are essential for student confidence and self-expression. Schneider et al. (2016) investigated the Presentation Trainer device, designed to improve public speaking by offering feedback to users. Initially tested in controlled lab settings, the study later examined its real-world application in classrooms, highlighting both benefits and challenges. These findings underscore the role of technological tools in enhancing public speaking skills.

*Speech Managing Anxiety.* A study conducted at Tanjungpura University explored how students managed their fear of public speaking. Findings revealed that rehearsing, releasing tension, visualizing scenarios, and using gestures helped alleviate nerves and improve speaking skills (Pratama et al., 2018).

*Non-verbal communication cues.* Azemi (2021) emphasized the significance of non-verbal communication in public speaking. Effective use of gestures and body language enhances message delivery and audience engagement. When verbal and non-verbal cues align, mutual understanding is strengthened. Conversely, inconsistent non-verbal communication may weaken the message. Thus, public speaking success is heavily influenced by non-verbal communication.

*Concentration.* Concentration is a skill that can be cultivated, similar to mastering a musical instrument or sport (Lestari, Parung, & Sinambela, 2021). Techniques such as deep breathing and meditation effectively reduce anxiety and promote a relaxed state of mind (Lestari et al., 2021). Thorough preparation—including practicing speeches and understanding audience expectations—is crucial for building confidence (Lestari et al., 2021). Heinicke et al. (2022) further emphasized that shifting focus from self-consciousness to delivering the core message and engaging with the audience enhances concentration. Emerging technologies, such as virtual reality platforms, present new opportunities for desensitizing speakers to audience pressure and improving focus (Heinicke et al., 2022).

*Audience Engagement.* Public speaking is not just about delivering information; it involves capturing and maintaining audience attention. Understanding the audience, tailoring the message to their interests, and using persuasive techniques are crucial for engagement. Traditionally, public speaking followed a one-way lecture format. However, active learning strategies are increasingly being integrated to enhance engagement (Kearney, 2023). This shift addresses audience boredom and distraction, improving the effectiveness of presentations, particularly for behavior analysts (Kearney & McLaughlin, 2023). Interactive virtual audiences also offer promising opportunities for enhancing engagement through real-time feedback (Chollet et al., 2015). Lestari et al. (2021) highlight that a positive audience response and belief in one's speaking abilities—rooted in self-efficacy—help reduce anxiety and enhance performance.

### **Relationship between Self-Esteem and Public Speaking Skills**

Cantal (2023) explored the relationship between self-esteem and public speaking anxiety among students at Northern Cebu Colleges, Inc. The study found a negative correlation: students with higher self-esteem experienced lower public speaking anxiety, whereas those with lower self-esteem had higher anxiety. Additionally, male students generally exhibited higher self-esteem and lower anxiety levels. The study concluded that low self-confidence and self-esteem significantly impact students' ability to speak English effectively in school.

These findings highlight the critical role of self-esteem in shaping students' confidence in public speaking. Developing self-esteem through resilience, social support, and active learning opportunities is essential for fostering strong public speaking skills.

Conceptual Framework

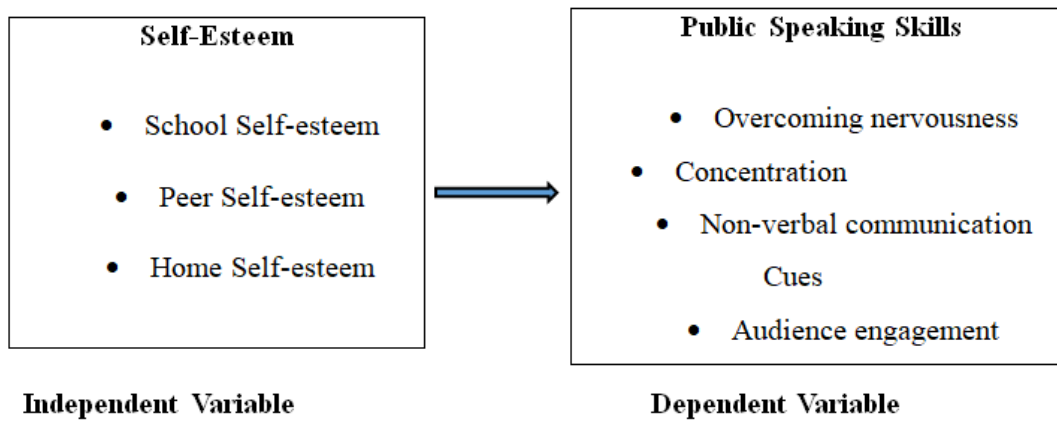


Figure 1. Conceptual Framework of the Study

The conceptual framework of this study illustrates the relationship between self-esteem as the independent variable and public speaking skills as the dependent variable. Self-esteem refers to an individual's overall perception of their self-worth and confidence, which can be influenced by experiences in school, peer interactions, and the home environment. This study adopts the HARE Self-Esteem Scale (1975) to assess self-esteem in three key domains: school self-esteem, peer self-esteem, and home self-esteem. School self-esteem is shaped by factors such as the academic environment, teacher feedback, and academic performance, which contribute to a student's confidence. Peer self-esteem is influenced by the level of support, acceptance, and appreciation received from friends, reinforcing one's sense of belonging and self-worth. Home self-esteem, on the other hand, is rooted in the emotional support, encouragement, and security provided by family, serving as a fundamental aspect of self-perception.

Public speaking skills, the dependent variable, refer to an individual's ability to communicate effectively before an audience. These skills encompass four key components: overcoming nervousness, concentration, non-verbal communication cues, and audience engagement. Overcoming nervousness involves managing speech anxiety and fear to enhance confidence in speaking. Concentration pertains to the ability to focus and organize thoughts to deliver a coherent message. Non-verbal communication cues include the effective use of body language, facial expressions, tone of voice, and gestures to reinforce verbal communication. Lastly, audience engagement reflects the speaker's ability to sustain the interest of listeners through interaction, storytelling, and visual elements.

This study explores the premise that self-esteem plays a significant role in shaping students' public speaking skills. A positive self-perception, reinforced by supportive experiences in school, peer groups, and at home, may lead to greater confidence in public speaking, reduced anxiety, and improved communication effectiveness. Conversely, students with lower self-esteem may struggle with nervousness, difficulty maintaining focus, and challenges in engaging their audience. By examining this relationship, the study aims to determine the extent to which self-esteem serves as a predictor of public speaking proficiency, providing insights into how students' self-perception influences their ability to communicate effectively.

## METHODOLOGY

This chapter presents the methodology of the study, including the research design, respondents, sampling design, research instruments, and data gathering procedures, data analysis, and ethical considerations.

### Research design

This study utilized a descriptive-correlational research design, which examines relationships between variables without manipulation. According to Pallant (2016), Field (2018), and Bryman (2016), correlational research

measures the strength and direction of relationships between variables using statistical methods such as correlation coefficients. However, it does not establish causality.

**Research Locale**

Davao City is chosen as the study area because it has a substantial population of students majoring in the Humanities and Social Sciences (HUMSS). Additionally, it is one of the most highly urbanized cities in the Davao Region and the largest city in the Philippines in terms of land area.

**Research Respondents & Sampling Design**

The respondents were 300 Humanities and Social Sciences (HUMSS) students, who were selected using simple random sampling to ensure that each student had an equal chance of being chosen. To determine the sample size, Slovin’s Formula was used to calculate the required number of respondents based on the total population of HUMSS students. This method ensures a representative sample while minimizing sampling error.

**Research Instrument**

Two research instruments will be used:

1. Self-Esteem Questionnaire – Adapted from Hare’s (1975) self-esteem scale, measuring self-esteem across three domains: school, peer, and home self-esteem.
2. Public Speaking Skills Questionnaire – Developed by the researchers, measuring four aspects: overcoming nervousness, concentration, non-verbal communication, and audience engagement. The instrument will be validated by three education and psychology experts, who will assess its clarity, relevance, and appropriateness. A pilot test will be conducted with 100 students to evaluate reliability using Cronbach’s alpha.

The survey questionnaire was validated by three experts in the field of education and psychology. They assessed the instrument’s clarity, relevance, and appropriateness for measuring self-esteem and public speaking skills. A validation sheet was used to gather their feedback, and necessary revisions were made based on their recommendations. After validation, the questionnaire was pilot-tested on 100 HUMSS students to assess its reliability using Cronbach’s alpha.

*Self-esteem.* The researchers adapted a set of questions from Hare (1975) to assess self-esteem. These questions were presented using a Likert scale, designed to gauge participants' feelings at home, peers, and school. The rating scale for this attribute is as follows.

| Range of Means | Description       | Interpretations   |
|----------------|-------------------|---|
| 3.11 – 4.10    | Strongly agree    | This means that the self-esteem among Humanities and Social Sciences students are always demonstrated.    |
| 2.11 – 3.10    | Agree             | This means that the self-esteem among Humanities and Social Sciences students are sometimes demonstrated. |
| 1.60 – 2.10    | Disagree          | This means that the self-esteem among Humanities and Social Sciences students are rarely demonstrated.    |
| 0.5 – 1.00     | Strongly disagree | This means that the self-esteem among Humanities and Social Sciences students are never demonstrated.     |

*Public Speaking Skills.* The researchers developed a Likert scale questionnaire to assess participants’ public speaking skills. This scale measures their self-perceived abilities in four key areas: overcoming nervousness,

maintaining concentration, utilizing non-verbal communication cues, and engaging with the audience while speaking in front of others. The rating scale for this assessment is as follows.

| Range of Means | Description       | Interpretations  |
|----------------|-------------------|--|
| 3.11 – 4. 10   | Strongly agree    | This means that the public speaking skills among Humanities and Social Sciences students are always demonstrated.    |
| 2.11 – 3.10    | Agree             | This means that the public speaking skills among Humanities and Social Sciences students are sometimes demonstrated. |
| 1.60 – 2.10    | Disagree          | This means that the public speaking skills among Humanities and Social Sciences students are rarely demonstrated.    |
| 0.5 – 1.00     | Strongly disagree | This means that the public speaking skills among Humanities and Social Sciences students are never demonstrated.     |

### Ethical Considerations

Ethical considerations are paramount in research, particularly when exploring sensitive topics like student self-esteem. This study upholds ethical standards by adhering to four key principles.

*Social Value.* This study aims to explore the relationship between self-esteem and public speaking skills among HUMSS students, providing valuable insights that can inform educational practices and interventions. By understanding how these two factors interact, educators and stakeholders can develop targeted strategies to enhance students' self-confidence and public speaking abilities, ultimately contributing to their overall academic success and personal growth.

*Informed Consent.* Prior to participation, informed consent will be obtained from the parents of the students and the teachers of Carlos P. Garcia Senior High School. Respondents will be provided with the information about the study's objectives, procedures, and potential risks and benefits. They will have the opportunity to ask questions and withdraw from the study if they wish to do so.

*Risks, Benefits, Safety.* The research team has carefully assessed the potential risks and benefits associated with the study. While there may be risks such as emotional discomfort or feelings of vulnerability during the survey process, the benefits of identifying and addressing the relationship between self-esteem and public speaking skills among HUMSS students outweigh these risks. The study aims to provide valuable insights that can inform educational practices and interventions, ultimately contributing to students' overall well-being and academic success. Efforts will be made to minimize risks and protect respondent's confidentiality throughout the study. Respondents will be fully informed of their rights and the voluntary nature of their participation, and they will be provided with resources and support if needed.

*Privacy and Confidentiality of information.* Measures will be implemented to safeguard the privacy and confidentiality of research participants. All data collected will be anonymized and stored securely, with access restricted to authorized personnel only. Respondents' personal information will not be disclosed without their explicit consent.

### Data Gathering Procedure

The following steps will be strictly followed in the conduct of the study:

1. Permission to Conduct the Study – Approval will be obtained from school administrators, parents, and participants.

2. Survey Distribution & Collection – Questionnaires will be administered in a controlled classroom setting. To ensure anonymity, respondents will use identification numbers instead of names.
3. Data Collation & Analysis – Responses will be encoded into a statistical software program for analysis.

### Data Analysis

The researcher used statistical tools to explore the correlation between self-esteem and public speaking skills, aiming for a profound understanding of the relationship between them. Different perspectives on the findings were provided by the mean and Pearson product-moment correlation coefficient, allowing for a comprehensive interpretation of the results.

*Mean.* This was used to analyze the total sum of the values in the dataset divided by the number of values. Specifically, it was applied to determine the self-esteem level and the nature of public speaking skills possessed by students. This mean calculation helped gauge the central tendency of the dataset, offering insight into the general self-esteem and knowledge levels among students.

*Pearson's Correlation.* To analyze the relationship between self-esteem and public speaking skills, Pearson's correlation coefficient was used. This statistical measure determined the strength and direction of the relationship between the two variables. A positive correlation indicated that higher self-esteem was associated with stronger public speaking skills, whereas a negative correlation suggested that lower self-esteem corresponded to weaker public speaking skills.

## RESULTS AND DISCUSSION

This chapter presents the findings and discussion based on the data gathered. The presentation follows the order of research questions outlined in Chapter 1.

### Level of Self-Esteem

Presented in the table 1 is the level of self-esteem in terms of school self-esteem, peer school self-esteem, and home self-esteem.

Table 1. Level of Self-Esteem among Humanities and Social Sciences Students

| Domains of Self-Esteem | SD           | Mean        | Descriptive Level |
|------------------------|--------------|-------------|-------------------|
| School Self-esteem     | 0.711        | 2.98        | High              |
| Peers Self-esteem      | 0.577        | 2.93        | High              |
| Home Self-esteem       | 0.566        | 2.95        | High              |
| <b>OVERALL</b>         | <b>0.548</b> | <b>2.95</b> | <b>High</b>       |

Table 1 shows that the overall mean self-esteem score is 2.95 (SD = 0.348), indicating a high level of self-esteem. This suggests that students generally perceive themselves as confident in various domains, although this confidence may fluctuate depending on their environment. This finding suggests that self-esteem may contribute to better academic engagement, stronger peer relationships, and improved mental well-being. Such positive self-regard is often associated with greater resilience and success in academic and social settings.

A meta-analysis by Marsh and Craven (2018) found a positive correlation between self-esteem and academic performance, suggesting that students with higher self-esteem tend to perform better academically due to increased motivation, persistence, and a greater willingness to take risks (Mueller & Dweck, 2015). Beyond academics, self-esteem fosters stronger social interactions, leading to improved social competence and reduced anxiety (Baumeister et al., 2016; Gentile & Walsh, 2017). Furthermore, a strong link exists between self-



esteem and mental health, with low self-esteem increasing vulnerability to depression and anxiety, while high self-esteem promotes resilience and a positive outlook (Twenge & Campbell, 2019; Kashdan & Steger, 2020).

This finding aligns with Suan (2020) it is also a need for all individuals. For the school, affiliation is about achievement. As a result, meeting that desire is quite important and can reach students. Students who do not meet the material criteria have reduced self-esteem as a result. Additionally, Akoul (2021), he mentioned that people tend to have more self-esteem when they accomplish the outcome that matches or exceed their aspirations. Moreover kamel Et Al., (2019), in the freshman year of healthcare students, a large percentage of them have Stress related with.

The second highest mean score was for Home Self-Esteem (M = 2.95, SD = 0.566), also categorized as high. This suggests that HUMSS students generally feel valued by their parents and believe they meet their families' expectations, which positively influences their self-worth .

The research conducted by Khaleghinezhad et al. (2016) explores the relationship between self-esteem, sense of control defined as an individual's belief in their ability to influence life events and the life satisfaction and academic success of high school students. They discovered that both self-esteem and sense of control have a positive effect on students' life satisfaction and academic performance. Specifically, these factors accounted for 25% of the variation in life satisfaction and 11% in academic performance. The findings indicate that self-esteem and sense of control play a crucial role in students' overall well-being and academic achievements, underscoring the need to foster these psychological traits within educational environments.

However, the domain Peers self-esteem had the lowest mean values among four indicators, at 2.93, with the standard deviation of 0.577, which is still described as high; that is peers self-esteem sometimes demonstrated in students. The results indicate students may stay need to engage with others to appreciate differences, have a great circle of friends and appreciate uniqueness and the friends they have.

Studies have shown that adolescents who feel accepted and valued by their peers tend to have higher self-esteem, while those who experience social exclusion or rejection often experience lower self-esteem (Baumeister et al., 2016). For instance, a study by Vidal et al. (2010) found that adolescents who reported feeling socially accepted by their peers had significantly higher levels of self-esteem and were less likely to experience symptoms of depression and anxiety. This is likely due to the powerful influence of peer groups on identity formation and social validation during this developmental stage (Brown & Klute, 2015).

### Level of Public Speaking Skills

Presented in table 2 is the level of public speaking skill in terms of overcoming nervousness, concentration, non-verbal communication cues, audience engagement.

Table 2. Level of Public Speaking Skills among Humanities and Social Sciences Students

| Domains of Public Speaking Skills | SD           | Mean        | Descriptive Level |
|-----------------------------------|--------------|-------------|-------------------|
| Overcoming Nervousness            | 0.513        | 2.82        | High              |
| Concentration                     | 0.500        | 2.82        | High              |
| Non-verbal Communication          | 0.501        | 2.86        | High              |
| Audience Engagement               | 0.519        | 2.87        | High              |
| <b>OVERALL</b>                    | <b>0.447</b> | <b>2.84</b> | <b>High</b>       |

The table reveals that the overall mean value of public speaking skills is 2.84, with a standard deviation of 0.447, which is described as high. This indicates that the students' public speaking skills are sometimes

demonstrated. This finding suggests that Humanities and Social Sciences students always demonstrate strong public speaking abilities. The mean score indicates that these students possess the necessary skills in various aspects of public speaking. Proficient public speaking abilities are crucial for effective communication in various settings, requiring clear articulation, audience engagement, and confident delivery.

This finding is consistent with recent research emphasizing the importance of audience engagement as a fundamental aspect of effective communication. For instance, a study by Liu and Wang (2021) examined the impact of audience engagement strategies on students' public speaking performance and found that speakers who actively involve their audience—through techniques such as asking questions and encouraging participation—significantly enhanced their overall effectiveness. Research by Martin and McCulloch (2021) supports this notion, indicating that training and practice in specific engagement techniques can help students build confidence and skill in connecting with their audience.

This followed by the domain non-verbal communication cues with a mean of 2.86, with the standard deviation of 0.519, which descriptively interpreted as high; that is Audience Engagement is sometimes demonstrated among students. This mainly observe where the Humanities and Social Sciences (HUMSS) Students used posture to project confidence during public speaking and used pauses and silence strategically to emphasize points.

This finding aligns with research by Primett (2021), which emphasizes that effective use of non-verbal cues—such as gestures, facial expressions, and eye contact—can significantly enhance engagement and clarity during presentations. For instance, Hall and Roter (2019) highlight the importance of non-verbal cues in building rapport and trust during public speaking, suggesting that students might benefit from targeted training in these areas. Additionally, Al-Haddad and Al-Otaibi (2020) discuss how cultural factors can influence the interpretation of non-verbal communication, indicating that awareness of diverse cultural norms could further enhance students' public speaking effectiveness. Moreover, research by Ekman and Friesen (2022) delves into the nuances of non-verbal communication, particularly in detecting emotions and intentions, which can be crucial for public speakers aiming to connect with their audience.

However, the domain concentration and overcoming nervousness had the same lowest mean values among four indicators, at 2.82, which is still described as high, with the standard deviation of 0.500 and 0.513 respectively. The results indicate students may stay need to focus in her/his speech throughout the presentation, control nervousness through preparation and practice, and believe to his/her ability to deliver a speech without fear.

Studies have shown that speakers who are able to maintain focus on their message and audience tend to deliver more engaging and persuasive presentations (Hybels & Weaver, 2016). For instance, a study by Pedrosa et al. (2019) found that speakers who reported higher levels of concentration during their presentations were rated more highly by audiences on measures of clarity, organization, and overall effectiveness.

### Significance of the Relation between Self-Esteem and Public Speaking Skills

Table 3. Significance of the Relationship between Self-Esteem and Public Speaking Skills among Humanities and Social Sciences Students

|             | Public Speaking Skills |         |  |                |
|-------------|------------------------|---------|--|----------------|
|             | r                      | p-value | Decision on $H_0$ @ 0.05 level of significance | Interpretation |
| Self-Esteem | .503                   | .000    | Reject $H_0$                                   | Significant    |

Table 3 shows a moderate positive connection ( $r = .503$ ,  $p < .000$ ) between self-esteem and public speaking skills for Humanities and Social Sciences students. This suggests that stronger self-esteem correlates with improved public speaking skills. The particularly low p-value provides strong evidence against the null

hypothesis, leading to the conclusion that the observed association is not coincidence. As a result, the study reveals a significant relationship between these two variables in this student population.

In comparison, the results inferred that the students would also have moderate public speaking skills when self-esteem are average. Result observes between self-esteem and public speaking skills of Humanities and Social Sciences students suggest that improving students' self-esteem could significantly enhance their public speaking skills. This relationship highlights that a comprehensive strategy combining self-esteem building activities with targeted public speaking skills can lead to significant improvements in students' communication skills and overall confidence.

Several studies have explored this relationship, providing valuable insights into the impact of self-perception on language learning. For instance, a study conducted by Gustaman, W. N. in 2015, investigated the correlation between self-esteem and English-speaking competency among eleventh-graders. The findings revealed a positive and significant correlation, suggesting that students with higher self-esteem exhibited better English-speaking skills. This study supports the notion that self-esteem is a crucial factor in promoting successful language learning.

Furthermore, a study by Sartika, D. in 2022, delved deeper into this connection, confirming the link between self-esteem and speaking skills. The study found that learners' self-esteem directly influenced their speaking abilities, reinforcing the importance of fostering self-confidence in language learners to enhance their communication skills.

Building upon these findings, a study by Dewi et. al. 2022, examined the relationship between self-esteem and speaking skills in a specific context. The results showed a significant positive correlation, indicating that students with high self-esteem performed better in speaking tasks compared to those with low self-esteem. This study underscores the importance of addressing self-esteem issues among students to improve their speaking skills and overall language proficiency

These studies highlight the importance of addressing self-esteem issues among students to improve their communication abilities. Educators and parents can play a significant role in cultivating self-confidence and empowering students to become successful communicators. Strategies for fostering self-esteem and promoting positive communication skills include encouraging positive self-talk and self-reflection, setting realistic and achievable goals, fostering a growth mindset, providing opportunities for practice and constructive feedback, and modeling positive communication skills.

## CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions that were drawn from the findings of the study. This section further offers recommendations as to how findings of this study can improve practice.

This study aimed to determine the levels of self-esteem in students across three domains: school, peers, and home, and to assess their public speaking skills based on four indicators: overcoming nervousness, concentration, non-verbal communication cues, and audience engagement.

This study utilized the non-experimental and descriptive-correlation research design to determine the levels of self-esteem and public speaking skills and if they are significantly related. The respondents of this study were three hundred (300) Humanities and Social Sciences students of Carlos P. Garcia Senior High School in Davao City using a simple random sampling design. The researchers-made and adoptive survey questionnaires to collect the essential information. Data collected involved strict compliance of ethical considerations. Mean and Pearson's were used to analyze the data that had been collected.

The result of the analysis revealed the following:

Findings indicate that HUMSS students at Carlos P. Garcia Senior High School exhibit a high level of self-esteem, suggesting that they generally perceive themselves as confident in academic, peer, and home environments.

The result also shows that there is significant positive relationship between the self-esteem and public speaking skills of Humanities and Social Sciences students in Carlos P. Garcia Senior High School. Moreover, the degree relationship is moderate. This means that when the self-esteem of Humanities and Social Sciences students in Carlos P. Garcia Senior High School is sometimes observed, they would have moderate public speaking skills.

## Conclusion

Based on the findings of the study, the following conclusions are drawn by the researchers.

The self-esteem of Humanities and Social Sciences students in Carlos P. Garcia Senior High School is sometimes demonstrated. Indicating that they generally feel confident and valued and enhancement in their self-esteem as perceived in the data.

The public speaking skills of Humanities and Social Sciences students in Carlos P. Garcia Senior High School is sometimes demonstrated. Indicating that they generally possess the skills necessary for effective communication.

The findings indicate a significant positive relationship between self-esteem and public speaking skills among HUMSS students. This suggests that students with higher self-esteem tend to perform better in public speaking, which is particularly crucial in the field of Humanities and Social Sciences.

## Recommendations

Based on the conclusions, the following recommendations are made:

### 1. For Educators:

- Integrate confidence-building activities into the curriculum, such as structured debates, speech training, and storytelling exercises.
- Provide individualized feedback on students' public speaking performances to build self-efficacy. Offer workshops on managing speech anxiety and using effective verbal and non-verbal communication techniques.

### 2. For Parents:

- Encourage open communication at home by engaging students in discussions that help them express their thoughts.
- Provide positive reinforcement for students' speaking efforts, whether in school or social settings.

### 3. For Students:

- Practice public speaking regularly through school activities, such as student government, drama clubs, or community events.
- Engage in self-reflection exercises, such as journaling or video recording speeches, to track improvement over time.

### 4. For Future Research:

- Incorporate a mixed-methods approach by adding qualitative data (e.g., interviews or focus group discussions) to provide deeper insights into students' experiences and perceptions of self-esteem and public speaking.
- Conduct a longitudinal study to observe how self-esteem and public speaking skills develop over time.

This expanded set of recommendations aims to improve not only practical applications for educators, parents, and students but also future research directions to enhance the understanding of self-esteem and public speaking skills.

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## APPENDIX

### Survey Questionnaire

#### The Relation of Sel-Esteem and Public Speaking Skillss among Students

General Instruction: Please accomplish the questionnaire and do not leave any item unanswered. Rest assured that any information you have shared will be kept confidential.

#### Part I. Self-Esteem

For each statement, check the number that best reflects your opinion or experience. Choose the number that corresponds to how much you agree or disagree with the statement.

| Scale | Description       |
|-------|-------------------|
| 4     | Strongly Agree    |
| 3     | Agree             |
| 2     | Disagree          |
| 1     | Strongly Disagree |

|    | 1.1 Home   | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|
| 1  | In my parents' eyes, I am proud of the kind of person I am.            |   |   |   |   |
| 2  | In my thoughts, I feel confident that my parents value me.             |   |   |   |   |
| 3  | In my parents' perspective, I am dependable.                           |   |   |   |   |
| 4  | In my parents' belief, I have the potential for success in the future. |   |   |   |   |
| 5  | In my family, my parents genuinely understand me.                      |   |   |   |   |
| 6  | In my family, my parents have reasonable expectations of me.           |   |   |   |   |
| 7  | In my family, I am valued and appreciated.                             |   |   |   |   |
| 8  | In my home, everyone pays attention to me.                             |   |   |   |   |
| 9  | In my home, I always feel welcomed.                                    |   |   |   |   |
| 10 | In my dreams, I appreciate the family I was born into.                 |   |   |   |   |

|   | 1.2 School   | 4 | 3 | 2 | 1 |
|---|--|---|---|---|---|
| 1 | In school, my teacher has reasonable expectations of me.                                   |   |   |   |   |
| 2 | In school, overall, I am grateful for the exceptional teachers I have had since I started. |   |   |   |   |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 3  | In school, I play an important role in my classes.                                   |  |  |  |  |
| 4  | In school, I am consistently proud of my report card.                                |  |  |  |  |
| 5  | In school, I believe that my efforts are reflected in the grades I receive.          |  |  |  |  |
| 6  | In school, most of my teachers understand me well.                                   |  |  |  |  |
| 7  | In the kinds of things we do in school, I excel as much as other people in my class. |  |  |  |  |
| 8  | In school, I often feel valued.  |  |  |  |  |
| 9  | In school, my teachers are generally pleased with the quality of work I produce.     |  |  |  |  |
| 10 | In school, I face challenges like most other people.                                 |  |  |  |  |

|    | <b>1.3 Peer</b>  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|----|--|----------|----------|----------|----------|
| 1  | In my age, I have a great circle of friends.                                       |          |          |          |          |
| 2  | In my age, I engage with others because I appreciate our differences.              |          |          |          |          |
| 3  | In my age, others find me enjoyable to be around.                                  |          |          |          |          |
| 4  | In my age, I receive positive attention from others.                               |          |          |          |          |
| 5  | In my group of friends, I am valued and respected.                                 |          |          |          |          |
| 6  | In my age, others admire qualities about me.                                       |          |          |          |          |
| 7  | In my age, I appreciate my uniqueness and the friends I have.                      |          |          |          |          |
| 8  | In my age, I am as popular as other people.  |          |          |          |          |
| 9  | In challenging times, I am a person whom others my age trust and turn to for help. |          |          |          |          |
| 10 | In the activities that people my age enjoy, I excel as much as most other people.  |          |          |          |          |

**Part II. Public Speaking Skills**

For each statement, check the number that best reflects your opinion or experience. Choose the number that corresponds to how much you agree or disagree with the statement.

| Scale | Description    |
|-------|----------------|
| 4     | Strongly Agree |
| 3     | Agree          |



|   |                   |
|---|-------------------|
| 2 | Disagree          |
| 1 | Strongly Disagree |

|   | <b>2.1 Overcoming Nervousness</b>                                   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|---|----------|----------|----------|----------|
| 1 | I feel calm and composed when speaking in front of an audience.     |          |          |          |          |
| 2 | I maintain a steady voice even when I am nervous.                   |          |          |          |          |
| 3 | I believe in my ability to deliver a speech without fear.           |          |          |          |          |
| 4 | I remain positive about my performance despite initial nervousness. |          |          |          |          |
| 5 | I use relaxation techniques to stay calm before speaking.           |          |          |          |          |
| 6 | I control my nervousness through preparation and practice.          |          |          |          |          |

|   | <b>2.2 Concentration</b>  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|---|----------|----------|----------|----------|
| 1 | I can stay focused on my speech throughout the entire presentation. |          |          |          |          |
| 2 | I concentrate well on my key points while speaking.                 |          |          |          |          |
| 3 | I can ignore distractions and stay on topic while speaking.         |          |          |          |          |
| 4 | I effectively focus on my audience while delivering a speech.       |          |          |          |          |
| 5 | I stay engaged with my material during my presentation.             |          |          |          |          |
| 6 | I focus on delivering my speech clearly without losing track.       |          |          |          |          |

|   | <b>2.3 Non-Verbal Communication Cues</b>                                   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|--|----------|----------|----------|----------|
| 1 | I use appropriate gestures to emphasize key points during my speech.       |          |          |          |          |
| 2 | I maintain good eye contact with my audience while speaking.               |          |          |          |          |
| 3 | I am mindful of my facial expressions to convey the right emotions.        |          |          |          |          |
| 4 | I stand confidently and use open body language when presenting.            |          |          |          |          |
| 5 | I use my posture to project confidence during public speaking.             |          |          |          |          |
| 6 | I use pauses and silence strategically to emphasize points.                |          |          |          |          |
| 7 | I smile appropriately to engage my audience during my speech.              |          |          |          |          |
| 8 | I move naturally to complement my speech without distracting the audience. |          |          |          |          |

|   | <b>2.4 Audience Engagement</b>   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---|--|----------|----------|----------|----------|
| 1 | I actively involve the audience during my presentations.                 |          |          |          |          |
| 2 | I can engage the audience with questions and interactive elements.       |          |          |          |          |
| 3 | I adapt my speech to the audience's reactions and feedback.              |          |          |          |          |
| 4 | I capture the audience's attention from the start of my presentation.    |          |          |          |          |
| 5 | I use stories or anecdotes to connect with the audience.                 |          |          |          |          |
| 6 | I make my speech relatable to my audience's interests.                   |          |          |          |          |
| 7 | I use visual aids effectively to keep the audience engaged.              |          |          |          |          |
| 8 | I maintain the audience's interest by varying my tone and pace.          |          |          |          |          |
| 9 | I encourage audience participation to make my presentations interactive. |          |          |          |          |