

# Intimidating Factors on Communication Apprehension on Grade 7 Students

Lelit A. Repaja<sup>1</sup>, Jay P. Miranda<sup>2</sup>, Krimar Balansag<sup>3</sup>, Jerald C. Moneva<sup>4</sup>

<sup>1,2,3</sup>Student, Jagobiao National High School, North Road, Jagobiao, Mandaue City, Philippines

<sup>4</sup>Teacher, Jagobiao National High School, North Road, Jagobiao, Mandaue City, Philippines

**Abstract:** *Communication apprehension take as courses as part of the core curriculum of a students. It also manifested by the extreme nervousness and tensions towards the students (Stewart &Tassie, 2011). This study entitled, “intimidating factors of communication apprehension on grade 7 student”. This study was in quantitative design. This study aims to assess the communication apprehension of grade 7 student. For the purpose of this study, all the grade 7 student are required to answer the questionnaires in rating scale. Results indicates the intimidating factors of communication apprehension, with 2 questions, the first question categories with the three categories the parental authority, teacher authority, and peer factor, and for the second questions it has 5 statements. It also found out that there is no significant of communication apprehension between the parental authority and peer factor. It can be inferred that there is a significant on communication apprehension on teacher authority. Intimidating factors, such as parental authority, teacher authority, peer factor, are addressed. Suggestions for the future research are provided.*

**Keywords:** Intimidating factors, Communication apprehension

## 1. Introduction

Communication apprehension take as courses as part of the core curriculum of a students. It also manifested by the extreme nervousness and tensions towards the students (Stewart &Tassie, 2011). As well as writing became a variable in today's school and universities as a measure to students academic success (Jahin, 2012). Communication apprehension appears to be a harmful- even debilitating- across the wide range of students situations especially on academic learning and language acquisition of a students, that can lead to students in able to talk or disabilities in language skills and it also lead to affect the individual learning (Davis,2012).

According to Blume, Baldwin, & Ryan (2013) studies, a lack of comfort in communication with others can cause students to success in school. Laurilla (n.d) stated that the levels of apprehension could also triggered by the external factors such as the type of classroom assignment or speech task, and found out that impromptu speaking has the highest trait anxiety, followed by the persuasive speech and lastly the debate speeches, on the other hand, it shows that students were slightly giving marks towards their speech tasks. Communication apprehension can associated to different aspects of communication, it may be factors related to some physiological or other internally considerations.

According to Ahmad, Taha, & Rezeq (2018) quietness, shyness, and reticence are generally the trait of students having a communication apprehension. It also found out that, the more communication apprehension the subject caused, the less the subject was attracted to people. According Vieth (2015) communication apprehension is synonyms to communication anxiety, and resulted to anxiety as a evidence to students having communication apprehension in which anxiety can have a negative impact on individuals apprehension. Due to their reluctance to

communicate orally, apprehensiveness are often seen by others as a less competent.

According to Damman (2007), apprehension and an underlying expressions of anxiety plays an important role in this study, in which it conceptualized the students implication to success both in academic and interpersonal success of the students (McCroskey, Booth-Buterfield, & Payne, n.d). Person who has a cognitive skill can communicate well (Meyer & Reardon, n.d).

## 2. Statement of Purpose

This research aims to assess the intimidating factors communication of apprehension of the grade 7 students in Jagobiao National High School for the first semester of academic year 2018-2019.

Specifically, it attempted to answer the following questions.

- 1) What is the effect of communication apprehension perceived in terms of
  - 1.1 Parental Authority
  - 1.2 Teacher Authority
  - 1.3 Peer Factor
- 2) What is the level of communication apprehension?
- 3) Does the level of communication determine the level among Parents, Teachers, and Peers.

### Definition of Terms

The key terms in the study are given the following operational definitions.

**Parental Authority** refers to the parents on how they give orders or make decisions.

**Peer factor** refers to friends or classmates that influence you, or make you feel intimidating.

**Communication Apprehension** refers to individual level of fears or anxiety in related to communication or an anticipation of having communication to others.

### **Significance of the study**

The result of this research is expected to be useful for the following

The **parents** shall be aware that their behavior is one of the factors that intimidate children that resulted to communication apprehension.

The **teacher** shall be aware that they also one of the factors that intimidate students to experience communication apprehension.

The **schools** shall be aware that students experiencing communication apprehension has to be done with its environment.

The **Future researchers** will be informed about the results on this study, and will be advantage because they already have the bases on their future research.

### **3. Review of Related Literature**

According to Miller & Nadler (2009) students with higher communication apprehension (CA) is likely to be engaged and benefit to communication, and utilized the importance of communication to students.

Communication apprehension (CA) also be a guiding idea that person with a good cognitive skills, and has a communication skills in speaking and writing can have a fewer negative career thoughts, as well as how students impending their career problem solving and decision making. As person think their career problem and make decisions, their emotion can help to motivate students to not act slowly, and can acquire different rates. It can help to students to become more effective problem solvers and decision makers. Writing apprehension may lead to poor proficiency of reading of students, writing, and also on other aspects related to language, it also an important components in curriculum of any education. (Singh & Rajalingan, 2012).

Writing apprehension is associated with students avoiding a situations that required writing, in which it become an anxiety that neglected their behavior as students write or when it comes to writing (Faigley, Daly & Witte, n.d). According to Bilqis & Haidlor, (2018) when a students experiencing a communication apprehension, it is disadvantage because likely students might recall vocabulary items difficulty, in which it can trigger frustration to students, resulting to students inability to express their ideas. Results also to students fear on making mistakes, because they do not want to risk their self esteem.

According to Cepon (2016) there is an insufficient knowledge towards the carrier content both in mother tongue and in English, as the key reason for students experiencing communication anxiety. Speaking unfamiliar or speaking unprepared can carry out a cause to students in which it results to anxiety.

Moreover, anxiety shakes the learners language confidence and adversely affect the oral performance of students (Khan, 2015). According to Abu Shawish & Abdelraheem (2010) students with low proficiency were found anxious and anxiety resulting to lack of vocabulary knowledge and experiences of language identified to be cause of anxiety.

According to Dallimore, Herstein & Platt (2008) the effect of discussion classes towards student's oral communication may results a partially prior experiences to students and attitude. Students who like the discussion of teachers will find it easy to engaged in the discussion and participate actively, which turns to student's contribution on the development of oral communication skills.

Communication apprehension (CA) relate to problems with social interaction and self esteem and shyness. Social interaction became a problem when students experience a traumatic experiences that impact the students understanding, together with self- esteem students unwillingness to communicate in addition to low self-esteem, and lastly shyness, the feeling of discomfort in a communication situations (Bylund, 2015).

In addition, in the field of applied linguistic in relation to communication apprehension closely related to language anxiety. Overall, students felt the effectiveness benefits of regular group discussion in relation to oral communication towards to students (Arnold, 2007). According to Juhana (2012) Fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation are the psychological factors of students that hinders them to practicing speaking.

According to Marshall & Varnon (2009) encouragement of academics further develop students communication skills. In relation to language learning, the functions of internet utilized as a virtual library to students in which they can search for information and receive an information (Chou, 2007). Chat room in the internet became popular to students in which it became a popular place for social interaction,. Moreover, internet provides students other writing styles which form a nonverbal expressions.

According to Fareed & Khan (2014) students communication apprehension can be taken to low average category if they provided proper guidance and counseling both at schools and at house while they can go to high level of oral communication apprehension if the proper guidance are not given properly. The average of level of oral communication apprehension anxiety should be made to reduce the writing anxiety of students.

### **4. Research Methodology**

This chapter contains the research design environment of the study,

#### **Research Design**

For this study, researchers use a survey questionnaire to validate the questions to grade 7 students. The survey questionnaire serves as the tool to answer the questions in which it helps the researchers to know the finding or the results of the performing study.

**Environment of the study**

The research was conducted in Junior High School building at Jagobiao National High School, Jagobiao, Mandaue City. The school is divided into two departments namely the Junior high school and Senior high school department. The school applied a shift class on the Junior high school level students corresponds Grade 7, and Grade 9 in morning while Grade 8 and Grade 10 in afternoon while the Senior high school are excluded, instead they have a whole day schedule.

**Respondents of the study**

The respondents of the study are all Grade 7 students ( Junior High School), of Jagobiao National High School located in North Road, Jagobiao, Mandaue City.

**Population of the Study**

The population of the study which is the Grade 7 students comprised of 237 boys, and 230 girls a total of 467 students. The grade 7 students comprised of 8 sections, Hope with 44 number of students, Justice with 55 students, Peace with 39 students, Faith with 43 students, Courage with 47 students, Grace with 39 students, Love with 43 students and Joy with 39 students.

**Instrument**

This study will use a rating scale in the research instruments in gathering data. The research instruments comprised of 2 questions. The first question consist of 15 statements and the second question is also comprised of 15 statements in total of 30 statements and scales from 1-5 that will be answered by the respondents which is the grade 7 students.

**Data Gathering**

The researchers will ask permission to School principal with the help of transmittal letter to allow the researchers to conduct a survey to Grade 7 students, as a respondents of the said research. Afterwards, the researchers can now perform the survey.

**Procedure**

The researchers spend a lot of time to study about the intimidating factors of communication apprehension on Grade 7 students.

The questionnaire will be written in a Manila paper and researchers will provide an answer sheet for the respondents to answer. After answering the questionnaire, the paper will be collected by the researchers and will be used as a basis in getting the analysis, interpretation, findings, conclusion, and recommendation of the study.

**5. Presentation, Analysis, and Interpretation of the Data**

This chapter presents the data analysis, and interpretation of the findings on the study entitled intimidating factors on communication apprehension on grade 7 students of Jagobiao National High School.

**Table 1: Level of Parental Authority Perceived by Students**

Parental Authority	Weighted Mean	Interpretation
1) I am afraid to open up a conversation on my parents.	3.6	Agree
2) I feel nervous and tense when my mother ask me about my performance in school.	2.91	Neutral
3) I feel tense and nervous when my mother ask my teacher if my performance is doing well.	3.01	Neutral
4) I feel nervous when I ask permission to go out.	3.01	Neutral
5) I feel down when my parents make a decision on where will I study.	3.02	Neutral
<b>Overall weighted mean</b>	<b>3.02</b>	<b>Neutral</b>

*N=349 Legend: 1.0-1.80 (Strongly Agree) 1.81-2.60 (Agree) 2.61-3.50 (Neutral) 3.41-4.20 (Disagree) 4.21-5.00( Strongly Disagree)*

The table above shows that the general result is neutral. Its shows the weighted mean of Parental Authority of Grade 7 students, the first statements “I am afraid to open up a first conversation on my parents” has the highest weighted mean of 3.6 with the interpretation of agree, follow by the fifth statement “I feel down when my parents make a decision on where will I study” with the weighted mean of 3.2, third and second statement with the same weighted mean of 3.1 and lastly the second statement with a weighted mean of 2.91 with the same interpretation of neutral.. The overall weighted mean of Parental Authority is 3.2 which has the interpretation of neutral, this implies that the Parental Authority can either one of the factors why students experienced communication apprehension. The table shown that some students are unfounded on their anxiety feelings while intensifying other students by making them aware on how the anxiety producing communicative situations can be (Arnold, 2007).

**Table 2: Level of Teacher Authority Perceived By Students**

Teacher Authority	Weighted mean	Interpretation
1) I feel nervous and tense when my teacher ask me why I am getting a low score.	3.05	Agree
2) I feel tense and nervous when my teacher ask me about my excuse letter.	3	Neutral
3) I am calm and relaxed when my teacher approach me about my assignment.	3.02	Neutral
4) I felt nervous and tense when my teacher ask me to read a book in front of my classmates	3.01	Neutral
5) I am confident to answer the teacher's questions.	3.02	Neutral
<b>Overall weighted mean</b>	<b>3.05</b>	<b>Agree</b>

*N=349 Legend: 1.0-1.80 (Strongly Agree) 1.81-2.60 (Agree) 2.61-3.50 (Neutral) 3.41-4.20 (Disagree) 4.21-5.00( Strongly Disagree)*

In terms of Teacher Authority, the table above present the overall computed weighted mean for Grade 7 students, the first statement” I feel nervous and tense when my teacher ask me why I am getting a low score” has the highest

weighted mean of 3.5 with the interpretation of agree, followed by the second statement “I am confident to answer the teacher’s questions” and the third statement “I am calm and relaxed when my teacher approach me about my assignment” with the same interpretation of neutral and lastly is the fourth statement “I felt nervous and tense when my teacher ask me to read a book in front of my classmates” with an interpretation of neutral. The overall weighted mean is 3.5 with an interpretation of agree, which means that most of the Teacher Authority has a significant factors to students to experience communication apprehension. Teacher’s should be aware of the fact that students were afraid to make mistakes is one of the biggest problem why student’s experience in difficulty of speaking (Juhana, 2012).

**Table 3:** Level of Peer Factor Perceived By Students

Peer Factor	Weighted mean	Interpretation
1) I like to get involved in group discussion.	3.03	Neutral
2) I feel threaten when my friends do unpleasant things on me.	3.02	Neutral
3) I feel tense when my friend saw me cheating	3.04	Neutral
4) I feel calm and relaxed when expressing my opinion in group discussion.	3.04	Neutral
5) I felt uncomfortable when someone is having a conversation on me.	3.04	Neutral
<b>Overall weighted mean</b>	<b>3.3</b>	<b>Neutral</b>

N=349 Legend: 1.0-1.80 (Strongly Agree) 1.81-2.60 (Agree) 2.61-3.50 (Neutral) 3.41-4.20 (Disagree) 4.21-5.00 (Strongly Disagree)

The table above shows the general result and interpretation of neutral, the weighted mean by Peer Factor of grade 7 students, the third statement “I feel tense when my friend saw me cheating” and fourth statement “I feel calm and relaxed when expressing my opinion in group discussion” with the same highest weighted mean of 3.4 and interpreted as highest. Its followed by the first statement “I like to get involved in group discussion” with the weighted mean of 3.3 with an interpretation of neutral, the second statement has the weighted mean of 3.2 with an interpretation of neutral and lastly was the fifth statement with the weighted mean of 3.04 and an interpretation of neutral. The overall weighted mean of 3.3 with the interpretation of neutral, which implies that the impact of Peers can either be a factor to students to experienced communication apprehension (Jahin, 2012).

**Table 4:** Level of Apprehension

Indicators	Weighted Mean	Interpretation
1) I dislike participating in group discussion.	2.07	Neutral
2) I like to participate in group project.	2.03	Neutral
3) I am tense and nervous in participating in group discussion.	2.01	Neutral
4) I like to participate in group discussion.	2.01	Neutral
5) Engaging in group discussion with new people makes me tense and nervous.	1.09	Neutral
6) I am calm and relaxed while participating in public speaking speech.	2.03	Neutral
7) Generally, I am nervous when participating public speaking speech.	2.03	Neutral
8) Usually, I am calm and relaxed while	2.04	Neutral

participating in a meeting.		
9) Communicating at meeting usually makes me uncomfortable.	2.05	Neutral
10) I am afraid to express myself at meetings.	2.02	Neutral
11) I am very relaxed when answering questions in meeting.	2.01	Neutral
12) I have no fear speaking up in conversation.	2.01	Neutral
13) Ordinarily, I am very tense and nervous in conversation.	2.01	Neutral
14) Ordinarily, I am very calm and relaxed in conversation.	2.04	Neutral
15) I have no fear giving a speech.	2.04	Neutral
<b>Overall Weighted Mean</b>	<b>2.28</b>	<b>Neutral</b>

N=349 Legend: 1.0-1.80 (Strongly Agree) 1.81-2.60 (Agree) 2.61-3.50 (Neutral) 3.41-4.20 (Disagree) 4.21-5.00 (Strongly Disagree)

As shown in the table 2, the overall weighted mean of level of apprehension was 2.28 which was considered as neutral. The first statement has the highest weighted mean “I dislike participating in group discussion”, the ninth statement “Communicating at meeting usually makes me uncomfortable” was second to the highest, followed by the second statement, eight statement, fourteen and fifteen statement. It also followed by the fourth, sixth and seventh statement with the weighted mean of 2.3. The tenth statement “I am afraid to express myself at meetings” with the weighted mean of 2.2. The third, eleventh, twelve, thirteen statement has the weighted mean of 2.1. Lastly the fifth statement “Engaging in group discussion with the new people makes me tense and nervous” has the lowest weighted mean of 1.9. All statement under in level of apprehension was considered as Neutral. This implied that most of the students has a Neutral results as well as the overall weighted mean on level of apprehension in relation to intimidating factors of communication apprehension. The interpretation is considered as Mediocre (Taha & Rezeq, 2018).

**Table 5:** Parental Authority & Comprehension Apprehension

Communication apprehension	$\chi^2$	$\chi^2$ critical value	Decision	Interpretation
Parental Authority	6.0834	9.49	Failed	Not significant

The table above shows the results of the chi-square in parental authority. For the content  $\chi^2$  the total expected of Parental Authority is 6.0834. It can be inferred that there is no significant association between the parental authorities on the intimidating factors on communication apprehension on the grade 7 students. Since the computed value of  $\chi^2$  in content (6.0834) is less than its critical value which is 9.49. Therefore, the null hypothesis is rejected; this means that there is no significant association between the parental authorities on the intimidating factors on communication apprehension on the grade 7 students Junior High School. Moreover, communication skills are important (Wrench & Carter, 2007).



**Table 6: Teacher Authority & Comprehension Apprehension**

Communication apprehension	$\chi^2$	$\chi^2$ critical value	Decision	Interpretation
Teacher Authority	19.1247	9.49	Failed to Reject	Significant

The table above shows the results of the chi-square computation on teacher authority of the course Practical Research 2 with regards to teacher authority on intimidating factors on communication apprehension on grade 7 students. Computed  $\chi^2 = (19.1247)$ , it can be inferred that there is a significant association between the content of intimidating factors on communication apprehension on grade 7 students with the critical value of 9.49. Since the computed value of  $\chi^2 (19.1247)$  is greater than its critical value (9.49), therefore the null hypothesis is accepted. Communication is very important to students it is a concern about how to get a decent job in future (Cepon, 2016).

**Table 7: Peer Factor & Comprehension Apprehension**

Communication apprehension	$\chi^2$	$\chi^2$ critical value	Decision	Interpretation
Peer factor	5.7853	9.49	Failed	Not significant

As shown in the table 7, the results of the chi-square computation on peer factor. Since, the computed value of  $\chi^2 = 5.7853$ , the critical value is 9.49. Therefore, the null hypothesis is rejected, this means that there is no significant factors between the peer factor in relation to intimidating factors of communication apprehension of grade 7 students Junior High School of Jagobiao National High School, communication is importance (Miller & Nadler, 2009).

## 6. Summary of Findings, Conclusions, and Recommendations and Limitations of the Study

This chapter presents the summary and the major findings of the study, recommendation and limitation of the study.

### 6.1 Findings

The study reveals that the intimidating factors parental, and peer factor have the same decision which is failed to reject which means that these factor has no relation to students to experienced communication skills while the Parental Authority has a decision of significant which implies that Teacher Authority cause students to experienced communication apprehension which affect their communication skills.

### 6.2 Conclusion

This study assessed the intimidating factors of communication skills of the Grade 7 Junior High School students. Based on the results, the factors Parental Authority and Peer Factor was found to be reject or failed with the interpretation of not significant in contrary of the intimidating factors of communication skills, it signifies that the factors has no cause to students to experienced communication skills with the decision of reject or failed

and interpretation of not significant, while the Teacher Authority has a decision of failed to reject with an interpretation of significant to students to experienced communication apprehension which cause students difficulty in communication skills. In where communication apprehension is a big problem to students, it has a big affect to them especially on their communication skills, in where they might be afraid to talk or interact to other people. According to Marshall & Varmon (2009) students who has a high levels of communication apprehension (CA), positively affects the communication performance (Arnold, 2007). It is not a ordinary problem, it needs an immediate response to cover up the said problem. Students who have experienced communication apprehension might Teacher authority is one of the factors according to the results. Teachers can intimidate students by the way they speak, give orders, or how they treat the students. According to Marshall & Varmon (2009).

### 6.3 Recommendations

On the basis of present study some recommendations for students who experiencing communication skills:

- 1) Students who experienced communication apprehension should be more aware that it has an effect on how they interact to people as well as teacher that their authority can cause students to experienced communication apprehension, which affect the individual's communication skills.
- 2) A school based program should train or encourage students to practice communicate other people so that they have the confidence to speak to other people (Blume, Baldwin, and Ryan).
- 3) Schools must implement a policy "READ FIRST, BEFORE YOU GO HOME".

### 6.4 Limitation of the Study

This study has yielded a valuable findings, but not without limitations. A limited number of respondents has been considered in the study. Future studies can further investigate the intimidating factors of communication apprehension of students and can suggest ways to cope communication skills.

## 7. Acknowledgement

This study would not have been made possible without the gratitude help and support of many people whom the researchers ascribes credit. Thus, the researchers would like to express the appreciation to the following individual.

First, the researchers would like to thank to Mr. Jerald Monevathe researcher's mentor and adviser who give his time, effort, support and inspiring words all throughout the work of the study.

Second, Mrs. Arlina Yap Amante the principal of Jagobiao National High School for the moral support and also for allowing the researcher's to conduct a survey in the said school.

Third, the parents or a guardian of the researcher's who showed their love, understanding, and moral support. And mostly for supporting the researcher's financial need for the study.

Fourth, researchers would like to thank the Senior High School Teacher for their unconditional support and guidance.

Fifth, the researcher's would like to thank the respondents of the study who were generous enough to answer the survey questionnaire.

And lastly, the researcher's would like to thank the Almighty God for the blessings that he gave and his love and guidance in order to make the research successful.

## References

- [1] Arnold, N., (2007). Reducing foreign language communication apprehension with computer-mediated communication: A preliminary study. *Journal Science Direct*. 469-486.470. doi: 10.1016/j.system.
- [2] Abu Shawish, J., &Abdeelraheem, M.A., (2010). An Investigation of Palestinian EFL Major's Writing Apprehension: Causes and Remedies. 1-30.9
- [3] Bilqis, M., &Haidlor, M., (2018). Stabilized Foreign language Anxiety and Its Impact on speaking performance. *Research & Reviews: Journal of Educational Studies*.(4),1 Issue 1.
- [4] Blume, B., Baldwin, T., & Ryan, K., (2013). Communication apprehension A Barrier to tudents' Leadership, Adaptability, and Multicultural Appreciation.(2),159, 158-172. <http://doi.org/10.5465/amle.200-0127>.
- [5] Bylund, E., (2015). Relationship between life change events and communication apprehension.
- [6] Cepon, J., (2016). Teachers' and Student' Perspectives on the Reasons for speaking anxiety in English For Specific Purposes. *Journal of English for Specific Purposes at Tertiary Level*.(4)195,(2)(2016):184-201.doi:10.18485.
- [7] Chuo, T.W., (2007). The Effects of the WebQuest Writing Instruction Program on EFL Learners' Writing Performance, Writing Apprehension, and Perception. *Teaching English as a Second Foreign Language*.11,(3).1
- [8] Dallimore, E., Herstein, J., & Platt, M., (2008). Using discussion Pedagogy to enhance oral and written communication Skills.56,(3),163. doi:10.3200/CTC.56.3.163-172.
- [9] Damman, E., (2007). Communication apprehension, information technology fluency, and internet access as factors affecting college students participation in in-class and online discussion. *Perspective Theses and Dissertation*. 15901.9
- [10] Davis, T.M., (2012). An Analysis of Communication Anxiety and Reading Comprehension in Sixth, Seventh and Eight Grade Students. *Electronic Theses and Dissertations*.2471.1
- [11] Faigley, L., Daly, J., & Witte, S., (n.d). The Role of Writing Apprehension in Writing Performance and Competence.8
- [12] Fareed, M., & Khan, I., (2014). Oral Communication Apprehension Among Undergraduate Engineering Students in Pakistan. *Journal of Education and Social Sciences*.2(2): 144-153.
- [13] Jahin, J.H., (2012). The effect of Peer Reviewing on Writing Apprehension and Essay Writing Ability of Prospective EFL Teachers. *Australian Journal of Teacher Education*.11,(4),6
- [14] Juhana, (2012). Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in Senior High School in South Tangerang, Banteh, Indonesia). *Journal of Education and Practice*.3, (12),104
- [15] Khan, S.M., (2015). Influence of speech anxiety on oral communication skills among ESL/EFL learners. *Advances in Language and Literary Studies*, 6(6),102. doi: 10.7575/
- [16] Laurilla, M., (n.d). English for maritime purposes: Communication Apprehension and Communication competence among maritime students in the Philippines. *Reflections on English Language Teaching*,6,2,39-58.
- [17] Marshall, L., &Varnon, A., (2009). Writing Apprehension Among Accounting Seniors. *The Accounting Educators' Journal*.(XIX),45.45-65.
- [18] McGroskey, J., Butterfield, S., & Payne, J., (n.d). The Impact of Communication Apprehension on College Student Retention and Success. *Communication Quarterly*,31,(2),10,100-107.
- [19] Meyer, K., & Reardon., (n.d). Communication Apprehension and Career Thoughts. An Examination of the Relationship Between Level of Communication Apprehension and Career Thoughts. *Technical Report*.41(3),76. *Center for the Study of Technology in Counselling and Career Development*.
- [20] Miller, M., & Nadler, D., (2009). Communication Apprehension Levels of Students Governance Leaders.4
- [21] Singh, T, K. R., &Rajalingan, S.K., (2012). The Relationship of Writing Apprehension Level and Self-efficacy Beliefs on Writing Proficiency Level among Pre-university Students. *English Language Teaching*.5,(7).137
- [22] Stewart, F., &Tassie, K., (2011). Changing the At mos 'fear' in the Public Speaking Classroom.1,(7).9.
- [23] Taha, M.A.A, &Rezeq, K.A.A., (2018). Oral Communication Apprehension among English Senior Majors at Al-Quds Open University in Palestine. *International Journal of Research in English Education*.3.,(1).67 doi:10.29352/ijree.3.1.44.
- [24] Vieth, C., (2015). Exploring the impact of group work on communication apprehension for business students. *Theses and Dissertations*. 373.
- [25] Wrench, J., Carter, N., (2007). The Relationship Between Computer-Mediated-Communication Competence Apprehension, Self- Efficiency, Perceived Confidence and Social Presence. *Southern Communication Journal*. 172,(4).56 doi: 10.1080/1041794070166796.



Republic of the Philippines  
 Department of Education VII, Central Visayas  
 Division of Mandaue City



Jagobiao National High School, North Road, Jagobiao, Mandaue City

\_\_\_\_\_ of October 2018

**Mrs. Arlina Y. Amante**  
 School Principal  
 Jagobiao National High School  
 North Road Jagobiao, Mandaue City

**Mrs**

The researchers of General Academic Strand (GAS) 12 of Senior High School, is currently making a research paper **“Intimidating Factors on Communication Apprehension of Grade 7 Students ”**This is to accomplish the necessary requirements of our teacher Dr. Jerald Moneva for the subject *Practical Research 2*.

We are asking for your permission and consideration to carry out our study specifically for the Grade 7 students.

Very respectfully Yours

**Lelit Repaja**  
 Researcher

**Jay Mirandakrimar Balansag**  
 Researcher

Confirmed by:

**Dr. Jerald Monevams. Karie Alyza Trompeta**  
 Teacher, Senior High School Coordinator

Approved by:

**Mrs. Arlina Y. Amante**  
 School Principal

**Appendix B**

**Research Instrument**

Name: \_\_\_\_\_ Section: \_\_\_\_\_ Age: \_\_\_\_\_ Average: \_\_\_\_\_

Directions: This instruments is composed of 15 statements and intend to answer your feelings about having a communication with people. Read the questions very carefully and write 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree) with each statement. There are no right and wrong answers. Some statements are similar to other statements. Please answer it honestly.

**1. Effect of communication apprehension perceived in terms of**

Statements	5	4	3	2	1
<b>Parental Authority</b>					
1) I am afraid to open up a first conversation on my parents.					
2) I feel nervous and tense when my mother ask me about my performance in school.					
3) I feel tense and nervous when my mother ask my teacher if my performance are doing well.					
4) I feel nervous when I ask permission to go out.					
5) I feel down when my parents make a decision on where will I study.					
<b>Teacher Authority</b>					
1) I feel nervous and tense when my teacher ask me why I am getting a low score.					
2) I feel tense and nervous when teacher ask me about my excuse letter.					
3) I am calmed and relaxed when teacher approach me about my assignment.					
4) I felt nervous and tense when teacher ask me to read a book in front of my classmates.					
5) I am confidence to answer the teacher's					

questions.					
<b>Peer Factor</b>					
1) I like to get involved in group discussion.					
2) I feel threaten when my friend do unpleasant things on me.					
3) I feel tense when my friend saw me cheating.					
4) I feel calm and relaxed when expressing my opinion on group discussion.					
5) I felt uncomfortable when someone is having a conversation with me.					

**2. Level of Communication Apprehension**

Statements	5	4	3	2	1
1) I dislike participating in group discussion.					
2) Generally, I am comfortable while participating in a group discussion.					
3) I am tense and nervous while participating in a group discussion.					
4) I like to participate in group project..					
5) Engaging in a group discussion with new people makes me tense and nervous.					
6) I am calm and relaxed while participating in meetings.					







**Krimar Balansag**, Sitio. Lourdes, Jagobiao, Mandaue City. Born on October 3, 1996 in Consolacion Cebu. HE is citizen of Filipino. His educational background is as follow: 2018-2019 Senior High School, Jagobiao National High School, North Road, Jagobiao, Mandaue City. 2013-2018 Junior High School, Jagobiao National High School, North Road, Jagobiao, Mandaue City. 2015-2013 Elementary School, Leonard Wood Elementary School, Jagobiao, Mandaue City