

Study of the Practices Undertaken by Institutions to Reduce Stage Fear Among Students.

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Abstract

The aims of the study were to determine the fear of public speaking among college students and the main role of institutes for removing the fear and providing each and every student platform to speak, communicate and remove the stage fear. Public speaking is act of performing a speech in front of a audience it is a integral part of scientific communication. public speaking competency is one of the determining factors for professional success. Four categories of public speaking exist. 1) Speaking at ceremonies 2) Exemplification in speech 3) Knowledgeable speech 4) Convincing speech. While some students are more comfortable speaking in front of a group of people, communication serves as the foundation for public speaking and is an essential ability to have. Although it can be a terrifying experience, public speaking is one of the most crucial skills to master. For a student the key trait to success later on in life is confidence no matter how talented or gifted an individual is unless you're confident enough to express your idea, grab opportunities that comes your way and have the courage to speak with people in superior positions, rest of the things will be held back

Keywords: fear, public, speaking, shivering, and stage fright

INTRODUCTION

The importance of public speaking on students is that there is a much more modification in personality, communication improvement, digital tool showcase speaking, social and professional success increasingly rely on communication. Being able to speak in front of a crowd is a tremendous achievement, even though it also allows us to make relationships, influence decisions, and inspire change Figure 1.

Communication problems brought on by a fear of public speaking have an effect on a person's personal, social, and emotional life.

Focusing on how college students deal with their fear of speaking suggests that the setting is even more difficult. The explanations include a lack of speaking practice and insufficient knowledge of the topic.

The most common factor that affect the public speaking are the stage fright, stage fright it is also known as public speaking anxiety or fear on presenting in front of audience. the most important public speaking practise is the more one speaks less uncomfortable one become overtime, getting an opportunity to speak and making it a regular part of your life, confronting the shame around your fear of public speaking

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Due to severe stress, students experience insomnia, uncontrolled aggression and even mental disorder and to improve emotional conditions one can do warm-ups and breathing exercises.



Figure 1. Public speaking fear.

Educational institutes also play a role in removing stage fear amongst students by their academic performance of the students, providing a chance to speak by giving presentations.

Institutes now also play a vital role by practicing public speaking which is the best way to remove stage fright, faculty members of the institute actively help to encourage students, watching and learning and keeping yourself calm.

By taking a course in public speaking, students become better acquainted with the public speaking process, making them more confident and less apprehensive. Attending a public speaking class also has the added benefit of easing your public speaking anxiety.

Most people experience some anxiety while giving a public speech, regardless of how much experience they have or how new they are at it. Taking a public speaking session will improve your speaking skills, help you to be a more critical thinker, fine-tune your verbal and non-verbal communication skills with overcoming public speaking anxiety.

Due to lack of exposure and fear of making a mistake in front of the audience, apart from this they are also worried about being deemed a laughing stock which significantly affects their self-confidence and self-esteem.

RESEARCH METHODOLOGY

Research Objective.

- 1) to study the practices undertaken by institutes to reduce stage fear
- 2) Steps taken by institutes to remove stage fear of students and boost their confidence
- 3) To analyse how anxiety/fear affects performance of the students

RESEARCH DESIGN

Descriptive research design

Sampling size:- sampling size referring to the number of participants or observations included in a study is 130

Sampling unit:- one of the units selected for the purpose of sampling is undergraduate and postgraduate students

Sampling procedure:- sampling procedure is done according to the convenience and snowball sampling method

Data collection

- 1) Data collection is done through primary data by a self-made questionnaire in Google Form
- 2) Data collection is also done through secondary data by referring to books, magazines and online data.

METHOD

Undergraduate and graduate students participated in a cross-sectional descriptive study. . The assessment instruments were 1) questionnaire that contains all the question containing the in depth study of fear of public speaking and roles played by institutes to overcome it . This small-scale study examined the requirement for undergraduate public speaking students to develop coping mechanisms to deal with their fear of speaking in front of groups. Questionnaires were used as a primary and secondary data gathering instrument during the study's methodology.

Undergraduate and graduate students were sent questionnaires to complete in order to gather the data. The questionnaire was created by the respondent, and the five polar questions it contained were fairly straightforward. .all the question were basically focused on the fear of public speaking and the way founded out by institutes to come out of that anxiety . The first query concerned the students' level of confidence when speaking on stage as well as their dread of public speaking..as an observation the next question was on problem faced by students on language barrier and does it impact the performance of the student .moving ahead there were questions based in the role played by institutes and faculty members of the institutes to remove the stage fear , do they have any public speaking sessions or competitions which institutes have scheduled .

LIMITATIONS OF THE STUDY

This study has some limitations too the major limitation faced amongs student is nausea and feeling of panic while facing the public . a great deal of dread at the idea of speaking in front of everyone .fear of doubt ,nervousness ,forgetting ,tough audience and possibly last minute changes in the which leads to lack of control.the stress response a person develops in a much different environment is poorly adapted for the pressures of public speaking

Scope of the Study

The purpose of this study was to determine the confidence level of the students and detect the level of acceptance in lack of confidence, nervousness to speak in public .the geographical location was decided only for the students pursuing undergraduate and postgraduation course . The study was carried out over a month-long period. .the theories that the study is focused on is role played by institutes in overcoming stage fear of students

LITERATURE REVIEW

IN This competitive world where there is full of competition ,communication plays a vital role for professional capabilities and most importantly the more efficiently the person interact the more there is development in personality seen .

According to wrench ,brogan ,McCroskey ,and jowi (2008) [1]Says that public speaking anxiety is an individual's tendency to be obstructed when he/she imagines himself/herself communicating with a person or many people .it has been noticed that many professionals at different intervals of their lives face anxiety while public speaking and this can have a major influence in one's career.

The research also describes the level of anxiety faced and methods involved by institutes to get students overcome from this .anxiety plays a strong impact on the confidence of the individual and its significantly gets appeared in the performance of the student

According to brown (2012) [2] Burns and Joyce believed that speaking forms and meaning still depended on the context in which it occurred, which included the participants and their shared experiences. Speaking is an interactive and complex process of constructing meaning that involves producing, receiving, and processing information.

Gardner and MacIntyre (1991) [3] looked at the subtle impact of language anxiety on input,

processing, and output in the second language in one study. The outcomes were convincing and subtle.

Yet, the findings of Saito and Samimy (1996)[4] revealed that students in the beginning, intermediate, and advanced levels of college perform worse when they are experiencing foreign language anxiety.

However, feeling anxious in a communication setting is not always a bad thing. While uncomfortable, the physiological effects of worry, up to a point, help people be more alert, physically aware, and prepared for whatever comes their way. Prior to a crucial communication issue, people who communicate most effectively become more anxious. While speaking in public, excessive anxiousness might hinder performance. This high level of anxiety impacts the performance of the students. The worry of encountering a similar circumstance again is reinforced by this unpleasant experience. Others don't experience it in interpersonal (one-on-one) contexts, only when speaking in front of an audience. Some people are at ease speaking in front of an audience in a formal setting, but they experience anxiety when giving a speech, making a presentation, or participating in a group discussion. Those who find it difficult to picture what they must accomplish or how others will react to them tend to be more apprehensive when communicating. While speaking on stage, one must know how to prepare themselves to overcome the fear, and preparation can assist reduce nervousness. Lack of knowledge on how to prepare for the scenario is associated with higher anxiety.

One thing is certain: The majority of people have the same issue when speaking in a formal context, whether it is referred to as speech anxiety, communication apprehension, dread of public speaking, or simply plain fear.[11]

Although speakers with no trouble approaching are frequently so sure in their own liabilities, they overlook how vital the audience is to the success or failure of their speech, effective presenters must take the audience's reactions to the delivery and substance into consideration (Ameen, 2010).[5]

It is important to take into account what is said, how it is expressed, and to whom it is said. Whether the term refers to the anxiety people feel when speaking orally or when giving a speech, students feel the same level of trepidation. It is intended for students to feel frustrated and uneasy about speaking as a result of their inability to communicate, which can happen for a variety of reasons. (Daly, 1991)[6]

Most people are not born to be public speaker; they are educated to be developed as one. Morgan (2008) [7] outlines a few factors that are crucial for a speech or presentation. To become a good speaker so that your audience will be interested to listen, you need (a) intend to open with your audience, (b) connect with the audience, (c) be passionate about your issue, and (d) intend to listen to your audience. While in some situation it is noticed that when student seems to get panic they start presenting fast this is due to nervousness and this can be overcome by pausing and being lubricant, the speaker may take their time to structure their sentences and the audience can absorb the information.

Kushner (2011) [8] discusses practical yet easy-to-use methods for overcoming presentation anxiety and giving strong speeches. The importance of today's virtual environment is frequently emphasised by authors and experts, who contend that exposure to these environments and simulations may help people overcome their fear of public speaking.

Akin and Kunzman (1947) [9] proposed a programme to identify behavioural signs of pupils' fear about public speaking.

The evaluation revealed that using a combined behavioural approach leads to desensitisation, which teaches students to handle their fear and nervousness by allowing them to gradually face it by repeatedly placing them in stressful situations. So, those who prepare well before speaking in front of an audience are more likely to be confident and provide a strong presentation. As a developing world educational

systems also seems to focus more the part of presentation by the students so that their is boost in the level of confidence which will gradually result in a formal /professional development in the personality of the students .[10]

DATA ANALYSIS

The data was stored on a digital database and were subsequently analyzed .the response variable was fear of public speaking and the steps taken by institutes to overcome the fear of the students in which the main responses collection were done from undergraduate and postgraduate students from different streams and variable specialization and were asked whether they have a fear of public speaking or not the use of linear scale was done and also asked for the level of confidence while speaking in front of the people .the statistical analysis using descriptive method on fear of public speaking improvement .[12] further they were asked about the language barrier and its impact on performance of the students as a student cannot speak until provided an opportunity to speak and in this institutes find a way to make them come out of their comfort zone and built a professional ethics and boost their personality to be more efficient and effective person in a organizational world and for these too what kind of efforts a institute makes to overcome a fear of speaking do they organize public speaking sessions in order to boost the confidence level and give up on the fear of public speaking ,encouragement plays a very strong role on the performance of the students what type of encouragement and opportunity is made available to every kid so that they can speak on stage. what kind of supportive roles a faculty members do to students so that they can overcome the fear/anxiety of speaking ,does institutes have organized any course on public speaking session such as debate competition , allocution competition /quiz competition to eliminate stage fear within students [13,14]

Does institutes encourages student to participate in intercollege competition so that they get to learn new things and can come out of their comfort zone, counseling sessions for the betterment and clarity of the students aim are organized or not and what was the overall knowledge gained and results from these workshops.[15]

CONCLUSION

This study looked into students' levels of fear and anxiety related to public speaking, as well as the role of the institutions in helping them to overcome those feelings. and this proves that fear of public speaking is most common thing in any individual, especially among students at university level. In conclusion, the research shows that overcoming a fear of public speaking can be accomplished by practising and rehearsing before a presentation, speeches and the people who experience anxiety /nervousness while speaking can also be a good commander /speaker if they practice it again it again and to overcome this fear there are come techniques too when you feel nervous just take a deep breath the first step to be followed is recognizing what type of symptoms of fear you have shivery /panicking etc. and then trying to keep yourself distracted also instructors need to help students that nervousness is a very natural thing .preparing well for the presentation and understanding the topic so that there is no chance of making mistakes and getting offtrack

The responses gained from the questionnaire were 48.8% from post-graduate students and 51.2% from undergraduate students. From different streams such as B.com, B.B.A, B.M.S ,M.M.S, P.G.D.M, B.Sc., M.Com ,BA ,BSCIT, BTech , M.Sc. AND Many other courses ,out of which 48.8 % agreed to have a stage fear and in linear scale method when asked on impact of language barrier on stage performance 38(29.5%) think that yes language barrier somewhere or the other plays a barrier on students to interact.

While asked on roles performed by institutes to remove stage fear among students 61(46.9%) says that institutes take an initiative to remove the fear and also organizes public speaking sessions and encourages us to speak .faculty members of the institute also play very supportive role to overcome the anxiety of public speaking and also have introduced courses to come out and speak and remove the fear

and be a better version of yourself.colleges also organize a debate , quiz ,elocution and also participating in intercollegiate events and also provides a counseling sessions for the proper guidance of the students and shape them in a more better way .

Students also agree that overall learning from such sessions are high and very helpful

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