Glossophobia and Engagement in Oral Recitation Among ESL Learners

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Article Info

ABSTRACT

Purpose of the study: This research investigated the impact of glossophobia, or fear of public speaking, on the engagement of Grade 11 students during oral recitations at Isulan National High School. The study aims to identify the levels of glossophobia, the challenges students face, and the effectiveness of their coping strategies.

Methodology: A descriptive quantitative research design was employed, involving 130 Grade 11 students selected as respondents. Data were gathered using a structured questionnaire that measured physical symptoms, emotional responses, cognitive effects, and behavioral impacts of glossophobia. Statistical analyses, including correlation tests, were conducted to examine relationships among variables.

Main Findings: The findings show Emotional and Psychological Barriers had the highest mean (M=3.96), highlighting strong internal challenges in oral recitations, with a grand mean of 3.80. The top coping strategy was self-compassion (M=4.15), yet coping had no significant effect on glossophobia (r=−0.002, p=0.98). A significant difference existed among challenges (F=7.06, p=0.003), and glossophobia strongly correlated with engagement (r=0.77, p=0.00001), underscoring its impact on student participation.

Novelty/Originality of this study: This study is among the first to comprehensively examine glossophobia among Filipino senior high school students in the context of oral recitations. It uniquely explores both the mediating and moderating variables affecting student engagement, and provides evidence-based recommendations for developing intervention programs to address public speaking anxiety in a digital era.

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1. INTRODUCTION

Glossophobia, or the fear of public speaking, is a widespread issue affecting individuals across cultures and backgrounds, often hindering effective communication. It impacts approximately 90% of people globally, with students frequently reporting physical symptoms such as trembling, emotional distress, and cognitive disruptions during oral tasks [1].

Identified linguistic barriers, fear of judgment, and lack of preparation as common contributors to speech anxiety in both Ghana and Iran [2]. Gen Z learners, raised in digital, text-heavy environments, often struggle more in traditional oral recitation settings, potentially intensifying glossophobia [3]. In the Philippines, studies from Cagayan de Oro, Laguna, and Mountain Province report that 70–80% of students experience moderate-to-high

public speaking anxiety [4]. Fagsao and Mi-ing [5] found that pre-service teachers in Mountain Province cited language difficulties, fear of audience evaluation, and insufficient topic mastery as major anxiety triggers. Nationally, students often rely on coping strategies like positive self-talk and rehearsal, but anxiety remains persistent across educational levels .

Despite extensive documentation of glossophobia's prevalence, its specific impact on classroom oral recitation—especially among ESL learners in digital-native contexts—remains underexplored. Existing research tends to focus on formal presentations, overlooking daily classroom recitations that demand spontaneous verbal interaction, a key component of learning. Furthermore, no localized studies in Sultan Kudarat Province have examined the multidimensional effects of glossophobia—physical, emotional, cognitive, and behavioral—on student engagement in oral recitation. Most prior Philippine studies center on tertiary students or pre-service teachers [1], leaving a knowledge gap regarding Grade 11 students, who are navigating a critical academic transition.

At Isulan National High School in Sultan Kudarat, reports from the academic coordinator note frequent avoidance of oral recitations. Teachers have observed signs of anxiety, including stuttering and social withdrawal. While this reflects national trends, no empirical study has yet validated these observations. The school's rural setting and limited access to speech training may further compound the problem.

This study aims to assess the prevalence and impact of glossophobia among Grade 11 students. Specifically, it investigates how glossophobia affects their engagement in oral recitation, the challenges they face, and the effectiveness of their coping strategies. It also explores the relationships between glossophobia levels, oral engagement, and coping mechanisms. The findings aim to inform educators and curriculum developers in designing targeted interventions to support ESL learners in overcoming public speaking anxiety.

2. RESEARCH METHOD

2.1. Research Types

This study employed a quantitative research design with a descriptive-correlational approach to assess the level of glossophobia among grade 11 students and its impact on their engagement in oral recitation. A survey questionnaire was used to gather data on the prevalence of glossophobia, including its physical, emotional, cognitive, and behavioral dimensions. The study also investigated the extent of students' engagement in oral recitation, as well as the coping strategies employed by students to manage glossophobia. Additionally, correlational analysis was conducted to determine whether a significant relationship existed between glossophobia levels and student engagement in oral recitation, as well as between coping strategies and glossophobia levels.

2.2. Respondents

The study involved 130 grade 11 students from Isulan National High School. This group was chosen because they were part of the Gen Z demographic, which is heavily influenced by digital communication, potentially affecting their oral recitation skills. Moreover, they were in a transitional academic stage in Senior High School, where oral participation became increasingly critical for higher education and future careers.

2.3. Research Instruments

The researchers used a self-made questionnaire to determine the respondents' glossophobia level. It underwent validity and reliability testing through pilot testing. The questionnaire was composed of questions that were sequentially arranged by parts for the identified group of students in Grade 11. The first part of the questionnaire focused on the glossophobia experienced by Grade 11 students during oral recitations, encompassing physical symptoms, emotional responses, cognitive effects, and behavioral impact. The second part addressed how glossophobia affected students' engagement in oral recitations. The final part explored the challenges faced by students with glossophobia during oral recitations.

To identify the levels of glossophobia experienced by the students, the researchers used a scale method. For each statement, students checked the number that best represented how much they agreed with it based on their experiences with glossophobia.

Table 1. Distribution scale

Scale	Range	Description	Glossophobia Level Interpretation
5	4.50 – 5.00	Strongly Agree	Very High Glossophobia
4	3.50 – 4:49	Agree	High Glossophobia
3	2.50 – 3.49	Moderately Agree	Moderate
2	1.50 – 2.49	Disagree	Low Glossophobia
1	1.00 – 1.49	Strongly Disagree	Very Low Glossophobia

2.4 Data Collection Techniques

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2.5 Data Analysis Techniques

The collected data will be analyzed using quantitative methods to examine the relationships between glossophobia, student engagement, and coping strategies. Descriptive statistics (mean, standard deviation, and frequency distributions) will summarize the prevalence of glossophobia across its physical, emotional, cognitive, and behavioral dimensions, as well as students' engagement levels in oral recitations. To test the hypotheses, inferential statistics will be employed: Pearson's correlation coefficient (r) will determine the strength and direction of the relationship between glossophobia and engagement, while multiple regression analysis will assess how coping strategies moderate this relationship. Subgroup comparisons (e.g., high vs. low glossophobia) will be conducted using independent samples t-tests or ANOVA, depending on the number of groups analyzed. All tests will use a 5% significance level ($\alpha = 0.05$) to determine statistical significance.

To ensure the reliability of the Likert-scale instrument, Cronbach's alpha (α) will measure internal consistency for each construct. Data will be screened for outliers and normality using Shapiro-Wilk tests and visual inspections (Q-Q plots). If assumptions for parametric tests are violated, non-parametric alternatives (e.g., Spearman's rho, Kruskal-Wallis) will be applied. All analyses will be performed using statistical software such as SPSS or JASP, with results presented in tables and figures to highlight key patterns and relationships.

3.　　RESULTS AND DISCUSSION

Based on the results of the research that has been conducted, the following table presents the results of the Glossophobia Level Experienced by Students in Grade 11

Table 1. Level of Glossophobia Experienced by Grade 11 Students during Oral Recitation in terms of Physical Symptoms.

	Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1.	I feel my heart racing or pounding when I am called to recite in class.	4.03	Agree	High Glossophobia
2.	My hands tremble or shake during oral recitations.	3.67	Agree	High Glossophobia
3.	I experience sweating or clammy palms when speaking in front of my classmates.	3.46	Moderately Agree	Moderate Glossophobia
4.	I feel shortness of breath or difficulty breathing while reciting.	3.09	Moderately Agree	Moderate Glossophobia
5.	My voice shakes or quivers when I speak during oral recitations.	3.51	Agree	High Glossophobia
	Overall Mean	3.55	Agree	High Glossophobia

Table 1 reveals that the statement "I feel my heart racing or pounding when I am called to recite in class" received the highest mean score of 4.03, indicating that most students strongly agree that this symptom is common while the statement "I feel shortness of breath or difficulty breathing while reciting" got the lowest mean score of 3.09 reflecting a moderate level of glossophobia. Despite being somewhat less intense, these symptoms still contribute significantly to the overall anxiety experienced by students during oral recitations. The grand mean score of 3.55 across all physical symptom statements confirms that physical manifestations of glossophobia are prevalent and impactful among the respondents.

These findings are consistent with previous research on public speaking anxiety. Chand and Marwaha [6] highlighted that physiological symptom such as increased heart rate, trembling, and voice quivering are common

among students experiencing glossophobia and often correlate with decreased speaking performance. Felson [7] further emphasized that shortness of breath and shaky voices significantly predict lower engagement and poorer speech clarity, reinforcing the need to address these physical symptoms to improve students' oral communication skills.

Table 2. Level of Glossophobia Experienced by Grade 11 Students during Oral Recitation in terms of Emotional Responses.

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1. I feel nervous or anxious before and during oral recitations.	3.97	Agree	High Glossophobia
2. I fear being judged negatively by my classmates while speaking in class.	3.90	Agree	High Glossophobia
3. I feel embarrassed when I make mistakes during oral recitations.	4.14	Agree	High Glossophobia
4. I feel overwhelmed by fear when asked to speak in front of the class unexpectedly.	3.88	Agree	High Glossophobia
5. I feel frustrated with myself if I cannot express my thoughts clearly during oral recitations.	4.14	Agree	High Glossophobia
Overall Mean	4.01	Agree	High Glossophobia

Table 2 shows the statement "I feel embarrassed when I make mistakes during oral recitations" and "I feel frustrated with myself if I cannot express my thoughts clearly during oral recitations" both received the highest mean score of 4.14, indicating strong agreement among students that these feelings are prevalent. This suggests that students not only fear making errors but also experience significant self-criticism when their communication does not meet their expectations. Other emotional responses such as "I feel overwhelmed by fear when asked to speak in front of the class unexpectedly" also scored high with a mean of 3.88, reflecting a consistent pattern of emotional distress associated with oral recitations. The overall mean of 4.01 confirms that emotional symptoms of glossophobia are widespread among the students.

These results correspond with recent research emphasizing the emotional challenges faced by individuals with glossophobia. According to Bodie [8], anxiety and fear of negative evaluation are significant emotional barriers affecting public speaking performance. Similarly, Smith and Doe [9] reported that feelings of embarrassment and frustration commonly lower self-confidence and hinder effective communication.

Table 3. Level of Glossophobia Experienced by Grade 11 Students during Oral Recitation in terms of Cognitive Effects.

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1. My mind goes blank when it is my turn to speak during oral recitations.	3.75	Agree	High Glossophobia
2. I have difficulty organizing my thoughts while speaking in front of the class.	3.80	Agree	High Glossophobia
3. I find it hard to focus on the topic because of overwhelming anxiety.	3.41	Moderately Agree	Moderate Glossophobia
4. My fear of making mistakes prevents me from thinking clearly during oral recitations.	3.92	Agree	High Glossophobia
4. I doubt my ability to answer questions correctly even if I know the answer.	4.00	Agree	High Glossophobia
Overall Mean	3.78	Agree	High Glossophobia

The findings presented in Table 3 indicate that the statement "I doubt my ability to answer questions correctly even if I know the answer" received a highest mean score of 4.00, showing strong agreement among students that self-doubt significantly affects their performance. Although the statement "I find it hard to focus on the topic because of overwhelming anxiety" scored slightly lower at 3.41, it still reflects a moderate level of glossophobia, indicating that anxiety can distract students from maintaining concentration during oral recitations.

The overall mean score of 3.78 confirms that cognitive effects are a significant component of glossophobia experienced by these students.

This finding aligns with research indicating that anxiety can disrupt mental processes such as memory retrieval, thought organization, and concentration, which are essential for effective public speaking. For instance, a study by Rahmawati et al. [10] found that students with glossophobia often experience mental blocks and difficulty concentrating during oral presentations, which negatively affect their academic performance. Similarly, research by Lungay [11] reported that public speaking anxiety disrupts students' ability to organize thoughts and recall information, leading to decreased confidence and poorer speech delivery.

Table 4. Level of Glossophobia Experienced by Grade 11 Students during Oral Recitation in terms of Behavioral Impact.

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1. I avoid making eye contact with my teacher and classmates while speaking in front of the class.	3.34	Moderately Agree	Moderate Glossophobia
2. I tend to speak very softly or mumble during oral recitations because of nervousness.	3.54	Agree	High Glossophobia
3. I avoid volunteering for oral activities even if I know the answer.	3.68	Agree	High Glossophobia
4. When feeling anxious, I rush through my answers without fully explaining them.	3.57	Agree	High Glossophobia
5. If given a choice, I prefer written tasks over speaking tasks to avoid anxiety.	4.07	Agree	High Glossophobia
Overall Mean	3.64	Agree	High Glossophobia

Table 4 indicates that the highest-rated statement, "If given a choice, I prefer written tasks over speaking tasks to avoid anxiety," received the highest mean score of 4.07, indicating strong agreement that many students actively avoid oral presentations when possible. Meanwhile, the statement "I avoid making eye contact with my teacher and classmates while speaking in front of the class" scored slightly lower at 3.34, indicating a moderate level of glossophobia. These behaviors suggest that anxiety not only affects students' participation but also compromises the quality and clarity of their oral responses. Overall, the grand mean of 3.64 confirms that behavioral impacts are a significant aspect of glossophobia experienced by these students. Such behaviors can limit students' opportunities to demonstrate their knowledge and skills effectively, potentially affecting their academic performance and classroom engagement.

The results was supported by recent studies that emphasize how anxiety influences avoidance behaviors and speech patterns. For instance, Ambit and Pandayan [12] found that students with glossophobia often avoid eye contact and prefer written tasks over oral presentations to reduce anxiety. Moreover, Bactol et al. [13] highlighted that nervousness leads students to mumble or rush through answers, behaviors that compromise clarity and engagement during oral recitations.

Table 5. Summary on the Grand Mean Level of Glossophobia Experienced by Grade 11 Students during Oral Recitation on the Physical Symptoms, Emotional Responses, Cognitive Effects, and Behavioral Impact.

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1. Physical Symptoms	3.55	Agree	High Glossophobia
2. Emotional Response	4.01	Agree	High Glossophobia
3. Cognitive Effects	3.78	Agree	High Glossophobia
4. Behavioral Impact	3.64	Agree	High Glossophobia
Grand Mean	3.75	Agree	High Glossophobia

Table 5 presents data showing that students consistently experience a high level of glossophobia across all four dimensions. Among these, emotional responses scored the highest mean of 4.01, followed by cognitive

effects with a mean of 3.78. Behavioral impact also reflects a high level of glossophobia, with a mean of 3.64, while physical symptoms received the lowest mean of 3.55. Overall, the grand mean of 3.75 confirms that Grade 11 students experience a high level of glossophobia during oral recitations. These results emphasize that addressing these areas holistically is essential for developing effective interventions that can help students overcome their fear of public speaking and improve their oral communication skills.

In the study of Eduque [14] explains that while anxiety related to public speaking is common and experienced by many, it can be improved through persistent effort and coping strategies, highlighting the ongoing challenge students face across multiple domains. Furthermore, research by Lasin et al. [15] on learners with glossophobia in the Philippines revealed that fear of negative evaluation, anxiety, and physical symptoms such as trembling and sweating are prevalent, and these symptoms collectively impair students' communication performance and confidence.

Table 6. Level of Glossophobia on Students' Engagement in Oral Recitation.

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1. I avoid volunteering to answer questions during oral recitations due to fear of speaking in front of my classmates.	3.69	Agree	High Glossophobia
2. My anxiety prevents me from fully participating in class discussions or oral activities.	3.43	Moderately Agree	Moderate Glossophobia
3. I hesitate to express my ideas during oral recitations, even when I know the correct answer.	3.75	Agree	High Glossophobia
4. I struggle to maintain eye contact with my teacher and classmates while speaking during oral recitations.	3.49	Moderately Agree	Moderate Glossophobia
5. My fear of public speaking leads me to rely on written tasks rather than oral participation in class.	3.79	Agree	High Glossophobia
6. Anxiety causes me to forget key points or details when answering questions orally in class.	3.73	Agree	High Glossophobia
7. I feel less confident about sharing my thoughts during oral recitations compared to other classroom activities.	3.74	Agree	High Glossophobia
8. I feel that my fear of speaking negatively impacts my academic performance during oral recitations.	3.81	Agree	High Glossophobia
9. My nervousness affects the clarity and coherence of my responses during oral recitations.	3.82	Agree	High Glossophobia
10. I often avoid asking questions or seeking clarification orally due to fear of speaking in front of the class.	3.72	Agree	High Glossophobia
Overall Mean	3.70	Agree	High Glossophobia

Table 6 indicates that students generally agree they experience a high level of glossophobia that negatively impacts their participation. Several statements received particularly high mean scores, including "My nervousness affects the clarity and coherence of my responses during oral recitations" with a mean of 3.82, and "I feel that my fear of speaking negatively impacts my academic performance during oral recitations" got a mean of 3.81. These results suggest that anxiety not only reduces students' willingness to participate but also affects the quality of their verbal responses. Meanwhile, statements such as "My anxiety prevents me from fully participating in class discussions or oral activities" got a mean of 3.43 and "I struggle to maintain eye contact with my teacher

and classmates while speaking" got a mean of 3.49, received moderately high scores, reflecting moderate glossophobia in these specific behaviors.

Overall, the grand mean of 3.70 reveals that Grade 11 students experience a high level of glossophobia that significantly affects their engagement in oral recitations. This high level of anxiety manifests in avoidance, reduced confidence, and impaired verbal clarity, which collectively hinder active participation and academic performance.

The result is supported by a study of Lungay [11] conducted among Grade 11 students at Phinma College revealed that anxiety related to public speaking leads to avoidance behaviors, decreased confidence, and difficulties in clearly expressing ideas during oral communication activities. In addition, Concepcion et al. [1] investigated glossophobia among science major students and found that fear of public speaking manifests not only in behavioral avoidance but also in cognitive challenges such as vocabulary deficiencies during presentations.

Table 7. Level of Challenges Faced by Grade 11 Students with Glossophobia in Oral Recitation in terms of Delivery and Speech Clarity

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1. I struggle to articulate my thoughts clearly when speaking in front of the class.	3.69	Agree	High Glossophobia
2. I often stumble over words or struggle with pronunciation due to anxiety.	3.60	Agree	High Glossophobia
3. I find it difficult to maintain a steady tone or pitch while speaking in class.	3.55	Agree	High Glossophobia
4. I have trouble organizing my thoughts in a logical order when speaking during oral recitations.	3.67	Agree	High Glossophobia
5. I feel that my accent or pronunciation affects how others perceive my speech /during oral recitations.	3.72	Agree	High Glossophobia
Overall Mean	3.65	Agree	High Glossophobia

Table 7 emphasizes that the statement with the highest mean, "I feel that my accent or pronunciation affects how others perceive my speech during oral recitations" got a mean of 3.72. highlights students' strong concern about how their speech is judged by others. Conversely, the statement with the lowest mean, "I find it difficult to maintain a steady tone or pitch while speaking in class" got a mean of 3.55, still falls within the high glossophobia range but suggests that vocal control is a slightly less prominent challenge compared to concerns about accent.

In addition, the overall mean of 3.65 confirms that glossophobia significantly impacts multiple aspects of speech delivery and clarity, including pronunciation, vocal control, and cognitive organization. These challenges collectively undermine students' confidence and performance during oral recitations, highlighting the importance of interventions that address both speech skills and anxiety management.

This finding aligns with Nguyen et al. [16], who reported that negative self-perception related to accent and pronunciation can intensify public speaking anxiety, leading students to doubt their speech competence and avoid oral participation. It is further added by Smith and Johnson [17] noted that while anxiety disrupts vocal control and articulation, students often experience more acute stress related to how their speech is perceived socially, which can exacerbate other speech difficulties.

Table 8. Level of Challenges Faced by Grade 11 Students with Glossophobia in Oral Recitation in terms of Emotional and Psychological Barriers

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1. I feel overwhelmed by fear of being judged negatively by my peers during oral recitations.	3.96	Agree	High Glossophobia
2. I worry that others will perceive me as incompetent if I make mistakes during oral recitations.	3.86	Agree	High Glossophobia

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
3. I feel embarrassed when I struggle to express myself clearly during oral recitations.	4.03	Agree	High Glossophobia
4. My nervousness causes me to doubt my ability to answer questions correctly even when I know the answer.	3.91	Agree	High Glossophobia
5. I feel anxious about being compared to my peers who seem more confident during oral recitations.	4.04	Agree	High Glossophobia
Overall Mean	3.96	Agree	High Glossophobia

Table 8 indicates that the highest-rated statement, "I feel anxious about being compared to my peers who seem more confident during oral recitations" with a mean of 4.04, highlights the intense pressure students feel when measuring themselves against their classmates, which significantly contributes to their anxiety. On the other hand, the statement with the lowest mean, "I worry that others will perceive me as incompetent if I make mistakes during oral recitations" got a mean of 3.86, while still reflecting high glossophobia, suggests that concerns about perceived incompetence, though serious, are slightly less intense than anxiety related to peer comparison. In summary, the overall mean of 3.96 demonstrates that emotional and psychological barriers are a critical aspect of glossophobia among Grade 11 students, requiring targeted interventions to build confidence, reduce fear of judgment, and support emotional well-being during oral recitations.

These findings align with research by Columbia State University [18], which identifies fear of unfavorable evaluation as a core component of public speaking anxiety, where students worry about making mistakes, being judged negatively, or appearing incompetent. Likewise, Sri Manangkalu [19] found that anxiety, fear of making mistakes, shyness, and lack of confidence are dominant psychological factors that impede students' speaking abilities, causing avoidance and reduced participation.

Table 9. Level of Challenges Faced by Grade 11 Students with Glossophobia in Oral Recitation in terms of Teacher and Peer Interaction

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1. I feel intimidated by my teacher's expectations during oral recitations.	3.83	Agree	High Glossophobia
2. I worry that my classmates will laugh at me or make fun of my mistakes during oral recitations.	3.98	Agree	High Glossophobia
3. I feel uncomfortable when my teacher asks me follow-up questions during oral recitations.	3.79	Agree	High Glossophobia
4. I perceive my peers as being more confident and articulate than me during oral recitations.	3.71	Agree	High Glossophobia
5. I am hesitant to ask for clarification from my teacher due to fear of appearing incompetent.	3.75	Agree	High Glossophobia
Overall Mean	3.81	Agree	High Glossophobia

Table 9 presents that the students reported the highest anxiety related to peer reactions, with the statement "I worry that my classmates will laugh at me or make fun of my mistakes during oral recitations" scoring the highest mean of 3.98. This highlights that fear of negative peer judgment is a significant barrier to student participation. However, the statement with the lowest mean, "I perceive my peers as being more confident and articulate than me during oral recitations" got a mean of 3.71, while still indicating high glossophobia, suggests that students also experience self-doubt when comparing themselves to more confident classmates.

In general, the overall mean of 3.81 indicates a high level of glossophobia related to social dynamics in the classroom, meaning that Grade 11 students experience significant anxiety and fear specifically tied to interactions with teachers and peers during oral recitations. This high mean suggests that students are notably affected by concerns such as fear of negative evaluation, peer judgment, and teacher expectations, which can hinder their participation and performance.

This result aligns with study by Sahara and Nurcholis [20], who identified fear and anxiety about being laughed at or humiliated by peers as dominant causes of glossophobia in speaking classrooms. Such social fears contribute heavily to students' reluctance to engage in oral activities. This is consistent with findings from Zetterkvist [21], who emphasized that students' perception of peer competence can exacerbate speech anxiety, affecting their willingness to participate.

Table 10. Summary on the Grand Mean Level of Challenges Faced by Grade 11 Students with Glossophobia in Oral Recitation on the Delivery and Speech Clarity, Emotional and Psychological Barriers, and Teacher and Peer Interaction.

Statements	Overall Mean	Verbal Description	Glossophobia Level Interpretation
1. Delivery and Speech Clarity	3.65	Agree	High Glossophobia
2. Emotional and Psychological Barriers	3.96	Agree	High Glossophobia
3. Teacher and Peer Interaction	3.78	Agree	High Glossophobia
Grand Mean	3.80	Agree	High Glossophobia

Table 10 presents that the highest mean score is Emotional and Psychological Barriers with an overall mean of 3.96. It reflects the profound impact of the internal fears-such as anxiety, fear of judgment, and self-doubt-have on students' ability to perform during oral recitations. Delivery and Speech Clarity, with a mean of 3.65, highlights challenges in articulating thoughts clearly, maintaining tone, and organizing speech logically. Teacher and Peer Interaction, scoring a mean of 3.78, underscores the social dimension of glossophobia, where fear of negative evaluation by teachers and classmates intensifies anxiety and reduces participation.

Overall, the grand mean of 3.80 shows that glossophobia among Grade 11 students is a multifaceted issue, deeply rooted in emotional, cognitive, and social challenges. Addressing these areas holistically through supportive teaching practices, anxiety management techniques, and communication skills training is essential to help students overcome their fear and improve their oral recitation performance.

This aligns with research showing that psychological factors like fear and anxiety create major barriers to effective communication by causing hesitation, negative self-talk, and avoidance behaviors [22] [23]. For instance, the fight-or-flight response triggered by public speaking anxiety can manifest physically and emotionally, impairing students' performance.

Table 11. Level of Coping Strategies Used by Students in Oral Recitation.

Statements	Mean	Verbal Description	Glossophobia Level Interpretation
1. I practice my oral recitations in front of a mirror to improve my delivery and reduce anxiety.	3.79	Agree	High Glossophobia
2. I rehearse my responses several times before class to feel more confident.	4.07	Agree	High Glossophobia
3. I use positive self-talk to encourage myself before speaking in front of the class.	3.95	Agree	High Glossophobia
4. I try to reframe my negative thoughts about public speaking into more positive ones.	3.80	Agree	High Glossophobia
5. I prepare thoroughly by researching and organizing my thoughts before speaking in class.	3.86	Agree	High Glossophobia
6. I remind myself that it is okay to make mistakes during oral recitations.	4.15	Agree	High Glossophobia
7. I imagine a supportive audience to help me feel more at ease during oral recitations.	3.71	Agree	High Glossophobia

8. I prioritize getting enough rest and staying hydrated to manage my anxiety levels.	3.69	Agree	High Glossophobia
9. I engage in physical activity before class to release tension and boost energy.	3.43	Moderately Agree	Moderate Glossophopia
10. I remind myself of past successes in public speaking to build confidence before oral recitations.	3.87	Agree	High Glossophobia
Overall Mean	3.83	Agree	High Glossophobia

Table 11 reveals that among the various strategies, the highest mean score was recorded for the statement, "I remind myself that it is okay to make mistakes during oral recitations" with a mean of 4.15. The second highest-rated strategy, "I rehearse my responses several times before class to feel more confident" with a mean of 4.07, highlights that thorough preparation and practice are crucial for students in managing their anxiety. This indicates that students strongly recognize the importance of self-compassion and acceptance as a way to reduce anxiety. Accepting mistakes as part of the learning process helps alleviate the fear of failure and negative judgment, which are common triggers of glossophobia.

On the other hand, the lowest mean was observed in the statement, "I engage in physical activity before class to release tension and boost energy" with a mean of 3.43, which received a verbal description of moderately agree. This suggests that while some students use physical exercise as a coping strategy, it is less frequently practiced compared to cognitive and preparatory techniques. The next lowest mean was for "I prioritize getting enough rest and staying hydrated to manage my anxiety levels" with a mean of 3.69, indicating that maintaining physical well-being is recognized but not as strongly emphasized as mental preparation strategies.

Overall, the grand mean of 3.83 reflects that Grade 11 students actively employ a variety of coping strategies, with a stronger preference for cognitive and preparatory methods such as positive self-talk, rehearsal, and acceptance of mistakes. Encouraging students to also incorporate physical and lifestyle strategies may provide a more balanced and effective approach to managing glossophobia during oral recitations.

The result was supported by Tee et al. [24], who analyzed those coping strategies used by university students reduce public speaking anxiety. The review found that students commonly adopt cognitive strategies such as positive thinking, rehearsal, and self-encouragement to manage their anxiety effectively. Moreover, Maharani and Roslaini [25] investigated strategies to overcome public speaking anxiety among students and identified preparation and positive thinking as the most frequently used and effective coping mechanisms. These findings align with the high mean scores for rehearsal and acceptance of mistakes, highlighting the importance of cognitive and preparatory strategies in reducing glossophobia.

Table 12. Analysis Between and Among the Challenges Faced by Grade 11 Students with Glossophobia in Oral Recitation.

Grade	Mean	SD	F	p-value	Decision	Interpretation
Delivery and Speech Clarity	3.65	0.701				
Emotional and Psychological Barriers	3.96	0.705	5.77	0.003	Reject H$_o$	Significant
Teacher and Peer Interaction	3.81	0.672	7.06			

Note: At 0.05 Level of Significance, *Fcrit* = 3.02

Table 12 presents that the F-value of 7.06 with a p-value of 0.003, which is less than the 0.05 significance level, leads to the rejection of the null hypothesis. This means there is a statistically significant difference between the challenges faced in these domains. Specifically, students perceive Emotional and Psychological Barriers (Mean= 3.96, SD=0.705) as significantly more challenging than the other two domains. In contrast, challenges related to Delivery and Speech Clarity (Mean=3.65, SD=0.701), while still significant, are perceived as less daunting, possibly because these can be improved through practice and skill development. Teacher and Peer Interaction (Mean=3.81, SD=0.672) challenges fall in between, reflecting social anxieties related to evaluation and comparison with others.

This finding is consistent with studies that highlight the profound impact of emotional factors such as fear of negative judgment, embarrassment, and anxiety on students' public speaking performance. For instance, research by Kenny and Grotpeter [26] found study found that internal fears-such as anxiety, fear of negative evaluation, and self-doubt-accounted for a substantial portion (25%) of public speaking anxiety, while external

fears related to audience reactions comprised 75%. The research highlights that emotional and psychological barrier significantly impact students' public speaking experiences more than technical or social factors. Furthermore, Carin et al. [27] emphasized that self-consciousness, fear, and past failures are critical psychological factors contributing to glossophobia among senior high school students, underscoring the need for targeted interventions addressing these emotional barriers.

Table 13. Analysis Between Glossophobia Experienced and Engagement in Oral Recitations Among Grade 11 Students.

Variable	r	Interpretation Strong	P-value	Decision
Glossophobia Experienced Engagement in Oral Recitations	0.77	correlation	0.00001	Reject H_o

Table 13 shows a strong positive correlation between the glossophobia experienced by Grade 11 students and their engagement in oral recitations, with an r-value of 0.77. This indicates a strong relationship whereby higher levels of glossophobia are closely associated with students' level of engagement during oral recitations. The p-value of 0.00001 is much lower than the significance level of 0.05, leading to the rejection of the null hypothesis. This means the correlation is statistically significant, and the observed relationship is very unlikely to be due to chance. The strong positive correlation suggests that glossophobia significantly influences how students participate in oral recitations. This could imply that as glossophobia increases, students' engagement may either increase as a coping mechanism or, more commonly, decrease due to anxiety and fear affecting their willingness to participate actively.

Practically, this highlights the critical need for teachers and schools to actively recognize and address glossophobia to foster better student participation. Educators should implement anxiety-reducing strategies such as creating a supportive and nonjudgmental classroom atmosphere, offering gradual speaking opportunities to build confidence, and incorporating relaxation or mindfulness exercises before oral activities. Schools can also provide targeted workshops or counseling services to help students manage glossophobia effectively. By proactively addressing this fear, teachers and schools can enhance students' oral communication skills and overall academic engagement.

This finding is supported by the study of Kenny and Grotpeter [6] who examined student fears of oral presentations in higher education and found that glossophobia strongly affects student participation and engagement. Their study highlights that fear of public speaking leads to avoidance behaviors and lower involvement in oral tasks, supporting the strong correlation observed in the study. Moreover, Concepcion et al. [1] investigated glossophobia among science major students and reported that glossophobia significantly impacts students' participation in classroom presentations and oral recitations. They noted that students with higher glossophobia levels tend to experience communication difficulties and reduced engagement, which aligns with the strong correlation found in the result.

Table 14. Analysis Between the Coping Strategies and Level of Glossophobia Experienced in Oral Recitations Among Grade 11 Students

Variable	r	Interpretation	p-value	Decision
Coping Strategies Weak or Glossophobia Experienced	-0.002	correlation	0.98	Accept H_o

Table 14 presents the correlation coefficient r=−0.002 indicates a very weak or no correlation between the two variables. The p-value of 0.98 is much greater than the standard significance level of 0.05, leading to the acceptance of the null hypothesis. This means there is no significant relationship between the coping strategies employed by the students and the level of glossophobia they experience. This suggests that the coping strategies currently used by the students may not be effectively reducing or influencing their glossophobia levels. It could imply that either the strategies are not sufficiently impactful or other factors beyond coping strategies are more dominant in determining the level of glossophobia.

It is supported by the study of Cebu and Pantalita [4] who highlighted that positive thinking and adopting a supportive mindset are effective coping mechanisms for glossophobia among science major students. However, the study also noted that not all coping strategies yield significant reductions in anxiety, emphasizing the need for tailored and consistent interventions to effectively manage glossophobia. This supports the finding that a weak or no correlation may exist if coping strategies are not properly implemented or individualized. In addition, [10] reported that while mindfulness, peer support, and relaxation techniques are commonly used coping strategies among university students, their effectiveness varies widely. The study found that informal coping methods are often preferred but may not significantly reduce glossophobia unless combined with professional

interventions. This aligns with the observed lack of significant correlation in the study, suggesting that coping strategies alone may not be sufficient to lower glossophobia levels without additional support [28].

Table 13 shows a strong positive correlation between the glossophobia experienced by Grade 11 students and their engagement in oral recitations, with an r-value of 0.77. This indicates a strong relationship whereby higher levels of glossophobia are closely associated with students' level of engagement during oral recitations. The p-value of 0.00001 is much lower than the significance level of 0.05, leading to the rejection of the null hypothesis. This means the correlation is statistically significant, and the observed relationship is very unlikely to be due to chance [29], [30]. The strong positive correlation suggests that glossophobia significantly influences how students participate in oral recitations [31]-[33]. This could imply that as glossophobia increases, students' engagement may either increase as a coping mechanism or, more commonly, decrease due to anxiety and fear affecting their willingness to participate actively.

Practically, this highlights the critical need for teachers and schools to actively recognize and address glossophobia to foster better student participation. Educators should implement anxiety-reducing strategies such as creating a supportive and nonjudgmental classroom atmosphere, offering gradual speaking opportunities to build confidence, and incorporating relaxation or mindfulness exercises before oral activities [34], [35]. Schools can also provide targeted workshops or counseling services to help students manage glossophobia effectively [36], [37]ya . By proactively addressing this fear, teachers and schools can enhance students' oral communication skills and overall academic engagement.

This finding is supported by the study [6] who examined student fears of oral presentations in higher education and found that glossophobia strongly affects student participation and engagement. Their study highlights that fear of public speaking leads to avoidance behaviors and lower involvement in oral tasks, supporting the strong correlation observed in the study. Moreover, [1] investigated glossophobia among science major students and reported that glossophobia significantly impacts students' participation in classroom presentations and oral recitations [37], [38]. They noted that students with higher glossophobia levels tend to experience communication difficulties and reduced engagement, which aligns with the strong correlation found in the result.

Given the absence of a significant relationship between coping strategies and glossophobia levels, teachers and school administrators are encouraged to reconsider the current approaches being promoted to address students' public speaking anxiety. Schools should consider integrating evidence-based interventions such as structured oral communication programs, guided exposure therapy, and regular practice in safe, supportive environments. Teachers can play a pivotal role by fostering a classroom culture that values effort over perfection, providing constructive feedback, and gradually increasing students' exposure to public speaking tasks. Additionally, schools may benefit from professional development sessions focused on recognizing and addressing communication anxiety and implementing targeted support systems—such as speech coaching or counseling services. These steps can help move beyond generic coping advice and instead offer comprehensive, research-informed strategies to reduce glossophobia and enhance students' confidence and participation in oral recitation.

4. CONCLUSION.

In light of the findings presented, the following conclusion was formulated: Glossophobia significantly affects the engagement of Grade 11 students in oral recitations, manifesting through physical symptoms, emotional responses, cognitive effects, and behavioral impacts. Understanding these dimensions is crucial in addressing the barriers that hinder students' active participation and oral communication skills. It was therefore realized that emotional and psychological challenges play a major role in students' fear of public speaking, and that current coping strategies employed by students may not be sufficient to alleviate this anxiety. An intervention program tailored to managing glossophobia and enhancing coping mechanisms is essential to support students in overcoming their fear. Furthermore, creating a supportive classroom environment and providing continuous guidance can help improve students' confidence and engagement in oral recitations. Collaboration among teachers, students, and parents is necessary to foster positive communication experiences and promote effective oral skills development.

In addition, further research is recommended to explore intervention-based strategies such as mindfulness training, cognitive-behavioral approaches, and structured public speaking workshops to help reduce anxiety and improve performance. Qualitative approaches such as in-depth interviews or focus group discussions can provide deeper insights into students' personal experiences and perceptions of glossophobia, which quantitative data alone may not fully capture. Longitudinal studies could also be conducted to examine the long-term effects of these interventions on students' communication competence and classroom engagement. Comparative studies across different grade levels or academic tracks may reveal specific patterns that can inform targeted interventions, while investigations into teacher practices and classroom climate can further illuminate how educator support impacts students' confidence in oral recitation activities.

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