

A STUDY TO EVALUATE TO RELATIONSHIP OF PUBLIC ANXIETY WITH PERSONALITY TRAITS AMONG UNDERGRADUATES

Areeba Tahir^{*1}, Munwar –us- Salam², Rubina Parveen³, Fozia⁴, Asma Malik⁵,
Zaheena Rajput⁶

¹BSN Student, Begum Bilquees Sultana Institute of Nursing, People's University of Medical and Health Sciences of Medical and Health Sciences SBA

²Associate Professor, Begum Bilquees Sultana Institute of Nursing, Peoples University of Medical & Health Sciences for Women Nawabshah, SBA.

³Assistant Professor, Begum Bilquees Sultana Institute of Nursing, Peoples University of Medical & Health Sciences for Women Nawabshah, SBA.

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Corresponding Author: *

Areeba Tahir

Abstract

Background: Public speaking anxiety is one of the most common forms of anxiety experienced by university students and can negatively affect academic performance, confidence, and future professional development. Many students experience fear, nervousness, hesitation, and physical symptoms such as trembling and sweating while speaking in front of an audience. Personality traits, particularly introversion and extroversion, influence how students perceive and cope with public speaking situations. Introverted students are often more reserved and self-focused, which may increase their vulnerability to public speaking anxiety, whereas extroverted students tend to be more socially confident. Understanding these differences is essential to support students in developing effective communication skills.

Objective: To assess the level of public speaking anxiety among undergraduate students and to determine the difference in anxiety levels between introvert and extrovert personality types.

Material and Methods: A comparative cross-sectional study was conducted among 280 female undergraduate students at the New Campus of People University of Medical and Health Sciences for Women, Shaheed Benazir Abad. Participants aged 22–25 years were selected using a non-probability sampling technique. Data were collected using a structured questionnaire consisting of demographic information and the Foreign Language Anxiety Scale (FLAS). Data were analyzed using SPSS software. Descriptive statistics including frequency, percentage, mean, standard error, and standard deviation were applied, and a p-value of <0.05 was considered statistically significant.

Results: The mean age of the students was 22.8±1.958 years. The findings showed that public speaking anxiety was common among participants. More than half of the students 146 (52.1%) experienced a high level of anxiety, while 129 (46.1%) had a moderate level of anxiety. Introverted students demonstrated higher levels of public speaking anxiety compared to extroverted students. Commonly reported symptoms included fear of negative evaluation, nervousness, lack of confidence, and physical discomfort during public.

Conclusion: Public speaking anxiety is highly prevalent among undergraduate students and is significantly influenced by personality traits. Introverted students are more prone to experiencing higher anxiety levels than extroverted students. Early identification, counseling, communication skills

training, and supportive educational programs can help reduce anxiety, enhance confidence, and promote effective public speaking skills among students.

INTRODUCTION

Anxiety is described as a state of being conscious, fearful in the field of education. Anxiety is regarded as a de meaning way of expressing once feelings. Public speaking anxiety is a common challenge among students. Public speaking anxiety is drive by apprehensive feelings, upright, Concerned and hesitation about the possibility of something bad happening. A person's language abilities might be affected by personality variables in addition to anxiety. The study of a person's personality based on introversion or extroversion Students with introverted personalities are quiet students, like to be alone, and prefer to work alone as a result, introverted students are labeled as shy and are hesitant to speak in front of large groups. Extroverted students, on the other hand, are students who are considered to be enthusiastic persons who enjoy making friends and joining groups as a result, outgoing individuals are regarded as courageous rather than quiet ones. In addition, introversion, also known as introvert personality, is a kind of personality that is preoccupied with one's inner thoughts and feelings. Eysenck and Eyenck (1975), and Myers (1962) demonstrate that extraverts tend to be open to the strangers and get socially mixed whereas introverts are likely to keep aloof and tend not to keep a high profile. It showed that personality types are not a determiner factor for the success of Speaking Performance, it can be suggested that students with different personality types may employ different kinds of strategies for learning. These contradictory traits, particularly „extrovert“ and „introvert“ which are at the opposite ends of Eysenck's personality continuum, will raise more ambiguity. Once they have clarified their own thoughts. They prefer to communicate in writing rather than verbally. Extroverts, on the other hand, are persons who are energetic, active, and chatty. Mahripah claims that psychological factors influence English learners' speaking skills in addition to linguistic components such as Syntax and Semantics. Psychological factors differences might cause differences in speaking skills. Especially,

speaking is a capability that is uttered in front of other people. In contrast, personality, according to Pevin and John dalam Masruddin and Pratiwi, is a collection of organized psychological traits and systems that people possess and that influence their interactions while allowing them to adapt to their environment. This fact indicates that the students' achievement in English language is determined by their introversion and extroversion personality. The relationship between anxiety and personality is based on the level of the neurotransmitter dopamine in the individual. Dopamine is a hormone that regulates movement and the capacity to move, as well as learning, working memory, cognition, and emotions . Some problem might be experienced by learners who have problems with speaking skills, such as grammar usage, learning English grammar is very difficult for learners. Most learners make grammatical mistake when speaking English. The second problem is the fear of making mistakes. Third one of the reason why learners cannot speak English in public is self-confidence. Self-confidence is important in speaking English because a learner cannot speak English without confidence. In speaking, students should learn some steps in order to make the speaking itself properly and understandably, those steps are: speak clearly and expressively about their ideas and concern or adapt the words and strategies according to various situations and audiences from one to any conversations to formal large group setting, interpret, and assess various kinds of communication, including intonation, phase gestures and body language that accompany speaking. His study is intended to investigate the capability of students in performing public speaking, based on their personalities: introvert and extroverts. The study was conducted in Indonesia and the result show that 31% of introvert students have high anxiety, 68% students posses moderate level of anxiety ,only 13.3% extroverts students posses low anxiety. Overall result indicate that introvert students averagely posses 54 score on their level of anxiety and extroverts posses 48.9%. public speaking

anxiety affects a large proportion of the global population, impairs academic and professional performance, and has notable social and psychological consequences for affected individuals. Public speaking anxiety—often assessed via surveys—is experienced to some degree by around 75% of people globally, making it one of the most commonly reported fears across diverse populations. According to international health estimates, approximately 4.4% of the global population live with an anxiety disorder, representing hundreds of millions of people.

Public speaking is considered one of the most common source of anxiety among students and can significantly affect the academic performance, confident and future professional opportunities. Personality traits, particularly introversion and extroversion, play a crucial role in shaping how individuals perceive and manage such anxiety. Introverts are often characterizing more reserved and self-reflective, which may make them more vulnerable to experiencing higher level of public speaking anxiety. Extroverts on the other hand are typically outgoing and socially confident, potentially enabling them to cope better in such situations. Exploring public speaking anxiety in introvert and extrovert students is therefore important for understanding the different challenges they face. This knowledge can help educators and institutions design tailored strategies and supportive interventions to reduce anxiety, build communication skills, and foster

equal opportunities for both personality types. By addressing this issues, the study not only contribute to academic success but also provide practical implications for improving students overall academic success, personal development, and professional readiness.

MATERIAL & METHODS

This study is a descriptive cross-relational study used to evaluate the relationship between objectified body consciousness and different disciplines among undergraduate students with the use of structured based Questionnaire OBCS scale. This study was conducted in People’s University of Medical and Health Sciences for Women Shaheed Benazir Abad New Campus in all Allied health science programs. Data collection was over two months of period of time from 17 November to 17 January 2026 after approval of IRB (Institutional Review Board) of PUMHSW. Sample size was 287 calculated by Yamane Formula with 95% confidence level and 5% of margin error. A purposive non probability sampling technique was used to select participants. In inclusion criteria Participants were included in the study are students of BS Nursing, BSPH, DPT, and Pharmacy-D in PUMHSW SBA and Participants aged between 19 and 28 only Female students. Exclusion criteria included those who do not want to participate and students who are not studying in Allied Health program in new campus of PUMHSW e.g.: MBBS, physiology, Cardiology and others.

RESULTS

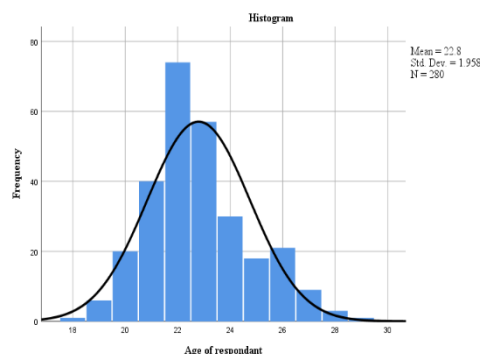


Figure No1: Age of the Participants

Table 1: FLAS SCALE SCORE

FOREIGN LANGUAGE ANXIETY SCALE (FLAS)	Not at all	Slightly	Moderately	Very	Extremely
Giving a speech is terrifying	131(46.8%)	65(23.2%)	43(15.4%)	30(10.7%)	11(3.9%)
I am afraid that I will be at a loss of words while speaking	86(30.7%)	101(36.1%)	47(16.8%)	34(12.1%)	12(4.3%)
I am nervous that I will embarrass myself in front of audience	106(37.9%)	75(26.8%)	52(18.6%)	37(13.2%)	10(3.6%)
If I make a mistake in my speech I am unable to refocus	86(30.7)	73(26.1%)	78(27.9%)	36(12.9%)	7(2.5%)
I am worried that my audience will think I am a bad speaker	104(37.1%)	58(20.7%)	66(23.6%)	41(14.6%)	11(3.9%)
I am confident when I give a speech	50(17.9%)	55(19.6%)	70(25.0%)	98(35.0%)	7(2.5%)
I feel satisfied after giving a speech	52(18.6%)	48(17.1%)	77(27.5%)	92(32.9%)	11(3.9%)
My hand shake when I give a speech	77(27.5%)	86(30.7%)	48(17.1%)	48(17.1)	21(7.5%)
I feel sick before speaking in front of a group	111(39.6%)	67(23.9%)	53(18.9%)	32(11.4%)	17(6.1%)
I feel tremble before giving a speech	103(36.8%)	70(25.0%)	49(17.5%)	36(12.9)	22(7.9%)
I am anxious before speaking	88(31.4%)	72(25.7%)	65(23.2%)	36(12.9%)	19(6.8%)
My heart pound when I give a speech	83(29.6%)	68(24.3%)	71(25.4%)	48(17.1%)	10(3.6%)
I sweat during my speech	111(39.6%)	76(27.1%)	45(16.1%)	38(13.6%)	10(3.6%)
My voice tremble when I give a speech	93(33.2%)	69(24.6%)	58(20.7%)	45(16.1%)	15(5.4%)
I do not have problem making eye contact with my audience	83(29.6%)	54(19.6%)	53(18.9%)	63(22.5%)	27(9.6%)

Table 2: Relationship of public speaking anxiety with personality traits

FLAS SCALE	DESCRIPTIVE STATISTICS						
	FREQUENCY	PERCENTAGE	MEAN	MEDIAN	MODE	SE	SD
INTROVERT	146	52.1%	1.4929	1.0000	1.00	.03160	.52870
EXTROVERT	130	46.4%					
AMBIVERT	4	1.4%					
TOTAL	280	100.0					
INFERENTIAL STATISTICS							
Hypothesis	r	p. value	Hypothesis supported				
H1	-.994**	.000	Yes				

DISCUSSION:

Regarding the Bio-demographical variables findings of this study, the mean age of the study participants was 22.8 ± 1.958 years. Age did not show a statistically significant association with public speaking anxiety, indicating that anxiety related to public speaking was commonly experienced across different age groups of undergraduate students. Religion status of the students showed that the majority of the participants were Muslims 240 (85.7%), followed by Hindus 38 (13.6%) and Christians 2 (0.7%). Religion was not significantly associated with public speaking anxiety, suggesting that anxiety levels were independent of religious background. Residence status of the students indicated that most participants belonged to urban areas, while others were from rural areas, with no significant association observed with public speaking anxiety. Regarding socio-economic status, the majority of the students belonged to the middle class, followed by poor and high socio-economic classes. Socio-economic status was not significantly associated with public speaking anxiety, indicating that anxiety related to public speaking is prevalent across all economic groups. Regarding department status, students were enrolled in different academic programs including BS-Nursing, BS-Public Health, Doctor of Physiotherapy, and Pharm-D. Inferential analysis showed a statistically significant association between academic program and public speaking anxiety ($p < 0.05$), suggesting that differences in curriculum structure and exposure to communication-based activities may influence anxiety levels among students. Academic year status showed that the majority of students were from the fourth academic year, followed by third, second, and first years. Academic year did not show a statistically significant association with public speaking anxiety, indicating that anxiety may persist throughout undergraduate education. Descriptive statistics of the Foreign Language Anxiety Scale (FLAS) revealed that most students experienced a high level of public speaking anxiety. A total of 146 (52.1%)

students had high anxiety, 129 (46.1%) had moderate anxiety, and only 5 (1.8%) showed low anxiety. The mean anxiety score was 2.50 ± 0.53 , with a median and mode of 3.00, indicating an overall elevated level of public speaking anxiety among the participants. As compared to past studies the Foreign Language Classroom Anxiety Scale (FLCAS) reported an overall mean score of **88.1 (SD = 11.4)** among university EFL learners, with nearly half of the participants experiencing *moderate to high* speaking anxiety. The high-anxiety subgroup had a mean of **98.35**, while the moderate anxiety group had a mean of **86.06**, and the low-anxiety subgroup averaged **72.00** on the FLCAS. Personality type analysis showed that introverted students experienced higher levels of public speaking anxiety compared to extroverted students. This association was found to be statistically significant ($p < 0.05$), supporting the alternative hypothesis. In past study examined the relationship between personality traits and second language emotions and reported that extraversion was significantly negatively correlated with foreign language anxiety ($r \approx -0.30$, $p < 0.01$). Their findings demonstrated that learners who scored higher on extraversion experienced lower levels of language-related anxiety, supporting the present study's result that extroverted students showed comparatively lower public speaking anxiety.

CONCLUSION:

Based on the findings that more than half of the students 146 (52.1%) experienced high public speaking anxiety, the study recommends that awareness and educational programs should be conducted to help students understand public speaking anxiety and its impact. Seminars, workshops, and discussion sessions should be arranged to promote confidence, communication skills, and positive coping strategies. The study concluded that public speaking anxiety is highly prevalent among undergraduate students and is significantly influenced by personality traits.

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