

Public Speaking Anxiety in Oral Communication Among Grade 11 Students of PHINMA-COC

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DOI: <https://doi.org/10.47772/IJRISS.2023.70579>

Received: 17 April 2023; Revised: 14 May 2023; Accepted: 16 May 2023; Published: 12 June 2023

ABSTRACT

Public speaking is always an essential skill a person must do especially in school. Grade 11 students struggle to speak most of the time in front of their classmates and teachers. This study determined the level of Public Speaking Anxiety in Oral Communication among Grade 11 students in Cagayan de Oro College during the SY 2022-2023. This study specifically sought to determine the following: 1) the respondents' characteristics, 2) the respondents level of Public Speaking Anxiety in Oral Communication, and 3) the significant difference in the respondents' Public Speaking Anxiety in Oral Communication when grouped according to their characteristics. This study made use of a descriptive research design. The questionnaire used was adopted from Subatira (2022), originally from Mc Kroskey (1970). The respondents were the nine hundred thirty-one (931) Grade 11 Students of PHINMA-Cagayan de Oro College, School Year 2022-2023 who took Oral Communication in the Context subject. The statistical tool used were frequency, percentage, mean and standard deviation for Problems 1 and 2, and ANOVA for Problem 3.

The study found that there were a majority of the respondents who have a positive attitude towards Public Speaking, but most of the respondents have a high level of Public Speaking Anxiety in terms of Motivation, Self-esteem, Audience and Situation in Oral Communication. Further, there is no significant difference in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristics according to Sex, Family Monthly Income, and Organizational Affiliation. On the other hand, there is a significant difference in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristics according to Academic Strand and Attitude towards Public Speaking. It concluded that respondents have a high level of Public Speaking Anxiety. Thus, the Grade 11 students need to be motivated, to have high self-esteem so that they will not be distracted by a large audience, and need to have a positive environment in order for them not to experience anxiety or fear in public speaking.

Keywords: Public Speaking, Oral communication, Anxiety

THE PROBLEM

Introduction

Public speaking is always an essential skill a person must do, especially in school. Based on the observation in COC – Senior High School, most of the Grade 11 students struggle, especially in Oral Communication subject where they are expected to speak most of the time in front of their classmates and teachers. Whenever they are asked to speak in front of the class, most of the students are nervous, and it is seen by shaking of hands, stuttering when speaking, forgetting some lines, low volume of voice, and the like. Students may have a lot of ideas in mind but to keep up with pressing these ideas, an individual needs to properly learn to organize thoughts. In reality, not everybody possesses this ability which causes them to experience difficulty in communicating with other people or in a crowd which often results in public speaking anxiety.

In SY 2021-2022, the COC – Senior High School conducted a Diagnostic Test for Grade 11 students. For English, the following topics are vocabulary, sentence structure, and reading comprehension. The overall result was the majority of the students were at the beginning level, and only a few were at the proficiency level. The given data is an eye opener to the school administrator, teachers, and especially to students to work hand in hand to improve the result in the English subject Diagnostic Test.

According to Dwyer (2019) that between 60 to 70 percent of the population reports a fear or anxiety about public speaking. Meaning mostly three of every four people would say they have a fear or anxiety when it comes to speaking in public or in front of others. Also, based on research, the biggest phobia is not the fear of spiders, heights, or even death. It is public speaking – glossophobia. The numbers may seem alarmingly high, but it is very relatable. To verbally communicated effectively to other individuals or to a large group of people is essential in business, school, and even in one's personal life. However, this necessary skill requires training, self-confidence, credibility, and personal attributes that are difficult to exercise.

In addition, side effects of anxiety include worry, uneasiness, trembling, sweating, shaking, wooziness, perspiration, and stuttering of voice (American Psychological Association 2016). Being an Oral Communication teacher in the said school, there are only a few students who excel in this skill and can perform the said task very well.

In the year 2016, the Department of Education (DepEd) implemented the K-12 Curriculum, where two more years were added to the previous curriculum. These additional two years are called Senior High, where Grade 11 and Grade 12 are added, and students get the chance to pick their desired track containing different strands that can be considered as basic learning for their desired course to take in college and later on for their desired occupation. Cagayan de Oro College – Senior High School has four (4) academic strands namely: Accounting and Business Management (ABM), General Academic Strand (GAS), Humanities and Social Science Strand (HUMSS), and Science, Technology, Engineering and Mathematics (STEM). These Strands have the same subject in Grade 11 which is Oral Communication in the Context as the focus subject in the study.

In line with the Department of Education K to 12 implementation is the subject Oral Communication in the Context. This is one of the core subjects in the Senior High School curriculum, which requires students to communicate a lot or to speak in front of other people. It also includes individuals conversing with one another. During this entire course, students are asked to demonstrate what they learned by participating in class activities such as role plays, oral recitations, and writing speeches based on the principles of speech writing and delivering the speech individually or by the group in accordance with effective speech delivery.

The researchers' goal is to determine the difference in the respondents' characteristics and the Public Speaking Anxiety Level of Grade 11 students in Oral Communication.

Theoretical and Conceptual Framework

This study is anchored on the Theory of Second Language Acquisition: The Affective Filter hypothesis of Stephen Krashen that embodies the view that a number of 'affective variables' play a facilitative, but not causal, role in second language acquisition. These variables include motivation, self-confidence, anxiety and personality traits (Schutz, 2019). Krashen believes that learners with high motivation, self-confidence, a good self-image, a low level of anxiety, and extroversion are better equipped for success in second language acquisition. Low motivation, low self-esteem, anxiety, introversion, and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. Language

acquisition is not just the process by which humans acquire the capacity to perceive and comprehend language but as well as to produce and use words and sentences to communicate, which was the highlight of the study – speaking. Therefore, when filter is ‘up,’ it will slow the progress of language acquisition, and a positive effect is necessary for language acquisition to take place.

The theoretical framework is also supported by the Action Assembly Theory, developed by John Greene in 1984, a communication theory that emphasizes psychological and social influence on human action. This theory shows how an individual’s thoughts get transformed into action. A procedural record is the center of this theory. It will show how a part of an individual’s memory system affects the analyzation and how they execute this into actions.

Public speaking using the English Language and finding the right words in order to express themselves can be challenging for some of the students. Although they have prepared speeches, words can sometimes be difficult to be found, and they often stumble on their own words and thoughts. Students have an experience in public speaking once or multiple times but still, get nervous. Some students speak confidently, while some struggle with words. Some students can speak confidently, while others cannot even look at the audience and are full of pauses and hesitations for the reason that they may get embarrassed.

This study will help the school live its mission to have a more distinct advantage in English Communication, to be the leading institution of higher learning in the region in the development of globally competitive professionals, and help achieve the school’s vision to develop the Filipino youth into employable global professionals thru the endowment of knowledge and skills and the formation of character and spirit.

Figure 1 presents the conceptual framework of the study. The independent variable of this study is the student respondents’ characteristics which include Sex, Family Monthly Income, Academic Strand, Organizational Affiliation, and Attitude toward Public Speaking. The researcher would like to know if the respondents’ characteristics have a significant difference from the dependent variable, which is the level of Public Speaking Anxiety in Oral Communication subject based on Motivation, Self-esteem, Audience, and Situation of the respondents.

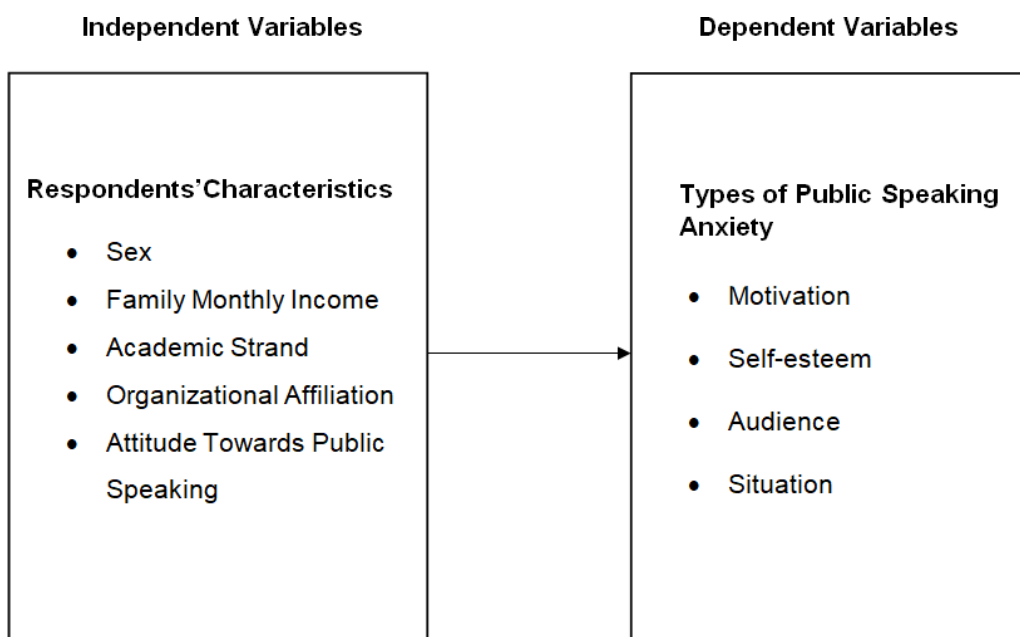


Figure 1. Schematic Presentation showing the Interplay between the Independent and the Dependent Variables of the Study

Statement of the Problem

This study aimed to determine the level of Public Speaking Anxiety in Oral Communication among Grade 11 students in Cagayan de Oro College during the SY 2022-2023.

Specifically, this study sought to answer the following questions:

1. What are the characteristics of the respondents in terms of:
 - Sex;
 - Family Monthly Income;
 - Academic Strand;
 - Organizational Affiliation; and
 - Attitude towards Public Speaking?
2. What is the respondents' level of Public Speaking Anxiety in Oral Communication based on:
 - Motivation;
 - Self-esteem;
 - Audience; and
 - Situation?
3. Is there a significant difference in the respondents' Public Speaking Anxiety in Oral Communication when grouped according to:
 - Sex;
 - Family Monthly Income;
 - Academic Strand;
 - Organizational Affiliation; and
 - Attitude towards Public Speaking?

Hypothesis

Problems 1 and 2 were hypotheses-free. On the basis of problem 3, the null hypothesis was tested at a level of significance.

H₀: There is no significant difference in the respondent's Public Speaking Anxiety in Oral Communication when grouped according to:

1. Sex;
2. Family Monthly Income;
3. Academic Strand;
4. Organizational Affiliation; and
5. Attitude towards Public Speaking.

Significance of the Study

The information of this study would make individuals understand the difference between respondents' characteristics and the level of Public Speaking Anxiety (PSA) in Oral Communication subject. Further, this study would benefit the following:

This study can help school administrators become more supportive and motivated to develop activities that can further enhance students' oral performances and help them overcome their public speaking anxiety.

The Counselors can have a deeper understanding of why students with PSA prefer to avoid attending classes and skipping circumstances involving public speaking, which affects the student's performance in class.

This study can provide the teachers with important information necessary in making teaching adjustments to

fit their teaching to their students' speaking potentials and capabilities and to increase their teaching effectiveness in oral instruction. The findings of this study made the teachers know that the words they use have a big impact on the students, which affects the student's PSA.

The findings of the study can give the students an opportunity to improve their speaking performance and minimize their anxieties about public speaking. This also taught students to avoid making their classmates feel low while delivering a speech in class. It helped them to be inspired to support each other in boosting their confidence.

Parents with children that suffer from PSA can also be aware and have a more significant influence in motivating students to overcome their speaking anxieties and can help in boosting their children's confidence, which can enhance their skills in oral communication.

Lastly, this study can help future researchers in the further development of this study especially in Grade 11 students in their Oral Communication subject. This research can contribute to future researchers as they should collect data and think of what could have been better.

Scope and Limitation of the Study

This study focused on the Student's Public Speaking Anxiety in Oral Communication subject during the SY 2022-2023. It was carried out to determine the respondent's characteristics, namely Sex, Economic Status, Academic Strand, Organizational Affiliation, and Attitude towards Public Speaking, which are the independent variables of the study. Further, Public Speaking Anxiety based on Motivation, Self-esteem, Audience, and Situation are the dependent variables of the study.

The respondents were the Grade 11 students in Cagayan de Oro College SY 2022-2023. The researcher included the four academic strands. The following academic strands that the study focused on are General Academic Strand (GAS), Humanities and Social Science Strand (HUMSS), Science, Technology, Engineering and Mathematics (STEM), and Accountancy, Business and Management (ABM). The information needed was gathered in the Grade 11 Oral Communication subject. The researcher only chose Grade 11 students since the subject Oral Communication is only offered in Grade 11 students.

Definition of Terms

For a better understanding of the study, the following terms are defined operationally:

Academic Strand. This refers to the course that students choose in their Senior High year. The academic strands are divided into four. Accountancy, Business and Management (ABM); Science, Technology, Engineering and Mathematics (STEM); Humanities and Social Sciences (HUMSS); and General Academic Strand (GAS).

Attitude towards Public Speaking. This refers to the beliefs, thinking, and feelings of the respondents toward public speaking.

Audience. This refers to how a student behaves and reacts while speaking in front of their classmates and teachers.

Motivation. This refers to the willingness and desire of a student to speak in public. This includes their reason and preparation to deliver a speech.

Oral Communication in the Context. This refers to one of the core subjects in Senior High School. This subject largely exposes students to public speaking activities and presentations, a determining factor of a

student's Public Speaking Anxiety (PSA).

Organization Affiliation. This refers to the school organization in school that students are a member of, such as clubs, student body organizations, sports, and performing and visual arts.

Public Speaking Anxiety. This refers to the fear and feeling of nervousness experienced by Senior High School students as they are required to deliver a speech in front of their classmates and teachers.

Self – esteem. This refers to the student's confidence and self-worth when it comes to public speaking.

Situation. This refers to the circumstances, present experience, or environment of a student while delivering a speech in public.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discussed the related literature and studies that were used to support the results and discussion of the study.

Furthermore, there were some variables in the respondents' characteristics like Sex, Family Monthly Income, Academic Strand, Organizational Affiliation, and Attitude towards Public Speaking that were considered to assess the level of Public Speaking Anxiety in Oral Communication subject based on Motivation, Self-esteem, Audience, and Situation.

Public Speaking

The art of using words to communicate with an audience is known as public speaking. It entails speaking to groups of any size, ranging from a few dozen seminar attendees to millions of people watching on television. To master public speaking, you must first distinguish between four styles of speech: Ceremonial, Demonstrative, Instructive, and Persuasive (Brown, 2017).

A Demonstrative Speech is one that demonstrates how to accomplish something or how something functions. The demonstrator's objects or physical action must be displayed. Visual aids (charts, graphs, maps, photos, etc.) are optional and should be used to supplement rather than replace items or activities. Instructive speech, on the other hand, uses descriptions, demonstrations, vivid detail, and definitions to explain a subject, person, or location that the audience wants to know more about. It simplifies a difficult subject or presents an alternative viewpoint. An Informative Speech's goal is to assist your audience in comprehending and remembering the information. The Persuasive Speech, on the other hand, is one in which the speaker attempts to persuade the audience to accept their point of view. The speech is structured so that the listener will ideally take all or part of the conveyed viewpoint (Brown 2017).

Moreover, according to Moon (2016), knowing these types of public speaking, doing public speaking can be highly challenging. At the same time, it is a tremendously rewarding opportunity. Glossophobia is the technical word for your fear of public speaking. A person's capacity to perform in front of a group of people is an important talent to cultivate and hopefully perfect over time. Public speaking is a crucial part of any student's life, but it is also necessary for almost any future job.

In addition, many people try to avoid public speaking whenever feasible. People are said to be more afraid of public speaking than death. However, there are benefits to giving a speech, presentation, or even a toast that may outweigh the disadvantages for some. When it comes to work, public speaking can build confidence and improve employment position and respect inside the firm. A successful public speaking engagement can enhance a speaker's confidence and inspire them to take on more challenging jobs. Giving a presentation

or speech can be stressful and time-consuming, as any public speaking event requires hours of planning, writing, and practicing. There's also the potential for shame and failure, which can lower self-esteem, despite the fact that the audience notices far fewer mistakes than the speaker thinks (McLaughlin, 2017).

Fear or Anxiety of Public Speaking

Fear of Public Speaking is also known as Glossophobia, which stems from a fear of being judged as a result of the audience's intense focus on you when you talk (Calm Clinic, 2018).

In the study of Dwyer (2019), in reality, surveys of thousands of college students and adults show that 60 to 75 percent of the population has a fear or anxiety about public speaking. In other words, over three out of every four persons you meet will admit to having a fear or anxiety about speaking in public.

A student's dread of being inspected or analyzed by an audience is known as public speaking anxiety. This dread can cause physical and emotional reactions, which can make it difficult for the student to give an effective speech or presentation. Anxiety, worry, uneasiness, trembling or shaking, perspiration, and/or dizziness are examples of these reactions. (American Psychological Association 2016). In addition, Cetlin (2018) also agrees when dread hits, logic, reason, and even language to identify the threat are all unavailable to define the threat. These are terror reactions that cause the student's high-level thinking brain to shut down in order to survive.

However, a person can all conquer the fear of public speaking. It is all experienced at some point in life, and while the anxiety that comes with it may never go away, it can only be improved when overcome by working hard (Eduque 2017).

In accordance with the study of Tridinanti (2018), in foreign language classes, individuals with high levels of anxiety, concern, fear, and low self-confidence may have difficulty developing their speaking abilities. The goal of this study was to see if there was a link between students' speaking fear, self-confidence, and speaking ability. Speaking anxiety has no substantial relationship with speaking ability, according to the findings. The achievement of speaking has a strong link to self-confidence. That is, students who are confident in themselves achieve more. As a result, it is critical for professors and lecturers to encourage students to speak English in front of the class, particularly to boost students' self-confidence when interacting in English.

Apart from this, many factors have been recognized as contributing to anxiety among university students. These parameters are intimately linked to the learners, and the data reveal many aspects of speaking fear. According to the fifty participants, the top anxiety issues are language elements, lack of grammatical understanding, pronunciation factor, stage fear, lack of confidence, shyness, and peer factor. According to the poll, students must have a well-focused perspective in order to overcome the affective components that contribute to their speaking fear. The majority of the participants, according to the participants, are eager to improve their English. Furthermore, they require encouragement, support, inspiration, supervision, and specific improvement ideas from their professors in order to build confidence and expand their vocabulary. Students believe that attending seminars, discussions, and presentations would be valuable in addition to all of these. Some of them have also requested extra attention to fine-tune their voice modulation, pronunciation, grammar revision, fluency, and other language-related skills, as well as individual guidance. The data shows that they are on their way to overcoming all of their English speaking difficulties through a very systematic learning process (Rajitha & Alamelu, 2020).

In addition, Mestan (2017), according to his research, students in Turkey of various grades, ages, and genders suffer from speaking anxiety as a result of their bad feelings and dread of making a mistake while speaking. It was also discovered that pupils have some basic anxiety-relieving suggestions but do not employ them, necessitating the assistance and support of professors.

Sex

The study by Kumar et al. (2017) determine if sex significantly influences a respondent's anxiety level and found females have the most anxiety when it comes to public speaking. The primary finding is that there is basically no difference in the mean of male and female students when it comes to public speaking fear. It can be concluded that gender has no bearing on whether pupils have high or low speaking anxiety.

Nevertheless, in the study of Lignes et al. (2020), males are more likely than girls to be afraid of public speaking. The main reason people have a fear of public speaking is because of their judgment, which causes them to lose confidence and affects their communication skills.

In the study of Guo (2016) shows that boys suffer in school far more than girls do because of adversity in their early lives. Girls appear to be far better equipped to the difficulties of contemporary childhood, however it is not yet obvious why they are so tough. In homes with wealth, there are very few variations between the sexes; nevertheless, in families with less money, boys consistently lag behind their sisters and female peers. This pattern suggests that if income disparity keeps getting worse, gender inequities will follow suit. Boys' behavior toward their education is impacted as a result.

In addition, girls are trained to do better in school than boys starting at a young age. Beyond elementary school, this pattern is more pronounced. In the classroom, girls outperform boys. In 2010, only 27% of men finished college, compared to 36% of women. This isn't always due to the fact that girls are smarter. In actuality, boys and girls score similarly on intelligence tests. Girls put in more effort than boys do because they are aware that their academic performance will determine how successful they are in the future (Corsetti, 2018).

Family Monthly Income

In the study of Kumar et al. (2017), there is a distinction between children with a median socioeconomic status and those with a higher socioeconomic status. As a result, it may be concluded that an individual's socioeconomic level has a major impact on their public speaking fear. There is no variation in public speaking anxiety among students based on where they live. As a result, it can be concluded that an individual's residential past has no bearing on their fear of public speaking.

Academic Strand

As reported by Canceran and Temporal (2020), students in the HUMSS and ABM strands have favorable attitudes regarding speaking and that public speaking is significant to them generally. It is interesting to note, however, that these students acknowledged their poor speaking communication skills, their fear of making mistakes when speaking, and their fear of ridicule if they do. The students also think that they should practice public speaking so that they would become better speakers because they may require it in their future employment. The study discovered no significant difference in the students' attitudes toward speaking in public when they were divided by strand and sex. The relevance of these findings emphasizes the value of classroom motivation in enhancing students' attitudes toward speaking in public.

In addition, Belando (2019) discovered that time management, problem-solving, and schoolwork were the biggest challenges for ABM students. This study also showed that students experienced problems as a result of their concern over the subject matter and that the issue is a lack of information and strategies to address it. Thus, these challenges have an impact on their study habits. Sometimes the problems serve as motivation for them to study harder.

Organization Affiliation

Being a member of a club or society enables people to expand their knowledge, abilities, and experience in the areas of management, finance, presentation, and public speaking, as well as leadership, communication, and problem-solving (Burban Media 2022).

According to Sunquist (2017), there are many different extracurriculars to pick from that might be helpful for students who are interested in a vocation that needs public speaking or who simply wish to develop public speaking skills to utilize in other circumstances. Others develop practiced, even theatrical, speaking abilities, while some develop impromptu speaking abilities.

There are ways how to build public speaking. Participating in the performing arts is one approach to improving public speaking abilities. This could range from open mic poetry nights to theater performances or dramatic readings. One will continue to develop the composure and confidence required to speak in front of a group by engaging in the performing arts. Another is joining a debate club which helps create a wide range of public speaking abilities, from impromptu, unrehearsed monologues to carefully thought-out, prepared speeches. Last but not least, in joining the student council, one will frequently utilize verbal persuasion techniques to provide campaign speeches and be successful in addressing sizable crowds at meetings all year long (Sunquist, 2017).

Attitude towards Public Speaking

According to Imron and Hantari (2019), the participants in their study believed that studying English and public speaking would improve their communication skills since it would allow them to interact with individuals from various countries. The majority of pupils responded in this manner. Other students held the opinion that learning English made them seem smarter and better equipped to assist others. The students' attitudes regarding public speaking were impacted by the absence of education, direction, and training in this area.

Along with this study shows that students in the Grade 12 Academic Track of the SHS have a favorable attitude regarding speaking in English because it is important to them. These kids, who are in their final year of senior high school and are either looking for a job or to continue their education in college, have already recognized the value of speaking English for their future careers. The success of learning something can be greatly influenced by attitude, but it cannot stop there (Canceran and Temporal, 2020).

Motivation

In the study of Ihsan (2016) found the use of media is then suggested as being crucial for increasing student motivation and providing ample opportunity for students to explore their ideas. Other suggestions include using more varied teaching and learning methods to avoid becoming monotonous, rewarding students with prizes and bonus points for effectively expressing their ideas in English, and fostering a positive learning environment in the classroom.

Alsaleem (2022) also added and demonstrated that English public speaking anxiety and motivation were substantially correlated. More specifically, among Jordanian students, where there was a substantial inverse relationship between motivation and fear of speaking in front of an audience in English.

Apart from this, the use of oral English assessments as a teaching tool did not differ significantly from the way lessons were traditionally delivered, but the use of role-playing activities significantly improved the students' motivation to speak in public. The researcher came to the same conclusion based on the questionnaire and interview data and what she had seen during the oral English lessons. Role-playing is a more effective exercise than oral English assessments for boosting college students' motivation to speak (Liu, 2020).

Self-esteem

As reported by the study of Imron and Hantari (2019), the speaker's perspective on how they see themselves is influenced by their sense of self-worth. The degree of one's self-esteem frequently affects how nervous one feels. The ability to speak in front of an audience depends on how the pupils see their own abilities. Thus, this needs to be taken into account. Students are more likely to overcome other issues like dread, stress, and even anxiety while giving public speeches when they have faith and confidence in what they can do. Unfortunately, the majority of pupils struggled greatly when speaking since they did not feel confident enough in their abilities.

Audience

The unfavorable attitudes of students may be attributed to their inhibitions when speaking English, especially when they are around native English speakers. Instead of making a mistake and getting laughed at by their audience, they would prefer to remain silent. The fears and discomfort students feel both within and outside of the classroom may also contribute to their sense of intimidation (Batang & Temporal, 2018).

Moreover, according to Canceran and Temporal (2020), the majority of students avoid speaking in English because they are worried about being teased if they make mistakes. They may not enjoy using the language since they are unconfident in their abilities to carry on a conversation. Nevertheless, they believe that if given a chance to practice, they can speak English in public well.

Situation

As reported by Getie (2020), the target language learning environment, including the teaching style used by the teacher, the seating configuration, the learning atmosphere, as well as the classroom's size and cleanliness, may have an impact on how well pupils pick up the language. Even though they enjoy the target language, which is English, it appears accurate to claim that students' opinions tend to be negative if these things are not good.

In addition, there are a lot of support needed to create a positive environment where kids can study public speaking and English in general because practically every component of Tidar Islamic Boarding School hasn't been in the right conditions. Students must be accustomed to using English, or at the very least, must be in an atmosphere where it is ubiquitous (Imron & Hantari 2019).

Hence, this chapter has reviewed all the relevant theoretical literature used in the study. The high-quality information gathered in books, journals, and articles both from foreign and local sources contributed, supported, and strengthened the theoretical basis of the study. The reviewed studies also give provision and support to conduct the research. According to the literature and studies mentioned above, respondents' characteristics such as sex, family monthly income, academic strand, organizational affiliation, and attitude towards public speaking were valuable functions in their level of public speaking anxiety based on motivation, self-esteem, audience, and situation.

RESEARCH METHODOLOGY

This chapter discussed the methodology that was used in conducting the research and how the gathered data was tabulated and calculated to get the results. In addition, this chapter included the research design, research setting, the respondents, sampling procedure, the instruments to be used, data collection procedure, and statistical treatment used in analyzing the data gathered in the study.

Research Design

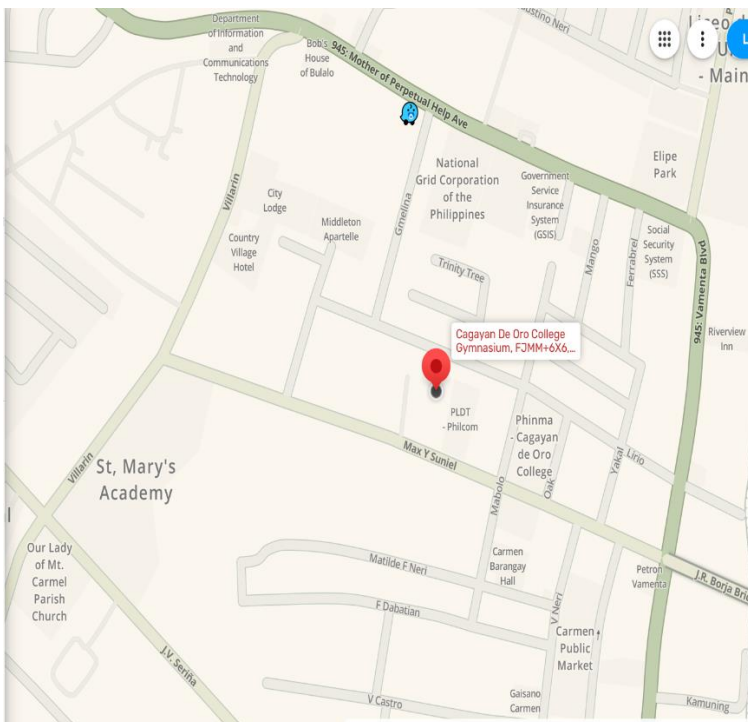
This study made use of a descriptive research design since it was intended to determine the difference in the respondents' characteristics, particularly in Sex, Family Monthly Income, Academic Strand, Organizational Affiliation, and Attitude towards Public Speaking to their level of Public Speaking Anxiety based on Motivation, Self-esteem, Audience, and Situation.

This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, and identification of trends and relationships. Also, this method is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation.

Research Setting

This study was conducted in PHINMA-Cagayan de Oro College, established way back in 1948, specifically in the Senior High School. It is located at Max Suniel Carmen, Cagayan de Oro City. PHINMA Cagayan de Oro College was founded in 1948 as a nonpolitical and nonsectarian educational institution. The school provided education from primary to higher levels to the youth and working folks. PHINMA COC expanded its course offerings during the next 30 years to include Computer Science, Engineering, and Mass Communications. In 2016, PHINMA-Cagayan de Oro College started the Senior High School Program, where the researcher chose the respondents of the study.

The researcher chose this setting for the reason that the researcher also teaches in the said school at the present time and also teaches Oral Communication in the Context subject, which are the variables of the study. Academic Strand of the respondents are the following: Accountancy, Business, and Management (ABM); Science, Technology, Engineering, and Mathematics (STEM); Humanities and Social Sciences (HUMSS); and General Academic Strand (GAS).



Source: <https://www.waze.com/live-map/directions/ph/northern-mindanao/cdo/>

Figure 2. Location Map of the Study

Respondents and Sampling Procedure

The respondents of the study were the nine hundred thirty-one (931) Grade 11 Students of PHINMA-Cagayan de Oro College, School Year 2022-2023 who took Oral Communication in the Context subject. The participants were selected randomly. The researcher used Slovin's formula with a 5 percent margin of error and a population of two thousand five hundred forty-one (2,541). This sampling methods include the level of anxiety in public speaking using the English Language. A simple random sampling was a subset in a statistical population in which each member of the subset has an equal probability of being chosen. Table A below depicts the distribution of respondents.

Table A Distribution of Respondents

Academic Strand	Population	Sample Size
ABM	378	191
GAS	937	273
HUMSS	463	211
STEM	763	256
Total	2,541	931

Research Instrument

The survey questionnaire served as a major instrument that was used in this study to gain concrete data and feedback from the respondents. The questionnaire was adopted from Subatira (2022) in her study "Glossophobia among Engineering Learners: A Case Study at a Technical University" and originally from McKroskey (1970) in his study "Measures of communication-bound anxiety."

Part 1 of the survey questionnaire was to obtain the respondent's characteristics in terms of name, sex, family monthly income, academic strand, organization affiliation, and a set of ten (10) statements for attitude towards public speaking that were given one set of four checkboxes each. The four checkboxes were ranked as 4-Strongly Agree, 3-Agree, 2-Disagree, and 1-Strongly Disagree.

Part 2 was the survey questionnaire on the Level of Public Speaking Anxiety in Oral Communication from McKroskey (1970). The checklist obtained 34 statements. The 34 statements were then distributed and categorized into four classifications: 9 items with the statements based on Motivation (1,8,9,12,26,2,31,33,5), Self-Esteem (15,17,18,6,4,11,13,16,30), Situation (7,23,25,34,32,10,19,22,24) and 7 items with the statements based on Audience (14,28,29,3,27,20,21). These were also given one set of five checkboxes each. The five checkboxes were ranked as 5-Strongly Agree, 4-Agree, 3-Undecided, 2- Disagree, and 1-Strongly Disagree.

Data Gathering Procedure

Preliminary preparation for the conduct of data gathering asked permission from the Dean of Graduate School and COO to allow the researcher to conduct the study and administer the research instruments to the respondents. Upon approval, appointments for the administration of the questionnaires were asked by the PHINMA-COC Senior High School principal.

During the data gathering, the researcher administered and retrieved the set of questionnaires through a Google form. The student-respondents were given a set of questionnaires. The First Part asked for the

respondents' characteristics, while the Second Part consisted of an inventory of questions determining the students' level of public speaking anxiety. After that, the researcher patiently analyzed the answers to each item for tabulation and interpretation.

Categorization of Variables and System of Scoring

The following were the categorization of the Variables: the Independent Variable was the Respondents' characteristics, and the Dependent variable was there spondents' Public Speaking Anxiety.

Part 1: Respondent's Characteristics

Sex

Male

Female

Family Monthly Income

PhP40,000 and above

PhP20,000 – 39,000

PhP10,000 – 19,000

PhP5,000 – 9,000

PhP5,000 and below

Academic Strand

Accounting and Business Management (ABM)

General Academic Strand (GAS)

Humanities and Social Science Strand (HUMSS)

Science, Technology, Engineering, and Mathematics (STEM)

Organizational Affiliation

Sports Club

Student Body Organization

Performing Arts

Visual and Media Arts

Religious Organization

Debate

Academic Club

None

Attitude Towards Public Speaking

Scale	Range	Description	Interpretation
4	3.26 – 4.00	Strongly Agree	Very Positive
3	2.51 – 3.25	Agree	Positive
2	1.76 – 2.50	Disagree	Negative
1	1.00 – 1.75	Strongly Disagree	Very Negative

Part II: Public Speaking Anxiety

Scale	Range	Description	Interpretation
5	4.21 – 5.00	Strongly Agree	Very High
4	3.41 – 4.20	Agree	High
3	2.61 – 3.40	Undecided	Moderate
2	1.81 – 2.60	Disagree	Low
1	1.00 – 1.80	Strongly Disagree	Very Low

Statistical Treatment of Data

Descriptive statistics such as frequency, percentage standard deviation, and mean were utilized to describe the variables of the study. A T-test was used to determine the significant difference between the independent and dependent variables of the study.

The statistical tools used were frequency and percentage in Problem 1, composed of the respondent’s characteristics in terms of Sex, Family Monthly Income, Academic Strand, and Organization Affiliation. For the Attitude toward Public Speaking, the statistical tool that was used were mean and standard deviation.

For Problem 2 on there spondents’ level of Public Speaking Anxiety (PSA) based on Motivation, Self- esteem, Audience, and Situation, the statistical tool that was used are mean and standard deviation.

Problem 3, the statistical tool that was used was ANOVA on the difference in the respondent’s characteristics in terms of Sex, Family Monthly Income, Academic Strand, Organizational Affiliation, Attitude towards Public Speaking, and Level of Public Speaking Anxiety.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the presentation, analysis, and interpretation of the data gathered from the survey questionnaires given to the respondents to determine the difference between the respondents’ characteristics and Public Speaking Anxiety (PSA) Level of Grade 11 students in Oral Communication.

Problem 1: What are the characteristics of the respondents in terms of:

- Sex;
- Family Monthly Income;
- Academic Strand;

- Organizational Affiliation; and
- Attitude towards Public Speaking?

Table 1 Distribution of Respondents’ Sex

Characteristics	Category	Frequency	Percentage
Sex	Male	378	40.60
	Female	553	59.40
Total		931	100.00

Table 1 presents the frequency and percentage distribution of the respondents’ sex with the **highest frequency** of 553 (59.60%), which respondents’ sex are female. The result implies that most of the Grade 11 students in Senior High School at Cagayan de Oro College are females. This has been the experience of the researcher teaching at Cagayan de Oro College for almost six years, and most of the students were females. The three (3) strands that are offered in the school, namely ABM, HUMSS, and STEM, are the strands where the majority of the enrolled students are females. Perhaps the difference in enrollment between boys and girls is due to girls’ greater maturity and propensity for attending school, which is shown in their daily attendance and academic success in class. They are more attentive to grades, more compliant, and more responsible in the classroom, according to observation. The majority of females in this generation also claimed to have loftier aspirations for their futures and wish to pursue careers in those fields. The female survey participants claim that they do not intend to simply stay at home in the future.

According to Corsetti (2018), girls are trained to do better in school than boys starting at a young age. Beyond elementary school, this pattern is more pronounced. In the classroom, girls outperform boys. In 2010, only 27% of men finished college, compared to 36% of women. This is not always due to the fact that girls are smarter. In actuality, boys and girls score similarly on intelligence tests. Girls put in more effort than boys do because they are aware that their academic performance will determine how successful they are in the future.

On the other hand, the **lowest frequency** of 378 (40.60%) are males. The table suggests that in general, male students are the minority enrolled in Grade 11 Senior High School in Cagayan de Oro College. Perhaps because males would rather work or play than attend school. As seen, many of the young people who are not in school are males. They appear to be accustomed to this kind of idleness.

The study of Guo (2016) shows that boys suffer in school far more than girls do because of adversity in their early lives. Girls appear to be far better equipped for the difficulties of contemporary childhood. However, it is not yet obvious why they are so tough. In homes with wealth, there are very few variations between the sexes; nevertheless, in families with less money, boys consistently lag behind their sisters and female peers. This pattern suggests that if income disparity keeps getting worse, gender inequities will follow suit. Boys’ behavior toward their education is impacted as a result.

Table 2 Distribution of Respondents’ Family Monthly Income

Characteristics	Category	Frequency	Percentage
Family Monthly Income	PhP40,000 and above	24	2.58
	PhP20,000 – 39,000	62	6.66
	PhP10,000 – 19,000	143	15.36
	PhP5,000 – 9,000	260	27.93
	PhP5,000 and below	442	47.48
Total		931	100.00

Table 2 shows the distribution of respondents in terms of Family Monthly Income, with **highest frequency** of 442 (47.48%) are respondents who have a family monthly income of Php5,000 and below. This implies the respondents' family belongs to low socioeconomic status and belongs to the economic group with the very least wealth and power in society. Almost half of the Grade 11 students enrolled in Cagayan de Oro College Senior High School belonged to the less privileged type of students. Cagayan de Oro College has always been the school that helped students achieve their dreams since this is the school that offers scholarships and low tuition fees. The school has always been open to all students, especially those students who belong to low socioeconomic status. Even if Cagayan de Oro College – SHS is a private school and the majority of the students came from low socio-economic status, it is still one of the leading schools in terms of the number of enrollees in Senior High School, amounting to more than 2,000 students. Students are still able to enroll in private schools by the use of vouchers and still be able to enroll in a school of their choice.

According to DepEd, the SHS voucher symbolizes money that will go toward paying all or a portion of the tuition for students from public schools who enroll in non-DepEd SHS. The agreement excludes costs like daily allowance and transportation costs. The voucher is not a real document that can be exchanged like currency, but depending on where it is used. It may have enough money to pay for all SHS tuition and extra fees at a private institution. Direct distribution will be made to non-DepEd schools where Grade 11 voucher holders decide to enroll. All Grade 10 graduates from private and public schools who are also recipients of Education Service Contracting (ESC) grants are eligible to receive vouchers without having to apply. If a student chooses not to attend a public SHS where vouchers are not required, they may use the voucher program to enroll in any private or non-DepEd school that has been given a permit by the DepEd to offer SHS.

On the other hand, the **lowest frequency** of 24 (2.58%) is the respondents with a family monthly income of Php40,000 and above. This means that very few of the Grade 11 students belonged to upper socioeconomic status. As observed that very few Grade 11 students belonged to the more privileged type of students. This means that most of the students in Senior High School came from public schools, and only a minority came from private. Most of the students used the voucher for them to be able to enroll in a school of their choice.

In addition, according also to Dep Ed, depending on the type of recipient and the SHS location where it will be used, the voucher's value varies. The National Capital Region voucher is worth P22,500 in total. The coupon has a value of P20,000 in heavily developed areas outside the NCR. It is worth P7,500 in all other towns and municipalities. Students who completed Grade 10 in public schools are eligible for 100% of the voucher value, which entitles them to P22,500 if they choose to attend any private SHS in the NCR. Private school grade 10 graduates will only be eligible for 80%, or P18,000.

Table 3 Distribution of Respondents' Academic Strand

Characteristics	Category	Frequency	Percentage
Academic Strand	ABM	191	20.52
	GAS	273	29.32
	HUMSS	211	22.66
	STEM	256	27.50
Total		931	100.00

Table 3 displays the distribution of respondents in terms of the Academic Strand, with the **highest frequency**

of 273 (29.32%) from the General Academic Strand (GAS). This means that the majority of the respondents and the largest population in Cagayan de Oro College Senior High in Grade 11 are GAS students major in Criminology. Since Cagayan de Oro College is known as one of the best colleges in Cagayan de Oro when it comes to Criminology course, this perhaps encouraged the Senior High students to enroll in COC-SHS and later on enroll in Criminology courses in Cagayan de Oro College.

In the report released by localpulse.net, Cagayan de Oro College – PHINMA Education Network ranked 3rd in the list of **70 Top Criminology Schools in the Philippines for 2019**. Cagayan de Oro College also scored 75.22% based on the criteria presented. During also in the year 2019, one of the students in COC Criminology was the Top 9 in the Criminologist Licensure Examination last June 2019. The school is known as one of the best schools in Cagayan de Oro when it comes to producing excellent graduates in Criminology.

The **lowest frequency**, with 191 (20.52%), comes from the Accountancy, Business, and Management (ABM) strand. This implies that the minority of the population in Cagayan de Oro College Senior High in Grade 11 was ABM. Very few students are interested in enrolling in courses aligned with the ABM strand. Based on observation, students who chose to enroll in Cagayan de Oro College Senior High School have something to do with their future course in college. Also, students find the strand difficult and discover activities related to the strand as challenging.

Belando (2019) discovered that time management, problem-solving, and schoolwork were the biggest challenges for ABM students. This study also showed that students experienced problems as a result of their concern over the subject matter and that the issue is a lack of information and strategies to address it. Thus, these challenges have an impact on their study habits. Sometimes the problems serve as motivation for them to study harder.

Table 4 Distribution of Respondents’ Organizational Affiliation

Characteristics	Category	Frequency	Percentage
Organizational Affiliation	Sports Club	232	24.92
	Student Body Organization	11	1.18
	Performing Arts	71	7.63
	Visual and Media Arts	21	2.26
	Religious Organization	47	5.05
	Debate	12	1.29
	Academic Club	10	1.07
	None	527	56.61
Total		931	100.00

Table 4 depicts the distribution of respondents in terms of Organizational Affiliation, with the **highest frequency** of 527 (56.61%) are the respondents who have no organizational affiliation. The result means that more than half or a majority of the Grade 11 respondents did not join any organizations. Based on observation, Grade 11 students are still adjusting to their new school and chose not to join any organizations or clubs since they are still new to the environment and still adjusting to their new schedule. Students are also still figuring out what they want. They also consider their schedule, time, and especially knowing the teachers.

According to Virtanen et al. (2019), throughout their academic careers, students must manage a number of school changes, and each one presents difficulties from both an intellectual and psychological standpoint. In addition, according to Longobardi et al. (2019), transitions to a new school pose new challenges and settings

for kids, raising the possibility of both internalizing and externalizing psychological symptoms.

On the other hand, the **lowest frequency**, 10 (1.07%), is in the Academic Club. This implies that very few of the Grade 11 students joined the academic club. Based on observation, this is also the club with the least number of Grade 11 members. The researcher also observed that students are already stressed in their academics, so they wanted to join a club that would make them breathe and relax. Students wanted to join a club that could enhance their talent, skills, and hobbies.

According to Burban Media (2022), being a member of a club or society enables people to expand their knowledge, abilities, and experience in the areas of management, finance, presentation, and public speaking, as well as leadership, communication, and problem-solving.

Table 5 Distribution of Respondents' Attitude towards Public Speaking

Indicators	Mean	SD	Description
Being able to speak in the presence of my classmates often makes me happy.	3.12	0.664	Agree
Speaking in front of an audience gives me a feeling of success.	2.95	0.697	Agree
Speaking in public is important to me in general.	2.93	0.728	Agree
I speak in public because it will make my parents or teachers proud of me.	2.89	0.735	Agree
I do public speaking because I want to do well on oral tests.	2.94	0.717	Agree
Speaking in public is important to me because I might need it later for my job.	3.25	0.721	Agree
Public speaking is irrelevant.	2.37	0.886	Disagree
I speak in public because I have to do it.	3.00	0.814	Agree
I think if I put much effort in practicing, I can speak in public well.	3.37	0.707	Strongly Agree
I am worried about making mistakes when I speak in public.	3.42	0.711	Strongly Agree
Overall	3.02	0.738	Agree

Legend: 3.26 – 4.00 – Strongly Agree/Very Positive 2.51 – 3.25 – Agree/Positive 1.76 – 2.50 – Disagree/Negative 1.00 – 1.75 – Strongly Disagree/Very Negative

Table 5 discloses the distribution of respondents in terms of **Attitude towards Public Speaking** with an **overall mean** of 3.02 (SD = 0.738), described as **Agree**. This means that respondents have a positive attitude toward public speaking. As observed, even though students are afraid to speak especially in front of their classmates and teachers, but they know that having this skill can help them in the future. Knowing that in college, students are always required to speak in front of other people, especially in oral recitations and the like. Students understand the importance of public speaking or speaking in front of other people since it can be very helpful, especially in applying for a job for their future careers.

The above findings concurs with the study of Canceran and Temporal (2020), that students in the Grade 12 Academic Track of the SHS have a favorable attitude regarding speaking in English because it is important to them. These students who are in their final year of Senior High School and are either looking for job or to continue their education in college, have already recognized the value of speaking English for their future careers. The success of learning something can be greatly influenced by attitude, but it cannot stop there.

The indicator, “**I am worried about making mistakes when I speak in public,**” obtained the **highest** mean of 3.42 (SD = 0.711), described as **Strongly Agree**. This means that students are anxious in speaking in public for a reason that they may commit mistakes. Mistakes of forgetting their lines, committing wrong grammar and pronouncing the words wrong. This is probably the reason why even students know the importance of speaking in public.

They are worried about speaking because they might commit mistakes, wrong grammar, wrong diction, and pronunciation, which might be the reason that they may experience bullying.

In support, Mestan (2017) noted that students in Turkey of various grades, ages, and genders suffer from speaking anxiety as a result of their bad feelings and dread of making a mistake while speaking. It was also discovered that pupils have some basic anxiety-relieving suggestions but do not employ them, necessitating the assistance and support of professors.

On the other hand, the indicator, “**Public speaking is irrelevant,**” got the **lowest** mean of 2.37 (SD = 0.886), described as **Disagree**. It means that students disagree with this statement which means that for them, public speaking is relevant. Public speaking helps share insights with other people and be heard. Students believe that it is relevant due to the fact that communication is essential. Especially in classroom activities since students are required to have oral recitations, sharing of ideas, and the like. Students also believe that public speaking is essential since it is very much needed in future jobs.

In support, Imron and Hantari (2019) believed that the participants in their study believed that studying English and public speaking would improve their communication skills since it would allow them to interact with individuals from various countries. The majority of pupils responded in this manner. Other students held the opinion that learning English made them seem smarter and better equipped to assist others. The students’ attitudes regarding public speaking were impacted by the absence of education, direction, and training in this area. After we know English, we can help people and teach them new knowledge. Therefore, public speaking is relevant.

Teachers have a very big impact on classroom instruction and providing feedback to the students. It is very important that during public speaking activities, teachers should promote a positive environment for students, which promotes encouragement to our students whenever they commit mistakes towards speaking in public. Teachers should also encourage their classmates not to make fun of or bully the one speaking in front whenever they commit mistakes. In this way, students will not feel anxious if they are asked to speak in public since, according to the result, students believe that public speaking is relevant.

Problem 2: What is the respondents’ level of Public Speaking Anxiety in Oral Communication based on:

- Motivation;
- Self-esteem;
- Audience; and
- Situation?

Table 6 Respondents’ level of Public Speaking Anxiety in Oral Communication based on Motivation

Indicators	Mean	SD	Description
While preparing for giving a speech, I feel tense and nervous.	4.39	0.76	Strongly Agree
I look forward to giving a speech.	3.34	1.03	Undecided
When the instructor announces a speaking assignment in class, I can feel myself getting tense.	4.05	0.86	Agree
I enjoy preparing for a speech.	2.93	1.08	Undecided
I feel comfortable in the hour or so just before giving a speech.	3.17	1.04	Undecided
I feel tense when I see the words “speech” and “public speech” on a course outline when studying.	4.05	0.87	Agree

I have trouble falling asleep the night before a speech.	3.72	1.07	Agree
I feel anxious while waiting to give my speech.	4.10	0.80	Agree
I get anxious when I think about a speech coming up.	4.14	0.84	Agree
Overall	3.83	0.50	Agree

Legend: 4.21 – 5.00 – Strongly Agree/Very High
 3.41 – 4.20 – Agree/High
 2.61 – 3.40 – Undecided/Neutral
 1.81 – 2.60 – Disagree/Low
 1.00 – 1.80 – Strongly Disagree/Very Low

Table 6 presents the respondents’ level of Public Speaking Anxiety (PSA) in **Oral Communication based on Motivation** with an **overall mean** of 3.83 (SD = 0.50), described as **Agree**. This means that the respondents’ level of PSA in Oral Communication based on Motivation is **high**. This could evaluate the fact that based on motivation, students are not motivated enough in public speaking activities, for they felt tense and nervous. Even though students have a positive attitude in public speaking, knowing that it is important, but they are anxious and nervous when it is their time to speak.

According to McLaughlin (2017), many people try to avoid public speaking whenever feasible. People are said to be more afraid of public speaking than death. However, there are benefits to giving a speech, presentation, or even a toast that may outweigh the disadvantages for some. When it comes to working, public speaking can build confidence and improve employment positions and respect inside the firm. A successful public speaking engagement can enhance a speaker’s confidence and inspire them to take on more challenging jobs. Giving a presentation or speech can be stressful and time-consuming, as any public speaking event requires hours of planning, writing, and practicing. There’s also the potential for shame and failure, which can lower self-esteem, despite the fact that the audience notices far fewer mistakes than the speaker thinks.

The indicator “**While preparing for giving a speech, I feel tense and nervous**” received the **highest** mean of 4.39 (SD = 0.76), described as **Strongly Agree**. This means that the respondents’ level of PSA in Oral Communication based on Motivation in the said indicator is **Very High**. Every time students prepare for a speech, they feel anxious and nervous. This was connected to the respondents’ result in the attitude towards public speaking that students have this negative thinking that they might mess up during their speech. It has something to do with committing mistakes, and their classmates might mock them or teachers might scold them if they mess up.

In relation to this, according to Ihsan (2016) in his study “Students’ Motivation in Speaking English”, the findings indicate that 56.1% of the learner’s effort was put into practicing speaking English, 49.7% of the students are interested in practicing their English speaking, 59.9% of students are willing to practice speaking English, and 71.43% of students want to practice speaking English. The use of media is then suggested as being crucial for increasing student motivation and providing ample opportunity for students to explore their ideas. Other suggestions include using more varied teaching and learning methods to avoid becoming monotonous, rewarding students with prizes and bonus points for effectively expressing their ideas in English, and fostering a positive learning environment in the classroom.

On the other hand, the indicator, “**I enjoy preparing for a speech**” got the **lowest** mean of 2.93 (SD = 1.08), described as **Undecided**. The result means that students have moderate motivation in preparing for a speech, which means that students are undecided if they are enjoying preparing for a speech. Based on observation, as a teacher, it is very important to supervise the students and provide ample time for preparation. If there is more time, teachers may encourage students to practice with them in order to be corrected ahead of time so that students may feel that they are on the right track. Knowing that they are doing well will increase their motivation.

According to Rajitha and Alamelu (2020), many factors have been recognized as contributing to anxiety

among university students. These parameters are intimately linked to the learners, and the data reveal many aspects of speaking fear. Language elements, lack of grammatical understanding, pronunciation factor, stage fear, lack of confidence, shyness, and peer factor are the top anxiety issues, according to the fifty participants. According to the poll, students must have a well-focused perspective in order to overcome the affective components that contribute to their speaking fear. The majority of the participants, according to the participants, are eager to improve their English. Furthermore, they require encouragement, support, inspiration, supervision, and specific improvement ideas from their professors in order to build confidence and expand their vocabulary. Students believe that attending seminars, discussions, and presentations would be valuable in addition to all of these. Some of them have also requested extra attention to fine-tune their voice modulation, pronunciation, grammar revision, fluency, and other language-related skills, as well as individual guidance. The data shows that they are on their way to overcoming all of their English-speaking difficulties through a very systematic learning process.

An overall conclusion in terms of students' motivation, students are not motivated enough when it comes to public speaking activities. Teachers need to use different strategies in the classroom in order for the students to be motivated. In support of the overall conclusion, according to Xu Liu (2020), the use of oral English assessments as a teaching tool did not differ significantly from how lessons were traditionally delivered, but the use of role-playing activities significantly improved the students' motivation to speak in public. The researcher came to the same conclusion based on the questionnaire and interview data and what she had seen during the oral English lessons. Role-playing is a more effective exercise than oral English assessments for boosting college students' motivation to speak.

Table 7 Respondents' level of Public Speaking Anxiety in Oral Communication based on Self-esteem

Indicators	Mean	SD	Description
I face the prospect of giving a speech with confidence.	3.36	0.98	Agree
My mind is clear when giving a speech.	2.98	1.06	Undecided
I do not dread giving a speech.	3.06	0.91	Undecided
I have no fear of giving a speech.	2.66	1.13	Undecided
Right after giving a speech, I feel that I have had a pleasant experience.	4.00	0.89	Agree
I feel relaxed while giving a speech.	2.69	1.08	Undecided
I am in constant fear of forgetting what I prepared to say.	4.04	0.92	Agree
I feel that I am in complete possession of myself while giving a speech.	3.29	0.98	Undecided
During an important speech, I experience a feeling of helplessness building up inside me.	3.83	0.93	Agree
Overall	3.49	0.54	Agree

Legend: 4.21 – 5.00 – Strongly Agree/Very High
 3.41 – 4.20 – Agree/High
 2.61 – 3.40 – Undecided/Neutral
 1.81 – 2.60 – Disagree/Low
 1.00 – 1.80 – Strongly Disagree/Very Low

Table 7 shows the respondents' level of Public Speaking Anxiety (PSA) in **Oral Communication based on Self-esteem** with an **overall mean** of 3.49 (SD = 0.54), described as **Agree**. This means that the respondents' level of PSA in oral communication based on self-esteem is **high**. Perhaps students feel anxious while delivering a speech because of high anxiety levels in self-esteem. As an insight, students are not confident enough about their selves when it comes to the speaking public. This might have something to do with their speaking abilities and knowledge about the topic that affects their confidence and self-esteem. Students who feel that they know the topic well and be able to speak well have lower anxiety levels in self-esteem.

According to Tridinanti (2018), in foreign language classes, individuals with high levels of anxiety, concern, fear, and low self-confidence may have difficulty developing their speaking abilities. The goal of this study was to see if there was a link between students’ speaking fear, self-confidence, and speaking ability. Speaking anxiety has no substantial relationship with speaking ability, according to the findings. The achievement of speaking has a strong link to self-confidence. That is, students who are confident in themselves achieve more. As a result, it is critical for professors and lecturers to encourage students to speak English in front of the class, particularly to boost students’ self-confidence when interacting in English.

The indicator, “**I am in constant fear of forgetting what I prepared to say,**” received the **highest** mean of 4.04 (SD = 0.92), described as **Agree**. This means that the respondents’ level of PSA in oral communication based on Self-Esteem in the said indicator is **high**. This result depicts that mostly of Grade 11 students in Cagayan de Oro College are afraid to speak in public due to the fact that they might forget their prepared speech. Having this kind of mindset affects the students’ self-esteem and confidence in delivering their speeches in public. Students should also make ways how to have faith and confidence in what they can do. Teachers and parents should always talk to their children and always make sure to boost their confidence and self-worth. This is supported in accordance with Imron and Hantari (2019), the speaker’s perspective on how they see themselves is influenced by their sense of self-worth.

On the other hand, the indicator, “**I have no fear of giving a speech**” got the **lowest** mean of 2.66 (SD = 1.13), described as **Undecided**. This means that Grade 11 students are undecided about their feelings when giving a speech or speaking in public, which means they have moderate self-esteem. From a researcher’s insight, students need to make way on how to think positively about their selves and their capabilities. Unfortunately, the researcher observed that students do not have this positive mindset about their selves and their own abilities, resulting in fear of giving a speech.

This is also related to the study of Imron and Hantari (2019) that the degree of one’s self-esteem frequently affects how nervous one feels. The ability to speak in front of an audience depends on how the pupils see their own abilities. Thus, this needs to be taken into account. Students are more likely to overcome other issues like dread, stress, and even anxiety while giving public speeches when they have faith and confidence in what they can do. Unfortunately, the majority of pupils struggled greatly when speaking since they did not feel confident enough in their abilities.

Table 8 Respondents’ level of Public Speaking Anxiety in Oral Communication based on Audience

Indicators	Mean	SD	Description
I get anxious if someone asks me something about my topic that I do not know.	4.03	0.90	Agree
I feel anxious when the teacher announces the date of a speaking assignment.	3.78	0.95	Agree
I do poorer on speeches because I am anxious	3.90	0.90	Agree
My thoughts become confused and jumbled when I am giving a speech	4.08	0.85	Agree
When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.	4.30	0.82	Strongly Agree
My heart beats very fast just as I start a speech	4.23	0.82	Strongly Agree
I experience considerable anxiety while sitting in the room just before my speech starts	4.05	0.91	Agree
Overall	3.89	0.60	Agree

Legend: 4.21 – 5.00 – Strongly Agree/Very High
 3.41 – 4.20 – Agree/High
 2.61 – 3.40 – Undecided/Neutral
 1.81 – 2.60 – Disagree/Low
 1.00 – 1.80 – Strongly Disagree/Very Low

Table 8 reveals the respondents’ level of Public Speaking Anxiety in **Oral Communication based on Audience**, with an **overall mean** of 3.89 (SD = 0.60) described as **Agree**. This means that the respondents’ level of PSA in Oral Communication based on the Audience is **high**. This could evaluate the fact that Grade 11 students have a high level of anxiety when speaking in front of other people or in a large audience. Based on observation, students have stage fright because they are afraid to be bullied by their classmates or scolded by their teachers. This fear is related to not having good self-esteem about their selves. Students do not have that positive mindset about their own capabilities and talents.

On the other hand, the indicator **“When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.”** received the **highest** mean of 4.30 (SD = 0.82), described as **Strongly Agree**. This means that the respondents’ level of PSA in Oral Communication based on Audience in the said indicator is **very high**. This shows that students are afraid to speak in public because they are intimidated into thinking that someone in the audience might be better at English than them. Based on the researcher’s experiences teaching Oral Communication subject, students are able to speak in front. Still, they are afraid, especially because they know that someone in the audience might be better than them. When students commit mistakes while delivering a speech, they will develop panic and find it difficult to recover and forget their lines or cannot organize their thoughts well.

In accordance with Tridinanti (2018), in foreign language classes, individuals with high levels of anxiety, concern, fear, and low self-confidence may have difficulty developing their speaking abilities.

The indicator, **“I feel anxious when the teacher announces the date of a speaking assignment.”** got the **lowest** mean of 3.78 (SD = 0.95), described as **Agree**. This means that the respondents’ level of PSA in Oral Communication based on Audience in the said indicator is **high**. This depicts that Grade 11 students are indeed not very comfortable or anxious speaking, especially in a large crowd. Students are afraid to speak in front because they think that someone might be better than them when it comes to speaking in English. Students are also afraid that they might get teased by their classmates if they commit mistakes. Because of that, knowing that there would be a public speaking activity in the future, they got anxious.

This is also related to the study of Batang and Temporal (2018), that the unfavorable attitudes of students may be attributed to their inhibitions when speaking English. Instead of making a mistake and getting laughed at by their audience, they would prefer to remain silent. The fears and discomfort students feel both within and outside of the classroom may also contribute to their sense of intimidation.

In this case, teachers should make sure to provide rules and motivate students to always support each other and avoid teasing and bullying one another. According to Imron and Hantari (2019), there is a lot of support needed to create a positive environment where children can study public speaking and English. Students must be accustomed to using English, or at the very least, must be in an atmosphere where it is ubiquitous.

Table 9 Respondents’ level of Public Speaking Anxiety in Oral Communication based on Situation

Indicators	Mean	SD	Description
Although I am nervous just before starting a speech, soon settle down after starting and feel calm and comfortable.	3.75	0.93	Agree
Realizing that only a little time remains in a speech makes me very tense and anxious.	4.10	0.82	Agree
I breathe faster just before starting a speech.	3.85	0.93	Agree
While giving a speech, I get so nervous and I forget facts I really know	4.05	0.93	Agree
My heart beats very fast while I present a speech.	4.23	0.82	Strongly Agree

My hands tremble when I am giving a speech.	4.11	0.87	Agree
I perspire just before giving a speech.	3.43	0.88	Agree
Certain parts of my body feel very tense and rigid while giving a speech.	4.09	0.88	Agree
While giving a speech I know that I can control my feelings of tension and stress.	3.41	1.05	Agree
Overall	3.66	0.54	Agree

Legend: 4.21 – 5.00 – Strongly Agree/Very High
 3.41 – 4.20 – Agree/High
 2.61 – 3.40 – Undecided/Neutral
 1.81 – 2.60 – Disagree/Low
 1.00 – 1.80 – Strongly Disagree/Very Low

Table 9 displays the respondents’ level of Public Speaking Anxiety (PSA) in **Oral Communication based on Situation** with an **overall mean** of 3.66 (SD = 0.54) described as **Agree**. This could evaluate the fact that, based on Situation, Grade 11 students have a **high** level of anxiety level in Situation. This means that they are experiencing tension and stress, and they are being observed physically by their heart beating fast, shaking of voice and hands, trembling, and the like. The researcher also observed that having anxiety and fear in speaking, they got mentally blocked, and they could not express and organize their thought well.

According to American Psychological Association (2016), side effects of anxiety include worrying, uneasiness, trembling, sweating, shaking, wooziness, perspiration, and stuttering of voice. Being an Oral Communication teacher in the said school, there are only a few students who excel in this skill and can perform the said task very well.

While the indicator “**My heart beats very fast while I present a speech**” received the **highest** mean of 4.23 (SD = 0.82), described as **Strongly Agree**. This means that the respondents’ level of PSA in Oral Communication based on Motivation is **Very High**. The result depicts that most of the situations that students might be experiencing during too much tension and stress in public speaking activities are the very fast beating of the heart. The researcher agrees with the indicator of the fast beating of the heart, which is very normal among people having anxiety. This is being observed in students to always hold their chests near to their hearts when called to speak as a sign of being nervous.

In support, a student’s dread of being inspected or analyzed by an audience is known as public speaking anxiety. This dread can cause physical and emotional reactions, which can make it difficult for the student to give an effective speech or presentation. Anxiety, worry, uneasiness, trembling or shaking, perspiration, and/or dizziness are examples of these reactions (American Psychological Association 2016).

On the other hand, the indicator, “**While giving a speech I know that I can control my feelings of tension and stress,**” got the **lowest** mean of 3.41 (SD = 1.05), described as **Agree**. This means that the respondents’ level of PSA in Oral Communication based on Situation is **high**. This means that even though students may experience physical manifestations of stress but they are also can somehow control their selves when they feel tension and stress. But still, even though the interpretation is high but this statement gets the lowest mean among the 10 statements. Based on observation, even though students are nervous and anxious but most of them still be able to perform their speech in front of other people. The researcher also believes that the learning environment may impact the students’ situation during speech activities. Stress and tension can be lessened if the environment has a positive atmosphere, the audience is well-understanding, and the teacher gives clear rules and instructions when it comes to bullying.

To support my statement, according to Getie (2020), the target language learning environment, including the teaching style used by the teacher, the seating configuration, the learning atmosphere, as well as the classroom’s size and cleanliness, may have an impact on how well pupils pick up the language. Even though they enjoy the target language, which is English, it appears accurate to claim that students’ opinions tend to be negative if these things are not good.

Table 10 Summary of Respondents’ level of Public Speaking Anxiety in Oral Communication

Public Speaking Anxiety (PSA)	Mean	SD	Description
Motivation	3.83	0.50	Agree
Self-esteem	3.49	0.54	Agree
Audience	3.89	0.60	Agree
Situation	3.66	0.54	Agree
Overall	3.71	0.48	Agree

Legend: 4.21 – 5.00 – Strongly Agree/Very High 3.41 – 4.20 – Agree/High 2.61 – 3.40 – Undecided/Neutral
 1.81 – 2.60 – Disagree/Low 1.00 – 1.80 – Strongly Disagree/Very Low

Table 10 reveals the summary of respondents’ level of **Public Speaking Anxiety in Oral Communication** with an **overall mean** of 3.71 (SD = 0.48) described as **Agree**. This means that Grade 11 students have a **high** level of Public Speaking Anxiety. This means that students feel fear, have low self-confidence, and have high anxiety while speaking in public. Based on observation, whenever students are asked to speak in front of their classmates and teachers, they always worry and show too much concern that they might commit mistakes while speaking. Because of this, students cannot organize their thoughts well.

In accordance with Tridinanti (2018), in foreign language classes, individuals with high levels of anxiety, concern, fear, and low self-confidence may have difficulty developing their speaking abilities. In addition, Mestan (2017), students in Turkey of various grades, ages, and genders suffer from speaking anxiety as a result of their bad feelings and dread of making a mistake while speaking. It was also discovered that pupils have some basic anxiety-relieving suggestions but do not employ them, necessitating the assistance and support of professors.

Moreover, the respondents’ level of **Public Speaking Anxiety (PSA) in Oral Communication based on Audience** got the **highest** mean of 3.89 (SD = 0.60), described as **Agree**. This could evaluate the fact that the audience is the highest anxiety among the four, which means that Grade 11 students have a **high** level of anxiety level in Audience. Grade 11 students have a high level of anxiety when speaking in front of other people or in a large audience. Based on observation, students have stage fright because they are afraid to be bullied by their classmates or scolded by their teachers. This fear is related to not having good self-esteem about their selves. Students do not have that positive mindset about their own capabilities and talents. In the article from Calm Clinic (2018), the fear of Public Speaking is also known as Glossophobia, which stems from a fear of being judged as a result of the audience’s intense focus .

Meanwhile, the respondents’ level of **Public Speaking Anxiety (PSA) in Oral Communication based on Self-esteem** got the **lowest** mean of 3.49 (SD = 0.54), described as **Agree**. This means that the respondents’ level of PSA in oral communication based on self-esteem is also **high**. Students feel anxious while delivering a speech because of high anxiety levels in Self-esteem. As an insight, students are not confident enough about their selves when it comes to speaking in public. This might have something to do with their speaking abilities and knowledge about the topic that affects their confidence and self-esteem. Students who feel that they know the topic well and be able to speak well have lower anxiety levels in self-esteem.

According to Tridinanti (2018), in foreign language classes, individuals with high levels of anxiety, concern, fear, and low self-confidence may have difficulty developing their speaking abilities. The goal of this study was to see if there was a link between students’ speaking fear, self-confidence, and speaking ability. Speaking anxiety has no substantial relationship with speaking ability, according to the findings. The achievement of speaking has a strong link to self-confidence. That is, students who are confident in themselves achieve more. As a result, it is critical for professors and lecturers to encourage students to speak English in front of the class, particularly to boost students’ self-confidence when interacting in English.

Problem 3: Is there a significant difference in the respondents’ Public Speaking Anxiety in Oral Communication when grouped according to:

- Sex;
- Family Monthly Income;
- Academic Strand;
- Organizational Affiliation; and
- Attitude towards Public Speaking?

Table 11 Comparison of the Respondents’ Public Speaking Anxiety in Oral Communication to their Characteristics

Characteristics	Public Speaking Anxiety				
	Motivation	Self-esteem	Audience	Situation	Overall
	f-value	f-value	f-value	f-value	f-value
	p-value	p-value	p-value	p-value	p-value
Sex	4.48	17.16	15.5	8.03	1.25
	0.035	<0.001	<0.001	0.005	0.264
	S	S	S	S	NS
Family Monthly Income	1.867	3.376	0.983	0.992	1.961
	0.118	0.011	0.418	0.413	0.102
	NS	S	NS	NS	NS
Academic Strand	3.96	15.79	1.66	3.27	5.39
	0.008	<0.001	0.175	0.021	0.001
	S	S	NS	S	S
Organizational Affiliation	1.262	3.138	0.887	1.061	1.281
	0.281	0.006	0.521	0.397	0.271
	NS	S	NS	NS	NS
Attitude towards Public Speaking	-24.6	-8.13	-21.9	-20.9	-26.9
	<0.001	<0.001	<0.001	<0.001	<0.001
	S	S	S	S	S

Legend: Significant if P-value <0.05 S-Significant NS-Not Significant

Table 11 presents the **test of significant difference** on the respondents’ **Public Speaking Anxiety in Oral Communication and Their Characteristics**. According to Sex, when classifying the level of public speaking anxiety in terms of Motivation (0.035), Self-esteem (<0.001), Audience (<0.001), and Situation (0.005), the data revealed that there is a significant difference when grouped according to sex as reflected in their p-value, which is generally lesser than the given alpha 0.05.

However, the **overall p-value** of Motivation, Self-esteem, Audience and Situation got **0.264** which reveals that there is **no significant difference** in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristics according to **Sex** which is generally lesser than the given alpha 0.05. Hence given enough data to **accept null hypothesis**. It means **there is no significant difference** in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristics according to Sex. In the table above, Sex has no bearing for the researcher also observed that being male or female does not matter if they feel anxious or nervous speaking in public.

This is also supported by the primary findings of Kumar et al. (2017). There is no difference in the mean of male and female students when it comes to public speaking fear. Therefore, it can be concluded that gender has no bearing on whether pupils have high or low speaking anxiety.

In terms of **Family Monthly Income**, when classifying the level of Public Speaking Anxiety in terms of Motivation (0.118), Audience (0.418), and Situation (0.102), the data revealed that **there is no significant difference** in the respondents' Public Speaking Anxiety when it comes to Motivation, Audience and Situation respectively and in Self-esteem (0.011). The data revealed that there is a significant difference in the respondents' Public Speaking Anxiety when it comes to Self-esteem when grouped according to sex as reflected in their P-value, which is generally lesser than the given alpha 0.05.

However, the **overall p-value** of Motivation, Self-esteem, Audience and Situation got **0.102** which reveals that there is **no significant difference** in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristic according to **Family Monthly Income** which is generally lesser than the given alpha 0.05. Hence given enough data to **accept null hypothesis** which implies that there is **no significant difference** in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristic according to Family Monthly Income. Based on the researcher's experiences in teaching the subject, most of the students in Senior High School – COC belong to class D and E. As mentioned in the Problem 1 result that more than half of the students belong to low socioeconomic status. The researcher observed that students are still trying their best to speak in public. In contrast on the result that socioeconomic factors cannot affect students' Self-esteem and Motivation. The researcher believes that this factor can still be the reason why students may develop a feeling of being inferior to others, which can affect their self-esteem and motivation. Because of that situation, they are still affected by their audience and may develop unpleasant feelings of fear.

In addition, according to American Psychological Association (2016), an open speaker is continually appraised by a crowd on the concept of substance as well as the concept of identity. The way a person dresses and conducts himself in front of an audience has a significant impact on the content of the speaker's presentation.

In the test of **significant difference on the respondents' Public Speaking Anxiety in Oral Communication and Characteristic according to Academic Strand**, the data discloses that when classifying the level of Public Speaking Anxiety in terms of Motivation (0.008), Self-esteem (<0.001) and Situation (0.021), the data revealed that **there is a significant difference** in the respondents' Public Speaking Anxiety. The data revealed that there is no significant difference in the respondents' Public Speaking Anxiety when it comes to Audience when grouped according to Academic Strand as reflected in their P-value, which is generally lesser than the given alpha 0.05.

However, the **overall p-value** of Motivation, Self-esteem, Audience and Situation got **0.001** which reveals that there is **a significant difference** in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristic according to **Academic Strand** which is generally lesser than the given alpha 0.05. Hence given enough data to **reject null hypothesis**. This means that there is a significant difference in the respondents' Public Speaking Anxiety in Oral Communication and respondents'

characteristic according to Academic Strand. The researcher observed that the students views on public speaking depends on the strand that they are in. Choosing a strand also has something to do with their anxiety in public speaking. For instance, students who belong to HUMSS strand have a subject that is very different from other strands. HUMSS students are more motivated, have self-esteem, know how to handle their selves in front of an audience and are in a comfortable situation because they have subjects related to education as well as GAS students with a focus on education and ABM Strand who have a lot of public speaking since they are more on presenting business proposals. On the other hand, GAS students with a focus on Criminology struggle in public speaking since they do not expect to always speak in public.

According to Canceran and Temporal (2020), students in the HUMSS and ABM strands have favorable attitudes regarding speaking and that public speaking is significant to them generally. It is interesting to note, however, that these students acknowledged their poor speaking communication skills, their fear of making mistakes when speaking, and their fear of ridicule if they do. The students also think that they should practice public speaking so that they would become better speakers because they may require it in their future employment. However, the study discovered no significant difference in the students' attitudes on speaking in public when they were divided by strand and sex. The relevance of these findings emphasizes the value of classroom motivation in enhancing students' attitudes toward speaking in public.

In terms of Organizational Affiliation, when classifying the level of Public Speaking Anxiety in terms of Motivation (0.281), Audience (0.521) and Situation (0.397), the data revealed that **there is no significant difference** in the respondents' Public Speaking Anxiety when it comes to Motivation, Audience, and Situation respectively and in Self-esteem (0.006). The data revealed that **there is a significant difference** in the respondents' Public Speaking Anxiety when it comes to Self-esteem when grouped according to Organizational Affiliation as reflected in their P-value, which is generally lesser than the given alpha of 0.05.

However, the **overall p-value** of Motivation, Self-esteem, Audience, and Situation got **0.271** which reveals that there is **no significant difference** in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristics according to **Organizational Affiliation**, which is generally lesser than the given alpha 0.05. Hence given enough data to **accept the null hypothesis**, which implies that **there is no significant difference** in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristics according to Organizational Affiliation. On the contrary, joining clubs, especially clubs that involves performing or speaking a lot in front of other people, can enhance students' skill. Because students are always exposed to performing and communicating, they will develop confidence and self-esteem. As observed, students who join performing arts clubs and the like are more comfortable with it comes to speaking in public.

According to Sunquist (2017), there are ways to build public speaking. Participating in the performing arts is one approach to improving public speaking abilities. This could range from open mic poetry nights to theater performances or dramatic readings. One may continue to develop the composure and confidence required to speak in front of a group by engaging in the performing arts. Dramatic abilities of this nature easily convert into public speaking abilities. Another is that joining a debate club will help develop a wide range of public speaking abilities, from impromptu, unrehearsed monologues to carefully thought-out, prepared speeches. They gain expertise in public speaking, confidence, and composure by doing this as well. Last but not least, by joining the student council, one will frequently utilize verbal persuasion techniques to provide campaign speeches.

In the **test of significant difference** on the respondents' Public Speaking Anxiety in Oral Communication and Characteristic according to Attitude towards Public Speaking, when classifying the level of Public Speaking Anxiety in terms of Motivation (<0.001), Self-esteem (<0.001), Audience (<0.001) and Situation (<0.001), the data revealed that **there is a significant difference** in the respondents' Public Speaking Anxiety when grouped according to Attitude towards Public Speaking as reflected in their p-value, which is generally lesser than the given alpha 0.05.

The **overall p-value** of Motivation, Self-esteem, Audience and Situation got **<0.001**, which reveals that there is a **significant difference** in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristics according to **Attitude towards Public Speaking**, which is generally lesser than the given alpha 0.05. Hence given enough data to **reject null hypothesis**. It means that there is a significant difference in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristics according to Attitude toward Public Speaking.

Moreover, Motivation may affect students' attitudes toward Public Speaking, which means that if the motivation anxiety is high, they will not look forward to speaking in public. It is very important as teachers to let our students be motivated and feel excited whenever they are tasked to prepare and deliver a speech. If they are not motivated, the experience will not be meaningful. Instead, it will be a bad experience for the student. This is supported by Alsaleem (2022), demonstrating that English Public Speaking Anxiety and Motivation were substantially correlated. More specifically, among Jordanian students, there was a substantial inverse relationship between motivation and fear of speaking in front of an audience in English.

Another to consider is Self-esteem which is always an important role in students' competence, especially in public speaking. If students are not confident and do not have positive Self-esteem, they will view public speaking tasks negatively. Worriedness, anxiety, and negative thoughts about public speaking can also affect their attitude toward public speaking. It is very important that students should have a positive outlook about their selves and know how to trust their selves.

Imron and Hantari (2019) also agrees with the result of Self-esteem above that the speaker's perspective on how they see themselves is influenced by their sense of self-worth. The degree of one's self-esteem frequently affects how nervous one feels. The ability to speak in front of an audience depends on how the pupils see their own abilities, thus this needs to be taken into account. Students are more likely to overcome other issues like dread, stress, and even anxiety while giving public speeches when they have faith and confidence in what they can do. Unfortunately, the majority of pupils struggled greatly when speaking since they did not feel confident enough in their abilities.

Negative thoughts about the audience can also affect the student's attitude toward public speaking. The more students are anxious and worried about what the audience might tell, the more student will have a negative thoughts about speaking in public. Based the previous discussions, students are afraid and avoid speaking in public due to the fact that they are afraid to be teased by the audience if ever they might commit mistakes or errors in grammar, pronunciation, the flow of thoughts, and the like. Students are also intimidated if they are with an audience that they think is more skillful when it comes to speaking.

According to Canceran and Temporal (2020), the majority of students avoid speaking in English because they are worried about being teased if they make mistakes. They may not enjoy using the language since they are unconfident in their abilities to carry on a conversation. Nevertheless, they believe that if given a chance to practice, they can speak English in public well. Also, the unfavorable attitudes of students may be attributed to their inhibitions when speaking English, especially when they are around native Englishspeakers. Instead of making a mistake and getting laughed at by their audience, they would prefer to remain silent. The fears and discomfort students feel both within and outside of the classroom may also contribute to their sense of intimidation.

On the other hand, the learning environment is also an essential factor in the student's attitude toward public speaking. Therefore, teachers need to be more approachable and motivate students even if they are struggling. Teachers should also advise the audience to be more understanding so that the speaker will not be intimidated and feel comfortable with one another and that the speaker not experience situations such as trembling, shaking of hands, fast beating of the heart, and the like.

According to Getie (2020), the target language learning environment, including the teaching style used by

the teacher, the seating configuration, the learning atmosphere, as well as the classroom's size and cleanliness, may have an impact on how well pupils pick up the language. Even though they enjoy the target language, which is English, it appears accurate to claim that students' opinions tend to be negative if these things are not good.

The study comprised of a total sample of 100 teaching professionals including both males and females from schools or colleges. For this purpose Subjective Unit of Distress (Wolpe, 1969), Rosenberg Self- Esteem Scale (Rosenberg, 1965) and Personal Report of Public Speaking Anxiety (McCroskey, 2013) was administered on the sample. The relationship between the three variables was understood through Spearman Rho's Correlation. The results revealed that there exists a relation between distress and public speaking anxiety as opposed to self-esteem and public speaking anxiety.

The current study would help them in identifying the role of distress and self- esteem on the anxiety level of public speaking. Awareness in this regard would help the teacher population to create strategies, either through self- development or organizational trainings, thus, enabling them to be more efficient and effective in their profession.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study based on the data gathered.

Summary

This study aimed to determine the respondents' characteristics and Public Speaking Anxiety of Grade 11 students in Oral Communication at PHINMA-Cagayan de Oro College. Specifically, this study attempted to determine 1.) the respondents' characteristics, 2.) the respondents' level of Public Speaking Anxiety (PSA) in Oral Communication, and 3) the significant difference in the respondents' Public Speaking Anxiety in Oral Communication when grouped according to their characteristics. This study made use of a descriptive research design particularly descriptive correlational method.

This questionnaire was adopted from Subatira (2022) in her study "Glossophobia among Engineering Learners: A Case Study at a Technical University" originally from Mc Kroskey (1970) in his study "Measures of communication-bound anxiety." The respondents of the study were the nine hundred thirty-one (931) Grade 11 Students of PHINMA-Cagayan de Oro College, School Year 2022-2023 who took Oral Communication in the Context subject. The statistical tool used were frequency, percentage, mean and standard deviation for Problems 1 and 2 and ANOVA for Problem 3.

Findings

The following were the findings of this study:

1. The majority of the respondents are female, have a family monthly income of Php5,000 and below, are enrolled in General Academic Strand (GAS), have no organizational affiliation, and have a positive attitude towards public speaking.
2. Most of the respondents have a high level of Public Speaking Anxiety in terms of Motivation, Self-esteem, Audience and Situation in Oral Communication.
3. There is no significant difference in the respondents' Public Speaking Anxiety in Oral Communication and respondents' characteristic according to Sex, Family Monthly Income and Organizational Affiliation. On the other hand, there is a significant difference in the respondents' public speaking anxiety in Oral Communication and respondents' characteristic according to Academic Strand and Attitude towards Public Speaking.

Conclusions

Given the results in respondents' characteristics, respondents have a positive attitude when it comes to public speaking. Data revealed that the level of Public Speaking Anxiety in Oral Communication showed Agree description as shown in the overall means which can be concluded that respondents have a high level of Public Speaking Anxiety. Among the four classifications, Audience got the highest anxiety which means that Grade 11 students have a high level of anxiety level in audience or in front of a large crowd. This result somewhat also related to the other classifications like lack of motivation and low self-esteem leading to situations like fast beating of the heart and shaking of voice. Learners with low motivation, low self-esteem, high anxiety, introversion and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. Language acquisition is not just the process by which humans acquire the capacity to perceive and comprehend language, but as well as to produce and use words and sentences to communicate which was the highlight of the study – speaking.

Recommendations

Based on the above findings and conclusions, the researcher came up with the following recommendations:

1. Teachers and administrators should be given more training in using different strategies in the classroom, such as role-play, in order for the students to be motivated and to promote a positive environment to students that give encouragement to the students whenever they commit mistakes towards speaking in public.
2. Grade 11 students should minimize their public speaking anxiety level and need to be motivated, need to have high self-esteem so that they will not be distracted by a large audience, and need to have a positive environment in order for them not to experience high anxiety or fear in public speaking.
3. Students should be reminded by the teachers not to make fun of or bully the one speaking in front whenever they commit mistakes. In this way, students will not feel anxious if they are asked to speak in public. Students should join clubs, especially clubs that involves performing or speaking a lot in front of other people can enhance speaking skill.

ACKNOWLEDGEMENT

1. This thesis would not be possible without the inspiration and support of the following amazing individuals.
2. His deep gratitude to PHINMA Cagayan de Oro College, Graduate School, and Professor Dr. Braziel Lacar Ongcachuy. Without her enthusiasm, encouragement, and positive words, this thesis would hardly have been completed;
3. To his adviser, Dr. Wilma R. Taganas, for her support, patience, time, optimism, guidance, and assistance in every necessary detail have been valuable input for this study;
4. To his panels Dr. Manuelito T. Dabalos, Dr. Erlinda A. Quirap, and Dr. Estrella S. Fernal for their advice and guidance ;
5. To his brilliant statistician, Mary Jane M. Gundaya, LPT, for sharing her knowledge in the analysis of data and its statistical computations;
6. To the Executive Vice President, Mark C. Macaventa, to the Senior High School Principal of COC, Crestal T. Panhay, for allowing him to conduct this study and to his co-teachers for their support in conducting the survey;
7. His deep and sincere gratitude to his family, friends, and love ones for their continuous and unparalleled love, help, and support; and

- To Almighty God, for His divine guidance, grace, and bountiful blessing, which made this study successful.

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APPENDIX A

Letter of Request to Conduct the Study

August 2022

PANHAY, CRESTAL

School Principal

Senior High School Department

PHINMA-Cagayan de Oro College

Ma'am:

I have the honor to request permission from your good office to conduct a research study on **“PUBLIC SPEAKING ANXIETY IN ORAL COMMUNICATION AMONG GRADE 11 STUDENTS OF PHINMA-COC”**.

This study which uses adapted questionnaire, will be in partial fulfillment of the requirements for the degree of Master of Arts in Secondary Education at PHINMA-Cagayan de Oro College.

Anticipating your favorable action on this regard.

Respectfully yours,

IAN REY LUNGAY, LPT

Researcher

Noted by:

BRAZIEL L. ONGCACHUY, PhD

Dean

APPENDIX B

Letter and Questionnaire to the Respondents

Dear Respondents:

I am a researcher of the study entitled **“PUBLIC SPEAKING ANXIETY IN ORAL COMMUNICATION AMONG GRADE 11 STUDENTS OF PHINMA-COC”**. May I request to kindly answer the questionnaires in this survey questionnaire sincerely. The information you provide will enable me to attain the purpose of the study. Thank you for your cooperation.

Respectfully yours;

IAN REY E. LUNGAY, LPT

The Researcher

Part I: Respondents' Characteristics

Name: _____

Directions: Please answer the following questions. Put a check [?] mark on the column provided of your answer.Sex: Male FemaleFamily Monthly Income: PhP40,000 above Php20,000-29,000 Php10,000-19,000 Php5,000-9,000 Below PhP5,000Academic Strand: ABM HUMSSGAS STEM**Organizational Affiliation:** Academic Club Debate Performing Arts Religious Organization Sports Club Student Body Organization Visual and Media Arts None**Attitude towards Pubic Speaking***4-Strongly Agree**3- Agree**2- Disagree**1- Strongly Disagree*

Indicators	4	3	2	1
1. Being able to speak in the presence of my classmates often makes me happy.				
2. Speaking in front of an audience gives me a feeling of success.				
3. Speaking in public is important to me in general.				
4. I speak in public because it will make my parents or teachers proud of me.				
5. I do public speaking because I want to do well on oral tests.				
6. Speaking in public is important to me because I might need it later for my job.				
7. Public speaking is irrelevant.				
8. I speak in public because I have to do it.				
9. I think if I put much effort in practicing, I can speak in public well.				
10. I am worried about making mistakes when I speak in public.				

Part II: PRPSA

Personal Report on Public Speaking

Please indicate the degree to which the following statements apply to you by marking whether you: **5** if you **Strongly Agree**, **4** if you **Agree**, **3** if you are **Undecided**, **2** if **Disagree** or **1** if **Strongly Disagree**.. Work quickly, just record your first impression. Do not be concerned that some statements are given more than once.

	5	4	3	2	1
1. While preparing for giving a speech, I feel tense and nervous.					
2. I feel tense when I see the words “speech” and “public speech” on a course outline when studying.					
3. My thoughts become confused and jumbled when I am giving a speech.					
4. Right after giving a speech, I feel that I have had a pleasant experience.					
5. I get anxious when I think about a speech coming up.					
6. I have no fear of giving a speech.					
7. Although I am nervous just before starting a speech, soon settle down after starting and feel calm and comfortable					
8. I look forward to giving a speech.					
9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.					
10. My hands tremble when I am giving a speech.					
11. I feel relaxed while giving a speech.					
12. I enjoy preparing for a speech.					
13. I am in constant fear of forgetting what I prepared to say.					
14. I get anxious if someone asks me something about my topic that I do not know.					
15. I face the prospect of giving a speech with confidence.					
16. I feel that I am in complete possession of myself while giving a speech.					
17. My mind is clear when giving a speech.					

18. I do not dread giving a speech.					
19. I perspire just before giving a speech.					
20. My heart beats very fast just as I start a speech.					
21. I experience considerable anxiety while sitting in the room just before my speech starts.					
22. Certain parts of my body feel very tense and rigid while giving a speech.					
23. Realizing that only a little time remains in a speech makes me very tense and anxious.					
24. While giving a speech I know that I can control my feelings of tension and stress.					
25. I breathe faster just before starting a speech.					
26. I feel comfortable in the hour or so just before giving a speech.					
27. I do poorer on speeches because I am anxious.					
28. I feel anxious when the teacher announces the date of a speaking assignment.					
29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.					
30. During an important speech, I experience a feeling of helplessness building up inside me.					
31. I have trouble falling asleep the night before a speech.					
32. My heart beats very fast while I present a speech.					
33. I feel anxious while waiting to give my speech.					
34. While giving a speech, I get so nervous and I forget facts I really know.					

APPENDIX C

Letter of Request to use Research Instrument



Ian Rey Lungay <ianreylungay4@gmail.com>

Letter of Request to use Research Instrument

SUBATIRA A/P BALAKRISHNAN <subatira@utem.edu.my>
 To: Ian Rey Lungay <ianreylungay4@gmail.com>

Tue, Dec 6, 2022 at 9:02 AM

Hi Ian,
 Glad to hear that you have read my article titled *Glossophobia among Engineering Learners: A Case Study at a Technical University*. Regarding your intention of using Personal Report on Public Speaking (PRPSA) (McCroskey,1970) , yes by all means you may do so. Also do cite my work in your future papers.
 Thank you. Have a nice day.

Best regards
 subatira

From: Ian Rey Lungay <ianreylungay4@gmail.com>
 Sent: Monday, December 5, 2022 9:36 PM
 To: SUBATIRA A/P BALAKRISHNAN <subatira@utem.edu.my>
 Subject: Letter of Request to use Research Instrument

December 5, 2022

Dear Subatira Balakrishnan:

I have read your dissertation paper on "*Glossophobia among Engineering Learners: A Case Study at a Technical University*" and I also read that you used the *Personal Report on Public Speaking (PRPSA) (McCroskey,1970)* in your study. I tried to reach out to Dr. James C. McCroskey but sadly I found out that he already passed away last December 27, 2012.

In line with this, may I have the honor to request permission from you to use the same instrument/questionnaire you used in your dissertation in my research study on "**PUBLIC SPEAKING ANXIETY IN ORAL COMMUNICATION AMONG GRADE 11 STUDENTS OF PHINMA-Cagayan de Oro College**".

This study, which uses the adopted questionnaire, will be in partial fulfillment of the requirements for the degree of Master of Arts in Secondary Education at PHINMA-Cagayan de Oro College.

Anticipating your favorable action in this regard. Thank you so much and more power.

Respectfully yours,

IAN REY LUNGAY, LPT
 Researcher

APPENDIX D

Certificate of Editing, and Proofreading

This is to certify that the thesis manuscript of **IAN REY E. LUNGAY, LPT**, a Master of Arts in Secondary Education graduate student of PHINMA-Cagayan de Oro College on his thesis entitled “**PUBLIC SPEAKING ANXIETY IN ORAL COMMUNICATION AMONG GRADE 11 STUDENTS OF PHINMA-COC**” has been reviewed, proofread and edited by the undersign in accordance with the proper use of English language, grammar, punctuation, spelling and overall style. Further, the undersigned ensures that the researcher’s intended meaning was not altered during the review.

This certification is issued and signed on the 16th day of November 2022 at PHINMA-Cagayan de Oro College, Max Suniel, Carmen, Cagayan de Oro City.

ERLINDA A. QUIRAP, PhD

Grammarians/English Teacher

APPENDIX E

Data Analysis Certificate

This is to certify that data provided by **IAN REY E. LUNGAY, LPT**, a Master of Arts in Secondary Education graduate student of PHINMA-Cagayan de Oro College on his thesis entitled “**PUBLIC SPEAKING ANXIETY IN ORAL COMMUNICATION AMONG GRADE 11 STUDENTS OF PHINMA-COC**” was processed and analyzed by the undersigned statistician.

Given this 16th day of November 2022 at PHINMA-Cagayan de Oro College, Max Suniel, Carmen, Cagayan de Oro City.