

Levels and Causes of Speaking Anxiety Among EFL Students in an English Language Education Department

Zakaria Panji Syamudra
SDN 234 Gresik, Indonesia
zakariapanji070@gmail.com

Abstract. Speaking anxiety can limit the participation and performance of learners of English as a Foreign Language (EFL), including students who are preparing to become English teachers. This explanatory sequential mixed-methods case study examined the levels and the reported causes of speaking anxiety among second-semester students of the English Language Education Department (ELED) at UIN Sunan Ampel Surabaya. Thirty students enrolled in a speaking course completed the 33-item Foreign Language Classroom Anxiety Scale (FLCAS), and five of them were then interviewed in semi-structured interviews. Total FLCAS scores ranged from 69 to 161 ($M = 121.2$, $SD = 24.2$). Ten students (33.3%) were in the low band, 13 (43.3%) in the moderate band, and 7 (23.3%) in the high band, so 20 of 30 students (66.7%) reported moderate to high anxiety. Thematic analysis of the interviews produced four themes: limited grammar, vocabulary and pronunciation proficiency; limited opportunities to practise speaking; a socially evaluative classroom with fear of negative evaluation; and test anxiety in oral examinations. Students also described coping strategies such as simplifying their sentences and switching to Indonesian. The findings are consistent with earlier research and suggest that low-stakes speaking practice, supportive feedback, and assessment that balances communication and accuracy may help reduce anxiety. Because the sample is small and drawn from one department, the findings describe this case and are not generalisable.

Keywords: foreign language anxiety; speaking anxiety; EFL students; pre-service English teachers

1. INTRODUCTION

Speaking is often the language skill that foreign language learners find most stressful, because it requires them to produce language in real time while being observed. Horwitz, Horwitz, and Cope (1986) described foreign language anxiety (FLA) as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128) and proposed three related components: communication apprehension, test anxiety, and fear of negative evaluation. FLA is therefore not simply general anxiety applied to a language class. It also differs from trait or state anxiety measured in general terms (Spielberger et al., 1983) and from fear, which is typically

tied to concrete and immediate threats, whereas anxiety is more diffuse and future-oriented (Mayiwar & Björklund, 2023). Anxiety can show itself through psychological and physical symptoms (Almokhtar et al., 2019), such as the trembling, stuttering, and pounding heart that learners often report before speaking. In this article, speaking anxiety refers to FLA experienced in speaking tasks in the classroom (see also Woodrow, 2006).

Two lines of theory help to explain why anxiety matters for speaking. First, Liebert and Morris (1967), working on test anxiety, distinguished a cognitive component (worry and negative self-appraisal) from an emotional or physiological component (emotionality). Second, research on language anxiety and cognition suggests that anxious learners divide their attention between the task and self-related worry, which can reduce the efficiency of language processing and production (MacIntyre & Gardner, 1994; Eysenck et al., 2007). Koçak (2010) similarly links language anxiety to negative thoughts and self-criticism that may discourage learners from speaking. These ideas guide the interpretation of the findings in the Discussion.

Studies of the causes of speaking anxiety commonly separate internal (learner-related) from external (environment-related) factors, a distinction used by Liu (2006) and adopted here. Internal factors include self-confidence, self-perceived proficiency, fear of making mistakes, and linguistic knowledge. Bensalem (2018) and Young (1990) identify low self-confidence as a major contributor, and Liu (2006) adds low self-perceived proficiency, fear of mistakes, and concern about negative evaluation. Kayaoğlu and Sağlamel (2013) report that limited vocabulary and grammatical knowledge are major sources of anxiety; we treat these as learner-related, although instruction can shape them. External factors include classroom climate, teacher practices such as strict error correction, opportunities to practise speaking (Suleimenova, 2013), and assessment, including oral examinations (Horwitz et al., 1986).

Research in several settings reports that these factors are common. In Indonesia, Siagian and Adam (2017) identified fear of mistakes, unfamiliarity with tasks, and low motivation, and Hulaifah and Sibuea (2023) and Wiranda (2019) reported lack of confidence, fear of negative evaluation, and linguistic limitations. Gerencheal and Mishra (2019) found high levels of anxiety among Ethiopian university students, with female students reporting more anxiety, and Suleimenova (2013) pointed to limited speaking practice in Kazakhstan. Fitriah and Muna (2019) and Berowa (2018) examined speaking anxiety and levels of language anxiety among English department students and a sample from the Philippines, respectively. However, reported levels differ across settings. For example, Muhyidin and Pupiales Chuquin (2025) surveyed 51 fourth-semester English majors in Kediri, Indonesia, using an adapted FLCAS and found that relaxed students were the most common group. A meta-analysis of 48 FLCAS studies also found that female learners tended to report more anxiety, although the difference was not statistically significant (Piniel & Zólyomi, 2022). Local factors such as concern about losing face in front of peers and lecturers may also matter in Indonesian classrooms, although this study did not examine them.

This study focuses on students of the English Language Education Department (ELED) at UIN Sunan Ampel Surabaya (UINSA), who are learners of English and also future English teachers. Prior work has mostly reported either levels or causes of anxiety, often in other institutions. Few studies combine a measured distribution of

anxiety with students' own accounts of its sources within a single teacher-education department. Describing this case can help lecturers and the department respond to students' needs. Whether anxiety affects how these students later teach is an open question that this study does not test. The study addresses two research questions: 1) What are the levels of speaking anxiety among second-semester ELED students, as measured by the FLCAS? 2) What internal and external causes of speaking anxiety do these students report in interviews?

2. METHOD

2.1 Research design

The study used an explanatory sequential mixed-methods case study design (Creswell & Plano Clark, 2018; Yin, 2018). A questionnaire was administered first to describe levels of speaking anxiety (quantitative strand), and semi-structured interviews followed to explore how students experience and explain their anxiety (qualitative strand). The qualitative strand follows the view that qualitative inquiry examines the meanings people give to a problem in context (Creswell, 2013). The case was bounded by place, time, and cohort: second-semester students enrolled in the speaking course of the ELED at UINSA.

2.2 Participants and sampling

The participants were 30 undergraduate students in their second semester who were enrolled in the speaking course namely Spoken English. Purposive sampling was used (Creswell & Poth, 2018) to select students currently taking the course. Five of the 30 students were invited to take part in interviews. The interviewees were selected from students with moderate to high scores.

2.3 Instruments

The first instrument was the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), which has 33 statements rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Total scores can therefore range from 33 to 165, and higher scores indicate higher anxiety. Negatively worded items were reverse-scored. Although the FLCAS is built on three theoretical components (communication apprehension, test anxiety, and fear of negative evaluation), these components are theoretical, and factor-analytic work with the scale has found somewhat different structures (Aida, 1994), so this study analysed total scores.

The second instrument was a semi-structured interview guide adapted from Koçak (2010) and Liu (2006). It covered students' experiences of speaking in class, their emotional and physical reactions, and their views of classroom factors that increase or reduce anxiety.

2.4 Data collection and ethics

Data were collected in two stages. First, the FLCAS was administered to the 30 participants. Second, the participants were interviewed in which interviews were held in English or Bahasa Indonesia according to participants' preference. lasted about 20–30 minutes, and were audio-recorded with consent. Recordings were transcribed, and excerpts in Bahasa Indonesia were translated into English by the authors and lightly edited for readability.

2.5 Data analysis

FLCAS scores were analysed descriptively (mean, standard deviation, median, range, and frequencies). Total scores were classified as low (≤ 108), moderate (109–144), or high (≥ 145) following Handayani and Rahmawati (2017). The same boundaries are used throughout the article. With a sample of 30 and no inferential tests, the results describe this group and are not generalised to the wider student population.

Interview data were analysed using thematic analysis (Braun & Clarke, 2006): familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Codes were developed from the transcripts, and the resulting themes were then grouped as internal or external causes. The two strands were integrated at the interpretation stage by comparing the anxiety band of each quoted student with the content of the excerpt. To support the credibility of the findings, data from two sources were compared (Denzin, 2012), and member checking and peer debriefing were used.

3. RESULTS

3.1 Levels of speaking anxiety (RQ1)

FLCAS total scores of the 30 participants ranged from 69 to 161 out of a possible 33–165 ($M = 121.2$, $SD = 24.2$, $Mdn = 121$; Table 1). Table 2 shows the distribution across bands. Ten students (33.3%) scored in the low band, 13 (43.3%) in the moderate band, and 7 (23.3%) in the high band. Twenty of the 30 students (66.7%) therefore scored in the moderate or high bands. Individual scores are given in Appendix A.

Table 1. *Descriptive statistics of FLCAS total scores (N = 30)*

Statistic	Value
Number of participants	30
Mean	121.2
Standard deviation	24.2
Median	121
Minimum	69
Maximum	161
Possible range	33–165

Table 2. *Distribution of speaking anxiety levels*

Anxiety level	FLCAS score range	n	%
Low	≤ 108	10	33.3
Moderate	109–144	13	43.3
High	≥ 145	7	23.3
Total		30	100.0

Responses to individual items showed which situations were most troubling. Of the 30 students, 23 (76.7%) agreed or strongly agreed with “I start to panic when I have to speak without preparation in language class” (FLCAS item 9), 20 (66.7%) with “I never feel quite sure of myself when I am speaking in my foreign language class” (item 1), and 19 (63.3%) with “I can feel my heart pounding when I’m going to be called on” (item 20). These items reflect both worry and physical reactions, which fits the conceptualisation of anxiety described above.

3.2 Causes of speaking anxiety (RQ2)

Analysis of the interview data produced four themes (Table 3). Excerpts below are labelled with the student’s number and FLCAS band from Table 1 and Appendix A.

Table 3. *Themes in students’ accounts of speaking anxiety*

Theme	Main sub-themes	Type
1. Limited grammar, vocabulary and pronunciation proficiency	Difficulty recalling words; fear of grammar mistakes; word order under time pressure; worry about pronunciation; coping by simplifying, using Indonesian, or asking peers	Internal
2. Limited speaking practice	Few opportunities to speak; classes with little active speaking; benefit of group discussion, role-play and presentations	External
3. Classroom environment and fear of evaluation	Fear of lecturers’ and peers’ judgment; comparison with fluent classmates; feedback tied to grades or absent	External (with internal elements)
4. Test anxiety	Physical symptoms and mental blocks in speaking exams; blanking despite preparation; grammar weighting in assessment	External (with internal elements)

3.2.1 Limited grammar, vocabulary and pronunciation proficiency.

Students described limited vocabulary, grammar, and sentence structure as a major source of hesitation and worry, which we classify as an internal cause. Many had difficulty recalling the right words and coped by simplifying their sentences, using Indonesian, or asking peers for help. One student said: “If I don’t know the right word, I usually look for a similar word or simplify the sentence. Sometimes I also use Indonesian if it’s difficult...” (Student 8, low band; similar views were expressed by Students 3, 11, and 16). Fear of grammar mistakes was strongest in formal situations: “Very often, especially when talking to lecturers or friends using English. Sometimes I am frightened of being wrong and frightened of being judged.” (Student 1, low band; similar views from Students 11 and 10). Another student reported: “I often stutter and feel shaky. Even though I’ve practiced before, but when I’m in front of people I get nervous and frightened of leading to grammar mistakes.” (Student 4, high band; similar views from Students 19 and 7).

Applying grammar rules in real time was also difficult, particularly in exams or when a lecturer asked an unexpected question: “For example, during the speaking exam, like the mid-term exam yesterday. The assessment was 50 percent grammar, so

I was a bit nervous because I had to really pay attention to the word order.” (Student 8, low band; similar views from Students 1 and 19). “For example, when suddenly asked a question by a lecturer using English, I was confused and found it quite difficult to organize and string together the words.” (Student 11, high band). Students also worried about pronouncing difficult sounds such as /θ/ in “sixth” and /tʃ/ in “challenges” and about being judged for it.

3.2.2 Limited speaking practice

Students said they had too few opportunities to practise speaking, which they felt limited their fluency and confidence. They noted that, although the curriculum includes speaking-focused courses, some classes did not include much active speaking. They also said that group discussions, role-plays, and presentations created a more relaxed and supportive setting.

3.2.3 Fear of evaluation

Students felt nervous about being judged by lecturers and classmates. Some viewed lecturer feedback as helpful, whereas others felt anxious when feedback was linked to grades or when lecturers gave little response. Peer judgment was a major concern, especially because proficiency is expected of English education students: “Yes, sometimes I’m frightened of demonstrating inaccuracies and being judged as not smart enough.” (Student 8, low band; a similar view from Student 11). Comparison with more fluent classmates led to feelings of inferiority and some jealousy, which created social pressure to stay silent: “....Sometimes I feel inferior compared to friends who are fluent in presentations. I feel anxious and a little jealous.” (Student 4, high band).

3.2.4 Test anxiety

Speaking tests were described as among the most stressful situations. Students reported nausea, stomach aches, and mental blocks, especially when facing the lecturer: “Nervous, stomach ache. When I saw the lecturer’s face, all my memorization went blank. So I couldn’t focus...” (Student 7, high band). Even well-prepared students were nervous: “I usually get anxious and restless. I prepared well in advance and memorized because when I took the test I could go blank.” (Student 11, high band) Exams, whether spontaneous or prepared, required organising ideas and finding suitable vocabulary while being evaluated: “I’m nervous. When speaking, you have to have ideas. Your vocabulary also has to be adequate. If you don’t have the vocabulary, you’ll be confused about what to say in front of someone, you don’t know. It’s confusing too.” (Student 1, low band; a similar view from Student 16). In these accounts, test anxiety overlapped with limited proficiency, limited practice, and fear of judgment, but students described it as separate because of the direct, graded nature of the situation. Because the number of students who contributed to each theme was not recorded, we do not rank the themes by intensity.

3.2.5 Linking interview excerpts to anxiety bands

The excerpts reported above come from students in all three bands (low: Students 1, 3, and 8; moderate: Students 16 and 19; high: Students 4, 7, 10, and 11). Fear of grammar mistakes and of being judged appeared across bands, whereas the most intense physical symptoms and mental blocks (stomach ache and blanking) came from students in the high band in the excerpts quoted.

Two thirds of the participants scored in the moderate or high bands, which is in line with the long-standing finding that foreign language anxiety is common in language classrooms (Horwitz et al., 1986). This pattern should be read with care, however. Levels reported in other settings differ; for example, relaxed students were the largest group among 51 fourth-semester English majors in another Indonesian university (Muhyidin & Pupiales Chuquin, 2025). Differences in course, sample, adaptation of the scale, and cut-off scores can all affect such comparisons, and the bands used here are conventions rather than clinical thresholds. We also could not compare men and women because gender was not analysed; the meta-analytic evidence suggests that any gender difference in FLCAS scores is small and not statistically significant (Piniel & Zólyomi, 2022).

The four themes echo earlier research: limited vocabulary and grammar (Kayaoğlu & Sağlamel, 2013; Liu, 2006), few opportunities to practise (Suleimenova, 2013), fear of negative evaluation (Horwitz et al., 1986; Young, 1990), and test anxiety (Horwitz et al., 1986). Some excerpts also fit the cognitive account of anxiety. Students who prepared and memorised but “went blank” in the exam illustrate how worry may compete with the attention needed for retrieving and organising language (MacIntyre & Gardner, 1994; Eysenck et al., 2007). Comparison with fluent classmates can be understood through social comparison theory (Festinger, 1954): in a department where English proficiency is expected, comparison with peers may be especially salient and may be experienced as a threat to students’ academic identity as future English teachers.

The students’ coping strategies, such as simplifying sentences, using Indonesian, and seeking help from peers, show that anxious learners actively manage speaking tasks, although these strategies may also limit how much they stretch their English. Some students also valued lecturer feedback, which agrees with the view that anxiety can be facilitating for some learners and debilitating for others (Scovel, 1978). Our data do not allow us to say which effect predominated.

The boundary between internal and external causes is not sharp. Limited grammar and vocabulary are learner-related, but they are also shaped by how much practice and support students receive, and test anxiety depends on how speaking is assessed. One student reported that grammar made up half of the mid-term speaking assessment, which may work against efforts to emphasise communication over accuracy. This is a single report that should be checked against the actual rubric before conclusions are drawn. Concerning local context, we cannot say from these data whether cultural factors such as concern about losing face contributed to the themes.

4. CONCLUSION

This study examined the levels and reported causes of speaking anxiety among second-semester ELED students at UINSA. In answer to RQ1, scores on the FLCAS showed that 10 of 30 students were in the low band, 13 in the moderate band, and 7 in the high band, so two thirds of this sample reported moderate to high anxiety. In answer to RQ2, interviews pointed to four sources of anxiety: limited grammar, vocabulary and pronunciation proficiency, limited practice, a socially evaluative classroom with fear of negative evaluation, and test anxiety in oral examinations. The most intense reactions were linked to graded speaking situations.

These findings suggest that low-stakes rehearsal, supportive and clearly focused feedback, more speaking practice, and assessment practices that match communicative aims may help to reduce anxiety in this setting. Because the study is a small single case, these suggestions should be tested rather than assumed. Future research could use larger, multi-institution samples, report component-level FLCAS scores, examine gender and proficiency differences, include classroom observation and lecturers' perspectives, follow students across semesters, and evaluate specific interventions such as peer mentoring or mindfulness training.

This study has several limitations. The sample is small ($N = 30$) and comes from one department and one cohort, so the results cannot be generalised. All data are self-reported, and the FLCAS measures anxiety in language classes in general rather than speaking anxiety alone. Only total scores were analysed, so we cannot report the three components separately, and we did not analyse differences by gender or proficiency. The timing of data collection relative to examinations may have influenced anxiety. The interviews were translated and the number of students contributing to each theme was not recorded. Lecturers' views were not collected, so claims about teaching practices rest on students' reports alone.

The findings suggest several actions for lecturers and the department. (1) Because students named test anxiety and fear of evaluation, lecturers could introduce low-stakes rehearsal (pair work, small-group role-play, and ungraded presentations) before graded speaking tasks. (2) Because students named too little practice, speaking courses could include more structured speaking time in every meeting. (3) Because some students were anxious when feedback was tied to grades or absent, feedback could separate communication from accuracy and be given promptly and constructively. (4) Assessment rubrics could be reviewed so that the weight given to grammatical accuracy matches the aim of developing communicative ability. (5) Because ELED students are future teachers, the programme could include discussion of anxiety and strategies for managing it, so that they can support their own learners. Students can add to these measures by joining language clubs or peer practice groups, but the main responsibility for providing practice lies with the course and department.

REFERENCES

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78(2), 155–168.
- Almokhtar, A. A., Jbireal, J. M., & Azab, A. E. (2019). Anxiety: Insights into signs, symptoms, etiology, pathophysiology, and treatment. *East African Scholars Journal of Medical Sciences*, 2(10), 580–591.
- Bensalem, E. (2018). Foreign language anxiety of EFL students: Examining the effect of self-efficacy, self-perceived proficiency and sociobiographical variables. *Arab World English Journal*, 9(2), 38–55.
- Berowa, A. M. (2018). Levels of language anxiety toward English: A sample from Davao del Norte. *The Online Journal of New Horizons in Education*, 8(3), 118–128.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*, 6(2), 80–88.
- Eysenck, M. W., Derakshan, N., Santos, R., & Calvo, M. G. (2007). Anxiety and cognitive performance: Attentional control theory. *Emotion*, 7(2), 336–353.
- Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7(2), 117–140.
- Fitriah, F., & Muna, H. (2019). Foreign language speaking anxiety: A case study at English department students of IAIN Lhokseumawe and Al Muslim University. *Jurnal Ilmiah DIDAKTIKA*, 19(2), 140–158.
- Gerencheal, B., & Mishra, P. (2019). Foreign language anxiety among Ethiopian university EFL students. *International Journal of Innovative Research and Advanced Studies*, 6(1).
- Handayani, I., & Rahmawati, E. (2017). *Students' speaking anxiety at English classroom in Agroecotechnology Department of Agricultural Faculty Untirta* (A descriptive study in AgroEcoTechnology classroom, Untirta). *Journal of English Language Studies*, 2(2).
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.
- Hulaifah, N. B. Z., & Sibuea, T. F. B. (2023). Language anxiety among English foreign language learners. *KnE Social Sciences*, 8(12), 377–386.

- Kayaoğlu, M. N., & Sağlamel, H. (2013). Students' perceptions of language anxiety in speaking classes. *Journal of History Culture and Art Research*, 2(2), 142–160. <https://doi.org/10.7596/taksad.v2i2.245>
- Koçak, M. (2010). A novice teacher's action research on EFL learners' speaking anxiety. *Procedia - Social and Behavioral Sciences*, 3, 138–143. <https://doi.org/10.1016/j.sbspro.2010.07.025>
- Liebert, R. M., & Morris, L. W. (1967). Cognitive and emotional components of test anxiety: A distinction and some initial data. *Psychological Reports*, 20(3), 975–978. <https://doi.org/10.2466/pr0.1967.20.3.975>
- Liu, M. (2006). Anxiety in EFL classrooms: Causes and consequences. *TESL Reporter*, 39(1), 13–32.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283–305.
- Mayiwar, L., & Björklund, F. (2023). Fear and anxiety differ in construal level and scope. *Cognition and Emotion*, 37(3), 559–571. <https://doi.org/10.1080/02699931.2023.2184775>
- Muhyidin, M., & Pupiales Chuquin, E. G. (2025). Assessing the levels and prevalence of public speaking anxiety among Indonesian EFL university students. *Journal on English as a Foreign Language*, 15(2), 785–805. <https://doi.org/10.23971/jefl.v15i2.9982>
- Piniel, K., & Zólyomi, A. (2022). Gender differences in foreign language classroom anxiety: Results of a meta-analysis. *Studies in Second Language Learning and Teaching*, 12(2), 173–203. <https://doi.org/10.14746/ssl2022.12.2.2>
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129–142.
- Siagian, U. M., & Adam, A. (2017). An analysis of students' anxiety in speaking. *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 8(1).
- Spielberger, C. D., Gorsuch, R. L., Lushene, R. E., Vagg, P. R., & Jacobs, G. A. (1983). *Manual for the State-Trait Anxiety Inventory (Form Y)*. Consulting Psychologists Press.
- Suleimenova, Z. (2013). Speaking anxiety in a foreign language classroom in Kazakhstan. *Procedia - Social and Behavioral Sciences*, 93, 1860–1868. <https://doi.org/10.1016/j.sbspro.2013.10.131>
- Wiranda. (2019). *An analysis of students' anxiety in speaking English of the second semester students at English Language Education Department of UIR* [Bachelor's thesis, Universitas Islam Riau]. <https://repository.uir.ac.id/7052/1/136311438.pdf>
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 308–328.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.

Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539–553.
<https://doi.org/10.1111/j.1944-9720.1990.tb00424.x>

APPENDIX

Appendix 1. FLCAS total scores and anxiety bands of the participants

Student	Score	Band	Student	Score	Band
1	102	Low	16	132	Moderate
2	124	Moderate	17	110	Moderate
3	83	Low	18	122	Moderate
4	147	High	19	136	Moderate
5	112	Moderate	20	124	Moderate
6	101	Low	21	155	High
7	161	High	22	133	Moderate
8	104	Low	23	124	Moderate
9	118	Moderate	24	120	Moderate
10	152	High	25	160	High
11	150	High	26	98	Low
12	69	Low	27	131	Moderate
13	89	Low	28	95	Low
14	103	Low	29	158	High
15	103	Low	30	119	Moderate

Note. Bands: low ≤ 108 , moderate 109–144, high ≥ 145 .