

## Communicative Fears in Public Speaking of the Third Year AB English Students

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**Abstract** – This study determined the extent of communicative fears in public speaking of the Third Year AB English students, S.Y. 2014-2015. The descriptive method of research was used in this study. The respondents of this study were seventy-five (75) third Year AB English Language students, of which thirty-eight (38) were taken from section A and thirty-seven (37) students from section B. Majority or sixty-six (66) respondents were female; 21 or 28% and 28 or 16% of the respondents' father and mother's educational attainment were high school graduate. It was also found out that 27 or 38.5% of respondent fathers' occupation were skilled workers; 20 or 26.67% respondents mother were self-employed. In GPA in English subjects, fifty-nine (59) respondents obtained a GPA of 2.26-2.25 described as fair; 73 respondents experienced oral delivery of report in class. With regards to exposure to media the students were exposed to broadcast media (3.43) and electronic/social media (3.51) while they are moderately exposed to print media with a weighted mean of 3.04. In terms of extent of communicative fears in public speaking, the students have moderate fear on failure to speak (3.19); on unknown audience (3.14); on being stared (2.91); on being rejected (3) and on speaking during group or public discussion (2.8). Moreover, findings revealed that more of the profile variables were not significantly related to extent of communicative fears experienced by the students in public speaking as evidenced by the computed p-value for each variable which is greater than the tabled value at 0.05 level of significance. However, other few profile variables were significantly related to extent of communicative fears experienced by the students in public speaking because the computed p-value for each variable is lesser than the tabled value.

**Keywords** – Communicative Fear, Public Speaking, Speaking Experiences

### INTRODUCTION

Whether you call it speech anxiety, communication apprehension, communicative difficulty, fear of public speaking, or just plain fear, one thing is certain; the majority of people experience the same thing when speaking to a group of people in a formal setting. Sometimes just the thought of giving a speech makes us feel uncomfortable. Sometimes those feelings manifest into physical reactions such as sweating, stuttering, and dizziness.

Public speaking fears involve a central fear of being scrutinized or evaluated by others. This fear is often accompanied by a variety of physical and emotional reactions that can significantly interfere with a person's ability to successfully give a speech or presentation, including intense feelings of anxiety, nervousness, trembling or shaking, sweating, and dizziness.

Speakers with high public speaking fears often place the emphasis on the wrong place as well. Anxious and afraid speakers tend to focus more on what the audience might think about them and what they are presenting. Speakers experiencing fears often try to

manage their uncomfortable feelings by being well organized and prepared. Anxious speakers often invest a lot of time and effort into preparing a very informative speech but struggle to convey that information effectively. They may, for example, read their entire speech verbatim. Though informative, public reading is not nearly as interesting to the audience, nor as effective as public speaking. Consideration must be given to what is said, how it is said, and who it is said to.

In public speaking, even a slight error can, in fact, be disappointing. The most practical thing to do is expose yourself to the language as often as possible. Through constant practice and exposure to English—thinking, reading, writing, speaking, listening, even in dreaming in the language—possibly you will, to your surprise, achieve improvement, and you can already speak of anything under the sun. On the other hand, it was observed that Bachelor of Arts major in English students of Pangasinan State University, Lingayen Campus do not have the confidence to stand and speak in front of many people.

Thus, the researchers believe that this study is vital, for most students tend to exacerbate or worsen



their fears in public speaking. So considering the significance and being greatly inspired by what effective and efficient public speaking can do to enhance the students' personalities and possibly future endeavours, hence, the researchers conducted this study.

### OBJECTIVES OF THE STUDY

This study aimed to determine the extent of communicative fears in public speaking of the Third Year Bachelor of Arts major in English students of Pangasinan State University, Lingayen Campus of Academic Year 2014-2015.

It aimed to answer the following specific questions: (1) What is the profile of the Third Year AB English students in terms of: a. Sex; b. Educational Attainment of Parents; c. Occupation of Parents; d. General Point Average (GPA) in English Subjects; e. Speaking Experiences; and f. Exposure to Media? (2.) What is the extent of communicative fears experienced by the Third Year AB English students in public speaking on: a. Fear of Failure; b. Fear of Unknown; c. Fear of Being Stared; d. Fear of Rejection and; e. Fear During Group/Public Discussions? (3.) Is there a significant relationship between the extent of communicative fears experienced in public speaking and profile variables?

The hypothesis was tested in null form at a 0.05 level of significance stating that there is no significant relationship between the extent of communicative fears experienced in public speaking and profile variables.

### MATERIALS AND METHODS

The researchers employed the descriptive method of research.

The respondents of this study were seventy-five (75) Third Year AB English students of Pangasinan State University, Lingayen Campus during the first semester of Academic Year 2014-2015. The respondents were selected through stratified sampling.

To answer problem number 1, the researchers used the frequency counts and percentage distributions which dealt on the profile of the respondents in terms of sex, educational attainment and occupation of parents, GPA in English subjects, speaking experiences, except for the exposure to media. Problem number 2, the researchers used the Average Weighted Point (AWP) which determines the level of respondents' perception in every item. Problem number 3 which determined the significant relationship between the extent of communicative fears experienced by the respondents in

public speaking and profile variables, the Chi-square Test of Independence was used.

### RESULTS AND DISCUSSION

The following are the salient findings of the study: On the Profile of the Respondents, (a) Sex. Among the 75 respondents, 66 students representing 88 percent were female while nine (9) of them were males representing 12 percent. (b.) On Parents' Educational Attainment. Twenty one (21) or 28% of the respondents' father were High school graduate; nineteen (19) or 25.33% were college graduate; eleven (11) or 14.67% were vocational education graduate twelve (12) or 16% have reached college level; four (4) or 5.33% had some years in elementary; three (3) or 4% weren't able to attend school; two (2) or 2.67% were elementary graduate and as attendees of high school but were unable to finish high school; and one (1) or 1.33% of the respondents father has earned masteral units.

On the other hand, twenty eight (28) or 16% of the respondents' mother were high school graduate; seventeen (17) or 22.67% were college graduate; twelve (12) or 16% have reached college level; seven (7) or 9.33% were vocational graduate; four (4) or 5.33% have undergone high school level; three (3) were elementary graduate and two (2) have some years in elementary. (c.) Occupation of Parents. Twenty seven (27) or 36% of the respondents' father were skilled workers; 19 or 25.33%, self-employed; 15 or 20%, unemployed; government employee had 9 or 12% and 3 or 4%, private employee. However, 20 or 26.67% of the respondents' mother, self-employed; skilled workers had 14 or 18.67%; five (5) or 6.675% , government employee; two (2) or 2.67%, OFW and private employee had 1 or 1.33%. (d.) GPA in English Subjects. In terms of the respondents' General Point Average in English subjects, majority of the respondents reached a GPA ranging from 2.26 to 2.75 with a descriptive equivalent of Fair, which implies that respondents are Fair learners. (e.) On Speaking Experiences: Seventy-three (73) or 97.33% respondents experienced oral delivery of report in class; 27 or 36% have engaged in declamation; 23 or 30.67% have experienced impromptu speaking; 21 or 28% have conducted room to room campaigns; 16 or 21.33% have engaged in group discussion; 15 or 20% have engaged in oration and presided a meeting; 11 or 4.67% have experienced delivering speeches; four (4) or 5.33% have engaged in debate and only two (2) or 2.67% were engaged in extemporaneous speaking. (f.) On the Exposure to



Media: Broadcast Media-- Generally, the student-respondents were *exposed* to broadcast media with an average weighted mean of **3.8**. Particularly they are exposed to television and radio with a weighted mean of 4.17 and 3.43 respectively. For Print Media: Overall, the student-respondents were moderately exposed to print media with an average weighted mean of 3.04. In particular, students were exposed to books with a weighted mean of 3.81; moderately exposed to magazine, 3.0; journals, 2.89; newspaper, 2.8 and pamphlets, 2.71. In Electronic/Social Media, students were highly exposed to mobile phones, 4.59; Internet, 4.28 and computer, 4.27; while they are moderately exposed to CD, 3.08 and ipods, 2.69; and were rarely exposed to tape recorder with a weighted mean of 4.12.

Generally, the student-respondents were *exposed* to electronic and social media with an average weighted mean of 3.51 with an overall descriptive equivalent of *Exposed*.

On the Extent of Communicative Fears in Public Speaking on Fear of failure: The transmuted description of the respondents' extent of communicative fears in public speaking of the respondents was Moderate Fear with a descriptive equivalent of Sometimes and 3.19 average weighted mean.

Almost all of the indicator-statements on fear of failure gathered a moderately afraid transmuted description; the findings imply that in terms of fear of failure, the respondents are experiencing fears which are bothering and may affect their performance, but still manageable. A transmuted description of Afraid was reported with the first statement that talks about the need to do well to avoid any failure. The result shows that there is really fear within the respondents when it comes to public speaking.

On Fear of Unknown, the transmuted description of the respondents' extent of communicative fears in public speaking of the respondents was Moderate Fear with a descriptive equivalent of Sometimes and 3.14 Average Weighted Mean.

All of the indicator-statements on fear of failure gathered a moderately afraid transmuted description. The findings reported that the respondents are not willing to speak in public unless required, mainly because of the flaws they see within themselves which are the results of self-scrutiny.

On Fear of Being Stared, the transmuted description of the respondents' extent of communicative fears in public speaking of the respondents on fear of

being stared was Moderate Fear with a descriptive equivalent of Sometimes and 2.91 average weighted mean

All of the five indicator-statements under the fear of being stared gathered a transmuted description of Moderately Afraid. These results and findings imply that the respondents tend to lose the element of oculosics when conversing to other people

On Fear of Rejection, the transmuted description of the respondents' extent of communicative fears in public speaking of the respondents on fear of rejection was Moderate Fear with a descriptive equivalent of Sometimes and 3.0 as average weighted

The five (5) indicator-statements on fear of rejection gathered transmuted description of Moderately Afraid. The findings insinuate that the respondents experience some fears and anxieties when placing themselves in situations that could lead to rejection just like public speaking situations mainly because they do not want to be seen in a critical way.

On Fear During Group or Public Discussions, the transmuted description of the respondents' extent of communicative fears in public speaking of the respondents on fear during group or public discussions was Moderate Fear with a descriptive equivalent of Sometimes and 2.8 average weighted mean

Just like all other indicator-statements, fear during group or public discussions garnered a transmuted description of Moderately Afraid. Meaning, the respondents are sometimes unable to express themselves during discussions because of the reason that they fear, they might say something that isn't okay with the other members of the group.

For the problem on the Relationship between the Communicative Fears in Public Speaking of the AB English Students and Profile Variables, the following are the results: A. Relationship between the Respondents' Extent of Communicative Fears in Public Speaking on Fear of Failure and Profile Variables: Sex and Fear of Failure, Sex has 0.189 p-value which is greater than the 0.05 alpha level of significance, which means the relationship is not significant. Hence, the null hypothesis is accepted. This could imply that sex does not affect the extent of communicative fears in public speaking of the respondents on fear of failure. Father's educational attainment has 0.754 p-value, therefore, the null hypothesis is accepted. This could denote that the father's educational attainment does not have something to do with the extent of communicative fears in public speaking of the respondents on fear of failure. The



respondents' mother's educational attainment garnered a p-value of 0.445. The result insinuates that the respondents' mother's educational attainment does not influence their extent of communicative fears in public speaking specifically on fear of failure. The p-value is 0.508, which is greater than 0.05 alpha level of significant difference. This implies that the fathers' occupation is not an influential factor to the extent of communicative fears in public speaking on fear of failure.

The respondents' mother's occupation has 0.534p-value. This could mean that mother's occupation does not affect the extent of communicative fears in public speaking of respondents on fear of failure.

The p-value of the GPA of the respondents obtained 0.852. GPA in English Subjects doesn't affect the extent of communicative fears in public speaking of the respondents on fear of failure.

Speaking Experiences and Fear of Failure is with a p-value of 0.6823, hence, it can be construed that the respondents' speaking experiences do not affect the extent of communicative fears in public speaking on fear of failure.

For the Exposure to Broadcast Media and Fear of Failure a p-value of 0.559 was computed and that the exposure to broadcast media has to do with the extent of communicative fears in public speaking of the respondents on fear of failure.

Exposure to Print Media and Fear of Failure, a p-value of 0.254 was computed implying that the null hypothesis is hereby accepted. Hence, it can be inferred that the exposure to print media does not affect the extent of communicative fears in public speaking of the respondents on fear of failure.

On the Exposure to Electronic or Social Media and Fear of Failure: The exposure to electronic or social media has 0.779 p-value which implies that exposure to electronic or social media does not affect the extent of communicative fears in public speaking of the respondents on fear of failure.

On B. The Relationship between the Respondent Extent of Communicative Fears in Public Speaking on Fear of Unknown and Profile Variables: Sex has 0.683 p- value. This could imply that sex does not affect the extent of communicative fears in public speaking of respondents.

The respondents' father's educational attainment, has obtained a 0.227 p- value. This could denote that father's educational attainment does not

affect the extent of communicative fears in public speaking of the respondents on fear of unknown.

The mothers' educational attainment has 0.408 p- value. This could signify that mother's educational attainment does not affect the extent of communicative fears in public speaking of the Third Year AB English students on fear of unknown.

The p- value of father's occupation is 0.314. This implies that the fathers' occupation is not an influential factor to the extent of communicative fears in public speaking on fear of unknown.

The mothers' occupation has 0.641 p- value. Mother's occupation does not affect the extent of communicative fears in public speaking of the respondents on fear of unknown.

The p- value of the GPA of the respondents, has obtained 0.849. It can be surmised that the GPA in English Subjects doesn't affect the extent of communicative fears in public speaking of the respondents on fear of unknown.

On the Speaking Experiences Media Exposure and Fear of Unknown, a p- value of 0.0747 was computed.

In the Exposure to Broadcast Media and Fear of Unknown, the null hypothesis is accepted after having been able to compute a p- value of 0.371. Thus, the exposure to broadcast media does not have anything to do with the extent of communicative fears in public speaking of the respondents on fear of unknown.

The p-value 0.041 was computed for the Exposure to Print Media and Fear of Unknown. It can be surmised that the exposure to print media doesn't affect the extent of communicative fears in public speaking of the respondents on fear of unknown.

Exposure to electronic or social media has 0.779 p- value. This could imply that exposure to electronic or social media does not affect the extent of communicative fears in public speaking of the respondents on fear of unknown.

The transmuted description of the respondents' extent of communicative fears in public speaking on fear of being stared was Moderate Fear with a descriptive equivalent of Sometimes as reflected in the overall average weighted mean of 2.91. All the five (5) indicator-statements with their corresponding mean described as Sometimes and transmuted to Moderate Fear are; "I am so conscious on my physical appearance when I am on stage"(3.14); "My knees and other parts of my body are shaking whenever I speak in front of many people"(2.91); I feel embarrassed when people stare at me(2.89); "I feel like fainting if I stand on stage



to deliver my speech(2.82) and I avoid eye contact with the audience when I am delivering my speech”( 2.8)

The transmuted description of the respondents' extent of communicative fears in public speaking on fear of rejection was Moderate Fear with a descriptive equivalent of Sometimes and 3.0 average weighted mean as collected. All the five (5) indicator-statements with their corresponding mean described as Sometimes and transmuted to Moderate Fear.

The transmuted description of the respondents' extent of communicative fears in public speaking on fear during group or public discussions was Moderate Fear with a descriptive equivalent of Sometimes as revealed in the overall average weighted mean of 2.8. All the five (5) indicator-statements with their corresponding mean described as Sometimes and transmuted to Moderate Fear.

On the Problem on the Relationship Between the Respondents Extent of Communicative Fears in Public Speaking on Fear of Being Stared and Profile Variables: Sex has 0.439 p- value which means that there is no significant relationship between the respondents' sex and their extent of communicative fears in public speaking on fear of being stared. For that reason, it can be surmised that sex doesn't affect the extent of communicative fears in public speaking of the respondents on fear of being stared.

There is a significant relationship between the respondents' father's educational attainment and their extent of communicative fears in public speaking on fear of being stared with p-value 0.043. It can be surmised that the father's educational attainment influence the extent of communicative fears in public speaking of the respondents on fear of being stared.

Mothers' occupation has 0.168 p-value. It can be construed that the mother's educational attainment has nothing to do with the extent of communicative fears in public speaking of the respondents on fear of being stared.

The p- value of father's occupation is 0.751. This implies that the fathers' occupation is not an influential factor to the extent of communicative fears in public speaking on fear of being stared.

The mothers' occupation has 0.378 p- value. Thus, the null hypothesis is accepted. This could mean that mother's occupation does not affect the extent of communicative fears in public speaking of the Third Year AB English students on fear of being stared.

On the GPA in English Subjects of the respondents, p-value of 0.017 was computed. This means that GPA in English Subjects has something to do with the extent of communicative fears in public speaking of the respondents on fear of being stared.

Speaking experiences has 0.9318 p- value which could imply that speaking experiences do not affect the extent of communicative fears in public speaking of the respondents on fear of being stared.

Mothers' occupation has 0.161 p-value. So, the null hypothesis is accepted. The exposure to broadcast media doesn't affect the extent of communicative fears in public speaking of the respondents on fear of being stared.

Exposure to print media, the p-value is 0.001. This means that exposure to print media has something to do with the extent of communicative fears in public speaking of the respondents on fear of being stared.

A p-value of 0.499 was computed for the Exposure to Electronic or Social Media and Fear of Being Stared saying that the null hypothesis is hereby accepted since 0.499 is greater than 0.05 level of significance. It can be surmised that the exposure to electronic or social media doesn't affect the extent of communicative fears in public speaking of the respondents on fear of being stared.

On the Relationship Between the Respondents' Extent of Communicative Fears in Public Speaking on Fear of Rejection and Profile Variables: Sex has p-value of 0.465. The null hypothesis is therefore accepted. This implies that the sex is not an influential factor to the extent of communicative fears in public speaking on fear of rejection.

The father's educational attainment has gained a p-value of 0.943. This insinuates that the father's educational attainment has no relation to the extent of communicative fears in public speaking on fear of rejection.

The respondents' mothers' educational attainment garnered a significant value of 0.408. The result insinuates that the respondents' mother's educational attainment does not influence their extent of communicative fears in public speaking on fear of rejection.

The p- value of father's occupation is 0.993. This implies that the fathers' occupation is not an influential factor to the extent of communicative fears in public speaking on fear of rejection.

The mothers' occupation has 0.95 p-value. Thus, the null hypothesis is accepted. This could mean that mother's occupation does not affect the extent of communicative fears in public speaking of the respondents on fear of unknown.

The p-value of the GPA of the respondents obtained 0.907. GPA in English Subjects doesn't affect the extent of communicative fears in public speaking of the respondents on fear of rejection.

The respondents' speaking experiences have no significant relationship with their extent of communicative fears in public speaking on fear of rejection. It is seen that speaking experiences obtained 0.754 p-value.

Exposure to broadcast media and their extent of communicative fears in public speaking on fear of rejection is hereby accepted after having been able to compute a significant value 0.788. Thus, it is correct to infer that the exposure to broadcast media has nothing to do with the extent of communicative fears in public speaking of the respondents on fear of rejection.

A p-value of 0.1 was computed for Exposure to Print Media and Fear of Rejection saying that the null is hereby accepted, since 0.1 is greater than 0.05 level of significance.

Exposure to electronic or social media has 0.369 p-value. This could imply that exposure to electronic or social media has no nexus with the extent of communicative fears in public speaking of the respondents on fear of rejection.

On the Relationship Between the Respondent Extent of Communicative Fears in Public Speaking on Fear During Group or Public Discussions and Profile Variables: Sex has 0.922 p-value, which implies that sex does not affect the extent of communicative fears in public speaking of the Third Year AB English students on fear during group or public discussions.

On father's educational attainment, 0.046 p-value was obtained. This could denote that the father's educational attainment has something to do with the extent of communicative fears in public speaking of the respondents on fear during group or public discussions.

Mother's educational attainment is with p-value of 0.408. The result insinuates that the respondents' mother's educational attainment does not influence their extent of communicative fears in public speaking on fear during group or public discussions.

The p-value is 0 for the Father's Occupation and Fear during Group / Public Discussions. Hence, the null hypothesis is rejected. This implies that the fathers'

occupation is not an influential factor to the extent of communicative fears in public speaking on fear during group or public discussions.

The respondents' mother's occupation has 0.351 p-value. Respondents' mother's occupation and their extent of communicative fears in public speaking on fear during group or public discussions is therefore accepted.

The p-value of the GPA of the respondents obtained 0. The null hypothesis is rejected. Therefore, it can be surmised that the GPA in English Subjects affects the extent of communicative fears in public speaking of the respondents on fear during group or public discussions.

The Speaking Experiences and Fear during Group / Public Discussions is with a p-value of 0.0783, it can be construed that the respondents' speaking experiences do not affect the extent of communicative fears in public speaking on fear during group or public discussions.

The null hypothesis is accepted after having been able to compute a p-value of 0.894 for Exposure to Broadcast Media and Fear during Group / Public Discussions. Thus, it is correct to infer that the exposure to broadcast media has nothing to do with the extent of communicative fears in public speaking of the respondents on fear during group or public discussions.

A p-value of 0.005 was computed, exposure to print media affects the extent of communicative fears in public speaking of the respondents on fear during group or public discussions.

Exposure to electronic or social media has 0.042 p-value. This could imply that exposure to electronic or social media is an influential factor to the extent of communicative fears in public speaking.

## CONCLUSION AND RECOMMENDATION

The following conclusions are drawn based on the significant findings: (1.) The student-respondents vary in terms of profile such as sex, parents' educational attainment and occupation, GPA in English subjects, speaking experiences and exposure to broadcast, print and electronic/social media. (2.) The student-respondents have comparable extent of communicative fears experience in public speaking along fear of failure, fear of unknown, fear of being stared, fear of rejection and fear during group or public discussions. (3.) The students profile has various



influences on the communicative fears experience by the students in public speaking.

In line with the findings and conclusion arrived at, the researchers offer the following recommendations: (1.) The teachers should provide more oral activities in the teaching learning process to give opportunity to students to develop their oral speaking skills and to conquer their communicative fears in public speaking. The teacher must also build an open classroom in which all students are capable of and have the opportunity to talk in front of their fellow students without any fear or rejection. (2.) The students must join/participate in different oral speaking contest to overcome their communicative fears in public speaking. (3.) School Administration should conduct in-service trainings, seminars and workshops on language proficiency particularly on speaking to improve or enhance the speaking ability of the teachers with higher degree of efficiency and effectiveness. (4.) Future researchers similar study may be conducted to include other categories or classifications which are not incorporated in this study.

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