Glossophobia: Fear of Public Speaking Among Senior High School Students of Aliaga National High School

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Abstract

This study entitled "Glossophobia: Fear of Public Speaking Among Grade 11 Senior High School Students in Aliaga National High School" aimed to describe and analyze the components that contribute to the glossophobia among Grade 11 Senior High School students. Furthermore, it sought to determine the significant difference in the components to glossophobia among the students in terms of their profile. It also aimed to create interventions that can be applied to address challenges and issues on gloosophobia that the students encountered during public speaking class.

Keywords— glossophobia, communication apprehension, test anxiety, fear of negative feedback, foreign language anxiety scale

I. INTRODUCTION

Communication skill is essential for personal and professional success of an individual, and developing this ability is one of the utmost benefits of public speaking. Public speaking is a skill that involves outstanding communication skills, eagerness, and the talent to engage with an audience. A person needs to possess this skill to be able to communicate his message clearly and effectively and increase his self-confidence and help him overcome speech- related anxiety he may experience. Furthermore, as students who are getting ready to start on their chosen career , they should take the opportunity in any activities that develop communication skills in a wider and complete aspect so that communication skills can be fully developed. Students need to put in effort to develop their communication skills to be able to succeed in their chosen profession (Ihmeideh, Ahmad, and Al-Dababneh, 2010).

Public speaking is a vital skill to have and to hone. Without public speaking skill, the ability to progress in this world and in life itself would be nearly impossible. It could affect everyday interactions and it can have an enormous impact on one's career path and one's level of success. Good public speakers are demanded globally because all the profession accessible in this challenging world use English language as means of communication. Speaking is an important component of language development in the context of English as Second Language (ESL) learning. At present, students cannot communicate orally using English language, for they encounter various problems that hinder their communication and eventually hamper them from being good public speakers.

Moreover, there are some studies which investigated these difficulties encountered by EFL learners. For example, Dil (2009) investigated learners' communication obstacles in English language classroom, and she reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for learners. Hence, investigating these difficulties of the students during classroom discussion, reporting, presentation, debate, and oral defense is significant. There are also indicators of nervousness, trembling of hands and muscles, unsteady position, dry mouth, cracking of voice, faster heart breathing, poor eye contact, and most of the time mind, goes blank during the abovementioned classroom activities.

In relation, it is noteworthy to mention the study of Ali and Nagar (2013) which they cited that fear while speaking in front of public is often characterized as fear of public speaking and nervousness in communication. It is a feeling of panic related with different physiological changes like elevated heart and breathing rates, over-rapid reactions, trembling of muscles and shoulder and neck area stiffness among others. Therefore, consistent manifestations of these difficulties and indicators may affect students' performance.

II.   METHODOLOGY

The researchers used quantitative research methods specifically causal-comparative research design. Specifically, quantitative research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest (Gay, Mills, & Airasian, 2009). On the other hand, causal-comparative research design sought to find relationships between independent variables after an action or event has already occurred. The researchers' goal was to determine whether the independent variable affected the outcome, or dependent variable, by comparing two or more groups of individuals (Fraenkel, & Wallen, 2009).

III.   RESULTS AND DISCUSSIONS

The salient findings of this study are the following:

1. **Socio-demographic Profile of the Student-respondents**

In terms of age, there were 74.2% student-respondents from ages 15-17 and there were 23.7 % ages 18-20 and only 2.1% from ages 21 and above. Most of the respondents were in the usual age required for this grade level.

As to sex, male students (51.60%) slightly outnumbered female students (48.40%).

With regards to strand, the highest number of enrollees were enrolled in HUMSS strand with 60% of respondents followed by TVL strand with 16.30%, followed by STEM and ABM with an equal distribution of 8.40% and the strand that got lowest enrollees came from GAS with 6.80%.

On the exposure to social media, "always" has been recorded with the highest percentage which gave the proof of the students' overrated exposure to social media followed by "sometimes" with 36.2% and the lowest percentage of 3.2% held the answer of "never" been exposed to social media.

2. **Components of Glossophobia among the Students in Terms of Communication Apprehension, Test Anxiety and Fear of Negative Feedback**

Among the three components of glossophobia, fear of negative feedback reached the highest mean score of 2.83. This was followed by communication apprehension and test anxiety with mean scores of 2.71 and 2.65, respectively. The result also indicated that the students experienced a moderate level of speaking anxiety in their public speaking class. Furthermore, the result implied that students' moderate level of speaking anxiety in their public peaking class was dominantly affected by component of fear of negative feedback.

3. **Difference between the Profile of the Student-respondents and Components of Glossophobia**

In terms of age, the present study disclosed that there was no significant difference among the age range of the respondents in terms of communication apprehension, fear of negative feedback, and test anxiety. The null hypothesis "there is no significant difference in the component of glossophobia and demographic profile in terms of their age" was accepted. This implied that the age of the respondents was the same in glossophobia. Thus, age does not have an effect to the glossophobia of the students.

Based on the results, there was a significant difference between male and female respondents in terms of fear of negative feedback, indicating that female was higher than. Sex had an effect to the fear of negative feedback of the students. However, there was no significant difference between male and female respondents in terms of communication apprehension, and test anxiety. This suggested that male and female respondents were the same in communication apprehension and test anxiety. Thus, sex had an effect to the fear of negative feedback of the students.

As the data indicated, there was no significant difference among strands and degree of exposure to social media of the respondents in terms of communication apprehension, test anxiety and fear of negative feedback. It can be denoted that the strands and degree of exposure to social media of the respondents were the same in glossophobia. Strand and degree of exposure to social media do not have an effect to the glossophobia of the students.

IV.   CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Majority of the student-respondents were aged 15-17, male students slightly dominated the study, and most of them were enrolled in HUMSS. In addition, the data showed that the students had overrated exposure to social media.

2. The findings revealed that the students experienced a moderate level of speaking anxiety in their public speaking class. The students' moderate level of speaking anxiety in their public speaking class was dominantly affected by component of fear of negative feedback.

3. There is no significant difference among age, strand, and exposure to social media of the respondents in terms of communication apprehension, test anxiety, and fear of negative feedback. This means that regardless of their age, strand and degree of exposure to social media they have equal disposition on the components of glossophobia. On the other hand, sex had an impact on the glossophobia of the students under the component of fear of negative evaluation. Females have the greater possibility to feel anxious during public speaking class. Meanwhile, there is no significant difference between male and female respondents in terms of communication apprehension and test anxiety.

4. Based on the findings of the study, the researcher proposed interventions that can be utilized to address the challenges encountered by the students in their public speaking classes.

V.   RECOMMENDATIONS

In the light of the findings of the study, the following recommendations were made:

1. Since majority of the students had overrated exposure to social media, teachers may use social media platforms in their public speaking class that will encourage students to use authentic language that they may use in speaking.

2. Coping strategies such as pair and group work, drill method and communicative strategies may be employed to alleviate fear of negative evaluations.

3. Since female students suffered from unfavorable feeling of apprehension specifically in receiving negative evaluation or estimation from peers and teachers than males during their public speaking class, it is recommended that teachers may help female students overcome their anxiety about speaking in public speaking class by providing more opportunities for them to interact in safe groups in which they will feel comfortable.

4. Future researchers may use this study as a springboard for conducting related researches.

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