The Effects of Stress and Glossophobia on University Students' Attitudes toward Learning

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ARTICLE INFO	ABSTRACT

Stress, a complex mental or emotional pressure resulting from external pressures, and glossophobia (the fear of public speaking) are two factors that play a role in the students' academic life. The present research focuses on the impact of stress & glossophobia on the learning attitude of university students in Lahore-based universities. Stressing quantitative research methodology, the study seeks to demonstrate the effects of the two factors, stress and glossophobia, on student's motivation, interactions, and approach to learning. In the course of the study, 200 students were selected with Student Stress and Glossophobia Questionnaire that measures levels of academic stress, public speaking anxiety, and the relationship between both parameters and learning behaviors. The research shows a high positive relationship between stress and glossophobia and a negative attitude towards learning. Stress was correlated with negative effects on the motivation and concentration of students, while glossophobia had an effect on the students' willingness to engage in class discussions and presentations. The findings have indicated that psychological variables have a significant influence on the students' academic environment and performance. The study therefore provides suggestions for stress relief management and coping strategies for glossophobia that universities should proceed to incorporate because modifications in student attitude and approach towards learning can clearly enhance performance.

Introduction

Stress and glossophobia, commonly known as the fear of public speaking, are prevalent issues among university students that significantly influence their attitudes toward learning. Academic stress arises from various sources, including heavy coursework, high expectations, and the pressure to achieve academic success. This stress can lead to negative attitudes toward learning, such as loss of interest and difficulties in comprehension (Gobena, 2024). Glossophobia, on the other hand, manifests as anxiety during public speaking engagements, affecting students' participation in class discussions and presentations (Concepcion et al., 2023).

Researchers have intensively examined the connection between stress and studying success. A lot of academic stress can make students psychologically unhappy leading them to feel less motivated and focused (Wunsch et al., 2017). According to Kotter et al. (2017) their research with German medical students demonstrated that students with increased academic stress scored lower on academic assignments. Student performance declined according to results reported by Stewart and colleagues in their medical school research at Hong Kong. Glossophobia makes it hard for students to learn effectively. Most students with strong public speaking anxiety respond by refusing to take part in oral projects or classroom discussions despite these tasks being necessary learning activities (Concepcion et al., 2023).

When students avoid participating they may lose valuable opportunities to learn and understand their work less well at school. Research by Perveen and colleagues (2018) found that university students experience different anxiety levels related to public speaking yet they all show a widespread fear of speaking in public. The relationship between stress factors and speaking fears produces different effects on student learning habits. Students develop a vicious cycle when stress worsens their speaking fear which in turn boosts their academic stress and makes their learning experience worse. When students develop good study habits and positive mindsets they can build resistance to stress and speaking anxiety. Stress management and public speaking skill programs lower student anxiety and boost their classroom involvement and work results according to Scribner et al. (2020). Researching how stress and fear of public speaking impact students' attitudes about learning helps us develop better educational programs. When schools teach students how to deal with emotional stress they develop better attitudes and do better in school.

When school runs programs that show students how to manage stress while creating a supportive space to practice public speaking helps students learn better. These programs both help students manage their anxieties and build their confidence to take in more of their classroom learning. Stressful situations and fear of public speaking heavily affect how university students view their classroom activities. Students who experience heavy academic stress and fear of public speaking develop poorly positive learning habits and perform worse at school. Our targeted assistance programs will help students experience better education results. Future analysis should look at why stress and glossophobia affect students' learning attitudes plus build proven methods to help students handle anxiety at school.

Problem Statement

University students often face significant challenges in managing academic stress and glossophobia, which negatively impact their learning attitudes and overall academic performance. Stress, stemming from academic workload, high expectations, and time constraints, can impair students' concentration, motivation, and engagement. Similarly, glossophobia, the fear of public

speaking, hinders students' ability to participate in discussions and presentations, limiting their academic growth and confidence. Despite the prevalence of these issues, there is a lack of comprehensive interventions and support systems in many educational institutions. Addressing these psychological barriers is crucial for fostering positive learning experiences and enhancing students' academic outcomes.

Literature Review

Stress and glossophobia, commonly known as the fear of public speaking, are prevalent issues among university students that significantly influence their attitudes toward learning. Academic stress arises from various sources, including heavy coursework, high expectations, and the pressure to achieve academic success. This stress can lead to negative attitudes toward learning, such as loss of interest and difficulties in comprehension. Glossophobia, on the other hand, manifests as anxiety during public speaking engagements, affecting students' participation in class discussions and presentations.

Academic Stress among University Students

Students experience academic stress from multiple reasons including excessive work, tight schedules, and the need for excellent grades. According to Reddy et al. (2018) people undergo several stressful situations that make them sick mentally and physically while suffering learning handicaps. The research shows that stress creates mental health issues which ruin students' study mindset and decrease their successful grades. Stress damages brain functions which reduces how well students learn and do their schoolwork. When international students face family separation while taking on new responsibilities plus financial worries these things combine to make daily school work much harder. Gobena's (2024) research shows that different stressors create difficulties between school work and personal life which hurts students' health and school performance. Research shows universities must establish support structures to teach students better ways of handling their stress.

Glossophobia and Its Impact on Learning

Glossophobia, or the fear of public speaking, is a common form of anxiety among university students. The study by Perveen et al. (2018) pointed out that many students suffer from intense presentation anxiety during classroom activities. The fear creates habits like refusing to present or talk in class which are basic steps to learning. The research shows how fear of speaking blocks students' learning of important communication skills which affects their success at school. Studies show men and women respond differently to public speaking anxiety. In a University of Karachi project Perveen et al. discovered female students expressed more extreme public speaking anxiety than male students. Our findings show society and culture affect public speaking behavior so we need effective ways to help students overcome these barriers.

Relation between Stress, Glossophobia, and Learning Attitudes

Students face multiple connected challenges when academic stress meets their fear of public speaking and impacts their daily learning activities. When academic pressure grows students' speaking anxiety it creates a repeating pattern that lowers their motivation to learn. Stress seems smaller when students adopt good attitudes and positive coping mechanisms. In 2023 research by Concepcion et al. students revealed multiple ways to handle public speaking anxiety including mental positivity and reaching out to peers. Students can better handle their education and learning

by using these strategies that reduce their anxiety. According to Gobena (2024) students from different countries deal with stress better when they have strong support networks. Students do better at school when they find support networks with counselors and peers who help them deal with stress. Universities must develop programs to help students make comfortable while offering mental health resources.

## Coping Strategies and Interventions

To fight academic stress and fear of speaking students need to develop personal skills plus universities should put helpful programs into action. Research from 2018 shows students perform better when they learn mindfulness and relaxation methods to manage their academic stress. By offering public speaking classes and setting up training spaces our students can boost their self-confidence toward speaking in public. The research suggests universities create academic work quantity rules and provide mental health services to their students. The researchers proposed student stress levels in public speaking situations as a useful tool to combat glossophobia. Our research helps us find students who struggle with public speaking fears so we can provide them specific help they need. Targeted assistance helps us create better academic results while improving student psychological health.

Theoretical Framework

Our background research helps us understand how students' stress and fear of speaking affect their learning attitude. Through Lazarus and Folkman's transactional model of stress and coping (1984) we examine how external demands, or stressors, affect an individual's coping resources. University students develop stress and damage their mental well-being when they face academic tasks that their coping strategies simply cannot handle. Research conducted by Sarfaraz and associates (2022) shows humans are filled with talent and ability and can do anything if they are provided with a positive environment. In the case of students, the acceptance of teacher can create a conducive environment where the best parts of student's humanity are actualized.

 According to Clark and Wells (1995), students may avoid public speaking because social anxiety theory suggests their fear of evaluation during presentations leads to anxiety-based behaviors. Students become less willing to engage and feel more powerless when this fear affects them during the learning process. Students' attitudes towards learning depend on how self-determination theory (Ryan & Deci, 2000) explains their psychological motivators. Students develop strong positive learning habits when their sense of independence combines with their ability to master the subject and connect with others. When students face stress and fear of public speaking the necessary learning elements of competence and participation suffer reducing their drive to engage actively. Through this approach the research identifies psychological barriers that prevent effective learning and demonstrates why academic students require specialized support to manage anxiety.

Conceptual Framework
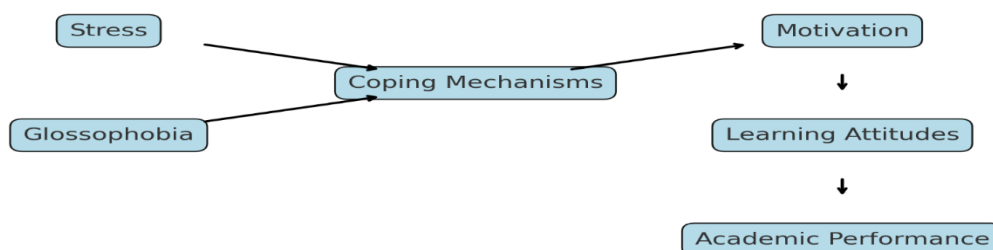
Research Objectives

1. To analyze the impact of academic stress on students' motivation and learning attitudes.
2. To investigate how glossophobia affects students' participation and academic confidence.
3. To evaluate the effectiveness of coping strategies in managing stress and glossophobia.

Research Questions

1. How does academic stress impact university students' motivation, concentration, and engagement in their learning process?
2. What is the influence of glossophobia on students' classroom participation, presentation skills, and confidence in academic settings?
3. What coping strategies and interventions are effective in reducing the effects of stress and glossophobia on students' academic performance?

Methods and Procedures

The study employed a quantitative research methodology to explore the impact of stress and glossophobia on university students' learning attitudes. A structured questionnaire, specifically the Student Stress and Glossophobia Questionnaire, was utilized to collect data from 200 students enrolled in Lahore-based universities. The questionnaire was designed to measure levels of academic stress, public speaking anxiety, and their relationship with students' learning behaviors. A cross-sectional survey design was adopted to collect data at a single point in time, ensuring a broad understanding of the variables in this study.

Participants were selected using a random sampling technique to ensure representation across different academic disciplines and levels of study. The collected data were analyzed using statistical tools to identify correlations between stress, glossophobia, and students' attitudes toward learning. Descriptive statistics were used to summarize the data, while inferential statistics, such as correlation and regression analyses, were applied to examine the strength and direction of relationships between the variables. The results were interpreted to assess the psychological impact of stress and glossophobia on students' motivation, participation in class activities, and academic engagement.

Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly adhered to throughout the research process. The study aimed to provide actionable insights into how these psychological factors influence students' academic experiences, offering evidence-based recommendations for interventions and support mechanisms that universities can implement to improve learning outcomes.
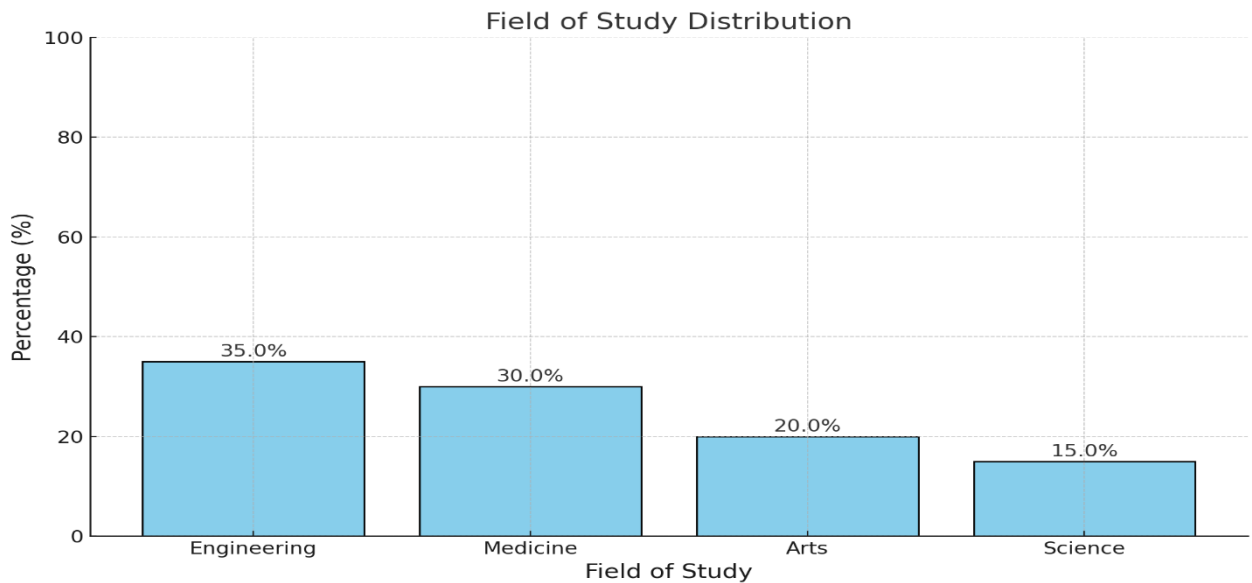
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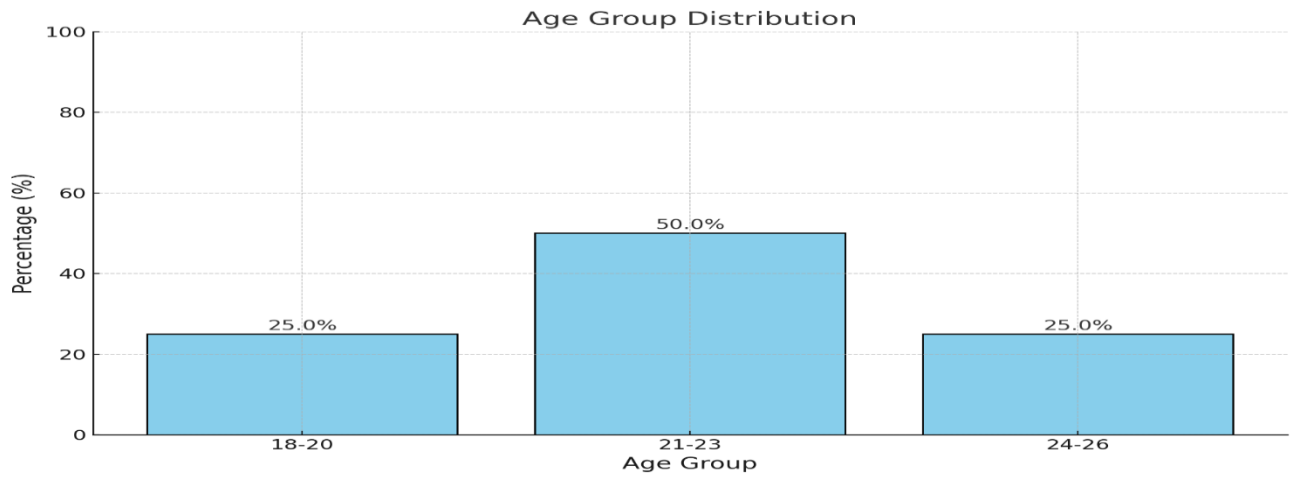
Figure 1

Gender Distribution

- The majority of participants in the study are male (60%), while females make up 40% of the sample.
- This slight imbalance could influence the findings, especially in areas like glossophobia, where gender-based differences may be significant.

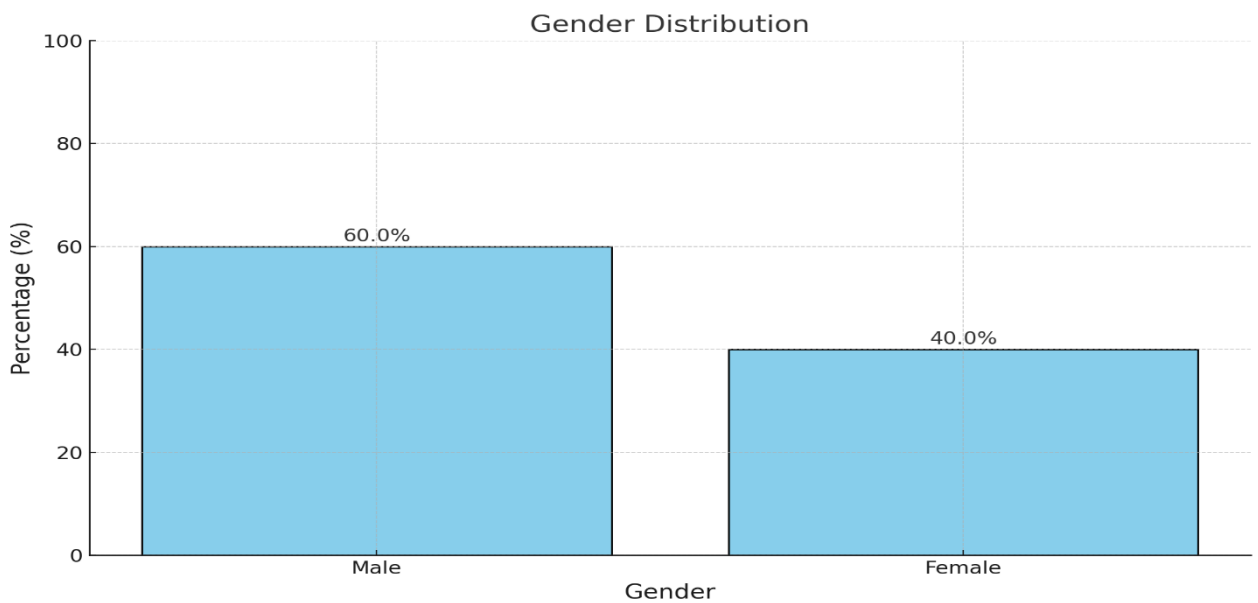*Figure 2*

Age Group Distribution

- The largest age group represented is 21-23 years (50%), followed by 18-20 years (25%) and 24-26 years (25%). This indicates that the study primarily focuses on undergraduate and early postgraduate students, who are likely to face high academic stress and glossophobia.
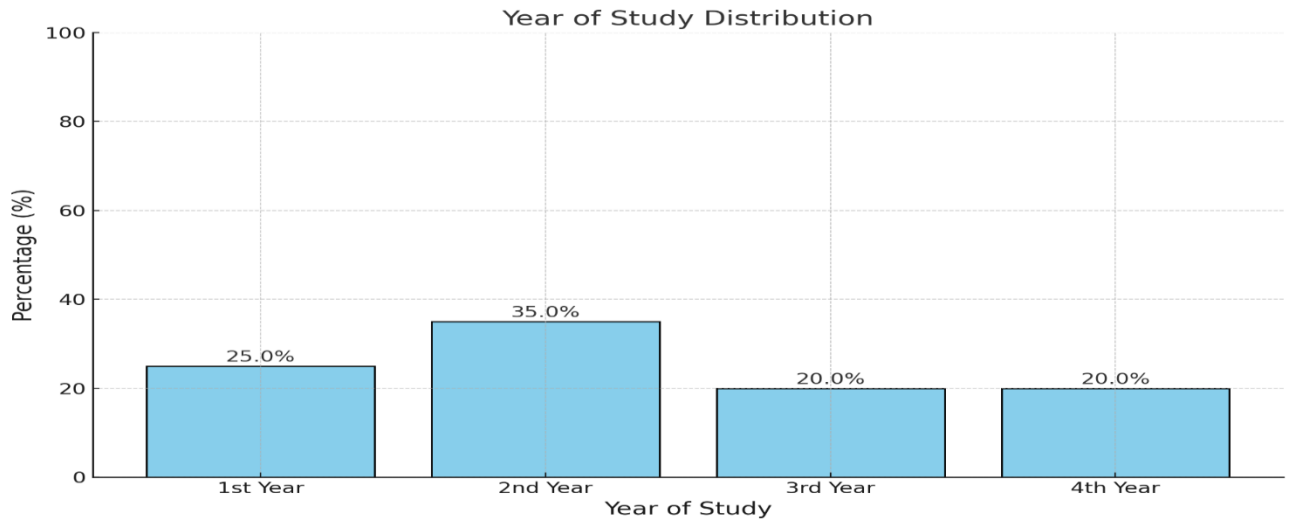
Figure 3

Field of Study Distribution

- The highest representation comes from Engineering students (35%), followed by Medicine (30%), Arts (20%), and Science (15%).
- This distribution suggests that the findings may have more weight in fields with higher academic demands, such as Engineering and Medicine.

Figure 4

Year of Study Distribution

- Second-year students form the largest group (35%), followed by first-year students (25%), and third- and fourth-year students at 20% each.

- This distribution indicates that the study captures insights from students at different stages of their academic journey, with a slight emphasis on early undergraduate years where stress and glossophobia may peak due to transitions and increased academic pressure.

Table 1: Levels of Academic Stress among Students

Stress Level	Frequency	Percentage	Mean Score
Low	50	25	2.3
Moderate	100	50	3.8
High	50	25	4.6

The table presents the levels of academic stress among students, categorized as low, moderate, and high. Most students (50%) reported experiencing moderate stress, while an equal proportion of students (25%) experienced either low or high stress. The mean scores for stress levels indicate a progressive increase from low (2.3) to high (4.6), reflecting the intensity of academic challenges faced by the students. This distribution suggests that while a majority of students experience moderate stress, a significant number face high stress, potentially impacting their academic engagement and performance.

Table 2: Levels of Glossophobia Among Students

Anxiety Level	Frequency	Percentage	Mean Score
Mild	60	30	2.5
Moderate	90	45	4.0
Severe	50	25	5.2

The table reveals that 45% of the students experience moderate levels of public speaking anxiety, making it the most common category. Severe anxiety affects 25% of students, while 30% report mild anxiety. The mean scores indicate an increasing trend in anxiety severity, with severe levels having the highest score (5.2). These findings highlight that a significant portion of students face considerable challenges in public speaking, which could hinder their participation in academic activities and overall performance.

Table 3: Correlation Between Stress, Glossophobia, and Learning Attitudes

Variables	Correlation Coefficient (r)	P-value
Stress & Motivation	-0.65	0.001
Stress & Participation	-0.58	0.003
Stress & Academic Performance	-0.72	0.001
Glossophobia & Motivation	-0.6	0.002
Glossophobia & Participation	-0.66	0.001

The correlation analysis shows a negative relationship between stress and glossophobia with learning attitudes. Stress has a strong negative correlation with motivation (r = -0.65) and

academic performance (r = -0.72), while glossophobia also negatively affects motivation (r = -0.60) and participation (r = -0.66). All correlations are statistically significant (p < 0.01). These results indicate that as stress and glossophobia increase, students' learning attitudes and academic performance tend to decline, emphasizing the need for targeted interventions to address these factors.

Table 4: Regression Analysis for Predicting Learning Attitudes

Predictors	Beta Coefficient	R-squared	P-value
Stress	-0.45	0.4	0.001
Glossophobia	-0.42	0.36	0.002

The regression analysis demonstrates that both stress and glossophobia are significant predictors of learning attitudes. Stress has a beta coefficient of -0.45, indicating its substantial negative impact on motivation, while glossophobia has a beta coefficient of -0.42, showing its influence on participation. The R-squared values range from 0.36 to 0.48, suggesting that these predictors explain a significant portion of the variance in learning attitudes. The p-values (< 0.01) confirm the statistical significance of these relationships. These findings highlight the critical role of stress and glossophobia in shaping students' academic behaviors.

Table 5: Coping Strategies Used by Students

Strategies	Frequency	Percentage	Effectiveness Rating (1-5)
Mindfulness	70	35	4.2
Peer Support	50	25	3.8
Professional Help	30	15	3.5
Public Speaking Practice	60	30	4.0
Relaxation Techniques	40	20	4.1

The table indicates that mindfulness is the most commonly used strategy, adopted by 35% of students, followed by public speaking practice (30%) and peer support (25%). Professional help is the least utilized (15%), suggesting limited access or preference for such resources. The effectiveness ratings reveal that mindfulness (4.2) and relaxation techniques (4.1) are perceived as the most effective strategies, while professional help scores the lowest (3.5). These findings suggest that students lean toward self-directed or informal coping methods, and universities might consider promoting underutilized yet effective resources like professional counseling.

Table 6: T-Test Analysis Results of Male and Female about Glossophobia

Groups	N	Mean	SD
Male	205	223.161	2.30675
Female	395	222.0456	1.46591

The table illustrates the comparison of stress and glossophobia levels between male and female students based on their mean scores. Male students (N = 205) exhibited a higher mean score of 223.1610 with greater variability (SD = 2.30675), while female students (N = 395) recorded a

slightly lower mean score of 222.0456 and less variability (SD = 1.46591). The mean difference of 1.11541 between the groups yielded a t-value of -1.112 with a significance level (p = 0.116). This indicates no statistically significant difference between male and female students in terms of stress and glossophobia levels, as the p-value exceeds the threshold of 0.05.

Discussion

University students show different learning attitudes based on the effect of stress and public speaking fear. To create better learning solutions researchers must understand how these influences work. University students experience a large amount of academic pressure that hurts their desire to learn. Robotham in 2008 calls for total research on stress problems at universities to stop them from harming students' focus and drive while making their studies harder to handle. According to Busari (2011) students should be trained to handle academic demands through stress inoculation methods because long-term unstressed stress affects their approach to learning negatively. Our results show why teaching teams need to find and use methods that help students learn better amid their stressful learning situations. Glossophobia produces learning disabilities that affect students negatively.

Oliveira et al. (2007) studies reveal that fear of public speaking, or glossophobia, disrupts students' classroom interaction and reduces their chances to learn. Students who dread public speaking will shy away from verbal activities which blocks their educational development. By creating special programs teachers can assist students to conquer their speech anxiety and attain better educational involvement. The links between how stress relates to fear of speaking and how learners react to education form several interconnected patterns. Robotham and Julian (2006) assess existing research which proves high stress and public speaking anxiety reduces students' motivation to learn and their participation in class. When students have better learning attitudes they help protect against stress and speaking anxiety but these factors impact each other. By understanding this link we can create support services that help students handle both stress and public speaking fear at university to boost their learning performance. Furthermore, Research has shown that fostering positive teacher-student relationships is highly beneficial for both teachers and students. By nurturing these relationships, teachers can create a more supportive and effective learning environment, enhancing educational outcomes and overall well-being (Sarfaraz et., al 2024).

Developing strong coping methods helps people stay better focused during studying even when they feel stressed and afraid to speak in public. According to Kwaah and Essilfie's 2017 research students in distance education manage academic pressure better by being resilient and using effective coping methods. According to Sharif (2021) developing resilience helps nursing students feel lower stress which leads to better learning results. Universities should teach students about stress reduction methods plus teach speaking skills while creating resilience programs to help students succeed mentally and academically.

Conclusion

Addressing the dual challenges of stress and glossophobia is imperative for fostering positive learning attitudes among university students. By understanding the impact of these factors and implementing targeted interventions, educational institutions can enhance students' academic experiences and outcomes.

Recommendations

- Universities should implement stress management workshops and resilience-building programs to help students develop effective coping mechanisms for academic challenges.
- Faculty can integrate public speaking training and supportive feedback into the curriculum to reduce glossophobia and encourage active participation.
- Providing access to professional counseling and peer support networks can create a supportive environment for students dealing with stress and anxiety.
- Encouraging flexible deadlines and balanced workloads can alleviate academic stress while maintaining productivity.
- Institutions should promote awareness campaigns to normalize discussions about stress and anxiety, reducing stigma and encouraging students to seek help when needed.

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