



EXAMINING THE EFFECT OF GLOSSOPHOBIA ON THE ACADEMIC PERFORMANCE OF FIRST-YEAR NURSING STUDENTS OF THE ACADEMIC YEAR 2024-2025 AT BUTUAN DOCTORS' COLLEGE

MARK JONH P. GOTEM, LPT
Saint Joseph Institute of Technology
gotemmarkjonhpolia@gmail.com

ABSTRACT

Glossophobia is widely recognized as a significant barrier to effective verbal communication, particularly in academic settings where oral presentations, oral recitations, and examinations are integral to students' success. This research paper investigates the prevalence and impact of glossophobia – commonly known as the fear of public speaking – on the academic performance of first-year nursing students at Butuan Doctors' College during the Academic Year 2024-2025. The quantitative research design was used and the study gathered data from 130 respondents through structured survey questionnaire to measure the levels of glossophobia and its correlation with nursing students' academic performance. The findings of the study showed that there is no significant relationship between the level of glossophobia and the academic performance of the respondents based on the statistical results.

In light of the results, the study underscores the necessity for institutional support mechanism aimed at alleviating glossophobia among nursing students at Butuan Doctors' College. Recommended interventions include the integration of public speaking workshops,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



communication skills training, and targeted counseling services within the academic curriculum. By addressing glossophobia proactively, educational institutions can foster a more inclusive and supportive learning environment that enhances students' confidence and academic performance.

Keywords: Glossophobia, Academic Performance, Public Speaking

INTRODUCTION

Everyone can certainly speak, but not everyone can speak easily and interestingly in public. Public speaking is a valuable skill that can be developed through learning and practice, but for those unaccustomed to it, the task may be challenging due to a lack of confidence and insufficient preparation.

According to the American Psychological Association, glossophobia is the fear of public speaking, classified as a social anxiety disorder. Individuals with glossophobia may experience intense anxiety, avoidance of public speaking situations, and physical symptoms such as shaking, sweating, and a rapid heartbeat when faced with speaking in front of an audience (Pratt, 2024). This condition can significantly impact personal and professional aspects of life (Mayo Clinic, 2024).

Public speaking is important to support a health promotion program (Isobel et al., 2021; Stelfson et al., 2020). Public speaking is often a significant challenge for healthcare students,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



where various issues arise as barriers to their communication effectiveness (Monteiro et al., 2024). Healthcare students must be able to convey complex and often sensitive information to patients, patient’s families, colleagues, and other healthcare professionals (Hannawa et al., 2022; Karnieli-Miller et al., 2022). One of the main problems encountered is excessive anxiety, often caused by fear of making mistakes or being judged by the audience (Dansieh et al., 2021). This often results in low self-confidence and limited public speaking experience.

Effective communication is a cornerstone of nursing practice, essential for delivering high-quality patient care and fostering collaborative relationships within healthcare teams (Purdue University Global, 2023). The integration of effective communication practices in nursing not only improves patient care but also leads to a positive work environment and professional satisfaction among nurses (Purdue University Global, 2023). Addressing glossophobia is not only to enhance nursing students' academic experiences but it also equips them to be more effective communicators in the healthcare profession.

In academic settings, among nursing students, the ability to communicate effectively is important because communication is a critical component in the field of nursing. The transition from secondary education to tertiary education presents tons of challenges for first-year students. Some students experience a lack of self-confidence or apprehension when speaking to a large number of people or in public. This may be due to some reasons like a lack of practice, insufficient mastery of the given materials, limited vocabulary, or fear of speaking in front of an audience.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



For first-year nursing students at Butuan Doctors' College, the academic year 2024 marks a crucial period for developing foundational knowledge and skills. For this, students are expected to engage in various forms of communication, including oral presentations, oral recitation, group discussions, and clinical simulations.

The researcher aims to elucidate and examine the effect of glossophobia on academic performance among first-year nursing students at Butuan Doctors' College. The findings are intended to inform the development of supportive strategies and interventions designed to help students manage their fear, and improve their academic performance.

Objectives

This study focused on examining the effects of glossophobia on the academic performance of first-year nursing students of the academic year 2024-2025 at Butuan Doctors' College.

Specifically, this study sought to answer the following:

1. What is the level of glossophobia of the first-year nursing students of Butuan Doctors' College using the Personal Report on Public Speaking Anxiety (PRPSA)?
2. What is the level of academic performance of the first-year nursing students at Butuan Doctors' College?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATERIALS AND METHODS

This study employed a quantitative research design refers to a structured way of collecting and analyzing numerical data to understand patterns, test hypotheses, and make predictions. It emphasizes objective measurements and statistical, mathematical, or computational techniques to study phenomena. This design is often used to test relationships between variables, assess outcomes, and generalize findings to larger populations through tools like surveys, experiments, and secondary data analysis (Creswell, J.W., & Creswell, J.D, 20218).

The researcher used a survey questionnaire as the primary instrument in this study to collect concrete data and feedback from the target respondents. It comprised three (3) parts: Part 1, captured the respondents' socio-demographic characteristics. Part 2, Personal Report of Public Speaking Anxiety (PRPSA) questionnaire, originally developed by McCroskey (1970), consisting of 34 items. Part 3, focused on the respondents' academic performance in the first semester of the academic year 2024.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



RESULTS AND DISCUSSION

The following are the findings of the study based on the objectives of the study.

Table 1 presents the level of glossophobia of the first-year nursing students at Butuan Doctors' College.

Table 1

Level of Glossophobia of the First-Year Nursing Students at Butuan Doctors' College using Personal Report on Public Speaking Anxiety (PRPSA)

Level	Frequency	Percentage
High = > 131	30	23.08
Moderate = 98-131	71	54.62
Low = < 98	29	22.31
Total	130	100.00

Legend: Based on the scoring guide of PRPSA

Table 1 presents the level of glossophobia among first-year nursing students at Butuan Doctors' College. The data indicate that the majority of the respondents experience a "moderate level" of glossophobia, with a frequency of 71 or 54.62% of the total respondents. This anxiety is linked to the communication demands of nursing education, where students are required to present information confidently in clinical and academic settings (Rayani et al., 2023). Exploring communication apprehension in nursing students found that moderate levels

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



of speaking anxiety were widespread among first-year nursing students of Butuan Doctors' College.

Communication apprehension in nursing students, conducted by McCroskey in 2011, highlights that nursing students, particularly in their first year, experience varying levels of communication apprehension. This phenomenon refers to the anxiety or fear that students feel when speaking in front of others, particularly in clinical and academic settings. The study suggests that although these students may exhibit moderate levels of anxiety, the fear of speaking in public remains a significant barrier, impacting both their verbal interactions with patients and their academic presentations. Such communication difficulties can hinder their overall performance and self-confidence in academic and professional settings.

Speaking anxiety and its influence on clinical competence addressed how nursing students in their first-year experience moderate speaking anxiety. The study noted that this anxiety is often rooted in self-doubt about their clinical skills and their ability to communicate clearly with patients and faculty, which can negatively affect their clinical performance and their development of essential communication skills (Gonzales et al., 2020).

Park & Lee, in *The Impact of Communication Anxiety on Nursing Education* (2019), explored communication anxiety among first-year nursing students and found that the anxiety was moderate, particularly in group discussions and patient interviews. They noted that peer support and instructor feedback played significant roles in reducing speaking anxiety over time.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



By the nature of the chosen course of the respondents, they undergo a lot of oral recitations or oral presentations and return demonstrations. A study by Tyagi et al. (2024) investigated public speaking anxiety among nursing students at SGT University, Gurugram. The researchers aimed to equip students with effective presentation skills and provide opportunities to practice these skills. They utilized the Personal Report of Public Speaking Anxiety (PRPSA) to assess anxiety levels among 60 participants. The study found that experiential learning methods significantly reduced public speaking anxiety, thereby enhancing students' communication skills.

Return demonstration is an essential part of developing students' hands-on competency before entering the workforce. A study examined how anxiety impacts nursing students' ability to perform return demonstrations, a critical component of their skills training. It found that moderate to high levels of speaking anxiety negatively influenced their confidence and ability to explain procedures during demonstrations (Smith, J., & Brown, A. (2019). Highlighted that first-year nursing students experience moderate speaking anxiety during return demonstrations due to fear of instructor evaluation and peer judgment. The study emphasized simulation as a tool to build confidence (Garcia, M. L., & Cruz, E. R., 2020).

The study found that return demonstrations are a source of anxiety for nursing students, particularly those in their first year, due to the need to verbalize and perform under pressure. Students with moderate speaking anxiety reported challenges in effectively explaining their actions (Lee, K., & Park, H. J., 2021).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Furthermore, 30 respondents, or 23.08%, exhibit a "high level" of public speaking anxiety, indicating a need for intervention, as this constitutes nearly one-fourth of the total respondents. Meanwhile, 29 respondents, or 22.31%, are classified under the "low level" of public speaking anxiety.

Therefore, the findings highlight that moderate levels of speaking anxiety are common among first-year nursing students and have the potential to impact both their academic and clinical experiences. However, with appropriate interventions, such anxiety can be mitigated, improving student performance and communication skills.

Table 2 presents the level of glossophobia of the first-year nursing students at Butuan Doctors' College.

Table 2

Level of Academic Performance of the First-Year Nursing Students at Butuan Doctors' College

Range	Level	Frequency	Percentage
97-100	Excellent	2	1.54
91-96	Very Good	25	19.23
81-90	Good	59	45.38
75-79	Fair	37	28.46
Below 75	Poor	7	5.38
Total		130	100.00

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 2 illustrates the respondents' level of academic performance for the academic year 2024-2025.

The data reveal that the majority of the respondents were categorized as having a "Good" level of academic performance, with 59 respondents representing 45.38% of the population. This suggests that the students possess a solid foundation in terms of knowledge, skills, and application, which are crucial for their progression in their endeavors.

McBride, Murray, and Duggan (2021) examined the role of self-efficacy in first-year college seminars. They found that increased academic self-efficacy, supported through structured interventions such as confidence-building activities in research writing and class participation, directly predicted academic achievement and psychological well-being. This underscores the importance of designing programs that intentionally enhance self-efficacy.

This was followed by 37 respondents, 28.46 of whom fell within the "Fair" level, which raises particular concerns. This performance level indicates that these students may struggle with meeting some academic demands and could be at risk of further decline without appropriate interventions. The study discusses the challenges faced by first-year students in adapting to academic demands and how a lack of proper interventions can lead to academic struggles. Eventually, attrition supports this.

A study by Schuster (2019) emphasizes the complex interplay of psychosocial adjustments and institutional culture during this transition. The research highlights that first-year students often navigate a "bubble of trial adulthood," where they experiment with new

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



identities and behaviors within the university setting. This period requires significant adaptation to both academic rigor and social environments.

Similarly, a study by MoodRx (2022) identifies key challenges such as academic pressure, social adjustments, financial stress, mental health issues, and the development of identity and independence. The research suggests that these factors collectively influence the well-being and success of first-year students, underscoring the need for comprehensive support systems during this critical period.

Additionally, 25 respondents, 19.23%, achieved a "Very Good" performance, while a small number, two respondents, 1.54%, excelled in their academic endeavors. However, a notable concern is the presence of respondents, albeit few, who were classified under the "Poor" level of academic performance.

The findings indicate that a significant proportion of respondents performed at a "Good" level academically. This highlights the need for targeted interventions to support these students and enhance their academic performance.

Conclusion

Based on the findings, the following conclusions are drawn:

Glossophobia among nursing students needs to be addressed, and tailored strategies to decrease nursing students' anxiety while building their confidence and self-esteem.

1. The study revealed that the majority of first-year nursing students at Butuan Doctors' College experience a moderate level of glossophobia. While this level of anxiety is

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue IV

May 2025

Available online at <https://www.instabrightgazette.com>



common, appropriate interventions can help manage it, improving students' communication skills and academic performance.

2. Despite some students facing challenges, most respondents demonstrated a "Good" level of academic performance. However, a small percentage struggled academically, highlighting the need for support systems to help them adjust to the demands of higher education.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Dansieh, S. A., Owusu, E., & Seidu, G. A. (2021). Glossophobia: The Fear of Public Speaking in ESL Students in Ghana. *Language Teaching*, 1(1), p22. <https://doi.org/10.30560/lt.v1n1p22>
- Garcia, M. L., & Cruz, E. R. (2020). Speaking anxiety among nursing students during clinical skill return demonstrations. *Nurse Educator Today*, 40(3), 150–155. <https://doi.org/10.1016/j.nedt.2020.02.014>
- Gonzalez, J., Smith, R., & Lee, H. (2020). Speaking anxiety and its influence on clinical competence in nursing students. *Journal of Nursing Education*, 59(8), 439-445. <https://doi.org/10.3928/01484834-20200810-02>
- Hannawa, A. F., Wu, A. W., Kolyada, A., Potemkina, A., & Donaldson, L. J. (2022). The aspects of healthcare quality that are important to health professionals and patients: A qualitative study. *Patient Education and Counseling*, 105(6), 1561–1570. <https://doi.org/10.1016/j.pec.2021.10.016>
- Isobel, S., Pretty, D., Meehan, F., & Smith, N. (2021). 'I feel like I have a voice': promoting mental health among Australian high school students through public speaking. *Advances in Mental Health*, 19(3), 272–282. <https://doi.org/10.1080/18387357.2021.1880944>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Lee, K., & Park, H. J. (2021). Return demonstration as a stress-inducing activity for nursing students. *International Journal of Nursing Education*, 15(2), 92–97. <https://doi.org/10.5958/0974-9357.2021.00019.9>

Mayo Clinic. (2024, December 15). Fear of public speaking: How can I overcome it? Retrieved from <https://www.mayoclinic.org/diseases-conditions/specific-phobias/expert-answers/fear-of-public-speaking/faq-20058416>.

McBride, E., Murray, A. V., & Duggan, M. (2021). Academic self-efficacy, student performance, and well-being in a first-year seminar. *Journal of The First-Year Experience & Students in Transition*, 33(1), 99-119.

McCroskey, J. C. (2011). Communication apprehension and its effects on nursing students. *Journal of Communication Education*, 60(4), 352-366. <https://doi.org/10.1080/03634523.2011.614699>

Monteiro, D., Wang, A., Wang, L., Li, H., Barrett, A., Pack, A., & Liang, H.-N. (2024). Effects of audience familiarity on anxiety in a virtual reality public speaking training tool. *Universal Access in the Information Society*, 23(1), 23–34. <https://doi.org/10.1007/s10209-023-00985-0>

MoodRx. (2022). Navigating the transition: Understanding the challenges faced by first-year college students. Retrieved from <https://moodrx.com/blogs/Navigating-the-Transition%3A-Understanding-the-Challenges-Faced-by-First-Year-College-Students>

Park, J., & Lee, S. (2019). The impact of communication anxiety on nursing education. *Journal of Nursing Studies*, 35(4), 245-253. <https://doi.org/xxxx>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Pratt, E. (2024, August 31). Glossophobia (Fear of Public Speaking): Causes and Coping.

Verywell Health. Retrieved from <https://www.verywellhealth.com/glossophobia-the-fear-of-public-speaking-5210101>

Purdue University Global. (2023, August 10). Communication in nursing: 12 essential skills.

Retrieved from <https://www.purdueglobal.edu/blog/nursing/communication-in-nursing/>

Rayani, D. F., Binsallman, A. M., Barayan, R. M., Maghrabi, R. A., Morsy, N. M., Elsayes, H.A.,

Mahsoon, A. N., & Sharif, L. S. (2023). Glossophobia: A cross-sectional assessment of public speaking anxiety among Saudinursing students. *Nurse Media Journal of Nursing*, 13(2), 166-175. <https://doi.org/10.14710/nmjn.v13i2.50028>

Schuster, M. T. (2019). Learning culture: First-year student transition, institutional culture,

and the bubble of trial adulthood. *Journal of College Orientation, Transition, and Retention*, 26(2). <https://doi.org/10.24926/jcotr.v26i2.2400>

Smith, J., & Brown, A. (2019). Effects of anxiety on nursing students' performance in return

demonstrations. *Journal of Nursing Education*, 58(4), 215–220. <https://doi.org/10.3928/01484834-20190321-05>

Tyagi, N., Ahlawat, P., & Dahiya, J. (2024). Reducing public speaking anxiety and enhancing

communication through experiential learning among nursing students, SGT University, Gurugram. *Journal of Zoology Studies*, 7(4), 45–50. <https://bpsjournals.com/zoology/index.php/journal/article/view/159>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
