

Investigating anxiety in oral recitation among freshmen BS accountancy students in a Philippine higher education institution

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Abstract - In higher education curriculum, oral recitation is one of the frequent methods utilized in assessing the learnings accumulated by the students throughout the entire topic. Adam (2017; c.f. Adams et al, 2017) stated that oral recitation is a direct, teacher-centred approach in which the instructor asks succinct questions with a predetermined response in mind. Subsequently, it is unavoidable for students to become anxious when they are being asked to recite in front of the class. In this regard, students should identify their coping strategies and techniques on how they will effectively manage their anxiety of oral recitation. The study was conducted in qualitative approach utilizing Interpretative Phenomenological Analysis. A total of 26 participants who are first year college students were selected through the purposive-convenience sampling method. Using thematic analysis, the findings indicated four reasons behind students' anxiety of oral recitation, namely; unpleasant past experiences, self-evaluation, fear of rejection, and lack of preparation and training. Also, based on thematic analysis, five underlying factors that are encountered by the students based on their provided reasons were emerged. The factors were anxious of making mistakes, perfectionism, classroom set-up and environment, linguistic insecurity in English language, and cramming and procrastination. The participants in this research endeavour likewise disclosed their preparations before an oral recitation such as advance reading and crafting possible questions, reminding for having a sure oral recitation, and fulfilling physiological needs for a better performance. Coping techniques during oral recitation to ease their anxiety were also revealed by the participants such as exercising the importance of proper breathing and body gestures and avoiding intrusive thoughts.

Keywords: anxiety, oral recitation, philippine higher education institution, coping strategies, common factors of oral recitation

I. INTRODUCTION

Students' interest and learning outcomes are strongly influenced by an effective teaching method. Teaching technique can be best construed as the type of strategies and techniques used for pedagogy. There are numerous kinds of teaching techniques, depending on what information or skill the instructor is trying to convey, one of which is oral recitation. Oral recitation is the practice of having the entire classification type recite necessary facts, identifications, definitions, theorems, and methods within the education system (Hanlon et al, 2017). It is one approach for teachers to ensure that each student seriously comprehends the learning contents, as well as to expand their awareness and enhance their confidence in standing in front of the entire class. Unfortunately, it is unavoidable for many, if not most, students to become anxious while reciting in front of the class, which has a negative impact on their academic performance (Moneva et al, 2020). But no matter what game changers students might encounter, they must cope with their feelings of anxiety during oral recitation to allow themselves to feel at ease and actively engage in class activities.

According to Ziglar (2018, see Hafizha et al, 2023), recitation is the mother of learning, the father of action, which makes it the architect of accomplishment. In its most basic form, recitation is the action of saying something aloud from memory or a formal reading. Besides, a preparation for actual teaching will not be complete without teachers including two crucial activities, that of conducting recitation and the use of questions in a classroom setting. Even in Higher Education Institutions (HEIs), professors must plan ahead in framing questions which they will use for recitations. Adam (2017) also stated that oral recitation is a direct, teacher-centered approach in which the instructor asks succinct questions with a predetermined response in mind. The repetition of queries from the instructor made the students participate during class hours, giving both a sense of a conducive and successful teaching-learning environment. When a student shares or recites their insights, however, they tend to become anxious sometimes. Considering this, students need to come up with practical solutions on how they will overcome their anxiety of oral recitation. Therefore, researchers aim to find out and evaluate underlying factors encountered by the Accountancy students of Eastern Visayas State University as well as identify their coping strategies with regards to their anxiety during oral recitation.

Students who are anxious whenever they are talking in front of the entire class might struggle with linguistic problems that undermine their self-worth and induce errors in the responses they gave. Munohsamy et al (2015; Kachak & Blyznyuk, 2023; Kenneth et al, 2008) pointed out some factors, including fear of making mistakes, fear of crowds, lack of preparation and confidence, and vocabulary problems, that caused people to feel anxiety in speaking in front of many people. As a result of these factors, students' academic achievement is truly affected. At worst, students' attitudes and productivity were strongly influenced by this anxiety. Aghjani and Amanzadeh (2017) found out that students who are anxious are those students who get lower scores and have poor performance in communication. Students should, however, allow their fears to become their assets. In truth, multiple studies have procured a variety of strategies and approaches that student can utilize to manage their fear of oral recitation. One of these is the study of Calliba in 2017, see Akingbe, 2013), wherein she found out that some students get frustrated when they prepare for the recitation because, suddenly, the professor asks about the topic or case that they have missed to read. He then recommended that students read everything they can about their subject or topic. Abdurahman and Rizqi (2020) also suggest that students should constantly prepare in advance. Preparing for each recitation by working out all of the problems in advance, such as solving problems or presenting material using techniques familiar to them, could be a way for students to overcome their anxiety in oral recitation.

Moreover, assessing the learning comprehension of a student is an extensive fundamental to the learning process of education. With that, it is also important for students to

know their coping strategies by assessing their strengths and weaknesses to overcome their fear of oral recitation. Moneva et al (2020; Toulou, 2008). obtained that students can obtain control over their oral recitation anxiousness by practicing speaking in front of peers or small groups before moving on to larger audiences. By actively talking and listening to their classmates, students can reassess their cognitive understanding of the topic being discussed, thus expanding their knowledge from various perspectives. This actually means that a class itself plays an important role in determining students' academic achievements. Moreover, teachers also must understand the nature of anxiety that is felt by the students (Kauzlarić, 2019). As a result, they will be able to efficiently organize courses for the learning environment, create class activities, and provide learning resources that will encourage participation from the students in all various class-based instructional endeavours.

It has been observed that some students in several public institutions, particularly among freshmen students, have difficulty to completely convey their thoughts and ideas when delivering their personal opinions on a given topic during oral recitation. It is for the reason that students are most afraid of making mistakes when presenting their thoughts in class. Some of them struggle to choose a word to express during oral recitation, which causes their statements to falter and their palms begin to quiver as if they are nervous to stand in the midst of the class. In response to this problem, the findings of this research will provide significant and in-depth results to students, allowing them to become more aware of the factors that cause them to experience anxiety in oral recitation and, at the same time, come up with practical solutions to overcome their anxiety. This study is also valuable to teachers, as it will help them improve or utilize the best approach that could help students lessen their anxiety and have a positive impact on their academic achievement. More importantly, the findings of this study may spread more information about the underlying factors affecting college students' anxiety in oral recitation and will serve as a literature for future researchers that may conduct. Prolonging this study may be done to fill in the gap that may give practical solutions for more students to overcome their anxiety in oral recitation.

Succeeding studies sought to identify only the impact of anxiety in oral recitation on students Raja (2017) while some delved into determining the coping strategies utilized by students to deal with their anxiety during oral recitation (Villar, 2010). The current study, however, will have two objectives. First is to determine the reasons and factors for first-year accountancy students' anxiety during oral recitation. Lastly, the study is also prompted by the need for more definite knowledge concerning the strategies or preparations that should be employed by the students to overcome their anxiety of oral recitation. Specifically, this study seeks answers to the following questions: (a) What are the reasons of the students' anxiety towards oral recitation? (b) What are the underlying factors encountered based on the provided reasons by the students? (c) What strategies do students employ to overcome their anxiety of oral recitation?

II. METHOD

2.1 Research Design

As a result of understanding the objectives of the study and exploring previous related literature, a qualitative research method was utilized in this undertaking. According to Bhandari (2023), qualitative research is used to understand how people experience the world. It involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. Hence, qualitative research is the most suited method for this undertaking as the study aims to determine the factors that trigger anxiety of students in oral recitation in higher education context. At the same time, the study utilized Interpretative Phenomenological Analysis (IPA). It is a qualitative approach which aims to provide detailed examinations of personal lived experience (Smith & Obsorn, 2015). This specific method provides detailed information regarding the anxiety experiences by students in oral recitation in higher education context and became an avenue for the researchers to examine its factors to enunciate

conclusion with an ultimate accuracy.

2.2 Research Instrument

In this research undertaking, semi-structured interviews were utilized by the researchers to stimulate the respondents for them to reflect on their reasons and as well as coping strategies with regards to their anxiety of oral recitation. According to Bernard (2010) semi-structured interviews provide a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. With this regard, the interview guide consists of three parts namely: preliminary activities, interview proper and closing. In the preliminary activities, researchers greeted the participants, introduced themselves and explained the importance of the research being conducted. In interview proper, the researchers asked the following questions: Have you ever experienced any anxiety or fear during oral recitation? If yes, how did you feel when you were asked to recite in front of the class? What were the reasons why you experienced anxiety in oral recitation? What specific factors contributed to the reasons mentioned in experiencing anxiety in oral recitation? What were your preparations or strategies to ease and effectively handle your anxiety before and during oral recitation? Do you believe that your coping strategies will help you to overcome your anxiety in oral recitation and as well as can contribute to your academic success?

In closing, the researchers expressed their gratitude to the participants for their time and assured them that their confidentiality will be protected throughout the study. Before conducting the interview, the interview questions were validated by an English faculty in the university. Researchers believe that the content of the interview guide questions could be confidentially free from erratum since an English faculty has an expertise in the realm of that field and in research. Hence, the findings should be governed by the researchers to have prudent conviction and in drawing conclusion of this undertaking.

2.3 Data Source and Participants

The participants of the study must be bona fide students in a Philippine University, first-year students of Bachelor of Science in Accountancy, and a regular student of the said course program. These inclusions cited are the requirements to be qualified as a participant in the study. On the other hand, the exclusions are the students who have experienced competing in extemporaneous and impromptu speeches, debates, and pageants. They are excluded from being qualified as a participant in the study for the reason that they are already skilled in terms of oral recitations. This sampling technique is called purposive sampling or judgement sampling, wherein the researchers select the participants based on their qualities and characteristics that are needed in the study. In other words, the researcher identifies the individuals that are proficient and well-informed with a phenomenon of interest and will better be able to assist with the relevant research (Etikan et al, 2016).

Out of the seventy-one (71) first-year accountancy students, researchers conveniently select twenty-six (26) participants that are qualified for the interview from the two (2) sections, namely, BSA-1A with 39 students and BSA-1B with 32 students, creating two sections with thirteen (13) participants each. Researchers decided to seize up to 26 participants only since 25 to 30 is the most recommended sample size for this research method (Dworkin, 2012). Also, only those were available and willing to be interviewed during the data gathering process were considered participants in this undertaking. This research endeavour therefore employs purposive-convenience sampling since, upon looking for the participants, researchers asked them first if they have ever felt anxious during oral recitation and if they are available as well. The researchers conducted their face-to-face interview at the College of Business and Entrepreneurship building inside the University.

2.3 Data Collection and Analysis

After asking permission, researchers conducted their face-to-face interview right away with the respondents involved in the sample size, made sure that the venue was quiet and that the interviewee felt confident that privacy and confidentiality will be maintained. Students who were interviewed face-to-face were audio-recorded with the permission of the participant. Furthermore, the consent form was provided which includes the privacy of the participants, the

confidentiality of the answers and other necessary agreement about participants' responses. The study ensured that the data collected from participants was used solely for the purpose of the study and will not be used against the participants. Researchers also took brief notes during the interviews to record key phrases. Only the researchers have access to the audio, transcripts, and field notes, which were maintained in a locked file and disposed of at the completion of the study. The data gathered from the respondents were then recorded, analyzed, and interpreted using appropriate analysis that answers the research questions.

In data analysis procedure, the researchers utilized thematic analysis. It is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail Braun and Clarke (2006). The main focus of this study is to describe the common factors that affect the anxiety of students in oral recitation, the researchers categorized these factors into themes and describe those themes one by one to come up with general understanding about how a certain factor trigger the anxiety of the students. A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set (Braun & Clarke, 2006). Thematic analysis is the most suited analysis that would help researchers sort out and organize the common factors that affects anxiety. To analyze data using thematic analysis, the following phases were followed in accordance with Braun and Clarke (2006): familiarizing data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes and producing report. Furthermore, after the transcription procedure, the data was coded. As stated in Saldaña (2016) code in qualitative inquiry is most often a word or short phrase that symbolically assign a summative, salient, essence-capturing, and/or evocative attribute for a portion of language- based or visual data. In the first cycle coding, the coded method used was *vivo* coding in which the researchers manually examine the data to gather important responses and formulate codes based on the responses. In second cycle, axial coding was utilized to look in the data and linked the data that are related into categories. Lastly, the eclectic coding in which utilized to select the core category of the data or the emergent theme of the study necessary in describing the result of the study.

III. RESULTS AND DISCUSSION

The current study aims to investigate the reasons of the students' anxiety in oral recitation This study has the goal also to identify underlying factors that contribute to this anxiety to devise effective strategies for reducing its prevalence and severity. This particular section deliberates the findings drawn based on the research questions that would analyze the reasons behind students' reluctance and anxiety towards oral recitation, underlying factors contributed to students' anxiety in oral recitation, and strategies or techniques that these students have employed before and during oral recitation.

3.1 Reasons Behind Students' Reluctance and Anxiety in Oral Recitation

Based on the responses provided by the students, researchers in this study identified four emerging themes that explain the reasons for their anxiety in oral recitation. These themes were named: (1) Unpleasant past experiences, (2) Self-evaluation, (3) Fear of rejection, and (4) Lack of preparations and training. These were the explanations provided by the students to explain their anxiety when they engage in oral recitation supported by the findings of other studies.

(1) Unpleasant Past Experiences

One of the dominant themes revealed by the participants is about their past experiences including some bad evaluations and comments from their teachers and other authorities which resulted for them to have a trauma and anxiety when doing oral recitation. The two following samples corpus identified their traumatic memories and the bad times when they were in grade school. It can be deduced in the following excerpts.

"One time, I was asked by my teacher about our topic, so I have no choice but to recite. When I started talking, I heard some laughs about my response. Starting

then, I have this trauma to volunteer to recite. Now, I just wait that my name will be called unlike before which was voluntarily." (S13)
"When I was in elementary, I was bullied then I had trauma sharing my thought after that experienced." (S12)

The student experienced instances of ridicule and bullying, resulting in trauma associated with sharing thoughts and speaking in front of others. The fear of being judged or laughed at contributes to their lack of confidence and reluctance to participate voluntarily. The findings are supported by the study of Villar (2010) wherein previous unpleasant experience is one of the factors that were attributed by the beginning Filipino students to explain the anxiety they foresee when they engage in oral communication. Furthermore, previous unpleasant experiences explain the fear that the students feel in relation to the bad experiences with their teachers or events from the students' past.

(2) Self-Evaluation

Students who have anxiety in oral recitation express on how they assessed themselves, including their feelings of insecurity and doubting their own capabilities, which leads to poor self-esteem. The two following samples from the responses depict how the participants identified their own boundaries in oral recitation. The following responses highlighted the said arguments.

"I will say that my lack of confidence really contributed on my anxiety whenever I am reciting in front of the class. Even though there were instances that I did not know the topic being discussed, I am confident enough to recite and talk to a lot of people, I think I could say what I wanted to say." (S26)
"I feel like socializing is not my thing, and I am not comfortable speaking in crowded areas. But, if the set-up is one on one with the teacher, I much okay with that." (S11)

The student's lack of confidence has a profound impact on their anxiety levels when it comes to participating in classroom discussions or engaging in public speaking. This lack of self-assurance stems from negative experiences and a fear of making mistakes or being judged by peers and teachers. Self-valuation is one of the factors that were attributed by the beginning Filipino students to explain the anxiety they foresee when they engage in oral communication (Villar, 2010). It relates to the student's anxiety of how they perceived themselves, including feelings of insecurity about their looks and self-worth, being overly self-conscious, and worried that others might make fun of them.

(3) Fear of Rejection

The student's anxiety is driven by the fear of providing incorrect answers. The fear of being judged by peers and the teacher hampers their willingness to speak up and participate actively in class. The participants revealed that when they experience anxiety about giving incorrect answers, they may become hesitant to speak up or contribute to classroom discussions. They may fear embarrassment or ridicule from their classmates if they make a mistake. This finding relates with Villar (2010) wherein rejection is one of the factors that were attributed by the beginning Filipino students to explain the anxiety they foresee when they engage in oral communication. The rejection relates to students' concern about the audience's unpleasant reaction, about the audience's reluctance to listen and to believe them, and about making mistakes in front of other people. The following excerpts shows these insights.

"It's because for instance, I was called, what if I recite the wrong answer, what if I say the wrong things or pronounce the word incorrectly and everyone laughed about it." (S1)
"...what if my answer is wrong, I'm afraid that the teacher would not respond in a friendly way and he or she would judge me in front of the whole class, ..." (S7)

The common content of their responses is their fear of rejection that includes the fear of making mistakes and the fear of disappointments and judgements from other people. They may fear embarrassment or ridicule from their classmates if they make a mistake. Similarly, the thought of disappointing their teacher or receiving criticism can further intensify their anxiety (Villar, 2010).

(4) Lack of Preparations and Training

One of the emergent themes revealed by the participants is their lack of preparations and training. It involves not having enough time to prepare due to conflict of schedule and new class set-up, also having insufficient personal skills due to a lack of public speaking experience and less engagement inside the classroom. The two following samples reveal their reasons as to why they develop anxiety in oral recitation. It can be noted in the following responses.

"I think it would be lack of experience and exposure because I am not comfortable talking in front of various people, and I am not used in joining public speaking since when I was in grade school. Also, the way I speak. I am not good at organizing my insights." (S9)

"Since we already have a lot of subjects, I do not have time sometimes to study in advance. Plus, I do not like to read, especially during online class. It is like I feel embarrassed that I have not had enough time to read much about the topic." (S14)

The students attribute their discomfort in speaking in front of others to a lack of experience and exposure to public speaking. Insufficient opportunities to practice public speaking and a lack of familiarity with organizing thoughts effectively contribute to their anxiety. The findings are supported by the study of Villar (2010). According to their paper, preparations and as well as training and exposure were two factors that were attributed by the beginning Filipino students to explain the anxiety they foresee when they engage in oral communication. According to his study, students' anxiety is related to the amount of work that they put into preparing for their speeches, including knowledge about the topic, preparation, and research. It also included that deficiency in preparation could cause distress to the students. The study also found that the amount of training and exposure of the students in oral communication is connected to their level of anxiety. Lack of experience and adequate preparation increases the students' anxiety.

3.2 Underlying Factors Provoking Students' Anxiety in Oral Recitation

Researchers have found out several factors that emerged from the responses of the respondents. These factors highly contribute to anxiety experienced by students in oral recitation context. The themes include: (1) anxious of making mistakes, (2) perfectionism, (3) classroom set-up and environment, (4) linguistic insecurity in English language and (5) cramming and procrastination.

(1) Anxious of Making Mistakes

Based on the responses gathered from the respondents, one of the major themes that triggers the respondents' anxiety is being anxious in making mistakes. As a result of such beliefs, an individual who has such fears of being negatively evaluated will avoid social contexts (Rapee & Heimberg, 1997). The researchers agree that student who are afraid of criticism are more likely to avoid social context as it triggers their anxieties and fear to commit mistakes.

"Just like what I've said, I am afraid to disappoint people who believe in me. They have nice impression on you and all of a sudden there is a factor, or there's something that could ruin your credibility on them because of wrong answer. Though, a superficial reason but if you have the experience then it would be a burden to you, you will be afraid." (S16)

This response specially expressed how impression of others may totally change the perception of people towards the student. Thus, it affects the anxiety of students when reciting. It follows that individual who are highly sensitive to fear of negative evaluation are more likely

to feel anxious in social situations where there is a possibility of others evaluating their performance.

(2) *Perfectionism*

Another factor that emerged in the study was critical self-evaluations and concerns regarding others' evaluations where the respondent does not allow his/herself to make single mistake. It further revealed that when the student does made mistake, the respondent would be embarrassed. Flett and Hewitt (2014) concluded in their study that people prone to social anxiety perceived perfectionistic pressures and expectations, yet they also felt a sense of personal inadequacy in terms of being able to meet these expectations and standards. This was revealed in the following response.

"I think major factor is that I am a perfectionist person, I don't want to have mistakes, and at times when I am talking, I tend to stutter, so really feel nervous. I don't know when I am saying the right words, then I'd be embarrassed in front of my classmates and teacher, that's why I feel that way." (S3)

It can be deduced from the response that students suffer anxiety due to fear of not meeting the standard set on themselves, a similar finding in Philip (2020) study wherein one of the most common factors that leads to anxiety is perfectionism. It is often a belief for them that if they are perfect, perhaps then they will be enough, and more classmates and teachers will try to praise them and give them a higher grade.

(3) *Classroom Set-up and Environment*

Students' relationship with one another and their attitude are some notable factors why they are being anxious in reciting in front of the class. According to Moneva et al (2020), students feel anxiety when they are reciting something in front of the class and affect their learning because cannot express their thought clearly but not because of the presence of many students. However, the researchers argue that rocky relationship of students within the class triggers the anxiety of students in class and ultimately affects performance due to the pressure and the relationship of the students in the classroom.

"So, the factors include the environment, for example in a class everyone has different attitude, sometimes you have rocky relationship with some of your classmates or there is backstabber in the class, so first the environment..." (S5)

It can be observed from the above corpus that a classroom set-up and environment play a pivotal role towards students' behavior, including their performance inside a classroom setting. Students with incompatible relationship inside classroom tend to pressure themselves and set competition within themselves in answering the recitation to avoid embarrassment. One of the studies from Kinbridge Behavioral Health revealed that, students who perceived their classroom environment to be competitive had 69% add of anxiety.

(4) *Linguistic Insecurity in English Language*

Language fluency has been one of the insecurities of students when reciting especially on English language. Filipino students used English language as second or even third language. In this sense, most students are not fluent speaking in English especially those who were not exposed to verbal training. As a result, it triggers students' anxiety when doing an oral recitation. The said argument can be noted in the following corpus.

"...As well as English fluency such as I'm worried about being not able to deliver the answer well because I am not fluent in English, or I find myself embarrassed about my grammar and pronunciation." (S7)

Moreover, the notion that students with lower English language fluency tend to be less engaged in university classes, specifically during an oral recitation. Liu (2007) said that speaking

anxiety represents a pervasive detrimental factor which leads to low performance in both speaking skills and oral performance. Thus, students are unable to fluently verbalize answers in oral recitation results to low performance.

(5) Cramming and Procrastination.

Students' responsibility occurs when they take an active role in their learning by recognizing they are accountable for their academic success (Somers, 2007). However, students sometimes could not absorb all the lessons taught by their professors. It resulted them to study at the last minute or not even read information from the said topic which is another factor that affects the anxiety of the students. It is revealed that the more the student is unprepared, the more they experience anxiety in oral recitation. The following excerpts highlighted the said arguments.

"I think, I am not fond of studying so when I study, it usually covers all the topic, just few hours before the time for that subject. I am forgetful, I easily forget, I need to repeat before I could totally understand and remember." (S18)

From the reasons above, it showed vividly that lack of preparation affected their anxiety in speaking class, particularly presentation. Many previous studies stated that preparation became one of major factors that made students anxious. Zeidner and Matthews (2011; Utomo, 2018; Wahdaniyat, 2015; Watkins, 2014) also mentioned "preparation", in their top lists how to overcome anxiety. Hence, lack of preparation becomes one of the issues contributing to students' anxiety in oral recitation.

3.3 Preparations in Handling Students' Anxiety Before Oral Recitation

Researchers steer up three themes based on the participants' responses that explain the preparations of the students before an oral recitation to manage their anxiety. These themes were named: (1) advance reading and crafting possible questions, (2) sense of accountability and commitment, and (3) fulfilling physiological needs for a better performance.

(1) Advance Reading and Crafting Possible Questions

Preparing before an oral recitation such as reading the topic in advance assists students find the most efficient way in handling their anxiety in oral recitation. It allows them to thrive and be confident, as if they have prepared properly and are going to succeed. The aforementioned argument can be deduced in the following response.

"What I usually do if there will be an oral recitation, I will read everything and once I'm done, I usually form possible questions on my own. I do outline based on the possible questions I created." (S7)

The above response showed how crucial preparation is for dealing with participants' anxiety before oral recitation. The findings of Abdurahman and Rizqi's study (2020), which correlates to the present study, imply that students should continually prepare in advance. This result is consistent with the participant's response in the current study. Students might be able to overcome their fear of oral recitation by preparing for each recitation by working out all of the problems beforehand, such as solving problems or creating possible queries and answering them beforehand.

(2) Sense of Reminding Oneself for Having a Sure Oral Recitation

Students setting out to accomplish the tasks they said they will do is beneficial towards handling their anxiety of oral recitation. The importance of figuring out that there will be an oral recitation prompted students to become accountable on how they will manage their anxiety. The following corpus will highlight the said argument.

"I kept telling myself that there will be an oral recitation, that I will be called and talked in front of the whole class, and so I need to read and understand the topic that will be discussed by the professor." (S10)

The necessity of reminding oneself that there will be an oral recitation was underlined in the second corpus, and that motivates them to prepare and utilize their abilities to handle their anxiety during an oral recitation. This notion is supported by a study of Eric and Wetherell (2011), who claimed that even when things do not go as planned, a sense of accountability and commitment would serve as motivation to assist students retain their attention and successfully manage their anxiety in an oral delivery.

(3) Fulfilling Physiological Needs for a Better Performance

Students who have anxiety in oral recitation found out that their habits and needs such as listening to music while studying and eating foods before the start classes are indeed beneficial towards handling their anxiety. This actually implies that physiological habits play a major role towards the academic performance and as well as behavior of the students. The following excerpts shows these insights.

"Before oral recitation, I do eat. I like it before recitation. I want to be full or else I will have stomach aches, or to listen music and relax just few hours before oral recitation. I would stop then chill so that I would not be nervous during oral recitation." (S18)

The last response provided discussed the students' needs and habits before a crucial activity, an oral recitation, to be precise. It demonstrates the physiological aspects of students that might contribute to their academic success. Pupils and students who eat breakfast perform better in a crucial academic activity (Richardson, 2020). Withal, having background music can help students focus and improve their memory, and this phenomenon is called the 'Mozart Effect' proposed by Rauscher in 1993. This primarily entails that this approach can be employed to effectively manage students' anxiety in oral recitation.

3.4. Students' Coping Techniques During Oral Recitation

Based on the responses provided by the participant, researchers in this study procured two emerging themes that deliberates the coping strategies utilized by the students to effectively handle their anxiety during oral recitation. These names were named: (1) exercising proper breathing and body gestures and (2) avoiding intrusive thoughts.

(1) Exercising Proper Breathing and Body Gestures

Coping strategies help students reduce their anxiety in a variety of situations, including oral recitations. Applying appropriate strategies helps them to participate actively inside the classroom and results in more accurate responses without stuttering during recitations. One of these strategies that have emerged was the importance of doing proper breathing and body gestures. The following response identified one of the coping strategies of the participants.

"If you are informed beforehand, study so that you will not be nervous. There are also regiments to do before like shaking of hands, exercise proper breathing, inhale, and exhale, or think of happy thoughts, just try to distract yourself from that." (S5)

Students' experiences taught them numerous techniques on how to deal with their anxiety during oral recitations. The findings were supported by the study of Nurahman et al (2023) wherein positive thinking is one of the strategies that the students apply in doing various activities to reduce their anxiety when speaking English, to feel more prepared, and to be calmer. In addition, using these strategies helps the students to gain more confidence and to improve their capacity to communicate.

(2) Avoiding Distractions and Intrusive Thoughts

Students who maintain their focus learn the material they have studied more quickly. Concentration makes it easier for students to make better use of their resources, deal with oral recitations' questions more effectively, and it is less likely that they will miss important information. In essence, hindering distractions made it easier for students to commence their answer from the question provided by the professor and maintain their focus until it will be finished. This implies that in order to identify key ideas and completely comprehend the substance of their responds, students must be able to maintain concentration when reciting in front of the class. The following excerpts highlighted the mentioned arguments.

“Usually, I hold my own hands, then clear my mind and avoid or inserting any distracting thoughts in my mind. Also, I try to read the expressions of the teacher to detect how to approach certain question.” (S5)
“While during, I usually tell myself that I need to calm and focus on my thoughts so that I will not stutter nor have a mental block while I am talking.” (S26)

The above response relates and supports the findings of Fjorback and Walach (2011) mindfulness-based stress reduction and mindfulness-based cognitive therapy: A systematic review of randomized controlled trials. The study provides several techniques and strategies that are helpful in reducing anxiety in various contexts. Two of the techniques provided were breathing deeply and slowly and reminding yourself that you are prepared and that you can do this. The last technique mentioned correlates to the findings of the study, the positive thinking as their coping strategies.

IV. CONCLUSION

This research endeavour aims to identify the underlying factors that affects the Filipino students' anxiety towards oral recitation. Although the findings were drawn from the perception and experience of limited numbers of participants, all the gathered data were sufficient to provide adequate findings for the study. Based on the findings of this research endeavour that were also supported by previous studies, it can be agreed that filipino college students still experienced to become anxious when sharing or reciting their thoughts and response in front of the whole class. The findings revealed that Filipino college students experienced numerous factors and reasons such as their unpleasant experiences, fear of being rejected, lack of preparation, classroom set-up and environment which affects them to become anxious during an oral recitation. Students' coping techniques and preparations before and during oral recitation like reading the topic in advance and maintaining their focus while reciting play a crucial role in assisting students to find the most efficient way in handling their anxiety in oral recitation. Applying the said strategies helped them to engage actively in any related class activities and achieved their academic success.

After the findings and formulation of conclusions, several recommendations revealed based on the data and literature of the study. To students, the study found out several reasons why the students suffers anxiety. There were personal factors, classroom factor, teachers, and some external factors that could really triggered anxiety. One of the ways to handle anxiety effectively is develop self-confidence and self-esteem in facing uncomfortable situations. Most importantly, to be prepared during oral recitation such as early preparations, practice and trainings and to instill positive outlook towards every given situation. To the future researchers, this study may serve as basis to further look into different reasons why students experience anxiety such as outside classroom context. The future study may also opt to look into the short-term and long-term effects of anxiety to students' academic performance.

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