

# **PUBLIC SPEAKING ANXIETY IN RELATION TO DIFFERENT DEMOGRAPHIC FACTORS**

**A Dissertation Submitted to the Domain of  
Psychology**

In partial fulfilment for the award of degree of

**MASTER IN PSYCHOLOGY**



*Transforming Education Transforming India*

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## **Certificate**

This is to certify that Mr. Rohit Arora has completed her dissertation entitle **“Public Speaking Anxiety in relation to different demographic factors”** under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.A. degree.

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## **Declaration**

I do hereby declare that the dissertation entitled “**Public Speaking Anxiety in relation to different demographic factors**” Submitted in partial fulfillment of the requirement for the award of the degree of M.A. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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### *ABSTRACT*



*The present study was conducted to know the public speaking anxiety in relation to different demographic factors like gender, age, family type, residential type, educational level, socio-economic status. Descriptive method was used in the present study to obtain the pertinent and precise information. The sample of the study was 300 school and college students between the age group of 14-28years. Convenient sampling technique was used by the researcher for choosing the sample of the study. The objectives of the study was to investigate the gender differences in public speaking anxiety, to compare the differences in public speaking anxiety among students of different age groups, to compare the differences in public speaking anxiety among students of different educational streams, to compare the differences in public speaking anxiety among students of different socioeconomic levels, to compare the differences in public speaking anxiety among students of different residential areas, to compare the differences in public speaking anxiety between students of joint and nuclear families. Public Speaking Anxiety scale developed by Emily Bortholomay and Daniel Houlihan (2016) was used for data collection. The investigator used quantitative technique - t-test and one way ANOVA for data analysis and for getting the result. The findings of the study reveal that that there is no significant gender difference in public speaking anxiety, there exist no age difference in public speaking anxiety, there exists no differences in public speaking anxiety among students of different educational streams, , there exists no differences in public speaking anxiety among students of different residential areas, there is no significant difference in public speaking anxiety of students belongs to nuclear and joint family. However there exists significant difference in public speaking anxiety among students of different socioeconomic levels.*

**Key words: Public Speaking Anxiety, Demographic Factors**

## **CHAPTER-1 INTRODUCTION**

### **1.1 THEORETICAL ORIENTATION OF THE STUDY**

Public speaking is the procedure or demonstration of playing out a presentation (a discourse) centered on an individual's immediate discourse to a live gathering of people in an organized, consider way with a specific end goal to educate,

impact, or engage them. Public speaking is regularly comprehended as the formal, eye to eye discussing a solitary individual to a gathering of listeners. Public speaking is normally comprehended as the formal, eye to eye discussing a solitary individual to a gathering of audience members. It is firmly partnered to "exhibiting", in spite of the fact that the last is all the more regularly connected with business movement. There are three general reasons for open talking: to advise, to influence, and to engage. (General purpose of speaking, 2012)

The reason for public speaking can extend from transmitting data or recounting a story to propelling individuals to act. Public speaking can be an effective instrument to use for purposes, for example, inspiration, impact, sentiment, illuminating, or just ethos (Walter, 1988). Communication is the foundation of our general public. It permits us to shape associations, impact choices, and inspire change. Without relational abilities, the capacity to advance in the working scene and in life, itself, would be about inconceivable. Open talking is a standout amongst the most imperative and most feared types of correspondence. Glossophobia or discourse tension, is the most widely recognized dread individuals have over the globe. All through grade school, it is anything but difficult to be the understudy who sits in the back of the classroom and abstains from raising his or her hand to evade such circumstances. However, in the working scene, open talking is an imperative ability to have and to sharpen. It impacts straightforward, regular associations between collaborators, managers and workers, showcasing experts and customers, and so on., and it can enormously affect your profession way and your level of accomplishment in your industry.

Acing open talking brings about an expansion in certainty and with that, a cool and gathered nearness before a crowd of people. Obviously it is basic to be learned about the subject you are displaying, yet past that, when making a powerful discourse of any sort, including an attempt to make the deal to a customer; you should be set up to answer the resistance, and to talk with balance. To put forth a solid defence, the capacity to talk publically is imperative, as well as fundamental to make forward steps. For instance, keeping in mind the end goal to express why a specific item or thought would be a fascinating point to an editorial manager of a production, one must utilize sufficiently solid, persuading dialect to inspire interest and interest. An extraordinary pitch will convince the customer or proofreaders to need to know more. While tending to any group of onlookers with a thought or contention for or against

something, open talking permits you to present your defence compellingly and convincingly.

In current times, open representing business and business occasions is frequently done by experts, with speakers contracted either freely, or through representation by a speaker's agency paid on commission of 25–30% (Alan, 1997). A typical dread of public speaking is called glossophobia or, casually, "arranges alarm". This condition of reaction by numerous fledglings can be mistaken for typical nerves instead of being perceived as tension with a honest to goodness fear. Clubs, for example, National Speakers Association, Rostrum, Association of Speakers Clubs (ASC), and Speaking Circles give discussions to individuals to create public speaking abilities through practice and allotted practices with a specific end goal to handle regularly confronted obstructions, as glossophobia, viably.

Public speaking was initially created by the antiquated Greeks. Greek address is known from the works of established relic. Greek speakers talked all alone sake instead of for the benefit of agents of either a customer or an electorate, thus any resident who wished to prevail in court, in governmental issues, or in social life needed to learn procedures of open talking. These aptitudes were shown first by a gathering of so called "sophists" who were known to charge expenses to "make the weaker contention the more grounded," and to make their understudies "better" through direction in greatness. Plato, Aristotle, and Socrates all created speculations of open talking contrary to the Sophists, and their thoughts went up against institutional frame through the improvement of changeless schools where open talking was educated. In spite of the fact that Greece in the long run lost political power, the Greek culture of preparing out in the open talking was received essentially discount by the Romans.

Public speaking is vital in our lives. Public speaking expands fearlessness drastically. We live in a materialistic culture and you can't maintain a strategic distance from that. A great deal of our self-esteem and self regard is picked up by our view of what we think other individuals think about us. Now this is clearly not perfect, it is pleasant to get our self regard from elsewhere, however we need to work with the hand we are dealt. By doing public speaking you expand your aptitude at speaking with others, make you surer around individuals consequently, and it additionally builds your expertise at seeing individuals' responses to your message. Public speaking is vital in light of the fact that it expands individual's abilities at

talking (an action we do each and every day) and along these lines not withstanding when individual is with one other individual, instead of a gathering, he or she is more averse to be unbalanced and more inclined to be agreeable and certain. (Public Speaking Power, 2013)

An open speaker is constantly judged by his or her gathering of people on the premise of the substance as well as on the premise of the identity. The way individual dress and the way you conduct yourself in front of an audience will hugly affect the nature of your presentation. There are many individuals who talk significantly more than they really know. Perused however much as could reasonably be expected about the point and from whatever number sources as would be prudent. This will extend individual's point of view and will help in taking a clever stand. As an open speaker individual ought to be very much aware of your crowd their experience, calling, desires and needs. This practice will give person significant bits of knowledge about how to structure the talk. It is said that in regards to 60% of any correspondence is done non-verbally. The best open speakers give careful consideration to their non-verbal correspondence tonal quality and non-verbal communication. A straightforward message can be increased by variety in tone and fitting utilization of body-movement. It has been demonstrated that the gathering of people will recall a message just in the event that it has at least one of the accompanying two components cleverness and passionate interest. The best presentations have both of these parts.

Redundancy is the mother of all abilities. More individual practice on their presentation, better are their odds of culminating it. Remain before a mirror and represent couple of minutes on an alternate point each day. In the event that conceivable record yourself on a telephone camera. Open talking is a learnable ability and anyone can ace this expertise in the event that they choose to. Public speaking aptitudes are additionally essential in securing a superior employment. It is the manner by which you introduce yourself at a prospective employee meet-up that will be a definitive decider with reference to regardless of whether you get that higher paying occupation and regardless of whether you get paid in the higher section or lower section of pay rates. Public speaking enhances your relational abilities, your authority aptitudes, your certainty and your capacity to peruse and comprehend individuals. There are different aptitudes you will realize when public speaking that can really help your execution and satisfaction in different ranges of your life. One of

the most ideal approaches to learn is to instruct, and public speaking is precisely that a chance to educate. Public speaking is imperative since it helps you to enhance your insight. The planning that goes into a discourse and the way that you need to work out how to convey to others viably makes you comprehend your substance that greatly improved. (Public Speaking Power, 2013)

## **ANXIETY**

The idea of anxiety is a philosophical work composed by Danish rationalist Søren Kierkegaard in 1844 (Kierkegaard, 1844). Anxiety is a feeling portrayed by sentiments of strain, stressed considerations and physical changes like expanded pulse. Individuals with anxiety issue typically have repeating meddling musings or concerns. They may keep away from specific circumstances out of stress. They may likewise have physical side effects, for example, sweating, trembling, wooziness or a fast pulse. (American Psychological Association, 2016).

Anxiety influences our entire being. It influences how we feel, how we carry on and has genuine physical side effects. It feels somewhat like dread yet while we comprehend what we are unnerved of, we regularly don't recognize what we are on edge about. Gentle anxiety is unclear and unsettling - serious anxiety can be to a great degree crippling. Anxiety is frequently activated by worry in our lives. A few of us are more helpless against tension than others, however even the individuals who get to be restless effortlessly can figure out how to oversee it well. We can likewise make ourselves on edge with "negative self-talk" - a propensity for continually letting ourselves know the most noticeably awful will happen. We as a whole get to be on edge occasionally. It turns into an issue when it meddles with life without genuine risk, or goes on too long after the peril has past. Staying away from circumstances that make you on edge may help you feel better in the short term. The inconvenience is the tension continues returning, and has a propensity for spreading to different circumstances. This can prompt to you maintaining a strategic distance from things like shops, swarmed spots, addresses or instructional exercises. So despite the facts that shirking improves you feel. (Bettina, 2012)

Stresses over work, feeling tragic now and then and getting pushed can all be a piece of our bustling lives. It's when stress gets to be steady and influences day by day life that you may have an issue. Tension can turn out to be so awful you feel immobilized and if left untreated, may prompt to melancholy. Anxiety can grow bit by

bit which can make it hard to work out when tension has turned into a difficult issue. (Mindhealth Connect, 2014) The reasons for anxiety and the reason nervousness influences a few people to the level it meddles with their lives is not completely caught on. Obviously a few levels of anxiety in specific situations help us to grow up securely and judge chance defensively. At the point when tension turns into an issue, these alleged 'proper reactions' seem to start to happen all the more much of the time in conditions where they are not really supportive. There are a few causes behind individual's anxiety. Family history of emotional well-being issues can be a contributing variable. Be that as it may, it doesn't mean if there are emotional wellness issues in your family you will create anxiety. Continuous distressing circumstances -, for example, work issues or changes, insecure settlement, family or relationship breakdown and melancholy are additionally one of the reason for anxiety. On the off chance that you have encountered physical, sexual, verbal mishandle, life undermining occasions or pregnancy and labor you might be at danger of anxiety. (Mindhealth Connect, 2014).

By and large individuals who experience the ill effects of social fear have a solid dread of at least one social execution circumstances. They expect that they will act in a way that is mortifying or humiliating and that others will judge them adversely. In spite of the fact that they perceive that this dread is nonsensical, they encounter extraordinary inconvenience and nervousness when in the dreaded circumstance and will look to maintain a strategic distance from the social experience at whatever point conceivable. Dread of open talking is an exceptionally basic type of social fear, with incredible social essentialness. Individuals who fear talking openly may discover their profession decisions restricted and roads for advancement shut to them, bringing about extensive individual pain, disappointment and despondency.

With regards to introduction treatment patients presented to a dreaded jolt report that their uneasiness constricts with the progression of time, a procedure known as habituation (Emmelkamp et al. 1995). Thus the utilization of virtual situations to give introduction in a controlled and cheap way is a possibly helpful use of this innovation. A colossal research exertion has been examining the likelihood of utilizing virtual reality introduction treatment to treat particular fears thusly (Strickland et al., 1997).

Numerous understudies at college exhibit a dread of open talking, as well as additionally stay away from open talking appraisals totally, and demonstrate an

absence of push to enhance their open talking abilities. The dread of open talking is otherwise called 'correspondence trepidation, arrange dismay, speaker uneasiness, or speaker hesitance' (Hamilton and Creel 2011). Correspondingly, moderators may neglect to perceive that some nerves can really be of advantage a moderator, as they can empower and motivate the moderator/presentation. However when speaker tension or nerves overpower the moderator, they undermine the achievement of the presentation. Uneasiness happens when 'our bodies secrete hormones and adrenaline that in the end over-burden our physical and emotional reactions'. Also, uneasiness is thought to be a negative scholarly feeling (Pekrun et al. 2002) as it drains positive scholastic feelings, which are required for understudies to connect with 'adaptable, imaginative learning procedures, for example, elaboration, association, basic assessment, and meta cognitive observing'. Negative scholastic feelings are additionally considered 'deactivating', because they 'disintegrate inspiration, coordinate consideration far from the undertaking and make any preparing of errand related data shallow and shallow' (Pekrun et al. 2002). Along these lines, moderator uneasiness is especially huge in scholarly situations when the presentation is by and large formally surveyed.

Physical medical problems can be the hidden reason for anxiety issue. There can be anxiety joins for individuals who experience the ill effects of asthma, diabetes, coronary illness and hormonal issues, for example, thyroid issues. Once in a while tension manifestations are the primary sign of a physical medical problem. Identity sorts -, for example, being a fussybudget, having low self regard or the need to in control can make individuals more defenseless to anxiety. Whatever the cause or reasons for your anxiety, conversing with an emotional well-being consideration expert or specialist is the initial step to getting the right support and alternatives for treatment (Mindhealth Connect, 2014). Everybody's distinctive and it's frequently a blend of components that can add to building up a tension condition. Remember that you can't generally distinguish the reason for anxiety or change troublesome conditions. The most essential thing is to perceive the signs and indications and look for guidance and support. (Beyond Blue, 2016).

Around 70% of college understudies encounter tension regarding appraisal. Public speaking evaluation arrangement and investment is imperative. Speaker or discourse tension is connected to displaying in a formal setting, such as business meetings or college classrooms, and is the 'dread of talking before a crowd of people

or gathering' (Seiler and Beall 2011). The 'formal setting' is a noteworthy consideration in connection to speaker nervousness, as undergraduates regularly converse with extensive gatherings of individuals in casual settings, for example, inside social gatherings, work assemblies or even in a college classroom with little uneasiness. However speaker uneasiness will probably show itself from multiple points of view amid a presentation. Besides, the moderator's consciousness of moderator uneasiness and its sign further aggravate the nervousness and the issues connected with it.

Accordingly, speaker nervousness can affect straightforwardly on appraisal execution and result as the criteria for open or oral appraisal incorporate, for example, built up an association with the gathering of people through eye contact, made an intriguing and drawing in presentation using fluctuated and fitting paralinguistics, and supplemented the verbal conveyance with compatible and top notch outward appearance and signal. From the viewpoint of a college understudy, this is especially risky as the practices distinguished by Mulac and Sherman repudiate the practices that are expected to accomplish high stamps in evaluation. Therefore, undergraduates ought to take part in practices that decrease speaker uneasiness and increment self-adequacy keeping in mind the end goal to make appraisal progress and long-/longer term public speaking change. In addition, thought of key educational modules plan standards, for example, productive arrangement and constructivist originations of learning fortifies the need to lock in learners who embrace an public speaking appraisal undertakings out in the open talking expertise advancement and activities intended to reduce moderator tension.

### **PUBLIC SPEAKING ANXIETY**

Public speaking anxiety, frequently alluded to as speech anxiety or stage dismay, includes a focal dread of being examined or assessed by others. This dread is frequently joined by an assortment of physical and passionate responses that can fundamentally meddle with a man's capacity to effectively give a discourse or presentation, including extreme sentiments of uneasiness, stress, apprehension, trembling or shaking, sweating, or potentially dazedness. (University of Wisconsin, 2012).

People with Public Speaking Anxiety regularly encounter an assortment of side effects in an open talking circumstance, including palpitations, sweating, gastrointestinal inconvenience, the runs, muscle pressure, and perplexity. Around 85



percent of the all inclusive community report encountering some level of anxiety about talking out in the public. Anxiety about public speaking is a typical dread among individuals from varying backgrounds (Gibson, et al., 1973). Numerous people encounter some level of correspondence misgiving or "dread connected with genuine or expected correspondence with someone else or people" (McCroskey, 1984), and public speaking is seen as a especially unpleasant and uneasiness delivering knowledge. In addition, "public speaking anxiety speaks to a group of evaluative emotions about discourse making", with the end goal that on edge speakers at the same time encounter a few negative on the other hand diverting sentiments connected with people in general talking setting. (Daly et al., 1989).

For quite a long time, Communication researchers have examined many points of interest encompassing the mental and physiological viewpoints of public speaking anxiety, regularly with a view toward creating intercessions that will minimize the negative impacts of uneasiness for open speakers. To date, notwithstanding, little consideration has been given to another result marvel that may block the correspondence adequacy of people while making open presentations—speakers' despondency. While anxiety is by and large a reaction to view of a present or future danger, melancholy is frequently "a response to negative results that have as of now happened". Along these lines, it is conceivable that some open speakers encounter the best level of nervousness before and amid the discourse, trailed by expanded sentiments of melancholy after the discourse has finished, particularly if their discernment or assessment of the discourse execution is negative. Notwithstanding post-talking melancholy, a tireless hidden depressive attribute may contrarily influence a speaker's readiness and execution, additionally adding to on edge sentiments about the whole talking background. The negative impacts of depressive contemplations have been clarified utilizing learned defencelessness hypothesis (Abramson et al, 1978). This hypothesis holds that, on account of past negative encounters as well as saw absence of control over outer conditions, some discouraged people feel that whatever they endeavour to do later on will be useless.

Understudy speakers with depressive musings, for instance, may see an up and coming discourse execution as bound to disappointment, given past involvement in comparable settings as well as low inside anticipations for victory. As indicated by scholarly vulnerability hypothesis, discouraged people are probably going to make negative inside attributions and accuse foreseen or saw disappointment for their own

particular failure to succeed (Abramson et al., 1978), or for this situation, to make a compelling open discourse.

Whether you call it speech anxiety, correspondence worry, dread of public speaking, or out and out dread, one thing is sure, the lion's share of individuals experiences a similar thing when addressing a gathering of individuals in a formal setting. Here and there simply the prospect of giving a discourse makes us feel uncomfortable. Some of the time those sentiments show into physical responses, for example, sweating, faltering, flushedness, and dizziness. Frequently we overlook what we will state, feel ill-equipped and uncertain, and simply need the experience to end. With data, experience, and fearlessness, be that as it may, you can lessen these encounters and convey a viable discourse. Open talking or stage fear has been explored and examined since the mid-1930's. (Rossi and Seiler, 1989).

There are numerous approaches to approach giving a speech, however stand out is ideal. A few people view conveying a speech as no issue. Regularly individuals with high speaking anxiety wish they could be so sure and unafraid. This no issue approach is not without its disadvantages, be that as it may. Individuals with this approach are regularly so positive about their speaking capacities that they neglect to plan even a framework of their speech. At the end of the day, despite the fact that the conveyance is gifted, the substance needs course, clarity, and core interest. Moreover, in light of the fact that the speaker has just considered their own capacities, they have neglected to consider the other significant part of a speech - the gathering of people. Successful speakers must consider how the group of onlookers may react to the conveyance and substance of the speech. Since speakers with a no issue approach are regularly so positive about their own particular capacities that they overlook how pivotal the crowd is to the achievement or disappointment of their speech. Remote dialect tension has been said by numerous specialists to impact dialect learning. While encouraging anxiety produces constructive outcomes on learners' execution, a lot of anxiety may bring about a poor execution (Scovel, 1991).

Conveying an open discourse makes the vast majority feel clearly apprehensive and restless in light of the fact that it implies perhaps being gazed at or stirring feedback from gatherings of people alternately notwithstanding making the speaker feel humiliated when tested by groups of onlookers. Public speaking anxiety (PSA) has been portrayed as the most well-known tension among understudies and additionally overviews among average folks appear than around 33% of review

members are bothered by public speaking tension. As a type of Communication Misgiving, tension emerging out of public speaking is pretty much experienced by everybody. For a few people, such nervousness has shown genuinely unfavourable impact on their interpersonal correspondence, school study and profession improvement (Goberman, 2011).

In school English open talking classes in China, understudies are requested that convey open discourses in the second dialect. They are not just bothered by interpersonal correspondence tension additionally defied with outside dialect obtaining worry because of decoupling of target dialect with Chinese setting, social contrasts, verbal correspondence hindrances and tests and examinations, so they have more grounded tension than unadulterated talking nervousness. Countless whined that they would wind up dashing heart, shy of breath and icy hands and feet before conveying a discourse, and frail and trembling voice, insecure look, uncontrolled shaking of body or faltering on words decreasing the consequence of discourse. Some of them even attempted a few circumstances however fizzled to complete a discourse easily. After discourse, they felt solid disappointment and irritated at the mix-ups made in the discourse; they were stressed over joke from groups of onlookers what's more, negative input from educators. In this way, all together to have an intensive research on English public speaking anxiety endured by Chinese undergrads and move forward the conventional showing design in English public speaking, notwithstanding underscoring talking aptitudes, this paper proposes to support and enhance understudies' mental quality by method for cutting edge mental treatments and handy systems to energize them not just express their sentiments precisely, unequivocally and overwhelmingly additionally conquer their stress in conveying addresses, walk onto the stage unquestionably and complete the discourses amazingly.

Public speaking anxiety may come from various sources, for example, open talking abilities, familiarity with an outside dialect, passionate inclinations towards open talking, and attributes of people in general talking circumstance itself. (Beatty, Balfantz and Kuwabara, 1989; Beatty and Frieland, 1990).

## **EFFECT OF PUBLIC SPEAKING ANXIETY ON STUDENTS**

Separating public speaking anxiety from other social anxieties or social fears can help students comprehend why they may encounter apprehension or other physiological and mental impacts before classroom yet not really before different

gatherings of individuals in various settings. Public speaking anxiety might be experienced as a state or characteristic based anxiety. Students who start to by and large feel on edge about the possibility of public speaking are considered to have characteristic based public speaking anxiety. Pupils who increment or declining of anxiety expressly amid a specific point in people in general speaking procedure are considered to have a state based anxiety. These nerves may happen freely or simultaneously of and with each other. (Bodie, 2010)

Public speaking anxiety can have both prompt and long haul negative impacts on understudies execution inside the classroom. Student may discover their execution miss the mark regarding group of onlookers desires. (Menzel and Carrell, 1994). Students who encounter abnormal state of Public speaking anxiety may show avoidant open conduct later on. Public speaking anxiety can show itself through different physiological, psychological and behavioural ways, so also would it be able to be dealt with. Psychological behavioural treatment has been noted as fruitful in lessening self reported public speaking anxiety. Public speaking anxiety is not an anxiety to be cured but rather overseen. In spite of the fact that proceeded with research exhibits the capacity of various procedures in lessening public speaking anxiety as previously mentioned, these methods goes for a decrease out in the public speaking anxiety as opposed to an entire end. (Nelson et al. 2010)

A few reviews have demonstrated that identity qualities are indicators of correspondence practices. For example, a review found that extroversion and neuroticism were general indicators of decisive correspondence attributes. Additionally, there is confirmation demonstrating that identity characteristics can possibly impact one's discourse creation. That is, extravert bilinguals are more familiar than the self observer, particularly in formal circumstances. As to the Big Five identity characteristics, extraversion, openness, suitability, and principles are decidedly identified with scholarly accomplishments and the level of neuroticism is contrarily identified with scholastic results. (Lounsbury et al. 2003)

Correspondence Apprehension is a noteworthy determinant of discourse fitness and characterized as an individual's level of dread or nervousness connected with either genuine or expected correspondence with someone else or persons. Correspondence Apprehension incorporates both state and attribute measurements. Characteristic fear is general nervousness with various sorts of oral correspondence; then again, state anxiety is particular to a given correspondence circumstance, for

example, having prospective employee meet-ups or formal discourses, and so forth. Inquire about on understudy Correspondence Apprehension in connection to learning has created discoveries that reliably demonstrate that understudies with high Correspondence Apprehension do ineffectively in discourse execution. (Menzel et al.1994)

It ought to be noticed that earlier research about situational and predispositional factors that may influence Correspondence Apprehension has offered ascend to opposite positions. For example, a few researchers suggest that lacking abilities are the wellspring of nervousness in correspondence circumstances and that these aptitudes can be enhanced in steady learning situations. Be that as it may, in the communibiological point of view, situational components or environment are considered as having just a minor effect on the characteristic Correspondence Apprehension. The communibiologists have contended that there is a noteworthy pretended by hereditary qualities in correspondence practices. (Beatty and Valencic, 2000)

### **FACTORS AFFECTING PUBLIC SPEAKING**

There are such a variety of elements which impacts individual's public speaking. Detail depictions in regards to these variables are portrayed here. With a specific end goal to help understudies defeat issues in learning speaking, it is vital for the educators to make sense of components that influence their speaking execution. Understudies' talking execution can be influenced by the components that originate from execution conditions (time weight, arranging, standard of execution and measure of support), full of feeling elements, (for example, inspira- tion, certainty and nervousness), listening capacity and input amid talking exercises.

Understudies play out a speaking task under an assortment of conditions. (Nation and Newton 2009) trust that execution conditions can influence speaking execution. The four sorts of execution condition that (Nation and Newton, 2009) recommends are incorporate time weight, arranging, the standard of execution and the measure of support. A standout amongst the most critical impacts on dialect learning achievement or disappointment is presumably the full of feeling side of the learner (Oxford, 1990). (Krashen, 1982) states that an assortment of full of feeling factors has been affirmed to be identified with accomplishment in second dialect obtaining in

research in the course of the most recent decade however the vast majority of those studies inspected the three classes: inspiration, fearlessness and anxiety.

Speaking aptitudes can't be created unless we create listening abilities (Doff, 1998). Understudies must comprehend what is said to them to have an effective discussion. (Shumin, 1997) offers the thoughts of Doff by expressing that when one individual talks, alternate reacts through going to by method for the listening procedure. Indeed, every speaker assumes the part of both an audience and a speaker. Thusly, one is surely not able to react on the off chance that he/she can't comprehend what is said. It implies speaking is firmly identified with tuning in.

Topical learning is characterized as information structures in long haul memory (Bachman and Palmer, 1996). As such, topical learning is the speakers' learning of important topical data. The data that topical information gives empowers learners to utilize dialect with reference to the world in which they live. They express certain test undertakings might be less demanding for the individuals who have the pertinent topical information and more troublesome for the individuals who don't trust that topical information has impacts on speaking execution. (Bachman and Palmer, 1996)

Most understudies need and anticipate that their instructors will give them input on their execution. Be that as it may, all speaking creation ought not be managed similarly. (Harmer, 1991) states that the choices that the instructors make about how to respond to understudies' execution will rely on the phases of the lesson, the exercises, the sorts of oversight made and the specific understudy who is committing that error. On the off chance that the educators revise at whatever point there is an issue, the conversational stream and in addition the motivation behind the speaking action will be devastated (Harmer, 1991). In the event that the understudies are rectified constantly, they can locate this very demotivating and get to be reluctant to talk. They recommend that the educators ought to constantly adjust the understudies' errors emphatically and with support (Baker and Westrup, 2003).

Concerning age as a basic period theory in which it has an awesome impacts in taking in a dialect be it first or second dialect. In the dialog of the elements that cause open talking uneasiness past reviews consider age as a standout amongst the most powerful variable that cause open talking tension. Ten years prior in the review led by Onwuegbuzie, (1999) who searched for the relationship between learner factors and dialect nervousness in their 210 members whose age ran from 18 to 71, it was

found that there was a positive and measurably noteworthy connection amongst uneasiness and age. In the numerous relapse investigation, age added to 4% of the expectation of remote dialect tension. That is to state, this would show that in this examination, the more seasoned the understudy is, the higher his/her tension level was probably going to be. It was found that those whose age is over 40 years of age were more prone to experience low level of nervousness contrasted with those whose age ran from under 30 to 36-40 years of age. Accordingly, it was deduced in the review that age assumes an imperative part in deciding the tension level of understudies. Chan and Wu, (2004) called attention to since talking in the objective dialect is by all accounts the most debilitating part of remote dialect taking in, the present accentuation on the improvement of open capability postures especially extraordinary challenges for the on edge understudy. To guarantee the achievement of English training in elementary schools, remote dialect uneasiness is a critical issue which can't be disregarded.

Blood et al. (2007) in the investigative review to recognize who particularly stammer among the young people in the examination of the uneasiness level reported that youths who falter with a related co-happening issue demonstrated a larger amount of nervousness than those teenagers whose faltering has no co-happening issue, with a strong outcome that tension and self-regard were altogether connected. This finding is in accordance with past and current discoveries that demonstrate that stammering is more predominant among youngsters contrasted with teenagers and with a stereotyped sight that their levels of uneasiness associate with the particular tension level, setting that age is a deciding component in the experience of nervousness. It had been explored remote dialect nervousness among youthful learners initially from Turkey with intense association with their own dialect expertise level. The discoveries demonstrated that the outside dialect tension that is experienced by the youthful understudies who are generally young people is for the most part profound because of their age critical, with a connection to their subjective ability to conquer uneasiness. Anyway, regardless of the commitment of the past inquires about, there are very little reviews being learned about English dialect learners at remote colleges. Moreover, it is clearly that there is very little fixation in examining of the likely consider of age affecting open talking tension. At that point, this review considers it important in inspecting age as a viable element that cause talking uneasiness.

## 1.2 REVIEW OF LITERATURE

Yahya, M. (2013) conducted study on measuring speaking anxiety among speech correspondence course students at the Arab American University of Jenin. The main role of this paper is to examine the elements which prompt to talking uneasiness among discourse correspondence course understudies' in the English classroom. The example of the review comprised of 104 understudies at the Arab American University in Palestine. The information is investigated utilizing the engaging insights (means and standard deviation). The discoveries of the review uncovered that the dread of negative input got the most astounding mean (2.93), trailed by correspondence nervousness (2.80) and test uneasiness got the least mean (2.68). The paper closes with various suggestions on the most proficient method to lessen talking uneasiness in the English dialect classroom to remote learners.

Kayaoglu and Saglamel (2013). An extensive number of outside and also second dialect learners experience the ill effects of dialect nervousness when they venture into the dialect classroom. What makes dialect realizing situations, especially English dialect learning circumstances, tension inciting has been entrenched in dialect nervousness writing and the learners' impression of dialect uneasiness merit an extraordinary say as they are one of the gatherings specifically included in learning process. To this end, this review goes for investigating learners' impression of dialect tension in talking classes at a north-eastern state college in Turkey. Through a purposive inspecting method, 30 understudies from various capability levels were met. Discoveries from the semi-organized meetings are talked about with reference to learners' view of learning English. Conceivable sources and signs of dialect nervousness from the learners' points of view are inspected and their recommended approaches to lower dialect tension are talked about.

Zhiping, (2013). The review examines the reasons worldwide understudies' endure tension and investigate how they adapt to their dread and uneasiness when communicating in English in class. The review likewise looks at educators' viewpoints and responses towards learners' uneasiness and researches the understudies' points of view of instructors' response to their sentiments of tension. Horwitz's et.al (1986) order of factors that prompt to remote and second dialect



nervousness is utilized as the hypothetical system. Information gathering includes perceptions and meetings of 8 global postgraduate understudies of a Malaysian college and information was broke down through talk examination. Discoveries show that Nigerians by and large are not on edge of talking. In an unexpected way, Iranians and Algerians experience the ill effects of tension therefore of dreading negative assessment and correspondence trepidation. The conclusions call attention to that the teachers' methodologies and understudies' responses to their techniques are not identified with social foundations but rather to full of feeling channels and learning aptitudes normal to every single person.

Vaani et al. (2013) conducted study with an objective to give an outline of the logical writing identified with the uses of Virtual Reality to the treatment of dread of open talking. Researchers led the writing survey on Pub Med and Google Scholar for studies including the dread of-open speaking Virtual environments. Reviewed studies tended to two primary perspectives: the plan parameters of the Virtual Environments for satisfactory responses to manufactured social jolts, and the adequacy of Virtual situations because of a paranoid fear of open talking treatment. Virtual Environments came about powerful to trigger as though genuine responses in connection to open talking. Virtual environment-based exposures diminished open talking tension estimations, diminished scores and kept up them at 3 month development. Contemplates contrasting Virtual Reality Exposure Therapy with pharmacological treatment are missing, and there are few randomized controlled trials that contrast Virtual Reality Exposure Therapy with Cognitive Behavioral Therapy, particularly on dread of open talking treatment.

Liao, (2014) led consider on Examining the Role of Collaborative Learning in a Public Speaking Course. Analyst found that community oriented learning added to student learning. Additionally, it has been observed that African American students, Hispanic American understudies, and students whose mother had close to a secondary school training benefited the most from collective learning. As far as speech efficacy and speech anxiety, comes about demonstrate that understudies in community learning sessions did not feel more effective or less on edge about the discourse they were to convey. In any case, think about observed that public speaking courses increased speech efficacy and reduction speech anxiety throughout a semester.

Gaibani and Elmenfi (2014) directed study on the part of sexual orientation in impacting public speaking anxiety. Discoveries uncover that however sexual

orientation has positive association with people in general public speaking anxiety among the study, in any case, no critical effect of public speaking anxiety is found. This infers being male or female has not constituted to understudy having anxiety in speaking.

Yee and Abidin (2014) talked about the utilization of public speaking, issues confronted by ESL learners in broad daylight talking, discourse tension among ESL learners' in communicating in English and speculations identified with inspiration in relational abilities. Speaking abilities in English is turning out to be more vital in the globalization period. Most ESL understudies are confronting issues particularly in talking aptitudes as they are missing of certainty. Public speaking would be helpful in enhancing the ESL understudies' talking abilities as they will be offered chance to work on talking before others to prepare in lessening their discourse tension in communicating in English. In conclusion, by acquainting an open talking program with work on communicating in English in an empowering and agreeable environment, understudies would have the capacity to beat their dread in communicating in English and enhance their inspiration level to talk.

Watkins (2014) recognized methodologies for ESL understudies in junior colleges to build up their public speaking aptitudes. Viable oral relational abilities are ordinarily required by representatives in the work environment at all extraordinary levels. The venture concentrated on three key territories: 1) approaches to decrease the dread and nervousness connected with open talking; 2) the part of little gatherings in arranging and showing oral presentations; and 3) the utilization of criticism and self-improvement systems to enhance open talking aptitudes. The venture introduced a handbook of procedures in each of these zones for understudies to use as an asset in building up these aptitudes. With expanded self-assurance and fortified open talking aptitudes, junior college ESL understudies will be better arranged to prevail in their further instruction and as representatives in the workforce.

Gaibani (2014) reviewed researches the parts of English dialect skill in affecting open talking uneasiness among the post graduate understudies of concentrated English dialect program of the University Utara, Malaysia. A poll review was regulated to an example of 108 post graduate understudies of the concentrated English dialect program to demonstrate their own reactions. Strategy of connection was further connected to the information gathered to decide the relationship between English dialect skill and open talking nervousness; be that as it may, the outcome

uncovered that English dialect ability has a huge negative impact on open talking uneasiness. Subsequently, it is prescribed that to overcome or diminish the tension confronted by the understudies, the understudies need to distinguish their emotions about their talking nervousness connected with English dialect, and on the way of addresses, understudies ought to be encouraged to participate in talking rehearse so everyone can hear either desolate or with different partners as this has the propensity of expanding their productivity level of communicating in English dialect.

Lee (2014) conducted study on the classification of speech anxiety using Q-methodology analysis. Public speaking is one of the foundations of mass correspondence, the impact of which has just been upgraded with the appearance of the cutting edge era. Yet in spite of its significance, up to 40% of the total populace feels on edge when confronted with the possibility of showing before an audience. However, open talking tension is human condition that can be comprehended and with exertion, overcome by sufferers. Based on hypothetical research, this review introduces an observational examination of discourse anxiety. The inquiry about utilizations Q-technique to produce classes of speakers and afterward draws on the PQ-strategy program to recommend courses for speakers to enhance their speaking certainty in light of these categories. This research is of an incentive to the individuals who are keen on discourse uneasiness for remedial or educational practice.

Ibrahim and Daud (2015) introduced a review on learners' level of tension when a podcast was utilized as a part of building up their open talking abilities. This review utilizes a semi trial, pretest-posttest nonequivalent control assemble plan where the control gathering was shown utilizing the conventional technique while a podcast was utilized as a showing help on the treatment amass. The podcast makes it feasible for the learners to have a credible crowd for their talking exercises. This review was therefore led to perceive what might be the impact of utilizing this office on the learners. Richmond and McCroskey's (1998) reported that personal report of Public Speaking Anxiety (PRPSA) was the instrument used to gauge the dialect learners' level of uneasiness. The review found that there was no critical distinction between the control and the treatment bunches. A decrease in the level of tension was seen in all gatherings.

Tercan and Dikilitas (2015) reported that tension is one of the key issues in the procurement of talking by EFL learners in taught dialect instructing setting. Albeit widely concentrated, talking uneasiness, there are still zones to be investigated. In

view of this, this review examines the reasons for tension among remote dialect learners with uncommon reference to "talking" as an ability. The real point is to discover to what degree diverse factors, for example, capability level, onset of learning, and sexual orientation influence talking tension. What's more, how these factors are associated with various sorts of nerves, for example, talking, readiness, address reply, test, exchange, open talking, mistake amendment was researched. The review was directed at private academy of a private college. A Likert-scale poll was managed to 159 prep class understudies to gather an arrangement of information. In the initial segment, individual data was evoked, while in the second, the members were given an adjusted variant of the Foreign Language Speaking Anxiety Scale (FLSAS), created by Huang (2004). The information got from the survey were broke down through Independent-Samples T-Test, ANOVA, and Bonferroni post hoc test by utilizing SPSS. It was found that degrees of uneasiness contrast as far as the mode and setting of talking. All the more particularly, understudies encounter less nervousness in non-undermining settings where they talk. The review offers suggestions for educators and educational programs planners with respect to instructing and testing talking abilities. As opposed to one-shot exam sessions, talking abilities ought to be educated in socially non-debilitating settings to take into consideration more prominent learner execution.

Baki and Karakus (2015) conducted study to discover whether forthcoming educators' discourse uneasiness changes in understanding to different elements (sexual orientation, review level) with significant distinction. The exploration utilizes the illustrative research strategy for shading. The exploration amass comprises of 142 imminent educators who were examining in the Marmara University, Instructive Faculty as a part of the Turkish Teaching program in the spring term of 2012-2013. In the exploration, the Speech Anxiety Scale, which includes 20 elements, was utilized. The scale's inner consistency measure was observed to be (Cronbach-Alfa) .91. As indicated by the examination, from the purpose of sexual orientation, different male forthcoming educators apparently were more loquacious with less discourse uneasiness naturally. From the purpose of the college review level, inside the measurements of nature and talking brain science, the imminent instructors from the fourth and second grade had important contrasts.

Belegdair (2015) directed study on the fundamental mental variables influencing Learner's Oral Performance. The motivation behind the study was to

discover some conceivable arrangements managing the circumstances and end results of the very subject with an expect to help understudies conquer their absence of certainty and anxiety for guaranteeing better oral correspondence. The outcomes demonstrate that self inspiration, anxiety and inspiration constitute the primary elements that influence learner's oral execution in speaking undertakings.

Kamridah (2015) led concentrate on Correlation between Level of Anxiety and Public Speaking Performance through Systematic Learning Approach in Foreign Language. The after effect of the study demonstrated that there was critical negative relationship between's level of anxiety and public speaking execution. It gave an outcome that in spite of the fact that the member was in low level anxiety then it didn't mean the member then had a decent public speaking, and the other way around. Next, the part of the precise figuring out how to impact the general population speaking was contributing toward the score of people in general speaking execution whose mean was 81 that was classified great. This demonstrated the orderly learning approach gave great result to the members' public speaking execution.

Bartholomay (2015) analyzed the relative adequacy of VSM and presentation in treating open talking nervousness in lessening tension with an undergrad. The review utilized a solitary subject A-B outline with parametric varieties. Two stages were used in this review: pattern (introduction treatment) and treatment (video self-displaying) with a one-month take after up. Generalization tests were likewise utilized to evaluate regardless of whether abatements in PSA would sum up to other settings. Result shows a huge lessening in broad daylight talking tension from both pre to post treatment and also from gauge to presentation. Be that as it may, these outcomes might be particular to open talking uneasiness, as different types of tension did not bring about such reductions. Result from post treatment review demonstrated that the member felt that the treatment was useful in lessening open talking tension

Tuan and Tran (2015) conducted study on factors influencing understudies' talking execution at le thanh hien secondary school. The outcomes from student survey were entirely like those of the instructors, a large portion of the student felt that their speaking execution was influenced by topical information. The following critical variable was listening capacity. Also, the understudies imagined that they should have been certain to perform well. To wrap things up, the understudies reported that their execution was additionally influenced by criticism amid talking exercises and the weight to perform well. The information from class perceptions

uncovered that the student's speaking execution is likewise influenced by time for planning. In all the four lessons watched, the students were given little time to get ready so their execution was bad.

Chen (2015) investigated associations between ESL understudies' talking in-class uneasiness and their presentation execution, components bringing about oral nervousness amid presentations, and systems to manage L2 understudies' talking tension in presentations. Discoveries of this examination add to the examination of talking in-class nervousness from non-English major L2 understudies. Three Chinese ESL understudies enlisted in the INTO program at Marshall University exclusively gave two presentations in talking classes. Triangulated information sources were gathered to dive into three research questions. The outcomes propose that L2 understudies' uneasiness frames inability to think straight amid presentations, yet it has less impact on their presentation execution. In view of this relationship, inside components from members and natural elements from their physical settings bringing about dialect nervousness are researched with pertinent conceivable adapting methodologies. These discoveries additionally shed some instructive bits of knowledge on presentation errand outlines, educators' platform of ESL understudies' presentation aptitudes, and understudies' self-control techniques on their oral tension.

Kim (2015) led consider on the impact of identity, situational elements, and correspond- dence trepidation on a mixed correspondence course. It has been uncovered by utilizing relapse investigation, the indicators among the identity qualities influencing speaking execution were extroversion and openness, and among the situational elements, just the level of practice was observed to be an indicator. Likewise, scholastic accomplishments were not influenced by Communication Apprehension in a mixed learning environment, which does not comport with the discoveries in customary up close and personal classes.

Nash et al. (2015) conducted study if first-year students fear public speaking appraisals, what can educators do to lighten such anxiety? This study was intended to quantify the understudy experience of public speaking evaluation assignments in a required first-year course at a provincial Australian college. The exploration led was an instrumental contextual analysis, with an understudy focused core interest. Reviews were intended to inspire student view of their feelings and experience prior and then afterward captivating out in the public speaking aptitude improvement practices and an open appraisal errand. In the wake of undertaking public speaking

desensitization and appraisal, students experienced expanded fulfilment and diminished dread, uncertainty and perplexity. Be that as it may, understudies' impression of their certainty to control nerves, keep up eye contact, utilize motions and easily speak before 25 individuals decreased – a startling result of the examination. The explanations behind this stay misty, which gives a window to further research. Public speaking appraisal undertakings ought to be adjusted to learning exercises, and chances to minimize the effect of hindrances to students taking part in the learning exercises or errands ought to be fused into educational modules.

Su (2015) investigated the reviews distributed in English from 2004 to 2013 on the Public Speaking (PS) course to give a preparatory structure of the examination worldview and recognize its real topics and sub-subjects in this field. A dominant part of the reviews were from the correspondence writing, with the rest of the reviews originating from the orders of semantics, instruction and brain science, which demonstrates inquire about on PS is multidisciplinary. In the writing, the years 2004 and 2005 saw a pinnacle of studies from local talking nations while the years 2011 and 2012 started to see an expansion of the examination from non-local talking nations. About portion of the reviews fell into the non-observational class. With the technique for substance investigation and in view of the examination motivation in people in general talking proposed by Lucas (2011), seven subjects were distinguished, including open talking nervousness, objectives of the general population talking course and educational procedures, instructive substance, course evaluation, innovation and integrative strategies as instructional method, PS reading material, and adjustment of the course to non-local speakers. It is trusted that the discoveries here can add to refining research on PS course in China and giving bits of knowledge to Chinese specialists.

Slater et al. (2015) analyzed an important condition for fruitful misuse of a virtual situation in remedial mediation inspired by a paranoid fear of open talking. The condition is that customers encounter a level of tension in the VE that is like what they would have been required to involvement in a comparable genuine setting. We allude to this as a "nearness" reaction. The test study included 20 individuals who were sure open speakers and 16 who were phobic, surveyed on a standard mental scale. Half of every gathering talked inside a VE portraying a vacant workshop room, and the other half inside a similar room yet populated by an impartially acting virtual group of onlookers of five individuals. Three reactions were measured—a survey

based measure of tension, a measure of self-centered consideration around physical reactions, and real heart rate. On all reactions, the general population with fear hinted at a noteworthy increment in tension when addressing the virtual group of onlookers contrasted with the vacant room, while the certain individuals did not. The outcome was solid regardless of the generally low representational and behavioural devotion of the virtual characters.

Marinho et al. (2016) led ponder on fear of Public Speaking: Perception of College Students. The points of the study were to decide the predominance of dread of public among understudies and to evaluate its relationship with socio demographic factors and those identified with the voice and oral correspondence. They found that an awesome number of students reports dread of public speaking. This dread is more prevalent in ladies, students who take part in more exercises including addressing gatherings of individuals and the individuals who have a self view of their voice as shrill or too delicate.

Giabani, (2016) researched age as a effective factor in impacting public speaking anxiety of English dialect learners at Omar Al-Mukhtar University. The study found that there is a negative significant impact of age contrasts on public speaking anxiety of English dialect learners at Omar Al-Mukhtar University.

Elimanfi and Gaibani, (2016) directed study on the part of social assessment in affecting public speaking anxiety of english outside dialect learners at Omar Al-Mukhtar University. The discoveries of the study demonstrated that social assessment is an exceptionally significant viewpoint and is an essential donor to Public Speaking Anxiety of English remote dialect learners at Omar Al-Mukhtar University. The vast majority of your anxiety is not obvious to the group of onlookers. You may feel like you are shaking wildly yet individuals in the gathering of people most likely can't tell. Pick up certainty from the way that you are the special case who knows how apprehensive you are. The crowd needs you to succeed. Fledgling speakers ordinarily feel that the general population in the group of onlookers are to a great degree basic and need them to come up short. This is seldom the case. Consider circumstances where you have been a part of the group of people. Did you need the speaker to come up short? Presumably not; in actuality we are generally very steady of speakers and may even feel terrible for them in the event that they lurch over a word or misplace their thought process. Most groups of onlookers you will address as a student are



pulling for you. Anxiety diminishes as a speech advances. Speech anxiety is normally most noticeably awful just before a speech and toward the start of the speech.

Lihui (2016) led concentrate on diminishing public speaking anxiety by means of consolidating psychotherapies with speech guideline. This study investigates the viability of diminishing student's public speaking anxiety by joining propelled psychotherapies with ability preparing based speech guideline. Three common psychotherapies are connected into public speaking class: acknowledgment and duty treatment, introduction treatment and stomach breathing and muscle unwinding technique. Student's anxiety level is recorded and thought about previously, then after the fact psychotherapy obstruction. The outcomes demonstrate that student's speaking anxiety is diminished drastically after this consolidated direction which is then viewed as a successful method for lessening student's English public speaking anxiety.

Gerencheal and Horwitz (2016) investigated the conceivable contrasts of English dialect tension amongst female and male students. The Foreign Language Classroom Anxiety Scale (FLCAS), created by Horwitz, Horwitz and Cope (1986), comprising of 33 things was managed to the whole populace (28 females and 50 guys) of English real third year understudies at Mizan-Tepi University to gauge their anxiety level. The understudies' first semester English last examination result was utilized to decide the relationship between English classroom tension and English accomplishment test result in female and male understudies. Meetings were likewise made with six understudies (best three restless from every sexual orientation) to approve the quantitative outcomes. To this end, graphic measurements, t-test, and Pearson's Moment Correlation Coefficient were utilized to answer the exploration questions. It was found that females had higher uneasiness level in their English classes than their partner guys. Utilizing the t-test, it was likewise found that understudies' uneasiness were altogether change by their sexual orientation. The Pearson's Moment Correlation Coefficient demonstrated that there was a noteworthy negative relationship between understudies' outside dialect nervousness and their English accomplishment, however the debilitating impact of English uneasiness were more genuine in females with contrasted with guys. The discoveries of this review exhibited that noteworthy sexual orientation contrasts in outside dialect tension were found.

Ozan (2016) researched on social fear with a few factors is directed among college understudies. The examination gathering of the review comprises of aggregate

736 understudies learning at different offices at colleges in Turkey. Understudies are partitioned into two gatherings, as low and abnormal state positive assessment fear as measured by the Positive Evaluation Fear Scale. In regard to Odds rates, the most vital variable about positive evaluation fear of understudies is the time spent day by day on the web. Understudies who invest their energy in the web have PEF 2.4 circumstances more than the individuals who don't. As an optional vital component as indicated by pessimistic assessment fear scale, understudies consider the home city where they lived before going to college builds fear 30% more than the rate of individuals who suspect something. Consequently, comes about demonstrated that spending extend periods of time on the web and home city lived in before college are noteworthy components bringing about social phobia. Experiencing social fear is an imperative element which can ruin scholarly accomplishment amid college years. In this review; research of social fear with a few factors is led among college understudies. The examination gathering of the review comprises of aggregate 736 understudies learning at different offices at colleges in Turkey. Understudies are partitioned into two gatherings, as low and abnormal state positive assessment fear as measured by the Positive Evaluation Fear Scale. In regard to Odds rates, the most critical variable about PEF of understudies is the time spent every day on the web. Understudies who invest their energy in the web have PEF 2.4 circumstances more than the individuals who don't. As an optional critical component as indicated by antagonistic assessment fear scale, understudies consider the home city where they lived before going to college expands fear 30% more than the rate of individuals who suspect something. Therefore, comes about demonstrated that spending extend periods of time on the web and home city lived in before college are noteworthy components bringing about social fear.

Soohinda and Sampath, (2016) directed to decide the pervasiveness, socio-statistic co-relates and related debilitation because of this issue in secondary school kids in India speaking to immature populace. Technique This was a cross sectional review among urban pre-adult English medium school population. 628 understudies of two schools were screened utilizing Social Phobia Inventory (SPIN) and those screening positive were met for conclusion of Social Anxiety Disorder. Data was gotten on socio statistic factors and scholarly and social hindrance. Comes about The review test contained age scope of respondents between 13-17 yrs with the mean age of 14.5 yrs .5.3% (n=33) of the understudies satisfied the criteria for Social Phobia

comprising of 6 (3.9%) guys and 26 (5.7%) females. No relationship of Social Anxiety Disorder with kind of family, number of kin, birth request and guardians instructive and professional status was found. Huge relationship amongst SAD and poor scholastic execution and restriction in contribution in extracurricular exercises and associate relationship was found. Conclusion SAD is predominant among young people in India and is connected with disability in both in scholarly and non scholastic zones. Henceforth, distinguishing proof of SAD and opportune referral of understudies for successful treatment is imperative for school human services work force.

Sakka (2016) The point of this review was to explore the impact of showing some self-controlled procedures to Egyptian college understudies on enhancing their talking capability and lessening their talking nervousness. The plan of the review was a one gathering pre-posttest semi trial outline. Forty third year EFL college understudies were chosen to shape the exploratory gathering of the review. This exploratory gathering was tried utilizing the pre-post talking test and talking uneasiness scale previously, then after the fact being presented to the self-controlled technique treatment. The analysis went on for three months amid the principal term of 2015-2016 scholarly year. Matched examples t-test uncovered noteworthy contrasts between the pre-test and posttest of talking capability and talking uneasiness for the posttests. Furthermore, a negative connection was appeared between talking capability and talking tension. It was reasoned that showing self-managed systems to college understudies was viable in building up their talking capability and decreasing their nervousness significantly.

Donovan (2016) The present review examined the impacts of video input on open talking uneasiness by executing a video self-displaying procedure in a specimen of college understudies with open talking tension. Understudies with up and coming presentations in their college level courses were enrolled to partake. They finished an online survey measuring state and quality open talking tension and were recorded playing out a practice adaptation of their up and coming presentation. Members were haphazardly allotted to a trial condition, in which they were furnished with and were told to watch their video preceding their class presentation or a control condition in which they were not furnished with a duplicate of their presentation to watch. After their live presentations in class, members rounded out a last online poll measuring state and characteristic open talking nervousness. It was estimated that all members

would encounter abatement in state and characteristic open talking tension from pre-mediation to post-intercession with the exploratory members encountering a noteworthy lessening in state and quality uneasiness contrasted with the control members. Comes about demonstrated that all members encountered a decline in state open talking tension from pre-mediation to post-intercession; however no different discoveries were factually critical. Conceivable systems, constraints, and future bearings for these discoveries are talked about.

Zanola (2016) The point of this paper identifies with the ramifications of presenting Public Speaking as particular English for Purposes (ESP) space in instructing and learning Business Communication (BC). Foundation writing on this theme gives a valuable casing to comprehension and supporting the sources of the subject and the field in which contemplates on open talking in business English then raised. Not with standing that, a diagram of the business work environment aptitudes required by corporate groups at present shows that open talking in the educating and learning of English for Business Purposes can't be overlooked. The review underlines the solid requirement for an engaged reflection on the effect of good rhetorical aptitudes in business correspondence in English. Due to the changed and complex nature of business correspondence, in any case, open talking studies and projects ought to be focused for the gathering of people, and not institutionalized or replicated from models which are reasonable to a non-business setting.

### **1.3 RATIONALE**

In the present scenario level of education has been higher. Every educational institution is focusing on adopting modern way of teaching learning process. But very few educational institutions are there that also works for improving public speaking anxiety among students. There are so many students who are talented but don't have confidence to perform it or show it in front of people. They have knowledge of things but at the time of showing their capabilities they get scared or anxious because they feel people will laugh on them if they will make a mistake. So this problem motivated the researcher to conduct study on public speaking anxiety among students. So that the loopholes could be find out and better steps could be taken for improving this problem among students.

There are so many studies that have been conducted on public speaking anxiety because it's a common problem among students. Some studies were conducted on the effect of gender or age on public speaking anxiety. But apart from

these demographic factors there was no study found which was conducted on age, gender, family type and education level collectively. But the present study has covered all these demographic factors collectively. The study showed how demographic factors like age, residential area, gender, family type and education level affected student's public speaking. The study showed to which extent these demographic factors plays role in enhancing and reducing public speaking anxiety among students. The present study provided comparative results of public speaking anxiety among students of different educational streams, different cultures. The study revealed how individual's socio-economic status or financial condition and residential areas, like whether the student belongs to urban area or rural area affects his/her public speaking anxiety.

The study would be beneficial for students. It will suggest important strategies to them so that they could build up their confidence in order to speak in front of public. The study would be beneficial for parents. It will help them to understand, how they can reduce public speaking anxiety in their children. The study will be beneficial for teachers. They would be able to solve the problems of students related to speech anxiety by following the recommendations of the research. The study would be beneficial for counselors as well. It will help them to deal with students with public speaking anxiety in a better way. The study will be benefitted for administrators as well as policy makers. It will help them to make such kind of curriculum through which student maximum interact with each other and they feel motivated to take part in different activities of classroom. It will automatically enhance their confidence level and they will be able to control their fear of public speaking.

### **STATEMENT OF THE PROBLEM**

The present study intended to explore the public speaking anxiety among students. Researcher also wanted to explore how demographic factors like age, gender, residential area, culture, family type and educational stream affects student's public speaking anxiety. Therefore the problem in hand has been entitled as "PUBLIC SPEAKING ANXIETY IN RELATION TO DIFFERENT DEMOGRAPHIC FACTORS".

### **OPERATIONAL DEFINITION**

**Public Speaking Anxiety** refers to speech anxiety. It is a fear that is experienced by a person at the time of delivering speech in public.

**Demographic Factors** refers to person's personal characteristics like age, gender, educational streams, residential areas, socio-economic status and family type that are used to check their effects on the dependent variable of the study.

#### **1.4 OBJECTIVES**

1. To investigate the gender differences in public speaking anxiety
2. To compare the differences in public speaking anxiety among students of different age groups
3. To compare the differences in public speaking anxiety among students of different educational streams
4. To compare the differences in public speaking anxiety among students of different socioeconomic levels
5. To compare the differences in public speaking anxiety among students of different residential areas
6. To compare the differences in public speaking anxiety between students of joint and nuclear families

#### **1.5 HYPOTHESES**

1. There exists no gender differences in public speaking anxiety
2. There exists no difference in public speaking anxiety among students of different age groups.
3. There exists no differences in public speaking anxiety among students of different educational streams
4. There exists no differences in public speaking anxiety among students of different socioeconomic levels
5. There exists no differences in public speaking anxiety among students of different residential areas
6. There exists no differences in public speaking anxiety between students of joint and nuclear family

## **CHAPTER -2**

### **METHODOLOGY AND PROCEDURE**

The method and procedure helps the researcher to move forward in a correct direction. The nature and purpose of the research study helps the researcher in selecting appropriate methodology and procedure. In this chapter researcher has described the research method, detail about sample, sampling technique and tool which have been used for data collection. Apart from this procedure of data collection and information about statistical technique which has been used for analyzing data has also been given in this chapter.

#### **2.1 RESEARCH METHOD**

Methodology gives clear direction to researcher for conducting research. It guides the researcher so that researcher will be able to find out authentic result. Furthermore methodology gives guidance to the researcher so that researchers become able to involve themselves in their respective field of enquiry.

The proposed study is descriptive in nature. Keeping in view the nature, objectives and hypothesis of study descriptive research method has been used. The use of these methods has helped the researcher draw valid general conclusion from the facts discovered.

#### **2.2 SAMPLE**

Sampling is a statistical analysis through which we select sample from population of interest. But at the time of doing sampling researcher should keep in mind that sample should be the representative of the population of study.

Total sample of the study was 300 students aging from 14 to 28 years. Sample was selected from schools, College and Lovely Professional University of Jalandhar City, Punjab by using convenient sampling technique.

#### **2.3 TOOL**

For any type of research, tool is the basic need for doing it. It is needed for collecting data and to gather new facts to explore new ideas. For the present study researcher collected data by using standardized scale that is given below:

1. Public Speaking anxiety scale by Emily Bortholomay and Daniel Houlihan (2016)

### **Description of Public Speaking Anxiety Scale**

The present scale was developed by Emily Bortholomay and Daniel Houlihan in the year 2016. It's a five point likert type scale. It covers three components i.e behavioral, cognitive and physiological. The scale consists 17 items and responses ranges from 1(not at all) to 5 (extremely). Individual has to put a tick mark on the circle below the number which best indicated their feelings about that statement.

### **Scoring and Norm**

To find out the score of the respondent the weightage assigned to him/her on all items were added. 6, 7, 8, 9 and 17 were negative items so at the time of scoring negative items was added reversely. The sum of all the items formed the total score of the respondent. Minimum scores an individual could get was 17 and maximum scores was 85. Scores between 17-52 indicated low public speaking anxiety, Scores between 53-64 indicated moderate public speaking anxiety, and scores above 65 indicated high level of anxiety.

### **2.4 PROCEDURE OF DATA COLLECTION**

By keeping in mind the objectives of the study researcher selected the sample from educational institutions. After that purpose of the study was told to the sample like this is a personality test. It will help you to know about your personality. Then scale was distributed among the sample. General instruction had been given to them before administering scales. The investigator also ensured that the information given by them will be kept confidential and would be used only for the research purpose.

### **2.5 DATA ANALYSIS TECHNIQUE**

t-test has been used to find gender difference in public speaking anxiety and to find the difference in public speaking anxiety of students belong to nuclear and joint family

One way ANOVA has been used to compare the difference in public speaking anxiety among students of different age groups, educational level, residential area, socio-economic status



**CHAPTER-3**  
**ANALYSIS AND INTERPRETATION**

The present chapter deals with the analysis and interpretation of the data according to the objectives and nature of the study. Firstly gender difference in public speaking anxiety has been found out. Secondly three categories of students with different age groups have been compared by using analysis of variance. After that students of three categories of educational stream have been compared by using analysis of variance. After that students belong to three categories of socio-economic status have been compared by using analysis of variance. After that residential area students that are also divided into three categories have been compared by using analysis of variance. Lastly Family type difference in public speaking anxiety has been found out by using t-test. All the results have been interpreted in detail and in serial manner. This evaluation was determined for the purpose to which we relate the facts.

**3.1 RESULTS PERTAINING TO GENDER DIFFERENCE IN PUBLIC SPEAKING ANXIETY**

The gender differences in public speaking anxiety have been calculated by applying independent samples t test (as the data includes only two groups). For this mean score, SD, df, N and t ratio was calculated and the result has been shown in the table 3.1.1

**TABLE 3.1.1: Means, SD, DF and t ratio for the gender differences in Public Speaking Anxiety**

<b>PUBLIC SPEAKING ANXIETY</b>	<b>Gender</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>df</b>	<b>t-value</b>	<b>p value</b>
	Male	159	44.396	12.02	253	1.157	.248 <b>(NS)</b>
	Female	96	42.594	12.11			
<b>NS : Not Significant</b>							

When we refer the t ratio for gender difference ( $t = 1.157, P > .05$ ) in table 3.1.1 we find that t value is below from the critical value of the probability at .05 level. This also indicates that there is no significant gender difference in public speaking anxiety. Thus the result of the current study accepts the null hypothesis that suggests no significant gender difference in public speaking anxiety. The current results are supported by the findings of Gaibani and Elmenfi (2014) suggested that gender does

not have any impact on public speaking anxiety. Whether individual is male or female, it does not contribute in his/her public speaking anxiety.

In figure 1 it has been shown that the mean difference between male and female was 44.39 and 42.59 in their public speaking anxiety. On the basis of it it can be say that there is almost no difference between male and female students with respect to public speaking anxiety. It can be interpreted that gender does not play any role in high or low speaking anxiety among students.

### **3.2 RESULTS PERTAINING TO STUDENT’S AGE WISE DIFFERENCE IN PUBLIC SPEAKING ANXIETY**

The analysis and interpretation of the comparison in different categories of age of students in public speaking anxiety has been given here. Age of students has been divided into three categories. Category 1 is from 14-18 years, Category 2 is from 19-22 years and category 3 is from 23-28 years. In order to compare the three categories of age of students with respect to public speaking anxiety, data has been analyzed by using analysis of variance as a statistical technique which is given below:

**Table 3.2.1**  
**MEANS AND SD of student’s age wise difference of students in public speaking anxiety**

<b>S.NO.</b>	<b>CATEGORY</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
<b>1</b>	14-18yrs	159	44.396	12.02
<b>2</b>	19-22yrs	96	42.594	12.11
<b>3</b>	23-28yrs	52	42.327	13.39

**Table 3.2.2**  
**SUMMARY TABLE OF ANALYSIS OF VARIANCE**

	<b>SS</b>	<b>DF</b>	<b>MSS</b>	<b>F</b>	<b>Sig.</b>
Between Groups	278.015	2	139.008	.920	.399 (NS)
Within Groups	45912.636	262	151.028		
<b>Total</b>	46190.651	264			
<b>NS: Not Significant</b>					

In table 3.2.2, the computed value of 'F' for comparing three categories of age irrespective to their public speaking anxiety for df 2 and 262, came out to be .920 which is not significant at 0.05 and 0.01 levels of significance. Hence the hypothesis that "There exist no age difference in public speaking anxiety was accepted". It means there is not much difference in public speaking anxiety scores of students of different ages. However from the means table 3.2.1, the overall mean of category 1 i.e 14-18 year students was 44.396, category 2 i.e 19-22 year students were 42.594 and category 3 i.e 23-28 year students were 42.327. The above result shows that there is almost no difference in the public speaking anxiety of students belongs to different age groups. Almost their scores are same. It may be interpreted that age of students do not play much role in their public speaking anxiety.

In figure 2 it has been shown that mean of students who were coming under age range from 14 -18 years were 44.39, mean of students who were coming under age range from 19-22 years were 42.59 and mean of students who were coming under age range from 23-28 years were 42.32. On the basis of this it can be say that mean difference was almost not there between students of different age groups. So it can be interpreted that individual's age do not have any impact on their public speaking anxiety.

### **3.3 RESULTS PERTAINING TO STUDENT'S EDUCATIONAL STREAM WISE DIFFERENCE IN PUBLIC SPEAKING ANXIETY**

The analysis and interpretation of the comparison in different categories of educational streams of students in public speaking anxiety has been given here. Student's educational streams have been divided into three categories. Category 1 is from 9<sup>th</sup>-12<sup>th</sup> standard, Category 2 is for undergraduates and category 3 is for post graduates. In order to compare the students who belong to these three categories of educational streams with respect to public speaking anxiety, data has been analyzed by using analysis of variance as a statistical technique which is given below:

**Table 3.3.1**  
**MEANS AND SD of student's educational stream wise difference of students in public speaking anxiety**

<b>S.NO.</b>	<b>Education Level</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
<b>1</b>	9 <sup>th</sup> -12 <sup>th</sup>	152	44.421	11.843
<b>2</b>	Undergraduates	86	42.360	12.150

3	Postgraduates	69	42.812	13.389

**Table 3.3.2**  
**SUMMARY TABLE OF ANALYSIS OF VARIANCE**

	SS	DF	MSS	F	Sig.
Between Groups	273.223	2	136.611	.904	.406 (NS)
Within Groups	45917.429	304	151.044		
<b>Total</b>	46190.651	306			
<b>NS: Not Significant</b>					

In table 3.3.2, The computed value of 'F' for comparing three categories of educational level irrespective to their public speaking anxiety for df 2 and 262, came out to be .920 which is not significant at 0.05 and 0.01 levels of significance. Hence the hypothesis that "There exists no differences in public speaking anxiety among students of different educational streams was accepted". It means there is not much difference in public speaking anxiety scores of students of different educational streams.

However from the means table 3.3.1, the overall mean of students belong to category 1 i.e 9<sup>th</sup>-12<sup>th</sup> standard was 44.421, students belong to category 2 i.e undergraduates were 42.360 and students belong to category 3 i.e postgraduates were 42.812. The above result shows that there is almost no difference in the public speaking anxiety of students belongs to different educational streams. Their scores are almost same. It may be interpreted that the educational streams of students do not affect their public speaking anxiety.

In figure 3 it has been shown that the mean difference of students who was studying from 9<sup>th</sup> to 12<sup>th</sup> standard was 44.42, those who are undergraduates were 42.36 and those who were postgraduates their mean was 42.81. So it can be interpreted that mean difference in educational levels of students with respect to public speaking anxiety was almost same. On the basis of result it can be said that educational streams of students do not have any impact on their public speaking anxiety.

### 3.4 RESULTS PERTAINING TO STUDENT'S SOCIO-ECONOMIC STATUS WISE DIFFERENCE IN PUBLIC SPEAKING ANXIETY

The analysis and interpretation of the comparison in different categories of socio-economic status of students in public speaking anxiety has been given here. Student's socio-economic status has been divided into three categories. Students of category 1 are those whose monthly income is below Rs.15000, students of Category 2 are those whose monthly income is Rs. 15000- 40,000 and students of category 3 are those whose monthly income is above 40,000. In order to compare the students who belong to these three categories of socio-economic status with respect to public speaking anxiety, data has been analyzed by using analysis of variance as a statistical technique which is given below:

**Table 3.4.1**  
**MEAN AND SD of student's income wise difference of students in public speaking anxiety**

S.NO.	Income	N	MEAN	S.D
1	Below 15000/-	40	44.05	11.18
2	15,000-40,000/-	90	46.06	12.61
3	Above 40,000/-	135	42.02	11.99

**Table 3.4.2**  
**SUMMARY TABLE OF ANALYSIS OF VARIANCE**

	SS	DF	MSS	F	Sig.
Between Groups	884.29	2	442.15	3.02	0.05 (S)
Within Groups	38303.56	262	146.20		
<b>Total</b>	39187.85	264			
<b>* Significant at .05 level</b>					

In table 3.4.2, the computed value of 'F' for comparing three categories of socio-economic status of students irrespective to their public speaking anxiety for df 2 and 262, came out to be 3.02 which is significant at 0.05. Hence the hypothesis that "There exists no differences in public speaking anxiety among students of different socioeconomic levels was rejected. It means there is significant difference in public speaking anxiety scores of students of different socio-economic status.

However from the means table 3.4.1, the overall mean of students of category 1 i.e below 15,000/- was 44.05, category 2 i.e 15,000-40,000 were 46.06 and category 3 i.e above 40,000 were 42.02. The above result shows that there is little difference in the mean scores of students belong to different socio- economic status so it may be interpreted that socio-economic status of students affects their public speaking anxiety.

In figure no. 4 it has been shown that the mean of students whose monthly income is below 15000 was 44.05. They belong to lower socio-economic status. After that students whose monthly income is between 15-40,000INR, their mean was 46.05 and they belong to middle class family. Then students whose monthly income was above 40,000, their mean was 42.02. They belong to upper socio-economic status. On the basis of the figure it can be say that there is a difference between students belongs to middle socio-economic status and upper socio-economic status. So it can be interpreted that socio-economic status of individual has a significant impact on their public speaking anxiety.

### **3.5 RESULTS PERTAINING TO STUDENT’S RESIDENTIAL AREA WISE DIFFERENCE IN PUBLIC SPEAKING ANXIETY**

The analysis and interpretation of the comparison in different categories of residential areas of students in public speaking anxiety has been given here. Student’s residential areas have been divided into three categories. Category1 was Rural, Category 2 was semi urban and category 3 was urban. In order to compare the students who belong to these three categories of socio-economic status with respect to public speaking anxiety, data has been analyzed by using analysis of variance as a statistical technique which is given below:

**Table 3.5.1**  
**MEANS AND SD of student’s residential area wise difference of students in public speaking anxiety**

<b>S.NO.</b>	<b>CATEGORY</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
<b>1</b>	Rural	45	44.24	7.68
<b>2</b>	Semi Urban	21	44.23	15.00
<b>3</b>	Urban	227	43.10	12.76

In table 3.5.2, The computed value of ‘F’ for comparing three categories of residential areas of students irrespective to their public speaking anxiety for df 2 and 290, came out to be .218 which is not significant at 0.05 and 0.01 levels of significance. Hence the hypothesis that “There exists no differences in public speaking anxiety among students of different residential areas was accepted”. It means there is not much difference in public speaking anxiety scores of students of different residential areas.

**Table 3.5.2**  
**SUMMARY TABLE OF ANALYSIS OF VARIANCE**

	<b>SS</b>	<b>DF</b>	<b>MSS</b>	<b>F</b>	<b>Sig.</b>
Between Groups	66.069	2	33.034	.218	.804 (NS)
Within Groups	43941.583	290	151.523		
<b>Total</b>	44007.652	264			
<b>NS- Not Significant</b>					

However from the means table 3.5.1, the overall mean of students belong to category 1 i.e rural was 44.24, students belong to category 2 i.e semi urban were 44.23 and students belong to category 3 i.e urban were 43.10. The above result shows that there is almost no difference in the public speaking anxiety of students belongs to different residential areas. Their mean scores are almost same. It may be interpreted that the residential areas of students do not affect their public speaking anxiety.

In figure number 5 it has been shown that the mean of students belongs to rural area was 44.24, students belong to semi urban area was 44.23 and students belong to urban area, their mean was 43.10. On the basis of this it can be say that there is no difference in the public speaking anxiety of students belong to different residential areas. It can be interpreted that residential backgrounds of students do not impact on student’s public speaking anxiety.

### **3.6 RESULTS PERTAINING TO STUDENT’S FAMILY TYPE DIFFERENCE IN PUBLIC SPEAKING ANXIETY**

The family type differences in public speaking anxiety have been calculated by applying independent samples t test (as the data includes only two groups). For this mean score, SD, df, N and t ratio was calculated and the result has been shown in the table 3.6.1

**TABLE 3.6.1**  
**Means, SD, Df and t ratio for student's family type difference in public speaking anxiety**

<b>PUBLIC SPEAKING ANXIETY</b>	<b>FAMILY TYPE</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>DF</b>	<b>t-value</b>	<b>p value</b>
	Nuclear	183	43.89	11.85	305	.698	.486 <b>(NS)</b>
	Joint	124	42.89	12.91			
<b>NS : Not Significant</b>							

When we refer the t ratio for family type difference ( $t = .698, P > .05$ ) in table 3.6.1 we find that t value is below from the critical value of the probability at .05 level. This also indicates that there is no significant difference in public speaking anxiety of students belongs to nuclear and joint family. Thus the result of the current study accepts the null hypothesis that suggests no significant difference exist in the public speaking anxiety between students of nuclear and joint family.

In figure number 6 it has been shown that the mean of students belong to nuclear family was 43.89 and students belong to joint family was 42.89. On the basis of this it can be say that there is no difference between students belong to nuclear and joint family in their public speaking anxiety. So it can be interpreted that family type of individual does not have any impact on their public speaking anxiety.



## **CHAPTER-4**

### **CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS**

#### **4.1 CONCLUSION**

In the light of above discussion and interpretations, the main findings of the study are given below:

- 1.** It has been concluded that there is almost no difference in the mean of male and female students with respect to public speaking anxiety. It can be interpreted that gender does not play any role in high or low speaking anxiety among students.
- 2.** It has been concluded that mean difference was almost not there between students of different age groups. So it has been interpreted that individual's age do not have any impact on their public speaking anxiety.
- 3.** It has been concluded that mean difference in educational levels of students with respect to public speaking anxiety was almost same. On the basis of result it has been found that educational streams of students do not have any impact on their public speaking anxiety.
- 4.** It has been concluded that there is a difference between students belongs to middle socio-economic status and upper socio-economic status. So it can be interpreted that socio-economic status of individual has a significant impact on their public speaking anxiety.

5. It has been concluded that there is no difference between student's public speaking anxieties on the basis of their residential area. So it can be interpreted that individual's residential background do not impact his or her public speaking anxiety.
6. It has been concluded that there is no difference between students belong to nuclear and joint family in their public speaking anxiety. So it has been that family type of individual does not have any impact on their public speaking anxiety.

#### **4.2 RECOMMENDATIONS**

On the basis of the results of the study following recommendations have been given by the researcher to the stakeholders:

1. It is recommended to teachers that they should try to adopt that way of teaching methods in classroom which could be helpful in reducing speaking anxiety among students. Teachers should make the class interactive as much they can.
2. It is recommended to students that they should not hesitate while interacting with others. They should avoid shyness and buildup self confidence. They should have positive attitude towards themselves. They should participate in extra-curricular activities of school and college. It helps in reducing public speaking anxiety.
3. It is recommended to parents that they should try to motivate and support their children. They should allow them to speak in public so that they could avoid hesitation or shyness. Parents support can boost up the confidence in their children.
4. It is recommended to management that they should introduce some useful and effective techniques in educational institutions which could be helpful in bringing good skills among students regarding public speaking.
5. It is recommended to researchers that they should not only focus on the factors which are contributing in public speaking anxiety among students but also

innovate some techniques which could be easy to implement by students in order to avoid public speaking anxiety.

#### **4.3 SUGGESTIONS**

The following suggestions can be considered for further research investigation.

- 1.** The study can be done on University students also.
- 2.** Comparative study can also be done between public and private school or college students.
- 3.** Experimental research can also be done in which researcher can check the effectiveness of specific intervention for avoiding public speaking anxiety.
- 4.** The same study can be done on national level for drawing generalization and to get more reliable results.

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