

Relationship between Glossophobia and Emotional Intelligence among Asasi Pintar Students

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Abstract

Glossophobia or public speech anxiety affects 75% of the global population. Emotional intelligence is defined as the ability to understand and identify emotions, to perceive the message and the meaning of emotions. The topic of this research is association between the level of glossophobia and the level of emotional intelligence. This research aims to find out the relationship between the level of glossophobia and the level of emotional intelligence among the ASASIPintar students and to study which component of the emotional intelligence affects the level of glossophobia the most. A quantitative research was carried out using 'Personal Report of Public Speaking Anxiety (PRPSA)' questionnaire and the "Emotional Intelligence Questionnaire: self-assessment" to collect the data. The sample were 126 pre-university students doing their ASASIPintar foundation program at UniversitiKebangsaan Malaysia. The result of the study proved that the level of glossophobia has a weak negative correlation with the level of emotional intelligence and the social skills component brings most effect to the level of glossophobia.

Keywords: Emotional intelligence; AsasiPintar Students.



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1.Introduction

The fear of public speaking or speaking in general is known as the term glossophobia or speech anxiety. (Hancock *et al.*, 2010). The word glossophobia comes from the Greek *glōssa* ὀγλῶσσα, meaning tongue, and *phobos* or φόβος, fear or dread. Glossophobia causes a feeling of intense anxiety, including certain physical and verbal symptoms and signs. Psychological symptoms of glossophobia can lead to acute hearing loss or other physical symptoms. When the mind is cluttered with thoughts, extreme tension is developed which affects a person's hearing. Heart palpitations or increased heart rates can develop as a result of the intense anxiety or stress. This can lead to increased blood pressure and the physical response causes the pupils to dilate and can cause the one to sweat. Some of the common physical symptoms are intense dread and trembling, sweating, particularly on the hands and forehead, nausea or vomiting in extreme cases, shortness of breath or hyperventilating, dizziness, muscle tension in the neck and upper back muscles, feeling of nervousness or panic attack and frequently needing the bathroom.

Verbal symptoms that develop from glossophobia can cause the person to strain while trying to speak. Some of the common verbal symptoms are dryness in the mouth, weakened tone of voice and feeling energy less, trembling voice due to tension, shaking or quivering voice, hesitation words such as 'umm' and 'ah', stammers or tics and vocalised pauses.

Also mention that symptoms of glossophobia are increased heartbeat rate, shuttering, blurry vision, memory loss and dry mouth. The ones with glossophobia will do anything to keep themselves away from many social events that will cause anxiety. If the social event is inevitable, the feeling of extreme anxiety and stress will be experienced by them (Andrew YauHauTse, 2012).

All of the symptoms which are caused by glossophobia may be highly associated with the weak control on one's emotions prior to or even during an event public speaking. Thus, in here emotional intelligence is essential in overcoming speech anxiety. Emotional intelligence is defined as the ability to understand and identify emotions, to perceive the message and the meaning of emotions. Emotional intelligence can be also expressed as the ability to managing and regulating emotions. In short, emotional intelligence is a kind of intelligence that involves the capability to control one's own and others' feelings and emotions, to differentiate between them and to guide one's interpretation and reaction in varying situations by using this information. Emotional intelligence can act as a tool in minimizing the speech anxiety because it enables one to carry out good management of emotions before delivering a speech. Thus, one can calm oneself and decrease the nervousness due to the public speaking. This can avoid one reduce the symptoms of glossophobia showed during the delivery of speech in front of a large crowd. High emotional intelligence is important in helping the students to overcome this anxiety or glossophobia.

Most of the students' behaviours and styles performed during the presentation are distinctive from the usual selves. Observation showed that different people will have varying degree of performance. Some can be considerably silent during usual time while having an outstanding talent in public speaking while some who are constantly noisy while he or she fails to deliver a good speech. Speaking in public were progressively more anxiety-provoking This is consistent with the notion that people tend to be more relaxed when they are around others they know well. Two decades before now, a large number of research on the language anxiety had been carried out, (Andrew YauHauTse, 2012). This language anxiety is highly related to the level of glossophobia because fear of speaking a specific language can contribute to the fear of public speaking. Communication skills is vital in obtaining

the ability to perform effective presentations. Thus, the level of glossophobia of ASASIpintar students is important to be studied on.

According to the an emotional intelligence's model of presented, twenty-five competencies arrayed in five clusters. One of the clusters, the self-awareness cluster of EQ included emotional awareness, accurate self-assessment and self-confidence. Public speakers with higher self-esteem or self-confidence are most willing to speak out in a group of audiences. [Baumeister et al. \(2003\)](#) According to the research by [Baumeister et al. \(2003\)](#) people with high self-confidence will not easily give in to initial failure and may not surrender to unwell feelings of self-doubt and incompetence. This may allow them to overcome the fear of public speaking better.

Social anxiety which caused by the lack of social skills, which is one of the five emotional intelligence's clusters might cause circumscribed fears, such as fear of public speaking also known as glossophobia. People with high self-esteem were less intimidated by the social situation of giving speech in a front of a group of audiences. ([Baumeister et al., 2003](#)) This indicates high self-esteem leads to lower speech anxiety.

Past researches proved that emotional intelligence is highly associated with the level of glossophobia. The ability of managing emotions can affect how one deals with the fear of public speaking. It is interesting to see how the level of emotional intelligence affects the level of glossophobia of a student. It is vital to find out the level of emotional intelligence and level of glossophobia of every ASASIpintar student and to identify the correlation between both of them can be studied too. Moreover, the component of emotional intelligence that affects most on the fear of public speaking will be studied in this research too. Therefore, this study intends to determine the level of glossophobia and emotional intelligence among ASASIpintar students. Apart from that, this study also to find out the association between glossophobia and emotional intelligence. Lastly, this study is to identify which component of emotional intelligence affects most on the level of glossophobia.

2. Literature Review

A quite amount of researches are conducted on the prevalence of glossophobia or public speaking anxiety. However, further research is needed to be carried out to find out its relative correlation with the emotional intelligence. This is because emotional intelligence may affect how an individual understand, perceive and manage his or her unstable emotions under the distress caused by the speech anxiety, namely glossophobia. The components which branch from the emotional intelligence should be investigated to discover which will bring more impact on how well a person perform during public speaking.

2.1. Commonness of Glossophobia

The commonness of the glossophobia is so prevalent that it is not rare for undergraduate students to develop a sense of stress, anxiousness and tension during a public speaking in classroom. According the to research of "Changing the Atmos'fear in the Public Speaking" it is normal to have some dread and nervousness while giving a speech during public speaking. No matter how well one has prepared for a public speaking, he or she might still afflicted by the effects brought by glossophobia on different degrees varying with different individuals. Based on statistics, 75% of the population is predicted to encounter when public speaking, In fact, surveys have shown that most people have lesser fear towards dead than the fear of public speaking [Glossophobia \(2001\)](#). Statistically, the level of glossophobia in female undergraduates is higher than that in male undergraduates.

2.2. Impact of Emotional Intelligence on Communication Skills

Emotional intelligence is defined as the way an individual recognizes and regulates own emotions based on different situations. Most of the researches are conducted to find out the effect of emotional intelligence on the academic achievements. According to "The Impact of Emotional Intelligence on Student Learning" ([Rupande, 2015](#)), emotional intelligence accounts for 80% success in students' learning. People with high emotional intelligence usually also processes high levels of social skills. One of the subcomponents of social skills, communication skills which increases with social skills will greatly enhance the performance of individual while delivering a speech. According to the fear and tension caused by speaking a specific language are lower in the students with higher emotional intelligence. They can speak with better performance and at ease in a relaxing and healthy classroom atmosphere. This situation can relate to where the level glossophobia of a person during public speaking can be lowered by having higher communication skills because he or she is able to deliver better speech.

2.3. Emotional Intelligence in Public Speaking

The first component of emotional intelligence is self-awareness. When one is aware of oneself, he or she will be able identify own strengths and weaknesses while delivering a speech. One has a clear picture of how well or how bad her or she performs in public speaking. The second component of emotional intelligence is self-regulation. Students who are able to regulate themselves effectively are capable in controlling their own emotions. This might greatly help them to avoid the negative physical symptoms caused by fear of public speaking because they have their uneasy emotions under good control. [University of Pittsburgh \(2008\)](#) The third component of emotional intelligence is motivation. The students who are highly self-motivated are persistent in improving their public speaking skills and performance during a public speaking. They always aim to deliver high quality of speech during public speaking. The fourth emotional intelligence's component is empathy. A student who has empathy is able to put oneself in audiences' situation. Therefore, the student will think of how to deliver a speech in a way that will attract the attention of audiences.

Many studies have been carried out on level of glossophobia regarding mainly prevalence, symptoms and definition. Other than that, various researches have been also conducted on the emotional intelligence and its relationship with academic performance, effective leadership and much more. However, this research aims to bring association between the level of glossophobia and the level of emotional intelligence among ASASIpintar students under the spotlight. This research is dedicated to study the relationship between the level of glossophobia and the level of emotional intelligence among the ASASIpintar students in UniversitiKebangsaan Malaysia in order to get more insight in this social phobia more deeply.

3. Methodology

3.1. Research Design

This research is classified as quantitative research. The research is conducted by collecting data on the level of glossophobia and the level of emotional intelligence among ASASIpintar students from PusatPERMATApintar Negara UniversitiKebangsaan Malaysia. The samples were given two questionnaires and were asked to answer the questionnaires honestly. Those two questionnaires are the main instruments to investigate the level of glossophobia and the level of emotional intelligence among the targeted students. The data was collected and SPSS software is used to analyse the data. The level of glossophobia of students and the level of emotional intelligence is studied via SPSS software.

3.2. Research Instrument

The first questionnaire that is used to collect data of the research is 'Personal Report of Public Speaking Anxiety (PRPSA)' questionnaire. This questionnaire is used to find out the level of glossophobia among the sample of population. The questionnaire contains 34 items. 22 out of all the items were tend to show higher level of glossophobia of those who scored the items high. The remaining 12 items were positive because they showed that the participants who scored high in these items would have low levels of speech anxiety. Likert scale with scores of 1 to 5 were allocated for each response, 1 for strongly disagree, 2 for disagree, 3 for not sure, 4 for agree and 5 for strongly agree. According to the scores are classified into three categories, which are high, moderate and low. Participants with scores above 131 are considered to have level of glossophobia. For participants scoring 98 to 131 were deemed to have moderate level of glossophobia while participants who scored less than 98 had a low level of glossophobia. The questionnaire will be tested in a piloted test in Semester 2 and the data will be analysed in the SPSS software.

The reliability of 'Personal Report of Public Speaking Anxiety (PRPSA)' questionnaire was analysed using SPSS software. An estimated Cronbach alpha of more than 0.90 was obtained. This shows that the questionnaire was reliable because it had exceeded the Cronbach alpha of 0.5. The piloted test on the edited version of this questionnaire regarding the public speaking anxiety will be conducted to proof that it has alpha more than 0.5 and it is reliable and valid to use this questionnaire for the quantitative research.

The second questionnaire that is used for collecting the data for the research is "Emotional Intelligence Questionnaire: self-assessment". This questionnaire is used to study the level of emotional intelligence among the sample chosen for this research. The questionnaire is consists of total of 93 items which are classified to five different components of emotional intelligence, namely self-awareness(11 items), self-regulation(17 items), self-motivation(15 items), social-awareness(18 items) and social skills(32 items). Scoring higher marks for all of the the items under each of the different components of emotional intelligence meaning to say that he or she is having high level of emotional intelligence. Likert scale with scores of 1 to 5 were given to respondents to choose from for each item, 1 for underdeveloped, 2 for needs improvement, 3 for adequate, 4 for good and 5 for excellent.

This assessment is not a reliable and validated tool. Daniel Goleman's Emotional Intelligence Framework is utilised in this emotional intelligence questionnaire. Belinda Davies has modified the framework into this questionnaire, entitled "Emotional Intelligence Questionnaire: self-assessment" based on The Consortium for Research on Emotional Intelligence. Thus, similarly to the questionnaire of public speaking anxiety, the piloted test is required to carry out for this emotional intelligence's questionnaire to make sure it is reliable and valid for usage of this questionnaire for this quantitative research.

3.3. Procedure

Firstly, piloted tests are conducted for both the questionnaire of public speaking anxiety and the questionnaire of the emotional intelligence. 30 individuals from foundation programme in another university are chosen as the sample for the piloted tests. The reliability and the validity of both the questionnaires are checked and identified using SPSS software. Next, the data collection will be conducted on the ASASIpintar students to find out the level glossophobia and the level of emotional intelligence involved in the research. The research design is considered as the quantitative research. The instruments used are questionnaires. For the actual research, 110 ASASIpintar students from PusatPERMATApintar Negara UniversitiKebangsaan Malaysia were picked as the sample of the research by using the method of random sampling. As for distribution, questionnaires were passed to the sample on one planned date during second semester The questionnaires are collected back from the sample after two to three days. The estimated time needed for procedure is 48 to 72 hours. For the procedure of data collection, the data was taken and analysed in the SPSS system to interpret the data.

3.4. Research Sampling

The sample are made up of students from ASASIpintar pre-university program at the PusatPERMATApintar Negara Kebangsaan Malaysia. The average age of ASASIpintar students is 18 in the year 2017. The students of this program are taking foundation courses in Pure Science stream. The students enrolled in their courses at the end of May 2017 and soon will be graduating in April 2018. The sampling technique used in the research is random sampling. The total amount of students who will be randomly selected to respond to the questionnaires is 110. According to sample size formula, with confidence level of 95% and margin of error of 5, for a population of 182 students, 110 students will be chosen as the sample.

4. Results

4.1. Level of Glossophobia

Table-1. The level of glossophobia

	Mean	Std Deviation
Glossophobia	3.1976	.34707
	Mean	Std Deviation
Glossophobia	3.1976	.34707

Table 1 shows the mean of glossophobia. According to participants with mean scores 3.68 or above were categorized to the high score. According to the table 1, it shows that level of glossophobia among ASASIpintar Students is moderate (mean 3.1976).

4.2. Level of Emotional Intelligence

Table-2. The level of Emotional Intelligence

	Mean	Std Deviation
Emotional Intelligence	3.7206	.49888

Table 2 shows the mean of Emotional Intelligence. According to participants with mean scores 3.68 or above were categorized to the high score. According to the table 2, it shows that level of Emotional Intelligence among ASASIpintar Students is high (mean 3.7206).

4.3. The Correlations Between Glossophobia and Emotional Intelligence

Table-3. The correlations between Glossophobia and Emotional Intelligence

		Glossophobia	Emotional Intelligence
Glossophobia	Pearson Correlation	1	-.107
	Sig. (2-tailed)		.266
	N	110	110
Emotional Intelligence	Pearson Correlation	-.107	1
	Sig. (2-tailed)	.266	
	N	110	110

Table 3 shows the correlations between the level of glossophobia and the level of emotional intelligence. According to the results, the Pearson Correlation between the glossophobia and the emotional intelligence is $r = -0.107$ whereas the p-value of two-tailed test of significance is 0.266. The result of correlation coefficient of $r = -0.107$ indicates that the glossophobia has a negative weak correlation with the emotional intelligence. The correlation is not significant as p-value exceeds value of significance of 0.05.

4.4. Correlations Between the Level of Glossophobia and the Components of Emotional Intelligence

Table-4. Correlations between the level of glossophobia and the components of emotional intelligence

		Self-Awareness	Self-Regulation	Self-Motivation	Social Awareness	Social Skills
Glossophobia	Pearson Correlation	-.063	-.075	-.050	.034	-.216*
	Sig. (2-tailed)	.514	.436	.600	.722	.024
	N	110	110	110	110	110

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4 shows the correlations between the level of glossophobia and the components of emotional intelligence. According to the results, the Pearson Correlation, r between the level of glossophobia and first component of emotional intelligence, self-awareness is $r = -0.063$ whereas the p-value of two-tailed test of significance is 0.514.

The result of correlation coefficient of $r = -0.063$ and p -value of 0.514 indicates that the level of glossophobia has no correlation with level of self-awareness. For second component, self-regulation correlation coefficient is $r = -0.075$ and significance test's p -value= 0.514. Having correlation coefficient of $r = -0.075$ and p -value= 0.436 indicates the level of self-regulation and the level of glossophobia have no correlation at all. As for self-motivation, the correlation coefficient calculated is $r = -0.050$ whereas p -value for the test of significance is 0.600. Thus, it can be said that association between the level of self-motivation and the level of glossophobia does not exist. Next, the correlation coefficient found for the social awareness and the level of glossophobia is $r = 0.034$ meanwhile significance test's p -value= 0.722 so this indicates that the level of social awareness has no correlation with the level of glossophobia. Lastly for the component of social skills, the correlation coefficient calculated is $r = -0.216$ whereas p -value for the test of significance is 0.024. Therefore, the results concludes that the level of social skills and the level of glossophobia are correlated weakly and negatively as well as significantly at the 0.05 level of significance because of the p -value of 0.024 which is below value of 0.05.

4.5. Which Component of Emotional Intelligence Affects Most on the Level of Glossophobia?

Table-5. Which component of emotional intelligence affects most on the level of glossophobia

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.430	.253		13.564	.000
EQ_Self_Awareness	.014	.097	.022	.146	.884
EQ_Self_Regulation	1.189E-5	.097	.000	.000	1.000
EQ_Self_Motivation	.075	.097	.124	.774	.441
EQ_Social_Awareness	.131	.066	.258	1.985	.050
EQ_Social_Skills	-.299	.093	-.486	-3.227	.002

a. Dependent Variable: Glossophobia

According to the table 5, coefficients table of linear regression between the dependent variable, the level of glossophobia and the independent variables, the components of emotional intelligence, social skills component has the Beta coefficient of -0.486 and p -value of significant test of 0.002. This indicates that there is enough evidence to show that the level of social skills affects most on the level of glossophobia. The p -value of significance is 0.002 which is lower the significance value of 0.05 shows that the regression equation predicts dependent variable, the level of glossophobia significantly based on independent variable, the level of social skills. The level of glossophobia can be predicted based on the level of social skills component by the regression equation of:

$$Y = 3.430 - 0.299x$$

where Y =level of glossophobia and x =level of social skills

Meanwhile, the other emotional intelligence components, such as self-awareness, self-regulation, self-motivation and social-awareness do not affect significantly on the level of glossophobia. This is because their p -values of 0.884, 1.000, 0.441 and 0.05 respectively are equal or greater than the significance value, 0.05 and this indicates the components above can only predict the level of glossophobia insignificantly and inaccurately.

5. Discussion and Conclusion

The purpose of this research study was to see the level of glossophobia and the level of emotional intelligence among the ASASIpintar students in UniversitiKebangsaan Malaysia. The correlation between the level of glossophobia and the level of emotional intelligence is also one of the objectives of this study. Moreover, this study also aims to see which emotional intelligence component most on the level of glossophobia in the correlation. We predicted that the component of emotional intelligence, social skills of emotional intelligence affects most on the level of glossophobia. In this study, it was observed that the emotional intelligence component of social skills has a significant correlation with the level of glossophobia among ASASIpintarstudentss. Therefore, the hypothesis was fully supported.

Glossophobia is one of the most famous anxiety experienced by the world wide population. According to (McCroskey, 1993), there is up to 75% of population suffering the varying degress of fear of public speaking. Based on the results obtained from the research findings, 5.5% of ASASIpintar students population have high level of glossophobia, 93.6% has moderate level of fear of public speaking whereas the remaning 0.9% of them has a low level of public speaking anxiety. Therefore, our findings show that higher percentage of ASASIpintar students are having glossophobia in which 99.1% of the population have high or moderate level of glossophobia. The prevalence of glossophobia among ASASIpintar students is considerably frequent compared to general population. Our findings are partially matched with the past research by McCrockey et al. as both studies show that population have high or moderate level of glossophobia. Another research done by Khan *et al.* (2015) ,concluded that 58.7% of the sample population has high or moderate level of glossophobia. Thus it is proven that majority of the population are suffering from glossophobia.

ASASIpintarprogramme is a one-year foundation programme designed for students to have enough preparations in the aspects of studies, soft skills, leadership skills, communication skills and so on for their degree courses. During the foundation programme, students are ought to do many presentations, group discussion and public

speaking as these are compulsory. Surprisingly, 99.1% of the students have moderate or high level of glossophobia. It can be said that almost all students of the ASASIpintar students experienced speech anxiety while giving public speaking. Although the ASASIpintar students always have to talk in front of many people in a class or big crowd but they still have relatively high level of glossophobia. This can be explained by Yau (2012) who stated that professionals that speak to complete their jobs such as actors, businessmen, and politicians also failed to escape from glossophobia. The public speakers will also feel anxious before they speak for a seminar or talk.

According to the results, 54.5% of the sample population is having high level of emotional intelligence, 43.6% of them have moderate level of emotional intelligence while 1.8% has low level of emotional intelligence. ASASIpintar students are considered to have relatively high emotional intelligence. The mean score for level of emotional intelligence of 3.72 concludes that the overall average emotional intelligence is high. The overall level of emotional intelligence is expected to be high because aside from academic subjects, ASASIpintar foundation programme had offer special subjects like “Development of National Identity”, Leadership and Decision Making Skills” and “Critical Analysis of Current Issues” to promote holistic development of students which includes physical, emotional, spiritual, intellectual and social aspects. Soft skills will allow students to improve and achieve higher emotional intelligence.

The correlation between the level of glossophobia and the level of emotional intelligence is also studied. Based on results, the correlation between the level of glossophobia and the emotional intelligence is negative, weak, and insignificant. This means that the level of glossophobia does not correlate directly with the level of emotional intelligence among ASASIpintar students. Nevertheless, there was a past research conducted by (Marzuki *et al.*, 2015) the result shows that there is significantly positive but weak correlation between emotional intelligence and public speaking skills ($r = 0.323$). The result indicate that students with high emotional intelligence will also have high skills in public speaking. High public speaking skills will increase confidence to deliver a speech thus lowering the glossophobic symptoms. It can be said that the our findings matched with past research which proved that high emotional intelligence causes low glossophobia and it showed the negative correlation between the levels of emotional intelligence and glossophobia. Emotional intelligence plays a vital role in communication skills. Public speaking requires excellent communication skills to perform well during the speech. Thus, emotional intelligence is indirectly related to emotional intelligence in such a way. According to (Gross and John, 2003), having the emotional literacy is meant by having the skills to understand and manage emotions to help a speaker in communicating efficiently in order to become an successful speaker.

Social skills are defined as the skills needed to handle and affect emotions of others efficiently. Social skills is one of the important components under emotional intelligence. According to the our findings, social skills is found out to be the factor that affects most on the level of glossophobia compared to others emotional intelligence components such as self-awareness, self-regulation, self-motivation and social awareness. Past research has proved that deficiency in social skills can lead to poor social performance and brings about social phobia. It can be said that lack of social skills will brings about avoidance of social situations due to low level of emotional intelligence. This statement can be supported by past research in which the researchers found out that individuals with social anxiety are weak at recognizing, explaining, understanding others' emotions and handling and controlling emotions than others. Nolidin *et al.* (2013) When people lacks intelligence of emotions, it is difficult for them to socialize and open up to others. Then, they avoid meeting people and hide themselves from the crowd in order to overcome the intense discomfort caused by social situations that requires talking and speaking out in front of people. Therefore, glossophobia can be affected greatly by level of social skills. It can be said that social skills affect most on the greatness of public speaking anxiety.

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