Original Research Paper

Public Speaking Anxiety in Relation to Different Demographic Factors

Dr. Pardeep Kumar[1]*, Jasgeet Kaur[2], Neha Thakur[3]

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 researchers for choosing the sample of the study. The objectives of the study was to investigate the gender differences, differences in age groups, educational streams in public speaking anxiety, socioeconomic levels, residential areas and family structures. Public Speaking Anxiety scale developed by Bortholomay and Houlihan (2016) was used for data collection. Investigators used quantitative technique - t-test and one way ANOVA for data analysis and for getting the results. The findings of the study revealed that that there is no significant gender difference, age difference, educational stream differences, residential differences in public speaking anxiety, and no differences also emerged in the family type of the students. However, there exists a significant difference in public speaking anxiety among students from different socioeconomic levels.

Keywords: *Public Speaking Anxiety, Demographic Factors, Young Adults.*

Public speaking is defined as a process of playing out a presentation that is centred on an individual`s immediate discourse to a live gathering of people on an organised manner with the main purpose to educate, impact or engage the public. Public speaking is normally comprehended as the formal eye to eye discussion given by an individual to a gathering of listeners (General purpose of speaking, 2012).

Public speaking is an important aspect in our lives as public speaking expands the fearlessness in a drastic manner. By doing public speaking one expands an attitude of

[1] Assistant Professor, Dept. of Psychology, Lovely Professional University, Punjab, India
[2] Assistant Professor, Dept. of Psychology, Lovely Professional University, Punjab, India
[3] MA Psychology, Dept. of Psychology, Lovely Professional University, Punjab, India
*Responding Author

speaking with others and also builds an expertise of seeing an individual`s response to the messages (Public Speaking Power, 2013).

An open speaker is constantly judged by gathering of people on the idea of substance as well as on the idea of the identity. The way an individual dresses and how he/she conducts him/herself in front of the audience hugely affects the nature of the presentation given by the speaker. 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 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. Anxiety is frequently activated by worry in our lives (Bettina, 2012).

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 & Creel 2011). The evaluation of Public speaking is vital (Seiler & Beall 2011), hence public speaking anxiety can be defined as a fear of being examined or assessed by others. This fear is frequently accompanied by a collection of physical and passionate responses that can fundamentally interfere 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 a collection of side effects in an open talking circumstance, including palpitations, sweating, gastrointestinal inconvenience, the runs, muscle pressure, and perplexity. A study by Gibson et.al (1980) found that around 85 percent of people reported encountering some form of anxiety while talking with the public.

Public speaking anxiety can have both prompt and long haul negative impacts on the execution of the classrooms (Menzel & 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 (Nelson et al. 2010).

There are such a variety of elements which impacts individual's public speaking. In order to measure speaking anxiety among the students a study conducted by Yahya (2013) examined the elements that contribute to uneasiness among the students.

Laio (2014) found that community oriented learning added to student learning. The observation of the study showed that African American students, Hispanic American students, 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 was concerned it was demonstrated that community learning sessions were not that effective. This study also demonstrated that public speaking course increased speech efficacy and reduction in speech anxiety throughout the semester.

Lee (2014) conducted a study and classified speech anxiety using Q-methodology analysis and found that about 40% of the total population feels on edge when confronted with the possibility of showing in front of the audience and as a result such a research can be a kind of incentive to the individuals who want to reduce discourse uneasiness for remedial and educational practices. Kamridah et al., (2015) did a study that demonstrated that there was negative relationship between level of anxiety and public speaking execution.

Nash et al. (2015) conducted a study to find out whether first year students have a fear of public speaking appraisals and how the educators help to lighten such kind of anxiety. The study found that public speaking appraisal should be adjusted with the learning exercises. Giabani (2014) researched age as an effective factor in impacting public speaking anxiety. The discoveries of the study demonstrated that social assessment is an exceptionally significant viewpoint and is an essential donor to Public Speaking Anxiety.

Lihui (2016) concentrated 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.

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 counsellors 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.

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

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

METHOD

Sample

The study in hand comprised of 300 students aging from 14-28 years. Sample was selected from schools, College and Lovely Professional University of Jalandhar City, Punjab by using convenient sampling technique. For the purpose of the study standardised questionnaire measuring public speaking anxiety was used.

Measures

Public Speaking anxiety scale by Emily Bortholomay and Daniel Houlihan (2016) was used. The questionnaire was a five point likert type scale and covers three components i.e behavioral, cognitive and physiological. The scale consisted of 17 items and responses ranges from 1 (not at all) to 5 (extremely). Individual had to put a tick mark on the circle below the number which best indicated their feelings about that statement.

Ethical Considerations

Informed consent was taken from all the participants of the study and they were assured of the confidentiality that would be maintained throughout the study.

Procedure

Keeping in mind the objectives of the study researcher selected the sample from educational institutions. 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.

Statistical Analysis

The t-test was used to find gender difference in public speaking anxiety and to find the difference in public speaking anxiety of students belonging to nuclear and joint family. One way ANOVA was used to compare the difference in public speaking anxiety among students of different age groups, educational level, residential area, socio-economic status.

RESULTS

The t-test was used to find out the gender differences in public speaking anxiety and also to find out the differences in public speaking anxiety of students belonging to nuclear and joint family.

The results showed that there are no gender differences in public speaking anxiety as it can be seen that t value (t = 1.157, P > .05) is below from the critical value of the probability at .05 level. 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.

Table 1: Means, SD, DF and t ratio for the gender differences in Public Speaking Anxiety

	Gender	N	M	SD	df	t-value	p value
Public Speaking Anxiety	Male	159	44.396	12.02	253	1.157	.248 (NS)
	Female	96	42.594	12.11			
NS : Not Significant							

Figure 1: Public SpeakingAnxiety Mean Differences in Gender
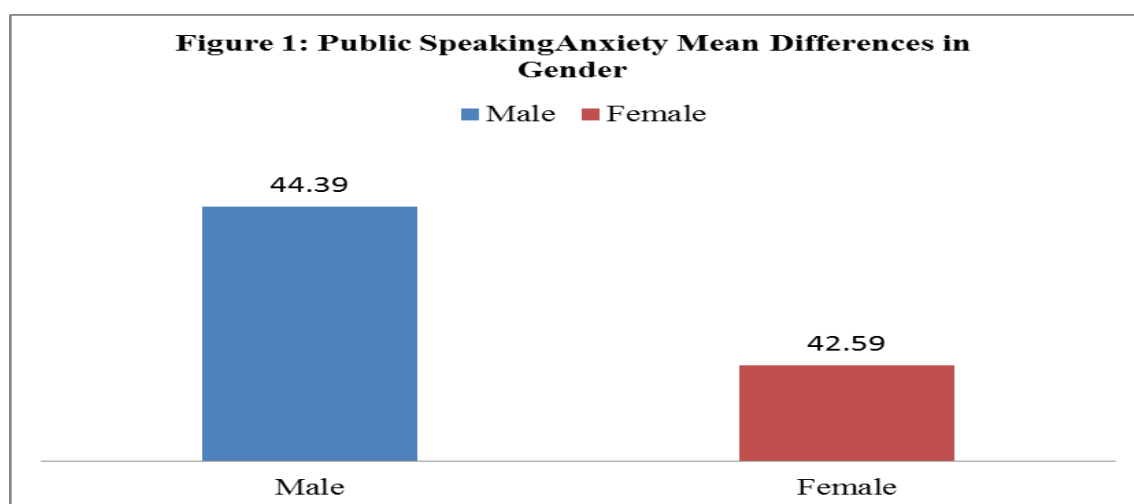
From figure 1 it can be seen that that the mean difference between male and female was 44.39 and 42.59 in their public speaking anxiety. On the basis of it can be say that there is almost no difference between male and female students with respect to public speaking anxiety. It can be interpreted that gender does not play any role in high or low speaking anxiety among students.

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 analysed by using analysis of variance as a statistical technique.

Table 2 Means And SD of student's age wise difference of students in public speaking anxiety

S.No.	Category	N	Mean	S.D
1	14-18yrs	159	44.396	12.02
2	19-22yrs	96	42.594	12.11
3	23-28yrs	52	42.327	13.39

Table 2.1, Summary Table Of Analysis Of Variance

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

In table 2.1, 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.

Figure 2: Public Speaking Anxiety Mean Differences in Age
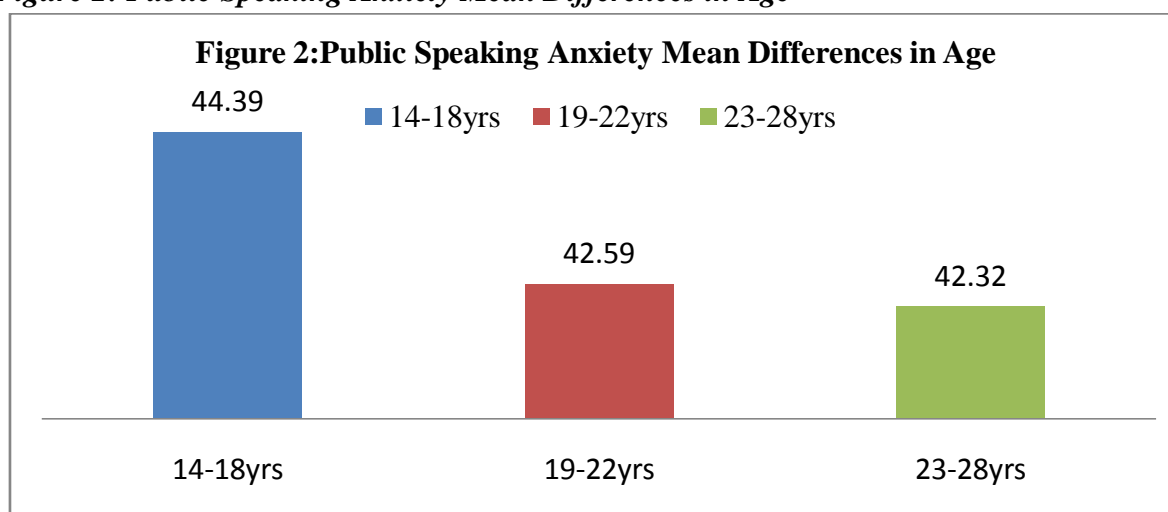
The analysis and interpretation of the comparison in different categories of educational streams of students in public speaking anxiety has been given here. Student's educational streams have been divided into three categories. Category 1 is from 9th-12thstandard, Category 2 is for undergraduates and 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 analysed by using analysis of variance as a statistical technique.

Table 3 Means and SD of student's educational stream wise difference of students in public speaking anxiety

S.No.	Education Level	N	Mean	S.D
1	9th-12th	152	44.421	11.843
2	Undergraduates	86	42.360	12.150
3	Postgraduates	69	42.812	13.389

Table 3.1, 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		
Total	46190.651	306			
NS: Not Significant					

In table 3.1, 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, the overall mean of students belong to category 1 i.e. 9th-12th 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.

Figure 3: Public Speaking Anxiety Mean differences in Educational Levels

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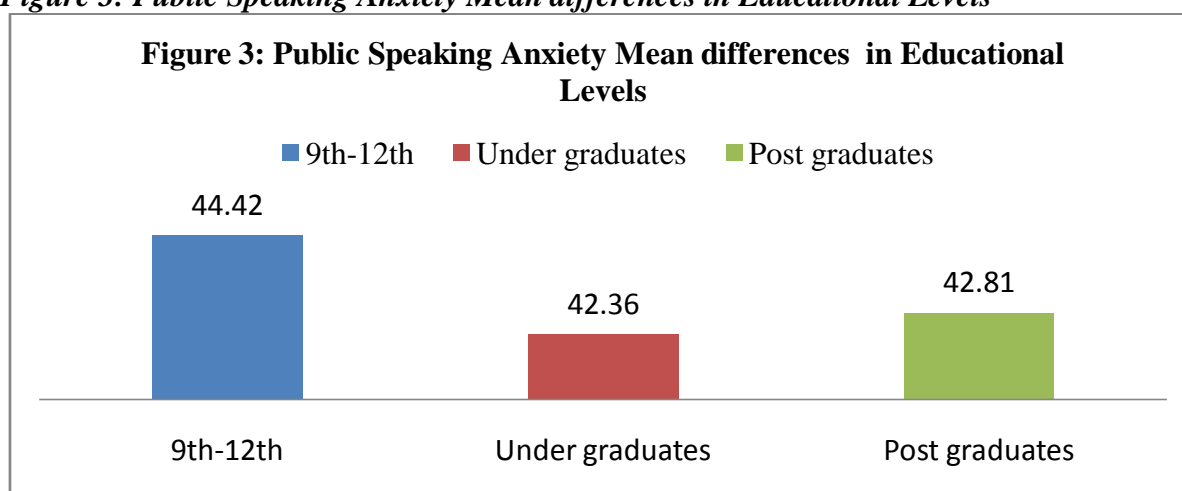
In figure 3 it has been shown that the mean difference of students who was studying from 9th to 12th standard was 44.42, those who are undergraduates were 42.36 and those who were postgraduates their mean was 42.81. So it can be interpreted that mean difference in educational levels of students with 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.

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 category1 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.

Table 4, 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 4.1, Summary Table Of Analysis Of Variance

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

In table 4.1, 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 4, 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.

Figure 4: Public Speaking Anxiety Mean Differences in different Income Groups

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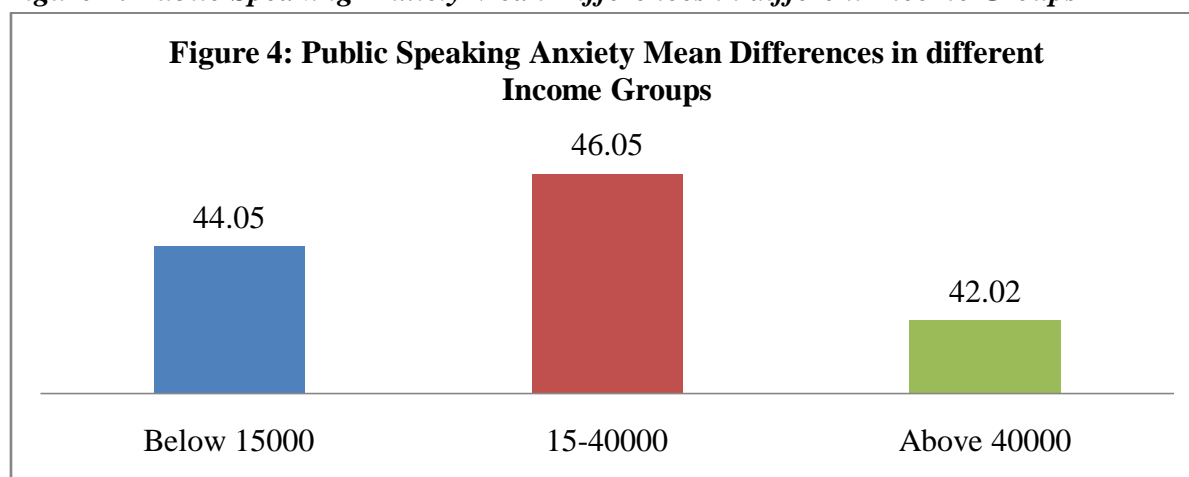
In figure no. 4 it has been shown that the mean of students whose monthly income is below 15000 was 44.05. They belong to lower socio-economic status. After that students whose monthly income is between 15-40,000 INR, their mean was 46.05 and they belong to middle class family. Then students whose monthly 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.

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 analysed by using analysis of variance as a statistical technique.

Table 5, Means and SD of student's residential area wise difference of students in public speaking anxiety

| S.No.	Category	N	Mean	S.D
1	Rural	45	44.24	7.68
2	Semi Urban	21	44.23	15.00
3	Urban	227	43.10	12.76

In table 5, 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 5.1 Summary Table Of Analysis Of Variance

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

However from the means table 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.
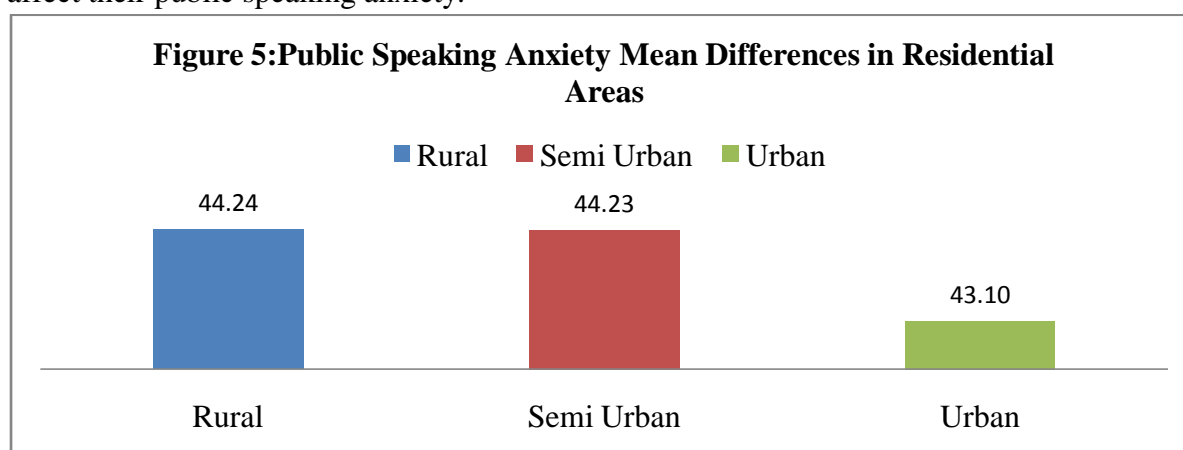
Figure 5:Public Speaking Anxiety Mean Differences in Residential Areas

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.

Table 6, Means, SD, Df and t ratio for student's family type difference in public speaking anxiety

Public Speaking Anxiety	Family Type	N	M	SD	DF	T-Value	P Value
	Nuclear	183	43.89	11.85	305	.698	.486 **(NS)**
	Joint	124	42.89	12.91			
NS : Not Significant							

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 6.

The t ratio for family type difference (t = .698, P > .05) in table 6 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.

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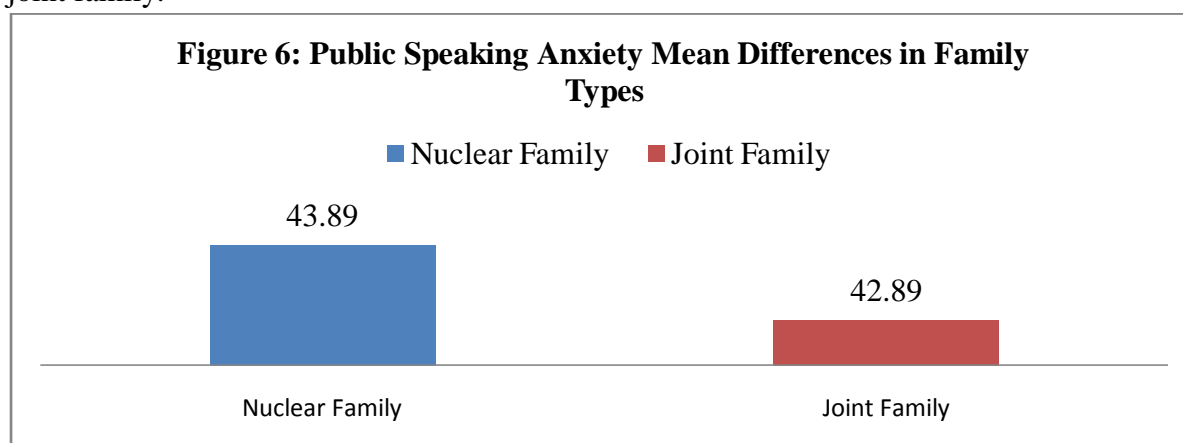
In figure number 6 it has been shown that the mean of students belong to nuclear family was 43.89 and students belong to joint family was 42.89. On the basis of this it can be say that there is no difference between students belong to nuclear and joint family in their public speaking anxiety. So it can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

DISCUSSION

In the light of above discussion and interpretations, the main findings of the study are 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. The 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. The 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. 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. 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. 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.

CONCLUSION AND RECOMMENDATIONS

The study also has certain recommendations for future researches like for teachers so that they 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.

It is useful for students that they should not hesitate while interacting with others. They should avoid shyness and build-up 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. Parents can also benefit from such kind of research as they motivate and support their children and allow them to speak in public so that they could avoid hesitation or shyness. Parents support can boost up the confidence in their children. It is also useful for 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. Researchers can also benefit in that 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.

Certain suggestions for future researches can also be made like conducting the study on university students. Comparative study can also be done between public and private school or college students. Experimental research can also be done in which researcher can check the effectiveness of specific intervention for avoiding public speaking anxiety. The same study can be done on national level for drawing generalization and to get more reliable results.

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