

 Research Article

Enhancing the Speech Delivery Skills of Grade 12 Learners Through Target Public Speaking Workshop

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Abstract

This study evaluates the implementation of a speech training workshop designed to enhance public speaking skills among senior high school learners at Bukidnon National High School. Recognizing the critical importance of communication skills in academic and professional settings, the workshop was developed using techniques from the Toastmasters International Competent Communication handbook. It was grounded in Kolb's (1984) experiential learning theory, which emphasizes learning as a cyclical process comprising concrete experience, reflective observation, abstract conceptualization, and active experimentation. These stages were integrated into the workshop structure to ensure learners actively engaged in meaningful, reflective, and practice-oriented activities. Participants underwent pre- and post-assessments to measure improvements across eight critical aspects of public speaking: content, organization, vocal clarity, vocal variety, language use, eye contact and body gestures, persuasiveness, and adherence to time. The pre-assessment results revealed participants' fair performance, with a mean score of 2.6, categorized as "fair." However, the post-assessment demonstrated significant progress, with a mean score of 4.0, classified as "very good." Statistical analysis using paired sample t-tests confirmed the significance of these improvements ($p < 0.05$), demonstrating the workshop's effectiveness in developing public speaking competencies. In addition to quantitative data, qualitative insights were gathered through focus group discussions. These revealed that learners not only improved their technical skills but also developed greater confidence, reduced anxiety, and enhanced audience engagement. Participants particularly valued the experiential approach, which allowed them to practice speeches, receive feedback, and refine their techniques iteratively. Despite these successes, challenges remained, particularly in mastering impromptu speaking and achieving effective vocal variety. These were addressed through targeted activities, including real-time speech exercises and facilitator coaching. Overall, this research highlights the transformative potential of combining experiential learning theory with structured communication training. It provides valuable insights for educators seeking to foster critical communication skills among learners, which are essential for personal and professional success.

Keywords: Communication Skills, Confidence Building, Experiential Learning Theory, Kolb's Learning Cycle, Public Speaking Skills, Senior High School Learners, Speech Training Workshop, Toastmasters International

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1. INTRODUCTION

Speaking is a critical macro skill for individuals to develop. It is not merely about enhancing voice projection but also involves the development of content, clarity, delivery, and confidence. Many learners, however, continue to struggle with speaking confidently. This is often due to factors such as insufficient knowledge of the subject matter, nervousness, low self-esteem, or fear of making mistakes (Brown, 2001).

Speech anxiety, commonly referred to as Glossophobia, is one of the most prevalent fears worldwide, affecting individuals especially students growing up and learning in schools (Breakey, 2005; Miller & Stone, 2009; Pong, 2010) and could be even feared more than death (Dwyer & Davidson, 2012). This fear can significantly hinder a person's ability to communicate effectively, leading to personal and professional missed opportunities. The ability to speak confidently and persuasively in public is not only a valuable personal asset but also a key component of professional success. Speaking to people can help you grow as a person. With the growing importance of communication skills in the modern workforce, understanding the principles of effective public speaking has become more relevant. Public speaking remains a crucial skill in various fields, this issue led to the learning gap that kept the researcher's primary concern in conducting this study.

Additionally, A common problem faced by many students worldwide is oral communication apprehension. It is described as the worry or discomfort a person feels when preparing for oral encounters such as presentations or speeches (McCroskey, 2013). This anxiety can manifest itself in many ways, such as increased heart rate, sweating, or even panic attacks, and it can seriously affect academic and personal development. For example, students may refrain from speaking up in class or avoid giving presentations, which can limit their learning opportunities and adversely affect their grades (Daly & Stafford, 1984). Another example is a student with problems with English grammar may be afraid to speak in front of the class for fear of making mistakes and being ridiculed by classmates. It takes time to build students' English proficiency in an environment where some speak little or no English during the day (Marzuki, Ting, Jerome, Chuah & Misieng, 2013). However, it may be achievable to train students to perform public speaking with confidence at their existing level of language proficiency.

This research study focuses on the implementation of a speech training workshop among senior high school learners of Bukidnon National High School which is aimed at alleviating speech anxiety. The workshop integrates training-based techniques from Toastmasters International and the Public Speaking Training Plan for mitigating Oral Communication Apprehension (Kho and Ting, 2023) to help participants manage and reduce their fear of public speaking. The training plan draws on Kolb's (1984) experiential learning theory, which links experience, perception, cognition and behavior, making it particularly well suited for developing practical skills such as public speaking.

This study seeks to address this gap by offering a detailed evaluation of a workshop that incorporates multiple dimensions of public speaking training, thereby providing more actionable insights into effective intervention strategies.

The primary objective of this research is to evaluate the effectiveness of the workshop in reducing participants' anxiety and improving their public speaking performance using the Toastmasters International's Handbook of Competent Communication anchored to Kolb's (1984) experiential learning theory, which links experience, perception, cognition and behavior, making it particularly well suited for developing practical skills such as public speaking. The programme engages participants in a cycle of concrete experience, reflective observation, abstract conceptualization and active experimentation consistent with successful public speaking training principles.

1.1. Theoretical Framework

This study is anchored in several theoretical concepts and models that collectively support the investigation of the effectiveness of a speech training workshop in improving public speaking skills among senior high school learners at Bukidnon National High School. The framework draws from Kolb's (1984) experiential learning theory and Toastmasters International's Competent Communication Handbook.

1.1.1. Kolb's Experiential Learning Theory

Kolb's experiential learning theory (1984) serves as the foundation for the speech workshop design and implementation. Kolb asserts that learning is a process where knowledge is created through the transformation of experience. This theory posits that learners cycle through four stages:

- a. Concrete Experience (CE): Engaging in hands-on public speaking activities during the workshop.
- b. Reflective Observation (RO): Reflecting on personal experiences of public speaking, challenges, and feedback received during training.

- c. Abstract Conceptualization (AC): Developing insights and strategies for improving speech delivery based on observations and feedback.
- d. Active Experimentation (AE): Applying newly acquired public speaking skills in real-world scenarios or during subsequent workshop activities.

1.1.2. Toastmasters International's Handbook of Competent Communication

Toastmasters International provides a well-established program for developing communication and leadership skills. The Handbook of Competent Communication offers a structured approach to public speaking, including guidelines for speech preparation, delivery, and evaluation. This framework is aligned with Kolb's experiential learning cycle, emphasizing iterative practice, feedback, and refinement of skills. The use of Toastmasters' guidelines ensures that participants receive consistent, high-quality training that promotes measurable improvements in their public speaking abilities.

This theoretical framework underpins the study's objectives by drawing on experiential learning, anxiety reduction, and self-efficacy principles. It highlights the importance of structured interventions, such as speech workshops, in reducing speech anxiety and improving performance, ultimately contributing to learners' personal and professional development.

1.2. Statement of the Problem

This study was formed to assess the effectiveness of the public speaking workshop adopted from Toastmasters International's Handbook of Competent Communication to the Grade 12 Humanities and Social Sciences learners in Bukidnon National High School for the academic year 2024- 2025.

Specifically, the study sought to answer the following problems:

1. What is the level of speech delivery among participants before and after attending the speech workshop in relation to:
 - a. Content
 - b. Organization
 - c. Vocal Clarity
 - d. Vocal Variety
 - e. Language Use
 - f. Eye Contact and Body Gestures
 - g. Persuasiveness
 - h. Adherence to Time
2. How does the level of speech delivery of the participants change following the completion of the speech workshop?
3. Is there a significant difference in participants' speech delivery before and after participating in the speech workshop?
4. What are the participants' reflections and feedback regarding their experiences in the speech workshop?

1.3. Significance of the Study

This study holds significant value for several key stakeholders, including educators, students, school administrators, and future researchers. By evaluating the effectiveness of a public speaking workshop aimed at improving speech delivery skills, this research provides actionable insights that can enhance both academic and personal development.

1. For Educators: Teachers will benefit from the findings of this study as it provides a structured approach to addressing one of the most common challenges in the classroom—oral communication apprehension. The results can guide educators in integrating experiential learning techniques and structured public speaking workshops into their curriculum, helping students overcome speech anxiety while developing essential communication skills. This study also offers a model for how teachers can

- create safe, supportive environments for students to practice public speaking, which is crucial for their growth.
2. For Students: The study focuses on senior high school learners, providing them with strategies to overcome speech anxiety, an issue that can hinder not only academic performance but also personal and professional growth. Through this research, students will gain insights into how structured workshops, practice, and feedback can significantly improve their public speaking abilities. Moreover, by developing greater confidence in communication, students will likely experience reduced anxiety and perform better in class presentations, group discussions, and future professional endeavors.
 3. For School Administrators: School leaders, particularly in Bukidnon National High School, can use the results of this study to implement or improve communication skills programs and public speaking workshops across various grade levels. Understanding the impact of structured interventions on speech anxiety can help administrators create comprehensive training programs to ensure that students are well-prepared to meet the communication demands of their academic journey and future careers.
 4. For Future Researchers: This study contributes to the existing body of literature by exploring the combined use of quantitative and qualitative methods to assess the effectiveness of public speaking workshops. Unlike previous studies that focused solely on anxiety reduction or skill development, this research offers a holistic evaluation of both aspects, filling a gap in the literature. Future researchers can build on this work by examining other factors that may contribute to speech anxiety or by applying similar methods in different educational contexts.
 5. For the Workforce and Society: In a broader sense, this study is significant for society at large, as effective communication is a vital skill in the modern workforce. As students develop better public speaking abilities, they are more likely to succeed in job interviews, presentations, and leadership roles. By equipping learners with the tools to speak confidently, this study contributes to preparing a future workforce that can communicate effectively, collaborate well, and lead others with confidence.

In summary, the findings of this research will have far-reaching implications, offering practical insights that will benefit learners, educators, and institutions by helping to improve public speaking confidence and overall communication skills.

1.4. Scope and Delimitation of the Study

This study focuses on evaluating the effectiveness of a public speaking workshop designed to improve speech delivery skills, reflection and feedback on their experience among senior high school learners in Bukidnon National High School for the academic year 2024-2025. The research involves the implementation of a structured workshop based on Toastmasters International's Handbook of Competent Communication and Kolb's (1984) experiential learning theory. The workshop provides students with hands-on speaking experiences, reflective observation, abstract conceptualization, and active experimentation.

The study is limited to the following parameters:

1. Participants: The research is confined to senior high school learners from the Humanities and Social Sciences (HUMSS) strand at Bukidnon National High School. It does not include students from other grade levels or academic strands, which may limit the generalizability of the findings to a broader population.
2. Location: The study is conducted within a single educational institution—Bukidnon National High School—which may restrict the applicability of results to other schools or educational settings with different demographics or resources.
3. Timeframe: The research is limited to the academic year 2024-2025. As such, it examines the short-term effects of the speech workshop on anxiety and speech performance. Long-term effects or changes in public speaking skills beyond the study period will not be addressed.
4. Workshop Design: The study focuses specifically on a workshop adapted from Toastmasters International and anchored to Kolb's experiential learning model. It does not explore other public speaking programs or anxiety-reduction interventions. The results, therefore, are based solely on this workshop's structure and methodology.
5. Data Collection Tools: The study relies on both quantitative (pre- and post-assessment tests) and qualitative (student reflections and feedback) tools.

Familiarity with Similar Studies or Positioning of the Study in Opposition to Previous Research or RRL

Numerous studies have explored speech anxiety, oral communication apprehension, and public speaking skills. However, there are gaps in the integration of both anxiety reduction and skill development in public speaking workshops using experiential learning frameworks. This study positions itself by addressing these gaps and offering a more comprehensive approach.

1. **Anxiety-Reduction Techniques:** Studies such as Dwyer (2000) have introduced various techniques for reducing speech anxiety, including cognitive-behavioral therapy, relaxation exercises, and systematic desensitization. While effective in managing anxiety, these studies often treat anxiety reduction in isolation, without considering the direct impact on public speaking performance. This research fills that gap by evaluating how anxiety reduction and skill development can occur simultaneously within the framework of a speech workshop. It examines not only whether anxiety is reduced but also how this reduction influences the actual performance in public speaking tasks.
2. **Focus on Public Speaking Skill Development:** Previous work by Lucas (2011) emphasized the technical aspects of public speaking, such as improving speech organization, delivery, and audience engagement. Although these studies provide valuable techniques for enhancing performance, they often overlook the role of anxiety in hindering effective speaking. This study builds upon Lucas' work by combining technical skill development with strategies for managing anxiety, offering a more holistic approach to public speaking training.
3. **Experiential Learning in Public Speaking:** While Kolb's (1984) experiential learning theory has been applied in various educational contexts, few studies have directly used this model to reduce speech anxiety and improve public speaking skills. This study extends the application of Kolb's model by integrating concrete experience, reflective observation, abstract conceptualization, and active experimentation into the workshop design. By applying this model, the study addresses the dual need for anxiety management and practical speaking practice, which is often missing in traditional public speaking training programs.

1.5. Positioning of the Study

This study distinguishes itself from existing research by combining aspects that have traditionally been treated separately: Public speaking skill development and feedbacking on the speech experience. It utilizes experiential learning as a theoretical framework, which provides learners with hands-on experience and reflection, enhancing their confidence and competence.

2. METHODOLOGY

2.1. Research Design

This study employs a mixed-methods research design specifically Explanatory Sequential Design, integrating both quantitative and qualitative approaches to comprehensively evaluate the effectiveness of a speech training workshop aimed at reducing speech anxiety and improving public speaking skills among senior high school learners. The mixed-methods approach is chosen because it allows for a detailed understanding of both the measurable changes in participants' public speaking abilities and the personal experiences or reflections of learners regarding the workshop.

2.1.1. Quantitative Approach

The quantitative aspect of the study involves a pre and post assessment design to measure the changes in participants' public speaking skills before and after attending the workshop.

Participants: The participants are the select senior high school learners from Bukidnon National High School enrolled in the Humanities and Social Sciences (HUMSS) strand for the academic year 2024–2025.

Instruments: Public Speaking Rubric: A public speaking training plan and a rubric developed based on Toastmasters International's Handbook of Competent Communication will be used to assess

students' speech delivery skills, including aspects such as organization, delivery, language use, and engagement.

Procedure: Pre-Workshop Assessment: Participants will be evaluated using the Public Speaking Rubric before starting the workshop to determine their initial levels of public speaking skills.

Post-Workshop Assessment: After completing the workshop, the same assessment tools will be used to evaluate the changes of public speaking performance.

2.1.2. Qualitative Approach

The qualitative component focuses on exploring participants' reflections and feedback on the workshop experience to identify the specific factors that contributed to reducing anxiety and enhancing public speaking skills.

Participants: The same group of participants from the quantitative portion of the study.

Focus Group Discussion (FGD): After the workshop, a focus group discussion will be conducted to gather in-depth feedback from participants on the strengths, weaknesses, and overall effectiveness of the training.

Procedure

Focus Group Discussion: A semi-structured focus group will allow participants to share their thoughts in a more collaborative setting, facilitating deeper insights into the workshop's impact.

2.2. Research Setting

This study will be conducted at Bukidnon National High School, located in Malaybalay City, Bukidnon, Philippines. The school is one of the largest public secondary institutions in the region, offering a wide range of academic and extracurricular programs.

The study will specifically focus on senior high school learners enrolled in the Humanities and Social Sciences (HUMSS) strand for the academic year 2024-2025.

The public speaking workshop will take place in one of the school's hall, which is equipped with projectors, microphones, and space for interactive group activities, ensuring that learners can engage fully in the experiential learning process.

2.3. Participants And Sampling Procedure

2.3.1. Participants

The participants of this study will be senior high school learners from Bukidnon National High School, specifically those enrolled in the Humanities and Social Sciences (HUMSS) strand for the academic year 2024-2025.

Participants will include both male and female students, aged 16-18 years, with varying levels of public speaking experience. The selection of this group provides a diverse range of communication competencies, allowing for a more comprehensive evaluation of the workshop's effectiveness.

2.3.2. Sampling Procedure

This study will employ purposive sampling, a non-probability sampling technique, where participants are selected based on specific characteristics relevant to the research. The criteria for inclusion are as follows:

- Enrolled in the HUMSS strand: The study focuses on learners who are expected to develop communication-related competencies as part of their academic track.

- Voluntary participation: Students who express interest in improving their public speaking skills and reducing their speech anxiety will be invited to join the study.
- Availability: Students who can commit to attending the entire workshop and participate in both pre- and post-workshop assessments will be included.

This purposive sampling method is appropriate for this study as it ensures that the participants selected are relevant to the research objectives—specifically, students who have an academic focus on communication and are motivated to improve their public speaking skills.

2.4. Data Gathering Technique, Instrumentation and Validation

This study will employ both quantitative and qualitative data collection techniques to comprehensively evaluate the impact of the public speaking workshop on students' speech anxiety and performance.

Quantitative Data Gathering: Pretest and post assessments will be conducted to measure the changes in participants' public speaking skills and anxiety levels before and after the workshop.

Qualitative Data Gathering: Focus group discussions will be used to gain insights into the participants' personal experiences, reflections, and perceptions of the strengths and weaknesses of the workshop.

2.4.1. Validation of Instruments

To ensure the reliability and validity of the instruments, the following steps will be undertaken:

Content Validation: All instruments, including the Speech training, Rubric, and Focus Group Guide, will undergo content validation by a panel of experts, consisting of educators experienced in public speaking, communication apprehension, and curriculum design. The panel will review the instruments to ensure that they adequately measure the intended constructs and are appropriate for the context of senior high school learners.

2.5. Data Analysis

In this research study, both quantitative and qualitative data will be analyzed to evaluate the effectiveness of the public speaking workshop in enhancing the public speaking skills among senior high school learners and giving of reflection on the overall experience through focus group discussion. The analysis will be carried out using a mixed-method approach to provide a comprehensive understanding of the workshop's impact.

2.5.1. Quantitative Data Analysis

Quantitative data will be collected from pre- and post-workshop assessments on participants' public speaking performance.

- Pre- and Post-Workshop Assessment

Speech Delivery Skills: Participants will undergo evaluations on their public speaking performance before and after the workshop using standardized rubrics based on the Toastmasters International's Handbook of Competent Communication.

2.5.2. Qualitative Data Analysis

Qualitative data will be gathered through participants' focus group discussions (FGDs) to capture their personal experiences, reflections, and feedback on the workshop.

- Focus Group Discussions (FGDs):

The FGD data will also be analyzed using thematic analysis. This approach organizes data into recurring themes and frames them in a logical and comprehensive manner, making it easier to draw meaningful connections to broader concepts or relevant literature.

4. RESULTS

4.1. Presentation of Findings

The data presents an analysis of pre- and post-assessment scores across various communication skills for a sample of N=10. These categories—Content, Organization, Vocal Clarity, Vocal Variety, Language Use, Eye Contact and Body Gestures, Persuasiveness, and Adherence to Time—represent critical aspects of effective communication. The study suggests statistically significant improvements in each category, as evidenced by the t-values and p-values ($p < 0.05$).

Table 1. The Paired Sample T-Test

N=10	Pre-Mean	Level	Post-Mean	Level	(SD)	t-value	p-value
Content	2.8	Fair	4.2	Very Good	0.65	7.4	<0.05
Organization	2.6	Fair	4.0	Very Good	0.7	6.7	<0.05
Vocal Clarity	2.5	Fair	4.1	Very Good	0.75	7.1	<0.05
Vocal Variety	2.3	Fair	3.9	Very Good	0.8	6.5	<0.05
Language Use	2.7	Fair	4.0	Very Good	0.7	6.8	<0.05
Eye Contact and Body Gestures	2.4	Fair	3.8	Very Good	0.7	6.5	<0.05
Persuasiveness	2.5	Fair	4.0	Very Good	0.7	6.9	<0.05
Adherence to Time	2.6	Fair	3.9	Very Good	0.65	7.1	<0.05

The data represent pre- and post-assessment scores for N=10 participants, adapted from the validated framework of the Competent Speaker Speech Evaluation Form (National Communication Association, 1993). Scores are measured on a 5-point Likert scale and interpreted as follows:

0.0 – 1.9: Poor – Significant room for improvement in this area.

2.0 – 2.9: Fair – Performance demonstrates minimal competency but lacks consistency or effectiveness.

3.0 – 3.9: Good – Acceptable performance with noticeable strengths and minor areas for improvement.

4.0 – 4.9: Very Good – Strong performance with only minor weaknesses.

5.0: Excellent – Exemplary performance, fully meeting or exceeding expectations.

Table 1 shows The paired sample t-test shows a statistically significant improvement in all measured aspects of public speaking skills, with post-assessment scores significantly higher than pre-assessment scores. The overall increase from a mean of 2.6 (pre-assessment) to 4.0 (post-assessment) underscores the effectiveness of the intervention. Each aspect's p-value is less than 0.05, confirming that the observed improvements are statistically significant.

The data revealed notable improvements across all assessed categories. Content showed the largest absolute gain, with an increase from 2.8 to 4.2, reflecting participants' enhanced ability to structure, deepen, and ensure relevance in their communication. This improvement, underscored by a t-value of 7.4, highlights the effectiveness of the training. Similarly, Organization improved from 2.6 to 4.0, with a t-value of 6.7, indicating a significant enhancement in participants' ability to present their ideas logically and cohesively.

In the area of Vocal Clarity, the participants achieved the highest relative gain, increasing from 2.5 to 4.1, suggesting they became notably better at articulating their words clearly, a critical component of effective communication. The lowest pre-assessment score was in Vocal Variety (2.3), but a significant

improvement to 3.9, coupled with a t-value of 6.5, indicates that participants developed better control over tone, pitch, and modulation, enhancing their ability to maintain audience engagement.

Language Use also saw meaningful improvement, rising from 2.7 to 4.0, reflecting better use of precise and appropriate language. This progress, supported by a t-value of 6.8, signifies strong training effects in this area. Eye Contact and Body Gestures improved from 2.4 to 3.8, with a t-value of 6.5, demonstrating participants' enhanced non-verbal communication skills, such as making engaging eye contact and using purposeful gestures.

The category of Persuasiveness improved from 2.5 to 4.0, showcasing participants' development in argumentative and rhetorical skills, with a t-value of 6.9 confirming the robustness of this improvement.

Finally, Adherence to Time increased from 2.6 to 3.9, reflecting better time management during presentations. The significant t-value of 7.1 underscores the success of the intervention in helping participants balance content delivery within given time limits. Overall, the results highlight substantial and statistically significant gains across all categories, indicating the effectiveness of the training program in developing public speaking skills.

4.2. Focus Group Discussion Results

Before the session, seven participants reported feeling anxious, primarily due to fears of being judged or making mistakes during the activities, while three participants expressed excitement about the opportunity to improve their public speaking skills. Key challenges identified included fears of forgetting lines (five participants), speaking incoherently (three participants), and difficulty engaging with an audience (two participants). In terms of expectations, eight participants hoped to boost their confidence and learn strategies to manage anxiety, six aimed to enhance clarity and structure in their speeches, and four were eager to gain practical techniques for engaging their audience.

During the session, participants engaged in a variety of activities, including impromptu speaking drills, feedback sessions, and vocal exercises. Impromptu speaking drills were highlighted by eight participants as particularly beneficial, as they helped them think quickly and manage nerves. Feedback sessions were also appreciated by six participants for providing constructive and actionable insights. Key takeaways included learning techniques such as pacing, effective use of pauses, and structuring speeches with clear beginnings, middles, and ends. Seven participants noted the value of learning how to use gestures and body language effectively. All participants felt they had made progress in at least one area, with improvements in confidence and clarity being the most commonly cited (eight and seven participants, respectively). Half of the group also reported progress in audience engagement.

Post-session reflections revealed that nine participants felt more confident and comfortable speaking in front of others, with one participant acknowledging slight improvement despite lingering nervousness. Participants attributed their increased confidence to the supportive environment and constructive feedback provided during the session. Challenges faced included difficulties with impromptu speaking (four participants) and vocal variety exercises (three participants), particularly in adjusting tone and pitch. However, participants overcame these challenges through active practice and by incorporating feedback from facilitators, showcasing the effectiveness of the training environment in addressing their needs.

4.3. Comparison to Initial Hypothesis

The initial hypothesis posited that the structured speech training workshop, informed by Toastmasters International's Competent Communication Handbook and Kolb's Experiential Learning Theory, would lead to significant improvements in public speaking skills among the participants. Specifically, it was anticipated that the workshop would enhance speech delivery in areas such as content organization, vocal clarity, and persuasiveness, while also reducing speech anxiety.

The results largely confirmed these expectations. Participants showed marked improvements in various dimensions of public speaking, including content, organization, vocal clarity and variety, and adherence to time, as anticipated. The reduction in speech anxiety and the increase in self-confidence were

also consistent with the hypothesis, supporting the idea that structured interventions can help manage communication apprehension.

However, some unexpected insights emerged. For instance, participants exhibited significant gains in body language and eye contact—elements not specifically emphasized in the original hypothesis but which proved to be important factors in overall speech effectiveness. These findings suggest that the combination of experiential learning and the Toastmasters framework may have broader impacts than initially expected, influencing not only the verbal aspects of public speaking but also non-verbal communication.

4.4. Expanded Comparison with Related Studies

The findings of this study align with existing literature on public speaking training and oral communication apprehension. For instance, McCroskey (2013) emphasized that structured interventions effectively reduce speech anxiety, which is consistent with this study's results showing significant decreases in participants' nervousness and increased self-confidence after the workshop. Similarly, Marzuki et al. (2013) demonstrated that practice and targeted training significantly improve speech clarity and organization, findings echoed in this study where participants showed measurable improvement in these areas.

However, some divergences were observed. Unlike previous studies that primarily focused on adult learners or university students, this research examined senior high school learners in a non-native English context. This unique focus revealed improvements in eye contact and body gestures, areas less emphasized in prior research. The application of Kolb's Experiential Learning Theory in combination with Toastmasters International's framework may have contributed to these results, highlighting the effectiveness of this integrated approach.

This study also expands the existing body of knowledge by addressing a younger demographic in a multilingual educational setting. By doing so, it fills a gap in the literature, demonstrating that public speaking skills can be effectively developed at earlier educational levels through experiential and competency-based methods. These findings provide a foundation for future research and reinforce the importance of adapting training programs to diverse learner needs and contexts.

4.5. Quantitative Results Interpretation

The significant gains across all assessed categories demonstrate the effectiveness of the training program in enhancing diverse facets of public speaking. For instance, the substantial improvement in Content (from 2.8 to 4.2) reflects participants' ability to organize and deliver ideas with greater depth and relevance, emphasizing their mastery of structuring communication. Similar advancements in Organization (2.6 to 4.0) confirm an enhanced capability to present information coherently, which is essential for impactful speeches.

The notable gains in Vocal Clarity (2.5 to 4.1) and Vocal Variety (2.3 to 3.9) suggest that participants developed the skills to articulate clearly and modulate their tone and pitch effectively, making their communication more engaging and dynamic. These improvements align with research suggesting that vocal delivery significantly impacts audience retention and engagement.

Language Use improvements (2.7 to 4.0) highlight enhanced precision and appropriateness in speech, indicating that participants have developed the ability to convey ideas effectively through language. In Eye Contact and Body Gestures (2.4 to 3.8), participants exhibited progress in non-verbal communication, reflecting a more engaging and confident presence on stage. These findings support studies on the critical role of non-verbal cues in audience connection.

Lastly, the advancements in Persuasiveness (2.5 to 4.0) and Adherence to Time (2.6 to 3.9) suggest better rhetorical skills and time management, foundational for delivering concise and impactful speeches.

4.6. Qualitative Results Interpretation

The focus group findings complement the quantitative results, offering insight into participants' experiences and perspectives. Pre-session anxiety was a dominant theme, with participants identifying common fears like judgment and incoherence. This emotional barrier underscores the necessity of creating supportive environments for skill development, which was achieved through this program. Post-session, nine participants reported increased confidence, illustrating the success of the program in addressing these anxieties.

Activities like impromptu speaking drills and feedback sessions were particularly effective, as participants found them instrumental in overcoming nervousness and improving quick-thinking abilities. The constructive feedback enabled participants to identify and address weaknesses, reinforcing the importance of real-time, actionable critiques in training programs.

Challenges faced during the session, such as difficulties with impromptu speaking and vocal variety, were viewed as growth opportunities. Participants' ability to address these challenges through active practice and facilitator feedback highlights their adaptability and commitment, integral to their progress.

4.7. Acknowledgment of Study Limitations

This study has several limitations. The small sample size and focus on a single institution limit the generalizability of findings to broader populations or contexts. The short workshop duration may not fully capture the long-term retention of skills, and reliance on self-reported feedback introduces potential bias. Additionally, the study focused on a specific framework, which may not account for alternative approaches to public speaking training. Future research should address these constraints by including larger, more diverse samples, extended follow-up assessments, and objective performance measures.

4.8. Implications for Future Research

1. Exploration of Emotional Progression - Future research could investigate the specific mechanisms that drive emotional shifts from anxiety to confidence in public speaking training. Longitudinal studies could explore how sustained practice influences emotional stability and self-efficacy over time
2. Personalization of training program - Studies could examine the impact of tailored interventions, such as individualized feedback or customized exercises, on participant outcomes. Research could also compare the efficacy of different teaching methodologies, such as peer-led training versus instructor-led sessions
3. Challenges as Growth opportunities- Researchers could delve deeper into how participants perceive and overcome challenges during training. Understanding the role of mindset, resilience, and feedback in addressing difficulties like impromptu speaking or vocal variety could yield insights into optimizing training designs.
4. Non-verbal Communication Development - Given the improvements in gestures and body language, future research could focus on the specific impact of non-verbal communication training. This area is underexplored, yet crucial for audience engagement and overall delivery effectiveness.

5. CONCLUSION AND RECOMMENDATION

This research demonstrated the effectiveness of a structured public speaking training program in significantly improving participants' communication skills across multiple domains, including content organization, vocal delivery, language use, and non-verbal communication. Quantitative results showed statistically significant gains in all categories, with improvements reflecting better structuring, clarity, and delivery of ideas. Qualitative insights from the focus group discussions highlighted participants' emotional and cognitive growth, transitioning from anxiety to confidence and acquiring practical techniques for impactful public speaking. The program's supportive environment and hands-on activities were key factors in these improvements, emphasizing the importance of experiential and feedback-driven learning models.

a. Recommendations for Training Programs

1. Public speaking courses should incorporate activities such as impromptu drills and feedback sessions, which participants identified as most beneficial.
2. Programs should emphasize non-verbal communication, including eye contact and body gestures, given their impact on audience engagement.
3. Structured modules addressing time management and persuasiveness should be included to enhance these specific aspects of delivery.

b. Recommendations for Future Research

1. Studies should investigate long-term retention of skills acquired through such training to determine the sustainability of improvements.
2. Comparative research on different training methodologies (e.g., peer-led vs. facilitator-led) could provide deeper insights into optimizing program effectiveness.
3. The impact of emerging technologies like AI and virtual reality on public speaking training warrants exploration.

c. Recommendations for Participants

1. Regular practice and reflection on feedback are essential for sustained skill development.
2. Engaging in environments that simulate real-world public speaking scenarios can further build confidence and adaptability.

5.1. Implications

The findings of this study corroborate prior research highlighting the importance of structured public speaking training in overcoming speech anxiety and fostering communication skills. For instance, McCroskey (2013) emphasized that addressing oral communication apprehension through targeted interventions can significantly improve learners' confidence and performance. Similarly, Marzuki et al. (2013) noted that practical training can help students navigate challenges like limited language proficiency or fear of making mistakes, which aligns with the improvements observed in this study.

The reduction in speech anxiety and the subsequent increase in self-confidence among participants also validate Dwyer and Davidson's (2012) assertion that structured training can mitigate glossophobia, a common fear among learners. The iterative process of practice and feedback, rooted in Kolb's Experiential Learning Theory, was instrumental in addressing these apprehensions.

5.1.1. Contributions to the Existing Body of Knowledge

This study contributes to the literature by demonstrating the efficacy of combining experiential learning principles with competency-based frameworks, such as the Toastmasters International Competent Communication Handbook, in developing public speaking skills. The findings provide empirical evidence that structured workshops can effectively enhance both the technical and behavioral aspects of speech delivery, including organization, vocal variety, and persuasiveness.

Furthermore, the study extends the application of experiential learning theory to the specific context of public speaking in non-native English settings. It highlights the adaptability of Kolb's learning cycle in fostering practical skills, suggesting its potential for broader application in other communication-related domains.

5.1.2. Relevance to Practice

For educators, the study underscores the value of integrating experiential learning-based public speaking programs into existing curricula. By addressing specific dimensions such as eye contact, body gestures, and adherence to time, these programs can equip learners with skills directly applicable to academic and professional settings.

The structured feedback mechanisms used in the workshop, inspired by Toastmasters guidelines, can serve as a model for other training programs aimed at enhancing communication proficiency.

Educational institutions, especially those in multilingual contexts like Bukidnon National High School, can adapt these strategies to meet their learners' needs effectively.

5.1.3. Relevance to Policy

Policymakers can draw on these findings to advocate for the inclusion of communication skills training in educational standards. Given the growing emphasis on soft skills in the modern workforce, integrating public speaking workshops into senior high school curricula can prepare students for future challenges and opportunities.

5.1.4. Relevance to Theory

The study reinforces the applicability of Kolb's Experiential Learning Theory to skill-based education. By demonstrating how the four stages—concrete experience, reflective observation, abstract conceptualization, and active experimentation—facilitate learning, it provides a robust theoretical foundation for future interventions aimed at addressing communication apprehension and skill development.

In conclusion, this study bridges a critical gap in the literature and practice by offering a replicable, evidence-based model for developing public speaking skills, particularly in non-native English settings. Its implications resonate across practice, policy, and theory, paving the way for broader applications and future research in communication skills development.

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Research Ethics. All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments. Prior to the commencement of the study, ethical clearance was secured from Bukidnon National High School Research Ethics Committee. The research was approved on August 5, 2024 with the approved letter by the school principal. Informed consent was obtained from all participants, and parental consent was also secured for learners below 18 years of age. Confidentiality and anonymity of all participants were strictly maintained throughout the research process.

Data Availability Statement. The data supporting the findings of this study, "Enhancing the Speech Delivery of Grade 12 learners' through targeted Public Speaking Workshop conducted by El Chamberlain Q. Abellana, Losel Mae S. Abellana, and Florabel C. Lovido are not publicly available due to the inclusion of sensitive information from Grade 12 learners at Bukidnon National High School. Access to the data is restricted to ensure participant confidentiality and comply with ethical guidelines. However, anonymized data may be made available by the corresponding author upon reasonable request and with approval from the relevant ethical review board.

Conflicts of Interest. We hereby declare that we do not have any personal conflict of interest that may arise from our application and submission of our research. We understand that our research proposal may be returned to us if found out that there are conflicts of interest during the initial screening. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge during the conduct of our research, we will duly report it to the research committee for immediate action. We understand that we may be held accountable by the Department of Education and BERF for any conflict of interest which we have intentionally concealed.

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