

A Survey on Levels of Self-esteem and Public Speaking Class Anxiety Using PSCAS of Senior High Students of Northern Cebu Colleges, Inc: A Glimpse After Two Years of Distance-Printed Modular Modality

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Abstract— The study was conducted with the primary goal to determine the level and relationship of self-esteem and public speaking anxiety of the students, most particularly the 85 grade-11 students of Northern Cebu Colleges, Inc. of both General Academic Strand and Humanities and Social Sciences Strand of the S.Y. 2022-2023. This will help teachers in identifying language anxiety among the students more particularly in speaking the language and develop practical and effective strategies for reducing foreign language speaking anxiety of the students. A descriptive - correlational method of research was utilized with the use of adapted questionnaires. The questionnaires were adapted from the ROSENBERG SELF-ESTEEM SCALE published by Rosenberg, M. (1965) and the Public Speaking Class Anxiety Scale (PSCAS) in the study of Kriangkrai Yaikhong & Siriluck Usaha (2012). The findings of the study revealed a negative correlation. As the self-esteem of the respondents get higher, their public speaking class anxiety gets lower and vice-versa. It was further revealed that male students tend to have higher level of self-esteem thus, has lower level of public speaking class anxiety. The study concluded that Student's low ability to speak in English language most particularly in school is due to lack of self-confidence and low self-esteem. Self-esteem directly affects students learning most particularly in the utilization of the English Language.

Keywords— Enter key words or phrases in alphabetical order, separated by colon.

I. THE PROBLEM AND ITS SCOPE INTRODUCTION

Rationale

In the 21st century, one must possess the so called as the 21st century skills. One of such 21st century skills is the oral communication skills. Many scholars would agree that good communication skills, most particularly in English is one key factor towards successful career. In that preface, every scholastic institution, designed their curriculum and align teacher's classroom teaching strategies that students may develop in means possible oral communication skills. Teachers from elementary to senior high school would engage students in the classroom activities and would push students to stand up and share insights while speaking in English language.

As the most important aspect of language skill in term of communication, speaking is precisely often the one that student cannot gain enough competence during the English classroom

(Arifin, 2017) and in classes which utilizes English as a mode of instruction. The main concern now that institutions and teachers are being confronted with is the fact that students, most particularly Filipino, are ineffective communicators, particularly when using English language. How can learners be then aided in developing communication skills and how can institutions and teachers alike formulate coping strategies to assists students in the development of learner's communicative skills.

One key factor that must be given significance first are students level of self-esteem. In determining student's self-esteem is co-equal in determining how is the confidence of the learners. When learners have the confidence, they have high ability in learning most possibly in learning the English language. To grow in self-esteem is to grow in conviction that one is competent to live and worthy of happiness, and therefore to face live with greater confidence, benevolence, and optimism which help us reach our goals and experience fulfillment (Branden, 2011).

This study utilized the Rosenberg self-administered Self-esteem scale in order to determine the level of student's self-esteem. It also utilized the Public Speaking Classroom Anxiety Scale (PSCAS) and not the Foreign Language Class Anxiety Scale (FLCAS) because the study mainly focuses on the public speaking anxiety of students in the classroom. The study needed a scale that would focus only on speaking anxiety in a public speaking class and thus, utilized the Public Speaking Classroom Anxiety Scale (PSCAS).

II. REVIEW OF RELATED LITERATURE

One of the most highly examined variables in the field of foreign language learning is the foreign language anxiety (FLA), sometimes called also as the second language anxiety (Horwitz, 2001; (Kráľová, 2016) and in order to understand several factors affecting individual English learner's anxiety and help in the formulation of coping strategies. It is also highly regarded that, it is very important for students to overcome public speaking anxiety, because nowadays, speaking is generally perceived as the most fundamental skill to acquire (Arifin, 2017) before they transit from academic life to professional life (Raja, 2017).

A related study in 2017 highly emphasized that foreign language (FL) literature has revealed that probably no other affective factors exert so much influence in the FL classroom as self-esteem and also anxiety (Rubio-Alcalá, 2017), which, Foreign Language Anxiety (FLA), had been ranked, in a similar study in 2019, to be a crucial challenge to language learners (Oteir & Al-Otaibi, 2019).

Language anxiety has been a common problem to all students since almost all countries around the world teaches English subject and most particularly in the Philippines which utilizes the English language as a primary medium of instruction. No doubt, students who are non-native speakers of the language will likely to experience anxiety in speaking the language in the classroom. A study, proving the existence of classroom anxiety particularly in English speaking classrooms in 2011 revealed that, in the investigation, one-third of students learning a foreign language experienced some kind of anxiety (Horwitz, et al., 1986; (Lucas, Miraflores, & Go, 2011).

The big question now that lies ahead is the different components of foreign language anxiety and the specific anxiety that every foreign language learner would likely to experience. Horwitz et al. (1986) suggested that there were three components of foreign language anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation. He further defined communication apprehension as fear or anxiety in communicating with people, manifested in oral communication anxiety within a group or in public, or difficulty in listening to a spoken message (Djafri & Wimbari, 2018).

A similar study in 2013 and 2016 revealed, as being reported by many learners of English as a foreign language, that they have strong speaking anxiety and indicated their inadequate speaking ability as the strongest barrier in foreign language communication (Bilá, 2013; (Kráľová, 2016). In a similar case, Horwitz et al. (1986) found that anxious students reveal that, as far as communication apprehension is concerned, speaking in the foreign language is considered the most anxiety-producing experience. In a linguistic situation, the language learner is placed in a position of communicating something without sufficient command of the language to do their task. Thus, the learner experiences anxiety as a result of fear of “losing oneself” in the target culture (Lucas, Miraflores, & Go, 2011). In other words, learners could experience communication anxiety with which many students experienced when they are to speak publicly in the target language (Yaikhong & Usaha, 2012). This will result to low achievement and poor performance in class as what many language educators also stressed that their students experienced foreign language anxiety in language classes, which negatively influenced their achievements and performances (Oteir & Al-Otaibi, 2019).

Another related study by Bunrueng (2008) investigated on levels of anxiety and factors affecting anxiety in taking English for Communication course at Loei Rajabhat University. It was found out that there are seven aspects of concerns and one of which was speaking anxiety. The seven aspects of concerns were: (1) English for Communication subject; (2) speaking anxiety; (3) listening anxiety; (4) reading anxiety; (5) writing anxiety; (6) teaching-learning activity anxiety, and (7) teaching

media and evaluation anxiety. It was further found out that speaking anxiety was rated at a high level (Yaikhong & Usaha, 2012) and (speaking) anxiety has been ranked to be a crucial challenge to language learners (Oteir & Al-Otaibi, 2019).

Furthermore, it was found specifically in the study of Bunrueng (2008), that students felt most anxious to speak English in an English class without preparation, did not brave to volunteer to answer questions, felt troubled when asked by the teacher, worried about the use of grammar, were embarrassed when they made mistakes, lost confidence in speaking, and were shy when speaking English with friends (Yaikhong & Usaha, 2012).

In Asian EFL classrooms, most particularly in the Philippines where English is the medium of instruction, students manifest less anxiety dramatically in the reading class than the conversation class, which leads to speech anxiety, a general term for the sense of fear that overtakes a student when he/she is called upon to speak or otherwise perform in front of the class. There are other terms to refer to it: anxiousness, nervousness, stage fright (Arifin, 2017), and this leads to the intuitive feelings of both teachers and students that language classrooms requiring oral communication are found to be more anxiety-provoking than those requiring less speaking (Yaikhong & Usaha, 2012).

In the language classroom, it is a preliminary, very necessary and important responsibility to identify students experiencing debilitating anxiety and help them develop coping strategies (Ansari, 2015), and at the same time too, it is also important to be concerned about learner’s self-esteem (Rubio, 2007) for no other affective factors exert so much influence in the FL classroom as self-esteem and anxiety (Rubio-Alcalá, 2017).

It is undeniably true that schools progressively gain importance as a determining influence on the individual’s self-esteem and to foster adequate early patterns which lead to healthy self-esteem is very important (Rubio, 2007), because indeed low self-esteem, less-confidence and speech anxiety are almost common problem in classroom. Arifin (2017) further argued that students who are low in confidence also have low self-efficacy that is being influenced by the feeling that they are 'stupid', 'worthless', not as 'bright' as others (Arifin, 2017).

A study in 2012 reported how lack of confidence and self-esteem affects communication anxiety. It revealed that communication anxiety was caused by the insufficient opportunity for students to participate in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem (Udomkit, 2003; and (Yaikhong & Usaha, 2012).

Another study in this field, (Ortega, 2007) as cited by Rubio-Alcala, have also shown that both factors, self-esteem and language anxiety, are closely related and mutually interactive; in other words, a higher level of healthy self-esteem leads to a lower level of language anxiety (Rubio-Alcalá, 2017). In addition, Aida (1994) said that the use of a specific measure of oral skills may yield more profound relationships between language anxiety and achievement (Yaikhong & Usaha, 2012).

Young (1994) outlines the three sources of foreign language anxiety into three categories: sources associated with the learner, the teacher and the institution. Anxieties related to the learner which eventually cause anxiety include low self-esteem, competitiveness, self-perceived low level of ability, communication apprehension, lack of group membership and attitudes and beliefs about language learning (Young, 1994; Lucas, Miraflores, & Go, 2011).

Similar researches present several causes which were significant in provoking foreign language anxiety and of such causes is low self-esteem. As cited by Oteir, et.al, (2019) revealed causes are related to interpersonal issues and personal characteristics, such as fear of speaking a foreign language, low self-perceived foreign language proficiency, and low self-esteem. (Mahmoodzadeh, 2013; Young, 1991; (Oteir & Al-Otaibi, 2019). This shows how self-esteem indeed affects language anxiety among EFL students.

Juhana (2012), in a conducted research on psychological factors faced by senior high school students in Tangerang, Banten, revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class (Arifin, 2017). Such factors like fear of making mistakes, shyness, lack of confidence and lack of motivation are all associated with low self-esteem.

The Philippines, when it comes to studying English as a Foreign Language, is still one of the preferred countries for foreign learners of English due to the affordability and quality of its English as Second Language Programs being offered, but in spite of the fact, Jugo (2020) made mention that there is a worrying trend of decreasing English competence of teachers and learners (Jugo, 2020). He even further said that the English proficiency of the Filipino workforce has declined, which might be attributed to Filipino graduates having only English proficiency at the basic working proficiency level. And an effect of unaddressed foreign language anxiety in foundation years of education.

He even identified two anxieties among Filipino learners. According to him, speaking anxiety and writing anxiety are language-skill specific anxieties that are different from a general classroom type of anxiety but for Filipino learners, in his study in 2020, seemed to be more susceptible to speaking anxieties than writing anxieties. The difference might stem from the fact that speaking entails a high exposure compared with writing activities.

He even emphasized further that when Filipino learners are asked to speak in front of the class, they feel more vulnerable because of the fear that their foreign language weaknesses will be exposed to their teacher and classmates, causing them to lose their self-esteem (Jugo, 2020). In this very regard, students who lose their self-esteem may avoid taking the necessary risks to acquire communicative competence in the target language; they may deeply feel insecure and even drop out of class (Rubio, 2007).

Jugo (2020) clearly emphasized that self-confidence affects successful language learning and is also related to foreign language anxiety. A lower self-confidence would mean difficulty in language learning, which might lead to higher

language anxiety (Jugo, 2020) and thus learners, who lack confidence, need encouragement in the initial phase of learning so that they could be encouraged to participate in the class (Raja, 2017) which will lead students to new and variety of opportunities in coping language anxiety because that lack of confidence was the reason for them to be anxious during public speaking (Raja, 2017).

Jugo (2020) further emphasized that Filipino learners who are confident in their ability are generally more motivated to learn and perform better and would partake more in the activities and tasks in their foreign language classroom. However, he even further argued that, Filipino learners who have low self-confidence would avoid classroom activities because they fear that they will not be able to perform as well as their classmates. For example, in their foreign language classroom activities, students who are identified to be proficient in English would be delegated by their classmates to be their representatives and leaders. Furthermore he added that during recitations, they would avoid answering once a classmate who speaks English proficiently has already spoken since they are anxious that their answer might not be comparable to that of their classmate. Several studies also support the belief that self-confidence is an essential factor for successful language learning. For first-year Japanese students, self-confidence is an essential factor in their foreign language classroom performance. Daley et al. and Casado and Dereshiwsky found the same results examining university students' language learning and language anxiety. According to the studies, self-confidence is the key to language learning (Jugo, 2020).

III. THE PROBLEM

Statement of the Problem

This study determined the levels of self-esteem and public speaking class anxiety of Senior High School students of Northern Cebu Colleges, Inc., S.Y. 2022-2023.

Specifically, the study sought to answer the following questions.

1. What is the profile of the respondent's terms of:
 - 1.1 academic strand;
 - 1.2 and gender?
2. What is the level of self-esteem of the respondents in terms of:
 - 2.1 academic strand;
 - 2.2 and gender?
3. What is the level of public speaking anxiety of the respondents in terms of:
 - 3.1 academic strand;
 - 3.2 gender?
4. Is there a significant relationship between student's level of public speaking class anxiety and self-esteem?

Statement of Null Hypotheses

H₀₁: There is no significant relationship between the respondent's profile and level of self-esteem.

H₀₂: There is no significant relationship between the respondent's profile and level of public speaking class anxiety.

H₀₃: There is no significant relationship between respondent's level of self-esteem and level of public speaking class anxiety.

Significance of the Study

The study on the levels and relationship of self-esteem and public speaking class anxiety of senior high school students would provide benefits to the following entities

Teachers. Teachers are now considered as facilitators of learning. They play vital role in the teaching learning process where learners acquire the necessary knowledge and skills. This study will help teachers understand the compelling factors that provoke both low self-esteem of the learners and high public speaking language anxiety among the learners in the classroom. In this way, coping strategies may be developed and established.

Students. Self-esteem and public speaking anxiety are considered to be common problem among students. It is therefore necessary that students learn how to cope with their language anxiety and boost their self-esteem.

School Administrators. School administrators will review their school policies relative to school’s entrance exam. There is a need to include self-esteem assessment scale and public speaking language anxiety scale to know student’s overall self-esteem and anxiety. In this very manner, school administrators will be able to plan and develop systematic programs boosting student’s confidence and self-esteem.

Department of Education (DepEd). As a department that is to ensure learning and acquisition of skills are achieved, the department will review policies that mandates schools for purposes of enhancing self-esteem of students and in the development and enhancement of students public speaking skills.

IV. RESEARCH METHODOLOGY

Research Design

This study utilized the descriptive - correlational method of research with the use of adapted questionnaires. Its primary goal is to determine the level and relationship of self-esteem and public speaking anxiety of the students, most particularly the grade-11 students of Northern Cebu Colleges, Inc. of both General Academic Strand and Humanities and Social Sciences Strand of S.Y. 2022-2023.

Research Environment

The study was conducted in the oldest private school in the City of Bogo, Cebu, Northern Cebu College, Inc. Established and founded by Don Fructoso M. Fernan in 1932 as a secondary high school.

It was forced to close after nearly eight years of operation, when World War II commenced. When the school resumed operation, it offered several undergraduate courses. The institution had been home for educators since then. It has produced professionals in the field of education and successful graduates.

Northern Cebu Colleges, Inc. is now offering complete Junior and Senior High School and Bachelor’s Degree in Secondary Education.

Research Respondents

The respondents of this study were the grade-11 students of both strands offered in Northern Cebu Colleges, Inc., namely,

General Academic Strand and Humanities and Social Sciences. In the selection of the respondents, all students of grade-11 both from two academic strands offered were involved. Table 1 showed the distribution of the student- respondents of grade-11 General Academic Strand and Humanities and Social Sciences class of Northern Cebu Colleges, Inc. of the Division Bogo.

TABLE 1. Research Respondents

Academic Strand	Frequency	Percentage
*General Academic Strand	44	51.76
*Humanities and Social Sciences	41	48.24
Total	85	100.00

Research Instrument

Two survey questionnaires were used to gather data on student’s level of self-esteem and their public speaking level of anxiety. The questionnaires were adapted from the ROSENBERG SELF-ESTEEM SCALE published by Rosenberg, M. (1965) and the Public Speaking Class Anxiety Scale (PSCAS) in the study of Kriangkrai Yaikhong & Siriluck Usaha (2012). The first part of the questionnaire is profile of the respondents which includes gender, age, and academic strand of the respondents. The second part of the questionnaire is the Rosenberg Self-esteem Scale consisting of 10 items scored using 4-likert scale with items 2,5,6,8, and 9 as reversely scored. The last part is the Public Speaking Anxiety Scale (PSCAS) consisting of 17 items scored using 5-likert scale with items 4,8,10, and 12 as reversely scored.

Research Procedures

This section presents the data gathering procedures and statistical treatment to be used.

Data Gathering

A letter was sent to the school principal for permission and a separate letter was sent to the grade-11 advisers after the approval of the school principal. Having the approval of the school principal, letters to the respondents were also sent. The questionnaire was distributed personally by the researcher to the respondents and the items in the instrument were explained carefully to the participants. The researcher after distributing the questionnaires allotted 30 minutes for the respondents to give their responses. In addition, the researcher gave assurance to the respondents that responses would be used for the purpose of the study only and will be treated with utmost confidentiality. After 30 minutes, the respondents submitted their responses. The retrieval of questionnaires was done and followed by the tabulation, analyzation, and interpretation of the retrieved documents, as indicated in the next chapter of the study.

Treatment of Data

The following statistical tools were used in the study: *Frequency Count and Percent* were used to summarize and analyze the profile of the respondents. *Pearson’s Correlation* was used to determine the degree of association between self-esteem and public speaking anxiety of the respondents.

Definition of Terms

For better understanding of this study, the following terms are operationally defined;

Academic Strand. This refers to the program of the senior high school under the K-12 curriculum of the Department of Education. Such that in this study, the General Academic Strand (GAS) and Humanities and Social Sciences (HUMSS) were referred.

Profile. This refers to the respondent’s gender and academic track taken.

Public Speaking Anxiety. This refers to the respondent’s fear and lack of confidence in speaking the English Language.

Self-esteem. This refers to individual’s positive evaluation of one’s self and confidence.

V. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyses and interprets the data gathered from the Grade 11- GAS and HUMSS of Northern Cebu Colleges, Inc. of the S.Y 2022-2023.

Profile of the Respondents

Table 2 presents the profile of the respondents in terms of gender and academic strand.

TABLE 2. Profile of the Respondents

Profile	Frequency	Percentage
Gender	Male	42 49.4
	Female	43 50.6
Academic Strand	GAS	44 51.76
	HUMSS	41 48.24

Table 2 shows the distribution of the respondents in terms of their gender and academic strand of the respondents. Out of the total respondents, 42 or 49.4% were males and 43 or 50.6% were females.

As to distribution of the Academic Strand of the respondents, out of the total respondents, 44 or 51.76% came from General Academic Strand and 41 or 48.24% were from Humanities and Social Sciences.

Rosenberg Self-esteem Scale

Table 3 presents the self-esteem of the respondents with the use of Rosenberg Self-esteem Scale.

TABLE 3. Self-esteem of the Respondents

Self-esteem Level	Frequency	Percentage
>30 (High Self-esteem)	3	3.53
20-30 (Average Self-esteem)	77	90.59
<20 (Low Self-esteem)	5	5.88

Table 3 shows the level of self-esteem among the respondents. A significant number of respondents had an average self-esteem. Out of the total respondents, 77 or 90.59% had an average self-esteem. The data also revealed that there was very low percentage of high self-esteem having only 3 or 3.53% of the total respondents. Respondents having low self-esteem were only 5 or 5.88%.

Self-esteem of the Respondents from General Academic Strand and Gender

Table 3.1 presents the self-esteem of the respondents with the use of Rosenberg Self-esteem Scale in terms of gender and academic strand, specifically, General Academic Strand.

TABLE 3.1. Self-esteem of the Respondents by Academic Strand and Gender

Self-esteem Level of GAS respondents	Male	Female	Percentage
	Frequency	Frequency	
>30 (High Self-esteem)	1	0	2.27
20-30 (Average Self-esteem)	28	15	97.73
<20 (Low Self-esteem)	0	0	0

The table above revealed that 43 or 97.73% of the 44 total GAS respondents have an average self-esteem. The 43 respondents were comprised of 28 males, which is 99% of the total male respondents and 63.63% out from the total GAS respondents and 15 females, which is 100% of the total female respondents and 34.09% out from the total GAS respondents. Only 1 or 2.27%, from the male respondents reported to have high self-esteem.

Self-esteem of the Respondents from Humanities and Social Sciences and Gender

Table 3.2 presents the self-esteem of the respondents with the use of Rosenberg Self-esteem Scale in terms of gender and academic strand, specifically, Humanities and Social Sciences Strand.

TABLE 3.2. Self-esteem of the Respondents by Academic Strand and Gender

Self-esteem Level of HUMSS respondents	Male	Female	Percentage
	Frequency	Frequency	
>30 (High Self-esteem)	2	0	4.88
20-30 (Average Self-esteem)	10	24	82.93
<20 (Low Self-esteem)	1	4	12.19

Table 3.2 shows that 34 or 82.93% of the Humanities and Social Sciences Strand had an average self-esteem. The 34 respondents were comprised by 10 males which is 33.33% of the total male respondents and 82.92% out from the total HUMSS respondents; and 24 females which is 63.16% of the total female respondents and 58.53% out from the total HUMSS-respondents. 5 or 12.19% reported to have low self-esteem. The 12.19% of the total respondents were composed of 1 male which is 7.69% of the total male respondents and of 4 females which is 14.29% of the total female respondents and 9.75% out from the total HUMSS respondents. Only 2 or 4.88%, from male respondents, reported high level of self-esteem.

Public Speaking Class Anxiety of the Respondents

Table 4 presents the public speaking class anxiety of the respondents.

TABLE 4. Public Speaking Class Anxiety of the Respondents

PSCAS Level	Frequency	Percentage
>68 (High Anxiety)	24	28.23
51-68 (Medium Anxiety)	54	63.53
<51 (Low Anxiety)	7	8.24

The data revealed higher number and percentage of respondents having medium level of anxiety. It revealed that 54 or 63.53% of the total respondents have Medium level of Public Speaking Class Anxiety. Furthermore, the data also revealed

that 24 or 28.23% have High level of Public Speaking Class Anxiety and only 7 or 8.24% have Low level of Public Speaking Class Anxiety.

Public Speaking Class Anxiety in terms of Academic Strand and Gender

Table 4.1 presents the public Speaking Class Anxiety of the respondents in terms of Academic Strand and gender.

TABLE 4.1. Public Speaking Class Anxiety of the Respondents In terms of Academic Strand and Gender

PSCAS Level of GAS respondents	Male	Female	Percentage
	Frequency	Frequency	
>68 (High Anxiety)	3	7	22.73
51-68 (Medium Anxiety)	22	7	65.91
<51 (Low Anxiety)	4	1	11.36

Table 4.1 revealed that 29 or 65.91% have Medium Anxiety in public speaking class. The 29 respondents were composed of 22 males which is 75.86% out of the total male respondents and which is 50% of the total GAS respondents; And 7 females which is 46.67% out of the total female respondents and 15.90% out from the total respondents. Another finding presented on the data is that, 10 or 22.73% have High Anxiety in public speaking class. The 22.73% were comprised of 3 males which is 10.34% out of the total male respondents and which is 6.81% out from the total GAS respondents; And 7 females which is 46.67% out of the total female respondents and which is 15.09% out from the total GAS respondents. Out of the total respondents, 5 or 11.36% had low level of Public Speaking Class Anxiety. The 11.36% were comprised of 4 males which is 13.79% out from the total male respondents and which is 9.09% out from the total GAS respondents; And 1 female which is 6.67% out from the total female respondents and which is 2.27% out from the total GAS respondents.

Public Speaking Class Anxiety of the Respondents In terms of Academic Strand and Gender

Table 4.2 presents the level of Public Speaking Class Anxiety of the respondents in terms of academic strand and gender.

TABLE 4.2. Public Speaking Class Anxiety of the Respondents In terms of Academic Strand and Gender

PSCAS Level of HUMSS respondents	Male	Female	Percentage
	Frequency	Frequency	
>68 (High Anxiety)	3	11	34.15
51-68 (Medium Anxiety)	9	16	60.97
<51 (Low Anxiety)	1	1	4.88

Table 4.2 shows the level of Public Speaking Class Anxiety of the Grade 11-HUMSS respondents. Out from the total HUMSS respondents, 25 or 60.97% had Medium Anxiety. The 60.97% were composed of 9 males, which is 69.23% of the total male respondents and which is 21.95% out from the total HUMSS respondents; And 16 females, which is 57.14% of the total female respondents and which is 39.02% of the total respondents. The data also revealed that there were 14 or 34.15% of the respondents had High Public Speaking Anxiety. The 34.15% were comprised of 3 which is 23.08% out from the male respondents and which is 7.32% out from the total

HUMSS respondents; And 11 or 26.83% of females out of the total HUMSS respondents and which is 39.28% out from the total female respondents. It also revealed very small percentage of respondents having Low level of anxiety in Public Speaking which was only 2 or 4.88% of the total respondents.

Raw Scores on Self-esteem and Public Speaking Class Anxiety of the Respondents

Table 5 presents the Raw Scores on self-esteem and Public Speaking Class Anxiety of the respondents.

TABLE 5. Raw Scores on Self-esteem and Public Speaking Class Anxiety of the Respondents

(X)	(Y)	X ²	Y ²	D	D ²
24	68	576	4624	-44	1936
26	72	676	5184	-46	2116
22	74	484	5476	-52	2704
27	66	729	4356	-39	1521
24	80	576	6400	-56	3136
29	52	841	2704	-23	529
23	69	529	4761	-46	2116
27	59	729	3481	-32	1024
24	34	576	1156	-10	100
27	74	729	5476	-47	2209
30	75	900	5625	-45	2025
23	69	529	4761	-46	2116
22	67	484	4489	-45	2025
30	64	900	4096	-34	1156
26	52	676	2704	-26	676
30	62	900	3844	-32	1024
27	61	729	3721	-24	576
24	55	576	3025	-31	961
25	64	625	4096	-29	841
26	58	676	3364	-32	1024
27	58	729	3364	-31	961
28	62	784	3844	-34	1156
29	53	841	2809	-24	576
26	55	676	3025	-29	841
27	53	729	2809	-26	676
23	61	529	3721	-38	1444
23	73	529	5329	-50	2500
31	58	961	3364	-27	729
26	65	676	4225	-39	1521
25	36	625	1296	-11	121
22	75	484	5625	-53	2809
20	68	400	4624	-48	2304
27	64	729	4096	-37	1369
23	56	529	3136	-33	1089
24	59	576	3481	-35	1225
22	68	484	4624	-46	2116
28	43	784	1849	-15	225
26	60	676	3600	-34	1156
24	77	576	5929	-53	2809
28	58	784	3364	-30	900
30	63	900	3969	-33	1089
29	73	841	5329	-44	1936
29	44	841	1936	-13	169
29	40	841	1600	-11	121
28	60	784	3600	-32	1024
28	70	784	4900	-42	1764
20	65	400	4225	-45	2025
27	64	729	4096	-37	1369
27	50	729	2500	-23	529
25	62	625	3844	-37	1369
26	63	676	3969	-37	1369
31	53	961	2809	-22	484
31	51	961	2601	-20	400
29	65	841	4225	-36	1296
19	75	361	5625	-56	3136
28	56	784	3136	-28	784

22	77	484	5929	-55	3025
22	71	484	5041	-49	2401
19	72	361	5184	-53	2809
24	75	576	5625	-51	2601
24	79	576	6241	-55	3025
27	67	729	4489	-40	1600
27	67	729	4489	-40	1600
26	61	676	3721	-35	1225
26	64	676	4096	-38	1444
29	69	841	4761	-40	1600
26	68	676	4624	-42	1764
27	69	729	4761	-42	1764
21	75	441	5625	-54	2916
16	72	256	5184	-56	3136
26	51	676	2601	-25	625
30	65	900	4225	-35	1225
25	60	625	3600	-35	1225
19	59	361	3481	-40	1600
21	66	441	4356	-45	2025
18	80	324	6400	-62	3844
22	80	484	6400	-58	3364
28	59	784	3481	-31	961
23	68	529	4624	-45	2025
24	58	576	3364	-34	1156
23	51	529	2601	-28	784
22	67	484	4489	-45	2025
21	72	441	5184	-51	2601
27	66	729	4356	-39	1521
24	47	576	2209	-23	529
Σ	2150	5366	55292	-3194	131626

The table shows the raw data from the scores of self-administered Rosenberg Self-esteem Scale and Public Speaking Class Anxiety Scale. The mark X column enumerates the scores of the self-administered self-esteem scale from the 85 respondents, while the Y column enumerates the scores of the self-administered public speaking class anxiety scale of the respondents from the two academic strands namely, General Academic Strand and Humanities and Social Sciences Strand.

TABLE 7. Self-esteem and Public Speaking Class Anxiety of the Respondents

Self-Esteem Frequency	PSCAS Frequency						Total
	High Anxiety	Percentage	Medium Anxiety	Percentage	Low Anxiety	Percentage	
Low Self-esteem	4	4.71%	1	1.18%	0	0	5
Average Self-esteem	20	23.53%	49	57.65%	7	8.24%	76
High Self-esteem	0	0	4	4.71%	0	0	4
Total	24	28.23%	54	63.53%	7	8.24%	85

The table shows that 49 or 57.65% of the total respondents had an Average Self-esteem and at the same time had medium level of Public Speaking Class Anxiety while there were 20 or 23.53% had an Average Self-esteem and at the same time had High level of Public Speaking Class Anxiety. Furthermore, 7 or 8.24% of the total respondents had an Average self-esteem at the same time they had Low level of Public Speaking Class Anxiety.

The table further showed that 4 or 4.71% had High level of self-esteem while at the same time they had medium level of Public Speaking Class Anxiety. It even further revealed that out of the total respondents, 4 or 4.71% had Low self-esteem while having High level of Public Speaking Class Anxiety at the same time.

Pearson's Coefficient of Correlation Using the Difference Method

TABLE 5.1

Sx	Sy	Sd	Sdx	Sdy
10.829	97.733	115.128	3.291	9.886
r =				-0.46

The table revealed a negative correlation with the use of Pearson's Coefficient Correlation using the Difference Method. Undoubtedly, as the scores of the respondents on self-esteem gets higher, showing high level of self-esteem, the respondents tend to have lower scores in public speaking anxiety which would literally means lower level of public speaking anxiety.

Correlation with the use of computer

Table 6 presents the correlation of the two variables, namely: Self-esteem and Public Speaking Class Anxiety.

TABLE 6

Column 1	Column 1	Column 2
Column 1	1	
Column 2	-0.39237	1

The table revealed a negative correlation between the variables. It significantly revealed that, as the score of the respondents in self-administered Self-esteem scale increases, their scores in self-administered Public Speaking Class Anxiety scale decreases. Thus, as the respondents tend to have high level of self-esteem, their level of Public Speaking Class Anxiety gets lower.

Self-esteem and Public Speaking Class Anxiety of the Respondents

Table 7 presents the distribution of self-esteem of the respondents in relation to their Public Speaking Class Anxiety.

VI. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter covers the summary, findings, conclusion and recommendation on the survey on levels and relationship of Self-esteem and Public Speaking Class Anxiety of Senior High students of Northern Cebu Colleges, Inc, after two years of distance-printed modular modality.

Summary

This study determined the levels of self-esteem and public speaking anxiety of senior high school students of Northern Cebu Colleges, Inc., S.Y. 2022-2023, and its relationship. The findings of the study will serve as the basis for implementation of modified entrance examination for schools and for guidance of school policies for school administrators and teachers.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondent's terms of:
 - 1.1 academic strand;
 - 1.2 and gender?
2. What is the level of self-esteem of the respondents in terms of:
 - 2.1 academic strand;
 - 2.2 and gender?
3. What is the level of public speaking anxiety of the respondents in terms of:
 - 3.1 academic strand;
 - 3.2 gender?
4. Is there a significant relationship between student's level of public speaking class anxiety and self-esteem?

This study used a descriptive – correlational research design using an adapted questionnaire and respondents' profile and to determine the level and relationship of self-esteem and public speaking anxiety of the students, most particularly the grade-11 students of Northern Cebu Colleges, Inc. of both General Academic Strand and Humanities and Social Sciences Strand of S.Y. 2022-2023. There are 85 respondents of this study who are the grade-11 students of both strands offered in Northern Cebu Colleges, Inc., namely, General Academic Strand and Humanities and Social Sciences. Frequency count and percentage and Pearson's Correlation were the statistical tool utilized to analyze and interpret the data.

Findings

1. The study had 85 respondents all came from Senior High School grade 11-students, most particularly, from Northern Cebu Colleges, Inc. The composition of the respondents was as follows: 42 were males and 43 were females. In addition, 44 were from the General Academic Strand and 41 were from the Humanities and Social Sciences strand.
2. It was found out that the 77 or 90.59% respondents have an average self-esteem level. Only 3 or 3.53% out from the total respondents reported to have high level of self-esteem. The General Academic Strand (GAS) reported to have higher percentage of respondents having an average level of self-esteem compared to Humanities and Social Sciences (HUMSS) respondents. Both male respondents from the two academic strands showed higher percentage of higher level of self-esteem compared to that to the female respondents.
3. There is a high number and percentage of respondents who had medium level of public speaking anxiety. Both the respondents from the two academic strands showed more than 50% of its respondents have medium level of anxiety in public speaking. Male respondents from General Academic Strand showed higher percentage in the number of respondents who have medium level of public speaking anxiety compared to that to the Humanities and Social Sciences respondents which showed female respondents as higher in percentage compared to the male respondents.
4. There is a negative correlation between respondent's level of self-esteem and level of public speaking anxiety. As the level of self-esteem gets higher, the level of public speaking anxiety of the respondent's gets lower. There is a low to moderate correlation but not negligible.

Conclusions

Student's low ability to speak in English language most particularly in school is due to lack of self-confidence and low self-esteem. Self-esteem plays a vital role in shaping students coping ability and eagerness in learning most particularly in the English language class. Learners therefore are to be encourage in order to boost self-esteem in order for them to be optimistic in learning the language and be therefore proficient in the command of the English language.

Self-esteem directly affects students learning most particularly in the utilization of the English Language.

Recommendations

Based on the result of the study, the following recommendations are proposed.

1. Conduct self-esteem level assessment of Junior and Senior High School students in the beginning of school year. This will allow teachers to ponder upon and develop strategies to augment level of self-esteem for those with low and develop those with high level of self-esteem.
2. Conduct public speaking class anxiety assessment of Junior and Senior High School students in the beginning of school year.
3. For further studies:
 - 3.1. Level of self-esteem and public speaking anxiety of senior high school students of all academic strands both in private and public senior high schools.
 - 3.2. Different factors affecting public speaking class anxiety.
 - 3.3. Different factors affecting student's self-esteem.

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