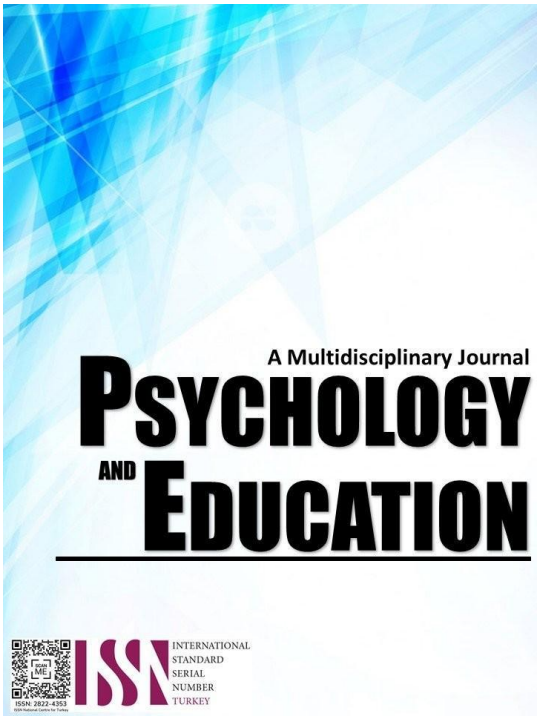
STAGE FRIGHT AND PUBLIC SPEAKING SKILLS AMONG BSED ENGLISH MAJOR OF KOLEHIYO NG PANTUKAN



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Research Article

Stage Fright and Public Speaking Skills among BSED English Major of Kolehiyo ng Pantukan

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Abstract

In the context of education, public speaking skills are crucial for both students and educators. For students, developing confidence in speaking equips them to participate actively in class discussions, present research, and express their ideas clearly, skills that are foundational to academic success and future leadership roles. This study aimed to examine the relationship between stage fright and public speaking skills among BSED English major students. Employing a quantitative descriptive-correlational research design, the study sought to determine the extent to which stage fright influences students' performance in public speaking. A total of 350 students participated in the study. Data were collected using a researcher-made questionnaire and analyzed using mean scores and the Pearson Product-Moment Correlation Coefficient. Findings revealed that the students experienced a high level of stage fright, with cognitive anxiety symptoms being the most dominant, followed by behavioral and physiological symptoms. In contrast, their public speaking skills were found to be significantly affected by these anxiety levels, leading to the rejection of the null hypothesis. These results suggest that higher levels of stage fright negatively impact students' public speaking performance. The findings underscore the importance of enhancing self-efficacy, adequate preparation, and confidence-building as key strategies for managing communication anxiety and improving public speaking skills. Overall, this study contributes to the understanding of communication-related anxiety in academic settings and offers valuable insights for developing effective interventions to support future educators in honing their public speaking abilities.

Keywords: *language education, stage fright, public speaking skills, communication anxiety, descriptive-quantitative, Philippines*

Introduction

Public speaking skills are essential for effective communication, personal development, and professional success. Strong public speaking abilities enable individuals to express ideas clearly, engage audiences, and deliver impactful messages (Puluhulawa & Karim, 2022). Recent studies reinforce the idea that students with well-developed public speaking skills perform better in academic settings, particularly in oral presentations, debates, and discussions. Research by Geduriagao and Vibal (2024) found a positive correlation between extemporaneous speaking skills and academic performance, while Abellana et al. (2025) demonstrated that public speaking workshops significantly improved students' delivery and confidence. Ameen et al. (2025) highlighted the importance of structured speaking activities in boosting communication skills and academic success. Similarly, González Reséndez (2024) found that varied oral tasks enhance fluency and reduce anxiety.

Furthermore, a large-scale study showed that public speaking anxiety negatively affects academic outcomes, emphasizing the need for confidence-building interventions. However, despite its importance, many students struggle with public speaking anxiety, which affects their confidence, clarity, and delivery (Reyes et al., 2023). Research has shown that public speaking anxiety is one of the most common fears among students, significantly influencing their academic performance and future career opportunities (Tobias & Ito, 2021). Thus, addressing factors that affect public speaking performance is crucial in improving students' communication competencies and professional preparedness.

Globally, public speaking skills continue to be a significant issue among students. A study in Vietnam found that university students struggle with public speaking due to low self-confidence and fear of negative evaluation (Truong &Tam, 2024). In the United Kingdom, university students reported avoiding public speaking opportunities due to severe anxiety, leading to lower participation in academic discussions (Grieve et al., 2021).

In addition, in the Philippines, despite the emphasis on oral communication skills in the curriculum, many students still experience stage fright, which hinders their ability to express themselves effectively (Reyes et al., 2023). Local studies in Laguna and Davao de Oro have shown that public speaking anxiety remains a challenge among Filipino students, particularly among English majors training to become future educators (Chau & Nguyen, 2022).

One of the major factors contributing to poor public speaking skills is stage fright. Stage fright, also known as communication apprehension, affects students' ability to speak fluently, organize their thoughts, and engage with an audience (Fritscher, 2023). Cognitive anxiety symptoms, such as self-doubt, fear of failure, and negative self-perception, have been identified as the most significant barriers to public speaking (Tobias & Ito, 2021). Research suggests that students with higher self-efficacy and thorough preparation experience lower anxiety and perform better in public speaking. However, many students lack the necessary training and confidence-building exercises to overcome stage fright, leading to poor speaking. Given this, there is a need for further research on how stage fright impacts public speaking skills and how interventions can be designed to improve students' confidence and

performance.

Despite existing studies on public speaking anxiety, there is a lack of empirical research examining the relationship between stage fright and public speaking skills in Davao de Oro. This study addresses that gap by analyzing the correlation between stage fright and public speaking skills among BSED English major students. Understanding this relationship is urgent as it can guide educators in designing programs to enhance students' confidence, reduce anxiety, and improve communication skills. The findings of this study would provide valuable insights for curriculum development, intervention strategies, and future research aimed at strengthening public speaking education for future teachers.

Research Questions

The purpose of this study was to examine the relationship between stage fright and public speaking skills among BSED English major students.

1. What is the level of stage fright of BSED English Students in terms of:
    1.1. physiological anxiety symptoms;
    1.2. cognitive anxiety symptoms; and
    1.3. behavioral anxiety symptoms?
2. What is the level of public speaking skills of BSED English students in terms of:
    2.1. ability to communicate well;
    2.2. confidence; and
    2.3. thorough preparation?
3. Is there a significant relationship between stage fright and public speaking skills among BSED English Major Students?

Literature Review

Stage Fright

In an academic setting, stage fright can significantly impact students' ability to perform well in oral presentations, debates, or stage performances. The fear of judgment, making mistakes, or failing to meet expectations contributes to heightened anxiety, which can lower self-confidence and academic performance (Brown et al., 2020). Understanding the causes, effects, and coping mechanisms of stage fright is crucial for educators and students to develop effective strategies to overcome it. Psychological factors contributing to stage fright among students. Their findings suggest that students with low self-esteem and high levels of self-consciousness are more prone to experiencing stage fright. The researchers identified that fear of negative evaluation plays a significant role in increasing anxiety before a performance. They further emphasized that students with previous negative experiences, such as forgetting lines during a presentation or receiving criticism, tend to develop long-term performance anxiety.

A study by Truong and Tam (2024) revealed that multiple factors influence Ton Duc Thang University students majoring in English who experience stage fright during public speeches. The study demonstrates that the public speaking abilities of students result from the interaction between self-confidence and anxiety levels, as well as their linguistic competency. Through their research, which included surveys and student interviews, Truong and Tam identified useful methods to resolve public speaking obstacles, thereby boosting student performance. This investigation aims to develop implementable strategies for enhancing public speaking abilities, as students require these skills for their future academic and professional advancement. In addition to psychological and social factors, research also suggests various coping strategies that students can use to manage stage fright. A study by Thompson, Kim, and Davis (2022) emphasized the effectiveness of exposure therapy, where students are gradually introduced to public speaking scenarios to build confidence over time. Their research found that repeated exposure to speaking engagements, combined with relaxation techniques such as controlled breathing and meditation, significantly reduces performance anxiety. Moreover, practicing in front of small, supportive groups before delivering a presentation to a larger audience helps students gain confidence and reduce fear.

Public Speaking Skills

Recent studies highlight the critical role of public speaking skills both verbal and nonverbal in supporting students' academic success and confidence. Nonverbal elements like eye contact and gestures enhance speaker credibility (Anggita & Wahyuni, 2024), while real-time feedback on delivery improves presentation performance (Liu, 2024). Engaging techniques such as storytelling and expressive body language boost audience connection (Cheung, 2024). Studies also show that factors like gender and academic background influence speaking anxiety (Kašpárková & Kantorová, 2024), and higher self-esteem is linked to better speech delivery and audience engagement (Padilla & Malazarte, 2025). These findings emphasize the importance of developing comprehensive public speaking skills for academic and personal growth. This indicates a strong correlation between proficient speaking abilities and self-confidence, highlighting the importance of structured training programs to enhance these skills. Additionally, public speaking proficiency positively influences students' academic performance, reinforcing the need for schools to incorporate communication-based activities into their curricula.

In addition, public speaking skills are essential for students, particularly when enrolled in English public speaking courses or when delivering presentations in front of an audience. In the study conducted by Meinawat and Maher (2023) explored the root causes of public speaking anxiety and emphasized the significance of speech competence in academic performance and personal confidence. Findings from the study highlight the critical role of inclusive and proactive guidance from instructors, especially in equipping students with anxiety-reduction strategies such as thorough preparation, regular practice, and confidence-building exercises. Teachers are encouraged to assess students' anxiety levels to inform the use of adaptive teaching techniques that respond to individual needs. Furthermore, the research underscores the importance of identifying effective approaches for managing stage fright, which is vital for improving performance and supporting the public speaking development of BSED English major students.

Methodology

Research Design

This study utilized a quantitative-descriptive research design, which is a methodological approach that combines elements of both quantitative and descriptive research. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2023). In contrast, descriptive research involves observing and collecting data on a given topic without attempting to infer cause-and-effect relationships. The goal of descriptive research is to provide a comprehensive and accurate picture of the population or phenomenon being studied and to describe the relationships, patterns, and trends that exist within the data (Creswell, 2023). In this study, the quantitative aspect served solely as a tool for analyzing the collected data, rather than determining the cause-and-effect relationships of variables or controlling or manipulating them, as descriptive research only observes data. Therefore, the variables of this study were not manipulated by the researchers; instead, they aimed to observe how the data gathered aligned with their study's objectives.

Respondents

The subjects and respondents of this study were the Bachelor of Secondary Education major in English students from first to fourth year levels. This utilized a complete enumeration method. In a complete enumeration or census, information is collected from each member of the population (Abrol, 2021). The Bachelor of Secondary Education major in English students from first to fourth year levels comprised the following: 22 males and 102 females from the first-year level, 20 males and 59 females from the second-year level, 16 males and 56 females from the third-year level, and 10 males and 65 females in the fourth-year level. A total of 350 population.

Instrument

In this study, the researchers utilized a self-constructed survey questionnaire as the primary instrument for data collection. The purpose of the instrument was to assess the relationship between stage fright and public speaking skills among English students. The researchers developed the questionnaire based on relevant literature and theoretical constructs related to speech anxiety and communication competence. It was structured using a five-point Likert scale ranging from 1= Strongly Disagree to 5 = Strongly Agree to quantify student perceptions and experiences (Creswell & Creswell, 2017; Pallant, 2020). The instrument comprised a total of 30 items, divided equally between the independent variable, namely stage fright, which includes physiological, cognitive, and behavioral anxiety symptoms, and the dependent variable, which is public speaking skills, operationalized through thorough preparation, confidence, and ability to communicate effectively. Each indicator was measured through five items.

To ensure content validity, the instrument was submitted to a panel of three experts in education and communication who evaluated the clarity, relevance, and appropriateness of each item. Revisions were made based on their feedback before final administration. Construct validity was also assessed by aligning each item with its respective theoretical indicator. Reliability testing was conducted through a pilot study involving 30 students with similar characteristics as the main respondents. The instrument demonstrated strong internal consistency, with a Cronbach's alpha of 0.87 for the entire scale, indicating high reliability. The instrument was administered face-to-face to respondents during regular class sessions to ensure consistent conditions. Respondents were given approximately 15–20 minutes to complete the questionnaire, and the researchers provided instructions and clarification as needed. The target population consisted of English major students, selected purposively based on their exposure to public speaking tasks in their academic program. The standardized administration process helped minimize external influences, ensuring the consistency and comparability of responses.

Procedure

The data-gathering procedure for this study was conducted systematically and ethically in accordance with the research protocols of the research locale. The process began with securing ethical clearance from the institution's research committee. Prior to data collection, the researcher-developed survey questionnaire underwent a thorough validation process by a panel of subject matter experts to ensure content relevance, clarity, and alignment with the study's objectives. Upon successful validation, a certificate of approval was issued, granting permission to proceed with data collection. The next step involved the recruitment of respondents, specifically BSED English major students who were purposively selected based on their academic exposure to public speaking activities. Before administering the instrument, the researcher explained the purpose and procedures of the study and obtained informed consent from all participants, ensuring that their participation was voluntary and that their rights, including anonymity and the option to withdraw at any time, were respected. Data collection was carried out face-to-face during regular class hours to maintain consistency. The validated 30-item Likert

scale questionnaire was distributed, and students were given approximately 15–20 minutes to respond, with the researcher available to provide guidance as needed. After collection, all responses were reviewed for completeness, encoded into a spreadsheet, and prepared for statistical analysis. Throughout the process, strict confidentiality and ethical considerations were observed to protect the identities and privacy of all participants. This structured and transparent approach ensures the study's replicability and upholds the integrity of the research process.

Ethical Considerations

This study was conducted in accordance with the ethical protocols and guidelines set by the Research Office. The researcher obtained informed consent from all participants, carefully selecting individuals while considering any potential risks they might face, including physical, psychological, and social concerns. Emphasis was placed on participants' consent and understanding of the data collection process, particularly their rights throughout the research. Participation was entirely voluntary, with respondents willingly completing the questionnaire without any form of coercion or intimidation. Their legal rights and personal freedoms were fully respected throughout the study. All information gathered from the participants will be kept confidential, and the researcher is committed to protecting their identities. The researcher fully respected the decision of individuals who chose not to participate and made it clear that no penalties would be given to students who declined involvement. Additionally, proper storage and handling of data collection tools, including used materials, were ensured.

Results and Discussion

The data collected from the respondents' completed questionnaires were presented, examined, and interpreted in this section of the study. The presentation was in line with the particular queries that were raised in light of the study's goals.

Stage Fright

Table 1. *Level of Stage Fright in terms of Physiological Anxiety Symptoms*

No.	*Items*	*Mean*	*Descriptive Level*
1.	Before a public speaking engagement, my heart raises.	4.15	High
2.	I experience trembling or shaking during public speaking.	4.17	High
3.	I get sweaty palms before or during presentations.	4.09	High
4.	My breathing becomes rapid or shallow when speaking publicly.	4.01	High
5.	I experience nausea or stomach upset before public speaking.	3.91	High
	Overall Mean	4.06	High

Legend: *4.20–5.00, Very High; 3.40–4.19, High; 2.60–3.39, Moderate; 1.80–2.59, Low; 1.00–1.79, Very Low.*

Table 1 shows the level of stage fright in terms of physiological anxiety symptoms. The data presented indicate that I experienced trembling or shaking during public speaking, which scored the highest mean of 4.17. This was followed by item number 1, where I reported that my heart rate increases before a public speaking engagement. The mean score was 4.15. Item number 5 had the lowest mean score of 3.91. All items received a description of Moderately Agree. The overall mean of physiological anxiety symptoms is 4.06 with the description of Moderately Agree. This means that the level of stage fright of the BSED English major of KNP in terms of physiological anxiety symptoms is very high.

The findings presented by Alberge (2020) provide significant insight into the prevalence and impact of stage fright among students. According to the study, approximately 80% of students in classroom settings experience stage fright, demonstrating how widespread this issue is in educational environments. Furthermore, anxiety related to public speaking is not limited to students; it affects about 77% of the general population, highlighting its broader psychological and social impact.

Stage fright, often referred to as performance anxiety, is recognized as one of the most common phobias. It typically manifests as an intense fear of speaking or performing in front of others, often triggered by concerns about judgment, failure, or embarrassment. This fear can have serious consequences for individuals, leading to diminished self-esteem and reduced self-confidence. Such psychological effects may result in individuals avoiding situations that require public speaking or performance, which can in turn limit their academic, professional, and personal development. In more severe cases, stage fright can deter people from pursuing certain career paths such as teaching, law, performing arts, or leadership roles that demand effective communication and public engagement.

Table 2. *Level of Stage Fright in terms of Cognitive Anxiety Symptoms*

No.	*Items*	*Mean*	*Descriptive Level*
1.	I worry excessively about making mistakes during a speech.	4.27	High
2.	I have negative thoughts about my ability to speak publicly.	4.22	High
3.	I anticipate a negative audience reaction.	4.18	High
4	I feel overwhelmed by the thought of speaking in front of others.	4.15	High
5.	I have trouble concentrating before or during a presentation.	4.13	High
	Overall Mean	4.19	High

Legend: *4.20–5.00, Very High; 3.40–4.19, High; 2.60–3.39, Moderate; 1.80–2.59, Low; 1.00–1.79, Very Low.*

Table 2 shows the level of stage fright in terms of cognitive anxiety symptoms. The data shows that item number 1. I worry excessively

about making mistakes during a speech, and got the highest mean of 4.27. Followed by item number 2, I have negative thoughts about my ability to speak publicly. With a mean of 4.22. Lastly, item number 5, which I experience difficulty concentrating before or during a presentation, received the lowest mean of 4.13. All items received the description of moderately agree. The overall mean of stage fright of BSED English major of KNP in Terms of cognitive anxiety symptoms is 4.19, with the description of Moderately Agree.

Thus, this means that the level of stage fright in terms of cognitive anxiety symptoms is very high. The result was supported by Tobias and Ito (2021), who found that excessive worry about mistakes is accompanied by negative thoughts, anticipation of negative reactions, feelings of being overwhelmed, and difficulty concentrating. Public speaking anxiety receives substantial contributions from cognitive mental processes, which demonstrates the need to focus mental interventions on stage fright reduction while improving public speaking ability.

Table 3. *Level of Stage Fright in Terms of Behavioral Anxiety Symptoms*

No.	*Items*	*Mean*	*Descriptive Level*
1.	I avoid public speaking opportunities whenever possible.	4.13	High
2.	I feel stiff or awkward when speaking publicly.	4.15	High
3.	I speak too quickly or too softly during presentations.	4.19	High
4.	I fidget or pace nervously while speaking.	4.12	High
5.	I have difficulty maintaining eye contact with the audience.	4.09	High
	Overall Mean	4.14	High

Legend: *4.20–5.00, Very High; 3.40–4.19, High; 2.60–3.39, Moderate; 1.80–2.59, Low; 1.00–1.79, Very Low.*

Table 3 shows the level of stage fright in terms of Behavioral Anxiety Symptoms. The data presented show that item number 3, I speak too quickly or too softly during presentations, got the highest mean of 4.19. Following item number 2, I feel stiff or awkward when speaking publicly, with a mean of 4.15. All items received the description "Moderately Agree." Lastly, item number 5, I have difficulty maintaining eye contact with the audience, which received the lowest mean of 4.0, described as Moderately Agree. The overall mean for the level of stage fright among BSED English majors was 4.14, corresponding to the description "Moderately Agree." Thus, the level of Stage fright in terms of sociolinguistic competence is high.

This result was supported by Felman (2024) when he presents behavioral anxiety symptoms, which lead participants to avoid public speaking and experience stiffness and awkwardness while speaking at a fast or slow pace and displaying fidgeting while having difficulties with eye contact. The observed behaviors highlight the need for training programs that integrate fundamental skills and self-assurance development strategies to help students manage anxiety and improve public speaking outcomes.

Table 4. *Summary on the Level of Stage Fright of BSED English Major Students*

Indicators	*Mean*	*Descriptive Level*
Physiological Anxiety Symptoms	4.06	High
Cognitive Anxiety Symptoms	4.19	High
Behavioral Anxiety Symptoms	4.14	High
Overall Mean	4.13	High

Table 4 summarizes the level of stage fright in terms of physiological anxiety symptoms, cognitive anxiety symptoms, and behavioral anxiety symptoms. Based on the gathered data, cognitive anxiety symptoms gained the highest overall mean of 4.19, which means that the level of stage fright in terms of cognitive anxiety symptoms is very high. Followed by behavioral anxiety symptoms. With a total mean of 4.14, the interpretation is very high. Physiological anxiety symptoms acquired the lowest mean of 4.06. All items received a moderately agreeable description. This means that the level of Stage fright of BSED English students is very high. The gathered data from the three indicators yielded a total mean score of 4.13, corresponding to the description "Moderately Agree." This signified that the level of Stage Fright among English Major Students is high.

This was supported by Fritscher (2023), who found that the connection between all anxiety symptoms and public speaking performance produces estimated rates of 77% in the general population. Individuals develop strategies to cope with stage fright that include planning ahead, implementing positive mental processes, and creating environments with higher comfort levels. The result was also supported by the theory of Buss's Theory of Audience Anxiety (1980), which identifies three specific indicators of stage fright: physiological anxiety symptoms, including physical reactions such as increased heart rate and sweating; cognitive anxiety symptoms, which encompass negative thoughts about performance and fear of judgment; and behavioral anxiety symptoms, manifesting as observable actions like avoidance or fidgeting during presentations.

Public Speaking Skills

Table 5 shows the level of Public Speaking Skills of students in terms of their Ability to communicate well. The data indicates that item number 1, which involves clearly articulating my ideas and thoughts, received the highest mean of 4.31. Following item number 3, I use appropriate language and tone for my audience, with a mean of 4.27. Lastly, item number 5, which involves effectively using visual aids to enhance presentations, received the lowest mean of 4.18. All items were rated as Moderately Agree. The overall mean in terms of ability to communicate well is 4.24, with the description of moderately agree. Thus, the level of public speaking skills in terms of ability to communicate well is very good.

Table 5. *Level of Public Speaking Skills in terms of Ability to communicate Well*

No.	*Items*	*Mean*	*Descriptive Level*
1.	I am able to clearly articulate my ideas and thoughts.	4.31	High
2.	My presentations are well-organized and easy to follow.	4.25	High
3.	I use appropriate language and tone for my audience.	4.27	High
4.	I am able to engage my audience and keep them interested.	4.20	High
5.	I effectively use visual aids to enhance my presentations.	4.18	High
	Overall Mean	4.22	High

Legend: *4.20–5.00, Very High; 3.40–4.19, High; 2.60–3.39, Moderate; 1.80–2.59, Low; 1.00–1.79, Very Low.*

The result was supported by Algouzi et al. (2023), who demonstrated strong public speaking communication skills through clear idea expression, organized presentation delivery, suitable language use, audience engagement, and effective visual aid application. The research demonstrates that although students might feel nervous students effectively apply their communication skills for their presentations.

Table 6 shows the level of Public Speaking Skills of students in terms of confidence. The data show that item number 1, I feel confident in my ability to speak publicly, got the highest mean of 4.17, Followed by item number 4, I project an image of self- assurance during my presentations, with a mean of 4.15, Lastly, item number 5, I am able to handle unexpected questions or interruptions calmly got a mean of 4.06, All items got with the description of moderately agree.

Table 6. *Level of Public Speaking Skills in terms of Confidence*

No.	*Items*	*Mean*	*Descriptive Level*
1.	I feel confident in my ability to speak publicly.	4.17	High
2.	I am comfortable speaking in front of large groups of people.	4.07	High
3.	I am unaffected by criticism or negative feedback.	4.13	High
4.	I project an image of self-assurance during my presentations.	4.15	High
5.	I am able to handle unexpected questions or interruptions calmly.	4.06	High
	Overall Mean	4.12	High

Legend: *4.20–5.00, Very High; 3.40–4.19, High; 2.60–3.39, Moderate; 1.80–2.59, Low; 1.00–1.79, Very Low.*

The overall mean in terms of confidence is 4.12, with the description of moderately agree. Thus, the level of public speaking skills of English Major students in terms of confidence is very high. The result was supported by Huda et al. (2024). Even when participants felt nervous, they displayed confidence in their presentation abilities, comfort in addressing crowds, and insensitivity to criticism, demonstrating assurance in their delivery and ability to handle question interruptions calmly. Anxiety exists in these students, but their strong levels of confidence help them deliver effective presentations thus indicating performance success depends both on controlling anxiety and using existing confidence abilities.

Table 7 shows the level of public speaking skills of students in terms of Thorough Preparation. The data indicates that item number 1, which involves spending sufficient time researching and planning presentations, received the highest mean score of 4.31. Following item number 4, I utilize a range of resources to prepare my presentations, achieving a mean score of 4.26. Lastly, item number 5, I create detailed outlines and notes for my speeches, which received the lowest mean score of 4.11, described as Moderately Agree. The overall mean score for thorough preparation is 4.24, indicating moderately agree. Thus, the level of public speaking skills among English Major students in terms of thorough preparation is high.

Table 7. *Level of Public Speaking Skills in terms of Thorough Preparation*

No.	*Items*	*Mean*	*Descriptive Level*
1.	I spend sufficient time researching and planning my presentations.	4.31	High
2.	I rehearse my speeches thoroughly before delivering them.	4.23	High
3.	I anticipate potential questions and prepare answers in advance.	4.20	High
4.	I use a variety of resources to prepare my presentations.	4.26	High
5.	I create detailed outlines and notes for my speeches.	4.11	High
	Overall Mean	4.24	High

Legend: *4.20–5.00, Very High; 3.40–4.19, High; 2.60–3.39, Moderate; 1.80–2.59, Low; 1.00–1.79, Very Low.*

The result was supported by William and Mary Education (2022), which found that intense preparation requires significant time spent on researching, planning, rehearsing, anticipating questions, and utilizing various resources, as well as creating detailed outlines. A well-prepared presenter should obtain message comfort while refining delivery rhythms that create maximum impact. The extensive preparation done ahead of time by public speakers probably strengthens their confidence perception alongside their capability for effective communication even when they experience performance anxiety.

Table 8 presents a summary of the public speaking skills of English major students, focusing on their ability to communicate effectively, confidence, and thorough preparation. Based on the gathered data, the ability to communicate well achieved an overall mean of 4.24, the highest among all indicators. This indicates that among the Public Speaking skills indicators, English major students excel in the ability to communicate well, surpassing the rest. One possible reason for English Major Students' proficiency in communication is their strong Communication skills, which contribute to the development of Public Speaking Skills.

Table 8. *Summary on the Level of Public Speaking Skills of BSED English Major Students*

Indicators	*Mean*	*Descriptive Level*
Ability to communicate well	4.24	High
Confidence	4.12	High
Thorough Preparation	4.22	High
Overall Mean	4.19	High

The study by Bylkova et al. (2021). stated that the students seem to display robust public speaking skills after controlling for stage fright because of their academic preparation and professional requirements. Strategic interventions designed to enhance the presentation abilities of English language undergraduates will produce substantial enhancements in their skills and self-assurance. On the other hand, thorough preparation gained an overall mean score of 4.22, which means that the level of public speaking skills of English major students is very good. Lastly, confidence had the lowest overall mean of 4.12, indicating that the level of public speaking skills among English major students is very high. Based on recent studies, there are several possible reasons why English major students may face difficulties in confidence, compared to other indicators of writing skills. In summary, the gathered data for the three indicators yielded a total mean of 4.33, indicating a moderately agreeable response. This signified that the level of public speaking skills of English Major Students is very high.

The result was supported by Sana et al. (2024), who demonstrated that the relationship between stage fright and public speaking skills reveals that improved ability to control stage fright leads to better public speaking talents. Self-efficacy plays a fundamental role in predicting public speaking performance since the observed relationship demonstrates its crucial impact on skill development.

Table 9 displays the relationship between the level stage fright and public speaking skills of BSED English majors. In determining the correlation between the indicators of independent variables (stage fright, comprising physiological, cognitive, and behavioral anxiety symptoms) and the dependent variables (Public Speaking Skills, including ability to communicate well, confidence, and thorough preparation), the following results are obtained.

Table 9. *Significance on the Relationship between the Level of Stage Fright and Level Public Speaking Skills of among BSED English Major Students*

Variables	*r-Value*	*Interpretation*	*p-Value α=0.05*	*Decision on Ho*	*Conclusion on Relationship*
Stage Fright Public Speaking Skills	0.51	Moderate Positive Correlation	0.00001	Rejected	Significant
Coefficient of Determination					0.2610

The r-value of 0.51 indicates a moderate strength and a positive direction, suggesting a moderately positive correlation. The p-value is 0.00001, which is less than the 0.05 level of significance. Therefore, the hypothesis is rejected. It means that there is a significant relationship between stage fright and public speaking skills of the BSED English Major students. The coefficient of determination is 0.2610, which is the proportion of the variance in the dependent variable that is predictable from the independent variable. In other words, 26.10% of the variation of public speaking skills.

The BSED English Students of is attributed to the level of usage of stage fright self-efficacy and the remaining 73.9% are chance variations: it involves understanding your audience, tailoring your message to their needs, ensuring clarity, structure, and organization, using visual aids, promoting confidence, using body language effectively, adaptability, seeking feedback, overcoming stage fright, and maintaining ethical considerations. By understanding these factors and continuously honing your skills, you can become a more effective and engaging communicator.

The result was aligned with Bandura's (1997) Social Cognitive Theory, which emphasizes the role of self-efficacy in managing anxiety and improving performance. This theory posits that thorough preparation, confidence, and communication skills enhance self- efficacy, reducing physiological and cognitive anxiety. The study's findings support this, showing that students with higher preparation and Confidence exhibit lower stage fright and better public speaking skills.

Conclusions

The study's findings revealed that the level of stage fright among Bachelor of Secondary Education English students is high. Despite this, it was also indicated that their level of public speaking skills is remarkably very high. Furthermore, the investigation conclusively established a significant relationship between the level of stage fright and the level of public speaking skills among these students.

In light of the findings and conclusions, the following recommendations are presented:

The students may focus on building self-efficacy to help manage cognitive anxiety symptoms, which were found to be the most prominent. They may engage in structured preparation, positive visualization, and gradual exposure to public speaking situations to increase confidence. Additionally, regular practice and constructive feedback may be incorporated to enhance their ability to communicate effectively and reduce anxiety. The researchers recommend that educators incorporate confidence-building activities and

systematic training in the curriculum to help students overcome stage fright. Public speaking exercises such as impromptu speeches, debates, and role-playing activities may be implemented to help students become more comfortable speaking in front of an audience. Future researchers may explore other factors influencing public speaking skills, such as personality traits, emotional intelligence, or teaching methodologies, and how they interact with stage fright. The findings of this study can serve as a reference for developing intervention programs aimed at improving public speaking skills and reducing communication anxiety.

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