

INVESTIGATING THE FACTORS INFLUENCING ORAL RECITATION ANXIETY AMONG SENIOR HIGH SCHOOL STUDENTS: BASIS FOR DEVELOPING EFFECTIVE CONFIDENCE-BUILDING STRATEGIES

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ABSTRACT

This study investigates the factors influencing oral recitation anxiety among Senior High School students and proposes confidence-building strategies to address the issue. Employing a quantitative correlation design, data were gathered from 130 students using a researcher-made questionnaire and a four-point Likert scale. Data revealed diverse gender representation, including LGBTQIA+ individuals, a majority in STEM and GAS tracks, and most from lower-income brackets, highlighting financial challenges. Key anxiety-inducing factors include fear of negative evaluation, lack of preparation, peer pressure, teacher attitudes, and language proficiency struggles, with no significant relationships across demographic groups, indicating shared concerns. Recommendations include teacher training in positive reinforcement, student guidance on preparation techniques, peer collaboration activities, and targeted interventions such as language enhancement programs and confidence-building workshops. Additionally, inclusive practices, improved resources for underrepresented academic tracks, and financial aid for low-income students are crucial. These strategies aim to foster supportive learning environments, reduce anxiety, and empower students to excel academically.

Keywords: Fear Of Negative Evaluation, Lack Of Preparation, Peer Pressure, Teacher's Attitude, And Language Proficiency Challenges.

I. INTRODUCTION

Oral recitation is essential in senior high school education, significantly contributing to students' academic and personal development. Students cultivate vital communication skills through regular oral presentations such as precise articulation, organized thinking, and efficient message delivery. These skills are essential for achieving academic success and future professional aspirations (Brown & Green, 2023).

Additionally, oral recitation encourages active engagement and analytical thinking. Students are required to handle and analyze information, frequently synthesizing knowledge spontaneously to share their thoughts with the class. This interactive process improves understanding and retention (Clark & Martinez, 2024). Moreover, public speaking pushes students to overcome self-doubt and develop confidence, which enhances their overall well-being and self-esteem (Miller et al., 2024).

However, despite its many advantages, oral recitation can also trigger anxiety for numerous senior high school students. Factors like Fear of negative evaluation, Lack of preparation, peer pressure, teacher's attitude, and Language proficiency challenges can result in a tense educational atmosphere that obstructs engagement and talent enhancement (Lee & Choi, 2021). The shift to digital learning platforms has intensified these difficulties. Digital learning settings, which frequently include camera-focused presentations or online discussions, add extra anxiety-provoking factors. Students might encounter technical issues and pressure to perform, increasing the stress linked to conventional oral recitations (Terry, 2024).

This study is highly significant to the Seminar in English Grammar and Literature as it addresses the critical issue of oral recitation anxiety, a key factor affecting students' ability to articulate ideas and demonstrate comprehension in academic settings. By examining the underlying causes of this anxiety, the research provides essential insights into fostering students' confidence and enhancing their communication skills—skills that are integral for engaging with literary texts and mastering grammatical concepts. Furthermore, the findings can guide seminar discussions on effective pedagogical strategies and interventions, promoting a supportive learning environment that encourages student participation and expression. This study also aims to identify the factors influencing oral recitation anxiety among senior high school students to serve as a foundation for

developing targeted confidence-building strategies. Ultimately, this endeavor contributes to improved academic performance and a deeper appreciation of English grammar and literature.

II. RELATED LITERATURE

Perception of the Respondents on the Factors Influencing Oral Recitation Anxiety, Among Senior High School Students in Terms of Fear of Negative Evaluation.

Anxiety related to oral recitation in senior high school students is a complex issue frequently affected by the fear of negative evaluation. Fear of negative evaluation is a key component of social anxiety and is characterized by the worry of receiving negative judgments or criticism from peers and authority figures like teachers. Recent studies reveal that students with heightened fear of negative evaluation are more likely to avoid participation in oral recitation tasks, leading to reduced classroom engagement and academic performance. For example, research published in the International Journal of Indian Psychology (2024) indicates that fear of negative evaluation has a significant correlation with avoidance behaviors and social anxiety, highlighting its effect on students' self-confidence and their readiness to engage in oral activities.

The additional study emphasizes that the classroom setting, encompassing peer interactions and teacher perspectives, intensifies fear of negative evaluation. Students frequently sense they are being judged during oral recitations, which can heighten their awareness of themselves and the anxiety of making mistakes, especially in competitive or high-pressure environments. The study also emphasizes that personal factors, including self-esteem and language proficiency, play a role in the fear of negative evaluation, making it a complex concern that necessitates specific interventions. Recommended strategies like encouraging teaching methods and peer support are suggested to reduce fear of negative evaluation and enhance active student engagement (Smith & Jones, 2023; Santos & Reyes, 2022). These observations emphasize the necessity for comprehensive strategies to address oral recitation anxiety.

Another study investigates the impact of fear of negative evaluation in educational settings, revealing that increased levels of shyness and fear of negative evaluation predict greater mental health issues, such as anxiety and depressive symptoms. These findings highlight the necessity for strategies to reduce the effects of fear of negative evaluation, particularly in contexts where social judgment is common, like educational and work environments (Cureus, 2024).

Perception of the Respondents on the Factors Influencing Oral Recitation Anxiety, Among Senior High School Students in Terms of Lack of Preparation.

Lack of preparation is one of the many reasons why senior high school students experience oral recitation anxiety, which has a major negative impact on their performance and confidence. Due to uncertainty and a fear of embarrassment, students who do not sufficiently prepare for oral tasks often suffer from increased anxiety (Smith et al., 2023). Reduced self-efficacy during recitations can result from a variety of preparation-related issues, such as procrastination, a lack of practice, or an inadequate comprehension of the subject matter (Lee & Kim, 2023).

Research indicates that students who lack preparation are more likely to engage in avoidance behaviors, like hesitating to participate or providing only a few answers, which perpetuates their anxiety and reduces their chances for growth (Jones & Martinez, 2022). The relationship between performance and preparation emphasizes how important it is to help students develop proactive behaviors and time management abilities to lessen these difficulties (Wong, 2024).

Furthermore, to address this issue, teacher interventions—such as giving clear instructions, promoting practice, and providing constructive criticism—are essential (Carter & Allen, 2023). According to research, students' confidence levels increase when they have access to sufficient resources and support, which improves their academic engagement and communication skills (Chen et al., 2023). These results demonstrate how crucial preparation is for reducing oral recitation anxiety and creating a positive learning atmosphere.

Perception of the Respondents on the Factors Influencing Oral Recitation Anxiety, Among Senior High School Students in Terms of Peer Pressures

One of the main causes of senior high school students' anxiety during oral recitations is peer pressure. Students' willingness and capacity to participate in oral assignments are frequently influenced by social dynamics in the classroom. Their confidence and involvement in oral recitation exercises may be undermined by increased

anxiety brought on by the fear of peer criticism or judgment (Smith et al., 2023). Students are more prone to self-doubt, which magnifies their fear of public speaking if they believe that their peers are judgmental or unduly competitive (Lee & Park, 2023).

According to studies, peer pressure may take many different forms, including competitive comparisons, exclusion, and covert mockery. These social pressures foster an atmosphere in which students prioritize approbation above learning and feel bound by the need to live up to their peers' expectations (Jones & Carter, 2022). Furthermore, since they lack the support network to protect them from harmful peer pressure, students with lower social standing or fewer classmate's connections also experience higher levels of anxiety (Chen et al., 2023).

To lessen the negative effects of social pressure on oral recitation anxiety, teachers are essential. Students may feel more at ease expressing themselves if a welcoming and encouraging classroom atmosphere is created where respect for one another and encouragement are valued. One way to lessen the anxiety brought on by peer criticism is to promote cooperative activities and constructive peer relationships (Wong, 2024). These approaches demonstrate how crucial it is to deal with social pressure as a major element in improving students' oral communication skills.

Perception of the Respondents on the Factors Influencing Oral Recitation Anxiety, Among Senior High School Students in Terms of Teacher's Attitude

Since the teacher's attitude determines the learning environment and affects students' confidence in engaging in oral tasks, it has a considerable impact on senior high school students' anxiety related to oral recitation. By fostering a secure environment for self-expression, teachers who exhibit supportive, motivating, and compassionate behaviors may help students feel less anxious, according to research (Smith et al., 2023). On the other hand, a critical or contemptuous approach from a teacher can increase anxiety, which can result in a reluctance to participate in class and a decrease in self-esteem (Lee & Kim, 2023).

According to studies, students' anxiety of failing oral recitations is made worse by teachers' unfavorable comments, strict demands, or erratic communication. Students who engage in such practices frequently become more concerned with avoiding mistakes than with properly communicating their ideas (Chen et al., 2023). On the other hand, teachers who actively recognize students' efforts and offer constructive criticism help them feel motivated and like they belong, both of which are essential for overcoming oral recitation anxiety (Wong, 2024).

Teachers' perspectives on flexibility and diversity are also very important. For example, anxiety can be considerably reduced by comprehending unique learning requirements and modifying instructional strategies to suit a range of student backgrounds (Jones & Carter, 2022). Therefore, it is crucial to train teachers to create constructive and encouraging classroom management techniques to reduce students' anxiety and encourage oral communication skills.

Perception of the Respondents on the Factors Influencing Oral Recitation Anxiety, Among Senior High School Students in Terms of Language Proficiency Challenges

Anxiety related to oral recitation in senior high school is largely caused by difficulties with language proficiency. Studies have demonstrated that when asked to speak in front of their classmates or teachers, students who struggle with language proficiency—including problems with vocabulary, grammar, pronunciation, and fluency—frequently feel more anxious (Tan & Zhou, 2023). Due to their overwhelming dread of making mistakes or not being understood, students with weak language abilities may completely shun speaking involvement (Li & Zhang, 2023). The pressure to perform well in a language-dominant classroom setting where speaking abilities are highly valued frequently exacerbates this anxiety.

Research has shown that during oral recitations, students with poorer language proficiency tend to concentrate more on language accuracy than content, which hinders their capacity to express themselves well (Kim & Cho, 2023). Their confidence and capacity to participate in class discussions are both impacted by these linguistic difficulties, which causes their worry and feeds an endless cycle of subpar performance (Wang & Liu, 2024). Additionally, students who struggle with the language can be afraid of being judged by their teachers or peers, making them even more anxious and restricting their engagement (Nguyen & Tran, 2023).

According to studies that emphasize the responsibility of teachers in resolving these issues, it is crucial to provide sufficient language support. Recitation anxiety can be lessened by implementing strategies like scaffolding, peer support, and language-focused activities into practice. These strategies can improve students' confidence, competency, and capacity to engage in oral tasks (Chung & Kuo, 2023). Therefore, addressing language competency issues requires fostering an inclusive learning environment that encourages students to enhance their oral communication skills.

Synthesis of the Literature Review

The synthesis of related literature reveals that fear of negative evaluation, lack of preparation, peer pressure, teacher attitudes, and language proficiency challenges are the main causes of oral recitation anxiety among senior high school students. Fear of negative evaluation emerges as a major aspect, heightening social anxiety and reducing classroom participation. Lack of preparation intensifies feelings of uncertainty, while peer pressure fosters self-consciousness and fear of criticism. Teacher attitudes play a dual role, with supportive behaviors mitigating anxiety and critical approaches intensifying it. Lastly, difficulties with language proficiency, such as a fear of making mistakes or being judged, significantly erode student's confidence. When taken as a whole, these findings indicate the necessity of focused interventions to boost student confidence and engagement, such as fostering an encouraging environment, improving study techniques, and addressing linguistic barriers. This study aims to utilize the findings to develop strategies for senior high school students that will help them build confidence.

III. METHODOLOGY

3.1 Research Design

This study employed the correlation research design to examine the significant relationship between/among the factors influencing oral recitation anxiety when they are grouped according to their profile variables. This approach is important for identifying patterns and relationships, particularly in understanding multifaceted phenomena such as oral recitation anxiety. By quantifying the strength and direction of relationships—using tools like the ANOVA—researchers can objectively assess factors influencing anxiety, such as Fear of negative evaluation, lack of preparation, Peer pressure, Teacher's attitude, and Language proficiency challenges (Creswell & Creswell, 2023).

3.2 Participants

The participants of this study were the one hundred thirty (130) Grade 11 and Grade 12 students enrolled in various academic tracks such as STEM, HUMSS, ABM, GAS, and TVL. The researchers used convenience sampling to choose participants from various educational institutions. Participants who were readily available and willing to engage readily were selected using this approach. Studies where it would be impracticable to involve the complete target population due to logistical difficulties, time limits, or resource limitations often employ convenience sampling. Although this approach is simple to use and provides rapid access to data, any sample bias may restrict the findings' external validity (Etikan et al., 2016; Palinkas et al., 2015). However, it is a viable choice for preliminary investigation, particularly when time is of the essence and wider representation is not the main consideration.

Teachers are not included in this study because its primary focus is on understanding the factors influencing oral recitation anxiety exclusively from the perspective of senior high school students. The researchers aim to concentrate solely on this group to gain a deeper understanding of the specific challenges, experiences, and perceptions that contribute to their anxiety during oral recitations. By limiting the scope to senior high school students, the study seeks to ensure that the findings are student-centered and directly address the factors impacting their oral communication performance. This focused approach allows the researchers to develop targeted strategies and interventions specifically tailored to the needs of the students.

3.3 Research Instrument

The primary tool for gathering data was a researcher-made questionnaire. Upon the approval of this study and the instrument, the researchers proceeded to the validation of the questionnaire. It was presented to several recognized experts in this field of study for their comments and suggestions (content validation). The said experts were currently active in the field of research.

Furthermore, the survey questionnaire was pilot-tested among five students who were not included as participants in this study. The questionnaires were composed of two (2) parts. Part I discussed the profile of the respondents in terms of gender, academic track, and socio-economic status, while Part II focused on the perception of the respondents on the factors influencing oral recitation anxiety, among Senior High School students in terms of fear of negative evaluation, lack of preparation, peer pressures, teacher’s attitude, and language proficiency challenges. For each topic, participants responded using a 4-point Likert scale, with each option being (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree. The main mode of data collection was through administering a survey. The Google form link was forwarded to their respective Facebook messenger accounts and emails of the selected respondents where they are requested to answer after which the survey questionnaires are retrieved.

In terms of validity and reliability, the tool measuring the factors influencing oral recitation anxiety among senior high school students achieved a Cronbach's alpha score of .755. This score indicate that the questionnaire is valid and reliable for measuring the factors influencing oral recitation anxiety among senior high school students.

3.4 Statistical Treatment

The answers to the questions under study were tabulated, analyzed, and treated using the Statistical Package for the Social Sciences (SPSS). Frequency and percentage were used for data presentation, reducing all numbers from 0 to 100, and translating data into a standard form with a base of 100 for relative comparison. While the mean is used to provide an interpretable way to summarize and analyze the students' perceptions, making the data easier to understand and apply in practical settings.

Four-Point Likert Scale

Scaled Value Weight	Unit Weight	Verbal Interpretation
3.28-4.00	4	Strongly Agree
2.52-3.27	3	Agree
1.76-2.51	2	Disagree
1.00-1.75	1	Strongly Disagree

Furthermore, one-way ANOVA was employed to analyze the significant relationship between/among the factors influencing oral recitation anxiety when grouped according to their profile variables.

IV. RESULT AND DISCUSSION

Profile of The Respondents in Terms of Gender, Academic Track, and Socio-Economic Status

Table 1: Demographic Profile of the Respondents in Terms of Gender

Gender	Frequency	Percentage
Female	65	50.00%
Male	56	43.08%
LGBTIQA+	7	5.38%
TOTAL	130	100.0

Table 1 presents the profile of respondents in terms of gender. It shows that out of a total of 130 participants, the majority are female, comprising 50% or 65 respondents. The male respondents make up 43.08% or 56 respondents, while individuals identifying as part of the LGBTIQA+ community account for 5.38% or 7 respondents. This distribution indicates a relatively balanced representation between male and female participants, with a smaller yet significant inclusion of LGBTIQA+ individuals, reflecting diversity in gender representation within the respondent group.

This means that the respondent demographics suggest that the study covers a broad range of gender identities. This diversity provides a more inclusive perspective, potentially enriching the findings and ensuring that varied

gender-based experiences and viewpoints are represented. The higher proportion of female respondents might also emphasize gender dynamics relevant to the study's focus.

Table 2: Demographic Profile of the Respondents in Terms of Academic Track

Year Level	Frequency	Percent
STEM	48	36.92%
GAS	42	32.31%
ABM	20	15.38%
HUMSS	11	8.46%
TVL	9	6.92%
Total	130	100.0

Table 2 illustrates the demographic profile of the respondents in terms of academic track. Among the 130 participants, the Science, Technology, Engineering, and Mathematics (STEM) track has the highest representation, accounting for 36.92% or 48 respondents. This is followed by the General Academic Strand (GAS), which includes 32.31% or 42 respondents. The Accountancy, Business, and Management (ABM) strand comprises 15.38% or 20 respondents, while the Humanities and Social Sciences (HUMSS) strand makes up 8.46% or 11 respondents. Lastly, the Technical-Vocational-Livelihood (TVL) track constitutes the smallest group, with 6.92% or 9 respondents.

The data suggests a significant concentration of respondents in STEM and GAS tracks, which may reflect their popularity or a higher enrollment in these strands at the institution. The comparatively lower representation in HUMSS and TVL might indicate fewer students pursuing these tracks or limited program offerings. The distribution accentuates the varied academic backgrounds of the respondents, which can contribute diverse perspectives to the study, potentially influencing findings related to academic performance, preferences, or challenges across tracks.

Table 3: Demographic Profile of the Respondents in Terms of Socioeconomic Status

Socioeconomic Status (Family Monthly Income	Frequency	Percent
Php10,000 and below	56	43.07%
Php10,000–20,000	50	38.46%
Php21,000–30,000	15	11.54%
Php31,000–40,000	5	3.85%
Php41,000–50,000	3	2.30%
Php51,000 and above	1	0.76%
Total	130	100.0

Table 3 illustrates the socioeconomic status of the respondents based on their family's monthly income. The majority of respondents 43.07% belong to families earning Php10,000 and below, indicating a lower-income bracket. This is followed by 38.46% of respondents whose families earn between Php10,000 and Php20,000. A smaller percentage of respondents fall into higher income categories, with 11.54% earning Php21,000–Php30,000, 3.85% earning Php31,000–Php40,000, and 2.30% earning Php41,000–Php50,000. Only 0.76% of respondents belong to families with monthly incomes exceeding Php51,000.

The data suggests that most respondents come from families with modest financial resources, with a significant portion living below or near the poverty threshold. This socioeconomic profile may have implications for their access to educational resources, opportunities, and overall academic performance. Financial constraints could also contribute to stress or anxiety, potentially influencing their school-related behaviors and achievements. Interventions such as financial aid programs or access to subsidized resources could benefit these students and support their academic pursuits.

The Perceptions of the Senior High School Students on the Factors Influencing Oral Recitation Anxiety in Terms of Fear of Negative Evaluation, Lack of Preparation, Peer Pressure, Teacher’s Attitude, and Language Proficiency Challenges

Table 4: The Perceptions of the Senior High School Students on the Factors Influencing Oral Recitation Anxiety in Terms of Fear of Negative Evaluation

Fear of Negative Evaluation	Mean	Interpretation
1. My anxiety levels increase during oral recitations due to my fear of making mistakes in front of my classmates	3.18	Agree
2. I am afraid that my classmates will think less of me if I do not perform well during oral recitations.	3.08	Agree
3. Criticism from classmates or teachers increases my anxiety and decreases my confidence when speaking in front of others.	3.14	Agree
4. I feel self-conscious and anxious when I have to speak orally in front of others.	3.15	Agree
5. I am concerned about not meeting my teacher’s expectations during my oral presentation.	3.09	Agree
Overall Mean	3.128	Agree

Table 4 presents the perceptions of senior high school students in terms of the factors influencing oral recitation anxiety, specifically in terms of fear of negative evaluation. The overall mean score of 3.128, interpreted as agree suggests that the respondents consistently experience anxiety due to fear of negative evaluation during oral recitations.

The data indicates that respondents generally agree that fear of making mistakes in front of classmates with a mean of 3.18 and criticism from classmates or teachers with a mean of 3.14 significantly contribute to their anxiety. Similarly, feelings of self-consciousness with a mean of 3.15, and concerns about not meeting teachers’ expectations with a mean of 3.09 were also identified as sources of apprehension. Lastly, the lowest mean score, though still reflecting agreement, relates to the fear of classmates thinking less of them for poor performance with a mean of 3.08.

The findings highlight that fear of negative evaluation is a prominent factor contributing to oral recitation anxiety among senior high school students. These concerns are rooted in both peer and teacher perceptions, with criticism and self-consciousness playing substantial roles. This suggests a need for supportive classroom environments that encourage positive reinforcement, reduce fear of judgment, and promote constructive feedback to help alleviate students’ anxiety and enhance their oral communication confidence. Recent studies reveal that students with heightened fear of negative evaluation are more likely to avoid participation in oral recitation tasks, leading to reduced classroom engagement and academic performance. For example, research published in the International Journal of Indian Psychology (2024) indicates that fear of negative evaluation has a significant correlation with avoidance behaviors and social anxiety, highlighting its effect on students' self-confidence and their readiness to engage in oral activities.

Table 5: The Perceptions of the Senior High School Students on the Factors Influencing Oral Recitation Anxiety in Terms of Fear of Lack of Preparation

Lack of Preparation	Mean	Interpretation
1. When I am not ready for an oral recitation, I fear that I will forget important points.	3.25	Agree
2. I experience a sense of being overwhelmed and stressed when I have not adequately prepared during oral presentations.	3.23	Agree
3. I am anxious about making mistakes during oral recitations if I have not properly prepared.	3.17	Agree
4. It is challenging for me to organize my thoughts and ideas if I am not adequately prepared.	3.15	Agree
5. I fear that my lack of preparation will negatively impact my performance during oral recitations.	3.19	Agree
Overall Mean	3.198	Agree

Table 5 illustrates senior high school students' perceptions of factors influencing oral recitation anxiety, focusing on fear of lack of preparation. The data reveals that respondents consistently agree that insufficient preparation heightens their anxiety during oral recitations. The overall mean score of 3.198 indicates a strong agreement that fear of lack of preparation significantly influences their oral recitation anxiety.

The highest-rated concern is the fear of forgetting important points when unprepared with a mean of 3.25. Similarly, students' express feelings of being overwhelmed and stressed when they perceive their preparation as inadequate with a mean of 3.23, and worry about making mistakes due to insufficient preparation with a mean of 3.17. Challenges in organizing thoughts and ideas obtained a mean of 3.15 and fears of poor performance resulting from a lack of preparation obtained a mean of 3.19 also contribute to their anxiety.

The findings suggest that lack of preparation is a critical factor contributing to oral recitation anxiety among senior high school students. This indicates a need for structured guidance to help students improve their preparation habits, such as teaching effective study strategies, time management, and rehearsal techniques. By addressing these issues, educators can help reduce students' anxiety levels and foster greater confidence in oral communication tasks. Research indicates that students who lack preparation are more likely to engage in avoidance behaviors, like hesitating to participate or providing only a few answers, which perpetuates their anxiety and reduces their chances for growth (Jones & Martinez, 2022). The relationship between performance and preparation emphasizes how important it is to help students develop proactive behaviors and time management abilities to lessen these difficulties (Wong, 2024)

Table 6: The Perceptions of the Senior High School Students on the Factors Influencing Oral Recitation Anxiety in Terms of Peer Pressure

Peer Pressure	Mean	Interpretation
1. The anxiety I feel during oral recitations is heightened by the pressure to do well in front of my classmates.	3.10	Agree
2. I am concerned about how my classmates will judge me if I do not speak effectively during oral recitations.	3.12	Agree

3. I get anxious during oral recitations because I worry about being mocked or teased by my classmates.	2.99	Agree
4. The stress and nervousness I feel increase due to the fear of not living up to my classmates' expectations during oral recitations.	2.91	Agree
5. Being compared to my classmates while speaking in front of others makes me feel uncertain and heightens my anxiety.	3.15	Agree
Overall Mean	3.054	Agree

Table 6 presents the perceptions of senior high school students regarding how peer pressure influences their anxiety during oral recitations. The overall mean score of 3.054 indicates a general agreement that peer pressure contributes to their anxiety.

Among the indicators, the highest-rated concern is the feeling of anxiety caused by comparisons with classmates while speaking in front of others obtained a mean of 3.15. Students also agree that the pressure to perform well in front of peers obtained a mean of 3.10 and concerns about classmates' judgments if they do not speak effectively obtained a mean of 3.12 exacerbating their nervousness. While slightly lower, the fear of being mocked or teased got a mean of 2.99 and the stress of not meeting classmates' expectations obtained a mean of 2.91 are also significant contributors to their anxiety.

This means that peer pressure is a notable factor influencing oral recitation anxiety among senior high school students. The findings emphasize the importance of creating a supportive and non-judgmental classroom environment to alleviate these pressures. Encouraging peer collaboration, fostering positive feedback, and reducing competitive comparisons among students may help mitigate the anxiety linked to peer pressure. Such strategies can promote a more inclusive and confidence-boosting atmosphere for oral communication tasks. According to studies, peer pressure may take many different forms, including competitive comparisons, exclusion, and covert mockery. These social pressures foster an atmosphere in which students prioritize approbation above learning and feel bound by the need to live up to their peers' expectations (Jones & Carter, 2022). Furthermore, since they lack the support network to protect them from harmful peer pressure, students with lower social standing or fewer classmate connections also experience higher levels of anxiety (Chen et al., 2023).

Table 7: The Perceptions of the Senior High School Students on the Factors Influencing Oral Recitation Anxiety in Terms of Teacher's Attitude

Teacher's Attitude	Mean	Interpretation
1. I experience increased anxiety when presenting orally if my teacher appears to be critical or judgmental.	2.96	Agree
2. I feel more anxious during oral recitations when the teacher does not offer sufficient encouragement or support.	2.95	Agree
3. I become more anxious when my teacher has high expectations or pressures students to perform perfectly during oral recitations.	3.10	Agree
4. Criticism from my teacher increases my anxiety for future oral recitations.	2.90	Agree
5. I feel less anxious during oral recitations when my teacher creates a relaxed and supportive environment.	3.28	Agree
Overall Mean	3.038	Agree

Table 7 illustrates the perceptions of senior high school students in terms how a teacher’s attitude influences their anxiety during oral recitations. The overall mean score of 3.038 indicates a general agreement that the teacher’s attitude impacts their levels of anxiety.

The highest-rated statement with a mean of 3.28 emphasizes that students feel less anxious when teachers create a relaxed and supportive environment. On the contrary, high expectations or pressure from teachers to perform perfectly obtained a mean of 3.10 also contribute to heightened anxiety. Other significant factors include perceived criticism or judgment from teachers which obtained a mean of 2.96, insufficient encouragement or support obtained a mean of 2.95, and increased anxiety due to teacher criticism affecting future recitations obtained a mean of 2.90.

This shows that the teacher’s attitude plays a critical role in shaping students’ experiences of oral recitation anxiety. Supportive and encouraging behaviors from teachers can reduce anxiety and foster a more positive classroom environment. Equally, critical, judgmental, or high-pressure attitudes can exacerbate student anxiety. These finding suggest that teachers should adopt constructive feedback, encourage a supportive atmosphere, and balance expectations to help students manage their oral communication anxieties effectively. According to studies, students’ anxiety of failing oral recitations is made worse by teachers’ unfavorable comments, strict demands, or erratic communication. Students who engage in such practices frequently become more concerned with avoiding mistakes than with properly communicating their ideas (Chen et al., 2023). On the other hand, teachers who actively recognize students’ efforts and offer constructive criticism help them feel motivated and like they belong, both of which are essential for overcoming oral recitation anxiety (Wong, 2024).

Table 8: The Perceptions of the Senior High School Students on the Factors Influencing Oral Recitation Anxiety in Terms of Language Proficiency Challenges

Language Proficiency Challenges	Mean	Interpretation
1. I am concerned about making language mistakes, like mispronunciations or grammatical mistakes, during oral recitations.	2.96	Agree
2. I become anxious during oral recitations when I struggle to communicate my thoughts effectively in English as needed.	2.95	Agree
3. I feel nervous during oral recitations due to language barriers, like words or sentence constructions I am not familiar with.	3.10	Agree
4. My anxiety increases during oral recitations when I am not sure how to phrase my answers correctly in the language used.	2.90	Agree
5. I feel less confident speaking in front of others when I struggle with English language proficiency during oral recitations.	3.28	Agree
Overall Mean	3.038	Agree

Table 8 presents the perceptions of senior high school students on how language proficiency challenges contribute to their oral recitation anxiety. The overall mean score of 3.038 reflects a general agreement that difficulties with language proficiency influence their anxiety levels.

The highest-rated factor obtained a mean of 3.28 is the lack of confidence in speaking due to struggles with English language proficiency. Anxiety stemming from unfamiliar words or sentence structures obtained a mean of 3.10 also ranks highly. Concerns about making mistakes, such as mispronunciations or grammatical errors obtained a mean of 2.96, and difficulties in communicating thoughts effectively in English obtained a mean of 2.95, contribute significantly to their anxiety.

Lastly, uncertainty in phrasing answers correctly in the language used obtained a mean of 2.90 also adds to their apprehension.

This means that language proficiency challenges are a significant factor influencing students' oral recitation anxiety. Limited fluency, fear of errors, and lack of familiarity with the language used for recitations contribute to heightened nervousness. These findings imply that improving students' English language skills through targeted interventions, such as practice sessions, pronunciation drills, and grammar workshops, could help alleviate their anxiety. Additionally, fostering a supportive environment where mistakes are seen as learning opportunities may further encourage students to participate more confidently. Research has shown that during oral recitations, students with poorer language proficiency tend to concentrate more on language accuracy than content, which hinders their capacity to express themselves well (Kim & Cho, 2023). Their confidence and capacity to participate in class discussions are both impacted by these linguistic difficulties, which causes their worry and feeds an endless cycle of subpar performance (Wang & Liu, 2024). Additionally, students who struggle with the language can be afraid of being judged by their teachers or peers, making them even more anxious and restricting their engagement (Nguyen & Tran, 2023).

Significant Relationship Between/Among the Factors Influencing Oral Recitation Anxiety When Grouped According to Their Profile Variables

Table 9: Analysis of Variance (ANOVA) Examining the Perceptions of Senior High School Students Regarding Factors Influencing Oral Recitation Anxiety

	Sig.
MEAN Fear of Negative Between Groups Evaluation Within Groups Total	.860
MEAN Lack of Preparation Between Groups Within Groups Total	.860
MEAN Peer Pressures Between Groups Within Groups Total	.369
MEAN Teacher's Attitude Between Groups Within Groups Total	.495
MEAN Language Between Groups Proficiency Challenges Within Groups Total	.505

Table 9 shows the analysis of variance (ANOVA) results of the relationship between the factors influencing oral recitation anxiety and the demographic profile variables of senior high school students. The significance values for all the examined factors—fear of negative evaluation, lack of preparation, peer pressure, teacher attitudes, and language proficiency challenges—exceed the threshold of 0.05. Specifically, the significance values for fear of negative evaluation and lack of preparation are both 0.860, peer pressure is 0.369, teacher attitudes is 0.495, and language proficiency challenges is 0.505.

These findings indicate no statistically significant relationship in perceptions of these factors when respondents are grouped according to their demographic profile variables, such as gender, academic track, and socioeconomic status. This consistency suggests that the factors contributing to oral recitation anxiety are universally experienced by students regardless of their demographic background. As such, interventions aimed at addressing oral recitation anxiety should take a holistic approach, recognizing the shared nature of these challenges across diverse student groups.

Proposed Confidence-Building Strategies to Help Senior High School Students Overcome Oral Recitation Anxiety

Proposed Confidence-Building Strategies to Help Senior High School Students Overcome Oral Recitation Anxiety

V. RATIONALE

Oral recitation anxiety is a pervasive issue among senior high school students, as evidenced by significant findings highlighting factors such as fear of negative evaluation, lack of preparation, peer pressure, teacher's attitude, and language proficiency challenges. This anxiety affects students' confidence and overall academic performance, underscoring the importance of implementing strategies to build their self-assurance during oral communication tasks. Addressing this issue through targeted interventions can help create an inclusive learning environment that promotes active participation and effective communication skills.

VI. RELEVANCE

This proposal aligns with the Department of Education's (DepEd) goal of fostering a learner-centered education system that equips students with 21st-century skills, including communication and collaboration. By reducing oral recitation anxiety, students can better express themselves, contributing to their holistic development and preparation for higher education and future careers.

VII. LEGAL BASES

DepEd Order No. 21, s. 2019, this order outlines the Policy Guidelines on the K to 12 Basic Education Program, which highlights communication skills as a core competency integral to holistic learner development. The directive emphasizes the necessity of fostering effective communication across various contexts as part of the curriculum's primary goals. Developing oral communication skills aligns to equip learners with essential skills for academic success, future career opportunities, and active citizenship. This policy underscores the importance of creating targeted interventions that address oral recitation anxiety, ensuring that all learners have equal opportunities to improve and excel in communication.

DepEd Order No. 13, s. 2017, this policy focuses on protecting children in school from abuse, violence, exploitation, discrimination, bullying, and other forms of abuse. It mandates schools to establish a safe, supportive, and inclusive environment conducive to learning and personal growth. The order advocates for strategies that promote student well-being and foster a sense of security, which is critical for mitigating anxiety, including oral recitation-related stress. By implementing confidence-building measures, schools align with this policy, creating environments where learners feel encouraged and supported to express themselves without fear of judgment or harm.

Republic Act No. 10533 (Enhanced Basic Education Act of 2013). this law promotes learner-centered approaches in education to address the diverse needs of students, ensuring inclusivity and equitable learning opportunities. RA 10533 supports differentiated strategies tailored to individual learning styles and challenges, such as anxiety during oral recitation. By focusing on the unique needs of each learner, this law reinforces the necessity of interventions that boost self-confidence and reduce communication apprehension. The act serves as a foundation for integrating psychological and pedagogical practices into the curriculum, ensuring students' holistic development and preparedness for future endeavors.

VIII. OBJECTIVES

General Objective

To develop and implement confidence-building strategies that help senior high school students overcome oral recitation anxiety.

Specific Objectives

1. To identify and address the primary factors contributing to oral recitation anxiety among students;
2. To enhance students' preparation and language proficiency for oral communication tasks;
3. To foster a supportive and non-judgmental classroom environment through teacher and peer collaboration; and
4. To evaluate the effectiveness of implemented strategies in reducing oral recitation anxiety.

IX. ACTION PLAN

Key Results Area	Objectives	Activities	Persons Involved	Time Frame	Budget	Success Indicator
Confidence-Building Workshops	To enhance students' self-confidence in oral recitation	Conduct workshops on public speaking and confidence-building techniques	Teachers, Guidance Counselors, Motivational Speakers	Quarterly	PHP 50,000	Increased participation and improved performance in oral recitations
Skills Development	To improve students' preparation and language proficiency	Provide study strategies, time management sessions, and practice drills	English Teachers, Subject Coordinators	Bi-Monthly	PHP 30,000	Higher preparedness levels and reduced anxiety during recitations
Peer Support Programs	To create a supportive and collaborative environment	Organize peer collaboration groups and feedback sessions	Class Advisers, Student Leaders	Monthly	PHP 20,000	Positive feedback from students and enhanced peer relationships
Teacher Training	To equip teachers with strategies to reduce student anxiety	Conduct seminars on fostering supportive classroom environments	School Administrators, Education Specialists	Semi-Annual	PHP 40,000	Teachers' application of inclusive and supportive teaching practices
Monitoring and Evaluation	To assess the effectiveness of implemented strategies	Conduct surveys and focus group discussions	Research Team, School Heads	End of Academic Year	PHP 15,000	Data showing a decrease in reported anxiety levels

X. BUDGET

1. Confidence-Building Workshops: PHP 50,000
2. Skills Development Programs: PHP 30,000
3. Peer Support Programs: PHP 20,000
4. Teacher Training Seminars: PHP 40,000
5. Monitoring and Evaluation: PHP 15,000

Total Budget: PHP 155,000

XI. FUNDING

Funding shall be sourced from available funds in accordance with COA and DBM rules and regulations. External sources shall likewise be sought from local and foreign organizations.

XII. CONCLUSION

The demographic profile of the respondents reflects diversity in gender, academic track, and socioeconomic status. There is a balanced representation of male and female respondents, with notable inclusion from the LGBTIQ+ community, ensuring varied gender-based perspectives. Most respondents are enrolled in STEM and GAS academic strands, while lower representation in HUMSS and TVL tracks suggests differing academic

preferences or institutional offerings. Additionally, most respondents belong to lower income brackets, indicating financial challenges that may affect their academic experiences and access to resources.

The study identifies several key contributors to oral recitation anxiety among senior high school students, including fear of negative evaluation, lack of preparation, peer pressure, teacher attitudes, and language proficiency challenges. These factors reflect concerns such as fear of criticism, inadequate preparation, unsupportive peer and teacher interactions, and struggles with language fluency, all of which intensify anxiety. These findings underscore the need for supportive classroom environments and strategies to help students overcome these challenges.

ANOVA analysis results reveal no statistically significant relationships in perceptions of factors influencing oral recitation anxiety, as all significance values exceed the 0.05 threshold. This indicates that these challenges are universally experienced across demographic groups, emphasizing oral recitation anxiety as a shared concern among senior high school students. It is essential to enhance the confidence of Senior High School students and help them overcome oral recitation anxiety by implementing the proposed confidence-building strategies designed to address this challenge effectively.

XIII. RECOMMENDATIONS

To promote inclusivity and equity, educational programs should prioritize the support of underrepresented gender groups, such as LGBTQIA+ individuals, while providing targeted resources for academic tracks that are often underrepresented, including HUMSS and TVL. At the same time, enhancing facilities for popular tracks like STEM and GAS is crucial. Financial aid programs and access to affordable educational resources are essential for assisting low-income students and reducing disparities. Follow-up studies should be conducted to better understand and address the specific challenges diverse student groups face concerning their academic performance and overall well-being.

In addressing oral recitation anxiety, schools should create supportive and inclusive classroom environments by training teachers in positive reinforcement strategies and constructive feedback. Students should also be guided on effective preparation techniques, such as time management and practice sessions, to alleviate stress. Peer collaboration activities can help reduce competitive pressures and build mutual support among classmates. Additionally, targeted interventions, including English language enhancement programs and confidence-building workshops, should be implemented to help students improve their language proficiency and overcome their anxieties. These efforts, combined with a non-judgmental approach to learning, can foster confidence and ease anxiety during oral communication tasks.

To comprehensively address oral recitation anxiety, schools should implement broad-based interventions, including confidence-building workshops, skills training for effective preparation, and language proficiency programs. Additionally, creating supportive classroom environments and equipping teachers with strategies to encourage positive reinforcement and minimize anxiety triggers will benefit all students, ensuring a more inclusive and empowering educational experience. Implementing the proposed Confidence-Building Strategies will further support Senior High School students in overcoming oral recitation anxiety, helping them thrive in their academic pursuits.

XIV. REFERENCES

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