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## **College Students' Communicative Fears In Public Speaking**

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### **ABSTRACT**

*Generally, this study aimed to determine the extent of communicative fears in public speaking among college students. Specifically, it sought to determine the profile of the respondents and their exposure to media. Further, it determined their communicative fears in public speaking on fear of failure, on fear of unknown, on fear of being stared at, on fear of rejection and on fear during group or public discussion. This study, likewise established the relationship between the extent of communicative fears experienced in public speaking across profile variables. Descriptive method of research was employed. A total of 75 third Year BS Criminology students enrolled in Speech and Oral Communication at the Cagayan State University-Sanchez Mira Campus were taken as samples. The researcher employed an adopted and modified questionnaire as the main instrument in collecting the data. The statistical treatment of data involved the use of frequency count and percentage distribution, average weighted mean and the Chi-square Test of independence. It was found out that the respondents are exposed to broadcast and electronic/social media, while they are moderately exposed to print media. The findings also show that the respondents are moderately afraid on fear of failure, fear of the unknown, fear of being stared at, fear of rejection and fear of group/public discussions. It was also revealed that their exposure to print media affects their fear of unknown; father's educational attainment, GPA in English subjects and exposure to print media affects fear of being stared at; and father's educational attainment, father's occupation, GPA in English subjects, and exposure to both print and electronics or social media affect fear of group/public discussion.*

**KEYWORDS:** *communicative fears, college learners, criminology students , public speaking,*

### **1.0 INTRODUCTION**

Communicating ones ideas clearly and presenting them openly in a public forum is an essential component of success across several domains of life. Being a good public speaker can help one advance in his/her career, grow his/her business, and form strong collaborations. Also, it can help one promote ideas and move people to action on issues that affect them directly and society at large. To do any of these things well requires a fair amount of standing in front of an audience and delivering a pitch, an idea, or a body of work. And sometimes the only thing that stands between a person and his/her audience is fear (Tsaosides, 2017).

Whether you call it speech anxiety, communication apprehension, communicative difficulty, fear of public speaking or just plain fear, one thing is certain: that majority of people experience the same thing when speaking to a group of people in a formal setting. This is so for most people are not born as public speakers (Raja, 2017).

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Sometimes, just the thought of giving a speech makes us feel uncomfortable. Sometimes, those feelings manifest into physical reaction such as sweating, stuttering and dizziness. Often, we forget what we are going to say, feel unprepared and unsure, and just want the experience to end. Lucas (2011) noted that many people who converse easily in all kinds of everyday situation can also become frightened at the idea of standing up before a group to make a speech. This is called Glossophobia, or the fear of public speaking. This is remarkably common. In fact, some experts estimate that as much as 75 percent of the population has some level of anxiety regarding public speaking. Of course, many people are able to manage and control the fear. (Fritscher, 2018).

Pertaub, Slater and Baker (2001) noted that professionals are expected to present numerous talks to both small and large group of audience at different intervals of their professional lives, and if they become victims of public speaking anxiety, they face a backlash and this anxiety can have a severe influence on their career.

Students then, before they graduate to be professional, this fear has to be conquered. With information, experience and self-confidence, however, one can reduce these experiences and deliver an effective speech.

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 deliver a speech or presentation, including intense feelings of anxiety, worry, nervousness, trembling or shaking, sweating and/or even dizziness (Lucas, 2014).

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. For Carbonell, (2018) equal emphasis must be placed on the speaker and the audience. Speakers experiencing fears often try to manage their uncomfortable feelings by being well organized and prepared.

Thus, the researcher believes that this study is vital, for most students tend to exacerbate or worsen their fears in public speaking.

## **1.2 Objectives of the Study**

This study generally aimed to determine the extent of communicative fears in public speaking among the college students of the Cagayan State University-Sanchez Mira, Cagayan.

Specifically, the study had the objective to identify the profile of the respondents in terms of: sex, educational attainment of parents, occupation of parents, GPA in English subjects, speaking experiences, and exposure to media; to determine the extent of communicative fears experienced by the students in public speaking on: fear of failure, fear of unknown, fear of being stared at, fear of rejection, and fear during group/public discussions.; and to establish a relationship between the profile variables across the extent of communicative fears experienced in public speaking on: fear of failure, fear of unknown, fear of being stared at, fear of rejection, and fear during group/public discussions.

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## 2.0 METHODOLOGY

The descriptive method of research was employed to determine extent of communicative fears in public speaking among the college students particularly the Bachelor of Science in Criminology students of the Cagayan State University-Sanchez Mira, Cagayan.

A questionnaire-checklist composed of two parts was used to gather data. The first part is about the profile of the respondents specifically on Sex, Educational Attainment of Parents, Occupation of Parents, GPA in English subjects, Speaking experiences and Exposure to media. The second part focused on the personal rating on communicative fears in public speaking. The researcher distributed the questionnaire to the student-respondents. He further explained to the respondents the aim of the study for a better response outcome. The questionnaires were retrieved immediately after all the respondents have finished rating. The data derived from the questionnaire were summarized, tallied and interpreted to determine the students' profile and extent of communicative fears in public speaking.

To answer objective number 1, the researcher used the frequency counts and percentage distribution, which dealt mainly on the profile of the respondents in terms of Sex, Educational Attainment of Parents, Occupation of Parents, GPA in English subjects, Speaking experiences and Exposure to media. To answer objective number 2, the Average Weighted Point (AWP) was instituted to determine the level of the respondents' perception in every item, while in objective number 3, the Chi-square test was applied to determine the significant relationship between the extent of communicative fears in public speaking being experienced by the respondents across the profile variables.

## 3.0 RESULTS and DISCUSSION

### 3.1 Profile of the Respondents

As to sex, of the 75 respondents, (66) 88 percent were males while (9) 12 percent represents the female population. It further means that for every 10 respondents, nine of them were males. The findings can be attributed to the fact that males are more inclined to criminology-oriented tasks than females. This implication is corroborated by the statement of Nussbaum (2008) that male brains are more adaptive and enhanced to military tasks while females may have difficulty to do so.

As to educational attainment of respondents' parents, (21) 28 percent of the respondents' fathers were high school graduates; 25.33 percent were college graduates; 16 percent had some years in college but were unable to finish the chosen degree; 14.67 percent were vocational education graduate; 5.33 percent had some years in elementary; 4 percent or three (3) of the respondents' fathers were not able to attend school; same percentage and number of 2.67 percent or two (2) of the respondents' fathers were reported as elementary graduates and as attendees of high school, but were unable to finish their secondary education; 1.33 percent or only one (1) of the respondents' fathers was an MA/MS graduate. As to the respondents' mother's educational attainment, high school graduate mothers were dominating with (26) 37.33 percent; 22.57 percent were found to be college graduates; 16 percent had some years in college; 9.33 percent finished vocational education; 5.33 percent had spent some years in high school; 4 percent were graduates of elementary education and only 2.67 percent of the

respondents' mothers were found to have some years in elementary. This means that the respondents' parents are not highly educated.

As to occupation of parents, (27) 38 percent of the respondents' father are skilled workers; 25.33 percent were self-employed; 20 percent were reported to be unemployed; 12 percent were found to be government employees; 4 percent of the respondents' fathers were actually private employees and the remaining 2.67 percent were in fact, OFWs. With this, it is concluded that even though there are some fathers without job, majority of them are earning a living for their family. On the other hand, as to the respondents' mothers' occupation, (33) 44 percent were found out to be unemployed; 26.67 percent were found to be self-employed; 18.67 percent were skilled workers; 6.67 percent were reported to be government employees; 2.67 were Overseas Filipino Workers and only 1.33 percent were said to be a private employee. It could be that these mothers without job are plain housewives taking care of household chores, and the one earning a living is the father.

**As to GPA in English Subjects.** Fifty-nine (59) respondents, which covered 78.67 percent of the total population, reached a GPA range of 2.26 – 2.75, which has a descriptive equivalence of **Fair**; 11 or 14.67 percent of the respondents were able to attain a GPA range of 1.76 – 2.25 with a descriptive equivalence of **Satisfactory**; 5.33 percent of equivalent to four (4) of the respondents' were labeled under GPA range of 2.76 – 3.00, **Passed** as the descriptive equivalent; the remaining 1.33 percent was covered by one (1) respondent who was reported to have a GPA range of 3.01 – 5.00 and was described as **Failed**. Findings imply that in terms of the respondents' General Point Average in English subjects, majority of the respondents have a Fair rating in English.

As to respondents' speaking experiences, 97.33 percent of the total population had experienced oral delivery of report in class; 36 percent had engaged in declamation; 30.67 percent were reported to have experienced and engaged in an impromptu speaking; 28 percent had conducted room-to-room campaigns; 21.33 percent were reported to have engaged in focus group discussions; 20 percent were counted to have engaged in an oration and have presided in a meeting; 14.67 percent were revealed to have delivered campaign speeches; 5.33 percent had actually engaged in debate and 2.67 percent were exposed to have engaged in extemporaneous speaking. The aforementioned data showed that only a few were able to speak outside the four corners of the classroom, which could be attributed to the fact that, generally, students tend to fear public speaking, as supported by Barbara Fish (2010). The findings also insinuate that the respondents have insufficient speaking experiences, which will further broaden their extent of communicative fears, leading to ineffective public speaking.

### **3.2 Respondents' Media to Exposure**

Table 1 shows frequency and percentage distribution of respondents' exposure to Media. In terms of Broadcast Media, both TV and radio exposure got a descriptive value of Exposed with 4.17 and 3.43 means respectively. The overall weighted mean of 3.8 means that the students are **Exposed** to Broadcast media..

In terms of Print Media, the respondents were revealed to have been engaged in reading books, which garnered a 3.81 weighted mean and with a descriptive equivalence of Moderately Exposed; a weighted mean of 3 with the descriptive equivalence of Moderately Exposed was computed for the exposure of the respondents to Magazines; respondents'

exposure to Journals was revealed to have a weighted mean of 2.89 with the descriptive equivalence of Moderately Exposed; respondents who were found out to be readers of Newspapers gathered a weighted mean of 2.8 with a descriptive equivalence of Moderately Exposed; pamphlets were reported to gain a weighted mean of 2.71 with a descriptive equivalence of Moderately Exposed. The results and findings further imply that with the mean of 3.04 given by respondents to Print Media , they are **Moderately Exposed** to it.

On the other hand, with respect to Electronic/Social Media, the respondents' utilization and exposure to mobile phones gained a 4.59 weighted mean with the descriptive equivalence of Highly Exposed; respondents who were reported to be Highly Exposed to internet collected a weighted mean of 4.28; Computer users were reported to have been Highly Exposed with a computed weighted mean of 4.27; respondents were revealed to be Moderately Exposed to CD, which was calculated to have a weighted mean of 3.08; iPods were then used by respondents and gathered a weighted mean of 2.69 with the descriptive equivalence of Moderately Exposed; respondents were reported to be rarely Exposed to Tape Recorders, which collected a weighted mean of only 2.12. Electronic/Social Media specifically gained an Average Weighted Mean of 3.51 with an overall descriptive equivalence of **Exposed**.

Table 1. Respondents' Extent of Exposure to Media

<b>Exposure to Media</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
<b>A. Broadcast Media</b>		
TV	4.17	Exposed
Radio	3.43	Exposed
<b>Average Weighted Mean</b>	<b>3.8</b>	<b>Exposed</b>
<b>B. Print Media</b>		
Book	3.81	Exposed
Newspaper	2.8	Moderately Exposed
Magazines	3.0	Moderately Exposed
Journals	2.89	Moderately Exposed
Pamphlets	2.71	Moderately Exposed
<b>Average Weighted Mean</b>	<b>3.04</b>	<b>Moderately Exposed</b>
<b>C. Electronic Social Media</b>		
Computer	4.27	Highly Exposed
Mobile Phones	4.59	Highly Exposed
Internet	4.28	Highly Exposed
ipods	2.69	Moderately Exposed
Compact Disc	3.08	Moderately Exposed
Tape Recorders	2.12	Moderately Exposed
<b>Average Weighted Mean</b>	<b>3.51</b>	<b>Exposed</b>



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### 3.3 Extent of Communicative Fears in Public Speaking among college Students

Table 2 presents the extent of the respondents' communicative fears in public speaking on the Fear of Failure, of the Unknown, of being stared at, of rejection and during group or public discussions.

#### 3.3.1 On Fear of Failure

The transmuted description of the respondents' extent of communicative fears in public speaking of the respondents was **Moderately Afraid** with a descriptive equivalence of **Sometimes** and 3.19 average weighted mean as collected by the following indicator-statements with their respective weighted means, descriptive equivalence and transmuted descriptions: *I feel the need to do well to avoid failure on stage*, 3.45, Often, **Afraid**; *My thoughts become jumbled when I am delivering a speech*, 3.14, Sometimes, **Moderately Afraid**; *I am not confident enough to deliver a compelling or convincing speech whether the audience is big or small*, 3, Sometimes, **Moderately Afraid**; *I feel uncomfortable when delivering a speech because I might be committing mistakes*, 3.18, Sometimes, **Moderately Afraid**; *When delivering a speech, I am for perfection, but I see myself far from being perfect*, 3.18, Sometime, **Moderately Afraid**.

Almost all 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. Respondents tend to fear committing grammatical errors and stating contentious pronouncements, which may be construed as fear of failure in speech composition. Respondents also fear delivering their speech in front of many people, which may mean fear of failure in effective delivery. The respondents also fear being imperfect as a public speaker, which may denote fear of failure in self-believing and self-confidence. A transmuted description of **Afraid** was reported with the first statement that talks about the need to well to avoid any failure. The result shows that there is really fear within the respondents when it comes to public speaking.

#### 3.3.2. On Fear of Unknown

The transmuted description of the respondents' extent of communicative fears in public speaking was **Moderately Afraid** with a descriptive equivalence of **Sometimes** and 3.14 Average Weighted Mean as collected by the following indicator-statements with their respective weighted means, descriptive equivalence and transmuted descriptions: *I am not confident enough to stand in front of many people because they might say something against me*, 3.04, **Moderately Afraid**; *I see flaws within myself that is why I don't like delivering any speech. I get so nervous, consequently, I forget what I have to say*, 3.27, Sometimes, **Moderately Afraid**; *Certain parts of my body feel very tensed and stiff while giving a speech*, 3.2, Sometimes, **Moderately Afraid**.

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. Unknown and unexpected speaking situations were also reported to be another fear of the respondents because they tend to become tongue-tied and they feel at a

loss for words, which may denote fear of unknown and unanticipated speaking activities or situations.

### 3.3.3. On Fear of Being Stared At

The transmuted description of the respondents' extent of communicative fears in public speaking on fear of being stared at was **Moderately Afraid** with a descriptive equivalence of Sometimes and 2.91 average weighted mean as collected by the following indicator-statements with their respective weighted means, descriptive equivalence and transmuted descriptions: *I avoid eye contact with the audience when I am delivering my speech*, 2.8, Sometimes, **Moderately Afraid**; *I feel like fainting if I stand onstage to deliver a speech*, 2.82, Sometimes, **Moderately Afraid**; *I am so conscious on my physical appearance when I am onstage*, 3.14, Sometimes, **Moderately Afraid**; *I feel embarrassed when people stare at me*, 2.89, Sometimes, **Moderately Afraid**; *My knees and other parts of my body are shaking whenever I speak in front of many people*, 2.91, Sometimes, **Moderately Afraid**.

All the five indicator-statements under the fear of being stared at gathered a transmuted description of **Moderately Afraid**. These results and findings imply that the respondents tend to lose the elements of oculosics or the use of eye contact when conversing to other people. The respondents also tend to experience physical reactions such as fainting and shaking of some parts of the body. Also, according to communication scholar James McCroskey (2012) embarrassment is another moderate fear of the respondents whenever they are being stared at or whenever they speak in public, which is triggered by the thought of other people scrutinizing and pre-judging them.

### 3.3.4. On Fear of Rejection

The transmuted description of the respondents' extent of communicative fears in public speaking on fear of rejection was **Moderately Afraid** with a descriptive equivalence of Sometimes and 3.0 as average weighted mean as collected by the following indicator-statements with their respective weighted means, descriptive equivalence and transmuted descriptions: *The audience will think less of me when delivering my speech*, 2.86, Sometimes, **Moderately Afraid**; *The audience will reject and laugh at me when I said something that they don't believe at*, 2.78, Sometimes, **Moderately Afraid**; *I use lots of energy to maintain a false front*, 2.96, Sometimes, **Moderately Afraid**; *I am afraid that I might say something that they don't agree with*, 3.07, Sometimes, **Moderately Afraid**; *I am very cautious about making errors in everything that I say and I am concerned with how others judge me*, 3.34, Sometimes, **Moderately Afraid**.

The five (5) indicator-statements on fear of rejection gathered a 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. The respondents also tend to be afraid of rejection when it comes to saying their beliefs and principles in their speech because of the tendency to be rejected by their specific audience.

### 3.3.5. On Fear during Group or Public Discussions

The transmuted description of the respondents' extent of communicative fears in public speaking on fear during group or public discussions was **Moderately Afraid** with a descriptive equivalence of Sometimes and a 2.8 average weighted mean as collected by the

following indicator-statements with their respective weighted means, descriptive equivalence and transmuted descriptions: *I am afraid to join group discussions because I might say something silly*, 2.66, Sometimes, **Moderately Afraid**; *I never speak up when I have ideas, suggestions or advices*, 2.61, Sometimes, **Moderately Afraid**; *I seldom express my ideas and generally don't believe in myself*, 3.05, Sometimes, **Moderately Afraid**; *I think others have better ideas than I*, 2.89, Sometimes, **Moderately Afraid**; *I am afraid to express my thoughts and opinions in class/ group/ public discussions because my thoughts and myself might be rejected*, 2.81, Sometimes, **Moderately Afraid**.

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 is not okay with the other members of the group. The findings also raise the issue of lack of self-belief and self-confidence, since the respondents are sometimes thinking that others have better ideas than them. The findings also insinuate that rejection from other members of the group becomes another factor that triggers the fear of the respondents during group or public discussions.

**Table 2**

Table 2. Respondent's Extent of Communicative Fears in Public Speaking (N=75)

Communication Fears Indicators- Statements	Weighted Mean	Descriptive Equivalent	Transmuted Description
<b>A. Fear of Failure</b>			
1. I feel the need to do well to avoid failure on stage.	3.45	Often	Afraid
2. My thoughts become jumbled when I'm delivering a speech.	3.14	Sometimes	Moderately Afraid
3. I am not confident enough to deliver a compelling or convincing speech whether the audience is large or small.	3	Sometimes	Moderately Afraid
4. I feel uncomfortable when delivering a speech because I might be committing mistakes.	3.18	Sometimes	Moderately Afraid
5. When delivering a speech, I aim for perfection, but I see myself far from being perfect.	3.18	Sometimes	Moderately Afraid
<b>Average Weighted Mean</b>	<b>3.19</b>	<b>Sometimes</b>	<b>Moderately Afraid</b>
<b>B. Fear of Unknown</b>			
1. I am not confident enough to stand in front of many people because they might say something against me.	3.04	Sometimes	Moderately Afraid
2. I see flaws within myself that's why I don't like delivering any speech unless required.	3	Sometimes	Moderately Afraid
3. I become tongue-tied and I feel lost for	3.18	Sometimes	Moderately



words in an unexpected speaking situation.			Afraid
4. When delivering a speech, I get so nervous, consequently, I forgot what I have to say.	3.27	Sometimes	Moderately Afraid
5. Certain parts of my body feel every tense and stiff while giving a speech.	3.2	Sometimes	Moderately Afraid
<b>Average Weighted Mean</b>	<b>3.14</b>	<b>Sometimes</b>	<b>Moderately Afraid</b>
<b>C. Fear of Being Stared at</b>			
1. I avoid eye contact with the audience when I am delivering my speech.	2.8	Sometimes	Moderately Afraid
2. I feel like fainting if I stand on stage to deliver my speech.	2.82	Sometimes	Moderately Afraid
3. I am so conscious on my physical appearance when I'm on stage.	3.14	Sometimes	Moderately Afraid
4. I feel embarrassed when people stare at me.	2.89	Sometimes	Moderately Afraid
5. My keens and other parts of my body are shanking whenever I speak in front of many people.	2.91	Sometimes	Moderately Afraid
<b>Average Weighted Mean</b>	<b>2.91</b>	<b>Sometimes</b>	<b>Moderately Afraid</b>
<b>D. Fear of Rejection</b>			
1. The audience will think less of me when delivering my speech.	2.86	Sometimes	Moderately Afraid
2. The audience will reject ad laugh at me when I said something that they don't believe at.	2.78	Sometimes	Moderately Afraid
3. I use lots of energy to maintain a false front.	2.96	Sometimes	Moderately Afraid
4. I am afraid that I might say something that they don't agree with.	3.07	Sometimes	Moderately Afraid
5. I am very cautious about making errors in everything that I say and I am concerned with how others judge me.	3.34	Sometimes	Moderately Afraid
<b>Average Weighted Mean</b>	<b>3</b>	<b>Sometimes</b>	<b>Moderately Afraid</b>
<b>E. Fear During Group/Public Discussion</b>			
1. I am afraid to join group discussions because I might say something silly.	2.66	Sometimes	Moderately Afraid
2. I never speak up when I have ideas, suggestions, or advices.	2.61	Sometimes	Moderately Afraid
3. I seldom express my ideas and generally don't believe in myself.	3.05	Sometimes	Moderately Afraid
4. I think others have better ideas than I.	2.89	Sometimes	Moderately Afraid

5. I'm afraid to express my thoughts and opinions in class/group/public discussions because my thoughts and I might be rejected.	2.81	Sometimes	Moderately Afraid
<b>Average Weighted Mean</b>	<b>2.8</b>	<b>Sometimes</b>	<b>Moderately Afraid</b>

### 3.4 Relationship between the Communicative Fears In Public Speaking and the Profile Variables

This section presents the statistical relationship between the seventy-five (75) respondents' communicative fears in public speaking on fear of failure, of unknown, being stared at, rejection and during group or public discussions across the profile variables of sex, parents' educational attainment and occupation, GPA in English subjects, speaking experiences and exposure to the different forms of media. For the statistical treatment, the Chi-square Test of Independence was utilized.

The results of the test of relationship between the profile variables and the communicative fears in public speaking with respect to the fear of failure are presented in Table 3.

Table 3. Relationship between the Extent of Communicative Fears in Public Speaking of the 3<sup>rd</sup> Year BS Criminology Students Across Profile Variables (N=75)

Communicative Fears	Profile Variables	Chi Square	P	Remarks	
<b>1. Fear of Failure</b>	a. Sex	6.1439	0.189	<i>Not significant</i>	
	b. Father's Attainment Educ.	26.2128	0.754	<i>Not significant</i>	
	c. Mother's Attainment Educ.	32.2388	0.455	<i>Not significant</i>	
	d. Father's Occupation	19.2133	0.508	<i>Not significant</i>	
	e. Mother's Occupation	18.8176	0.534	<i>Not significant</i>	
	f. GPA in English Subjects	7.0771	0.852	<i>Not significant</i>	
	g. Speaking Experiences	0.4109	0.682 3	<i>Not significant</i>	
	<i>Media Exposure</i>				
	h. Broadcast Media		14.5293	0.559	<i>Not significant</i>
	i. Print Media		19.2907	0.254	<i>Not significant</i>
	j. Electronic/Social Media		7.8701	0.953	<i>Not significant</i>
	<b>2. Fear to Unknown</b>	a. Sex	2.2863	0.683	<i>Not significant</i>
b. Father's Attainment Educ.		37.6206	0.227	<i>Not significant</i>	
c. Mother's Attainment Educ.		33.2304	0.408	<i>Not significant</i>	
d. Father's Occupation		22.4955	0.314	<i>Not significant</i>	
e. Mother's Occupation		17.1803	0.641	<i>Not significant</i>	

	f. GPA in English Subjects	7.122	0.849	<i>Not significant</i>
	g. Speaking Experiences	1.8083	0.074 7	<i>Not significant</i>
	<i>Media Exposure</i>			
	h. Broadcast Media	17.2217	0.371	<i>Not significant</i>
	i. Print Media	25.5079	0.041	<i>Significant</i>
	j. Electronic/Social Media	11.472	0.779	<i>Not significant</i>
<b>3. Fear of Being Stared</b>	a. Sex	3.7631	0.439	<i>Not significant</i>
	b. Father's Attainment Educ.	43.0003	0.043	<i>Significant</i>
	c. Mother's Attainment Educ.	39.5566	0.168	<i>Not significant</i>
	d. Father's Occupation	15.4346	0.751	<i>Not significant</i>
	e. Mother's Occupation	21.3269	0.378	<i>Not significant</i>
	f. GPA in English Subjects	24.5906	0.017	<i>Significant</i>
	g. Speaking Experiences	0.0859	0.931 8	<i>Not significant</i>
	<i>Media Exposure</i>			
	h. Broadcast Media	21.4668	0.161	<i>Not significant</i>
	i. Print Media	39.969	0.001	<i>Significant</i>
	j. Electronic/Social Media	28.5994	0.449	<i>Not significant</i>
<b>4. Fear of Rejection</b>	a. Sex	3.5827	0.465	<i>Not significant</i>
	b. Father's Attainment Educ.	20.4757	0.943	<i>Not significant</i>
	c. Mother's Attainment Educ.	33.2188	0.408	<i>Not significant</i>
	d. Father's Occupation	7.8344	0.993	<i>Not significant</i>
	e. Mother's Occupation	10.8579	0.95	<i>Not significant</i>
	f. GPA in English Subjects	6.1669	0.907	<i>Not significant</i>
	g. Speaking Experiences	0.5206	0.604 2	<i>Not significant</i>
	<i>Media Exposure</i>			
	h. Broadcast Media	11.3384	0.788	<i>Not significant</i>
	i. Print Media	23.5398	0.1	<i>Not significant</i>
	j. Electronic/Social Media	17.2659	0.369	<i>Not significant</i>
<b>5. Fear During Group/Public Discussion</b>	a. Sex	1.4171	0.922	<i>Not significant</i>

b.	Father's Attainment	Educ.	52.7218	0.046	<i>Significant</i>
c.	Mother's Attainment	Educ.	41.4376	0.408	<i>Not significant</i>
d.	Father's Occupation		48.3467	0.003	<i>Significant</i>
e.	Mother's Occupation		27.1033	0.351	<i>Not significant</i>
f.	GPA in English Subjects		30.4573	0.01	<i>Significant</i>
g.	Speaking Experiences		1.7856	0.078 3	<i>Not significant</i>
	<i>Media Exposure</i>				
h.	Broadcast Media		12.6095	0.894	<i>Not significant</i>
i.	Print Media		39.6904	0.005	<i>Significant</i>
j.	Electronic/Social Media		29.3026	0.042	<i>Significant</i>

### 3.5 Relationship Between the Respondents' Extent of Communicative Fears in Public Speaking Across Profile Variables

Table 3 presents the relationship on the extent of communicative fears in public speaking on **Fear of Failure** and the profile variables. It was found out that no one from the identified profile variables affect the students' communicative fears on fear of failure. Further, it means that regard less of Sex, Father's Educ. Attainment, Mother's Educ. Attainment, Father's Occupation, Mother's Occupation, GPA in English Subjects, Speaking Experiences, have nothing to do does or it is not in a way influence their communicative fear in public speaking along fear on failure. Also, for their Media exposure along Broadcast Media, Print Media, Electronic/Social Media, the null hypothesis, which states that there is no significant relationship between the respondents' exposure to broadcast media and their extent of communicative fears in public speaking on fear of failure is hereby accepted after having been able to compute a p-value which are all greater than the 0.05 alpha level of significance. Thus, it is correct to infer that the exposure to broadcast, print and social media have nothing to do with the extent of communicative fears in public speaking of the Third-Year BS Criminology students on fear of failure.

For **Fear to Unknown**, again not one from among the profile variables identified was found to affect the extent of communicative fears in public speaking of 3<sup>rd</sup> Year BS Criminology students on fear to unknown. For their media exposure, only the print media with a computed p-value of 0.041, which is less than the 0.05 level of significance was found to be significant on the extent of communicative fears in public speaking of the 3<sup>rd</sup> Year BS Criminology students on fear of unknown. It could be further surmised that the more the Criminology students are exposed to print media, the more their communicative fear in public speaking for fear of unknown is.

On **Fear of Being Stared At**, the profile variables father's educational and GPA in English subjects influence the extent of communicative fears in public speaking. This means that the higher the educational attainment of fathers of the respondents and the higher the GPA of the respondents in English, the higher also is the extent of communicative fears in public speaking on fear of being stared at and vice versa. As regards the respondents' media

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exposure, again exposure to print media, where the computed p-value of 0.001 is less than the 0.05 alpha level of significance was found to be significant. It can be assumed then that said exposure has something to do with the extent of communicative fears in public speaking on fear of being stared at.

As to the **Fear of Rejection**, not one from the profile variables was found to be significant. Also, for the respondents' media exposure, not one from the variables was found to be an influential factor on the extent of communicative fears in public speaking on fear of rejection.

**On Fear during Group or Public Discussion**, the variables father's educational attainment, father's occupation, and GPA in English subjects were found to affect the extent of communicative fears in public speaking on fear during group or public discussions among the 3<sup>rd</sup> Year BS Criminology students. This means that the higher the educational attainment, that if the father is employed, and the higher the GPA of the respondents in English, the higher also is the extent of communicative fears in public speaking on fear during group or public discussions. For the media exposure, it was found out that it is significant on print media, and electronic/social media based from the computed p-values of 0.005 and 0.042 respectively, which is less than the 0.05 level of significance. This means that the more they are exposed to print media, and electronic/social media, the greater is the extent of communicative fears in public speaking on fear during group or public discussions.

#### **4.0 CONCLUSIONS and RECOMMENDATION**

##### **CONCLUSIONS**

The male-dominated criminology college students were sons and daughters of not highly educated mother and mother. They are children of housewives and skilled-workers. They have a Fair rating in English with experience in oral delivery of report in class. The respondents are exposed to broadcast and electronic/social media, and moderately exposed to print media.

The respondents are moderately afraid on fear of failure, fear of the unknown, fear of being stared at, fear of rejection and fear of group/public discussions.

Their exposure to print media affects their fear of unknown; father's educational attainment, GPA in English subjects and exposure to print media affects fear of being stared at; and father's educational attainment, father's occupation, GPA in English subjects, and exposure to both print and electronics or social media affect fear of group/public discussion.

##### **RECOMMENDATIONS**

In line with the findings and conclusions arrived at, the researcher offers the following recommendations:

1. Students are encouraged to exercise their skills in different public speaking activities as constant practice is the best way to make them confident, skillful and competent in using



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the aforesaid device. This is in line with the philosophy of learning by doing, or “experience is the best teacher”.

2. Similar studies may be conducted to include other categories or classifications, which are not incorporated in this study. This is to scrutinize other categories or classifications the students fear of and/or are brave at.

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