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Editorial

Special Needs Education at the University of Ibadan

The Department of Special Education, University of Ibadan was established in the year 1974/1975 academic session through the pioneering efforts of Mr. Gier. The Department later gave 'birth' to the Department of Special Education and Rehabilitation Sciences at the University of Jos. University of Ibadan management later approved oversea training of resident local academic staff who later returned on completion of their studies to complement the efforts of expatriate staff on the ground. Our University of Ibadan also set up a state of the art audiology clinic rated the best in Sub-Saharan Africa. Then, it was an audiology clinic par excellence. The Department of Pediatrics at the University College Hospital (UCH) made good use of the acoustic devices installed in the clinic.

The University in addition set up a school within the department called **Child Clinic**. The non-residential facility, the first of its kind in Nigeria, offers children with disability the opportunity to profit from the expertise of staff of the department. The clinic is now run by professionals who are paid staff of the University. What is more the University of Ibadan has over the years reserved a percentage of a available space in halls of residence for students with disability, The Postgraduate College, University of Ibadan (UI) has an ongoing scholarship scheme for UI students with disability. The Postgraduate School, University of Ibadan under Professor Abel Idowu Olayinka employed 8 sign language interpreters for the Department of Special Education. The Administration of Professor Olufemi Adebisi Bamiro as Vice Chancellor of University of Ibadan crafted the existing **University of Ibadan Policy on Disability**. The policy document touched on issues which range from legal issues through Rights of Students with Disabilities to strategies and Interventions. Part of the Intervention includes the setting up of University of Ibadan Disability Support Centre (UIDSC). The administration of Professor Abel Idowu Olayinka as Vice Chancellor also set up a committee to review the document and suggest areas of improvement. These are laudable milestones achieved by the University of Ibadan in the special education sub sector.

The Department of Special Education has been officially asked by the administration of Professor Isaac Folorunso Adewole as Vice Chancellor to take possession of the Ground Floor and First Floor of the new Faculty of Education Annex.

The Journal of Special Education feels strongly that Testing Accommodation should be factored into the Policy document. In other words, evaluation tools should be modified or adapted in a manner that removes irrelevant sources of difficulty without necessarily altering the measurement of the construct being assessed. The General Studies Programme of the University should incorporate Disability Studies into its programme. Disability is a fact of life. The earlier younger generations know about its causes, prevention, management or treatment, the better for the health of the nation. Students with disability who are enrolled in the University has generally experienced great difficulty moving from halls of residence to lecture halls. The Journal of Special Education is of the view that transportation of students with disability from one part of vast campus to the other should be a policy issue. Availability and adequacy of digitalized electronic assistive technologies for persons with disabilities should also be worked into the policy document. These and more, if well implemented, will create the needed academic ambience for students with disability at the University of Ibadan.

Ikechukwu Ambrose Nwazuoke, Ph.D.

Editor-in-Chief

Professor of Special Education

Department of Special Education

University of Ibadan

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Call for Papers

The Editorial Board of *Journal of Special Education* invites articles from willing scholars for consideration and publication in her next issue which will be published in July, 2022.

Guidelines

- (i) Articles should be scholarly, original and written in English language.
- (ii) To accelerate publication of any papers the following editorial instructions and policies should be strictly followed when submitting manuscripts for consideration. They should be submitted in duplicate, typed double spaced on one side of a quarto-size paper and should not exceed 15 pages including references and copied on a CD or flash disk.
- (iii) The cover page of the article should contain the title of the paper, author's name, status and institutional address.
- (iv) Every article should be headed by an abstract of not more than 200 words.
- (v) All tables, graphs and diagrams should be in the appropriate places in the paper and not on a separate sheet. There should be no footnoting.
- (vi) The American Psychological Association (APA) style of referencing should be used.
- (vii) Authors whose articles are found publishable will be required to pay a publication fee of twenty-five thousand naira (₦25,000.00) only. A peer review fee of five thousand naira only (₦5,000.00) will also be charged.
- (viii) The Editor-in-Chief will acknowledge receipt of all articles promptly.
- (ix) Relevant adverts would be published as follows:
Full page = ₦20,000.00; Half page ₦10,000.00.
- (x) All manuscripts should be submitted to the Editor-in-Chief.

Editor-in-Chief

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Self-esteem, Social Competence, Personality and Glossophobia among Nigerian Undergraduates

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Abstract

Expression of self in the public is relevant to human relationship, social connect and help seeking and survival. However, glossophobia holds a confederation of complex issues, particularly social and health ones. It is capable of averting loneliness, anger, psychological withdrawal, aggression, emotional maladjustment, anomie and suicide ideation. This propelled investigation on the psycho-social factors as tools for glossophobia among Nigeria undergraduates in Oyo State, Nigeria.

Descriptive design of the correlational type was employed. A sample of 300 undergraduate students was randomly selected from three universities. Four reliable measuring scales (Speaking Anxiety; $\alpha = 0.88$, Personality scale; $\alpha = 0.82$, Self-esteem; $\alpha = 0.84$, and Social competence; $\alpha = 0.79$) were used for data collection. Pearson Product Moment Correlation (PPMC) and multiple linear regression analysis were used to analyse the data at 0.05 level of significance.

It was discovered that glossophobia negatively correlated with self-esteem ($r = -0.309, p < 0.05$), social competence ($r = -0.402$) and personality ($r = -0.202$). Multiple regression analysis revealed that there was a significant joint contribution of self-esteem, social competence and personality to glossophobia. The most potent predictors of glossophobia were social competence (Beta = $-0.243, t = -4.817$), and self-esteem (Beta = $-0.211, t = -3.877$). Personality (Beta = $-0.036, t = -0.667$) was not a potent predictor of glossophobia. This implies that self-esteem, social competence and personality will reduce glossophobia by 18.9%, 24.4% and 42%, respectively.

University managements should include diagnoses of undergraduates' glossophobia status as part of registration procedure to identify candidate who need urgent psychotherapeutic intervention. Undergraduate students should be helped in improving their self-esteem so as to boost their self-worth when faced with need to speak or connect with other people. Since students cannot live in isolation in their effort to meet academic demands, lecturers should help them build social competence through giving group assignments.

Keywords: *Glossophobia, Self-esteem, Social competence, Personality*

Introduction

The art of speaking in public conveys the confidence, potency and credibility of the speaker in the face of the listeners. This composure is often anticipated and expected of educated individuals, as it is assumed that it qualifies them for leadership role in society. In contrast, the inability or fear of speaking in public places is capable of masking an individual's potential and public credibility, which is known as glossophobia. Glossophobia can be conceptualized as the feeling of anxiousness at the point of delivering an oral presentation in public. It is also known to be speech anxiety owing to the fear of being humiliated in case errors occur while facing an audience. Most often, it is characterized by feeling of pressure, nervousness, tenseness, and worry associated with stimulation of the autonomic nervous system, sweating excessively, wet palms, skipping statements and stammering, as well as feeling of cold feet. Individuals with glossophobia are likely to experience various physiological changes, such as elevated heart and breathing rates, extra-rapid reactions, trembling of muscles and shoulder and neck-area stiffness (Tse, 2012; Huang, 2012).

It is also a social disorder which appears to be associated with mental defence mechanism, displayed to cater for social inadequacy in an oratory task. This could occur when the speaker assumes the audience are superior in knowledge, feels unprepared, lacks confidence, feels like shrinking, and is socially unskilled. People with this disorder are not likely to develop social importance and pursue their career interest and promotion, which might result to frustration, depression and psychological distress (Mel Slater and Barker, 2002). This disorder can be found among various individuals who need to face an audience. These include administrators, instructors, teachers, religious figures, and academics.

University undergraduates cannot be left out of victims of glossophobia owing to the enormous verbal presentations they are often exposed to as part of the requirements to excel in their academic pursuit. Undergraduates are often required to make presentations on individual assignment, group projects, and academic research reports as well as during interview for admission, and many more. Making presentations in public without considering academic rigour could be evidence of an individual who is scholarly prepared to meet societal needs. This is one of the factors employers and recruitment agencies consider in confirming that an individual holds an aptitude capable of delivering intellectual tasks. By implication, individuals with glossophobia might not be able to show actual intelligence, pass oral examinations, meet recruiters' demands, pass interviews, gain the attention of an audience and lead a team. Finding an empirical route to understanding the factors predisposing people to glossophobia can be very taxing owing to various studies perceiving glossophobia from various perspectives (Ranta, La Greca, Kaltiala-Heino, and Marttunen, 2016). In recent times, consensus on factors predicting glossophobia among undergraduates has not been reached. This issue has created a gap in the literature, as glossophobia is easily associated with incompetence among undergraduates during examination and graduates during employment exercises. Therefore, this study considers the roles of some psychosocial factors (self-esteem, social competence and personality) in understanding glossophobia.

Self-esteem can be referred to as personal emotional evaluation of self-worth. It provides insights into the value an individual places on self vis-à-vis public view of him/her. A high self-esteem person is characterised by self-acceptance, satisfaction and love. Self-esteem impacts on a person's confidence and positivism in daily dealings. It is a showcase of self-belief cum public evaluation, as well as the emotional belief of an individual, such as feeling of triumph, success, pride, despair and shame. In the academic milieu, the self-esteem of undergraduates can be shown in their self-belief and emotional reaction to academic activities, such as the confidence in asking a lecturer or instructor to buttress a point discussed for proper understanding, relating with colleagues on campus, seeking help and accepting academic challenges. Defective self-esteem can affect the emotional strength of an undergraduate in accepting and coping with social demands in academic pursuit. This defect is capable of creating mental rejection of social demands owing to weak emotional stability associated with self-value in taking up a social task. This could inhibit the willingness to engage in a public task by such individual.

Kessler (2005) submits that weak self-esteem will initiate fear of speaking in public, eating or taking a test in the presence of others, using public restrooms, attending social engagements alone, interacting with the opposite sex or strangers, making complaints or becoming a centre of attention. Consequently, the fear of interaction with other people leads to avoidance, intense anxiety or distress in the feared social or performance situations and significantly interferes in all domains of functioning. It leads to disrupted relationships, severe anxiety, depression, substance abuse, and loss of natural faculties at an important level in patients (Emmanuel, Oyedele, Gimba, Gaji, and Kervin, 2015), Glossophobia places demands on undergraduates' self-esteem, that is weak self-esteem could draw the attention of undergraduates to public evaluation of their personality which poses huge threat alert to their self-actualization needs, confidence, self-acceptance and worth.

Social competence can be conceptualised as social intelligence that describes the capacity to control and regulate one's feelings and those of others, and use them as a guide for thought and action (Boonkit, 2010) during interpersonal relationships. Socially competent individuals are those with good comprehension and expression of their own emotions. They identify emotions in others, regulate affect, and utilize moods and emotions to stimulate adaptive behaviours that fit social health.

Socially competent individuals tend to display creative social performance more than those who are less competent (Bora, 2012). However, undergraduates with high social competence are often assertive; they tend to have higher social responsibility and self-appraisal abilities; and they are good speakers (Janet and Ruth, 2013). This competence creates resiliency potential in undergraduates, giving them the tenacity to juggle multiple social requirements of academic learning, such as going along with peers, group work and demands, adjusting to difficult lecturers, coping with unyielding academic policies in terms of long hours of learning, writing many examinations in a day, being able to walk up to the university/ faculty management to lodge complaints or seek amendment to conflicting timetable.

Junttila (2010) observes that socially competent people are those with effective emotional abilities and they are able to use these to their advantage and enrich their interactions with

friends and faculty personnel. Socially competent undergraduates can rarely be oppressed with glossophobia owing to their emotional social intelligence in handling social demands. In the same vein, Boonkit (2010): [1305-1309] contends that speaking skills are “usually placed ahead of work experience, motivation, and academic credentials as recruitment criteria by employers”. In contrast, weak social competence can initiate avoidance tendency in an undergraduate or refusal to handle speaking engagement owing to fear of committing errors or weak self-esteem. When social competence becomes weak or low, the likelihood of memory failure, frustration and depression becomes inevitable. Boonkit (2010) considers social competence as a macro skill requirement that should be developed as a means of effective communication and relationship management.

Glossophobia is an evidence of weak social competence; it poses a lot of pressure to the skill, planning, cognition and intrinsic abilities of undergraduates. More importantly, affective indicators, such as motivation, confidence, and anxiety can affect undergraduates' willingness to participate in class (Méndez and Fabela, 2014; Soodmand and Rahimi, 2014). Oral presentations of undergraduates with low social competence were found to be poor owing to anxiety and weak preparation (Huang, 2012; Méndez and Fabela, 2014). Glossophobia often makes undergraduates to avoid oral participation or remain passive when they are asked to express their ideas, which makes them appear less intelligent.

Personality is a relatively stable pattern of behaviour observable over a span of human existence. It is an individual's style of behaving, thinking and feeling. It is characterized by the way people react to one another, articulate their ideas, solve problems and manage stressful events. Personality traits are agreeableness, conscientiousness, neuroticism, extraversion and openness to experience. Personality encapsulates the various dimensions of human personality (Eikenaes, Egeland, Hummelen and Wilberg, 2015).

Neuroticism can be referred to as the likelihood of experiencing negative emotions, such as sadness, hopelessness and guilt. These characteristics of neuroticism are also traceable to low self-esteem, irrational beliefs and pessimistic attitude. This type of personality can impede the maximum functioning of an undergraduate student. Extraversion is associated with interest in social connectivity, companionship and social stimulation. Extraverted undergraduates exhibit interpersonal skills, with the capability of managing relationships. Openness to experience is connected to the need for variety, novelty and change. It is linked to having interest in dancing, different hobbies and diverse vocational interests (Okwaraji, Aguwa, Onyebueke and Shiweobi-Eze, 2015). Agreeableness, which has to do with willingness to defer to others during interpersonal conflicts, is linked to having forgiving attitudes, belief in cooperation and having inoffensive language. Conscientiousness is related to strong sense of purpose and high aspiration level. It is linked to having leadership skills, long-term plans, organized support network and technical expertise (McCrae and Costa, 2008; Wood and Tarrier, 2010).

Personality is capable of influencing glossophobia among undergraduates. The literature has confirmed a significant relationship between personality and glossophobia (Ranta, La Greca, Kaltiala-Heino and Marttunen, 2016). Some studies reported poor performance of some science undergraduate students (Okwaraji, Aguwa, Onyebueke and Shiweobi-Eze,

2015; Eikenaes, Egeland, Hummelen and Wilberg, 2015). One of the parameters for scoring some medical professions, such as medicine and nursing, is extensive and direct communication during lectures and community services. Undergraduates suffering from glossophobia have high likelihood of having challenges in their studies and practice of their profession. Undertaking a predictive investigation on glossophobia becomes inevitable owing to the paucity of studies focusing of glossophobia among undergraduate students in recent times.

Statement of the problem

Communication is an integral part of human existence. It is needed for effective and smooth interaction among human beings. Effective interaction can only occur when the listeners can decode the meaning of the message passed across. It becomes worrisome when an individual feels anxious to communicate ideas to others as a result of fear of talking. The impact of glossophobia cannot be underestimated among undergraduates in various universities. Anxiety has been found to interfere with many types of learning, fear of being judged by fellow human beings and feeling intimidated when one perceives others are better in speaking. Public speaking anxiety is the nervousness that the speaker experiences before, during or after presentation. Such individual might be fidgeting, feeling uneasy, tension in facial muscles, forgetting the content of the presentation, stammering, racing heartbeat, sweating in the palms, shaky voice, dry throat, memory loss and uncontrollable trembling to mention few. This problem is not also inevitable among undergraduates as a result of factors that are militating against the act such as having low self-esteem, lack of self-confidence and determination, this study seeks to examine how low social competence, fear of condemnation and personality disorder. Therefore, this study seeks to examine how to improve undergraduates' public speaking by reducing the anxiety that they get involved with in the cause of their presentation.

Purpose of the study

The general purpose of this study was to investigate psycho-social factors as tools for glossophobia among Nigeria undergraduates. The specific objectives were to:

- (i) find the relationship that exist between psychosocial factors (personality, self-esteem and social competence) and glossophobia among undergraduates;
- (ii) ascertain the joint contribution of psychosocial factors (personality, self-esteem and social competence) to the prediction of glossophobia among undergraduates; and
- (iii) examine the relative contribution of psychosocial factors (personality, self-esteem and social competence) to the prediction of glossophobia among undergraduates.

Research questions

The following questions were answered through inferential statistics at 0.05 level of significance:

1. What is the joint contribution of the psychosocial factors (personality, self-esteem and social competence) to the prediction of glossophobia among undergraduates in Nigeria?
2. What is the relative contribution of the psychosocial factors (personality, self-esteem and social competence) to the prediction of glossophobia among undergraduates in Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- i. There is no significant relationship between personality and glossophobia among undergraduates in Nigeria.
- ii. There is no significant relationship between self-esteem and glossophobia among undergraduates in Nigeria.
- iii. There is no significant relationship between social competence and glossophobia among undergraduates in Nigeria.

Methodology

This study adopted a correlational design. The justification for using this design was to examine the relationship that exists among the variables of the study. More importantly, the variables under study had already occurred and there was no need for any manipulation of the independent variable. The main variables of this study were self-esteem, social competence and personality as predictors of glossophobia among undergraduates.

The population for this study consisted of all university undergraduates in Oyo State. The stratified random sampling was adopted in the selection of research respondents in which three universities were selected out of 10 universities located in Oyo State. The first stratum involved random selection of three universities in Oyo State. This selection involved the selection of a Federal university (University of Ibadan, Ibadan), a State university (Ladoke Akintola University of Technology, Ogbomoso) and a Private university (Lead City University, Ibadan). The second stratum involved selection of the Faculty of Science in each of the universities. The Faculty of Science was selected because it existed in the three universities. In the third stratum, One hundred (100) undergraduates were randomly selected from each university. Altogether, three hundred (300) undergraduates were randomly selected for the study. This was used as a representative of the population.

For the purpose of the study, the researcher made use of questionnaire tagged "Self-esteem, Social competence and Personality. The questionnaire comprised four sections. (A-D). Section "A" of the questionnaire was designed to obtain undergraduates' biographic data. Section B was directed to obtain information from the students on psychosocial factors as predictors of glossophobia among undergraduates. Personal Report of Public Speaking Anxiety scale was developed by McCroskey, (2013) for the purpose of measuring the public speaking anxiety of an individual. It is a 34-item scale measuring the degree of anxiety students' exhibit when expected to make public speech. The scale adopts a 5-point Likert response format, ranging from 1= none to 5= quite a lot. Typical examples of the items are "How much emotional support have you received?" and "How much advice have you received?". It has a reliability coefficient of 0.71 using the Cronbach-alpha method. The pilot study recorded Cronbach alpha = 0.81

The self-efficacy scale was originally designed by Rosenberg in 1965 and was used in measuring the self-worth of undergraduates in this study. There were list of statements dealing with general feelings of oneself: If you strongly agree, circle SA; if you agree with the statement, circle A; If you disagree, circle D; if you strongly disagree, circle SD." Scoring of the test was as follows: SA=4, A=3, D=2, SD=1. Items with an asterisk are

reverse-scored, that is SA=1, A=2, D=3, SD=4. Those who score high on the scale are rated as having high self-esteem, while those with low score are rated as having low self-esteem. The reliability coefficient for the scale recorded was 0.85.

Another scale used was Neo Personality Inventory. It was designed by Costa and McCrae in 1985 and it was revised in 1989. It has 60 items and measures five personality factors. Items are scored based on a Likert scale ranging from 4 (Strongly Disagree) to 0 (Strongly Agree). Twelve items each measure each of the big five personality factors (Openness to experience, Conscientiousness, Extroversion, and Neuroticism). Items are scored based on a likert scale ranging from 4 ("Strongly Disagree") to 0 ("Strongly Agree"). Every 12 items measure one of the big five personality factors. The reliability coefficients for openness to experience, extroversion and neuroticism subscales ranged from 0.72 to 0.88, while those for conscientiousness and agreeableness subscales were 0.71 and 0.75 respectively.

Social Competence Scale was a 20-item self-designed scale. The scale was pilot tested among the respondents that were not part of the population. It was used to measure the social competence of undergraduate students. It measured the level of interpersonal skill undergraduates possess. It was a 4-point Likert scale format with strongly agree coded as 4 and strongly disagree coded 1. Typical examples of the items are "I can easily communicate my feeling to any one I feel like," and "I have confidence in my ability to speak in public places". It had a reliability coefficient of 0.88 using the Cronbach-alpha method.

Section C was where copies of the questionnaire were administered to undergraduates in their various institutions. This was made possible through the Deans of Student Affairs of the universities whose permissions were first sought. The participants were adequately briefed on the need to cooperate with the researcher. They were also guaranteed confidentiality of their responses. Data collection spread over three weeks, during which over 300 copies of the questionnaire were administered while the actual ones for the analysis were retrieved. These were scored and the data obtained were subjected to analysis.

Section D indicated that the data collected were analysed with the aid of Statistical Packages for Social Sciences (SPSS version 21). The analysis was done using inferential statistics. The inferential statistics involved the use of Pearson Product Moment Correlation (PPMC), and Multiple Linear Regression Analysis (MRA) to test the hypotheses and analyse the research questions at 0.05 significant alpha level.

The PPMC was used in estimating the degree and direction of relationship between the independent variables and glossophobia. While, MRA was used in estimating the joint and relative contributions of the independent variables (self-esteem, social competence and personality) to the prediction of glossophobia.

Results

Research Question 1: What is the joint contribution of the psychosocial factors (self-esteem, social competence and personality) to the prediction of glossophobia among undergraduates in Nigeria?

Table 1: Summary of regression showing the joint contribution of the independent variables to the prediction of glossophobia

R =.557						
R Square =.311						
Adjusted R square =.304						
Std. Error =11.45049						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22077.106	3	7359.035	56.127	.000 ^a
	Residual	38678.577	295	131.114		
	Total	60755.683	298			

Table 1 above reveals a significant joint contribution of the independent variables (personality, self-esteem and social competence) to the prediction of glossophobia. The result yielded a coefficient of multiple regressions $R = 0.557$, multiple $R^2 = 0.311$ and Adjusted $R^2 = .304$. This suggests that the three independent variables combined accounted for 30.4% (Adj. $R^2 = .304$) variation in the prediction of glossophobia. The other variables accounting for the remaining 69.6% were beyond the scope of this study. The ANOVA result from the regression analysis showed that there was a significant joint effect of the independent variables on glossophobia, $F_{(3,295)} = 56.127$, $P < 0.001$.

Research Question 2:

What is the relative contribution of the independent variables (self-esteem, social competence and personality) to the prediction of glossophobia among undergraduates in Nigeria?

Table 2: Summary of regression for the relative contribution of the independent variables to the prediction of glossophobia

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.758	3.119		5.693	.000
	Self-esteem	-.197	.051	-.211	-3.877	.000
	Personality	-.037	.055	-.036	-.667	.505
	Social competence	-.293	.055	-.243	-4.817	.000

Table 2 shows that two out of the three predictor variables (personality, social competence and self-esteem) are potent predictors of glossophobia. The most potent factor was social competence (Beta = -.243, $t = -4.817$, $P < 0.001$), self-esteem (Beta = -.211, $t = -3.877$, $P < 0.001$). Personality (Beta = -.036, $t = -.667$, $P > 0.05$) was not a potent predictor of glossophobia. This implies that the higher the social competence and self-esteem of undergraduates, the less the glossophobia such undergraduates will experience.

Research Hypotheses

This section presents the results from the inferential statistics on the three hypotheses raised.

Hypothesis 1: There is no significant relationship between self-esteem and glossophobia among undergraduates.

Table 3: PPMC showing the relationship between self-esteem and glossophobia

Variable	N	Mean	St-Dev	Df	R	P	Remark
Glossophobia	300	48.83	13.72	298	-.309**	<.001	Ho2 Rejected
Self-esteem	300	22.67	14.68				

Table 3 reveals the relationship between self-esteem and glossophobia; $r(298) = -.309$, $p < .001$. That is, there was a significant negative relationship between self-esteem and glossophobia. Hence the null hypothesis was rejected. The table further reveals that self-esteem positively influenced undergraduates' glossophobia. This implies that high self-esteem reduces the tendency for undergraduates to display high glossophobia score. Coefficient of determination ($r^2 = 0.095$) revealed that self-esteem had moderate influence on undergraduates' glossophobia. That is, it accounted for 9.5% in the variation of undergraduates' glossophobia.

Hypothesis 2: There is no significant relationship between personality and glossophobia among undergraduates.

Table 4: PPMC showing the relationship between personality and glossophobia

Variable	N	Mean	St-Dev	Df	r	P	Remark
Glossophobia	300	48.83	13.72	298	-.202**	<.001	Ho3 Rejected
Personality	300	47.04	13.54				

Table 4 reveals the relationship between personality and glossophobia; $r(298) = -.202$, $p < .001$. That is, there was a significant negative relationship between personality and glossophobia. Hence, the null hypothesis was rejected. The table further indicates that personality positively influenced undergraduates' glossophobia. This implies that a high personality will reduce the tendency for undergraduates to display high glossophobia scores. Coefficient of determination ($r^2 = 0.041$) revealed that personality had small influence on undergraduates' glossophobia. That is, it accounted for 4.1% in the variation of undergraduates' glossophobia.

Hypothesis 3: There is no significant relationship between social competence and glossophobia among undergraduates.

Table 5: PPMC showing the relationship between social competence and glossophobia

Variable	N	Mean	St-Dev	Df	r	P	Remark
Glossophobia	300	48.83	13.72	298	-.402**	<.001	Ho4 Rejected
Social competence	300	37.14	13.04				

Table 5 shows the relationship between social competence and glossophobia; $r(298) = .402$, $p < .001$. That is, there was a significant relationship between social competence and glossophobia. Hence, the null hypothesis was rejected. The table further reveals that social competence negatively influenced undergraduates' glossophobia. This implies that high social competence will reduce the tendency for undergraduates to display high glossophobia scores. Coefficient of determination ($r^2 = 0.162$) revealed that social competence had moderate influence on students' glossophobia. That is, it accounted for 16.2% in the variation of undergraduates' glossophobia.

Discussion of findings

From the study, it was discovered that there was a significant joint contribution of the independent variables (personality, self-esteem and social competence) to the prediction of glossophobia. This result corroborates Naouel (2015), who explored the relationship between Algerian second-year English students' self-esteem and their oral production at the university. He found that there was a positive relationship between students' self-esteem and their foreign language speaking performance. Similarly, Navita (2016) conducted a research on the relationship between self-esteem and English speaking skill among adolescent learners. Navita revealed that there was significant and positive correlation between learners' self-esteem and their English speaking skill. This implies that weak self-esteem would encourage glossophobia because individuals with high self-esteem have better self-value that is capable of suppressing the emotion of anxiety that creates the signal of incompetence in speaking engagements.

Farooq (2014) found that all of the EI skills negatively correlated with foreign language speaking anxiety. In addition, Kahraman (2013) investigated the effect of EI training on learners' foreign language speaking anxiety in speaking classes. Her results indicated a statistically significant decrease in the participating students' overall anxiety levels. Consequently, it can be said that self-esteem, social competence and personality are related and have joint influence on the glossophobic tendencies among undergraduates. Since glossophobia is a negative emotional reaction that occurs when confronted with speaking in public places, it can be asserted that strong psychological variables are capable of reducing glossophobic tendencies among undergraduates.

From the research question raised in this study, it was also discovered that two out of the three predictor variables (social competence and self-esteem) were potent predictors of glossophobia. The most potent factor was social competence, followed by self-esteem, while personality is not a potent predictor of glossophobia. This result agrees with Nurdini (2017) who studied the communication strategies (CSs) used by EFL students with low and high self-esteem in speaking English. The findings of the study showed that the students with low self-esteem employed fewer CSs compared to those with high self-esteem. With regard to social competence, the result of this study is consistent with previous studies (such as Mandell and Pherwani, 2003; Mayer et al., 2004) which found that students with low speaking anxiety were more aware of emotions, empathy and interpersonal skills. Similarly, Mohammadi and Mousalou (2012) investigated the possible correlation between emotional intelligence skills and first language speaking anxiety. The results of their study showed negative correlation between speaking anxiety and stress management and no significant correlation between speaking anxiety and the other emotional intelligence skills. This indicates that undergraduates with high self-esteem and social competence will be capable of speaking in public without entertaining fear. It could also be argued that socially competent individuals will be capable of speaking in front of anyone while those with self-esteem will be very conscious of their personal worth and value, which could help when fear is about taking charge of their personality.

With respect to personality and glossophobia, it was discovered that personality could predict undergraduates' glossophobia. This result is not consistent with previous studies since personality was not classified in this study. Nevertheless, studies confirmed that avoidance personality is a significant correlate of speaking anxiety (Sadock, Sadock, and Ruiz, 2014). However, this points to an aspect of personality, which is not holistic. In this light, personality as a whole might not significantly predict undergraduates' glossophobia except it is classified.

The three hypotheses tested in this study revealed, through the correlation analysis, that there was a significant negative relationship between personality, social competence and self-esteem and glossophobia. This implies that increase in the influence of social competence, self-esteem and personality will reduce undergraduates' glossophobia. This result is consistent with the theoretical literature, in the absence of empirical findings. Aregu (2013) states that emotional well-being provides vicarious emotional experience that shapes brain circuits for empathy. Undergraduates with higher glossophobia, as Milivojevic and Vucas (2014) argue, are prone to having irrational ideas, to be less able to control their

impulses, and to cope more poorly than other learners. Undergraduates with high degree of anxiety are more likely to be self-focused and perhaps less socially desirable because, as Koosha, Ketabi, and Kassaian (2011) argue, foreign language anxiety serves as a deterrent to social facility. This indicates that social competence is an embodiment of socio-emotional facility that is capable of setting undergraduates free from the bounds of glossophobia.

As for the relationship that exists between personality and glossophobia, this study showed that personality negatively correlated with undergraduates' glossophobia. This result agrees with MacIntyre (1995), who asserts that introversion and extraversion personalities are associated with the arousal of foreign language anxiety. Similarly, Zheng (2008) argues that introverts are more likely to be anxious than extroverts. Introvert learners usually prefer individual work more than group work. They may easily become anxious if they are put in more communication-oriented classroom settings. Extrovert learners, on the contrary, may feel uncomfortable if they are asked to work on their own all the time. Besides, anxious undergraduates tend towards perfectionism (Zheng, 2008). In other words, they are not easily satisfied with their accomplishments unlike non-anxious undergraduates, who feel content even with little achievement.

Conclusion

Self-esteem, Social Competence, Personality and Glossophobia among Nigerian undergraduates was the focus of this study. It was discovered from the analysis that significant relationship existed between personality, self-esteem, social competence and undergraduates' glossophobia through Pearson correlation analysis. A significant joint and relative contribution was also found through multiple regression analysis. It was also found that social competence and self-esteem were potent predictors of glossophobia, with the exception of personality. This implies that there is possibility of undergraduates having less experience of glossophobia when self-esteem and social competence are high.

Recommendations

In view of the findings of this study, some recommendations become imperative such as:

1. University managements should include diagnoses of undergraduates' glossophobia status as part of registration procedure to identify candidate who need urgent psychotherapeutic intervention.
2. Undergraduate students should be helped to improve their self-esteem so as to boost their self-worth when faced with the need to speak or connect with other people. Since students cannot live in isolation while trying to meet academic demands lecturers should help them build social competence through presentation of group projects.
3. Unlike confronting the whole class, varying the speaking activities between pair work, small group work, games, and role plays may help in alleviating glossophobia during speaking engagements. Exposing undergraduates to social skill training with positive self-talk and relaxation techniques, such as telling themselves that 'it is just a friendly informal chat that will not take too long' will assist them in getting rid of their glossophobia and the negative feelings associated with it.

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