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**FACTORS CONTRIBUTING TO ORAL COMMUNICATION APPREHENSION
AMONG SELECTED SENIOR HIGH SCHOOL STUDENTS IN
SANTA ROSA CITY, LAGUNA, PHILIPPINES**

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Abstract

This investigative study examined how oral communication apprehension (OCA) is evident among selected SHS students in English classrooms. It identified underlying factors, both internal and external, which contribute to the existence of oral speech anxiety. Using a mixed methods approach, the study is hinged on James McCroskey's Oral Communication Apprehension theory. Examined were the responses of selected SHS students in Santa Rosa City, Laguna with three methods of analysis: a) written interview through an open-ended questionnaire; b) McCroskey's PROCAs; and c) Duncan ANOVA to determine the significant differences. Findings showed that most of the SHS students were moderately apprehensive to use English when communicating during oral presentations, meetings, group discussions, and public speaking. Through factor analysis, the contributing factors were identified and labeled as personal expectations, and rejection, verbal fluency, regional and cultural reference, previous unpleasant experience, training and exposures, self-evaluation, socio-economic status, word pronunciation and content, personal competencies, audience, teacher evaluation and peer influence. The results also revealed that there were significant differences among nine identified factors when they were grouped according to their OCA level. However, there were no differences in the other four factors - audience, verbal fluency and pronunciation, socio-economic status, and word enunciation and content.

Keywords: Oral Communication Apprehension, Speaking Anxiety, English Language.
