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Analysis of Classroom Presentation Anxiety Level Among University Students

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ABSTRACT
Since academic work are completed in English, students 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 find out the relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding cognition factor. 2) To find out the relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding behavioral factor. 3) To find out the relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding psychological factor. 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 at the time of presentation in classroom. 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. This anxiety stemmed from fear of being judged by peers, receiving negative evaluations, comparing their competence level to others, and a lack of confidence in expressing themselves. Additionally, students were seen employing techniques including accessing internet resources, rehearsing with peers, and practicing in front of a mirror. A quantitative strategy was employed for this study to analyze students' experiences in depth. Government representatives and educational leaders may use

this study data to create focused interventions for students' well-being, lowering anxiety levels, and raising academic achievement.

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

Introduction:

Students must become used to utilizing English for the majority of academic duties as soon as they enroll in a higher education institution. Speaking English in all academic settings and interacting with instructors and fellow students fall under this category. It might be difficult for Bangladeshi students to become used to speaking English in higher education. First-year students may experience anxiety because English is a foreign language for Bangladeshi students. Understanding the background and context of speaking anxiety in English as a Foreign Language (EFL) in higher education is essential to investigating speaking anxiety. The research setting, background, importance, and research questions are explained in this portion of the study.

As well as more people choose to pursue higher education, the number of students enrolled in higher education is rising. Every year, a large number of students are accepted into different institutions. English is the primary language of teaching for academic tasks in the majority of higher education institutions. English is a foreign language in Bangladesh for the majority of students seeking higher education. As a result, in order to prepare for their university studies, students had to learn a variety of abilities, including speaking, writing, listening comprehension, and reading. Some people may experience anxiety when learning and using these abilities. Therefore, advanced students may experience anxiety when speaking in English.

Students frequently experience anxiety when studying other languages. According to Horwitz et al. (1986), students frequently experience anxiety when speaking in English. Additionally, it was noted that pupils can become anxious and struggle to use the language in class. Similarly, many students at universities did not speak the language and had a variety of underlying causes for their anxiety. When speaking English as a foreign language in various situations, a number of elements were also shown to be contributing contributors to anxiousness. For instance, Liu and Jackson (2008) utilized a Horowitz-developed questionnaire to find that students' anxiety stemmed from their lack of exposure to the language and their worry of receiving a poor grade from the professor. Students were required to select from a variety of situations described in the questionnaire. In this sense, quantitative research has been used to evaluate anxiety in EFL learners.

Nonetheless, in order to comprehend how students deal with worry when speaking, it is essential to investigate anxiety in foreign language acquisition at the university level. This analysis may also identify the root reasons. Many students use a variety of techniques to deal with their fear, therefore investigating these techniques might also aid in comprehending their experiences. This research investigated university students' experiences with nervousness when speaking English. It also looked into what causes it in various contexts. Lastly, it examined the methods students employed to get over their speaking nervousness.

Encouraging Peer Support: 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 Level Among University Students" influence on their English language education.

Research Objectives

1. To find out the relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding cognition factor
2. To find out the relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding behavioral factor
3. To find out the relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding psychological factor

Research Hypothesis

1) Ho_1: There is no significant relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding cognition factor.
2) Ho2: There is no significant relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding behavioral factor.
3) Ho3: There is no significant relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding psychological factor.

Significance of Study

English is required for academic purposes at the majority of Pakistani universities. It might also be difficult for them to become used to speaking English without any prior practice They must learn to speak English and get over the fear it produces in order to carry on with their education. This study looked at a number of scenarios when students feel nervous when speaking in English. Additionally, educators must comprehend the experiences and concerns of their pupils. This will enable them to determine which pupils experience anxiety when speaking. They will be able to encourage pupils to speak English and improve the classroom atmosphere thanks to this study.

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

Social Cognitive Theory and Learning Experiences

Freys and Vallade (2018) investigated public speaking and writing self-efficacy of 380 undergraduate students using Social Cognitive Theory (SCT). At the end of the semester, they found that they improved in both respects. They discussed the significance of reflection, constructive feedback and evaluation for building students' confidence and communication. Widodo and Astuti (2024) discussed the use of SCT in Early Learning. They saw modelling by teachers, peer learning, collaborative work, positive reinforcement and differentiated instruction as strategies which would promote students' learning. However, it was noted that there were challenges in implementing the diverse learning needs and limited resources. Ibrahim et al. (2022) examined the extent of public speaking anxiety in 171 undergraduate students. They found that the size of the audience and internal nervousness contributed to increased speaking anxiety. Students used techniques such as careful preparation, familiar vocabulary, pronunciation practice, and, giving examples to enhance communication. Muhammad Nasir and Mat Isa (2021) conducted a study on public speaking anxiety levels of 150 university students. They found moderate anxiety levels and a significant correlation between anxiety and speaking performance, which showed that the management of students' anxiety is important in language learning. Fooladvand et al. (2017) conducted a literature review on cognitive and metacognitive strategies and academic success, which included 20 studies. The prospective self-reflection, self-assessment, and information-processing strategies were found to be positive factors for students' academic learning. Ilma et al. (2021) investigated the effect of PBL, POL and both PBL and POL on 144 secondary school students. A combination of approaches was most effective for metacognitive awareness and cognitive learning outcomes. In a study conducted by Rahman et al 2017, they studied lecture-capture technology in 85 engineering students. They found that students' learning was facilitated by recorded lectures, but some academic activities were still more preferred to be taught face-to-face. The researchers Masah and Jamaluddin (2022) investigated behavioral factors and academic achievement of 19 secondary school accounting students. They found a strong correlation between student behaviour and academic achievement that highlighted the importance of the effects of student behaviour on learning. In this study, Dharmavansa and Madhuvanthi (2024) examined the learning strategies that eight final-year management students employed with the use of physiological indicators. They concluded that problem solving activities were especially effective in helping students learn when they are in groups. Jaramillo Gómez et al. (2025) analyzed 83 studies regarding critical-thinking development of university students. They concluded that there are five dimensions that affect critical thinking including physical, psychological, sociocultural, technological and educational aspects.

Classroom Anxiety and English Language Learning.

Anxiety has a significant impact on the communication, participation and academic performance of students in the classroom setting, affecting their ELD (Dewaele & MacIntyre, 2016). Previous studies have pointed to the need to study anxiety at various educational levels and to explore the causes of anxiety, its impact and strategies for managing anxiety.

Theoretical Foundations of Language Anxiety

Horwitz et. al (1986) pinpointed three major factors of foreign language classroom anxiety: communication apprehension, fear of negative evaluation and test anxiety. These factors affect students' self-assurance and involvement in the classroom. Likewise, Krashen's (1982) Affective Filter Hypothesis describes how negative emotions such as anxiety can become a hindrance in the language learning process. MacIntyre and Gregersen (2020) also pointed out the impact of emotional experiences for language-learning environments.

Speaking Anxiety

Anxiety has been seen as one of the most frightening language skills due to the fact that speaking requires instant communication, evaluation by others and the potential for error (Teimouri et al., 2019). As for oral activities, students tend to be nervous, especially when they do not have confidence in their oral ability (Zhou, 2018). Some studies also indicate that there might be a difference in speaking anxiety from one educational level to another; the more a student has been exposed to the language and the more confident he or she is, the more confident he or she will be. (Botes et al., 2020).

Listening Comprehension Anxiety

Common causes of listening anxiety include difficulties in understanding fast speech, unfamiliar words, and various ways of pronunciation (Park & French, 2020). All these challenges can have a negative impact on understanding English and lead students to lack confidence in their understanding of spoken English (Zhang & Rahimi, 2019; Kim, 2021).

Reading and Writing Anxiety

Compared to speaking anxiety, a relatively fewer number of studies have focused on reading and writing anxiety. The reading difficulties tend to be due to the complexity of the texts and unfamiliar words, while the writing difficulties are linked to grammatical mistakes, inadequate vocabulary, and time constraints (Zhang, 2019; Gregersen & Horwitz, 2021). Increasing academic reading and writing exposure could contribute to students' growth and confidence to handle academic reading and writing in the near future. The more students are exposed to academic reading and writing, the less anxious they will be in the short-term.

The impact of anxiety on the EAP abilities and skills.

There is a long history of research that shows that the higher the level of language anxiety, the lower the level of English proficiency. Anxiety may have adverse effects on vocabulary, fluency, and grammar skills (Dewaele & Alfawzan, 2018; Teimouri et al., 2019). Generally speaking, students with lower anxiety levels will have higher levels of confidence and language performance (Liu & Jackson, 2018).

Academic performance and anxiety.

Language anxiety may have a negative impact on students' academic performance, motivation in the classroom, and self-confidence (MacIntyre et al., 2020). According to Shao et al. (2019), highly anxious students tend to withdraw from classroom activities and face problems in learning the language. Likewise, Park and French (2020) pointed out that avoidance actions may worsen the learning challenges and limit students' opportunities to use English.

Variations in anxiety by grade level

Language anxiety can vary between students from school, college and university. It has been suggested that younger students might suffer from higher levels of anxiety due to their lower levels of language experience and self-confidence (Botes et al., 2020). On the other hand, university students can benefit from improved communication skills due to the academic exposure they get and the higher opportunities they have to use English (Kim, 2021).

Strategies for Reducing Classroom Anxiety.

Supportive teaching practices can help reduce students' language anxiety. Teachers can create positive learning environment that mistakes are seen as learning opportunities and not failures (Teimouri et al., 2019). The students' confidence may also be enhanced by using communicative teaching, scaffolding and constructive feedback (Zhou, 2018).

Students can be helped to respond to anxiety by using psychological interventions such as mindfulness and cognitive behavioural therapy (Dewaele & Alfawzan, 2018; Gregersen & Horwitz, 2021). In addition, students' participation in class can be promoted by gradually

introducing the language, allowing students to learn at their own speed, and using other assessment methods to alleviate pressure (Liu & Jackson, 2018; Park & French, 2020).

Research Gap

While a great number of studies have focused on foreign language anxiety, few have studied the differences and similarities between the types of anxiety and its impact on various educational levels. Previous studies have found a negative correlation between anxiety and language proficiency, but there is a disproportion in anxiety-related experiences as well as coping strategies between students at the school, college and university levels, which needs to be explored. The current study thus seeks to explore the classroom anxiety of ELLs at various levels of education, the primary sources of ELL classroom anxiety, the impact of classroom anxiety on ELLs, and coping mechanisms of ELLs.

Before you submit your article there are some important academic tips:

Check all references against the original publications especially the 2024 and 2025 studies.

2. Make sure that the studies cited do support the statements attributed to them.

3. Include a complete APA 7th reference list.

4. Make sure that your research question is consistent with your research problem and sample.

I can also format the entire APA 7th reference list for all of the studies listed above.

Methodology

Research Design

This study was descriptive in character and used a survey design within the perceptual context of the investigation of public university students. Survey research is the most often used research design in the social sciences. A quantitative system was embraced to respond to the exploration inquiries under the perception of speculative condition.

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. 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. Questionnaire 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

Strict respect to ethical rules stayed the same throughout the entire investigation. Everyone involved received an explanation of the study's purpose and decided to take part. Along with promise that the data would only be utilized for scholarly study, anonymity and confidentiality were assured. Formal clearance was given by the District Education Authority of Faisalabad and the University Ethics Review Committee. There was no particular or discernible data in the final findings.

Data Analysis

Ho_1: There is no significant relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding cognition factor.

Table 2

Relationship between mean scores of cognitions 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 2, 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 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 Among University Students regarding behavioral factor.

Table 3

Relationship between Mean Scores of Behavioral 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 3, 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 become rejected. Therefore, the growth in behavior turned into associated with the growth in students' imitation techniques.

Ho3: There is no significant relationship between mean scores of Classroom Presentation Anxiety Level Among University Students regarding psychological factor.

Table 4

Relationship between mean scores of psychologies 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 4, 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 become rejected. Therefore, a boom in psychology became related to an increase in university students' imitation techniques.

Findings

Ho1: Cognition and Coping Strategies

Table 2 showed there was a significant positive correlation between students' coping strategies and cognition (r = .341, p = .001). Thus, the null hypothesis was rejected and it was concluded that there was a significant association between the higher levels of cognition scores and increased coping strategies.

The second hypothesis was that Behavioral Factors and Coping Strategies would have an effect on the children's responses.

There was a significant positive correlation between behavioural factors and coping strategies (r = .403, p = .001), as revealed by table 3. Therefore, the null hypothesis was rejected and it was concluded that there was an association of improved behavioural responses with coping strategies.

The students were able to explain the psychological factors and coping strategies.

Psychological factors were significantly positively correlated with coping strategies with r = .539 at the .001 level (p) (see table 4). Thus, the null hypothesis was rejected, indicating that psychological factors correlated with students' coping strategies, in a positive way.

Conclusion

The results indicated that there were substantial positive correlations between cognitive, behavioural, psychological traits and coping strategies of students. Of these, psychological factors had the highest correlation rate (r = .539), followed by behavioral (r = .403), and cognitive (r = .341). The results suggest that classroom presentation anxiety among the university students should be taken seriously and effective coping strategies should be developed for it.

Discussion

The conclusions are in line with the results of the study conducted by Frey and vallade (2018) which underlined the significance of self-efficacy and supportive learning experiences for the growth of students' communication confidence. In the same way, Kao and Craigie (2013)

highlighted the importance of preparation, positive thinking and peer support in decreasing public speaking stress.

Rahman et al. (2017) also showed that the behavioral and social aspects affect the students' learning experiences. In addition, Language Anxiety management with the use of psychological support, mindfulness and Cognitive Behavioural Therapy was emphasized by Gregersen and Horwitz (2021) as well as by Dewaele and Alfawzan (2018).

Recommendations

Effective interventions should be implemented within universities to address students' anxiety in the classroom when they present.

Teachers should encourage open communication, supportive classroom setting and effective time-management strategies.

Practise relaxation techniques, meditation, deep breathing and regular physical activity to develop emotional regulation and manage anxiety.

Caution: Inconsistencies in the original findings for the hypotheses. I have ordered them in the following way Ho1 (cognitive), Ho2 (behavioural) and Ho3 (psychological). Also, if you are measuring the variable in your questionnaire, apply the coping skills rather than the imitation skills.

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