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Association between Public Speaking Skills and Academic Performance among Senior High School Learners of Nena National High School

Abner A. Alagabia

Teacher I

Jay Mark C. Arre

Teacher II

Alyssa Kaye C. Alido

Teacher I

Norcelle Jean A. Articulo

Teacher I

Leanna C. Catamora

Teacher I

Criole B. Madeja

Teacher I

Gemmalyn C. Nebril

Teacher I

Samson R. Robediso

Teacher II

*Eastern Samar State University- Graduate School
Borongan City*

CHAPTER 1

INTRODUCTION

Background of the Study

Standing up in public and giving a speech is one of the greatest fears for most people. However, this is the ultimate challenge for students, particularly language students, as having good public speaking skills is of utmost importance in the field of education. According to Art of Presentations (2023), public speaking is the art of conveying a message verbally to an audience of more than one individual. It is a vital skill, especially among students in senior high school who are expected to be articulate and well-versed in the clarity of presenting information in front of their classmates during group output reporting, discussion, or speech presentation.

Public speaking skills help improve the communication skills and critical thinking skills of students. When writing a speech, one has to think carefully about the best framework, persuasive strategy, and diction to communicate your message to the audience. This type of thinking can help improve communication skills in other areas of life. Furthermore, public speaking is an excellent way to build critical thinking skills. Writing a speech requires a great deal of careful thought, from the audience analysis to the closing sentence (Barndard, D., 2017).

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Moreover, public speaking skill is a crucial factor in determining students' success in learning. Research indicates that acquiring good communication skills in the public speaking course enabled students to get good grades in other courses (Dwyer, Carlson, & Kahre, 2002), and had a positive impact on the way students perceived their 'behavioral competence', 'self-esteem', and their 'willingness to communicate' (Morreale, Hackman, & Neer, 1995, 1998). Good communication skills are crucial to all students' personal, academic, and professional success (Morreale & Pearson, 2008).

Thus, the present study sheds light on the academic performance of senior high school students by investigating their public speaking skills. It attempts to determine whether there is a significant relationship between the public speaking skills and academic performance of the respondents.

Statement of the Problem

In the context of education, it is often asked whether a student's ability to communicate well is an asset for achieving academic excellence. This study aims to investigate the correlation between the public speaking skills of senior high school students and their academic performance. Particularly the proponents of this study shall address the following questions:

1. What is the profile of senior high school learners in terms of their age and gender?
2. What is the average public speaking ability of senior high school learners?
3. What is the senior high school learners' academic performance, in terms of their first quarterly grade?
4. Is there a significant relationship between gender and academic performance of senior high school learners?
5. Is there a significant relationship between age and academic performance of senior high school learners?
6. Is there a significant relationship between the public speaking skills and academic performance of senior high school learners?

Scope and Delimitation of the Study

This study deals primarily with the following variables: public speaking skills in terms of non-verbal skills, verbal skills, and content; student profile in terms of age and gender; academic performance in the first quarter; and the relationship between these variables.

This study is also limited to senior high school respondents, who are currently enrolled in Nena National High School.

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Significance of the Study

This study points out the public speaking skills of senior high school students at Nena National High School and their academic performance. Awareness of the relationship between public speaking skills and academic performance would benefit the following groups:

1. English teachers will gain a better understanding of their students' public speaking skills and academic performance. They will be able to examine their own teaching methods to improve students' public speaking skills and academic performance.
2. Learners to identify their difficulties in public speaking and to ascertain what further learning strategies are necessary. Learners need to be aware of their difficulties in public speaking; when listeners know about their own difficulties, they will be able to improve their speaking skills and become good communicators.
3. Syllabus designers and materials writers to make further improvements in the teaching materials and help students develop their public speaking skills.
4. Researchers who are interested in using the findings as a basis for further study in the area to address the issue of bridging the gap between high and poor academic performers, in relation to public speaking skills.

Definition of Terms

For better understanding, the following terminologies are defined according to how they are used in the study:

Public Speaking Skills. This is used in this study as the traits of the learners (verbal and non-verbal) as one of the factors of their academic performance.

Profile. It is referred to, in this research, as the information relative to the respondents, particularly concerning their age and gender.

Academic Performance. In this study, academic performance pertains to the respondents' extent of mastery of the learning competencies across learning areas in a form of their first quarterly general average

Level of Public Speaking. It is the degree by which the respondents' public speaking ability is classified accordingly based on how they rate themselves through the self-assessment data-gathering tool.

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Chapter II

REVIEW OF RELATED LITERATURE

This section presents collated readings from various published and unpublished articles taken online and from other sources. These readings serve as backbone towards understanding the background of the problem and towards shedding light for the research gap at hand.

Public Speaking

Public speaking skills refer to the talent of effectively addressing an audience. Whether it is in front of a group of people you already know or a crowd of complete strangers, your ability to communicate to them with clarity and confidence is known as your public speaking skills. There may or may not be an opportunity for interaction between the speaker and audience. The basic difference, however, between a casual talk and public speaking is that the latter is more purposeful and meant for celebratory, entertainment, influencing, or informative purposes, (CLEVERISM, 2023). It is considered to be one of the determining factors for effective learning. In the classroom setting, a learner who exhibits efficient speaking skills is likely to have positive feedback from teachers and fellow students.

Spencer (2023) also emphasized that public speaking is important in both business, education, and the public arena. There are many benefits to speaking in public whether you're an individual or a business. Public speeches can cover a wide variety of topics whose main goal is to educate, entertain, or influence the listeners. Normally, an effective public speaker is someone who is skillful in the different aspects of speaking like pronunciation, grammar, diction, vocal quality, and other interpersonal capabilities.

Academic Performance

Academic performance, on the one hand, is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests (Ballotpedia, 2022). Measuring academic performance was done for the first time in the United States in 1830 by education advocates Horace Mann and Samuel Gridley Howe through standardized tests to evaluate student progress in Boston, Massachusetts.

In addition, IGI Global (2023) expounded that academic performance is the term that indicates a student's achievement after completing a course or subject from an institution, by measuring their learning across various academic subjects, which are assessed by formative and summative assessments. It also refers to the outcome of students' efforts to attain some educational goals. People often consider grades first when defining academic performance. This includes schools, which rank students by their GPA. Awarding special designations such as valedictorian and salutatorian for those who graduate first and second in their class, (Chron, 2022).

Furthermore, academic performance is something immensely significant for anyone who has a concern with education (Osiki, 2001). As a matter of fact, it can be understood as

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the nucleus, around which a whole lot of significant components of education system revolve, which is the reason why academic performance of students, specifically belonging to higher education has been area of interest among researchers, parents, policy framers and planners.

Relationship between Public Speaking Skills and Academic Performance

Public speaking and debate practice help children understand the importance of standing up for what they believe in and how to speak their minds without hesitation or fear. Having that understanding is essential in developing leadership qualities in students. Ivy Camps USA (2022) underscores that many of people have experienced an early school memory of getting in front of the classroom to do a presentation or oral report only to freeze and forget everything that we had prepared. That's why mastering the art of public speaking should be taught to children. In fact, child psychology experts say that it is essential for children to be encouraged and given opportunities to practice public speaking from a young age. And when granted those opportunities, children gain more social awareness, sense of responsibility and accountability, organizational skills, and more.

Certainly; in consonance with the ideas of Bailan (2021), if a child has efficient speaking or communication skills he/she is expected to practice or exercise this skill in all of suitable learning experiences providing him/her wide opportunity of achieving desired level of academic achievement or learning.

Theoretical Framework

This study was anchored on Aristotle's Rhetorical Theory of Public Speaking which states that a good speaker must have three things under control: the argument (logos), the presentation (ethos), and the audience (pathos). Ethos refers to establishing credibility and trustworthiness as a speaker. This can be achieved through demonstrating expertise, displaying sincerity, and highlighting shared values with the audience. Pathos focuses on appealing to the emotions of the audience, evoking feelings such as empathy, compassion, or excitement. Logos involves presenting logical and rational arguments supported by evidence, facts, and reasoning (Verma, 2023)

Verma (2023) further notes that the rhetorical theory emphasizes the importance of thorough preparation, organization, and structure in crafting effective speeches. Speakers are encouraged to identify main points, structure the speech logically, and provide supporting evidence or examples.

In this theory, preparation, expertise through research (supporting evidences and examples), and delivery are key to a good speech performance. Consequently, based on this theory, people who are good public speakers are viewed as more credible and logical, and listeners tend to connect more to them.

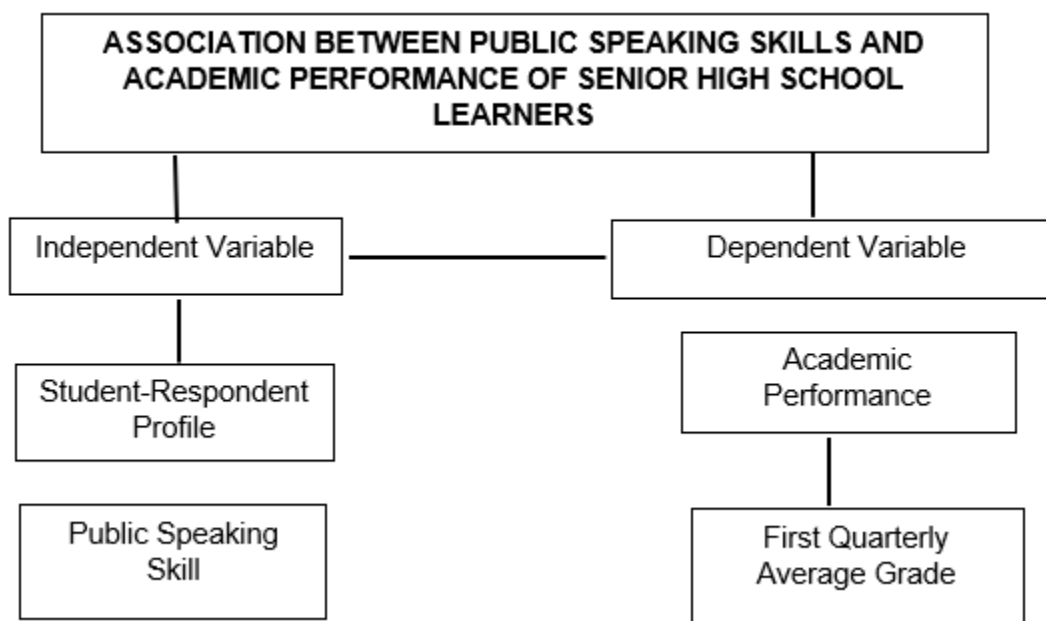
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Conceptual Framework



Hypotheses

The researchers advance the following null hypotheses:

1. There is no significant relationship between the age of senior high school learners and their academic performance.
2. There is no significant relationship between the gender of senior high school learners and their academic performance.
3. There is no significant relationship between Senior High School learners' public speaking skills and their academic performance.

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Chapter III

METHODOLOGY

This chapter presents the research design, respondents of the study, locale of the study, research instruments, sampling technique/design, data collection procedure, and data analysis which will be considered by the researchers for efficient collection and interpretation of data.

Research Design

In this study, correlational design was used to investigate the relationship that lies between learners' public speaking skills and academic performance. Primarily, it took its descriptive aspect during the collection of data relative to the learners' public speaking and academic performance. After this, it employed Spearman's rank correlation in order to identify if a significant relationship exists among the variables.

According to White (2003), research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. The design describes the procedures for conducting the study, including when, from whom and under what conditions the data is to be obtained. In other words, design indicates how the research is set up, what happens to the participants and what methods of data collection are used.

Locale of the Study

The study was conducted at Nena National High School (NHS) in Nena, San Julian, Eastern Samar. NHS, one of the two public secondary schools in San Julian District that offers Senior High School programs such as HUMSS and TVL strands, served as the research site. Participants were chosen from Grade 11 and Grade 12 classes.

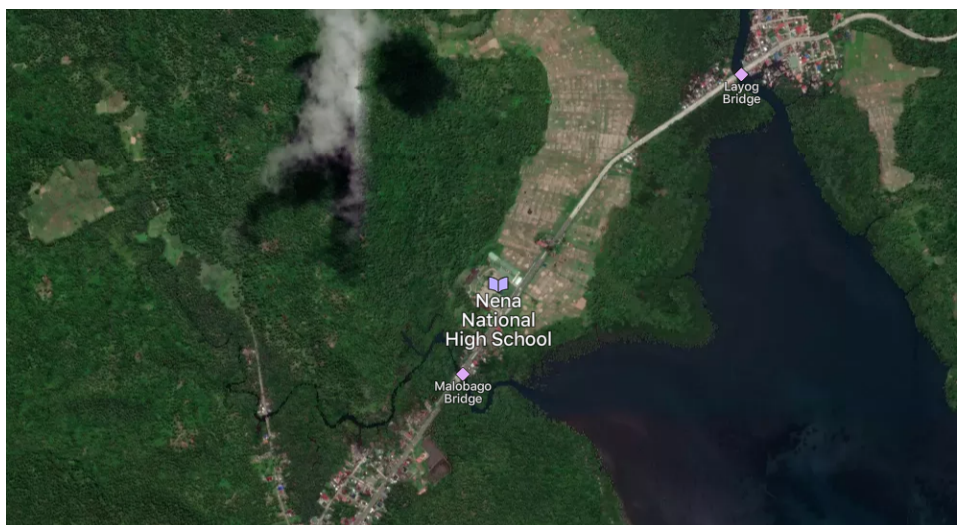


Image 1: Satellite map of the location of Nena National High School

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Respondents of the Study

The respondents of the study were thirty (30) senior high school students from both Grades 11 and 12 of Nena National High School (a combination of learners who are currently taking up oral communication and the ones who took the course in the previous school year).

Bauer and Gaskell (2000) define population as the complete collection of items or persons who are the target of the research. Population is a statistical term that refers to the collection of persons, groups, events or things that the research will focus on.

Sampling Procedure

The sampling procedure employed in this study was simple random sampling where all of the senior high school learners were given equal opportunity to be chosen as the sample.

This method, according to Thomas (2020) is the most straightforward of all the [probability sampling methods](#), since it only involves a single random selection and requires little advance knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity, and be at a lower risk for [research biases](#) like [sampling bias](#) and [selection bias](#).

Research Instrument

The research instrument used in this study was an adapted survey questionnaire which was deemed necessary in identifying the respondents' profile and level of public speaking. The said instrument was adapted from Almonte, et al. (2015) in the book *Celebrating Diversity through World Literature*, composed of three domains: non-verbal, verbal, and content, as major aspects of public speaking competency.

The respondents were assessed according to their level of public speaking skills based on the indicators for each domain through the use of a 5-point Likert scale, where 5-is Very High, 4-High, 3-Moderate, 2-Low, and 1-Very Low Level of Public Speaking Skill.

Measurement of Variables

To come up with meaningful interpretations of data, all variables will be measured according to their nature. Senior High School Learners' Public Speaking Skills will be measured using a five-point Likert Scale, as follows:

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Scale	Range	Interpretation
5	4.21 – 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Average
2	1.81 – 2.60	Low
1	1.00 – 1.80	Very Low

Senior High School learners' academic Performance will be measured using a five-point Likert Scale, as follows:

GRADE RANGE	DESCRIPTION
96-100	VERY HIGH
91-95	HIGH
86-90	MODERATE
81-85	LOW
76-80	VERY LOW

Data Gathering Procedure

Prior to the conduct of data collection, a letter of permission was sought first from the school head of Nena National High School. Once the letter was approved, the researchers met the respondents to inform them about the details of the study at hand. Right after, the survey questionnaire was distributed to the respondents. The following day, the accomplished survey forms were retrieved and further organized. On the other hand, copies of the records of the respondents' first quarterly general average were sought from the advisers, as the main document for their academic performance.

Data Analysis

In order to come up with meaningful interpretations of all information collected from the respondents, data were organized and tabulated for convenient analyses.

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For the descriptive objectives, frequency counts and percentages were utilized. The median will be used considering that the data is ordinal.

To successfully find the existing relationship among the variables, the Spearman correlation was employed. This was deemed appropriate considering that both public speaking skills and academic performance were ordinal variables.

Ethical Consideration

In trying to ensure that the study adhered to acceptable ethical standards, the following considerations were followed:

1. Letter of consent and permission from authorities were secured before administering the questionnaires to intended respondents
2. A consent form was administered to respondents before formally starting with the data gathering.
3. Anonymity was observed while obtaining relevant information. This was done to assure the respondents that all information extracted from them remained confidential.
4. Respondents were informed of their participation in the study and the type of data to be obtained from them.
5. Respondents were made to give consent on the condition that all information derived from the questionnaires and their participation in full volition would in any ways not incur harm or pose any type of risks.

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Chapter IV

RESULTS AND DISCUSSION

This chapter is structured to guide the reader through a systematic exploration of the discovered patterns, correlations, and disparities within the dataset. We navigated through the empirical landscape, scrutinizing the data with a discerning eye and drawing connections that contribute to a richer understanding of the research under investigation. Furthermore, this analysis is positioned within the theoretical framework established earlier, aligning our empirical observations with existing scholarship to situate our contribution within the broader academic discourse.

Table 1. The Age of Senior High School Students

Age			
	Frequency	Percent	Cumulative Percent
15	1	3.3	3.3
16	15	50.0	53.3
17	7	23.3	76.7
18	6	20.0	96.7
19	1	3.3	100.0
Total	30	100.0	

Based on the data presented in Table 1, the age of the respondents ranged from 15 to 19 years old. Out of the total sample population, 50% were aged 16. Meanwhile, 23.3% of the respondents were 17 years old, 20.0% were 18 years old, and both 15 and 19-year-olds make up only 6.6% of the sample population. Therefore, the most common age among the respondents was 16, while the least common were 15 and 19.

Table 2. The Gender of Senior High School Students

Gender			
	Frequency	Percent	Cumulative Percent
Female (0)	18	60.0	60.0
Male (1)	12	40.0	100.0
Total	30	100.0	

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According to Table 2, there were 30 respondents from senior high school. Out of those respondents, 18 were female students while 12 were male students. This implied that 60% of the sample size corresponded to female respondents, whereas 40% corresponded to male respondents.

Table 3. The Public Speaking Skills of Senior High School Students

Public Speaking Skills

Range	Frequency	Percent	Level of Public Speaking Skills
1.00 – 1.80	0	0	
1.81 – 2.60	0	0	
2.61 – 3.40	14	46.7	Average
3.41 – 4.20	10	33.3	High
4.21 – 5.00	6	20.0	Very High
Total	30	100.0	

It is shown in the table that 46.7% which was 14 out of the 30 respondents had an average public speaking skill level. Meanwhile, 33.3% or 12 out of 30 senior high school learners belonged to the high public speaking skill classification. On the other hand, 6 out of 30 learners got a very high level of public speaking, constituting to 20% of the total number of respondents.

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Table 4. Academic Performance of Senior High School Students

Academic Performance

Grade Range	Frequency	Percent	Academic Performance Level
96 – 100	0	0	
91 – 95	16	53.3	High
86 – 90	13	43.3	Moderate
81 – 85	1	3.3	Low
76 – 80	0	0	
Total	30	100.0	

As shown in Table, 53.3% which was 16 out of the 30 respondents had a high level of academic performance; 13 or 43.3% of the sample size got a moderate academic performance. Meanwhile, 1 or 3.3% of the total sample obtained a low academic performance.

Table 5: Relationship between Age and Academic Performance

Variable 1	Variable 2	r-value	p-value	Interpretation
Age	Academic Performance	-.261	.163	Not Significant

Table 5 shows the relationship between Senior High School Learners' Age and Academic Performance. It was hypothesized that there was no significant relationship between the respondents' age and academic performance. The data was analyzed using Spearman correlation to find out the correlation and significance level, the negative r-value (-.261) indicated that there is a weak negative correlation between the two variables. And the p-value (.163) revealed that there was no significant relationship between the variables. Thus, the investigation employed failed to reject the null hypothesis.

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Table 6: Relationship between Gender and Academic Performance

Variable 1	Variable 2	r-value	p-value	Interpretation
Gender	Academic Performance	-.410	.024	Not Significant

*. Correlation is significant at the 0.05 level (2-tailed)

Table 6 on the other hand shows the relationship between gender and academic performance among senior high school students, which was also analyzed using the Spearman correlation. The r-value indicated a weak negative correlation between the variables. As a whole, the data revealed that gender and academic performance are not significantly correlated with each other resulting to failing to reject the null hypothesis.

Table 7: Relationship between Public Speaking Skills and Academic Performance

Variable 1	Variable 2	r-value	p-value	Interpretation
Public Speaking Skills	Academic Performance	.611	<.001	Significant

** . Correlation is significant at the 0.01 level (2-tailed).

Finally, the Spearman correlation was again employed to determine the relationship between public speaking skills and the academic performance of Senior High School students. Results showed that there is a significant relationship between the variables ($r = .611$, $p < .001$), at 0.01 level of significance. Thus, rejecting the null hypothesis.

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CHAPTER V

Summary

The study, titled “Association between Public Speaking Skills and Academic Performance among Senior High School Learners,” is a correlational study that primarily deals with investigating the relationship that exists between public speaking skills and academic performance, as the main variables of the research. Initially, the study took its descriptive aspect as it used frequency counts and percentages to describe the respondents' age and gender which are nominal variables, as well as learners' public speaking skills and academic performance which are ordinal variables. Then, it proceeded to its correlational aspect. The Pearson correlation was run to test the correlation and the significance level between the respondents' age and gender towards their academic performance.

To establish the relationship between public speaking skills and academic performance, the Spearman correlation was employed. Eventually, it was found out that most of the senior high school learners were 16 years old. It was also revealed that 60% of the respondents were female, while 40% were male. In addition, the study showed that the public speaking skills of the senior high school learners were at a high level, and their academic performance was also high.

Furthermore, there was no significant relationship between age and gender in the academic performance of senior high school learners. However, it is worth noting that the public speaking skills of the respondents are significantly correlated with their academic performance.

Conclusions

The following are the conclusions of the study based on the aforementioned empirical findings and results:

1. Many of the SHS student respondents were 16 years old, constituting half (50%) of the sample population.
2. A greater number of female senior high school learners responded to the study. 60% of the sample population corresponds to female respondents, while 40% corresponds to male respondents.
3. In terms of public speaking skills, the SHS student respondents had average, high, or very high levels of public speaking skills. However, 46.7% which is 14 out of 30 respondents were classified on average level.
4. More than half of the SHS student respondents were high achievers as 16 which is 53.3% of 30 respondents had a high level of academic performance. Meanwhile, 43.3% and 3.3% of the sample size had moderate and low levels of academic performance respectively.

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5. The relationship between age and academic performance was not significant. This means that age did not influence the academic performance level of the respondents.
6. The study found no significant relationship between gender and academic performance, indicating that gender did not affect the respondents' academic achievement.
7. There is a significant correlation between public speaking skills and academic performance. This means that high school students with strong public speaking abilities also tend to have high academic performance.

Recommendations

In light of the findings and conclusions made of the study, the following recommendations are offered:

1. Students should be provided with opportunities to develop their public speaking skills, encompassing both verbal and non-verbal communication aspects to enhance academic performance.
2. Teachers are encouraged to integrate teaching aids and materials aimed at enhancing students' public speaking skills. Employing diverse instructional techniques and methods can effectively foster the development of speaking abilities among senior high school students and the broader student body.
3. Policymakers are urged to formulate tasks and learning activities aimed at boosting students' public speaking skills, acknowledging the pivotal role such skills play in fostering academic and career success.
4. Future research endeavors should encompass a more extensive selection of Philippine public high schools, utilizing a larger sample size for the questionnaire survey. It is imperative to include students representing varying levels of academic achievement, specifically targeting those with moderate and low performance.

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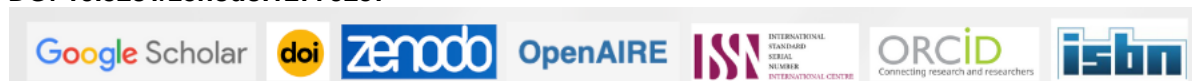
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