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Research Article

Assess the Factors Contributing to Students' Public Speaking Anxiety Specifically During Classroom Presentations

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Abstract

Anxiety, specifically in situations involving speaking, is characterized as a type of fear that manifests through observable symptoms. Public Speaking Anxiety is a prevalent issue among students during classroom presentations, affecting their confidence and performance. Despite its significance, there remains a lack of comprehensive understanding regarding the specific factors that contribute to this form of anxiety in educational settings. From these observations, it's apparent that not all individuals possess the same speaking and presentation skills. While some may excel as confident speakers, others might experience speaking anxiety, especially when addressing large audiences or during classroom presentations. Hence, the researcher intends to assess the factors contributing to students' public speaking anxiety specifically during classroom presentations. The objectives of this study are to assess to the major contributing factors for student speaking anxiety in classroom presentation. This study was conducted in Bonga University, particularly in college of educational and behavioral sciences in 4th year psychology students. This study was conducted both quantitative and qualitative approach of the study. The total population of this study is all 4th year students from psychology educational and behavioral students. Bonga University from these, females is 15 and males students are 20, total 35 students in are the population of this study. The researcher was collected data from the respondents by using self-administration questionnaires. The first variable shows that from 35 total participant 20 (42.86 %) were male and the rest of 15 (57.14 %) were female. there are numerous effect on children's academic achievement from those effects the study was concerned and discussed on the impact of public speaking anxiety to student's academic achievement. The primary objective of the study was to explore the contributing factors for students' public speaking anxiety in classroom presentation. The consequence of speaking anxiety are emotional, educational, and social, shyness and retile affect the social skills necessary for children to make friends, shy students tend to confine their aspirations to vocations that require little oral communication. Practicing complete speech several times would certainly give the speakers an edge. They can practice it with a small number of people they are at ease with.

Keywords

Anxiety, Social Skills, Public Speaking, Psychology and Speaking Anxiety

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1. Introduction

Anxiety, specifically in situations involving speaking, is characterized as a type of fear that manifests through observable symptoms. It is a commonly encountered emotion in both human and animal experiences [25]. This encompasses one's confidence, introspection on actions, and established behaviors when communicating outside the boundaries of a classroom setting. The apprehension related to public speaking or Public Speaking Anxiety (PSA) can arise when individuals prepare to address an audience [30]. Particularly, PSA occurs when a person speaks in a non-native or secondary language.

Over the past few decades, considerable attention has been devoted to investigating language anxiety [23]. Researchers have examined various groups, such as preservice teachers [17], individuals not majoring in English [31], both undergraduate and postgraduate students [12], as well as international postgraduate students [30], aiming to understand those encountering anxiety when speaking in a foreign language. Additionally, some scholars have approached their studies from the perspective of educators [10, 23].

These scholars put the emphasis on the factors, reasons, and strategies of language anxiety in the context of the physical situation. However, not too many of them considered foreign language speaking/second language speaking anxiety in the online learning context. Thus, additional research on online speaking anxiety among high-level learners is needed to reduce learners' anxiety and help them perform better in their online classes [30]. These researchers focused on exploring the elements, causes, and techniques related to language anxiety within physical settings. Yet, relatively few examined anxiety specifically in speaking a foreign or second language within the realm of online learning. Consequently, there is a need for further investigation into online speaking anxiety among proficient learners to alleviate their anxiety levels and enhance their performance in online courses [25].

1.1. Statement of the Problem

Public Speaking Anxiety (PSA) is a prevalent issue among students during classroom presentations, affecting their confidence and performance. Despite its significance, there remains a lack of comprehensive understanding regarding the specific factors that contribute to this form of anxiety in educational settings. This knowledge gap impedes effective strategies to alleviate PSA and enhance students' speaking abilities in classroom presentations.

Mastering public speaking is regarded as a crucial skill in the 21st century, according to [20]. Many international postgraduate students face the challenges of Public Speaking Anxiety (PSA) when presenting online using English as a second or foreign language in front of peers, professors, or other academic associates [12].

Foreign language anxiety has a detrimental impact on language acquisition [23], and speaking anxiety acts as an obstacle to students' learning progression [10]. Therefore, it's crucial to investigate the causes of learners' anxiety in learning a foreign language and the correlation between speaking anxiety and learners' performance. Online public speaking differs from in-person presentations, and some researchers suggest that the virtual online environment might positively affect speaking anxiety [15, 21].

Aside from merely assessing the prevalence of student anxiety, it could prove valuable to delve deeper into its underlying causes. Although this study focused on classroom presentation anxiety, it lacked a detailed examination of the root causes of this anxiety. The aim of this upcoming study would be to gauge the extent of anxiety as a means to concentrate on reducing student anxiety levels. Another avenue for future research could involve investigating how anxiety specifically impacts students' daily lives within the classroom setting, rather than just examining general anxiety levels. Despite the longstanding discussion on language anxiety, Public Speaking Anxiety (PSA) requires exploration from various perspectives, particularly from cross-cultural viewpoints, due to its intricate and multifaceted nature [10, 30].

The although language anxiety has been discussed for decades, PSA needs to be investigated in different perspectives (especially cross-cultural) for its complicated and multi-faceted nature [10, 30]. Therefore, this study will conduct a qualitative study on both Chinese and Malaysian postgraduate students in Malaysian public universities to examine the PSA that occurred during online academic sessions.

Public speaking is marked as one of the most distinguished skills in the 21st century that need mastering by individuals [20]. Most international postgraduates encounter the challenges of PSA while using English as a second language or foreign language to do online presentations in front of their classmates, lecturers, or other academic partners [12]. Language learning is negatively affected by foreign language anxiety [23]. Speaking anxiety impedes the learning progress of the students [10].

From these observations, it's apparent that not all individuals possess the same speaking and presentation skills. While some may excel as confident speakers, others might experience speaking anxiety, especially when addressing large audiences or during classroom presentations. Hence, the researcher intends to assess the factors contributing to students' public speaking anxiety specifically during classroom presentations.

Research question

1. What are major factor contributing of students speaking anxiety in class room presentation?
2. How to assessing the contributing of speaking anxiety among 4th year students?

3. What are the consequences of students speaking anxiety on their academic achievement?

1.2. Objective of the Study

The general objectives of this study are to assess to the major contributing factors for student speaking anxiety in classroom presentation.

The specific objectives of this investigation was the following

1. To identify the speaking anxiety among 4th year educational and behavioral science students in Bonga university.
2. To explore the factors that contributes for student speaking anxiety.
3. To specify the consequences of students speaking anxiety on their academic achievement.

1.3. Significance of the Study

The aim of this research is to examine and understand the factors contributing to the anxiety levels experienced by undergraduate students during public speaking. Recommendations will be proposed to alleviate these anxiety levels. This study seeks to uncover the roots of public speaking fear and its resultant issues. It holds significance in informing and empowering undergraduate students, teachers, and parents to bolster students' self-confidence during presentations. By evaluating the factors contributing to speaking anxiety, this study aims to provide insights for students, teachers, and parents to take action in reducing this issue. Additionally, this research serves as a valuable resource for other scholars interested in this subject matter. The beneficiary of this study wills students that are found in Bonga University department of psychology.

This study may encounter significant hurdles, such as financial constraints, limited time availability, and participants' time constraints due to their preparations for presentations.

2. Review of Related Literature

2.1. Basic Concepts of Anxiety

Public speaking generates considerable fear not only among students but also among speakers in various contexts [8]. [9] noted that the most commonly used term for Public Speaking Anxiety (PSA) is 'stage fright,' which extends beyond traditional classroom presentations to encompass group discussions, interactions within small or large groups, phone conversations, and several other situations. It has become increasingly evident that students encounter communication apprehension specifically during public speaking scenarios. [15] Investigated the use of engaging virtual reality as a means to address PSA and suggested that intense involvement with social media significantly contributes to this anxi-

ety. They also highlighted that "social isolation" is an adverse consequence of internet usage, affecting not only PSA but various aspects of interaction.

Education stands as a crucial facet within human resource development, with academic performance serving as a yardstick to gauge student accomplishments across diverse subjects. Academic achievement, often assessed through classroom progress, graduation rates, and standardized test outcomes, remains a key measure for educators and educational authorities. Numerous factors influence students' academic performance, including their learning abilities, parental background, peer interactions, teacher quality, and the educational infrastructure available to them. To assess secondary education performance, state and federal education agencies collect graduation rates as a fundamental metric. Moreover, annual standardized tests conducted at elementary, middle, and high school levels by each state serve to evaluate students' proficiency in various subjects [29]. [7] Underscored the criticality of having proficient teachers in the teaching domain, stating that the success of any educational program hinges upon the competence of the teacher. Any deficiency in this aspect jeopardizes the entire educational structure.

Social anxiety disorder (SAD) is a persistent and incapacitating mental condition marked by notable anxiety concerning social scenarios that might involve scrutiny or assessment from others [2]. Psychological theories of SAD have emphasized various cognitive and behavioral factors that contribute to sustaining social anxiety. Recognizing the capacity of personality traits to impact mental health issues and their therapeutic management [4, 6], it becomes important to explore the role of neuroticism concerning social anxiety and the elements that uphold it.

Public speaking is marked as one of the most distinguished skills in the 21st century that need mastering by individuals [20]. Speaking is considered a crucial language skill for effective communication and interaction in any language, even for individuals who are not native speakers [24].

Most individuals are not inherently adept at public speaking; rather, they acquire this skill through training. When they encounter situations where they must address an audience, emotions like fear and anxiety often arise, leading to symptoms such as nausea and excessive sweating. Many tend to avoid circumstances necessitating public speaking, but when unavoidable, they endure these situations despite distress. [19] Notes, "Despite being comfortable conversing in everyday situations, many individuals experience fear when faced with the prospect of delivering a speech before a group."

The demand for public speaking skills is increasing as individuals progress in their careers, where participation in meetings, seminars, conferences, and expressing opinions on pertinent issues becomes more common. However, individuals grappling with public speaking anxiety often experience restlessness and sleep disturbances when speaking in front of an audience. Numerous authors have delved into the causes

of public speaking anxiety and proposed various tips and strategies to confront and overcome this fear. Regardless of the approach to address public speaking anxiety, integrating this skill into the curriculum from school to university levels is advocated [11].

Oral presentation anxiety, a complex issue prevalent among ESL/EFL (English as a Second Language/English as a Foreign Language) students has received significant scholarly attention. Extensive research, including systematic reviews and detailed analyses, has pinpointed several contributing factors to this anxiety, encompassing environmental, psychological, linguistic, and resource-related challenges. Simultaneously, it has revealed various intervention strategies that underscore the potential of technology-driven teaching methods, diverse assessment techniques, student-centric approaches, and skill utilization. These strategies, informed by a comprehensive understanding of individual psychological needs, language barriers and broader educational dynamics aim to enhance oral presentation skills and mitigate the associated anxiety [22].

As a component of communication, oral presentation abilities hold fundamental importance across educational levels. These skills play a pivotal role in aiding students to develop confidence, particularly when addressing groups, and equip them for their prospective careers [32]. These presentations carry significance beyond the classroom, offering students essential skills applicable throughout their professional lives, including scenarios like job interviews and professional meetings [22].

Regarding content for speaking activities in eighth-grade junior high school, the curriculum includes group presentations, dramatic monologues, chants, pair work involving conversation between students, small group discussions, and storytelling. Effective communication hinges on the speaker and listener sharing a mutual understanding of how ideas are exchanged, leading to the achievement of each party's objectives [14]. Addressing anxiety in students can be tackled through student motivation and the teacher's role in structuring lessons that foster an environment not overly tense, allowing students to comfortably express themselves in English. Additionally, [18] highlighted that some individuals might have encountered negative experiences in public settings during their early years, such as forgetting lines in a play, losing in a spelling bee, or performing poorly when presenting in front of their class, incidents leading to a degree of public embarrassment.

The importance of factors in public speaking allows students to understand how to develop their abilities. Therefore, it is important to understand the issues affecting students' public speaking skills in order for the researcher to accurately select the element as the study's title. Teachers must identify the variables influencing students' speaking abilities in order to assist them in overcoming difficulties in learning public speaking [5].

The fear of feeling foolish while speaking is a significant

factor contributing to public speaking anxiety. While scholars have extensively examined factors, causes, and strategies related to language anxiety within physical settings, fewer studies have focused on foreign language speaking or second language speaking anxiety within the context of online learning. Therefore, there is a necessity for further research to investigate online speaking anxiety among advanced learners, aiming to alleviate their anxiety levels and enhance their performance in online educational settings [25].

The main external factors that contribute to gloss phobia among students are the audience's size and composition, the marks or grades awarded for public speaking, the venue, grades obtained in previous public speaking assignments, the speaker's emotional state, and the time of the day [16]. Whereas the internal factors include nervousness, incorrect core beliefs of learners, fear of a large audience, anxious personality types, fear that the other presentations are better, lack of presentation skills, poor preparation, low confidence levels, forgetting words, and lack of confidence in one's physical appearance, and overall negative learning experiences [1, 16].

In Ethiopia journal school experience is that the "styles of learning" some Ethiopians are made to use at school differ markedly from those they are introduced the university classroom. Anxiety is often experienced by humans. They include self-belief, reflections along actions and habits when speaking beyond the confine of a classroom setting. The fear of public or public speaking anxiety (PSA) can be experienced by people when they prepare to speak or deliver [29]. Social anxiety (SA) is a common human experience characterized by an intense fear of evaluation from others in social situations. When it reaches a pinnacle of severity such that functioning is impaired, we refer to it as social anxiety disorder (SAD) or social phobia.

Public speaking is the process or act of performing a presentation focused around an individual directly speaking to a live audience in a structured, deliberate manner in order to inform, influence, or entertain them. Public speaking is generally understood as a formal, face-to-face presentation by one person to a group of listeners. Presentation is closely allied to commercial activity, although the latter is more often associated with it [5].

Public speaking, therefore, includes, of course, speaking in front of the legislature, speaking at a rally, and delivering a lecture in front of a packed faculty amphitheater, but it also includes talks and addresses to employees, reports to the company board, presentations of projects seeking funding from investors, sales presentations to individuals or groups, holding press conferences, and appearing as a guest on television shows [5].

The [26] emphasized that achieving a high-quality education relies on achieving gender equality within classrooms. Schools can foster student enthusiasm for learning by adopting gender-equitable curricula and teaching methods, encouraging attendance and enjoyment in classes. An effective

strategy to challenge gender norms involves enabling students of different genders to collaborate, especially in primary school, where children tend to select friends and playmates. PSA is usually observed to happen in physical settings like face-to-face classroom environments. Thus, when a speaker is aware of doing a public speaking task, consequently, this requires him or her to be physically and mentally focused in terms of "comprehensiveness of public speaking components, completeness of the content, neatness of delivery, as well as a great deal of expertise and practice" [13].

To address this, educators should facilitate mixed-gender group activities that foster successful teamwork between genders. This approach allows children to learn new concepts, engage in positive behaviors, and contribute to shaping non-traditional gender roles collaboratively. Creating a gender-sensitive classroom involves more than the classroom teacher's authority or the academic community. According to the [28], involving parents in addressing gender-related issues significantly contributes to the success of gender initiatives. Schools should emphasize the importance of parental involvement, recognizing parents as integral to all programs and crucial for their success. Specifically, fathers who support their sons' literacy and reading development were frequently highlighted for their explicit contributions.

The purpose of this study was to explore the relationship of gender between actual and preferred classroom environment and use of technology in the science classroom of Turkish students. Our results show that there are clear differences between all students in their perceptions of technology-supported science classrooms and opportunities for improvement, especially in the areas of differentiation and investigation. Students expressed desire for teachers to adapt instruction based on individual ability, rate of learning, and interests. In addition, students also desire activities that integrate more problem-solving techniques [3].

Gender disparity is evident in every facet of education. Much emphasis has been paid to the widening gap between the average educational achievement of men and women. The results of several kinds of research on gender inequalities in academic achievement among students have varied. While some of these studies indicated that male students fared better than their female counterparts, some indicated the opposite. Others discovered little to no difference between the genders [27].

2.2. Contributing Factor for Public Speaking Anxiety in Classroom Presentation

Broadly, this study aims to explore the factors that contribute to public speaking anxiety during classroom presentations among fourth-year students in Bonga University's Psychology Department. It will investigate various risk factors associated with the development of speaking anxiety among participants. The research findings will raise awareness among some participants about the challenges related to speaking anxiety during classroom presentations.

3. Methodology

3.1. Study Area

This study was conducted in Bonga University, particularly in college of educational and behavioral sciences in 4th year psychology students. Psychology 17 females, 21 males, total 38. The study was conducted at Bonga city. Bonga is a city which is located in Southwestern Ethiopia at distance 449 km from Addis Ababa. It is located at the latitude and longitude of 9°36′N 41°52′E.

3.2. Research Design, Target Population, Sample and Sampling Techniques

This study was conducted both quantitative and qualitative approach of the study. Because of the information may come from participants in a numerical to gathering data. Descriptive survey design was used in this study.

The total population of this study is all 4th year students from psychology educational and behavioral students. Bonga University from these, females is 15 and males students are 20, total 35 students in are the population of this study.

The systematic sampling techniques for this study are used. So college of educational and behavioral students was selected sample size of this study is 4th year in college of social science department of educational and behavioral science 38 students from psychology educational and behavioral students.

N = the estimated study population in this study. n =384

$$n = \frac{384}{1+\frac{(384-1)}{35}}$$

This gave a sample size of 35.

A systematic random sampling was done to select male inmates using the correctional center registry; because of its simplicity, easiness to apply and extends the sample to all population. It allows the researcher to add a degree of system or process into the random selection using the sampling interval size calculated with the sampling fraction (K): i.e. $K = \frac{N}{n}$.

Where N is the total Population (35), n is sample size (35), while k is sampling interval size.

$$\frac{35}{31} = 1.12 \approx 1$$

Therefore every seventh (7th) inmate on the registry in both male and female sections of the correctional centers was selected. While all female inmates were included in the sampling.

3.3. Instrument of Data Collection

The data was collected by use the self-administered questionnaires are so that was distributed to 38 4th year undergraduate students in faculty of educational and behavioral science. Together the data from participant the researcher was questionnaire, because the participants were answering the question freely without fear or without any outside influence. The questionnaire has two items close ended and open ended questions. Observation is one the instrument intended to analyze what the class room practice look like in class room presentation in the research setting. in this although student engage in the practice of class room presentation. Interview is to triangulate and enrich the data which was collected via questionnaire and observation semi structure interview was employ to students. The interview was conducted with student participants.

3.4. Procedure of Data Collection

The process of data collection for this study was first accepted the legal letter was given from college of educational and behavioral science. All participants in this study was decide their participation and the researcher get them know the purpose of the study was give them all the necessary information that they can be quite their participation if their self-discomfort without looking permission from the researcher.

1st step - data was collected from students' participants via questionnaire.

2nd step - class room observation was collected.

3rd step - interview was collected with students.

3.5. Method of Data Analysis

The method of data analysis for this study was analysis with SPSS version 25 the contributing factors for students public speaking anxiety in classroom presentation. Particularly, percentage, frequency, data and table was applied in this study. And qualitative data thematic analysis was employee.

3.6. Ethical Consideration

The researcher gives more attention to ethical guidelines in both before and after the researcher conduct in the time of data collection, researcher was not influence the participants, make informed consent before gathering the information, to the concerned body and also avoids plagiarism in the time of research report. Participants were not forced to sign contractual, agreement with the researcher at the beginning of their participation.

3.7. Source of Data

The researcher was collected data from the respondents by using self-administration questionnaires, observation and interview.

4. Results and Discussion

4.1. Socio Demographic Variance

This chapter deals with the finding from the instrument or it deals with the data gained from questionnaires distributed to the selected fourth year's psychology Bonga University students the chapter is included presentation of data obtained through questionnaire such as the Socio demographic variance of the respondents. Socio-demographic variance" refers to differences or variations in characteristics among groups of people based on social and demographic factors. These factors can include age, gender, race, ethnicity, education level, income, marital status, employment status, geographic location, and more. Understanding socio-demographic variance is essential for many purposes, including market research, public policy development, healthcare planning, and social science research. By analyzing socio-demographic variance, researchers and policymakers can identify disparities, target interventions, allocate resources more effectively, and develop policies that address the specific needs of different population groups.

For example, socio-demographic variance might manifest in differences in healthcare access and outcomes among different racial or ethnic groups, variations in consumer preferences and purchasing behavior based on income level, or discrepancies in educational attainment among individuals from different geographic regions. Recognizing and addressing these variances can help promote equity and improve outcomes for all members of society.

Table 1. Socio Demographic Variance.

NO	Item	Frequency	Percentage
1	Sex		
	Male	20	42.86 %
	Female	15	57.14 %
	Total	35	100 %
2	Age	frequency	Percentage
	18-20	0	0 %
	21-22	17	48.6 %
	23-26	18	51.4 %
	Total	35	100 %
3	CGPA	frequency	Percentage
	Below 2.4	6	17.14 %

NO	Item	Frequency	Percentage
4	2.5-3	27	77.14 %
	Above 3	2	5.7 %
	Total.	35	100 %
	Parental style	Frequency	Percentage
	Authoritarian	12	40 %
	Authoritative	11	36.7%
	Negative	4	13.3 %
	Indlgent	3	10 %
	Total	100	100 %

Table 1 as indicated that the first variable show that from 35 total participant 20 (42.86%) were male and the rest of 15 (57.14%) were female. this indicated that the most of the participants were female. According to the above table to second variable shows that out of the total respondent 18 (51.4%) were found the age of 23-26 and the 17 (48.6%) were found in the age of 21-22 when to the age of 18-20 (0 %) which indicated that most of respondent found the age of between 23-26 when to conclude that all of respondent were found above 21 age group.

As design from the about table 1 the Socio demographic variance is presented, according 57.4% (20) of participants were male and 42.85% (15) of participants were female participants hence regarding the rank they have the classroom was requested related to this 20 % of participant had scored about 3.3 means 36.7% of participants had the score of 2.5_3 about and finally 43.3% of had scored below 2.4. When we see the parenting styles of item 4 in a given response of the respondents 12 (40%) were authorial parenting style, 11 (36.7%) of respondents author activity, 4 (13.3%) were neglecting parenting style and the rest of 3 (10%) indulgent. So we concluded that most of respondent caver authorial family.

Table 2. Students' Response on Speaking Anxiety.

No	Item	SA		A		N		D		SD		Total
		f	%	F	%	F	%	f	%	f	%	%
1	During class presentation the students might think I am stupide	3	10	3	10	15	50	2	6.7	7	23	100
2	During class presentation I infelt that student know me more about the topic than me	2	6.7	15	50	5	16.7	7	23.3	1	3.3	100
3	I will never give good speech (presentation)	2	6.7	3	10	13	43.3	7	23.5	5	16.7	100
4	I felt lack of communication or language skill camper with other students	2	6.7	20	66.6	3	10	3	10	2	6.7	100
5	I felt uncomfortable when there too many unfamiliar roommates	4	13.3	7	23.3	7	23.3	6	20	2	6.7	100
6	I felt lack of confidant during my class presentation	4	13.3	21	70	2	6.7	0	0	3	10	100
7	I have experience being to negate deny my presentation	5	16.6	12	40	5	16.7	4	13.3	4	13.3	100

As indicated in the above table 2 the first item to show 3 (10%) of the respondents were strongly agree 3 (10%) were agree 15 (50 %) were neutral 2 (6.7 %) of respondent were disagree and 7 (23.3%) of respondents were strongly disagree. The 2nd item in table 2 shows that respondents were strongly agree 2 (6.7%) on the for academic achievement. while 15 (50%) of the respondents were agreed, 5 (16.7%) were neutral, 7(23.3%) of the respondents are disagree and the rest of 1 (3.3%) were strongly disagree. This demonstrates that most of the respondents were strongly agreed on speaking anxiety are higher affect for academic achievement. The 3rd item in table 2 indicates show that's 2 (6.7%) of the respondents are strong agree on never gives good speech while 3 (10%) agree and 13 (43.3%) of the respondents were neutral.7 (23.3%) dis agree and 5 (16.7%) strongly disagree respectively.

The 4th items in table 2 indicates show that 2 (6.7%) of the respondent were strongly agree, 20 (66.6 %) Of the respond-

ents were agree, 3 (10%) were also of the participant neutral or whereas 3 (10%) of the respondent were disagree and 2 (6.7%) were strongly disagree on the issue. According to the table 2 the item indicate 4 (13.3 %) of the respondent were strongly agree, 7 (23.3%) agreed and 7 (23.3%) of the participant are neutral of on doesn't having and 6 (20%) of the respondent were disagree, while the remaining of 2 (6.7 %) were strongly dis agree. this shows that, majority of respondents were disagree and agree.

The 6^h item demonstrates 4 (13.3%) of the respondents were strongly agree 21 (70%) were agree and 2 (6.7%) of the respondents were neutral on most of the. The rest of 0 (0%) and 3 (10%) of the respondents were disagree and strongly disagree respectively In the 7th item indicate that 5 (16.7%) of the respondent were strongly agree, 12 (40%) agree, 5 (16.7%) of the respondents were neutral, and 4 (13.3%) were disagree and strong disagree experience being to tongues the presentation this show that, most of the respondent were agree.

4.2. Observation

In this study using this tools the researcher observed speaking anxiety, lack of communication gap and lack group discussion day to day activates, according to the observation students shows that lack of confidence, lack of eye contact, slurred of speeches, we look such activates in classroom presentation. generally observed in our class presentation As the result of speaking anxiety in academic achievement lower grade and have not good knowledge, haven't development skills etc. these are the result of speaking anxiety in class presentation.

4.3. Discussion

The discussion was made based on the findings of the study. There is numerous effects on children's academic achievement from those effects the study was concerned and discussed on the impact of public speaking anxiety to student's academic achievement.

In general the main objective of this study was to assess see the prevalence of speaking anxiety among student in Bonga University Collage of Social since Department of 4th year psychology, in the development of students speaking anxiety among participants the study multiple associated risk factors were determined. According to the findings of this research some of the participants 'were aware of speaking anxiety in classroom presentation. The prevalence of speaking anxiety most of the respondents (above 75.51 %) of respondents show have anxiety in classroom presentation and 24.5 % of students have no speaking anxiety in classroom presentation at Bonga University forth year psychology.

The current study also shows that some of the respondent have experience anxiety in classroom presentation due to different factors most students are faced social phobia due to feeling others negative evaluation. The current study also referred to as some of the respondents proved that students who experienced anxious highly lead to presentation anxiety. Anxiety that interferes with the learning process affects most speaking activities and specific situation such as oral presentation in front of the whole class. There is no doubt that the majority of second foreign language learners experience difference degrees of anxiety when they're asked express themselves in front of the class or other people.

Thus, the way female students perceive their teachers, the extent to which they adhere to the cultural restrictions which are supreme posed up on them, their awareness of the need to modify their behavior and their willingness to adjust themselves to demands of the classroom culture are significant in not only asserting their personality but also in determining in the extent in which they wish to go public and ask questions and their by succeed in their academic careers. Research reveals that the public speaking performance has little to do with speech preparation and fluency skill. They argue that anxiety is something that's more likely to depend on special situations and circumstances that can make one feel uncomfortable as, an oral presentation is front of larger group of people. Public speaking anxiety also termed fear of speaking in public, fear of public speaking, or fear of speaking in front of others is highly prevalent disorder. The fear causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.

To some extent we have had this experience even polished and accomplished public speaking never quite get over a sense of nervousness and anxiety about making a presentation in front of a best of strangers.

Preventing speaking anxiety involves various strategies aimed at building students' confidence, communication skills, and resilience. Here are some approaches: Introducing students to public speaking and presentations from an early age can help normalize the experience and reduce anxiety. Start with low-stakes activities like show-and-tell or group presentations in elementary school, gradually increasing complexity as students' progress through their education. Educating students about speaking anxiety, its common triggers, and physiological responses can help normalize their experiences and reduce stigma. Understanding that anxiety is a natural response to stressful situations can empower students to manage it more effectively. Provide students with opportunities to develop their speaking skills in a supportive environment. Offer workshops, courses, or extracurricular activities focused on public speaking, debate, or presentation skills. These experiences can help students become more confident speakers and reduce anxiety over time.

Gradually expose students to speaking situations, starting with less intimidating scenarios and progressing to more challenging ones. This incremental approach allows students to build confidence and develop coping strategies at their own pace. Encourage and celebrate students' efforts and progress in public speaking. Positive feedback and reinforce-

ment can boost students' confidence and motivation, making them more resilient in the face of speaking anxiety. Teach students relaxation techniques such as deep breathing, visualization, or progressive muscle relaxation to help manage anxiety symptoms before speaking engagements. Practicing these techniques regularly can help students feel more calm and in control during presentations. Create a supportive and inclusive classroom environment where students feel safe to take risks and make mistakes. Foster a culture of respect, empathy, and constructive feedback among peers to alleviate performance pressure and reduce speaking anxiety. Help students recognize and challenge perfectionistic tendencies that contribute to speaking anxiety. Emphasize the importance of learning from mistakes and focusing on improvement rather than flawless performance. Offer individual support and accommodations to students with severe speaking anxiety, such as alternative presentation formats or extended preparation time. Collaborate with mental health professionals or counselors to provide personalized interventions and support.

By implementing these preventive measures, educators can empower students to overcome speaking anxiety, build their confidence, and thrive in academic and professional settings.

Lack of confidence was the most common reason of fear of public speaking because many students have a meek nature and they tend to feel uncomfortable while speaking in front of others. Another reason discovered in the research was that students who had a good command over debates and speeches performed better in presentations. Even if a student fears public speaking, he can perform well by practicing and rehearsing quite rigorously. Public speaking if treated as a skill can be tremendously improved upon. The instructors play a vital role in giving support and confidence to the students and can help them overcame public speaking anxiety.

The above studies give us a reason for the 70% of the students who felt that lack of confidence was the reason for them to be anxious during public speaking. The other question explored whether the number of audience played a major role on students' performance during presentations. 82% respondents confessed that audience size has a strong impact on their performance and level of nervousness. The fourth question inquired whether more participation in public speaking activities help students performs.

Impaired Performance: Speaking anxiety can hinder a student's ability to effectively communicate their ideas, thoughts, and knowledge during oral presentations, class discussions, or speeches. This can lead to poor performance in assessments or assignments that involve speaking. Drawing on this model us belief it is the best interest of the socially anxious student to promote engagement in public speaking and group interaction in order to develop confidence and skill in public speaking and anxiety management. It should be, noted over that in the absence of supportive approach the anxious student may simply vote with his or her feet and

avoid presentational activities all together. To reduce invisibility and to improve awareness of social anxiety in the class room we suggest that staff should be helped to recognize social anxiety and to be cognizant of the cause and effects of safety and avoidance behaviors on student performance and a student teacher impression formation.

Addressing speaking anxiety through techniques such as cognitive-behavioral therapy, public speaking courses, or relaxation techniques can help students mitigate these consequences and improve their academic achievements. Additionally, creating a supportive learning environment that encourages practice, feedback, and self-confidence can also be beneficial.

5. Summary, Conclusions and Recommendations

5.1. Summary

The primary objective of the study was to explore the contributing factors for students' public speaking anxiety in classroom presentation. The study utilized sampling technique specifically random sampling technique and availability, to selected 30 participant sample from Bonga University Collage of Collage of Social since department of psychology in fourth year in by using the questionnaire some contributing factors for students public anxiety were assessed. Based on the data obtained through the questionnaire, the findings were analyzed and discussions were made in relation to the existing literature. To summarize, the research proves that fear of public speaking is a learned skill and can be overcome by practicing and rehearsing before presentations or speeches and people who experience public speaking anxiety can perform as well as those who have a good command over public speaking.

5.2. Conclusion

Based on the findings the conclusions of the study, the students have affecting by some major contributing factors during their public speaking in classroom presentation such as lack of experience, afraid of making mistake, lack of confidence, afraid of teachers and students evaluation, lack of language skill, lack of communication skill and etc. According to the findings of this research some of the participants 'were aware of speaking anxiety. The prevalence of speaking anxiety most of the respondents (above 75.51%) of respondents show that have anxiety in classroom presentation and 24.5% of students it is no speaking anxiety in classroom presentation in department of forth year psychology students. The consequence of speaking anxiety are emotional, educational, and social, shyness and retile affect the social skills necessary for children to make friends, shy students tend to confine their aspirations to vocations that require little oral communication.

5.3. Recommendation

Based on the current findings the researcher was recommended the following important points to the concerned body. The current study shows that students faced public speaking anxiety, Therefore, the parents should be help the students to adopt eye contact and good speech in classroom. The teachers should be highly responsible to reduce the students fear level in classroom presentation by applying many techniques like step by step adaptation.

The school administrative bodies should be design a plan regarding how to avoid students public speaking anxiety in classroom presentation. Students also have responsibility to increase his or her potential by practicing the subject matter before going to classroom presentation. The parents and teachers should be helps students to provide the guidance and counseling services to reduce their public speaking anxiety. Generally parents, teacher, school counselor and the students also should be done cooperatively to reduce the student's public speaking anxiety.

Better preparation and understanding of the topic eliminates the chance of making a mistake or getting off track during a public speaking activity. A moment of silence is nothing to be afraid of. If speakers lose track of what they are saying or begin to feel nervous, it is likely that the audience will not mind a pause to consider what the speakers have been saying. Practicing complete speech several times would certainly give the speakers an edge. They can practice it with a small number of people they are at ease with.

Abbreviations

BA	Bachelor of Arts in psychology
EFL	English as a Foreign Language
ESL	English as a Second Language
PSA	Public Speaking Anxiety
SAD	Social anxiety disorder
SPSS	Statistical Package for Social Science Research

Author Contributions

Mandefro Gebre is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The authors declare no conflicts of interest.

Appendix

Tools of data collection.
English Version of Instrument
Dear respondents, first I would like to express my sincere appreciation and deepest thanks advance for your precious time and correct response to the purpose of the studying enteral. Public speaking anxiety and class room presentation. It is important for their searcher or the partial fulfill mint of Bachelor of Arts in psychology/BA/degree. Your valuable support in responding to the questions is the success of the study. I want to assure you that this research finding is only for academic purpose thus; your response sarehighly honoree dandy kept confidential.

Instruction:-Dear respondent's please read the following questions and answer accordingly and put the (√) mark for the provided close ended questions. Please write your answer genuinely and appropriately.
Part I. demographic data
Direction one: it is the general information about the back ground of inmates, choose your alternative and circle your option.
1. Sex: A. Male B. Female
2. Your rank in class: A. above 3 B. 2.5-3 C. below 2.4
PART II. Question naira for students
1=strongly agree 2=Agree 3=Neutral 4=Disagree 5=strongly disagree

Table 3. Question Naira for students.

No	Items	Alternatives				
1	During class presentation the student may be think I am stupid	5	4	3	2	1
2	Do you have fear of public speaking					
3	I will never give good speech (presentation)					
4	I felt lack of communication or language skill comp are with other student					
5	Do you think that you fear of public speaking can overcome by using some strategies and speaking some professional ship					
6	I felt lack of confidence during my class presentation					
7	Do you think participating in public speaking activity more will help you perform better in presentation					

PART III. Open–Ended questions on the risk factors that can influence students in classroom presentation

1. What do you think the risk factors that aggravated fear of students in classroom presentation?
2. How do you think the public speaking anxiety in classroom presentation occurs?
3. What does the audience size play role in your public speaking performance?
4. What do you think participating in public speaking activities more will help you perform better in presentations?

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