

Apprehension and Level of Engagement in Oral Presentation of Senior High School Students: Basis for Desensitization Activity Guide for Oral Communication Class

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Abstract

Oral communication is a crucial skill both for academic success and for navigating real-life situations. However, delivering oral presentations remains a daunting task for students, particularly in the context of Oral Communication classes in Senior High School. Students exhibit signs of anxiety before and during these presentations, which significantly impacts their performance. Thus, this research was conceived to uncover the apprehensions of the students and determine whether these apprehensions impact their level of engagement during oral presentations. This study also aimed to create an activity guide to ease the apprehensions of the students when given a speaking task in their Oral Communication class. The study, being descriptive and correlational, utilized the Pearson r to establish the relationship between the students' apprehension and their level of engagement in oral presentations. After a comprehensive investigation, it was determined that the senior high school students' primary concerns stem from audience, preparation, language ability, and personality traits. In relation to their apprehensions, the students exhibit a moderate level of affective engagement, while their behavioral engagement is notably high, indicating a strong determination and willpower to overcome their emotional responses. Results show that there is no significant relationship between audience and behavioral engagement, audience and affective engagement, preparation and behavioral engagement, and language ability and behavioral engagement. While there is a significant relationship between preparation, language ability, personality traits and affective engagement, and personality traits and behavioral engagement. It was established in the study that when the apprehension is high, the level of engagement is low. Where the apprehension is low, the level of engagement is high. The findings of the study is utilized in the crafting of a desensitization activity guide for Oral Communication class in the Senior High School to minimize the apprehensions of the students and increase their engagement during oral presentations.

Keywords: oral communication, apprehension, behavioral engagement, affective engagement, desensitization, descriptive-correlational, Philippines/Asia