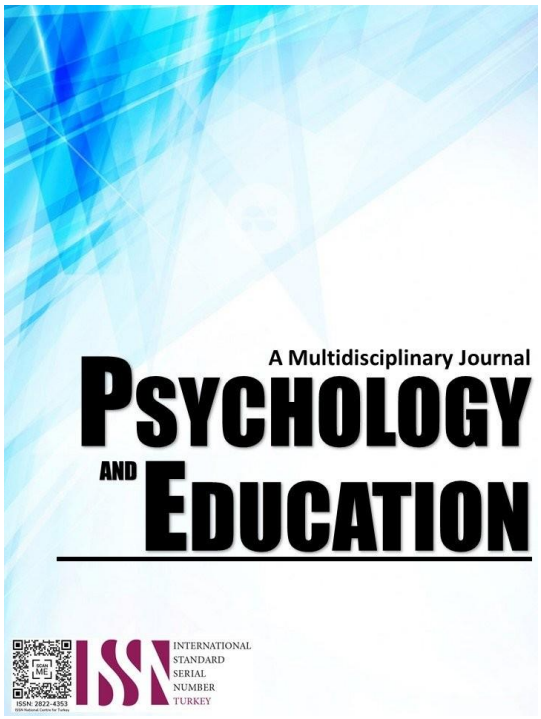
# GLOSSOPHOBIA AMONG SCIENCE MAJOR STUDENTS: LEVEL, EFFECTS, AND COPING MECHANISMS IN CLASSROOM PRESENTATION

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Research Article

# Glossophobia Among Science Major Students: Level, Effects, and Coping Mechanisms in Classroom Presentation

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**Abstract**

This study delved into the comprehensive exploration of glossophobia, focusing on the College of Education (CED) Major in Science students at Notre Dame of Midsayap College (NDMC) and their encounters within the context of classroom presentations. Employing a combination of an adapted and modified questionnaire concerning the level of glossophobia and a bespoke questionnaire addressing the effects and coping strategies among Science major students, the study rigorously analyzed data from 43 participants spanning the first to fourth-year cohorts at Notre Dame of Midsayap College. Employing a quantitative approach, the study applied pertinent statistical measures, including standard deviation, weighted mean, and independent t-test, to systematically scrutinize the data. The findings illuminated the prominent instances of glossophobia among students, particularly when confronted with terms like reporting, oral recitation, and demo teaching within the course outline. Notably, the data highlighted a prevalent struggle with vocabulary deficiency during classroom presentations. Additionally, the study revealed an inclination among students to adopt positive thinking as a coping mechanism during public speaking engagements. Further analysis revealed no statistically significant disparities in the level and effects of glossophobia when the Science major students were categorized based on gender, emphasizing the universality of the phenomenon irrespective of sex.

**Keywords:** *glossophobia, classroom presentation, public speaking, glossophobia level, effects of glossophobia*

## Introduction

Glossophobia, also commonly known as "fear of public speaking," is the feeling of fear while speaking in front of the public, often characterized as nervousness in communication or fear of speaking publicly. It is a feeling of panic related to physiological changes like elevated heart and breathing rates, over-rapid reactions, muscle trembling, and shoulder and neck stiffness (Perveen, 2018).

Globally, the most common phobia leading to death is the phobia of public speaking (Montopoli, 2017), in which nearly seventy-five percent (75%) of the population is affected by this fear (Black, 2019). Up to ten percent (10%) of those with glossophobia report that their fear of public speaking intervenes with daily activities, including education and work (Tejwani, 2016).

The researchers have discovered a scarcity of research on Glossophobia at the tertiary level, specifically under the College of Education program in the municipality of Midsayap. In addition, most studies about Glossophobia focus on the causes and how it affects the students' stage performances. Furthermore, the research on Glossophobia from the local Midsayap setting was purely qualitative, and the participants were focused on high school students. Thus, this study is unique as it employs a quantitative research design and is the first to study Glossophobia among college students in Midsayap.

In this study, the researchers urge to seek answers to the five problems. The first research problem is to discover the level of Glossophobia experienced by science major students at Notre Dame of Midsayap College. Second, to know the effects of Glossophobia in classroom presentations as perceived by major science students. The third is to ascertain how science major students cope with Glossophobia. Fourth, to discern if there is a significant difference in the level of Glossophobia of the science major students when grouped according to sex. Lastly, to discover if there is a significant difference in the effects of Glossophobia on the science major students when grouped according to sex.

## Literature Review

Sugiyati and Indriani (2021) recommended measuring students' anxiety in public speaking to help them overcome it. Balakrishnan et al. (2022) found that normalized scores for glossophobia fall into five categories: very low, low, moderate, high, and very high.

Shaquille (2017) found that Auburn University students had a low public speaking anxiety level, but men experienced higher glossophobia than women. In contrast, the result referenced in Tran et al. (2021), the undergraduate students from Karachi particularly in Government Medical Colleges contradicted the result of Shaquille (2017). Tran et al. (2021) found that females (87.2%) have more glossophobia than males. Perveen et al. (2018) also found that female students University of Karachi have relatively higher glossophobia than male students.

The study of Balakrishnan et al. (2022) denoted that half of the engineering participants at the Technical University of Malaysia suffered from moderate public speaking anxiety level. The result was similar to the study of Tridinanti (2018), which revealed that the students in private university in Palembang had moderate levels of public speaking anxiety. Tomayo (2022) revealed that the moderate level of speaking anxiety in their public speaking class of Grade 11 Senior High School students at Aliaga National High School was dominantly affected by fear of negative feedback.

Tsang (2022) found that Hungarian learners often skip class due to their inability to speak confidently. The challenge the learners encounter while speaking in public is their insufficient linguistic repertoire, i.e., inadequate vocabulary and limited range of grammatical structures. This insufficiency according to (Islam, 2021) leads the learners to frequent pauses, long hesitations, or sometimes complete discontinuation while attempting to perform a speaking task. Moreover, Tarmizi et al. (2019) identified several difficulties in students giving oral presentations, including a need for more vocabulary. Worker et al. (2023) found that nearly 90% of people reported feeling shy or uncomfortable speaking in front of unfamiliar faces at some point in their lives. Zeoli (2019) stressed that even the most accomplished public speakers can make presentation mistakes.

Akbar (2022) revealed that students in Pakistan have different techniques to overcome their Glossophobia and deliver powerful speeches or presentation. Students mostly practiced notes making, organizing oneself, code-switching, rehearsals, eye contact, engagement in different conversations, and listening to motivational lectures. Santos (2021) highlighted that remediation, positive teacher characteristics, positive thinking, and collaborative searching are strategies for coping with public speaking.

## Methodology

### Research Design

The study utilized a quantitative approach, particularly a descriptive research design. The purpose of descriptive research in this study is to describe and interpret the glossophobia levels, effects, and coping mechanisms of science major students.

### Time and Place

The study was conducted from January to May 20123 at Notre Dame of Midsayap, Poblacion 5, Midsayap, North Cotabato.

### Participants

Only forty-three (43) College of Education Students who were enrolled in the 2nd semester under the Bachelor of Secondary Education (BSED) Program major in Science in S.Y. 2022-2023, were made as respondents of this study.

### Instrumentation

The study applied and used a modified questionnaire adapted from McCroskey's (1970) Personal Report of Public Speaking Anxiety (PRPSA) and two leading researchers' created survey questionnaires in which the statements were anchored and based on the review of related literature.

McCroskey's (1970) Personal Report of Public Speaking Anxiety (PRPSA) questionnaire was modified and conceptualized in a classroom setting to discover the glossophobia level of science major students. The researchers only limited and modified the twenty-two (22) items from McCroskey's Personal Report of Public Speaking Anxiety (PRPSA) that expressed negative opinions since Glossophobia is negatively viewed as a term used in this study. Every item is rated on a 5-item Likert scale, indicated as 1 (strongly disagree), 2 (disagree), 3 (moderately agree), 4 (agree), and 5 (strongly agree).

### Statistical Tools

The quantitative data were processed and analyzed to measure what generally characterizes the respondents and Glossophobia's most common effects and coping mechanisms. The researchers presented and analyzed the data through data analysis methods such as mean, standard deviation, and t-test.

## Results and Discussion

Table 1. *Level of Glossophobia Experienced by Science Major Students*

| *Item* | *Mean* | *Std. Deviation* | *Descriptions* | *Glossophobia Level Interpretation* |
|---|---|---|---|---|
| 1. I felt tense while preparing a presentation in the classroom. | 3.77 | .895 | Agree | High |
| 2. I felt nervous when I see the words "reporting," "oral recitation," and "demo teaching" on a course outline while studying. | 3.81 | 1.118 | Agree | High |
| 3. I get anxious when I think about a report coming up. | 3.19 | .932 | Moderately Agree | Moderate |
| 4. I am worried whenever my teacher announced a speaking activity or assignment. | 3.56 | 1.053 | Agree | High |
| 5. Just before I started speaking about my class presentation, I began to sweat. | 3.37 | 1.070 | Moderately Agree | Moderate |
| 6. Just before I began my presentation in the classroom, my heart started to beat rapidly. | 3.33 | 1.128 | Moderately Agree | Moderate |
| 7. Just as my presentation in the classroom was about to begin, I sat in the room feeling anxious. | 3.56 | 1.007 | Agree | High |
| 8. I was frightened, realizing there was not enough time left for a classroom presentation. | 3.53 | 1.032 | Agree | High |
| 9. Just before I began my presentation in the classroom, my breathing intensified. | 3.26 | 1.157 | Moderately Agree | Moderate |
| 10. When the teacher announced the date of giving a classroom presentation, I became worried. | 3.51 | 1.032 | Agree | High |
| 11. The night before reporting, I had difficulties sleeping. | 3.30 | 1.145 | Moderately Agree | Moderate |
| 12. While waiting to deliver my report, I suddenly felt anxious. | 3.05 | 1.133 | Moderately Agree | Moderate |
| 13. My thoughts were not organized while presenting a report in class. | 3.49 | 1.077 | Agree | High |
| 14. My hands trembled when I presented in the classroom. | 3.16 | 1.111 | Moderately Agree | Moderate |
| 15. I tend to forget what I was preparing to utter when I was reporting in class. | 2.91 | .947 | Moderately Agree | Moderate |
| 16. I felt tense if someone questioned me about a topic I did not know in my report. | 3.28 | 1.031 | Moderately Agree | Moderate |
| 17. I experienced stiffness in several body areas while speaking in front of the class. | 3.14 | .941 | Moderately Agree | Moderate |
| 18. I performed poorly in classroom presentations because I was anxious. | 3.00 | 1.024 | Moderately Agree | Moderate |
| 19. When I made a mistake while delivering a report, I needed help to focus on the following parts. | 2.88 | 1.258 | Moderately Agree | Moderate |
| 20. I noticed a sense of helplessness rising inside me during an important classroom presentation. | 3.35 | 1.089 | Moderately Agree | Moderate |
| 21. I presented a report while experiencing a rapid heartbeat. | 3.37 | 1.001 | Moderately Agree | Moderate |
| 22. While delivering or giving a report, I got so nervous I often forgot facts I knew. | 3.33 | 1.040 | Moderately Agree | Moderate |
| Overall Mean | 3.325 | 1.0555 | Moderately Agree | Moderate |

| Legend | Scale | Range | Description | Glossophobia Level Interpretation |
|---|---|---|---|---|
| | 5 | 4.50 – 5.00 | Strongly Agree | Very High Glossophobia |
| | 4 | 3.50 – 4.49 | Agree | High Glossophobia |
| | 3 | 2.50 – 3.49 | Moderately Agree | Moderate |
| | 2 | 1.50 – 2.49 | Disagree | Low Glossophobia |
| | 1 | 1.00 – 1.49 | Strongly Disagree | Very Low Glossophobia |

In accordance with the results on the level of Glossophobia experienced by science major students, the statement *I felt nervous when I see the words reporting, oral recitation, and demo teaching on a course outline while studying* had the highest mean. This revealed that Science major students felt nervous whenever they saw the words reporting, oral recitation, and demo teaching on a course outline while studying. It implied that students with Glossophobia fear anything involving speaking in the class, whether giving a report, participating in an oral recitation, or doing a demo teaching.

It supported the article by Tiyas (2019), which stated that most people try to escape situations when they are obliged to perform or speak in public. Additionally, Nguyen (2022) stated that myriad people who converse easily in everyday situations become frightened at standing before a group to make a speech.

Nevertheless, the level of Glossophobia experienced by Science major students, the statement "When I made a mistake while delivering a report, I needed help to focus on the following parts," had the lowest mean. It denoted that when Science major students deliver a report, they can continue independently even if they make a mistake. It implied that Science major students could complete their presentations without the help of others. Instead, they can rely on their abilities to correct errors and improve their thoughts' clarity.

Zeoli (2019) stressed that even the most accomplished public speakers can make presentation mistakes. However, the most important thing a speaker can do after making a mistake is to keep going. Zeoli believed mistakes could work in the presenter's favor, allowing the presenter to connect with the audience. It is salient to call to mind that everyone makes mistakes, and the audience is more likely to relate to an authentic speaker than someone seemingly perfect. Therefore, making mistakes is typical for people, which is why many students do not need the help of others to continue their report when making mistakes.

The overall mean for the level of Glossophobia in accordance with the results described as moderately agree. It is interpreted as a Moderate level of Glossophobia using the interpretations from Bawengan (2017) and Astuti (2020). The result denoted that the Science Major students' level of Glossophobia implied that while the fear of classroom presentation is present and causing discomfort, it does not completely debilitate and prevent the students from delivering their presentations and reports. Therefore, Glossophobia's level is moderate.

The study of Balakrishnan et al. (2022) denoted that half of the participants suffered from moderate public

speaking anxiety. Only 8 (12.3%) participants suffer from high-level public speaking anxiety (M=13.6). The total of participants with low-level public speaking anxiety (M=86.7) is 24 (37%). The overall public speaking anxiety of the diploma engineering mean score is of moderate level. The result was comparable to the study of Tridinanti (2018), which revealed that 3.57% of students were sorted in the high category, 53.5% were sorted in the moderate category, and 42.9% of students were sorted in the low category. In other words, it was discovered that students had moderate public speaking anxiety.

Thus, the overall mean revealed that most students fall in the moderate category of Glossophobia, followed by low and high. In the Philippines, Tomayo (2022) conducted a study among Grade 11 Senior High School Students at Aliaga National High School, it was found that students experienced a moderate level of speaking anxiety in their public speaking class. The students' moderate level of speaking anxiety in their public speaking class was dominantly affected by fear of negative feedback.

Table 2. *Effect of Glossophobia in Classroom Presentations as Perceived by Science Major Students.*

| *Item* | *Mean* | *Std. Deviation* | *Descriptions* |
|---|---|---|---|
| 1. I avoided talking or performing in front of the class. | 3.67 | 1.017 | Agree |
| 2. I skipped class when there was a classroom presentation or reporting. | 2.07 | .910 | Disagree |
| 3. I chose not to answer my classmates' questions about my report. | 3.67 | .993 | Agree |
| 4. It impeded me from delivering my class presentation and reporting well. | 3.56 | .825 | Agree |
| 5. I was unwilling to communicate with my classmates when reporting in class. | 3.44 | 1.119 | Agree |
| 6. I entered the class late to avoid reporting. | 1.95 | .872 | Disagree |
| 7. I spoke faster to end my reporting in class quickly. | 3.42 | 1.277 | Agree |
| 8. I avoided eye-to-eye contact with my classmates when reporting in front of the class. | 3.67 | 1.375 | Agree |
| 9. I chose to be absent when I presented my report in class. | 1.53 | .550 | Disagree |
| 10. I experience lack of vocabulary to say when presenting a report in class. | 3.74 | 1.002 | Agree |
| Overall Mean | 3.072 | 0.994 | Moderately Agree |

| Legend | Scale | Range | Description |
|---|---|---|---|
| | 5 | 4.50 – 5.00 | Strongly Agree |
| | 4 | 3.50 – 4.49 | Agree |
| | 3 | 2.50 – 3.49 | Moderately Agree |
| | 2 | 1.50 – 2.49 | Disagree |
| | 1 | 1.00 – 1.49 | Strongly Disagree |

Regarding Glossophobia's effects as perceived by Science major students, the results revealed that *I experienced a lack of vocabulary when presenting a report in class* had the highest mean. This indicated that major in Science students agreed with the statement that they experienced a loss of words when presenting a report in class. It implied that most major in Science students could not think well during a presentation in class and experience mental block due to nervousness, which is why they experience to cannot express their thoughts well.

According to the study published by Tarmizi et al. (2019), several difficulties were identified in students giving oral presentations, including a need for more vocabulary. The difficulties that students face while trying to speak in public include their insufficient linguistic repertoire, i.e., inadequate vocabulary and limited range of grammatical structures. This insufficiency leads the learners to frequent pauses, long hesitations, or sometimes complete discontinuation while attempting to perform a speaking task (Islam, 2021).

From a different perspective, regarding Glossophobia's effects as perceived by Science major students, the findings indicated that the statement *I chose to be absent when I presented my report in class* had the lowest mean. It signified that a large majority of respondents strongly disagreed with the statement, which suggested that they do not choose to be absent in class when asked to present a report.

This implied that the majority of individuals believe attending and presenting in class is essential to academic performance, and they strongly disapprove of skipping such an opportunity. In other words, this statement represented a behavior widely viewed as inappropriate or unacceptable within the group of individuals who responded and therefore ranked lowest regarding the agreement.

The provided statement finds support in the quote of Virgonita (2022), which stated that recent research with students in high school made a suggestion that anxiety alone does not predict problematic school absenteeism. On the contrary, according to the statement highlighted in the research conducted by Knollman et al. (2019), absences may happen because of the person's internalizing symptoms, such as anxiety.

According to Virgonita (2022), fear of public

speaking, or glossophobia anxiety, can result in students' absenteeism and unwillingness to participate. The findings of the current study are in direct contradiction with the result of Virgonita (2022) since the science major student respondents expressed a strong disagreement in relation to the statement about absenteeism.

The research discovered that the overall mean for Glossophobia's effect on classroom presentations as perceived by major in Science students moderately agreed. This means that the students surveyed in this study acknowledge to some extent that Glossophobia affects their ability to present and report in front of the class.

It implied that although the agreement level is low, as the respondents only moderately agreed, the fact that a majority of surveyed students still exhibit agreement to some extent implies that Glossophobia can have a considerable influence on their performance in class.

According to the findings regarding the coping mechanisms of students majoring in Science with Glossophobia, *I thought positively when giving a speech in my classroom presentations* had the highest mean. It signified that this coping mechanism was the most effective among the respondents. It denoted that when faced with public speaking anxiety (Glossophobia), the Science major students who responded to the survey said that they were able to cope better by adopting a positive mindset while giving a speech during classroom presentations.

This finding implied that Science major students found that adopting a positive mindset allowed them to cope better with Glossophobia. It also implied that positive thinking could be an effective strategy for some people who have Glossophobia.

These results supported the article by Santos (2021), which highlights that positive thinking was an effective coping strategy that can provide guidance for students in developing productive speaking skills. According to Santos, this strategy is in accordance with the idea that individuals can improve by repeatedly telling themselves positive, inspiring, and motivating sentiments. He also states that a supportive and interactive approach, focusing on honesty, substance over style, and positive thinking, can assist students in conquering their phobia and develop productive speaking skills.

Table 3. *Science Major Students Coping Mechanism with Glossophobia*

| *Item* | *Mean* | *Std. Deviation* | *Descriptions* |
|---|---|---|---|
| I reduced my Glossophobia by preparing thoroughly before presenting my report in class. | 4.07 | .669 | Agree |
| I reduced my nervousness by moving about and breathing deeply. | 4.02 | .740 | Agree |
| I reminded myself of my successes, strengths, and virtues before facing my classmates to gain self-confidence. | 4.33 | .778 | Strongly Agree |
| I thought positively when giving a speech in my classroom presentations. | 4.37 | .655 | Strongly Agree |
| I used self-affirmations to motivate myself when there was a class report or presentation. | 4.28 | .734 | Strongly Agree |
| I reduced my nervousness in classroom presentations by making notes. | 3.95 | 1.022 | Agree |
| I reduced my Glossophobia by visualizing classroom presentations and reporting as everyday conversations. | 4.26 | .734 | Strongly Agree |
| I could reduce my Glossophobia by meditating before presenting my report in class. | 4.09 | .840 | Agree |
| I reduced my Glossophobia by not pressuring myself when giving presentations and reporting. | 4.35 | .650 | Strongly Agree |
| I reduced my Glossophobia by thoroughly practicing before presenting my report in class. | 4.21 | .709 | Strongly Agree |
| Overall Mean | 4.193 | 0.7531 | Agree |

| Legend | Scale | Range | Description |
|---|---|---|---|
| | 5 | 4.50 – 5.00 | Strongly Agree |
| | 4 | 3.50 – 4.49 | Agree |
| | 3 | 2.50 – 3.49 | Moderately Agree |
| | 2 | 1.50 – 2.49 | Disagree |
| | 1 | 1.00 – 1.49 | Strongly Disagree |

In contrast, anchored on the findings of the research on Science major students' coping mechanisms for Glossophobia, the statement *I reduced my nervousness in classroom presentations by making notes* had the lowest mean. This represented that making notes was not perceived as a helpful coping mechanism to reduce the Glossophobia of most Science major students during classroom presentations compared to other coping mechanisms.

It implied that most Science major students did not find taking notes an effective way to manage their Glossophobia. Therefore, other coping strategies may need to be explored and implemented to assist students in conquering their fear and perform better during presentations.

This finding contradicted the article by Akbar (2022), which he mentioned in his article that students have

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six strategies they usually use when facing stage fright or encountering public speaking anxiety. In Akbar's article, note-making was ranked first, with thirty-two percent (32%) of the respondents using this technique to overcome their anxiety and deliver a powerful speech or presentation. Moreover, Akbar's article states that many respondents used note-making to minimize their fear of forgetting points or going blank. He added that some of the students stated that they experience a sense of comfort when they keep flashcards with them.

However, one respondent in the research of Akbar (2022) supported the findings of the current study by stating, *I don't like to read from notes while I deliver my presentation*. This statement from Akbar (2022) proved that some students needed to find taking notes an effective way to manage their Glossophobia.

In accordance with the findings, the overall mean for the coping mechanisms of the students majoring in Science with Glossophobia was *agree*. It denoted that, in general, students majoring in Science who took part in study tended to agree that the coping mechanisms' statements effectively reduced their Glossophobia.

This result indicates that most Science major students who experience Glossophobia found the coping mechanisms' statements helped reduce their fear and nervousness when presenting in class.

Furthermore, in regard to the outcome of the interviews with two (2) science major students who have perceived with very high Glossophobia, the first interviewee said that one strategy that helps him in managing such fear is by thinking positively that he can overcome it. In contrast, the second interviewee said that the strategy that helped her manage her Glossophobia is considering ideas that would uplift her from the fear.

This showed the students that have perceived very high Glossophobia can overcome and manage it by thinking positively and focusing on things that uplift them from their fear during classroom presentations. It implied that students who think positively during classroom presentations have a higher possibility to do well.

The results represented that the primary student coping mechanism with Glossophobia is thinking positively during classroom presentations. Therefore, these results supported the coping mechanism of science major students with Glossophobia. It was underpinned by the article of Santos (2021), which highlighted that positive thinking, out of all the coping mechanisms, is the most effective strategy that can guide students in developing productive speaking skills. According to Santos, this strategy is in accordance with the idea that individuals can improve by repeatedly telling themselves positive, inspiring, and motivating sentiments.

Table 4. *The Difference in the Level of Glossophobia of the Science major students when grouped according to sex*

| *Group* | *Group Mean* | *Mean Difference* | *P-Value* | *Indication* | *Decision* |
|---|---|---|---|---|---|
| Male<br>Female | 1.697674<br>3.324524 | -1.62685 | 0.122 | Not Significant | Do not reject |

S = Significant level set at p-value ≤ 0.05

The results indicated that the p-value was 0.122, indicating that there is no significant difference in the Glossophobia level among the students who majored in science when they were divided into sex since the p-value was greater than the significance level of 0.05. It implied that the respondents experienced the same level of Glossophobia regardless of their sex, whether male or female.

As quoted throughout the study by Tran et al. (2021) in Malaysia, which conducted and surveyed numerous technical students specializing in engineering and computing and found that the public speaking anxiety level was equal among female and male students. In the study by Tran et al. (2021) conducted at Ho Chi Minh City University of Education in Taiwan, the three hundred seventy-four (374) students respondents consisted of 23% males and 77% females. It was found that there was no significant difference in the level of public speaking anxiety between males and females. The result of Tran et al. was in line with Kabigting and Nanud (2020) finding out that the men and women senior high students of Justino Sevilla High School, Arayat, Pampanga had the same level of anxiety.

On the contrary, according to the data mentioned in the study by Tran et al. (2021), Glossophobia among females (87.2%) is more common than among males. In line with Perveen et al. (2018), which also conducted a study among both male and female students at University of Karachi to identify the Glossophobia level in terms of gender, it was revealed from the survey that female students tend to experience a higher level of fear of public speaking than male students. Moreover, in the Philippines, Tomayo and Caber (2022) conducted a study about public speaking anxiety among the students in Grade

11 Senior High School at Aliaga National High School. It has been discovered that women tend to experience higher levels of anxiety during public speaking class than men.

Table 5. *The Difference of the Effects of Glossophobia of Science major students when grouped according to sex*

| *Group* | *Group Mean* | *Mean Difference* | *P-Value* | *Indication* | *Decision* |
|---|---|---|---|---|---|
| Male<br>Female | 1.697674<br>2.430233 | -0.732559 | 0.781 | Not Significant | Do not reject |

S = Significant level set at p-value ≤ 0.05

The result revealed that the p-value was 0.781, indicating no significant difference with regards to the effects of Glossophobia on the students majoring in Science when grouped with regards to sex, since the p-value was greater than the level of significance which is 0.05. It was implied, whether male or female, the individuals who were surveyed experienced the same effects of Glossophobia regardless of their sex.

According to Dellah's (2020) study, there was no significant difference observed between genders in terms of their level of speaking anxiety. It indicated that gender does not significantly contribute to the experience of speaking anxiety among the participants. On the other hand, Namaziandost et al. (2019) carried out a study involving 429 students from six language schools located in Mashhad and Kerman, Iran. A T-test was conducted to compare the means of two groups, specifically males and females, in order to examine the effects of speaking anxiety in their oral performance. Thus, the study's null hypothesis was rejected as it has been discovered that females with Glossophobia outperformed males in oral presentations. According to Laureiro (2020), it is undeniable that gender plays a crucial role in communication apprehension because women and men are different and communicate differently.

## Conclusion

Based on the analysis conducted in this study, it is evident that the science major students at Notre Dame of Midsayap College grapple with a moderate level of Glossophobia, as revealed by the comprehensive investigation. The discernible effect of Glossophobia manifested as a notable deficiency in vocabulary during in-class presentations, reflecting the consequential impact on the students' communication abilities. Notably, the coping mechanism of adopting a positive mindset during classroom speeches emerged as a prevalent strategy employed by the science major students. Significantly, the study underscored that the prevalence of Glossophobia is relatively consistent across genders, with both male and female students exhibiting a similar moderate level of vulnerability during classroom presentations, thereby highlighting the universality of this phenomenon irrespective of gender.

Based on the findings of the study, the following are recommended:

*For a possible course of action:* (1) Students may practice and engage in public speaking to alleviate their anxieties regarding public speaking inside and outside classroom activities. (2) Teachers may integrate numerous public speaking activities into their syllabi and apply appropriate strategies to help build up students' good communication skills; (3) The College of Education Department and Guidance Office may conduct a test to determine the Glossophobia's level for students to be cognizant of their level and conduct seminars about Glossophobia to help the students to be cognizant of the existence of this type of anxiety and other phobias. (4) Public speaking skills may be practiced more often inside the classroom to alleviate students' nervousness during classroom presentations.

*For further study:* Researchers may conduct a similar study with a larger number of respondents in the College of Education (English, Math, Science, Filipino, Social Studies, and Physical Education) to determine if the same findings will be established.

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