Public Speaking Skill of Senior High School Students at Partida National High School

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Abstract: This research, titled "Confidence Level on Public Speaking Skill of Senior High School Students at Partida National High School," explores the relationship between students' confidence levels and their public speaking abilities among 182 senior high school respondents. Recognizing public speaking as a crucial skill for academic and professional success, the study highlights how confidence significantly influences effective communication. It aims to identify factors affecting public speaking skills, such as self-esteem, pronunciation, audience engagement, glossophobia, and overall performance, while also examining how improved public speaking can enhance confidence. Grounded in the Four Cs of Public Speaking Skill Theory—Commitment, Consciousness, Consistency, and Challenge—the research seeks to uncover barriers like stage fright and lack of preparation that hinder student confidence. By providing insights into these dynamics, the study aspires to offer recommendations for enhancing public speaking skills and self-confidence among students, ultimately contributing to their personal and professional development.

Keywords: *Confidence Level; Public Speaking Skills; SHS Students.*

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I. INTRODUCTION

Individuals possess distinct abilities and talents while many excelling in various domains. In today's rapidly evolving world, young people are increasingly engaged in public speaking, and it has become an essential skill for success in both academic and professional environment. One significant factor influencing the effectiveness of message delivery is the speaker's level of confidence. In addressing an audience, it requires courage to effectively articulate all necessary information. It is crucial not only to present the speaker but also to ensure the clear and efficient delivery of the message.

During the 19th and early 20th centuries, public speaking gained substantial prominence in educational settings. Schools and universities began to systematically incorporate speech and debate into their curricula, acknowledging its critical role in fostering student confidence and refining rhetorical abilities. This integration marked a transformative shift, highlighting the importance of effective communication as a key component of academic and personal development. As a result, students were better equipped to articulate their ideas persuasively and engage in meaningful discourse.

Public speaking is extremely important for students, which is why schools develop students' abilities in this area. For example, in grading systems, recitation is included as part of a child's performance evaluation. Recitation can be considered an example of public speaking because it involves an individual delivering information or opinions. Schools are incorporating public speaking exercises into their curricula to better prepare students for real-world challenges and for personal and professional development.

According to a study conducted by Alcazaren et al., (2019), it was found that 86% of students reported fear as a significant factor affecting their confidence in public speaking. The fear was attributed to concerns about humiliation, rejection, making mistakes, and the pressure of maintaining audience interest. The research highlighted the lack of confidence as the primary factor influencing public speaking confidence. Additionally, various physical and

mental effects such as trembling hands, sweating, stuttering, and mental block were observed during public speaking.

Therefore, confidence levels of students in their public speaking abilities remain a significant factor. Understanding how confident students are when speaking publicly can reveal areas that need improvement. Assessing and understanding the confidence levels of Senior High School students in their public speaking skills involves evaluating how confident these students feel when speaking in public and identifying factors that may influence their confidence.

Based on the research conducted by Lungay, I.R. (2023), it was discovered that Grade 11 students encounter notable difficulties in public speaking. The outcomes of a diagnostic assessment measuring these students' grasp of the English language, vocabulary, sentence structure, and reading comprehension reveal that only a minority perform at a proficient level. Consequently, the study centers on Senior High School students at Partida National High School, given their frequent exposure to public speaking since the implementation of the K to 12 programs on May 15, 2013.

The findings revealed that 44% of respondents agreed that stage fright was a contributing factor to their confidence level. On the other hand, 44% cited lack of preparation, and 41% indicated low self-esteem. Consequently, the study identified several key factors that may influence students' confidence levels (Rosyadi et al., 2022).

This study endeavors to investigate the varying levels of self-confidence in public speaking among Senior High School students at Partida National High School. It aims to explore how public speaking enhances communication skills and contributes to positive reinforcement of self-esteem. The study also seeks to identify the factors that hinder self-confidence, such as lack of confidence, fear of judgement, lack of practice, and negative past experiences. Furthermore, it aims to provide recommendations not only for Senior High School students but also for students who want to improve their public speaking skills and self-confidence.

In conclusion, acquiring expertise in public speaking is of utmost significance, with wide-ranging implications for personal, academic, and professional spheres. Additionally, within professional contexts, it can propel career progression by empowering individuals to effectively articulate their ideas, sway decisions, and cultivate connections with others, thereby creating abilities contribute to enhanced performance in presentations, debates, and verbal examinations, fostering heightened engagement and comprehension of the subject matter.

➢ *Research Questions*

This research aims to assess the confidence level of Senior High School Students in public speaking. Specifically, it seeks to answer the following questions:

- *How does Confidence Level Affect the Public Speaking Skill of Senior High School Students in Terms of:*

✓ self-esteem ;
✓ pronunciation;
✓ audience engagement;
✓ fear of public speaking skill (glossophobia);

- *Performance.?*

✓ How does Public Speaking Skill improves Confidence Level in terms of:
✓ Overcoming fear;
✓ Increased Presence?

- *How do the 4C's of Public Speaking Skill Influence the Development of Public Speaking Skills among Students in Senior High School?*

✓ Commitment;
✓ Consistency;
✓ Consciousness
✓ Challenge?

- *Is there any Significant Relationship between Confidence Level of Senior High School Students and Public Speaking Skill?*

II. METHODOLOGY

A. Research Design

Quantitative research design is defined as a systematic investigation that focuses on quantifying relationships, behaviors, or phenomena through the collection of numerical data and statistical analysis. This approach is particularly advantageous in educational settings, such as assessing public speaking skills among senior high school students at Partida National High School, as it enables researchers to objectively measure variables and identify patterns related to students' confidence levels and speaking abilities. By utilizing structured instruments like surveys or assessments that yield quantifiable data, researchers can gather insights into various factors influencing public speaking, including anxiety levels and preparation habits. Additionally, the ability to test hypotheses allows researchers to determine correlations—for instance, between increased preparation and heightened confidence—thus enhancing the validity of the findings. Furthermore, quantitative research facilitates the generalization of results across larger populations; by employing a representative sample from Partida National High School, researchers can extrapolate their findings to infer trends applicable to a broader group of senior high school students. Overall, this systematic approach provides a robust framework for investigating public speaking skills, enhancing the credibility and applicability of the research outcomes.

According to Creswell (2014), quantitative research is characterized by the systematic collection of numerical data that can be transformed into usable statistics, emphasizing

objectivity and precision in measuring variables. This methodological approach allows researchers to test hypotheses, identify relationships among variables, and draw conclusions based on empirical evidence. By employing structured instruments such as surveys or assessments, quantitative research facilitates a clear understanding of specific phenomena, such as the confidence levels in public speaking skills among students. This design not only enables the identification of patterns and trends within the data but also supports generalizations across larger populations, making it a powerful tool for educational research aimed at enhancing students' public speaking abilities. Through rigorous statistical analysis, researchers can validate their findings and contribute meaningful insights into the factors influencing students' confidence in public speaking.

The choice of quantitative research for this study will stem from its ability to provide measurable and comparable data regarding students' public speaking confidence. This method will allow for hypothesis testing and the use of statistical tools to analyze the results, ensuring that findings are robust and reliable. By employing surveys or structured questionnaires, the research will yield quantifiable insights that can inform educational strategies and interventions.

B. Respondents of the Study

The research participants were chosen from Senior High School students at Partida National High School in San Miguel. The researcher employed a technique known as stratified sampling to select 184 students. This sample size was calculated using Slovin's formula, with a 5% margin of error.

Table 1: Population and Sample

Grade Level	Population	Percentage	Sample
12 Einstein	66	19.70%	36
12 Newton	57	17.01%	31
12 Darwin	45	13.43%	25
11 Diamond	54	16.11%	29
11 Jade	54	16.11%	29
11 Ruby	59	17.61%	32
Total: 6 Sections	335	100%	182

C. Data Gathering Procedures

The researchers reached out to the concerned authorities through letters of request, which marked the starting point of securing approval for the administration of the questionnaire in this study. The principal of Partida National High School was contacted and requested to allow the conduct of the survey among senior high school students.

Upon securing all requisite approvals, the researcher furnished participants with both consent and assent letters, accompanied by a written assurance that all data collected will be handled with the highest degree of confidentiality. This practice shall adhere strictly to the provisions of the Data Privacy Act of 2012, as well as the DepEd Regional Memorandum No. 228, s. 2020, which delineates the "Policy Guidelines on Adherence to Ethical Research Principles and Responsibilities in Studies Involving Teaching, Teaching-Related Personnel, and Learners." This commitment to maintaining confidentiality exemplifies the researcher's unwavering dedication to ethical standards and the safeguarding of participants' rights throughout the entirety of the research endeavor.

The researcher used paper-based survey questionnaires to collect data directly from respondents. This flexibility ensures holistic collection of data. The survey questionnaire is highly appropriate for this research since it allows the collection of data which is quantifiable with regard to what is the level of confidence, the extent of anxiety levels, and public speaking skills. This process of systematic administration by the researcher allowed a relatively

smooth, ethical-data collection process that enhance the integrity of the research findings.

D. Statistical Treatment of Data

The research tool employed several statistical treatments to analyze the data between the Confidence Level, Public Speaking Skills, and 4C's effectively. It will begin by calculating the mean to provide an average value of the dataset, which serves as a measure of central tendency and summarize the data succinctly. Additionally, the standard deviation will be computed to assess the variability of dispersion of the data points around the mean. A low standard deviation indicates that the data points tend to be close to the mean, while a high standard deviation suggests greater variability.

To explore the relationship between to continuous variables, the study will utilize Pearson's correlation coefficient (Pearson R). This statistical measure will enable them to determine the strength and directions of the linear relationship between Confidence Level and Public Speaking Skill. If significant correlation exists, it indicates a meaningful relationship between the variables under investigation. In cases where such a correlation is established, it will further employ multiple linear regression analysis. This method allows to assess how multiple independent variables simultaneously, providing insights into the relative importance of each predictor while controlling for other variables.

By utilizing these statistical treatments: mean, standard deviation, Pearson correlation, and multiple linear regression, it aims to deliver a comprehensive analysis of

the data. This approach will enhance the robustness of the findings and will contribute valuable insights into the

research questions.

III. RESULTS

A. Confidence Level

➢ Self-Esteem

Table 2: Self-Esteem on the Confidence Level of Students

As a student….	Weighted Mean	Verbal Description
I am confident when speaking in public.	3.39	Strongly Agree
2. I think my ideas are important during presentations.	3.32	Strongly Agree
3. I take pride in my ability to speak effectively.	3.25	Agree
4. I feel that others value my speaking skills.	3.40	Strongly Agree
5. I can communicate my thoughts clearly in front of an audience.	3.25	Agree
6. I trust my capability in expressing myself well.	3.29	Strongly Agree
7. I feel well-prepared before giving a speech.	3.24	Agree
8. I believe I can positively influence my audience.	3.42	Strongly Agree
9. I am comfortable sharing my thoughts publicly.	3.33	Strongly Agree
10.I think I can enhance my speaking abilities with practice.	3.33	Strongly Agree
Weighted Mean	3.52	Strongly Agree

Table 2 presents data on the survey results concerning public speaking confidence reveal a predominantly positive outlook among participants, as evidenced by a total weighted mean of 3.52, which falls within the "Strongly Agree" category. The highest individual score is 3.42 for the statement "I believe I can positively influence my audience," indicating a strong conviction in their ability to engage and impact listeners effectively. Following closely, the statement "I feel that others value my speaking skills" received a score of 3.40, further reinforcing the participants' confidence in their speaking abilities. The next highest scores include "I am comfortable sharing my thoughts publicly" and "I think I can enhance my speaking abilities with practice," both rated at 3.33, suggesting a high belief in their capacity to communicate effectively and improve through practice. Additionally, the statement "I am confident when speaking in public" garnered a score of 3.39, while "I trust my capability in expressing myself well" received a score of 3.29, both reflecting strong agreement with the notions of self-assurance and effective expression. Conversely, the lowest score of 3.24 pertains to the statement "I feel well-prepared before giving a speech," indicating an area where participants may perceive a need for improvement. Overall,

the standard deviation of 0.07 suggests that responses were closely clustered around the mean, indicating consistent perceptions among participants regarding their public speaking confidence.

The analysis of students' confidence levels in public speaking shows a notable overall sense of assurance, with a total weighted mean of 3.52, indicating that participants generally feel confident in their speaking abilities. A relevant study by Aydin and Yildirim (2020), titled "The Impact of Self-Confidence on Students' Public Speaking Abilities," supports these findings, revealing a significant positive correlation between self-confidence and public speaking skills, with a significance value of 0.005 (p < 0.05). Both the current analysis and this study highlight how crucial self-confidence is for effective public speaking, pointing out areas where students feel strong and others where they could improve, particularly in preparation. These insights suggest that by focusing on building self-confidence through targeted educational programs, students can significantly enhance their public speaking skills and overall communication effectiveness.

➢ Process

Table 3: Pronunciation on the Confidence Level of Students

As a student….	Weighted Mean	Verbal Description
I am confident in how I pronounce words while speaking.	3.45	Strongly Agree
2. I believe my accent does not hinder my communication.	3.30	Strongly Agree
3. I practice pronunciation to improve my skills in speaking.	3.26	Strongly Agree
4. I feel comfortable using advanced vocabulary.	3.20	Agree
5. I can speak clearly and understandably in front of others.	3.30	Strongly Agree
6. I feel at ease when using unfamiliar words.	3.34	Strongly Agree
7. I receive positive feedback on my pronunciation from my	3.35	Strongly Agree

classmates.		
8. I focus on pronunciation when preparing my speeches.	3.31	Strongly Agree
9. I believe my pronunciation supports my overall message.	3.36	Strongly Agree
10. I am stuttering every time I speak in front of many people.	3.30	Strongly Agree
Weighted Mean	3.31	Strongly Agree

Table 3 illustrates the survey results regarding participants' perceptions of their pronunciation skills in speaking demonstrate a generally positive outlook, as evidenced by a total weighted mean of 3.31, categorized as "Strongly Agree." The highest individual score of 3.45 is attributed to the statement "I am confident in how I pronounce words while speaking," indicating a strong sense of assurance in their pronunciation abilities. Following this, the statement "I believe my accent does not hinder my communication" received a score of 3.30, reflecting confidence in the effectiveness of their communication despite any accent. Additionally, the statement "I can speak clearly and understandably in front of others" also garnered a score of 3.30, further emphasizing participants' belief in their clarity of speech. The scores for other statements include "I feel at ease when using unfamiliar words" at 3.34 and "I receive positive feedback on my pronunciation from my classmates" at 3.35, both indicating strong agreement with their comfort and perceived competence in using advanced vocabulary and receiving affirmation from peers. Other notable scores include "I focus on pronunciation when preparing my speeches" (3.31) and "I practice pronunciation to improve my skills in speaking" (3.26), which suggest a

proactive approach to enhancing their speaking skills. Conversely, the lowest score of 3.20 pertains to the statement "I feel comfortable using advanced vocabulary," which still falls within the "Agree" category but may indicate an area for potential growth. The standard deviation of 0.07 signifies that responses were closely aligned around the mean, suggesting consistent perceptions among participants regarding their pronunciation skills and confidence in speaking.

One notable study by Nurmalasari (2023), titled "The Impact of Self-Confidence on Students' Public Speaking Abilities", highlights how self-confidence significantly influences public speaking skills among Business English Communication students, showing a strong correlation with a significance value of 0.005 (p < 0.05). Another relevant study, "The Relationship between Self-Confidence and Public Speaking Ability," found that students who felt more confident tended to perform better in public speaking, with a correlation coefficient of 0.459 (p < 0.01). Together, these studies emphasize the importance of building self-confidence as a key factor in helping students improve their public speaking skills and communicate more effectively.

➢ *Audience Engagement*

Table 4: Audience Engagement on the Confidence Level of Students

As a student….	Weighted Mean	Verbal Description
I aim to connect with my audience during presentations.	3.39	Strongly Agree
2. I feel at ease making eye contact with my listeners.	3.10	Agree
3. I can adjust my speech based on the audience's feedback.	3.27	Strongly Agree
4. I am not nervous when speaking in front of many people.	3.31	Strongly Agree
5. I believe I can maintain my audience's interest.	3.31	Strongly Agree
6. I often ask questions to engage my listeners.	3.31	Strongly Agree
7. I adapt my style to resonate with different audiences.	3.34	Strongly Agree
8. I feel that audience interaction enriches my presentations.	3.31	Strongly Agree
9. I believe my energy level helps capture the audience's attention.	3.30	Strongly Agree
10. I think audience feedback boosts my confidence.	3.37	Strongly Agree
Weighted Mean	3.31	Strongly Agree

Table 4 examines the survey results regarding audience engagement during presentations reveal a generally positive perception among participants, with a total weighted mean of 3.31, categorized as "Strongly Agree." The highest individual score of 3.39 is associated with the statement "I aim to connect with my audience during presentations," indicating a strong commitment to fostering engagement. Following closely, the statement "I think audience feedback boosts my confidence" received a score of 3.37, suggesting that participants value the role of feedback in enhancing their self-assurance while speaking. The next highest scores include "I adapt my style to resonate with different audiences" at 3.34 and "I can adjust my speech based on the audience's feedback" at 3.27, both reflecting a proactive

approach to tailoring presentations to meet audience needs. Additionally, the statements "I am not nervous when speaking in front of many people," "I believe I can maintain my audience's interest", and "I often ask questions to engage my listeners" all received scores of 3.31, indicating a strong belief in their ability to engage and connect with their audience effectively. The statement "I feel that audience interaction enriches my presentations" also scored 3.31, reinforcing the importance of the participants' role on interactive elements during their speeches. Conversely, the lowest score of 3.10 pertains to the statement "I feel at ease making eye contact with my listeners," which still falls within the "Agree" category but may highlight an area for improvement in building comfort with direct engagement.

The standard deviation of 0.09 indicates that responses were relatively consistent among participants, reflecting a shared understanding of the importance of audience engagement in enhancing public speaking confidence.

Stamenkovic (2023) research aligns closely with the survey data regarding audience engagement and presenter confidence. Both emphasize that effective engagement strategies—such as maintaining eye contact, responding to feedback, and fostering interaction—are crucial for enhancing a presenter's confidence and effectiveness in delivering presentations. The strong agreement reflected in the survey results underscores the importance of these factors in achieving successful communication with an audience.

➤ *Glossophobia*

Table 5: Glossophobia on the Confidence Level of Students

As a student….	Weighted Mean	Verbal Description
feel anxious before public speaking engagements.	3.38	Strongly Agree
2. I worry about making errors during my presentations.	3.07	Agree
3. I fear being judged by my audience.	3.29	Strongly Agree
4. I tend to avoid others every time they are asking me a question.	3.24	Agree
5. I often feel nervous about forgetting what to say.	3.28	Strongly Agree
6. I feel that my fear limits my speaking opportunities.	3.29	Strongly Agree
7. I sometimes imagine negative scenarios before speaking.	3.18	Agree
8. I feel overwhelmed with the thought of speaking in public.	3.25	Agree
9. I struggle with anxiety during my presentations.	3.25	Agree
10. I worry about connecting with my audience.	3.24	Agree
Weighted Mean	2.95	Agree

Table 5 illustrates the survey results regarding glossophobia, or the fear of public speaking, that indicate a significant level of anxiety among participants, with a total weighted mean of 2.95, categorized as "Agree." The highest individual score of 3.38 pertains to the statement "I feel anxious before public speaking engagements," reflecting a strong consensus on the prevalence of anxiety prior to speaking events. Following this, the statement "I fear being judged by my audience" received a score of 3.29, indicating that concerns about audience perception are a notable source of apprehension. Additionally, the statements "I feel that my fear limits my speaking opportunities" and "I often feel nervous about forgetting what to say" both scored 3.29 and 3.28, respectively, suggesting that participants recognize how their fears can hinder their public speaking experiences. The next highest score of 3.24 is associated with the statement "I tend to avoid others every time they are asking me a question," which underscores a tendency to evade interaction in potentially anxiety-inducing situations. Other statements such as "I feel overwhelmed with the thought of speaking in public" and "I struggle with anxiety during my presentations," both scoring 3.25, further illustrate the challenges participants face in managing their anxiety.

Conversely, the lowest score of 3.07 is related to the statement "I worry about making errors during my presentations," which still reflects a moderate level of concern but is less pronounced than other anxieties expressed. The standard deviation of 0.95 indicates considerable variability in responses, suggesting that while many participants experience similar fears, there is a range of individual experiences regarding anxiety in public speaking contexts.

This finding resonates with the study by Rahmawati et al. (2018), titled "Psychological Experience Dynamics of Students with Glossophobia through Narrative Counseling," which highlights that students often grapple with intense fears and anxieties about public speaking, largely due to worries about being judged or embarrassed by their audience. Together, these studies underscore the significant impact that glossophobia can have on students' confidence and willingness to engage in public speaking, suggesting that addressing these fears through supportive strategies could greatly improve their speaking abilities and overall communication skills.

➤ *Performance*

Table 6: Performance on Confidence Level of Students

As a student….	Weighted Mean	Verbal Description
1. I believe I can perform well under pressure while presenting my speech.	3.32	Strongly Agree
I can effectively handle unexpected questions.	3.26	Strongly Agree
I feel my performance improves with thorough preparation.	3.23	Agree
I enjoy preparing for public speaking events.	3.40	Strongly Agree
I can convey my message clearly and with confidence.	3.35	Strongly Agree
I believe practice enhances my speaking performance.	3.27	Strongly Agree
I reflect on my speaking experiences to improve my performance.	3.44	Strongly Agree

I feel satisfied with my speaking outcomes.	3.40	Strongly Agree
I appreciate receiving feedback on my presentations.	3.36	Strongly Agree
10. I believe my speaking skills contribute to my overall success	3.37	Strongly Agree
Weighted Mean	3.34	Strongly Agree

Table 6 presents data regarding the survey results based on the participants' perceptions of their public speaking performance reveal a generally positive outlook, with a total weighted mean of 3.34, categorized as "Strongly Agree." The highest individual score of 3.44 is associated with the statement, "I reflect on my speaking experiences to improve my performance," indicating a strong commitment to self-assessment and continuous improvement in speaking skills. Following closely, the statements "I enjoy preparing for public speaking events" and "I feel satisfied with my speaking outcomes" both received scores of 3.40, suggesting that participants not only find joy in preparation but also take pride in their performance results. The statement "I can convey my message clearly and with confidence" scored 3.35, reflecting participants' belief in their ability to communicate effectively. Additionally, the statement "I believe my speaking skills contribute to my overall success" received a score of 3.37, highlighting the perceived importance of public speaking in achieving broader personal and professional goals. The scores for handling unexpected questions (3.26) and the belief that practice enhances performance (3.27) further underscore a proactive approach to managing challenges associated with public speaking.

Conversely, the lowest score of 3.23 pertains to the statement "I feel my performance improves with thorough preparation", which still falls within the "Agree" category but indicates a slightly less pronounced confidence in the impact of preparation on performance compared to other areas. The standard deviation of 0.07 suggests that responses were closely clustered around the mean, indicating consistent perceptions among participants regarding their capabilities and confidence in public speaking contexts.

This closely aligns with McNatt (2021), "Enhancing Public Speaking Confidence, Skills, and Performance," which highlights how practical experiences, like service-learning projects, can significantly boost students' self-confidence and help reduce anxiety when speaking in public. Both studies emphasize the importance of preparation, reflection, and receiving feedback as key components in improving public speaking skills. Together, they suggest that creating supportive environments where students can practice and get constructive feedback is vital for building their confidence and enhancing their overall speaking abilities.

B. Public Speaking Skill

➤ *Overcoming Fear*

Table 7: Overcoming Fear in Public Speaking Skills

As a student….	Weighted Mean	Verbal Description
I frequently experience anxiety before addressing the audience.	3.35	Strongly Agree
I feel that my fear of public speaking has lessened as I gain more experience.	3.18	Agree
I rely on preparation and practice to manage my fear of public speaking.	3.34	Strongly Agree
I have attended workshops or courses to enhance my public speaking abilities.	3.36	Strongly Agree
I am more confident when speaking in front of a small group than a larger audience.	3.38	Strongly Agree
I find that receiving feedback from teachers and peers helps alleviate my anxiety about public speaking.	3.28	Strongly Agree
I think that practicing in front of a mirror helps lessen my fear of public speaking.	3.23	Agree
I have missed out on speaking opportunities because of my fear.	3.30	Strongly Agree
I believe my greatest fear regarding public speaking is open-ended.	3.32	Strongly Agree
10. I often concentrate on my fear rather than the message of my speech while preparing.	3.39	Strongly Agree
Weighted Mean	3.30	Strongly Agree

Table 7 shows the survey results regarding public speaking skills indicate a nuanced understanding of the challenges and strategies associated with overcoming fear in this context, with a total weighted mean of 3.30, categorized as "Strongly Agree." The highest individual score of 3.39 is linked to the statement "I often concentrate on my fear rather than the message of my speech while preparing," reflecting a common struggle among participants to manage

anxiety during the preparation phase. Following closely, the statement "I am more confident when speaking in front of a small group than a larger audience" received a score of 3.38, suggesting that participants feel more at ease in intimate settings compared to larger audiences. The statement "I frequently experience anxiety before addressing the audience" also scored significantly at 3.35, underscoring the prevalence of anxiety among participants prior to speaking

engagements. Additionally, the scores for "I rely on preparation and practice to manage my fear of public speaking" (3.34) and "I have attended workshops or courses to enhance my public speaking abilities" (3.36) indicate that participants actively seek to improve their skills through preparation and education. The statement "I believe my greatest fear regarding public speaking is open-ended" received a score of 3.32, reflecting an awareness of the complexities surrounding their fears. Conversely, the lowest score of 3.18 pertains to the statement "I feel that my fear of public speaking has lessened as I gain more experience," which indicates that while there is some progress, many participants still grapple with their fears despite gaining experience. The standard deviation of 0.08 suggests that responses were relatively consistent among participants, indicating a shared understanding of the challenges and coping strategies related to public speaking anxiety.

> *Increased Presence*

The study of Monge (2023), titled "Embodied Strategies for Public Speaking Anxiety" investigates how a specialized program can help university students manage their public speaking anxiety through body awareness techniques. In this research, students who participated in the program experienced significant reductions in both anticipatory anxiety and anxiety during speeches. This aligns with the current survey results, which indicate that participants frequently feel anxious before addressing an audience, with a weighted mean of 3.35 for the statement "I frequently experience anxiety before addressing the audience." These findings underscore the common struggle with public speaking anxiety and highlight the effectiveness of preparation and structured programs in enhancing students' confidence and performance.

Table 8: Increased Presence on Public Speaking Skills

As a student….	Weighted Mean	Verbal Description
I feel capable of effectively engaging my audience when I speak.	3.36	Strongly Agree
I think body language is crucial for successful public speaking.	3.36	Strongly Agree
I am comfortable making eye contact with my audience during my presentations.	3.40	Strongly Agree
I regularly use gestures to improve my public speaking skill.	3.35	Strongly Agree
I believe my presence becomes stronger when I practice my speeches multiple times.	3.33	Strongly Agree
I pay close attention to my audience's responses while speaking.	3.39	Strongly Agree
I have undergone training to effectively project my voice.	3.29	Strongly Agree
I think that having confidence is vital for delivering an impactful speech.	3.35	Strongly Agree
I feel that my presence improves through dedicated practice.	3.43	Strongly Agree
10. I use to enhance my presence while speaking.	3.36	Strongly Agree
Weighted Mean	**3.36**	**Strongly Agree**

Table 8 shows the survey results concerning the impact of presence on public speaking skills demonstrate a generally positive perception among participants, with a total weighted mean of 3.36, categorized as "Strongly Agree". The highest individual score of 3.43 is associated with the statement "I feel that my presence improves through dedicated practice", indicating a strong belief in the benefits of consistent practice for enhancing one's presence during presentations. Following closely, the statement "I am comfortable making eye contact with my audience during my presentations" received a score of 3.40, reflecting participants' confidence in engaging their audience through direct interaction. Additionally, the scores for "I pay close attention to my audience's responses while speaking" (3.39) and "I feel capable of effectively engaging my audience when I speak" (3.36) further underscore participants' awareness of the importance of audience engagement and responsiveness in effective communication. The statement "I think body language is crucial for successful public speaking" also received a score of 3.36, highlighting the perceived significance of non-verbal communication in enhancing presentation effectiveness. Other notable scores include "I regularly use gestures to improve my public

speaking skill" (3.35) and "I think that having confidence is vital for delivering an impactful speech" (3.35), both indicating a strong understanding of the elements that contribute to effective public speaking. Conversely, the lowest score of 3.29 pertains to the statement "I have undergone training to effectively project my voice," suggesting that while participants recognize the importance of voice projection, fewer may have had formal training in this area. The standard deviation of 0.04 indicates that responses were closely clustered around the mean, reflecting a high level of agreement among participants regarding the factors influencing their public speaking confidence and effectiveness. This finding aligns with the study conducted by LeFebvre et al. (2018) titled "Student Fears of Oral Presentations and Public Speaking in Higher Education," which emphasizes the importance of preparation and practice in overcoming public speaking anxiety. Both studies underscore the significance of engaging with the audience through effective body language, eye contact, and responsiveness, suggesting that developing these skills through training and workshops can enhance students' confidence and overall effectiveness in public speaking contexts.

C. 4Cs on Public Speaking Skill

➢ *Commitment*

Table 9: Commitment on Public Speaking Skills

As a student….	Weighted Mean	Verbal Description
I am fully committed to my speech when I invest time in researching my topic and understanding my audience.	3.33	Strongly Agree
I show my commitment by practicing my speech multiple times and seeking feedback from peers.	3.35	Strongly Agree
I actively seek out opportunities to practice my public speaking skills.	3.36	Strongly Agree
I prioritize public speaking as an essential skill for my personal and professional development.	3.30	Strongly Agree
I am committed to overcoming my fears related to public speaking.	3.29	Strongly Agree
I am willing to receive constructive criticism regarding my public speaking.	3.27	Strongly Agree
I dedicate time each week to improve my public speaking abilities.	3.30	Strongly Agree
I invest in resources to enhance my public speaking skills.	3.38	Strongly Agree
I regularly reflect on my public speaking experiences to identify areas for improvement.	3.41	Strongly Agree
I feel motivated to share my knowledge and experiences through public speaking engagements.	3.30	Strongly Agree
Weighted Mean	3.33	Strongly Agree

Table 9 illustrates the data gathered on public speaking skills, specifically regarding commitment, reveals a weighted mean ranging from 3.27 to 3.41 across ten statements. The highest mean, 3.41, corresponds to the statement about regularly reflecting on public speaking experiences to identify areas for improvement, indicating a strong agreement among respondents regarding the importance of self-reflection in skill enhancement. Following closely is the statement about investing in resources to enhance public speaking skills, with a mean of 3.38. The lowest mean of 3.27 pertains to the willingness to receive constructive criticism, which still reflects a strong agreement but suggests a potential area for growth in openness to feedback. The overall total mean for all statements is 3.33, categorized as "Strongly Agree," with a standard deviation of 0.04, indicating low variability in responses and suggesting that participants consistently value commitment in developing their public speaking abilities.

➢ *Consistency*

This data underscores the significance of both practice and reflection in fostering effective public speaking skills.

The findings from the survey regarding commitment to public speaking skills align closely with recent studies that highlight the importance of practice, reflection, and constructive feedback in developing effective public speaking abilities. For example, LeFebvre et al. (2020) in their study titled "Student Fears of Oral Presentations and Public Speaking in Higher Education" emphasize the necessity of practical support and practice techniques to help students overcome their anxieties related to public speaking. This resonates with the survey results, particularly the high mean score of 3.41 for the statement about regularly reflecting on public speaking experiences, which underscores the value of self-reflection in skill enhancement. Overall, these studies collectively illustrate that commitment to improvement through practice and feedback is essential for fostering confidence and effectiveness in public speaking.

Table 10: Consistency on Public Speaking Skills

As a student….	Weighted Mean	Verbal Description
1. I consistently prepare thoroughly before delivering a speech.	3.30	Strongly Agree
I regularly practice my public speaking skills to maintain proficiency.	3.32	Strongly Agree
I am reliable in adhering to my speech outlines during presentations.	3.27	Strongly Agree
I consistently receive positive feedback from my audience about my clarity.	3.32	Strongly Agree
I maintain a similar level of confidence in my public speaking performances.	3.20	Agree
I follow a routine for rehearsing speeches before the actual presentation.	3.28	Strongly Agree
I consistently engage with my audience regardless of the setting.	3.32	Strongly Agree
I have developed a reliable method for managing anxiety before speaking.	3.31	Strongly Agree
I know that my delivery style remains stable across different speaking engagements.	3.37	Strongly Agree
10. I am aware that my tone and volume remain steady and appropriate throughout my presentations.	3.39	Strongly Agree
Weighted Mean	**3.31**	**Strongly Agree**

Table 10 presents the analysis of data regarding consistency in public speaking skills reveals a range of weighted means from 3.20 to 3.39 across ten statements, indicating varying levels of agreement among respondents. The statement with the highest mean of 3.39 pertains to the awareness of maintaining a steady and appropriate tone and volume throughout presentations, suggesting a strong consensus on the importance of vocal control in effective public speaking. Following closely, the statement regarding the stability of delivery style across different engagements received a mean of 3.37. In contrast, the lowest mean of 3.20 relates to maintaining confidence during performances, which is categorized as "Agree," indicating a slightly less robust affirmation compared to other statements. The total mean for all statements stands at 3.31, classified as "Strongly Agree," with a standard deviation of 0.05, reflecting minimal variability in responses and suggesting that participants generally perceive a high level of consistency in their public speaking practices. This data underscores the critical role of preparation and audience engagement in enhancing public speaking effectiveness.

The study by Zhang et al. (2024) titled "The Effect of Co-Regulation on English Public Speaking Self-Efficacy in Collaborative Oral Presentations" highlights the significant role of consistent practice and self-awareness in enhancing students' public speaking abilities. Their findings align with survey results that emphasize the importance of preparation, audience engagement, and self-reflection for improving public speaking effectiveness. With an overall mean score of 3.31, categorized as "Strongly Agree," participants demonstrated a high level of consistency in their public speaking practices. This suggests that structured approaches to practice can effectively foster greater confidence and proficiency in delivering presentations.

➤ *Consciousness*

Table 11: Consciousness on Public Speaking Skills

As a student….	Weighted Mean	Verbal Description
I am aware of my body language while speaking in public.	3.34	Strongly Agree
I notice the audience's reactions and adjust my speech.	3.29	Strongly Agree
I am aware of how my tone and speed affect my message.	3.33	Strongly Agree
I feel focused during my speech presentation.	3.36	Strongly Agree
I am aware of my nervousness and manage it while speaking.	3.35	Strongly Agree
I am conscious of how my speech flows while I am speaking.	3.35	Strongly Agree
I notice if the audience is engaged during my speech.	3.37	Strongly Agree
I am aware of how clearly I pronounce my words.	3.36	Strongly Agree
I notice how effective my visual aids are during my presentation.	3.34	Strongly Agree
10. I am aware of my use of filler words and control them.	3.11	Agree
Weighted Mean	**3.32**	**Strongly Agree**

Table 11 shows the evaluation of data concerning consciousness in public speaking skills presents a weighted mean range from 3.11 to 3.37 across ten statements, reflecting varying degrees of agreement among respondents. The highest mean of 3.37 is associated with the statement regarding the ability to notice audience engagement during speeches, indicating a strong consensus on the importance of audience awareness in effective communication. Closely following are the statements about feeling focused during presentations and being aware of how clearly words are pronounced, both receiving means of 3.36. Conversely, the lowest mean of 3.11 pertains to the awareness and control of filler words, categorized as "Agree," suggesting that while respondents recognize its significance, there is less confidence in managing this aspect of their speech delivery. The overall total mean for all statements is 3.32, classified as "Strongly Agree," with a standard deviation of 0.08, indicating a moderate level of consistency in responses. This data highlights the critical role that self-awareness plays in enhancing public speaking effectiveness, particularly in engaging the audience and managing presentation dynamics.

The study entitled, "Public Speaking Woes of Academic Leaders" (Nurcandrani, Asriandhini, and Turistiati, 2024) explores the challenges of academic leaders in public speaking, particularly anxiety that can affect their communication effectiveness. This aligns with survey results showing that participants are aware of their body language and audience engagement but struggle with managing nervousness and filler words. Both studies emphasize the importance of self-awareness in enhancing public speaking skills, as it allows speakers to adjust their delivery based on audience reactions. Ultimately, these findings suggest that targeted training programs can help individuals overcome anxiety and improve their overall presentation abilities.

➢ *Challenge*

Table 12: Challenge on Public Speaking Skills

As a student….	Weighted Mean	Verbal Description
I find it challenging to handle questions from the audience after my speech.	3.32	Strongly Agree
I believe that my body language does not effectively convey my message.	3.20	Agree
I feel uncomfortable when asked to speak spontaneously without preparation.	3.39	Strongly Agree
I often receive negative feedback about my public speaking skills.	3.23	Agree
I have difficulty managing time during my presentations.	3.13	Agree
I feel that my voice projection is inadequate for public speaking.	3.15	Agree
I often rely on notes or slides too much while speaking.	3.19	Agree
I find it difficult to engage my audience during my speeches.	3.34	Strongly Agree
I struggle with organizing my thoughts when preparing for a presentation.	3.39	Strongly Agree
10. I feel anxious or nervous before giving a speech.	3.39	Strongly Agree
Weighted Mean	**3.27**	**Strongly Agree**

Table 12 shows the analysis of data regarding challenges in public speaking skills reveals a spectrum of weighted means ranging from 3.13 to 3.39, indicating varying levels of agreement among respondents. The statements with the highest mean of 3.39 relate to feeling uncomfortable when asked to speak spontaneously and struggling with organizing thoughts during preparation, both categorized as "Strongly Agree." This suggests that respondents experience significant anxiety and difficulty in unprepared speaking situations and organization, which can hinder their effectiveness. Following closely, the statement regarding the challenge of handling audience questions after a speech received a mean of 3.32, also indicating strong agreement. In contrast, the lowest mean of 3.13 pertains to difficulties in managing time during presentations, categorized as "Agree," suggesting that while this is a recognized challenge, it may not be as pronounced as others. The overall total mean for all statements is 3.27, classified as "Strongly Agree," with a standard deviation of 0.10, reflecting a moderate level of variability in responses. This data underscores the various challenges faced by individuals in public speaking, particularly in areas related to spontaneity, organization, and audience engagement, highlighting the need for targeted strategies to enhance these skills.

The study "Public Speaking Woes of Academic Leaders" by Nurcandrani, Asriandhini, and Turistiati (2024) highlights the significant challenges faced by academic leaders in public speaking, particularly regarding feelings of anxiety and insecurity. This aligns with the survey findings indicating that participants struggle to handle audience questions (mean score of 3.32) and feel uncomfortable when asked to speak spontaneously (mean score of 3.39). Both studies emphasize the importance of self-awareness and the need for effective support systems, such as workshops, to enhance public speaking skills. Collectively, these insights underscore the necessity for targeted strategies to help individuals overcome their public speaking challenges and improve their confidence.

D. *Relationship Between Confidence Level and Public Speaking Skill on Senior High School Students at Partida National High School*

Table 13: Test of Relationship between Confidence Level and Public Speaking Skills

Variable	Mean	r-value	P-value	Decision	Verbal Interpretation
Confidence Level	3.3179	0.9126	<.05	Acceptable	Strong Positive Correlation
Public Speaking Skill	3.3302				

TABLE 13 illustrates the relationship between confidence level and public speaking skills, revealing a strong positive correlation. This means that individuals who report higher confidence levels tend to also score higher in their public speaking abilities, suggesting that increased self-assurance can enhance performance in this area. The analysis shows a Pearson correlation coefficient (r) of 0.9126, indicating a very strong connection between these two factors. Essentially, as people become more confident, their public speaking skills improve, highlighting the importance of self-belief in effective communication. Moreover, the p-value is less than .00001, which is significantly lower than the standard threshold of 0.05. This indicates that the results are statistically significant, providing compelling evidence that there is indeed a meaningful relationship between confidence and public speaking skills. The average scores for both variables support these findings: the mean confidence level is 3.3179, while the mean for public speaking skill is slightly higher at 3.3302. These figures suggest that participants generally view themselves as moderately confident and capable speakers. Overall, these insights emphasize the value of building confidence in individuals as a pathway to enhancing their public speaking abilities, suggesting that efforts to boost self-esteem could lead to more effective communication skills.

The analysis of the correlation between confidence levels and public speaking skills is further supported by the study titled "The Relationship between Self-Confidence and Public Speaking Ability" by Rahmawati et al. (2023). This research demonstrates a significant positive relationship between self-confidence and public speaking ability, indicating that as students' self-confidence increases, so does their proficiency in public speaking. The findings reveal a Pearson correlation coefficient of 0.459, with a p-value of less than 0.01, suggesting that higher self-confidence is strongly associated with improved public speaking skills.

IV. DISCUSSION

- In part 1, the findings indicate that students generally have a high level of self-esteem regarding their public speaking abilities, with an overall weighted mean of 3.52, categorized as "Strongly Agree." This suggests that participants feel confident in their capacity to influence their audience and believe that their ideas are valuable. They also show assurance in their pronunciation skills, with a mean score of 3.31, reflecting a strong belief in their ability to communicate clearly. However, many students experience significant anxiety related to public speaking, as indicated by a mean score of 2.95 for glossophobia, highlighting fears about being judged and making mistakes. Despite these challenges, participants rated their performance positively with a mean score of 3.34, indicating satisfaction with their speaking outcomes and enjoyment in preparation.

- In part 2, students demonstrated a strong belief in their ability to overcome fear and enhance their presence while speaking. They reported enjoying the preparation process for public speaking events (3.40) and indicated that practice is essential for improving performance (3.27). The high score of 3.44 reflects on past experiences to enhance future performance suggests a commitment to self-assessment and continuous improvement.

- In part 3, findings address various challenges students face in public speaking, including consistency in performance and awareness of their delivery skills. Participants reported feeling anxious when addressing audiences (3.39) but also showed dedication to regular practice and feedback (3.32). This indicates that while students encounter obstacles such as glossophobia and performance anxiety, they remain committed to developing consistency in their public speaking abilities.

- The Pearson correlation analysis highlights a significant positive relationship between self-confidence and public speaking skills among participants. As self-confidence increases, so does the effectiveness of students' public speaking abilities, emphasizing the importance of fostering self-assurance to enhance overall performance. In summary, while senior high school students at Partida National High School demonstrate strong confidence levels in public speaking skills, they also face notable challenges such as anxiety and discomfort in certain areas. Addressing these challenges through targeted training and support could significantly enhance both

their confidence and effectiveness in public speaking scenarios.

V. CONCLUSIONS

Students reported a strong sense of confidence in their public speaking abilities, with an overall mean score of 3.52, suggesting that they believe in their ability to influence their audience and value their speaking skills. However, despite their confidence, many still experience anxiety, as indicated by a glossophobia score of 2.95, which highlights the common fear of judgment. The findings also reveal students' proactive efforts to overcome their fears and enhance their presence while speaking, as they enjoy preparing for public speaking events and recognize the importance of practice, which contributes to their confidence and performance. Nevertheless, students face challenges related to consistency in performance and self-awareness of their presentation skills. While they acknowledge their anxiety, they demonstrate a commitment to regular practice and seeking feedback to improve. Pearson correlation analysis further shows a significant positive relationship between self-confidence and public speaking skills, suggesting that as students become more self-assured, their performance improves. Overall, although students exhibit strong confidence levels, addressing their anxieties through targeted training and support could significantly enhance both their effectiveness and enjoyment in public speaking. This research underscores the importance of fostering self-confidence and providing resources to help students navigate their fears, ultimately leading to more effective communication skills that will benefit them in various aspects of life.

RECOMMENDATIONS

To help students improve their public speaking abilities, several strategies can be implemented. Targeted training programs should be introduced to build self-confidence and address glossophobia, incorporating techniques such as breathing exercises, visualization, and positive self-talk to manage anxiety and ease pre-speech nerves. Preparation workshops are also essential, offering students structured opportunities to rehearse their speeches in a supportive environment, boosting their readiness and confidence. A feedback system should be established to provide constructive evaluations from both peers and teachers, helping students recognize their strengths and areas for improvement while fostering a growth mindset. Public speaking clubs can offer extracurricular spaces where students can practice regularly, build camaraderie, and learn from one another's experiences. Additionally, training on audience engagement techniques, such as eye contact, asking questions, and responding to feedback, will help students connect better with their audience and reduce anxiety. Finally, encouraging self-reflection after each speaking engagement will allow students to assess their performances, celebrate successes, and identify areas for improvement, cultivating a habit of continuous growth in their public speaking skills.

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