Research Article

ANALYZING THE INFLUENCE OF GLOSSOPHOBIA ON HIGH SCHOOLERS IN SAIS SHARJAH

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Abstract

This research study investigates the influence of glossophobia, the fear of public speaking, and its associated impacts on high school students in Sharjah American International School. Focusing on the psychological and academic impacts of glossophobia on adolescents, which has not been thoroughly studied, this research utilizes a mixed-methods approach. It combines quantitative surveys along with qualitative interviews, to grab a conceptual understanding to certain behaviors during public speaking engagements for a purposive sample from SAIS Sharjah's diverse student population. The quantitative part addresses the participants' perception of public speaking alongside the perceived symptom severity and frequency of anxiety, as well as coping strategies employed. The results of the study are expected to reinforce the need to decrease the negligence towards glossophobia in students as an important barrier to academic achievement and personal development in students. It also aims to address the wider discussion of adolescent mental health issues and communication skills.

Keywords: Social Media, Mental Health, Anxiety and Depression, Self Esteem, Psychological well being.

INTRODUCTION

Glossophobia is the Greek word for "γλῶσσα" (glōssa), meaning tongue, and "φόβος" (Phobos), meaning fear. (Twain & Upton, n.d.).Public speaking is an art form that is supposed to be a simple way to grant ideas to others, but it has presented itself to be the contrary. This fear of public speaking affects many people around the world and can have a significant impact on the childhood of an individual which can greatly affect mental and physical growth. Everyone faces glossophobia differently, it can begin at the early stages of kindergarten or can be found in the later stages of adulthood (Ali Syed, PharmD,). The main factors that come into playare genetic factors such as having a family historyof glossophobia. The environment also plays a rolelike experiencing previous ridicule or anticipation of a huge audience.(What Is Glossophobia and How to Overcome It – Virtual Speech, n.d.). Public speaking is a skill that is essential to expressing oneself as Aristotle once said, "Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human.". The advantages of public speaking are vast, but the main thing is making them a capable leader who can convey the ideas necessary for a job to be done.

Statement of Problem

Glossophobia is a condition that affects individuals worldwide, hindering both their personal and professional growth. Studies have demonstrated its impact on various populations, such as college students in the United States, where it undermines their confidence and academic performance (Smith *et al.,* 2017), and in East Asia, where cultural norms exacerbate communication anxiety (Chen & Li, 2020). Among high school students, research highlights its effects on classroom participation and performance during activities like debates (Johnson *et al.,* 2021), as well as the role of peer pressure in

England (Moula *et al.,* 2021). In the UAE, studies conducted in Abu Dhabi and Dubai reveal that glossophobia among students is influenced by cultural expectations and a lack of opportunities for skill development (Al-Zahra & Mahmoud, 2022). While these studies provide valuable insights, ongoing research continues to uncover strategies to help individuals overcome this fear, thereby enhancing confidence and communication skills across diverse contexts. However, limited to no research has been conducted on glossophobia among students in Sharjah, UAE, highlighting a significant gap in the existing literature

Objective of the study

The study aims to analyze the influence of glossophobia on high school students in Sharjah between the age group of 14 and 18. The study strives to analyze and underst and the psychological basis behind glossophobia by assessing the impact of glossophobia on students to conclude their fear, or investigate a coping mechanism that would suit their way of living, if no solution was to be found.

Research Questions

The researchers attempt to answer the following questions:

- Is there a specific scenario that glossophobia shines worst in?
- To what level can glossophobia affect the ability to convey ideas?
- Can the problems of glossophobia be concluded?

Significance of the Study

Public Speaking is an essential skill that connects the world together. The ability to share ideas, engage with an audience, and deliver a message has a significant impact and is highly valued, especially in modern times. "The success of your presentation will be judged not by the knowledge you send but

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by what the listener receives."(Walters, L. (n.d.). *Quote by Lilly Walters*). This quote emphasizes that what is important in a presentation is how it is presented and not the content that was presented. Effective public speaking skills, helpyour audience receive, understand, and comprehend the message the way you wanted it to be. People who suffer glossophobia are not in titled with thisskill. The findings of this study will benefit people who are trying to lose their fear of public speaking and want to improve both mentally and physically.

Structure of the Study

The first chapter of the study starts with an introduction about what is glossophobia and the effects on achievements and social interactions, it also includes the goals of the study, the research questions that are provided, and the importance of the study.

LITERATURE REVIEW

Glossophobia is seen as the most common phobia. Public speaking anxiety is something that everyone experiences yet not many people know how to control it. This literature review examines causes and triggers regarding glossophobia, the impact and influence it carries, more into the cognition and context that glossophobia holds, the role of technology in related topics, and previous searches for coping mechanisms.

Definition

Glossophobia according to(Istanbul Brain Hospital, n.d.) is defined as an anxiety disorder causing an intense anxiety or fear while speaking or performing in front of an audience. It is derived from the Greek words glossa (tongue) and Phobos (fear). Glossophobia is one of if not the most common social anxieties, and has multiple symptoms such as nervousness, sweating, fast heartbeat, or even in severe cases trembling and shaking. "Over time, individuals with glossophobia may experience negative impacts on their mental health and success at work or school" (Syed & PharmD, 2025,).

Types of Speech

There are multiple types of speech used in different situations. People who don't suffer from glossophobia can fluently fluctuate though these types of speech to have a coherent and concise conversation this is called speech contrast (Ramdane, Samira, and Houda, 2022). If a person suffers from glossophobia there speaking abilities are limited not allowing them to shift through the types of speech leading to an uneventful conversation. In this research paper we will cover 2 types of speech informative and persuasive as well as their characteristics and how they affect glossophobia.

Informative Speech: Informative speech is used to inform or provide knowledge on a certain topic (Ramdane, Samira, and Houda, 2022). Furthermore, it is defined as the type speech that spreads information or data to the listener. The main goal of informative speech is to inform the listener. There are many different characteristics that define or differentiate informative speech. According to (Verderber, 2010) this type of speech mainly consists of: facts, principals and truths. (Hamilton, 2016) indicates that the characteristics of informative speech are: speaker intent, supporting information, audience information and the speaker's expectation. Using informative

speech can help people who suffer from glossophobia in several ways. According to (Smith, 2020) using informative speech can boost confidence: due to you being more educated on the topic, as well as creating more a structured speech.

Persuasive Speech: Persuasive speech is utilized to persuade or change a person opinion. According to (Steinberg 1999) a person must use various techniques convince someone mainly\ the rhetorical triangle. The rhetorical triangle consists of ethos, pathos, and logos. Each of the following touches on a audience's sense of emotion, the speakers credibility, and the listeners sense of logic to persuade. Certain characteristics allow us to differentiate between different types of speeches. According to Hamilton (2016), there are four main characteristics that differ persuasive speech from an informative one which are: speaker intent, supporting information, audience information and the speaker's expectation. Persuasive speech can help mediate or moderate glossophobia. Persuasive speech can help a person master their argument restructuring their entire speech around it giving them the confidence to overcome glossophobia (Jones & Brown, 2019). Using persuasive speech can also grow a connection between the speaker and the audience reducing the speaker's stress and anxiety.

Prevalence and Demographics

Supportive Care ABA, a therapy approach that was designed to support many anxiety disorders that people face. CEO Ruben Kesherim, a specialist in the healthcare industry for over ten years, concluded that glossophobia deeply affects the personal and professional life of an individual, and had done some studies on this topic. "Glossophobia, the fear of public speaking, is considered the most common phobia, affecting approximately 75% of people." (Kesherim, 2024). He also found that anxiety with public speaking is more widespread than other fears such as: spiders, heights, and death. According to (Kesherim, 2024) "Women are more likely to experience public speaking anxiety compared to men." If this fear is untreated during the early stages of youth it can persist into adulthood. Sara Blakely, one of Time magazine's "100 most influential people in the world" and Forbes "most powerful women in the world," presented publicly: "How To Turn A Fear Of Public Speaking IntoA Superpower." Blakely used data and prevalence in her talk. She mentioned how glossophobia is the most common fear and how around 75% of our population is affected (Jane Hanson, 2023). This backs up what Kesherim had proposed, yet she did not provide detailed studies and further statistical data. Concluding that the study done by Kesherim is more relevant.

Causes of Glossophobia

A blend of social, physiological, and mental components habitually contributes to glossophobia. Concurring to (Cho *et al.,* 2017), individuals may endure from tense uneasiness mentally because of their fear of being judged, humiliated, or falling flat. Agreeing to physiological hypothesis, this fear triggers the body's freeze response, which comes about in side effects like hoisted heart rate and sweat (Stein *et al.,* 2019). This fear may too be impacted by social components, such as a need of introduction to open talking or obnoxious encounters within the past (Tillfors, 2004). Besides, social weights and social desires can make individuals feel more on edge, especially in circumstances where open talking is seen as a

fundamental expertise (Hancock *et al.,* 2010). It has been illustrated that tending to these root causes with strategies like cognitive behavioral treatment and continuous introduction can lower symptoms and improve confidence (Blöte *et al.,* 2019).

Biological factors

Glossophobia is essentially impacted by characteristic components, such as brain chemistry and hereditary characteristics. Concurring to the think about, a few individuals create a more prominent helplessness to such circumstances, recommending that hereditary inclination contributes to uneasiness clutters (Gilmour & Stein, 2020). In individuals with glossophobia, the amygdala, a portion of the brain dependable for foreseeing fear, may gotten to be hyperactive and cause uneasy responses when uncovered to circumstances including open communication (Spielberger, 2019). Also, dysregulated thrust responses are connected to unbalanced neurotransmitters like serotonin, which worsens the fear related with open communication (Craske *et al.,* 2017). These discoveries illustrate the perplexing interaction between neurobiology and hereditary characteristics within the improvement of glossophobia.

Psychological Influences

The advancement of glossophobia is incredibly impacted by mental variables, such as moo self-esteem and traumatic encounters within the past. Individuals may create a deep-seated fear of open talking as a result of negative social intuitive like bullying or mock since they may relate these circumstances with the plausibility of humiliation or feedback (Leary & Kowalski, 1995). Furthermore, individuals with social uneasiness clutter regularly involvement heightened anxiety when talking before a gathering of people since they fear being contrarily surveyed or judged (American Psychiatric Affiliation, 2022). Over time, glossophobia may be reinforced by these mental factors, which can create a cycle of evasion and expanded uneasiness.

Environmental and Social Factors

Glossophobia is to a great extent caused by environmental and social components, with negative criticism and social weights being major supporters. Individuals may feel more on edge in social orders that put a tall esteem on open talking since they are perplexed of being judged or of not living up to social desires (Hofstede, 2001). A solid relationship between open talking and conceivable mortification can be set up in case earlier talking engagements brought about in feedback or shame, which can heighten this fear (Ayres & Hopf, 1993). These natural variables as often as possible cause individuals to lock in in shirking behaviours, which compounds the uneasiness related with open talking engagements.

Triggers of Glossophobia

Horwitz *et al.* (1986) claimed three influential anxiety affecting factors: fear of negative evaluation, test anxiety, and apprehension of verbal communication. Glossophobia is often triggered by social, personal, and environmental causes which significantly impact their (students) confidence and performance. Many students get anxious whenever they feel like they're getting judged or criticized, which can hinder the student's chance to communicate with other classmates.

Fear of negative evaluation

According to Watson and Friend (1969) fear of negative evaluation means that someone is concerned about other people's evaluations, fear of negative evaluations by others, and thoughts that people will negatively evaluate. This fear of getting negatively evaluated lowers the student's self-confidence, which makes the student even less motivated to go and perform in front of people in public, in class, and even in front of his friends.

Test Anxiety

Different things may cause test anxiety, creating intensive emotional and psychic tension for the person. These usually happen in past experiences, personal fears, and some situations that connect with taking tests. Common ones include a fear of failure and poor performance from previous tests. Physical responses to the expectation of an exam can include excessive sweating, nausea, rapid heartbeat, and shortness of breath. Other major symptoms include difficulty concentrating or comparing oneself with another. Thus, leading to a vicious cycle of stress may impact your performance on tests.

Apprehension of Verbal Communication

Apprehension of verbal communication acts as a major trigger for individuals suffering from glossophobia. A person may begin to exhibit physiological responses from just the threat of having to speak in front of others: they may break out in sweat, shake, have rapid heartbeat, and have a dry mouth. Furthermore, glossophobia is considered the most common phobia, affecting approximately 75% of people. This widespread prevalence underscores the significant impact glossophobia has on individuals' apprehension toward verbal communication (Supportive Care ABA, n.d.).They develop an intensification of nervousness because they perceive negative evaluation as a possibility, and they become more sensitive to speech, tone, and body movement. They will, therefore, fail to express their ideas confidently or developmental blocks and reinforce their fear in this way.

Impact and Influence held on People

Glossophobia is one of the fears that can impact a lot of students in social, academic, professional acts. The struggle the person burdens while performing or presenting in front of his class can impact the student's life. "Without a doubt, speaking anxiety is one of the major factors that may impact a student's performance in learning a second language" (Saito and Samimy, 1996, p.241).

The Academic life

Glossophobia is a major issue that can significantly impact the academic life of a student. Public speaking can affect your marks by not being able to participate in front of your class, lowering your performance during oral presentations, and missing out on achieving a higher skill. This fear can also prevent you from making friends, due to the lack of confidence.

The Social life

The fear of addressing a big group of people can impact on the student's social life by limiting their ability to express

themselves confidently. This fear usually avoids many situations like social events, group talks, and when speaking up is required. Lack of confidence can prevent the person from sharing their thoughts with others, which can stop the student from building a strong relationship between others. If the students' public speaking is at a regular level it is not a problem, but if public speaking is at a high level, then the student will have to face personality issues, such as avoiding communications with others (Wulandari, 2024).

The Professional life

Glossophobia, or the fear of public speaking, is a prevalent form of social anxiety that can significantly impact professional life. Approximately 15% to 30% of the general population experience public speaking anxiety, which can interfere with work (Ha, Isada, & Tejwani, 2016). Public speaking in professional life will impact on the student's life later in the future by reducing their confidence in demanding workplaces, such as interviews, team meetings, and presenting your work in front of the team. This fear will prevent students from sharing ideas with their colleagues and limiting their career growth. As time passes, this fear will impact on the student's life by missing out on opportunities like getting promoted to a higher status and being able to have a commanding lead.

Cultural Context

Studies indicate that mental health issues in the UAE are often criticized, which could be due to cultural factors.(Andrade *et al.,* 2022) Cultural factors could cause hesitation in individuals seeking medical treatment for issues such as anxiety and glossophobia. A study examining views on mental health in the UAE discovered that adherence to traditional family values is associated with more negative perceptions of mental health problems. (Haque, 2020) This indicates that cultural norms emphasizing family honor and reputation could contribute to the discrimination of mental health conditions, thus preventing individuals from seeking treatment.

Regional Context

The UAE's accelerated modernization has seen unprecedented social transformation, but traditional values run deep in its society. That paradox tends to breed inner paradoxes, most visibly in youth, who can have a problem reconciling social and individual issues such as glossophobia. (Andrade *et al.,* 2022) Traditional values such as family honor and mental disease shame can compound anxiety and, in consequence, make it challenging for a victim to seek medical care or even discuss such fears openly. This causes people to feel isolated and lost (Haque, 2020).

Role of Technology in Glossophobia research

Technology provides access to virtual communities and support groups via communication tools such as virtual reality (VR). VR is a new tool that aids in overcoming glossophobia. It aids one in practicing speaking in public in a virtual environment, for example, speaking in a virtual room with virtual observers present in it. Exposure to a secure environment helps one become less nervous and develop confidence over time.(Hinojo-Lucena *et al.,* 2020) Online communities allow one to socialize, gain encouragement, and practice speaking in public in a secure environment.

Cognition regarding Glossophobia

Glossophobia features a major impact on cognitive work, particularly when verbal expression is required. According to Soto-Sánchez et al. (2020), anxiety related to glossophobia frequently causes physiological stretch responses, such as the discharge of cortisol, which can influence official working and working memory. Individuals discover it challenging to focus, organize their considerations, and keep data in mind when performing speech assignments because of these cognitive obstructions. Verbal fluency and coherence may subsequently fall apart, heightening the uneasiness associated with a poor assessment. According to inquire about, these impacts are more recognizable in high stakes circumstances where expanded expectant uneasiness heighten cognitive disturbances and impedes execution (Díaz *et al.,* 2019).

Glossophobia has long term impacts on emotional and mental health in addition to the immediate cognitive difficulties. A negative cycle of uneasiness and cognitive decline can be reinforced by repetitively awful open speaking encounters, which can result in evasion behaviors and a diminished sense of self efficiency (Jones & Wulf, 2021). These problems are made more regrettable by expectant rumination around possible disappointments, which takes up cognitive assets and diminishes the capacity to process data relevant to the assignment at hand. Cognitive-behavioral therapy (CBT) and mindfulness practices are two mediations that have illustrated guarantee in reducing these impacts by helping individuals in controlling their anxiety and making plans to extend their confidence and focus. Improving performance and general mental strength requires tending to glossophobia's cognitive components.

Coping Mechanisms for Glossophobia

Language development and literacy skills mostly rely on phonemic awareness, the identification of phonemes. Studies have disclosed that when an individual works on improving their phonological processing, their speech anxiety decreases dramatically (Asperies, 2024). Asperies deduced that improving phonemic awareness reduced speech anxiety by enhancing literacy skills and confidence. A study done by Lundberg, Frost, and Peterson was conducted in 1988 and revealed that "children who were trained in phonemic awareness showed reduced anxiety levels when doing oral activities as opposed to children who were not trained in this area." This concludes that an improved phonemic awareness lowers anxiety levels and acquires better language skills. Vex King (2018), author of *GOOD VIBES, GOOD LIFE,* suggests that replacing fear with faith is the solution. By doing so, it "encourages us to do the unthinkable: it helps us to explore the realms of possibility. Fear is just a part of your imagination until it displays your reality. "We make fear-based assumptions all the time. Unfortunately, when we feed these assumptions, they expand into our experience" (Vex King, 2018). "The talk that started it all." In October of 2014, Matt Abrahams, a lecturer of strategic communication at Stanford Graduate School of Business, gave a lecture called "Think Fast, Talk Smart: Communication Techniques." Abrahams gave strategic ways on how to handle public speaking anxiety. He first mentioned to greet anxiety as it is a normal and natural feeling.

Reframing your talk as a conversation, by using conversational language is another method. Abrahams also suggested to be in the present moment and avoid bringing yourself into the future. He culminated his talk by saying that with patience and practice we can become significant communicators (Standford Graduate School of Business, 2014).

Existing Research on Glossophobia

Many studies were done to know more about glossophobia, one of which was the investigation of psychological experience dynamics and the role of gender that influence the exposure of glossophobia through narrative counseling. The data collected was through observations and profound interviews with seniors at a public high school. Furthermore, the analyzed data was tested on three components of psychological experience dynamics: fear, anxiety, and negative thinking. The results deduced that "most of the students are afraid to be laughed and humiliated" (Rahmawati *et al.,* 2018). The students also showed some sort of anxiety when previous bad experiences would be brought up publicly. Based on the statistical data, "it can be concluded that misinterpretation of psychological experience and low-self-control of the students are able to determine glossophobia easily."

METHODOLOGY

The main objective of the study was to analyze the influence of glossophobia on high school students in Sharjah American International School, between the age group of 14 and 18, tounderstand the psychological basis behind glossophobia. This methodological approach is used to gather data, both primary and secondary, and providing insights into how the influence of glossophobia on students and its impact on the participants.

Description of Data

Multiple methods were used to collect the data present in our research, but ultimately, the primary method is through a survey. A quantitative approach was used, by the use of a survey, to collect responses from the participants of different ages, genders, and educational levels. The first part of the survey identifies the participant; however, all responses were kept anonymous. The rest of the survey shares the participants past experience with glossophobia. Moreover a qualitative approach was undertake through the interview of a random selection of high school teachers about the behaviors of their students, during public speaking activities. This was done to gain a secondary perspective. The addition of teachers gave results more reliability, due to the additional experience and knowledge.

Methodology

To accomplish the objectives of the study and answer the research questions, questionnaire-based research and interviews were undertaken, focusing on analyzing the influence and contributing factors of glossophobia on selected high school students at Sharjah American International School. The research participants selected for the study were high school students, typically aged between 14 and 18. Both quantitative and qualitative approaches were used in the study. Data collection procedures involved two main methods:

1. Survey

A Google Forms survey was designed to collect primary data about the students' experiences with glossophobia, permitting the participants to answer accessibly online. The survey consisted of three checkbox questions, four linear scale questions, and five multiple-choice questions. The questions were regarding the frequency and intensity of public speaking anxiety, common triggers, physical and emotional responses, coping strategies, and the overall impact of glossophobia on their lives.

2. Interview

Moreover, a secondary source was used in the study by interviewing a random selection of high school teachers about their observations regarding glossophobia in students during class. The interview consisted of seven open-ended questions and relied more on a qualitative approach. Comparing students' self-reported experiences with teachers' observations allowed for a more comprehensive and objective analysis, which strengthened the overall findings of the study.

Rationale of the study

Comprehending the complex aspects of glossophobia is essential to understanding student's academic and social journeys. High school students in Sharjah American International School are the focus of our study because they regularly face public speaking scenarios that may cause severe anxiety. The study uses a number of data collection techniques, including qualitative interviews and quantitative survey statistics. While the interviews offer rich narrative insights of glossophobia among students; responded by the high school teachers. The survey records measurable elements like the frequency of public speaking events, self-reported anxiety levels, and related factors. Our study is strengthened by this unified approach, which combines personal accounts with research findings to further our understanding of how public speaking anxiety affects social interactions and academic performance. The use of Google Forms as a platform for the study's survey was very efficient. Google Forms is easy to use, is user-friendly, both for the creator and the respondent. It's easy to create, edit, and share forms, it also has response time you can view responses as they come in, which is great for quick insights. It was a useful tool for obtaining data with the outcomes required (Gaille, 2020). The Survey provided the ability to compare outcomes of different individual. It also supplied a straightforward method to understand quantitative data analysis and visualization.

Procedure of the analysis

Google forms provided a strongbase for analyzing and gathering data among students who experience glossophobia. The survey collected feedback focusing on elements such as physical symptoms, anxiety levels, coping strategies, and the impact on academic performance. Likert scaled questions were analyzed using statistical ways, including averages and frequency distributions. Beyond the standard techniques, we used semi-structured interviews as another strategy in our study. This technique made the presence of a secondary, more experienced and educated, perspective. Validating the results to a higher level. Furthermore, charts and graphs provided a

clear visual representation of the survey results' structure and presentation.

Conclusion

This chapter presented a description of the corpus, the methodology, the rationale for the study, and the analysis procedure. It aimed to examine the fear of glossophobia by analyzing relevant linguistic and psychological data. The chapter outlined the justification for the research and detailed the methodological steps taken. This structured approach helps better understand the factors contributing to glossophobia and how the analysis can provide insights into its manifestations and potential coping mechanisms.

RESULTS AND DISCUSSION

Introduction

This chapter presents the data results and addresses the research findings. A hybrid methodological approach was conducted in the study that included quantitative and qualitative research techniques. Quantitative data was gathered by a perception-based survey that was sent to high school students in Sharjah American International School via Google Forms. The quantitative findings, which involved the collection and analysis of numerical data, were emphasized using statistical representations such as percentages, bar graphs, and pie charts. To strengthen the claim of the study and add a secondary perspective, a semi-structured interview was conducted as well.

Data Representation and Discussion

The data is summarized and presented in the form of bar chart, percentages, and pie charts.

Demographics characteristics of participants

This section presents the demography of the participants in terms of their age and gender. The results include confidence in public speaking, and generally how glossophobia affects their abilities of public speaking.

Gender of participants: In the study a total of 60 students participated, 34(56.7%) of which were male and 26(43.3%) were female.
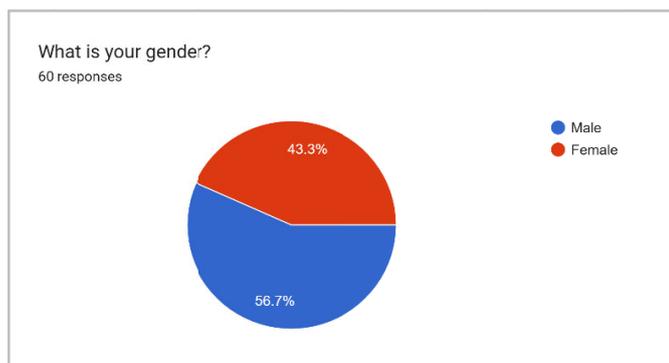
Age of participants: From the 60 participants: 46.7% were 12th graders, ranging between sixteen and eighteen years old. 26.7% were 11th graders, typically aged between fifteen and sixteen. 13.3% of participants were 10th graders, between the

ages of fourteen and fifteen. Lastly 13.3% of the participants were 9th graders, around the ages of twelve and thirteen.
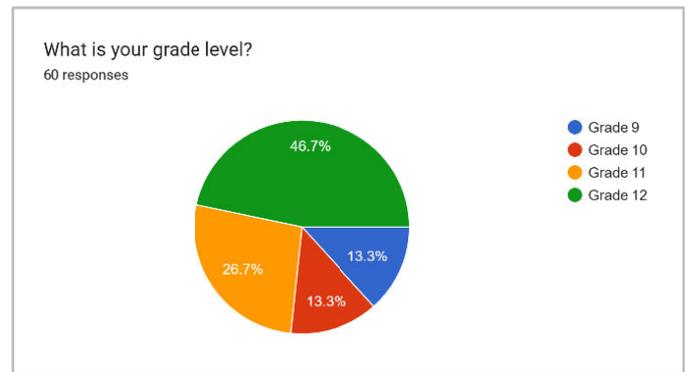

Public Perception of Glossophobia: It was Indicates that 70% of the participants feel very uncomfortable during public speaking. In response to the question, "On a scale of 1 to 5, how do you feel about public speaking?", 58% of participants selected either 4 or 5, indicating a generally negative perception of public speaking. Additionally, when asked, "On a scale of 1 to 5, how nervous do you feel before speaking in front of an audience?", 71% of respondents reported elevated levels of nervousness, with 39% selecting the maximum value on the scale. These findings suggest that anxiety is a prominent aspect of glossophobia, often exceeding the anxiety experienced during the speaking event itself.

### *Perspective of participants regarding Glossophobia*

This section provides insights into the participants' viewpoints on glossophobia. It also describes the correlation between the different categories (gender and grade level) and how they are affected by glossophobia.

Effect on Academic Performance: With the linear scale question in the survey, "On a scale of 1 to 5, has glossophobia affected your academic performance?", there was a diverse range of opinions: 4 (6.67%) answered 'significantly unaffected', 22 (36.67%) answered 'Not that affected', 25 (41.67%) answered 'somewhat affected', 6 (10%) answered 'mostly affected', and 3 (5%) answered 'significantly affected.' After the data was collected it was shown that glossophobia affected the academic performances of females more than males, and 9th graders were most affected compared to the other grade levels. The obtained data showed similarity to the works of (Kusar Perveen, Yamna Hasan, and Abur Rhaman Aleemi), who studied "The Fear Of Public Speaking In Female And Male Students Of University Of Karachi." Their results also indicated the females get more anxious towards public speaking, hence affecting their academic performance.
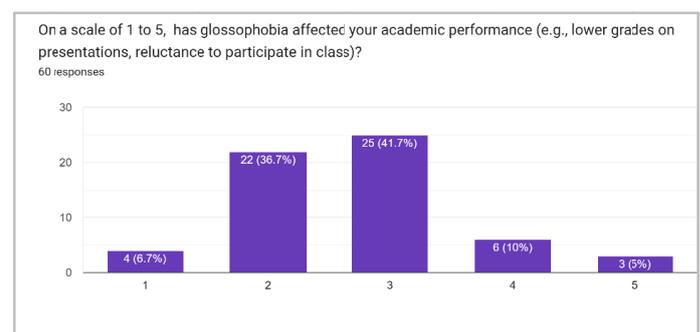
Primary factors contributing to public speaking anxiety: The next question of the survey asked the participants "What aspect of public speaking makes you most anxious? "They were asked to select all that apply. The results showed that the most common aspect was either "Making mistakes" or "Forgetting what to say." The data also illustrated that these aspects were the most common, for both male and female of all the grade levels. The next aspect that contributed to public speaking anxiety was "Speaking in front of a large group." This aspect was more insignificant regarding "Making mistakes" or "Forgetting what to say." However, a few students found it a significant aspect. Lastly comes the aspect of "Being judged by others" this aspect was mostly found in 9th graders, and after analyzing the data, this aspect was the least significant in the contribution of public speaking anxiety for the selected participants in Sharjah American International School. According to The British Psychological Society, the occurrence of a developmental peak in social evaluation fears around ages 13–15 (Raypole, 2019). The fact that the aspect of being judged was mostly selected by 9th graders was consistent to what The British Psychological Society had claimed.
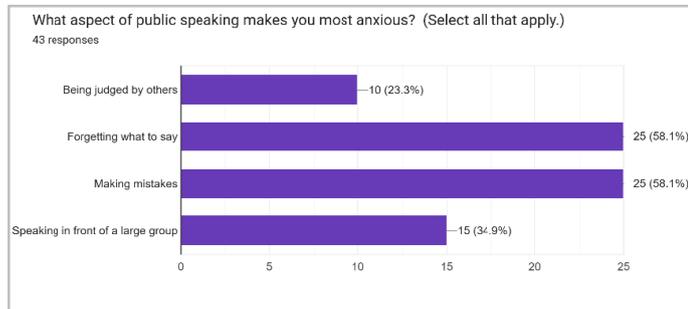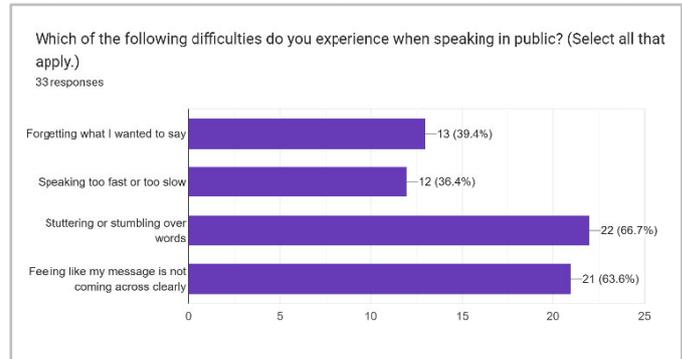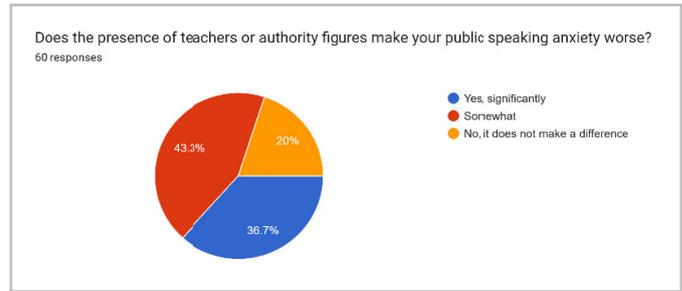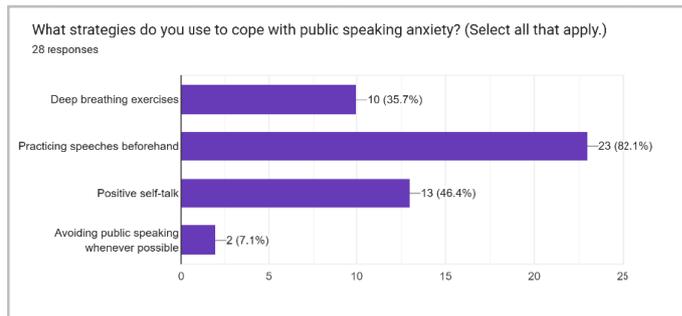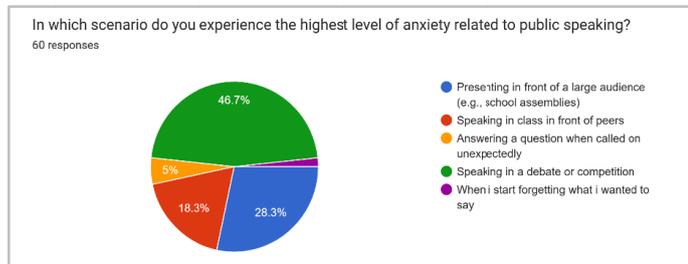

Situational contexts associated with elevated public speaking anxiety: The following question asked participants, "In which scenario do you experience the highest level of anxiety related to public speaking?" The most frequent response with (46.7%) of the participants was "Speaking in a debate or competition." This was more common in 11th and 12th graders. (28.3%) of the participants chose "Speaking in front of a large audience", (18.3%) selected "Speaking in class in front of peers," and the least selected scenarios were "Answering a question when called unexpectedly" and "When I start forgetting what I wanted to say" with a combined percentage of (6.7%).

Difficulties when Speaking in Public: A multiple- choice question was given that asked participants "Does the presence of teachers or authority figures make your public speaking anxiety worse?" and the majority answered 'somewhat' or 'yes.' This shows how sometimes the presence of teachers or authority figures can make it more difficult when speaking in public. Another question was, "Which of the following difficulties do you experience when speaking in public?" The most selected responses were

"Stuttering or stumbling over words" and "Feeling like my message is not coming across clearly". "Forgetting what I wanted to say" and "Speaking too fast or slow" were often selected, however much less significant than the first two.

Coping Mechanisms: The next question asked participants "What strategies do you use to cope with public speaking anxiety?" And again participants were asked to select all that applied. Most participants selected "Practicing speeches beforehand". Following that, was "Positive self-talk" and shortly after that comes "Deep breathing exercises". Lastly with only two participants selecting "Avoiding Public Speaking Whenever Possible." The data showed a clear image and highlighted the significance of practicing beforehand, and how it is the most reliable way to deal with public speaking anxiety.


Overcoming Glossophobia: The last questions were "Do you think glossophobia is something that can be completely overcome with training and practice?" (53.3%) selected "With enough effort and practice" and a few participants (38.8%) selected "Partially, but some level of anxiety may always remain" and only (8.3%) selected "No, it's too difficult to overcome." Following that was "In your opinion, what is the most effective way to reduce glossophobia?" There was a diverse range of opinions: (43.3%) answered "More practice and exposure to public speaking", (#13.3%) answered "Professional coaching or therapy", (18.3%) answered "Support from teachers and peers", and lastly (25%) selected "Personal coping strategies such as mindfulness, deep

breathing."After analyzing the data, it was found that more practice is the most effective way to reduce glossophobia, earlier, it was also found that practicing ais the most sufficient way in coping with public speaking anxiety. This suggests the significance of practicing as a way to help with difficulties.
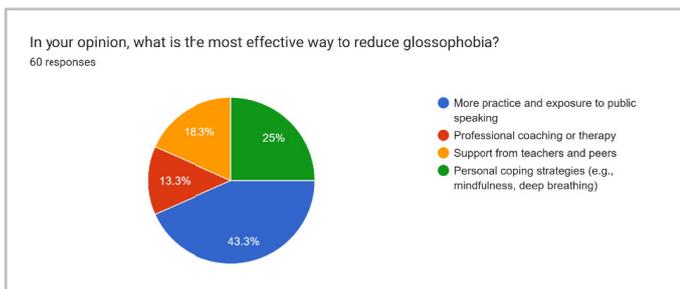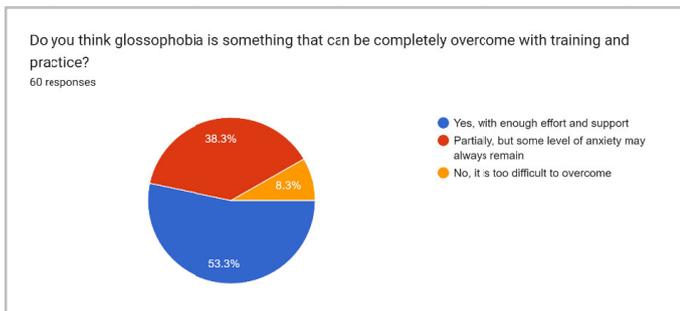
A secondary perspective: interview with high school teachers

After the quantitative approach of the survey, A qualitative approach was conducted, by a secondary source, to add new perspectives and further analyze the complex idea of Glossophobia. A semi-structured interview was conducted with a random selection of high school teachers in Sharjah AmericanInternational School, and were asked seven questions:

1. The first question was "What signs do you typically observe in students who experience anxiety or fear when asked to speak in front of the class?" Those who taught 9th and 10th graders claimed that they had observed signs of discomfort, constant fidgeting, some avoidance in eye contact and some, mainly female students, had emotional reactions. On the other hand, teachers who taught 11th and 12th graders stated that because most students got used to the enviroment there was far lessobservable signs in the classroom, however a small number of students showed signs of anxiety by a fast or monotone speaking, stiff body language, and sudden freezes.

2. The second question was "Do you think glossophobia has an impact on a student's overall academic success? If so, in what ways?" With this question most teachers had similar answers. They stated that glossophobia limits participation in key academic discussions and development of analytical skills, it also affects presentation scores and ability to show understanding of concepts, and also limits growth in communication skills.

3. The following question was "In your experience, what factors do you think contribute to students' fear of public speaking? The teachers generally answered with "Low self-esteem, peer and performance pressure, Past negative experiences and fear of academic failure. The 9th grade teachers specifically, emphasized on "the fear of embarrassment and the fear of being judged by others."

4. To help further understand the research question:Is there a specific scenario that glossophobia shines worst in?the teachers were asked "Are there any specific situations or contexts where students seem to experience more anxiety related to public speaking?" The teachers shared common answers which were:during class presentationswith the presence of authority figures, and class debates.

5. Finally the teachers were asked "How do students typically cope with their fear of public speaking? Do you notice any common strategies they use to manage their anxiety?" Teachers responded with "Over-practicing beforehand and pairing with their friends." Some teachers stated that a few students often asked for alternative tasks, and so their way of coping with glossophobia is avoiding it.

Summary of the Interview: The qualitative approach done by interviewing some of the High school teachers in Sharjah American International School added a valuable layer to this research by offering professional, observational insights that complement student self-reports, helping to understand how glossophobia manifests and is managed in the classroom.

Conclusion

Based on the statistical data gathered through the questionnaires, and the answers collected through the interview, it can be concluded that glossophobia tends to manifest most intensely in formal presentation settings, especially with the presence of authority figures, and the most convenient coping mechanism is practicing before presenting.

Conclusion and Summary of the study

Introduction

This chapter provides the conclusions regarding the influence of glossophobia on high school students in Sharjah American International School. Firstly, the section provides a summary of the research findings based on the research questions and objectives. Then, this section examines the implications of the study and offers suggestions for future research in consideration of the study's restrictions.

Summary of the Findings

The study examined glossophobia among 60 high school students from Sharjah American International School through surveys and interviews, presenting data through charts and percentages. The participants were mostly 12th graders (46.7%) and more males participated in this study than females. Results showed that over 70% of the students felt very uncomfortable with public speaking, with "making mistakes" and "forgetting what to say" being the main reasons for anxiety triggers. Glossophobia was found to somewhat impact academic performance, especially among the 9th graders and the female participants. Debates and competitions caused the highest anxiety, and the presence of authority figures often worsened it, students primarily coped by practicing speeches, while few avoided speaking in public altogether. Most believed that with enough practice, glossophobia could be largely overcome. Interviews with teachers confirmed the findings, noting that younger students showed more obvious signs of anxiety, fear of judgement, and low self-esteem were the major contributing factors. Teachers stated that glossophobia limits participation and skill

development that constant practice and peer support helped students manage their anxiety.

Implications of the Study

The implications of the study mainly extend to the education system more specifically teachers, principles, and other authoritative figures, as well as students who struggle with public speaking. These findings emphasize on the importance of being aware of what glossophobia is and how to deal with it. School and colleges will find these valuable insights useful and applicable on their campus. The ideas presented are built on previous knowledge as well as including newly developed theories.

Delimitations of the Study

The research focuses on the impact of glossophobia, or public speaking fear, on SAIS Sharjah high school students. It considers the impact this fear has on participating in class, learning performance, and students' confidence. The research focuses only on SAIS Sharjah and does not extend to other schools, or other anxiety disorders. It also does not venture into medical interventions but rather concentrates on school and behavioral interventions. The boundaries explain why the study focuses and extends to this extent.

Further Research

With the help of public speaking clubs and guidance, future studies could explore how support systems in schools assist students with overcoming glossophobia. This would be the case at SAIS Sharjah, where students frequently take part in class presentations and public speaking. Some studies may compare students with provided support and those without whom may prove to be beneficial for gaining understanding in public speaking fear in school contexts.

Conclusion

This chapter serves as a conclusion and offers a brief overview of the research findings, which are obtained from the research questions. It emphasizes the importance and worth of the discoveries to the field of research. The findings of this research can be found useful information to researchers who are interested in investigating the impact of glossophobia in high school students. The findings also function as a valuable reference that showcases the significance of the topic concerning an individual's capacity for effective oral communications and performance in public settings.In the end, an in-depth investigation is necessary to acquire a more thorough understanding of the researchers' claim.

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