Original Research Paper

Psychiatry

EFFECT OF EXPOSURE THERAPY ON GLOSSOPHOBIA AMONG NURSING STUDENTS OF SELECTED COLLEGES, DNH & DD, INDIA

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ABSTRACT **Background:** Glossophobia, or the fear of public speaking, is a common anxiety disorder characterized by symptoms such as rapid heartbeat, sweating, trembling, and panic. It can negatively affect communication skills, academic performance, and professional development among nursing students. Exposure therapy, a structured psychological approach, helps individuals confront and gradually overcome their fears in a controlled and supportive environment. **Method:** A quasi-experimental one-group pretest–post-test design was conducted in 2025 among 50 purposively selected nursing students from colleges in Dadra and Nagar Haveli and Daman and Diu (DNH & DD). The Personal Report of Public Speaking Anxiety (PRPSA; 34 items) scale was used to assess levels of public speaking anxiety before and after the intervention. Data were analysed using descriptive and inferential statistics to determine the effectiveness of exposure therapy. **Results:** Findings revealed a statistically significant reduction in glossophobia scores following the intervention, $t(49) = 18.23$, $p < .001$. The calculated t-value exceeded the tabulated value at the 0.05 level of significance, confirming that exposure therapy had a strong therapeutic effect in reducing public speaking anxiety among participants. **Conclusion:** Exposure therapy proved to be an effective intervention for managing glossophobia in nursing students. Integrating such psychological techniques into nursing education can enhance students' self-confidence, communication competence, and readiness for professional roles that demand effective public interaction.

KEYWORDS : Glossophobia, Exposure therapy, Nursing students

INTRODUCTION

Glossophobia, derived from the Greek words *glossa* (tongue) and *phobos* (fear), refers to an intense fear of public speaking. Unlike mild nervousness, it provokes strong physiological reactions such as sweating, trembling, rapid heartbeat, and panic attacks, often leading individuals to avoid speaking situations.

While glossophobia shares similarities with Social Anxiety Disorder (SAD), it is a more specific form of fear. SAD involves anxiety across various social interactions, whereas glossophobia is confined to performance-related situations. According to the *ICD-11 (6B04)*, fear of public speaking falls under SAD, characterized by fear of negative evaluation in social or performance contexts.

The development of glossophobia is influenced by multiple factors such as genetic, psychological, and environmental factors. Moreover, family history of anxiety, negative speaking experiences, observational learning, perfectionism, and maladaptive thought patterns such as self-doubt and fear of mistakes results in glossophobia.

Exposure therapy, a form of Cognitive Behavioural Therapy (CBT), that effectively reduces anxiety by gradually exposing individuals to feared situations. Techniques such as graded exposure, systematic desensitization, and flooding-conducted through real-life, imaginal, or virtual scenarios-promote habituation, emotional processing, and improved self-efficacy in managing fear.

NEED FOR THE STUDY

Despite the recognized importance of communication skills, limited research has focused specifically on glossophobia among college students. Existing studies often address general anxiety but overlook its impact on self-esteem and academic performance. This study aims to bridge this gap by examining how public speaking experiences influence anxiety and self-esteem among students. The findings are expected to inform targeted interventions that enhance confidence, reduce public speaking anxiety, and improve overall communication competence in educational settings.

RESEARCH METHODOLOGY

A. Research Approach
Quantitative Research Approach

B. Research Design
Quasi-experimental one-group pre-test post-test design

C. Research Setting
Selected nursing colleges of DNH & DD

D. Population And Sample
140 Nursing students enrolled for UG nursing program participated in research study. Among of them 50 candidates received exposure therapy which got select3ed through purposive sampling.

E. Variables
- **Dependent Variable:** Level of glossophobia
- **Independent Variable:** Exposure therapy
- **Demographic Variables:** Age, year of study, area of residence, language barrier

DESCRIPTION OF THE TOOL
Section 1: Baseline Data includes demographic details such as age, year of study, residence, economic status, language barrier, and family history of mental health issues.

Section 2: Modified Personal Report of Public Speaking Anxiety (PRPSA) standardized tool developed by J. C. McCroskey (1970), consisting of 34 statements assessing levels of glossophobia.

Table 1: Scoring Of PRPSA

Level of Glossophobia	Score Range
Low	34–84
Moderate Low	85–92

Moderate	93–110
Moderate High	111–119
High	120–170

RESULT
DATA ANALYSIS & INTERPRETATION
Section 1 : Description Of Baseline Data
Among 50 nursing students, the highest **48%** who were under the age group of **20-21 years**. The highest **86%** of the students were from **rural area**. **56%** students from **1st year b.sc nursing**. Where highest **94%** students from **middle class family**. **100%** of them **not had history of mental health issues in their family**. **30%** of the nursing students had **History of negative experience in public speaking.**

Section 2: Assess The Level of Glossophobia
During the **pre-intervention**, the majority of students reported higher levels of glossophobia, with 48% experiencing moderate high level, 34% classified under high, and 18% showing moderate level. Notably, none of the students were categorized under low or moderate low levels at this stage. However, **post-intervention** results reflect a marked improvement in glossophobia levels following the exposure therapy. A majority 58% of students reported moderate low, 32% fell under moderate level, and 10% exhibited low level of glossophobia. Importantly, no students were found in the moderate high and high-level categories after the intervention, indicating a positive outcome of independent variable.

Section 3: Assess The Effectiveness of Exposure Therapy
Table 2: Comparison Mean and standard deviation of pre-interventional and post-interventional level of glossophobia among nursing students. (N=50)

Experimental Group	Mean	SD	Mean Difference	t value	P Value	Result
Pre-Interventional	117.5	10.322	26.96	18.234	0.000*	Significant
Post-Interventional	90.56	6.516				

(* p<0.05 significant)

Section 4: Association Between Glossophobia with Baseline Data
The study shows that baseline data, age and year of study is having association with glossophobia at 0.05 level of significance. (Age x^2= 14.497, df= 6, p=0.024) Year of study (x^2= 12.00, df= 2, p=0.002). There is no significant association between level of glossophobia and area of residence (x^2 = 5.703, p = 0.058), economic status (x^2 = 0.560, p = 0.456), language barrier (x^2 = 0.337, p = 0.845), and history of negative public speaking experience (x^2 = 0.389, p = 0.823).

DISCUSSION
In the present study, the demographic analysis revealed that a majority of the participants 48% belonged to the 20–21 years age group, and 56% were first-year B.Sc. Nursing students. Most of the students 86% resided in rural areas, and 94% came from middle-class families. Additionally, 50% reported experiencing a language barrier, while 30% had previously encountered negative public speaking experiences. Notably, none reported a family history of mental health issues. the pre-interventional findings revealed a high prevalence of glossophobia among the students, with 48% exhibiting moderate-high level and 34% experiencing high levels. None of the participants reported low or moderate-low levels in the pre-test phase. Following exposure therapy, a significant decrease in glossophobia levels was observed. In the post-test phase, 58% of the participants exhibited moderate-low level, 32% had moderate level, and 10% reported low levels. There were no participants in the moderate-high and high level categories post-intervention. The effectiveness of exposure therapy was statistically confirmed through a paired t-test analysis. The pre-intervention mean glossophobia score was reduced significantly in the post-intervention. The calculated **t-value** and the **p-value**, indicating a **highly significant difference at the 0.05 level of significance**. Hence, the first hypothesis (AH₁), which stated that "there is a positive effect of exposure therapy on glossophobia among nursing students," was accepted.

CONCLUSION
Based on the findings of the study, Each and every student whosoever has taken part in study were had glossophobia which distribution of **48%** students were found to be at **moderate high,** where **34%** students to be **at high,** and **18%** students were found at **moderate** level of glossophobia. On the whole, carrying out the present study was really an enriching experience for the researcher. it also helped a great deal to explore and improve knowledge of researcher and the respondents. the constant motivation, guidance, support and co-operation from guide and interest of teachers and students of the respective area in this study contribute to the fruitful completion of this study.

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