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Impact of Classroom Presentation Anxiety Level and Its Coping up Strategies Among University Students

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ABSTRACT
Since academic work are completed from university students. They should immediately become accustomed to utilizing it when they enroll in university. Students must utilize English for everything from speaking to the lecturer in class to making different oral presentations. Since English is a strange language to Pakistani pupils, speaking it might cause anxiety. As a result, first-year students who experience speaking anxiety may encounter a variety of academic difficulties. It's important to comprehend the circumstances that lead to speaking anxiety in pupils. Additionally, pupils may get more comfortable speaking English with time. Finding ways to get over speaking anxiety is therefore also essential. Given this, the goal of this study is 1) To investigate the difference between mean scores of Classroom Presentation Anxiety level between University Students regarding cognition factor and coping strategies. 2) To explore the difference between mean scores of Classroom Presentation Anxiety level between University Students regarding Behavioral factor and coping strategies. 3) To find out the difference between psychological factor and copying strategies of the students. 4) To perceive the difference between mean scores of males and females' students about cognition factor and coping strategies. 5) To seek the difference between mean scores of males and females' students about behavioral factor and coping strategies. 6) To investigate the difference between mean scores of males and females' students about psychology how students deal with speaking fear and how they overcome it. A quantitative strategy was employed for this study to analyze students' experiences in depth. Three hundred students from two tertiary-level universities (150+150=300) were surveyed to explore their experiences speaking English. A semi-structured questionnaire was employed and later analyzed to find important themes. Thematic analysis indicated that students had fear when speaking in public, delivering oral presentations, and communicating in English in the classroom.

***Keywords**: Anxiety; Speaking Anxiety; Communication Anxiety; Lack of Confidence; Strategies.*

Introduction:

Students whom studying the humanities and social sciences feel anxious since this idea changes their learning environment in the intricate field of different disciplines. This is an essential component of the student's educational process, not just an additional emotional strain on conventional teaching and learning techniques. It illustrates how worry affects their relationships, feelings, and experiences both within and outside of the classroom. Overcoming this challenge can promote both academic achievement and personal development. To put it another way, anxiety exists throughout the humanities and social sciences and is embedded in students' creativity and critical thinking. Although it is not acknowledged, anxiety has a big impact. To better appreciate the difficulties kids, encounter, it is essential to comprehend how they use these coping strategies in stressful circumstances, such as emotional and intellectual pressures. It could be feasible to strike a balance between stress and achievement by closely investigating this intricate process and demonstrating how pupils handle challenging circumstances. Promoting a conducive learning environment requires an understanding of the emotions and academic difficulties faced by students in the humanities and social sciences, as well as their anxiety episodes and coping mechanisms.

In terms of stress levels, 88% of students who responded to the poll said they were under moderate to severe stress, and 44% said they were anxious. Early intervention for mental health difficulties is advised since girls, pupils from rural regions and low socioeconomic origins, and those with poor academic performance were identified as the most vulnerable (Lee, Jeong, & Kim, 2021). This result is indeed alarming, highlighting the necessity of stepping up efforts to treat the rising number of anxiety cases among students, both internationally and in the Philippines. Anxiety in samples categorized as usually Western has received a lot of attention.

Recent research, however, has expanded the focus to encompass additional commonplace experiences among students globally, especially in the Philippines. This is one of the reasons anxieties has grown over the world; among the issues brought up by students is the fact that a sizable portion of them display symptoms of anxiety (Tan et al., 2023). Students from industrialized Western nations have participated in the majority of anxiety-related research. On the other hand, research on international students is very new. But one of the most studied topics impacting students globally, especially in the Philippines, is anxiety.

Peer Support becomes possible through arranging classroom activities which foster interaction between students to help them establish support networks. When students exchange coping techniques with peers, they discover that anxiety experiences become regular while obtaining real-life solutions. Studies establish that student assistance between classmates generates substantial language learning anxiety reductions.

Statement of the Problem

Different levels of anxiety impacted students studying English at university. Among students there were two different anxiety patterns: pressure regarding performance levels and fear of errors or unexpected language complexities while talking in front of others. Researchers studied how fear among students depends on their academic level while investigating its “Analysis of Classroom Presentation Anxiety among University Students’ and Their Coping Strategies” influence on their English language education.

Research Objectives

1) To investigate the relationship between mean scores of classroom presentation anxiety level between university students regarding cognition factor and coping strategies

2) To explore the relationship between mean scores of classroom presentation anxiety level between university students regarding behavioral factor and coping strategies

3) To find out the relationship between psychological factor and copying strategies of the students
4) To perceive the difference between mean scores of male and females' students about cognition factor and coping strategies
5) To seek the difference between mean scores of males and females' students about behavioral factor and coping strategies
6) To investigate the difference between mean scores of males and females' students about psychology

Research Hypothesis

1) Ho_1: There is no significant relationship between mean scores of classroom presentation anxiety level between university students regarding cognition factor and coping strategies.
2) Ho2: There is no significant relationship between mean scores of classroom presentation anxiety level between university students regarding behavioral factor and coping strategies.
3) Ho3: There is no relationship between psychological factor and copying strategies of the students.
4) Ho4: There is no significant difference between mean scores of males and females' students about cognition factor and coping strategies.
5) Ho5: There is no significant difference between mean scores of male and females' students about behavioral factor and coping strategies.
6) Ho6: There is no significant difference between mean scores of male and females' students about psychology.

Significance of Study

Additionally, it will examine the methods students employ to get over their fear of speaking. Teachers can create more effective teaching methods to improve students' oral skills by comprehending these tactics. Based on the strategies students employ to lessen their learning anxiety, they might modify classroom activities. This study is important as it provides insights into students' attitudes towards anxiety of speaking. Further, educators can learn from students' experience of anxiety to tailor the way they teach anxious students. Students: This study will provide valuable learning and skills that will aid students in coping with the requirements of their social and academic lives. Knowing the causes of anxiety can equip students to practice safe coping mechanisms and receive assistance to help with their mental well-being and learning. Teachers: This study can support teachers to understand challenges that students face and in particular their anxiety level. This information will help them create a more inclusive and supportive school environment, implement effective interventions and provide individualized support to students with mental health issues.

Limitation of Study

Due to time and finance issues, only two public sector universities of District Faisalabad were selected like Government College University, Faisalabad and University of Agriculture, Faisalabad for this research study.

Delimitation of Study

The details of the topic were covered in the study must be outlined in order to define the scope of the research. A variety of intentional and methodical delimitation are incorporated into the current research activity in an effort to improve the study's practicality and accuracy. These boundaries include time limits, resource distribution, and the researcher's access to relevant information. The geographic scope of this intellectual endeavor is limited to two Universities within the Faisalabad city, namely: Government College University Faisalabad, and University of Agriculture Faisalabad.

All the BS of arts and social sciences faculty students'

Additionally, the research questions are restricted to university students, both male and female, enrolled in the designated Faisalabad universities were added in my research.

Review of Literature

Teacher-Related Factors: The way a teacher teaches, provides feedback and manages the classroom directly influences student anxiety. Supportive teaching helps to reduce anxiety, and authoritarian teaching has the opposite effect; teacher strategies that reduce anxiety have been found to have a positive effect on students' foreign language anxiety (Alrabai, 2014). Student-Related Factors: Personality, self-esteem and previous learning history influence how individual students deal with anxiety; lack of confidence and negative experiences in the past can lead to a greater perception of anxiety. Guo and Xu (2014) determined that the three factors of communication anxiety, test anxiety and fear of negative evaluation are the main components of foreign language classroom anxiety. Social environment of classroom (peers and classroom interaction) can have a stimulatory or calming effect on anxiety. Botes et al (2021) concluded that foreign language anxiety had been reduced in schools that had established favourable conditions in the classrooms under their foreign language teaching in a cooperative and non-judgemental atmosphere. Learning in cooperative, non-judgemental and supportive classroom settings versus critical, competitive classroom conditions resulted in a reduction of foreign language anxiety (Botes et al., 2021). The school level students' anxiety is related to the low language experience and low self-confidence of the students which are exacerbated by the pressure to meet personal, institutional and parental expectations in order to understand and produce English (Abrar et al., 2022; Damayanti & Listyani, 2020). Academic Challenges: stress around performance and transition to more independent learning is challenging. Academic Challenges contribute to performance-related stress and more independent learning is a challenge. Liu and Huang (2011) identified the link between the communication apprehension and fear of negative evaluation with foreign language anxiety among university students. University Level: University students feel anxiety in using fluency, producing public presentation, and academic discussion and for less confident students, using specialized or complex English also brings anxiety that makes it difficult to understand and produce quality English (Abrar et al., 2022; Damayanti & Listyani, 2020). It is necessary to work collaboratively with students, institutions and teaching staff to properly respond to classroom anxiety. Supportive Learning Environment: Teachers can make learning accessible for students, give positive feedback to students, communicate with them openly so that students can make mistakes and take risks in learning language. These supporting strategies have been linked to reduced FLA (Botes et al. 2021). The use of Communicative Activities: Activities that focus on communication (group discussion, role play and collaborative projects) are used to engage students and reduce their anxiety as they focus on being fluent, not perfect, with people and understanding each other. The communicative language teaching technique has proven to reduce language anxiety in learners (Sadiq, 2017). Providing Explicit Strategy Instruction: Teach students concrete strategies such as relaxation, positive self-talk, time management, and have them feel more like they have a sense of control and less helpless. A variety of coping strategies has been shown to be a potential effective anxiety reduction strategy (Kondo & Yang, 2004). Students will likely have to speak in public, a task they are often afraid of, in many situations during their higher education. Despite this, many pupils do eventually manage to control their anxiety, but some have a greater impact and Rahmat (2019) goes on to say that the fear can be an impediment to future learning opportunities. A fundamental question that will be

explored in this study is, why do people become anxious when they have to present in front of an audience? The conceptual framework of the study is illustrated in Figure 1 which was created using Bartholomay and Houlihan's (2016) three contributing factors. The cognitive aspect is the negative thoughts that occur before a speech and other mental factors. The behavioral aspect refers to the behavior and response of a learner when s/he is nervous about giving a speech. Physiological dimension: physical reactions to speaker's anxiety in the presence of an audience. As cognitive, behavioral and physiological factors are the three core elements, this study also looks at the relationship between these factors.

Methodology Research Design

This study adopted descriptive descriptive survey design with a perceptual approach in investigating the attitude of students in the public university community. Survey research is the most often used research design in the social sciences. The perception of speculative condition was followed by a quantitative system in response to the exploration questions.

Population

The population of the present study was comprised of university students. Specifically, the present study was focusing on two universities: Government College University Faisalabad (GCUF) and University of Agriculture (UAF), Faisalabad, population of study consists of all students enrolled in BS in these universities.

Sample and Sampling

The study's sample comprises 300 students from public sector universities in the Faisalabad district who were enrolled in the social sciences programs faculties. I gathered the data through questionnaires. Using a convenient selection technique based on non- randomness, the sample was chosen from the entire student body. Here, convenience can be seen in terms of student availability and researcher access. It is guaranteed that the sample accurately reflects the entire spectrum of pupils, even in convenient sampling. The background variable-based sample distribution is displayed.

Research Instrument

Ono instrument was deployed by the researcher in this study these are adopted to collect data on the students in the universities. One research instrument part was usage of anxiety of presentation in English and the second research instrument part was coping strategies to overcome this anxiety was developed to find out the student's physical health. On the face and content validity, the supervisor was given the questionnaires to ensure that the questionnaires were subscribed accordingly. The examiner compared, analyzed the form, the language, comprehension and efficacy. Testing would help the researcher to determine the validity and reliability. Besides, techniques are used to determine consistency, dimensional and composite association. Questionnaires with reliability and validity are below in the detail of the following pages.

Validity

Tool was validated by the five faculty members of the department of English at GCUF.

Reliability

Cronbach's alpha coefficient was used to check reliability and figure out internal reliability. The following table displays the reliability coefficients:

Table 1

Reliability Statistics

Cronbach's Alpha	No. of Items

.970	54

Table 1 Display the questionnaire's degree of dependability. The instrument had 54 elements, and its Cronbach's alpha value was.970. Cronbach's alpha was used to assess the questionnaire's reliability; the result was a value of.970, suggesting strong internal consistency.

Data Collection

Data was collected personally by the researcher.

Ethical Considération

Along with promise that the data would only be utilized for scholarly study, anonymity and confidentiality were assured.

Data Analysis

Data was entered and analyzed using SPSS, Descriptive Statistics and inferential statistics (frequency, percentage, mean scores standard deviation, using Pearson's correlation coefficient (r) to to see the relationship and t-test to observe the differences of the data.

Table 2

Descriptive Statistics (Coping Strategies)

Items	N	Mean	Std. Deviation
Rearranged things around you so that your problem had the best chance of being resolved.	291	3.5979	1.02378
Brainstormed all possible solutions before deciding what to do.	291	3.2131	1.47250
Set some goals for yourself to deal with the situation.	291	3.0137	1.41415
Weighed your options very carefully.	291	3.3918	1.02274
Tried different ways to solve the problem until you found one that worked.	291	3.5979	1.02378
Thought about what needed to be done to straighten things out.	291	4.1890	1.17239
Turned your full attention to solving the problem.	291	3.8110	1.16353
Formed a plan of action in your mind.	291	3.0103	1.41051
Stood firm and fought for what you wanted in the situation.	291	4.0069	.63242
Tried to solve the problem.	291	3.8007	1.16625
Tried to carefully plan a course of action rather than acting on impulse.	291	3.8007	.74842

Table 2, indicates that Item-wise approach and standard deviations have been calculated for the coping strategies factors. As for coping strategies factors, thought about what needed to be done to straighten things out. (M = 4.19, SD = 1.17) was the highest mean scores with standard deviation as well as formed a plan of action in your mind." was the lowest mean scores with and general deviation (M = 3.01, SD = 1.41) was "I assume higher in different languages".

Ho_1: There is no significant relationship between mean scores of Classroom Presentation Anxiety level between University Students regarding cognition factor and coping strategies.

Table 3

Relationship between mean scores of cognition factor and copying strategies of the students

Variables	Mean	SD	S.C	A.A
Cognition	3.24	.40	1	.341**
Copying strategies	3.58	.52		

**p<0.001(N=291)

Table 3, This indicates that there was a vast positive correlation among the mean rating of students' cognition and the suggest rating of students' imitation strategies (r =.341, Sig. =.001). Therefore, the null speculation that there may be no sizable correlation among the imply score of university students' cognition and university students' imitation techniques by using Pearson's correlation coefficient (r) turned into rejected. Therefore, the growth in cognition changed into associated with the increase in university students' imitation strategies.

Ho2: There is no significant relationship between mean scores of Classroom Presentation Anxiety level between University Students regarding Behavioral factor and coping strategies.

Table 4

Relationship between Mean Scores of Behavioral factor and Copying strategies of the students

Variables	Mean	SD	S.C	A.A
Behavioral	3.48	.47	1	.403**
Copying strategies	3.58	.52		

**p<0.001(N=291)

Table 4 It indicates that there was positive relationship between Mean Scores of Behavioral and Copying strategies of the students (r =0.403, Sig =0.001). Therefore, the null speculation that there may be no giant dating between the common rating of university students' conduct and students' imitation strategies by using Pearson's correlation coefficient (r) become rejected. Therefore, the growth in behavior turned into associated with the growth in students' imitation techniques.

Ho3: There is no relationship between psychological factor and copying strategies of the students.

Table 5

Relationship between mean scores of psychological factors and copying strategies of the students

Variables	Mean		SD	S.C	A.A
Psychology	3.37		.34	1	.539**
Copying strategies	3.58		.52		

**p<0.001(N=291)

Table 5 Suggests that there was a positive relationship between Mean Scores of Psychologies and Copying strategies of the students (r =.539, Sig =.001). Therefore, the null hypothesis that there is no large relationship among the suggest rating of university students' psychology and students' imitation strategies by using Pearson's correlation coefficient (r) become rejected. Therefore, a boom in psychology became related to an increase in university students' imitation techniques.

Comparison between cognition of boys and girls' schools

Ho4: There is no significant difference between mean scores of males and females' students about cognition factor and coping strategies.

Table 6

Comparison between Mean Scores regardin gender about Cognition factor

Cognition	N	Mean	SD	d f	t	Sig
male	115	3.27	0.61	289	1.048	.000
Female	176	3.22	0.49			

P=.000 (N=289)

Table 6 Indicates that there's a distinction among male and female university students for comprehension. The value of t (289) = 1.048, p = .000 is great at the 5% significance level. The null speculation of no big distinction between the suggest scores of male and female university students for comprehension turned into rejected. This method that the comprehension of male and female university students was special. The test consequences also show that in line with the scholars' perceptions, male students have higher comprehension than lady university students.

Ho5: There is no significant difference between mean scores of male and females' students about behavioral factor and coping strategies.

Table 7

Difference between mean Scores regarding gender about Behavioral style

Behavioral	N	Mean	SD	d f	t	Sig
male	115	3.04	0.05	289	26;09	.000
Female	176	3.86	0.33			

P=.000 (N=289)

Table 7 This indicates that there may be a big distinction in behavior between male and female students. The value of t (289) = 26.09, p = .000 is extensive at the 5% importance stage. The null hypothesis that there is no difference between the imply scores of male and female students on behavior was rejected. This manner that the behaviors of male and female university students have been unique. The take a look at outcomes also displays that according to the students' perceptions, male students have better behavior than female university students.

Ho6: There is no significant difference between mean scores of males and females' students about psychology.

Table 8

Comparison between mean scores of males and females' students about psychological factor and coping strategies

Psychology	N	Mean	SD	d f	t	Sig.
male	115	3.64	0.35	289	7.38	.001
Female	176	3.36	0.2			

P=.000 (N=289)

Table 6, It indicates that there may be a substantial difference between male and female university students for psychology. The values of t (289) = 7.38, p = .001 is at the 5% significance stage. The null hypothesis of no distinction among the imply rankings of male and female university students for psychology became rejected. This manner that the psychology of male and female students became unique. The outcomes of the take a look at also display that according to the students' perceptions, the psychology of male university students is higher than female.

Findings

1) Ho1: There is no significant relationship between students' cognition and coping strategies. Table 3 showed that there was a significant positive correlation between Coping Strategies and Cognition (r = .341, p = .001). The higher the cognition score, the more coping strategies were used. Thus, the null hypothesis was rejected.
2) Ho2: Students' behavioral factors do not have a significant relationship with coping skills. There was significant positive correlation between behavioral factors and coping strategies (r = .403, p = .001) as indicated in Table 4. This indicates that the behavioral factors had positive correlation with students' coping strategies. Thus, the null hypothesis was rejected.
3) Ho3: There is no significant correlation between psychological factors with coping strategies. The psychological factors showed significant positive correlation with coping strategies (r = .539, p = .001) as shown in Table 5. This shows that psychological factors were positively related to students' coping. Thus, the null hypothesis was rejected.
4) Ho4: Gender difference in cognition about coping strategies is not significant. As reported in Table 6, there was an important gender difference in the cognition scores (t(289) = 1.048, p = .000). Male students had higher cognition scores than females. Thus, the null hypothesis was rejected.
5) Ho5: No significant difference between gender on behavioral factors in coping strategies. Table 7 showed that there was a significant difference between the sexes in behavioral scores (t(289) = 26.09, p = .000, as reported). There were higher behavioral scores for male than female students. Thus, the null hypothesis was rejected.
6) Ho6: There is no difference between the psychological factors for males and females. There was a significant difference in psychological scores between the sexes (t(289) = 7.38, p = .001) as indicated in Table 8. Male students had higher scores on psychological dimension compared to females. As a result, the null hypothesis was rejected. Conclusion Results indicated that there were significant positive correlation between cognition and behavioral/psychological factors with coping strategies between the students. Of the dimensions, psychological factors showed the highest correlation (r = .539) followed by behavioural factors (r = .403) and cognition (r = .341). The results also revealed that there were significant differences between the genders on all three dimensions and that males scored higher than females. Overall, the findings point to the significance of cognitive, behavioral and psychological factors in the understanding of classroom presentation anxiety and coping strategies of students.

Discussion

The results indicate that classroom presentation anxiety is correlated with cognitive, behavioral and psychological aspects of the students. The findings are similar to those of Abrar et al. (2018) who found that self-practice, mirror practice, peer interaction and media-based learning were effective strategies to enhance confidence in speaking the language. Academic pressure, social isolation and workload may also contribute to students' anxiety

and psychological difficulties (Madhuri & Senel, 2021; MacCann et al., 2020). Likewise, Al-Samghan (2020) stressed the importance of institutional support for pupils' psychological health and Archbell and Coplan (2022) noted the function of HEIs in supporting anxious students. Additionally, Ma and Lin (2022) claimed that social anxiety may impact students' communication abilities and highlight the significance of communication-based interventions. Coping strategies and interventions to enhance students' emotional adjustment and resiliency have also been studied by others (Brouzos et al., 2020; Bridge et al., 2022). The Philippines also underscores the need for social support and mental health awareness as part of their research. Some researchers have found that anxiety and stress are reported among secondary school students (Serrano et al., 2023) and that there is a relationship between academic challenges and mental health issues among university students (Alibudbud, 2021). In general, the present results confirm the significance of how students need to be supported in coping with their cognitive, behavioral and psychological responses to anxiety, and the role that institutional support and anxiety management strategies can play in doing so.

Recommandations

1) Universities should provide workshops to enable students to become aware of presentation anxiety and to learn how to cope with it effectively.
2) Professional development of teachers to provide supportive, inclusive and anxiety-free classroom environments.
3) Group Discussion, Role play, Presentation and Peer Feedback should be encouraged to enhance students' ability to speak confidently.

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