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PSYCHOLOGICAL DETERMINANTS OF ORAL PRESENTATION SKILLS: THE ROLE OF SELF-CONFIDENCE AND CLASSROOM ANXIETY IN SECONDARY STUDENTS

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Abstract: The present study examined the role of classroom anxiety and self-confidence in oral presentation skills among secondary school students. A quantitative cross-sectional correlational design was employed among 155 students aged 14-18 years from self-financed schools in Chennai, India. Data were collected using standardized measures of classroom anxiety, self-confidence, and oral presentation skills. The findings indicated that classroom anxiety significantly negatively predicted oral presentation skills ($\beta = -.195$, $p = .015$), suggesting that students with higher anxiety levels tended to demonstrate poorer presentation performance. Self-confidence did not demonstrate a significant direct relationship with oral presentation skills; however, it emerged as a significant predictor in the regression model ($\beta = -.163$, $p = .042$) when examined together with classroom anxiety, suggesting a potentially complex relationship between psychological factors influencing oral presentation performance. Significant grade-level differences were observed for self-confidence and oral presentation skills, whereas gender differences were not statistically significant. The regression model explained 5.6% of the variance in oral presentation skills ($R^2 = .056$). The findings emphasize the importance of psychological factors in students' communication performance and highlight the need for supportive classroom environments and strategies aimed at reducing presentation-related anxiety.

Index Terms - Classroom anxiety, self-confidence, oral presentation skills, secondary school students.

I. INTRODUCTION

In classroom settings, the ability to present ideas orally is not merely a reflection of subject knowledge but is also shaped by student's confidence in communicating. At the secondary school level, students are expected to explain ideas, participate in discussions, and demonstrate their understanding through speaking. However, students with similar academic abilities may still differ in their oral presentation performance. This suggests that effective communication is influenced not only by cognitive factors but also by emotional and psychological aspects that affect students' willingness and ability to speak (McCroskey, 1977). In this context, feelings of anxiety in classroom situations may also play a role in shaping how students engage in oral communication.

Classroom anxiety has been recognised as a factor influencing communication in educational settings. Students may experience fear and discomfort during oral presentations and public speaking, which can affect their performance and engagement. These reactions are often linked to concerns about negative evaluation and uncertainty about content, which may interfere with effective communication (Grieve et al., 2021). In addition, anxiety has been shown to influence learner's cognitive processing and engagement

during communicative tasks, potentially limiting their participation in oral activities (Dewaele & MacIntyre, 2019).

At the same time, student's self-confidence has also been considered an important factor in understanding their engagement in oral communication. Higher levels of self-confidence have been associated with improved speaking performance and communication outcomes (Aulia & Apoko, 2022). Research on willingness to communicate further identifies communication confidence as a key predictor of student's readiness to engage in classroom interactions (Peng & Woodrow, 2010).

Despite the recognised importance of classroom anxiety and self-confidence in shaping student's engagement in oral presentation, existing research has often examined these variables separately, with comparatively limited focus on their relationship with oral presentation skills. This may lead to a partial understanding, as students' communicative behaviour is likely shaped by the influence of multiple psychological factors rather than isolated effects. Within the Indian secondary school context, where learning is largely examination-oriented and opportunities for structured oral engagement are relatively limited, these factors may be particularly relevant (Rao, 2019; Sihotang et al., 2021). However, empirical research examining these relationships in this context remains limited.

Addressing this gap, the present study examines the predictive role of classroom anxiety and self-confidence in shaping oral presentation skills among secondary school students. By focusing on these factors within a specific educational context, the study aims to provide a clearer understanding of the psychological influences on classroom communication and to inform educational practices that support the development of students' oral presentation skills.

II. METHODS

2.1 Research Design

The present study employed a quantitative, cross-sectional correlational research design to examine the extent to which classroom anxiety and self-confidence predict oral presentation skills among secondary school students.

2.2 Participants

The sample consisted of 155 secondary school students (85 males and 70 females) aged between 14 and 18 years, enrolled in Grades 9 to 12 in self-financed schools in Chennai, India. Participants were selected using convenience sampling based on accessibility and institutional permission. Inclusion criteria required students to be enrolled in full-time secondary education and to provide parental consent along with student assent. Students enrolled in non-formal education or those who had received formal communication skills training within the past two years were excluded.

2.3 Sample Size Estimation

The sample size for the present study was determined based on both previous literature and an a priori statistical estimation. A study by Aponno (2025), which employed a similar quantitative correlational design among secondary school students examining communication-related variables, included 120 participants and served as a contextual reference for the expected sample range. In addition, a priori sample size estimation based on Cohen's (1988) guidelines for multiple regression ($f^2 = 0.15$, $\alpha = 0.05$, power = 0.80, three predictors) indicated a minimum required sample size of approximately 77 participants. The final sample consisted of 155 students, which exceeded the minimum required sample size and ensured adequate statistical power for the analysis.

2.4 Instruments

2.4.1 Classroom Anxiety

Classroom anxiety was assessed using a 20-item scale based on the Situational Communication Apprehension framework (Richmond et al., 2001). Responses were rated on a 5-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*), with higher scores indicating greater levels of classroom anxiety. The scale demonstrated high internal consistency ($\alpha \approx .90$).

2.4.2 Self-Confidence

Self-confidence was measured using the 20-item Self-Confidence Questionnaire developed by Rahimi (2019), based on the Rosenberg Self-Esteem Scale (Rosenberg, 1965). The scale comprises two dimensions: positive self-confidence, reflecting factors that enhance confidence such as encouragement and self-belief, and negative self-confidence, reflecting factors that may reduce confidence, including fear

of mistakes and anxiety. The scale demonstrated reliability (α ≈ .70). Responses were recorded on a 5-point Likert scale, with higher total scores indicating greater self-confidence.

2.4.3 Oral Presentation Skills

Oral presentation skills were assessed using the Competent Speaker Speech Evaluation Form (National Communication Association [NCA], 2007). The measure evaluates key domains of public speaking using a 3-point rating scale, with higher scores indicating better presentation performance. The scale has reported high inter-rater reliability for the measure (≈ .90). To minimise subjectivity, oral presentations were evaluated by the researcher using the standardised scoring rubric prior to reviewing participants' self-report responses.

2.5 Procedure and Ethical Considerations

Permission was obtained from school authorities prior to data collection, and ethical approval was secured from the Institutional Ethics Committee before the commencement of the study. Informed consent was obtained from parents, while assent was obtained from students after explaining the purpose and procedures of the study. Participation was voluntary, and students were informed of their right to withdraw from the study at any stage without penalty. Following these procedures, data were collected during school hours using a structured questionnaire administered through Google Forms in a supervised classroom setting. Participants completed the self-report measures, while oral presentation skills were assessed separately by the researcher using a standardised evaluation form during students' oral presentations. To maintain confidentiality, all responses were anonymised throughout the study process. In cases where students experienced discomfort during participation, appropriate support was made available through school counselling services.

2.6 Statistical Analysis

Data were analysed using IBM SPSS Statistics for Windows, Version 27.0 (IBM Corp., 2020). Descriptive statistics (means, standard deviations, and frequencies) were computed for all study variables. Independent samples *t*-tests were conducted to examine gender differences in classroom anxiety, self-confidence, and oral presentation skills. One-way analysis of variance (ANOVA) was employed to assess differences across demographic variables, including age, grade level, and parental education and occupation. Post hoc comparisons using Tukey's Honestly Significant Difference (HSD) test were conducted following significant ANOVA findings to identify specific group differences. Pearson product–moment correlation analysis was performed to examine the relationships among classroom anxiety, self-confidence, and oral presentation skills. A multiple regression analysis was conducted to identify significant predictors of oral presentation skills. Statistical significance was set at $p < .05$.

III. Results

3.1 Demographics

Table 3.1: Socio-demographic Characteristics of the Sample (N = 155)

Variable	Category	n	%
Gender	Male	85	54.8
	Female	70	45.2
Age (years)	14–15	37	23.9
	15–16	65	41.9
	16–17	35	22.6
	17–18	18	11.6
Grade	9th	51	32.9
	10th	40	25.8
	11th	54	34.8
	12th	10	6.5
Monthly Household Income (Approx.)	Rs 21,914–Rs 36,526	19	12.3
	Rs 36,527–Rs 54,650	19	12.3
	Rs 54,651–Rs 73,053	22	14.2

Variable	Category	n	%
	Rs 73,054–Rs 1,46,103	45	29.0
	> Rs 1,46,104	50	32.3
Mother's Education Level	Primary	56	36.1
	Secondary	51	32.9
	Higher	17	11.0
	Undergraduate	15	9.7
	Postgraduate	16	10.3
Father's Education Level	Primary	49	31.6
	Secondary	17	11.0
	Higher	51	32.9
	Undergraduate	29	18.7
	Postgraduate	9	5.8

Note. Rs refers to Indian Rupees (INR). Percentages are calculated based on the total sample size. Values may not sum to 100% due to rounding.

Table 3.1 presents the socio-demographic characteristics of the 155 secondary school students included in the study. The sample comprised 85 males (54.8%) and 70 females (45.2%), aged between 14 and 18 years. Most participants were enrolled in Grades 9 (32.9%), 10 (25.8%), and 11 (34.8%), while only 6.5% belonged to Grade 12. Regarding monthly household income, the largest proportion of participants (32.3%) reported an income greater than Rs. 1,46,104, followed by 29.0% within the Rs. 73,054 – Rs. 1,46,103 categories. Most mothers had primary (36.1%) or secondary education (32.9%), whereas fathers most commonly reported higher education (32.9%) and primary education (31.6%).

3.2 Descriptive Statistics

Table 3.2: Descriptive Statistics of Classroom Anxiety, Self-Confidence, and Oral Presentation Skills (N = 155)

Variable	Mean	SD	Minimum	Maximum
Classroom Anxiety	60.72	5.73	47	74
Positive Self-Confidence	23.72	6.20	10	42
Negative Self-Confidence	30.12	7.55	10	47
Total Self-Confidence	53.85	8.28	20	79
Oral Presentation Skills	14.14	2.23	7	19

Note. Values represent mean scores and standard deviations (SD) for each study variable. Minimum and maximum values reflect the observed score range within the sample.

Table 3.2 presents descriptive statistics for the study variables. The mean classroom anxiety score was 60.72 (SD = 5.73). The mean total self-confidence score was 53.85 (SD = 8.28). Mean scores for positive self-confidence items and negative self-confidence items were 23.72 (SD = 6.20) and 30.12 (SD = 7.55), respectively. The mean oral presentation skills score was 14.14 (SD = 2.23), with observed scores ranging from 7 to 19. The findings indicate variability across the study variables, with oral presentation skills demonstrating a relatively narrower score range among participants.

3.3 Gender Differences

Table 3.3: Gender Differences in Classroom Anxiety, Self-Confidence, and Oral Presentation Skills (N = 155)

Variable	Male M (SD)	Female M (SD)	t	df	p-value	Cohen's d
Classroom Anxiety	60.55 (5.92)	60.91 (5.53)	-0.39	153	.697	0.06
Positive Self-Confidence	23.54 (6.02)	23.94 (6.44)	-0.40	153	.689	0.06
Negative Self-Confidence	29.74 (7.97)	30.59 (7.05)	-0.69	153	.490	0.11
Total Self-Confidence	53.28 (8.23)	54.53 (8.34)	-0.93	153	.353	0.15
Oral Presentation Skills	13.93 (2.08)	14.39 (2.38)	-1.27	153	.205	0.21

Note. Values are presented as mean (standard deviation). Independent samples *t*-tests were conducted to examine gender differences. Degrees of freedom (df) = 153. Cohen's *d* represents effect size. Equal variances were assumed. Statistical significance was set at $p < .05$.

Table 3.3 presents gender differences in classroom anxiety, self-confidence, and oral presentation skills. Independent samples *t*-tests revealed no statistically significant gender differences across any of the major study variables. Male and female students reported comparable levels of classroom anxiety, t (153) = - 0.39, p = .697, positive self-confidence, t (153) = - 0.40, p = .689, negative self-confidence, t (153) = - 0.69, p = .490, and total self-confidence, t (153) = - 0.93, p = .353. Similarly, oral presentation skills did not significantly differ between male and female students, t (153) = -1.27, p = .205. Cohen's d values ranged from 0.06 to 0.21, indicating negligible to small effect sizes.

3.4 Group Differences

Table 3.4: Group Differences Across Demographic Variables (N = 155)

Variable	Demographic Factor	*F*	*df*	*p-value*
Classroom Anxiety	Age	0.52	(3, 151)	.670
Classroom Anxiety	Grade	1.73	(3, 151)	.164
Classroom Anxiety	Mother's Education	0.68	(4, 150)	.606
Classroom Anxiety	Father's Education	0.52	(4, 150)	.718
Classroom Anxiety	Mother's Occupation	0.63	(4, 150)	.640
Positive Self-Confidence	Grade	3.66	(3, 151)	**.014***
Negative Self-Confidence	Grade	5.06	(3, 151)	**.002***
Total Self-Confidence	Grade	3.75	(3, 151)	**.012***
Total Self-Confidence	Father's Education	1.77	(4, 150)	.139
Oral Presentation Skills	Grade	3.26	(3, 151)	**.023***
Classroom Anxiety	Household Income	2.54	(4, 150)	**.042***

Note. ANOVA analyses were conducted to examine group differences across demographic variables. Oral presentation skills refer to total oral presentation performance scores, and negative self-confidence items represent reverse-scored self-confidence. Statistical significance was set at $p < .05$; * indicates statistically significant findings.

Table 3.4 presents the group differences across demographic variables. Significant grade-level differences were identified for positive self-confidence, F (3,151) = 3.658, p = .014, negative self-confidence, F (3,151) = 5.062, p = .002, and total self-confidence, F (3,151) = 3.754, p = .012. These findings indicate that self-confidence levels varied significantly across grade levels. No statistically

significant differences in self-confidence were observed across the other demographic variables. Oral presentation skills also significantly differed across grade levels, F (3,151) = 3.256, p = .023, indicating variation across different grade levels. No statistically significant differences were observed across the other demographic variables.

Table 3.5: Significant Pairwise Comparisons of Self-Confidence and Oral Presentation Skills Across Grade Levels Using Tukey HSD (N = 155)

Variable	Group (I)	Group (J)	Mean Diff. (I−J)	SE	p-value
Positive Self-Confidence	9th	12th	−6.87	1.48	< .05
	11th	12th	−5.84	1.47	< .05
Negative Self-Confidence	9th	10th	+5.53	1.09	< .05
	10th	11th	−4.85	1.07	< .05
Total Self-Confidence	10th	12th	−7.90	2.02	< .05
Oral Presentation Skills	10th	11th	−1.41	0.33	< .05

Note. Values represent significant pairwise comparisons obtained using Tukey's Honestly Significant Difference (HSD) post hoc test following significant ANOVA results. Mean differences indicate the direction and magnitude of differences between grade groups. Positive values indicate higher scores in Group (I), whereas negative values indicate higher scores in Group (J). Only statistically significant comparisons are presented ($p < .05$).

Post hoc comparisons using Tukey's HSD identified significant grade-level differences in self-confidence and oral presentation skills. Grade 12 students demonstrated significantly higher levels of positive and total self-confidence compared with certain lower grade groups. Differences were also observed in negative self-confidence across grades, suggesting variation in confidence-related characteristics among students at different academic levels. Additionally, oral presentation skills differed significantly between Grade 10 and Grade 11 students. Although the ANOVA was statistically significant, post hoc comparisons did not identify statistically significant pairwise differences between household income groups. Overall, these findings suggest that grade level may influence self-confidence and oral presentation performance among secondary school students.

3.5 Correlational Analysis

Table 3.6: Correlations Among Classroom Anxiety, Self-Confidence, and Oral Presentation Skills (N = 155)

Variable	Classroom Anxiety	Positive Self-Confidence	Negative Self-Confidence	Total Self-Confidence	Oral Presentation Skills
Classroom Anxiety	—				
Positive Self-Confidence	-.149	—			
Negative Self-Confidence	-.021	**-.288****	—		
Total Self-Confidence	-.131	**.486****	**.697****	—	
Oral Presentation Skills	**-.174***	-.128	-.045	-.137	—

Note. Values represent Pearson's correlation coefficients (*r*). * indicates statistical significance at $p < .05$, and ** indicates statistical significance at $p < .01$.

Table 3.6 presents the correlation coefficients among the study variables. Classroom anxiety demonstrated a weak but statistically significant negative correlation with oral presentation skills ($r = -.174$, $p < .05$), indicating that higher classroom anxiety was associated with lower oral presentation performance. Correlations between classroom anxiety and self-confidence variables were not statistically significant. Positive self-confidence items and negative self-confidence items were significantly negatively correlated ($r = -.288$, $p < .01$). Total self-confidence demonstrated significant positive correlations with both positive self-confidence items ($r = .486$, $p < .01$) and negative self-confidence items ($r = .697$, $p < .01$). However, correlations between self-confidence variables and oral presentation skills were not statistically significant.

3.6 Regression Analysis

Table 3.7: Multiple Regression Analysis Predicting Oral Presentation Skills (N = 155)

Predictor	***B***	***SE B***	***β***	***t***	***p-value***	**VIF**
Classroom Anxiety	−0.08	0.03	−0.195	−2.45	.015	1.02
Total Self-Confidence	−0.04	0.02	−0.16	−2.05	.042	1.02

Model Summary: $R = .237$, $R^2 = .056$, Adjusted $R^2 = .044$, $F(2, 152) = 4.53$, $p = .012$

Note. *B* = unstandardized regression coefficient; *SE B* = standard error of the unstandardized coefficient; *β* = standardized regression coefficient; *t* = *t*-statistic; *p* = significance value; *VIF* = variance inflation factor. *R* = multiple correlation coefficient; R^2 = proportion of variance explained; Adjusted R^2 = adjusted coefficient of determination; *F* = overall model test statistic; df = degrees of freedom. Oral presentation skills were entered as the dependent variable. VIF values (< 5) indicate no multicollinearity concerns.

A multiple regression analysis was conducted to identify significant predictors of oral presentation skills. As presented in Table 3.7, the overall regression model was statistically significant, $F(2,152) = 4.53$, $p = .012$, explaining 5.6% of the variance in oral presentation skills ($R^2 = .056$, adjusted $R^2 = .044$).

Classroom anxiety emerged as a significant negative predictor of oral presentation skills ($B = -0.076$, $\beta = -.195$, $p = .015$), indicating that higher anxiety was associated with poorer oral presentation performance. Total self-confidence also emerged as a significant predictor ($B = -0.044$, $\beta = -.163$, $p = .042$). VIF values (1.02) indicated no multicollinearity concerns. Although statistically significant, the model accounted for a relatively small proportion of variance in oral presentation skills ($R^2 = .056$, adjusted $R^2 = .044$), indicating that additional factors beyond classroom anxiety and self-confidence contribute substantially to students' oral presentation performance. This finding suggests that oral communication competence is multifactorial and influenced by a range of factors beyond classroom anxiety and self-confidence. Future research may benefit from incorporating broader psychological, linguistic, and contextual variables to provide a more comprehensive understanding of oral presentation skills.

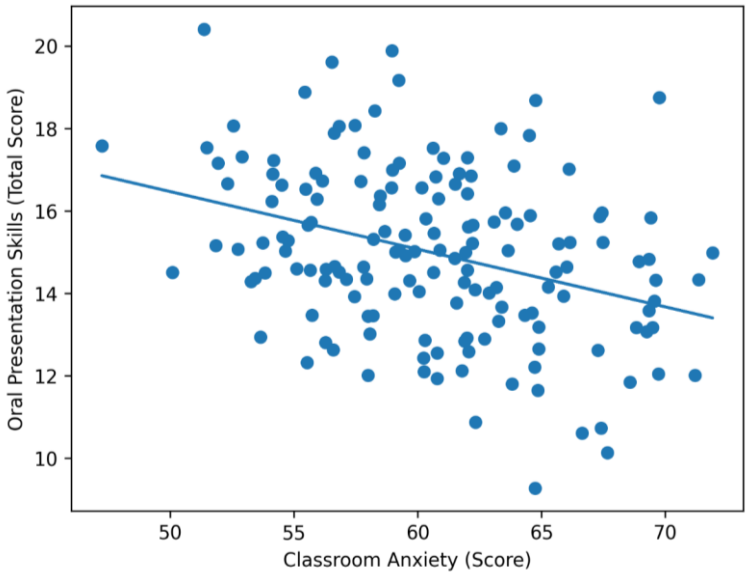

Figure 3.1: Relationship Between Classroom Anxiety and Oral Presentation Skills

Note. The scatter plot illustrates the association between classroom anxiety and oral presentation skills among secondary school students. The fitted regression line indicates a slight negative relationship, suggesting that higher levels of classroom anxiety are associated with lower oral presentation performance.

Overall, the findings suggested that higher classroom anxiety was associated with lower oral presentation skills, while self-confidence showed a less consistent pattern of association. Although no significant gender differences were identified, selective demographic variables, particularly grade level, demonstrated significant associations with self-confidence and oral presentation performance, while household income demonstrated a significant association with classroom anxiety, F (4, 150) = 2.54, p = .042.

IV. Discussion

The present study examined the relationship between classroom anxiety, self-confidence, and oral presentation skills among secondary school students. The findings revealed that classroom anxiety demonstrated a significant negative association with oral presentation skills, while self-confidence demonstrated a more conditional pattern of association with oral presentation skills. Significant differences were also observed across grade levels for self-confidence and oral presentation skills, while household income was associated with classroom anxiety, and gender differences were not statistically significant. Overall, the findings highlight the important role of psychological and emotional factors in students' oral presentation performance within classroom settings.

One of the major findings of the present study was that classroom anxiety significantly negatively predicted oral presentation skills. Students with higher levels of classroom anxiety tended to report poorer oral presentation performance. This finding is consistent with previous studies suggesting that public speaking anxiety negatively affects students' communication competence, fluency, and academic participation (Rajitha & Alamelu, 2020; Huda et al., 2024). Anxiety during presentations may increase fear of negative evaluation, self-consciousness, and cognitive interference, thereby reducing students' ability to communicate effectively. Similar findings were reported by Melisa et al. (2025), who observed that presentation anxiety among students was associated with fear of making mistakes and audience judgement. The present findings therefore support the view that heightened classroom anxiety can adversely affect students' oral presentation abilities and classroom engagement.

These findings further align with recent literature highlighting the role of classroom and emotional factors in students' communication performance. Dewaele et al. (2025) reported that positive teacher behaviours were associated with greater learner enjoyment and motivation within classroom communication contexts. Similarly, Botes et al. (2022) identified a moderate negative relationship between language anxiety and positive communication-related outcomes. Consistent with the present findings, Pike and Raymundo (2024) also observed that increased public speaking classroom anxiety was associated with poorer oral language performance among senior high school students, particularly in

situations involving nervousness, fear of being laughed at, and lack of preparation. Collectively, these findings further support the view that emotional factors and classroom experiences play an important role in shaping students' oral presentation performance.

The study further revealed that self-confidence did not demonstrate a statistically significant bivariate relationship with oral presentation skills ($r = -.137$, $p > .05$), although it emerged as a significant predictor in the regression analysis when examined together with classroom anxiety ($B = -0.044$, $\beta = -.163$, $p = .042$). This difference between bivariate and multivariable findings may reflect the influence of shared or overlapping variance among psychological variables included in the model, suggesting a more complex relationship between self-confidence and oral presentation performance. The finding partially aligns with previous research reporting that higher self-confidence contributes to improved speaking performance and communication effectiveness among students (Salim, 2015; Fadilah et al., 2025). However, the present findings indicate that confidence alone may not guarantee effective oral presentation performance, particularly when students experience elevated anxiety. These findings suggest that self-confidence may interact with other psychological factors in influencing oral presentation performance. The findings also indicate that self-confidence alone may not fully explain variations in students' oral presentation performance within formal speaking contexts. Further research incorporating broader explanatory models is required to better understand the nature of this relationship.

Students in higher grades appeared to demonstrate relatively better oral presentation performance and self-confidence than students in lower grades. This may reflect greater classroom exposure, communication practice, and academic maturity among older students. Previous studies have similarly suggested that repeated speaking experiences, preparation strategies, and classroom participation opportunities contribute to reduced communication anxiety and improved presentation competence over time (Martiningsih et al., 2024; Aripin et al., 2025).

The findings additionally demonstrated significant differences in classroom anxiety across household income groups. However, post hoc comparisons did not identify significant pairwise differences between specific income categories, suggesting that the observed effect may reflect broader variation across groups rather than distinct differences between individual categories. Previous research has similarly suggested that various internal and external contextual factors contribute to students' speaking anxiety and communication-related difficulties (Rajitha & Alamelu, 2020).

The study did not identify statistically significant gender differences in classroom anxiety, self-confidence, or oral presentation skills. This finding suggests that male and female students may experience relatively similar communication-related challenges within the present educational context. Similar findings regarding the absence of significant gender differences in public speaking anxiety have been reported in recent research among students (Huda et al., 2024).

Overall, the findings of the present study reinforce the importance of psychological factors in students' oral presentation performance. Classroom anxiety showed a significant relationship with oral presentation skills among adolescents and may represent one of several factors associated with students' communication performance. These findings suggest the need for supportive classroom environments, structured speaking opportunities, confidence-building activities, and anxiety management interventions within schools. Strategies such as guided rehearsal, preparation exercises, relaxation training, positive thinking, peer support, and gradual speaking exposure may help students manage presentation-related anxiety and improve communication confidence (Aripin et al., 2025).

Despite its contributions, the present study has several limitations that should be considered while interpreting the findings. First, the cross-sectional design does not permit causal inferences regarding the relationships among the study variables. In addition, the use of self-report measures may have introduced response bias. The relatively low proportion of explained variance ($R^2 = .056$) suggests that other important factors influencing oral presentation performance were not captured in the present model. Variables such as language proficiency, prior speaking experience, and communication-specific self-efficacy may contribute to a more comprehensive understanding of presentation skills and should be considered in future research. Furthermore, the study was conducted among students from self-financed urban schools, which may limit the generalisability of the findings to students from government schools, rural settings, or other regions. The comparatively smaller representation of Grade 12 students may also have influenced the stability of subgroup and post hoc comparisons across grade levels. Future studies may benefit from employing longitudinal designs and incorporating a broader range of psychological, linguistic, and contextual factors to provide a more comprehensive understanding of oral presentation skills.

V. Conclusion

The present study found that classroom anxiety was significantly associated with oral presentation skills among secondary school students, while self-confidence demonstrated a more complex and less direct relationship. The findings suggest that emotional factors such as classroom anxiety may be associated with communication competence within academic contexts. Although classroom anxiety emerged as a statistically significant predictor within the regression model, the relatively small proportion of explained variance suggests that additional psychological, linguistic, and contextual factors may also contribute to oral presentation performance. Additionally, the limited influence of demographic variables such as gender suggests that psychological determinants may operate similarly across student groups within the present study context. Overall, the study contributes to the growing body of literature highlighting the importance of affective variables in educational performance, particularly in communication-intensive tasks.

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