

## ANALYSIS OF PRESENTATION DELIVERY EXPERIENCE AND THE TECHNIQUES USED BY UNIVERSITY STUDENTS TO REDUCE PRESENTATION ANXIETY IN CLASSROOM SITUATION

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### Abstract

*The study 'Analysis of Presentation Delivery Experience and the Techniques Used by University Students to Reduce Presentation Anxiety in Classroom Situation' was conducted to elaborate the anxiety levels of university students and the techniques they use to reduce their anxiety levels of presentation. The significance of the study addresses the foremost issues of presentation anxiety and integration of anxiety reduction techniques in classroom settings by students at different higher education universities of Pakistan. The primary objective of the study is to empower the students with effective strategies and skills to manage their presentation effectively and lessen their presentation anxiety. Such management leads the students to enhancing their overall academic performance. For this purpose, the data of 336 students of different universities in Pakistan was collected by a questionnaire filled via google form and analysed with SPSS software. The questionnaire was developed with the factors divided into two major parts, one for presentation delivery experience and the second for anxiety reduction techniques. The questionnaire contained the items with respect to their gender, residential status, grades in recent exams, study level program and professional background of the students. Presentation delivery experience has been measured with the factors of Feedback, Fear, Class Anxiety, Physical Anxiety and aggression. While presentation anxiety reduction techniques were measured with the factors of Peers' Discussion, Presentation Preparation, Content and material preparation, and Relaxation Exercises. Results indicated that the students had presentation anxiety of different levels with respect to their different study levels, difference of their age, study programs, residential area, gender, exams performance and professional backgrounds. The study further reported that the students utilized anxiety reduction techniques by their own that were not enough to face the challenges of anxiety of presentation in a classroom situation. The demographic data of the students has an impact on the presentation delivery experience of the students which caused ultimately the presentation anxiety among them. So that the study suggested the policy makers and the researchers to further elaborate the impacts of anxiety and the prevalence of anxiety techniques on the academic career of university students, and to introduce the anxiety reduction techniques in syllabus outline for practical implementations.*

**Keywords:** Presentation, Anxiety, Techniques, Delivery Experience, Factors

### Introduction

#### 1.1 Anxiety

Human life experience anxiety at different stages of the life as it is an unwanted part of the life of humans. Although everyone encounters anxiety, the intensity and manner in which individuals experience it contrasts significantly. Further, anxiety is taken as such emotional state that is unpleasant to the victims of it, as same as the fear or the nervousness for an act, accompanied by both the physiological and behavioural responses. The emotional state can be triggered by excessive worry, feelings of helplessness in certain situations, or internal and external pressures. These factors can contribute to increasing the unease and discomfort associated with anxiety.

Anxiety is a natural aspect of life, but for those with anxiety disorders, it can manifest as overwhelming, persistent, and excessive worry about daily events. These conditions often include recurring episodes of sudden and intense fear, commonly referred to as panic attacks, which can take hold of a person's mental state within minutes (Dhahan, 2023).

In psychology, anxiety is a frequently used concept that describes a person's complex

emotional state, which includes a blend of fear and worry about upcoming events without any specific or identifiable reasons. This state is often marked by sensitive physiological responses, uncomfortable and tense emotions, and an overarching sense of impending fate or devastation. These feelings can be pervasive and lead to a persistent sense of unease and apprehension about what is happening next (Anwar et al., 2022).

Anxiety, in its various forms, is a universal experience that affects everyone at various conditions. Especially the students of universities may encounter anxiety that has an impact on their academic performance, communication skills, class presentation, and public speaking. University students often face additional pressures as they adapt to new environments, which can intensify their anxiety. Understanding these different types of anxiety and their impacts can help in developing strategies to manage and reduce anxiety effectively. Presentation anxiety falls under the category of social phobia or social anxiety disorder. It is characterized by a profound fear of speaking or engaging with others, often resulting in overwhelming apprehension and distress when delivering presentations. These feelings stem from negative thoughts about potential physical and psychological symptoms and the resultant avoidance behaviours. A strong correlation exists between class presentation anxiety and an individual's level of self-confidence. Students with higher self-confidence typically experience lower levels of anxiety when speaking in public, while those with lower self-confidence tend to have higher anxiety (Fitri, 2017). Psychological sciences described anxiety as a state of mental pressure and tension. While mild anxiety can be advantageous, serving as a beneficial and even play a healthy role, positive stress has the potential to boost bio-psychosocial well-being and performance among the anxiety experienced persons (Shahsavarani et al., 2015).

Anxiety is the major challenge that many university students face during their academic sessions and face difficulty in adapting to a new and demanding environment, particularly when it comes to expressing their thoughts and opinions through public speaking. The difficulty of anxiety is augmented when students must present concepts and notions in a non-native language, making the experience highly stressful for them. This challenge is especially significant in institutions where the language of instruction is a second or even third language for students, such as those who are not native English speakers. In such instances, classroom presentations can quickly shift from being an empowering tool to a source of anxiety for various reasons. As a result, university students often experience anxiety, particularly when presenting their ideas in front of their peers.

### 1.1.1 Anxiety Reducing Techniques

The findings by Kaczurkin (2015) accumulate the effectiveness of various techniques in reducing anxiety among individuals with anxiety disorders, including obsessive-compulsive disorder, post-traumatic stress disorder, panic disorder, generalized anxiety disorder, and specific phobias. The study aims to provide an overview of two widely used treatment approaches: Cognitive Behavioral Therapy and Exposure Therapy. The studies also compare both techniques regarding their usefulness for each anxiety factor.

#### a. Cognitive Behavioural Therapy

Cognitive Behavioural Therapy (CBT) has demonstrated efficacy in treating various mental health conditions, particularly anxiety disorders. Additionally, CBT has been linked to enhanced quality of life for individuals suffering from anxiety. This therapy is commonly regarded as a short-term, skills-based approach focused on adjusting dysfunctional emotional responses by changing the client's thoughts, behaviors, or both. Cognitive therapy specifically targets thought patterns, as they are believed to shape emotions and behaviors. CBT needs to apply interventions on the clients of anxiety disorders and then after a specific period the clients

are checked again either there is any positive change occurred or still needs therapy. Consequently, the terms cognitive therapy, behavioral therapy, and cognitive-behavioral therapy have emerged into cognitive behavioral therapy (Kaczurkin, 2015).

**b. Exposure Therapy**

Exposure therapy seeks to modify pathological fear assemblies by activating them and introducing new corrective information to challenge unrealistic associations. By confronting the feared stimulus or response and integrating accurate information into the fear memory, the intensity of fear is expected to decrease. This therapy includes several forms: imaginal, in real life, and interoceptive exposure. Imaginal exposure requires individuals to vividly picture the feared scenario or consequences without avoiding the anxiety it provokes. In real life exposure involves gradually approaching previously avoided but safe places, objects, people, or situations. Interoceptive exposure, mainly used for panic disorder, involves deliberately inducing physical sensations that the individual associates with panic attacks. All these techniques work by facilitating new learning to reshape the fear response. Typically, exposure therapy is brief and completed within a few sessions (Kaczurkin, 2015).

**1.3 Presentation Anxiety**

Presentation anxiety is referred to as stage fright or performance anxiety. Class presentation anxiety is characterized by an overwhelming fear or apprehension individuals feel when confronted with the task of delivering a presentation or speaking in public. This phenomenon can affect individuals across different age groups and professional settings. The symptoms of presentation anxiety can be diverse, ranging from physiological manifestations like sweating, trembling, speedy talk, skipping words, and a rapid heartbeat to cognitive symptoms such as negative self-talk, rumination, and fear of embarrassment or rejection. The impact of presentation anxiety on students can be significant, leading to detrimental effects on their academic performance, confidence levels, and overall academic experience.

Presentation anxiety that is also known for anxiety of speaking in public, a widespread and often debilitating fear. Even individuals who show confidence may find themselves experiencing symptoms such as panic attacks, sweaty palms, and trembling hands at the mere thought of speaking in front of an audience. Nonetheless, for entrepreneurs, business leaders, and professionals whose success depends on effective communication, conquering this fear is crucial. In this article, explored practical strategies and exercises designed to help anyone manage and ultimately overcome their anxiety about public speaking (Dhahan, 2023).

Presentation anxiety is a common issue, particularly among students. The anxiety of public speaking has been proved the one of the major prevalent challenges that students encounter during their academic careers, and it also poses a problematic situation for students as they build their professional career opportunities (Pratama et al., 2018). Current research study aims to analyse the existence of presentation anxiety among university students and to explore effective strategies or techniques to reduce presentation anxiety. Through this research, one can gain insights into how university students can effectively manage and overcome presentation anxiety to enhance their academic potential. The key factors of causing presentation anxiety are mentioned below:

- i. Fear of Judgment:** Students are at their peak of feeling the fear of being judged negatively by the audience for their executed ideas, appearance or speaking ability. These thoughts can contribute significantly to the presentation anxiety of university students.
- ii. Perfectionism:** Individuals with a perfectionistic mindset may fear making mistakes or not meeting their own set standards, lead to increased anxiety.

- iii. **Lack of Preparation:** Insufficient preparation and familiarity with the topic can heighten anxiety levels as the presenter may feel unconfident in their ability to convey information.
- iv. **Past Negative Experiences:** Previous negative experiences, such as receiving criticism or having a presentation go crooked, can contribute to anxiety in future presentations.
- v. **Weakened Performance:** Anxiety can hinder cognitive functions, leading to forgetfulness, stumbling over words and difficulty organizing thoughts coherently.
- vi. **Physical Symptoms:** Physical manifestations of anxiety can also be found as a major factor of anxiety among university student. These symptoms are shaky voice, trembling legs, sweatiness in palms and increase in heartbeat. Such symptoms are distracting and have an effect on overall experience of presentation delivery.
- vii. **Avoidance Behaviour:** Individuals may actively avoid opportunities to present, limiting their professional growth and development.
- viii. **Negative Impact on Self-Esteem:** Persistent presentation anxiety can erode self-esteem, systematic desensitization, and confidence, making it challenging to overcome future challenges.
- ix. **Demographic Influence:** Presentation anxiety can also occur if the demographic background of the students has a forceful impact on them. This may cause decrease in the self-confidence if no positive change occurs in the demographic background of the student.

According to Amali (2020) class-speaking or presentation anxiety is significantly influenced by a student's psychological state, particularly a tendency towards negative thinking. Students who are captured in negative thought patterns are more disposed to experiencing anxiety while speaking in classroom situation, whereas maintaining a positive mindset can help alleviate this fear. Such negative thoughts typically arise from past scratchy experiences or preconceived notions formed during specific situations. Research confirms that self-confidence plays a crucial role in enhancing speaking abilities, reducing classroom anxiety, facilitating social interactions, and improving presentation skills. A key factor contributing to negative thinking is often a feeling of helplessness and the inability to manage one's thoughts and past distressing experiences effectively. Struggling with class presentation anxiety, various methods have been employed, such as expressive writing therapy, which has shown potential in alleviating anxiety. Presentation anxiety comprises two main components: worry and emotionality. Anxiety pertains to the cognitive dimension, involving negative expectations and thoughts about specific situations. In contrast, emotionality is linked to physiological signs of autonomic arousal and distressing emotional states, such as nervousness and tension. Typical symptoms of anxiety may include nervousness, restlessness, or tension; a heightened sense of danger, panic, or doom; an increased heart rate; rapid breathing or hyperventilation; excessive sweating and trembling; feelings of weakness or fatigue; and difficulties with concentration or effectively delivering presentations. These symptoms highlight the inescapable impact of anxiety on both the mind and body, affecting overall well-being and functionality (Anwar et al., 2022).

Anwar et al. (2022) categorized presentation anxiety into three key types: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety refers to a long-term tendency to experience anxiety consistently. This form of anxiety is considered a general personality trait, meaning that some students may feel anxious consistently and noted that trait anxiety could impair cognitive functioning and disrupt memory. Anxiety is characterized as an emotional response or pattern exhibited by an individual who perceives a particular situation as personally harmful or threatening, even in the absence of an actual objective danger. This definition underscores the influence of anxiety on a person's emotions, thoughts, and actions.

State anxiety, in contrast, is a temporary emotional state or condition ascends in a response to a detailed condition perceived as threatening at the specific time. Finally, anxiety that arises in certain situations occurs when anxiety is triggered by particular events or circumstances. For example, students may experience heightened anxiety during tests or while speaking a foreign language. This form of anxiety is highly context-dependent and can vary greatly depending on the situation (Anwar et al., 2022).

Anxiety often manifests at the beginning of speaking, even among occasional speakers. Class-speaking anxiety is not only common but also significant in clinical contexts. According to Bourne and Garano (2016) a key component of social anxiety is an excessive worry about being embarrassed or humiliated in front of others. Notably, glossophobia, the fear of speaking in front of a group, is a common phobia, impacting approximately 75% of the population. Therefore, understanding the scope and consequences of this anxiety is vital for creating effective coping mechanisms and interventions.

Black (2019) suggests that efficient behaviour and self-confidence significantly influence anxiety levels, particularly presentation anxiety. Students with high self-confidence possess the efficiency needed to confront and manage unpleasant or tense situations effectively. Further defines self-confidence as a belief of efficacy, which represents a student's belief in capability to execute behaviours or performances that influence future outcomes. This belief in one's capabilities helps students reduce presentation anxiety and confidently face challenging situations.

To address social phobias, desensitization techniques are used to alter behavior by gradually exposing students to anxiety-provoking situations until their anxiety reactions are completely extinguished. The process of the technique involves imaginal representations of the most intimidating scenes and continues until the individual no longer experiences anxiety. The impact of desensitization treatment is evaluated by measuring behavioral responses and feelings of competence before and after its implementation. The prediction is that this therapy will lead to a notable increase in individuals' belief that they can effectively reduce presentation avoidance (Black, 2019).

## 1.2 Presentation Anxiety Reduction Techniques

Anxiety is the part of the academic life though it is before examination or before any presentation. As students prepare exams with various methods for better preparation, similarly presentation also requires solid preparations for both orally and mentally. The studies by Anwar et al. (2022) have emphasized that the research has consistently demonstrated the effectiveness of Cognitive Behavioral Therapy (CBT) in reducing public speaking anxiety. Furthermore, these studies emphasize that CBT contributes to increased confidence by bolstering individuals' self-efficacy. This paper aims to build upon these findings by exploring the feasibility of integrating CBT into multicultural counseling programs for international students in higher education, specifically for addressing public speaking anxiety. International students encounter varied academic and learning cultures, along with different social environments, which contribute to anxiety when adapting to new settings. Thus, determining the effectiveness of CBT in diminishing public speaking anxiety among international students is of paramount importance. This study contends that CBT is effective in addressing the illogical fear of public speaking, strengthening self-efficacy, and developing confidence, all of which contribute to sound mental health. Importantly, because this intervention is designed for international students, multicultural counseling competence is indispensable for successful therapeutic outcomes.

Virtual Exposure Therapy (VET) is highly effective in treating various anxiety disorders, including class speaking anxiety. The review by Carl et al. (2019) supports the effectiveness of

VET, aligning with other studies that demonstrate its effectiveness in reducing anxiety. This evidence underscores the importance of self-efficacy and structured therapeutic interventions in managing and mitigating anxiety, especially when it comes to public speaking. In this therapy the students are given the time to prepare before the presentation and allow them to repeatedly practice the presentation until their anxiety disappears. The methods of practice and preparation before a presentation are effective in supporting students in managing their anxiety response through exposure therapy. Exposure therapy, which has consistently demonstrated its effectiveness might be overwhelming for students with a high level of presentation anxiety (Emmelkamp et al., 2020).

Class speaking anxiety is a significant issue for communication among scholars. According to Naser and Mat Isa (2021), public speaking anxiety generally unfolds in three phases: pre-presentation apprehension, anxiety during the speech, and immediate post-speech unease. If left unaddressed, this anxiety can precipitate depression or stress in students. Fortunately, Cognitive Behavioral Therapy (CBT) has been shown to be beneficial in reducing public speaking anxiety. CBT, a systematic and short-term therapy, empowers individuals to identify and alter negative cognitive and behavioral patterns, leading to anxiety reduction.

Cognitive Behavioral Therapy (CBT) uses a range of strategies, including the desensitization approach, which is rooted in the work of Kaczurkin and Foa (2015). This approach operates on the premise that anxiety prompts individuals to engage in self-protective actions. This approach suggests that unbiased proceedings paired with the use of stimuli that provoke negative reactions can evoke an anxiety response, prompting defensive behaviours. These defensive responses are reinforced by alleviating the anxiety associated with conditioned threatening stimuli. Consequently, to diminish the defensive response, it is necessary to address and eliminate the underlying fear (Kaczurkin & Foa, 2015).

The aspects of anxiety are declared crucial by Kaczurkin and Foa (2015) for understanding and addressing students' levels of public speaking anxiety. By identifying the specific triggers and levels of anxiety, students can then be guided through a gradual process of exposure to public speaking situations, ultimately aiming to reduce or even eliminate their anxiety. Students often experience anxiety when speaking publicly, whether to a class or a larger audience. However, individuals can learn to regulate this anxiety and enhance their public speaking confidence through organized guidance and assistance. This anxiety is often rooted in internal elements, including pessimistic thinking, fear, physical manifestations like tremors and perspiration, verbal hesitation, or introversion. (Frerichs, 2022).

Presentation anxiety reducing techniques anticipated by Kishida et al. (2022) primarily focuses on reducing avoidance of the feared situation but does not address strategies to reduce anxiety during the presentation itself. Therefore, this study seeks to determine the effectiveness of using particular presentation strategies, including moving around, taking brief breaks, motivating visualization, smiling, self-affirmation, sensory redirection, and other related methods in reducing presentation anxiety. It is predicted that students who implement these techniques throughout their presentations will experience a substantial improvement in their ability to control their anxiety.

### 1.3.1 Moving Around

When individuals experience anxiety, physical manifestations like muscle tightness often arise, aggravating the overall anxiety of university students. Muscle relaxation techniques have proven successful in alleviating muscle tension and, consequently, diminishing the body's anxious reaction. Muscle relaxation inevitably leads to a relaxed mind. The findings also suggested that higher anxiety levels in individuals are correlated with greater muscle tension (Kishida et al., 2022). Physical exercise, particularly walking, is an effective method for

reducing anxiety as it promotes the release of endorphins in the body. Therefore, walking around is a proven strategy for relaxing muscles and reducing high levels of anxiety (Mirdha & Mishra, 2015).

### 1.3.2 Taking Brief Breaks / Short Breaks

Kishida et al. (2022) suggest that practicing mindfulness involves fully engaging in and reflecting on present situations; while remaining consciously present with one's current thoughts, physical feelings, and behaviors or it can be said by consistently observing one's internal mental processes, physical experiences, and external activities. The objective of mindful practice is to accept one's own physical and mental processes without judgment, especially when performing everyday tasks. One aspect of mindfulness is recognizing the present moment and one's mental state within it, which is often followed by pausing to manage anxious thoughts. A research by Mirdha and Mishra (2015) supports the demonstrated ability of mindfulness to improve physical and mental health, particularly in alleviating anxiety, is supported by the Mindfulness-Based Stress Reduction (MBSR) model, which has been successfully employed in the treatment of diverse conditions, including anxiety. Mindfulness meditation, a key MBSR technique, emphasizes being present and has consistently shown success in alleviating anxiety (Valanciene et al., 2020).

### 1.3.3 Positive Visualization

Mental imagery is often regarded as a mental exercise that enhances performance and describes imagery as the process of visualizing specific outcomes to improve motivational and cognitive aspects of performance. This includes energy imagery, which involves visualizing scenarios that evoke certain emotions, thereby increasing motivation and energy. Visualizing positive future outcomes is believed to alleviate stressful thoughts and reduce anxiety levels. The frequency of imagery practice is linked to future behaviours and outcomes, such as success or failure (Mirdha & Mishra, 2015).

### 1.3.4 Motivating Self-talk

Internal dialogue, or self-talk, involves the silent repetition of statements, serving as a cognitive tool for interpreting emotions, managing beliefs, and providing self-guidance. This mental skill can manifest as either positive or negative, with research indicating that both forms exert influence, though negative self-talk often demonstrates a more pronounced impact. (Mirdha & Mishra, 2015). The studies by Valanciene et al. (2020) indicated that positive internal dialogue is useful, but negative internal dialogue has a stronger effect on the person who is present at the stage. Due to the abundance of research supporting the success of positive self-talk, this study focuses on using positive self-talk to alleviate anxiety during presentations (Kishida et al., 2022).

### 1.3.5 Sensation Shift

The experience of anxiety is often accompanied by a range of physical manifestations, including rapid heartbeat, hypertension, breathlessness and clammy hands among people. Students can try shifting these sensations to help divert the mind from repetitive thought patterns. Actively managing these physical sensations can serve as a distraction from anxious thoughts. These distractions can originate from within oneself or be triggered by external stimuli, although bodily sensations are inherently internal. It is important for an individual seeking self-distraction to intentionally choose a different stimulus to focus on, rather than passively following any available stimuli. One can execute this technique by placing a hand or other body part on another area of the body for example cross hands, cross legs, tie hands on front of the waist or the back, hair combing with fingers or holding one hand with the other. According to Kishida et al. (2022), their clients reported a significant decrease in perceived anxiety levels after using this method of shifting sensations through touch.

### 1.3.6 Analysis of Anxiety-Reducing Strategies

The strategies discussed above are varied but effective in reducing anxiety. Acknowledging the inherent advantage of employing coping techniques, an exploratory investigation was conducted to determine the range of strategies students utilize to manage presentation anxiety and assess their influence. The research predicted that a higher level of active engagement in anxiety-reduction strategies would lead to greater relaxation during presentations. According to Wechsler et al. (2021) individuals respond to anxiety differently and exhibit varying coping styles. Constructive coping strategies seek to resolve issues or manage emotions, leading to improved outcomes, while destructive strategies increase anxiety. The way individuals cope, whether by addressing the problem directly or managing their emotional response, significantly influences their anxiety levels.

Emotion-focused coping styles are less effective, often exacerbating anxiety. Therefore, the investigation will prioritize problem-focused coping strategies deemed more effective. Problem-focused coping involves actively using behavior and cognition to manage anxiety-inducing situations. The common thread among the various strategies is that they represent active coping techniques employed by the victim of anxiety during or after the presentations to reduce anxiety (Wechsler et al., 2021).

### 1.4 Academic Effects of Presentation Anxiety

Oral presentations are a common feature in higher education, serving both as an assessment tool and a means of facilitating learning. The delivery skills acquired through presentations are valuable beyond university, enhancing communicative abilities during job interviews and in professional interactions with clients and colleagues. Despite its importance, there is a lack of structured support to help students develop these essential skills. This gap prompted the research detailed in this article, which focuses on increasing awareness of oral presentation skills within the framework of self-regulated learning. The research also explores the creation of a presentation skills assessment and its role in improving student self-reflection through classroom discussions. The outcomes and implications of this study are pertinent to all individuals and groups within higher education (Tsang, 2017).

Student performance during presentations is heavily impacted by their anxiety levels. It's typical for students to feel anxious when presenting, especially in academic contexts. This anxiety, a fear reaction to demanding situations, fluctuates in severity. Often, this fear stems from the apprehension of being judged by an audience. This anxious response is rooted in their underlying fear of underperforming, as they anticipate negative evaluation, which reinforces feelings of humiliation or embarrassment. There is a concern that one misstep could cascade into further negative outcomes, potentially leading to social exclusion by peers. (Tsang, 2017). Research by Wong and Rapee (2016) emphasizes of the social atmosphere, including the influence of classmates, is a major factor in developing anxiety around presenting. Furthermore, they assert that anxiety levels can stem from one's previous personal history. Complex stages of anxiety may be genetic or influenced by past academic performances involving parents and peers, among other factors. Further a link is discovered by Wong and Rapee (2016) that exists between university students' prior academic achievements and how confident they feel about their upcoming work. Students who view past presentation experiences positively tend to worry less and feel more capable in their abilities. Specifically, a positive experience for students presenting to an audience involves feeling competent in managing the presentation, minimal reliance on teacher support, and little inclination to disclose worries and grievances about the presentation to others before it occurs. In summary, past experiences significantly influence future levels of presentation anxiety in students. Conversely, undesirable experiences during presentations can reinforce anxiety levels, often

disproportionately. Being consumed by negative thoughts during a presentation can create a cycle detrimental to successful performance. Therefore, identifying effective strategies to shift focus away from such thoughts and remain present during presentations can greatly support students.

As a fear-based response, anxiety related to presentations can worsen both physical and mental manifestations. The triggered anxiety, the body releases hormones similar to those released during experiences of excitement, suggesting that the intensity of anxiety is influenced by how individuals interpret their physical arousal. Individuals often experience physical symptoms like jitteriness, an accelerated heart rate, clammy hands, shallow breathing, and raised blood pressure (Wong & Rapee, 2016).

Conversely, the cognitive response involves negative thought patterns focused on concerns about the presentation, including self-evaluation, fear of criticism from peers, and anticipation of negative outcomes. Moreover, past negative experiences during presentations can reinforce this fear response. Wechsler et al. (2021) argue for the necessity of shifting focus from internal thoughts to external factors, suggesting that excessive self-awareness amplifies anxiety regarding upcoming presentations. While preventive strategies have been studied, they often overlook insights into students' cognitive processes during presentations. Additionally, a dearth of research provides detailed information on how students actively presenting can effectively redirect their focus away from internal concerns toward external factors.

### **1.5 Statement of the Problem**

In higher education settings, presentation anxiety poses a significant challenge for students, hindering their academic performance and overall learning experience. Despite the acknowledged significance of presentation skills, many students grapple with anxiety, losing their knowledge delivery confidence, academic success, and professional growth. Although students prepare for an effective presentation but then various factors of presentation anxiety overcome them just before or during the presentation. These factors may cause their disturbance in cognitive behaviour, motivational decline, physical trembling, hypertension, psychological discouragement, and emotional damage. The task of delivering a presentation confidently has been a common problem for university students until the anxiety is removed. Implementation of the techniques on the students can help them to reduce their presentation anxiety and increase their confidence level to speak in front of the audience to present the topic. The present research highlights the presentation anxiety and its factors faced by the students in or during presentation, and the study of various techniques to reduce presentation anxiety in a classroom situation.

### **1.6 Significance of the Study**

Present research '*Analysis of Presentation Delivery Experience and the Techniques used by University Students to Reduce Presentation Anxiety in Classroom Situation*' holds profound significance for various stakeholders including teachers, students, academic institutions, and society at large. So, the study aims to address the dominant issue of presentation anxiety among higher education students by integrating presentation anxiety reducing techniques in their classroom settings. The primary objective is to empower students with effective strategies and skills to manage their presentation delivery effectively and alleviate presentation anxiety, ultimately enhancing their overall academic performance.

- i. Implementation of presentation anxiety reducing techniques on university students can foster the confidence, clarity, and coherence, leading to a more effective demonstration of knowledge and skills.
- ii. Presentation anxiety impacts students' performance and diminishes their learning. The research seeks to equip students with coping techniques and foster a supportive learning environment.

These techniques empower the students to participate actively, confidently, and voluntarily in classroom presentations.

- iii. Addressing presentation anxiety can enhance students' personal growth by strengthening their self-confidence, communication abilities, and resilience. These skills, learned in managing academic presentation stress, can be applied to various aspects of their lives, promoting long-term success and well-being.
- iv. The present research tackles presentation anxiety with evidence-based presentation anxiety-reducing techniques, promoting students' mental health and well-being. Consequently, it helps decrease academic stress and improves overall student performance.
- v. To promote overall student well-being, not just academic success, instructors are able not only to use anxiety reduction techniques but also to adapt their teaching to meet varied learning needs.
- vi. The present research can deploy a workforce and society marked by confidence, resilience, and articulate communication. Investing in students' mental health and academic success can yield societal benefits in productivity, innovation, and social cohesion.

### 1.7 Research Objectives

Present research is deployed to meet the objective to investigate the effectiveness of presentation anxiety-reducing techniques among university students. The purpose of this study is to measure the influence that techniques to reduce presentation anxiety have on the students' confidence, their ability to transfer knowledge, their academic performance, and their whole learning experience. To understand the presentation delivery experience of university students.

- i. To find the impact of university students' demographic differences on their presentation delivery experience.
- ii. To comprehend the presentation anxiety levels in university students.
- iii. To find out the impact of university students' demographic differences on their presentation anxiety levels.
- iv. To understand the different presentation anxiety reduction techniques used by university students to overcome their presentation anxiety.
- v. To understand the interaction of students' presentation anxiety and their anxiety reduction techniques.

## 2. Literature Review

A number of students at universities experience class speaking anxiety that leads them to presentation anxiety. The present section shows the impacts of anxiety's effect on mental and physical health of students and presentation anxiety on academic presentation across all university students. Anxiety can also adversely affect classroom behavior. While most data highlight the detrimental effects of anxiety, some studies suggest techniques to reduce anxiety. Those experiencing greater anxiety tend to struggle with self-worth and have difficulty in maintaining self-motivation and inner confidence. The evidence of various approaches to techniques helps students how to learn to manage their presentation anxiety and use self-regulation techniques to mitigate academic stress.

### 2.1 Anxiety

Anxiety is a psychological condition characterized by feelings of strain, worried thoughts, and bodily manifestations, including increased blood pressure, memory lapses, and tremors. Anxiety is distinct from fear; the two terms are not synonymous. Anxiety can be understood as temporary condition and a persistent characteristic in individuals. State anxiety is situational, arising in response to specific circumstances, and can be managed with targeted strategies. In contrast, trait anxiety is a more enduring, future-focused condition, characterized by a long-term, diffuse sense of threat. Unlike anxiety, fear typically provokes a short-term response to

an immediate danger. Anxiety as described by Ajmal and Ahmad (2019) is a feeling of fear and uncertainty, anxiety is a basic human emotion that usually occurs when people feel that something is a danger to their health or how they see themselves. This feeling can be either temporary or permanent. Anxiety can interfere with normal cognitive functions, often leading to a passive approach to learning rather than active engagement. As a universal human experience, anxiety is common among students, who may encounter it during academic challenges, examinations, or significant life transitions.

Various sources of anxiety evidence indicate that when anxiety is defined in this way, it is possible that anxiety and depressive conditions have an overlapping cause. When we examine the relationship between control and anxiety, the finding that mediation is more relevant in early childhood while moderation is more relevant later on provides a helpful theoretical structure (Chorpita & Barlow, 2016).

Anxiety disorders are conditions that include excessive fear, worry, and related behavioral changes. Fear is an emotional response to a real or perceived immediate danger, and anxiety is the anticipation of a future danger. These states naturally overlap. Panic attacks, a specific type of fear response, are a significant aspect of anxiety disorders. The idea of anxiety linked to information may have originated with human cognition and has been recognized for centuries (McNaughton, 2018).

The nested model of Naveed and Anwar (2019) about human anxiety simultaneously explains the concepts as distinct and interrelated anxiety disorders. This model visualizes these ideas as a series of nested fields: information anxiety is the broadest category of study, within which information-seeking anxiety encompasses library anxiety as a more focused subset.

### **2.1.1 Anxiety Phenomenon (Physical, Emotional, Psychological or Motivational)**

People of all ages can be affected by anxiety disorders, which are some of the most frequently occurring emotional conditions. The experience of anxiety varies between individuals; it can manifest through nightmares, panic attacks, and intrusive thoughts. An anxiety disorder is characterized by ongoing, intense, and potentially devastating feelings of fear, worry, and a sense of being exposed. As a result, individuals may lose interest in activities they once enjoyed. Proper treatment is crucial for managing anxiety disorders and stopping them from becoming more severe (Kapur, 2020).

Researchers in psychology and education are showing a significantly heightened interest in the complex interrelationships between anxiety, motivation, and academic achievements. This reflects a fundamental shift in how anxiety is perceived. Contemporary thinking moves away from the traditional, limited view of anxiety as solely a detrimental personality trait. Instead, it's increasingly understood as a valuable signal, a kind of internal alarm bell that indicates a mismatch or dissonance between an individual's current actions and the perceived demands of a given situation. Importantly, the concept of an "optimal" or "positive" level of anxiety has gained traction. This suggests that a certain degree of anxiety is not only normal but also essential for fostering personal development and growth. The experience of anxiety is highly subjective, varying considerably based on a person's unique individual experiences and the personal resources they possess. This research is of critical importance, particularly in light of the continuous and rapid evolution of educational content. This evolution can often result in students feeling inadequately prepared for their future professional roles, which, in turn, can severely hinder the development of crucial self-regulation techniques necessary for effective independent learning and the cultivation of an active, engaged life stance. (Majali, 2020).

Anxiety is a psychological and behavioural state that arises in humans when their well-being or survival is threatened, either actually or potentially. This condition is defined by elevated

alertness, anticipation, activation of the body's automatic and hormonal systems, and specific behavioral adjustments, which serve to equip individuals to deal with unfavorable or unexpected situations. However, pathological anxiety disrupts the ability to manage life's challenges effectively. The current consideration of the biological foundations for anxiety and fear has already been substantial, and further advancements are anticipated as models or theories integrating insights from medical, biological, and psychological sciences continue to develop (Steimer, 2002).

Chorpita and Barlow (2016) discussed advancements in cognitive and emotion theory, indicating that anxiety is central to negative emotions. To construct a comprehensive framework elucidating the intricate relationship between environmental influences and the genesis of anxiety, researchers embarked on a thorough investigation encompassing a spectrum of psychological constructs. This exploration delved into the nuanced domains of affective disorders, specifically scrutinizing the manifestations of anxiety and depression, while also examining the profound impact of perceived helplessness on an individual's emotional state. Furthermore, the inquiry extended to the analysis of locus of control, a psychological concept that addresses the extent to which individuals believe they have control over the events affecting them, and explanatory style, which investigates how individuals habitually explain the causes of events. The study also incorporated an examination of the formative roles of parenting practices and attachment theory, both of which are pivotal in shaping an individual's emotional and behavioural responses. In addition, the researchers acknowledged the significant contributions of childhood stress and resilience, recognizing their critical roles in modulating the development and manifestation of anxiety in response to environmental stressors.

Anxiety disorders constitute a substantial global health challenge, imposing significant social and economic costs on individuals and communities alike. The symptomatology associated with these disorders is multifaceted, encompassing a wide array of manifestations, from heightened physiological arousal to marked impairments in attentional processes. Notably, the latter symptom, characterized by difficulties with concentration, falls within the broader domain of altered cognitive performance, which serves as the central focus of this review. This investigation specifically delves into the complex interplay between anxiety and cognitive function, with a particular emphasis on the translational threat of the unpredictable shock paradigm. This experimental methodology, historically employed to delineate emotional responses and defensive mechanisms, is now gaining prominence as a powerful instrument for scrutinizing the intricate relationship between anxiety and cognition (Robinson et al., 2013).

### **2.1.2 Negative and Positive Impacts of Anxiety on Human Wellbeing**

The experience of anxiety is a universal and adaptive human emotion in many instances. Nevertheless; the manifestation of excessive anxiety can precipitate the development of clinically significant mental disorders. Anxiety disorders, a diverse group of mental health conditions, are defined by persistent feelings of apprehension, vulnerability, worry, and fear, which substantially disrupt an individual's behavioral patterns and reactions to diverse situational contexts. It is commonly observed that individuals experience heightened anxiety when confronted with cognitively demanding tasks or activities. To effectively address and manage anxiety disorders, individuals may seek professional therapeutic intervention or implement a range of self-directed coping mechanisms. When anxiety arises during the performance of tasks, it is paramount that individuals possess adequate preparation and knowledge. In situations where individuals are unable to effectively employ strategies for anxiety management, avoidance of triggering stimuli may be a necessary course of action. For instance, an individual who experiences anxiety in confined spaces, such as elevators, might

choose to utilize stairways as an alternative mode of vertical transportation (Kapur, 2020). The concept of psychological well-being extends beyond a singular dimension, encompassing a complex interplay of various interconnected domains. These domains include, but are not limited to, the subjective evaluation of life satisfaction, the state of one's physical and mental health, the effectiveness of social and occupational functioning, and the experiential balance between positive and negative affective states. A state of positive well-being is often operationalized as a confluence of high life satisfaction, a preponderance of self-reported positive affect, and a relative paucity of self-reported negative affect. In accordance with this conceptualization, individuals who exhibit elevated levels of negative affect, particularly those who report significant anxiety, are likely to demonstrate diminished levels of overall life satisfaction. This inverse relationship underscores the significant impact of negative emotional experiences on an individual's perceived sense of well-being (Carver et al., 2021).

Within the framework of anxiety, psychological well-being occupies a pivotal role as an essential facet of overall human well-being. This multifaceted construct integrates a diverse array of elements, including the perception of meaning and purpose in life, active engagement in meaningful activities, the cultivation of positive interpersonal relationships, and the pursuit of personal growth. The influence of psychological well-being on health outcomes is often exerted indirectly, mediated by the acquisition and utilization of environmental resources. These resources not only foster health-promoting behaviors but also equip individuals with the necessary coping mechanisms to navigate stressful life events, thereby attenuating the adverse effects of stress on health. Furthermore, a positive mental state has been empirically associated with a decreased susceptibility to common infectious diseases, such as colds and influenza, whereas a negative mental state correlates with an increased vulnerability to these illnesses. Extending this observation, research suggests that individuals characterized by high levels of positive psychological well-being may exhibit a reduced tendency to develop certain chronic diseases, such as cancer (Lopes et al., 2020).

Shahsavarani et al. (2015) posited that a certain degree of positive anxiety serves as a crucial catalyst for motivation, facilitating adaptive responses to, and effective engagement with, the surrounding environment. Conversely, the experience of stress at excessive levels can precipitate a cascade of biological, psychological, and social disruptions, potentially culminating in significant detriment to an individual's overall well-being. The investigations conducted by Robinson et al. (2013) revealed a spectrum of cognitive effects that distinguish between clinically defined anxiety disorders and the acute threat of shock. These discernible differences are predominantly manifested in higher-order cognitive functions that rely on control mechanisms, thereby potentially delineating the boundaries between adaptive anxiety, such as a healthy response to perceived threat, and maladaptive or pathological anxiety. The pervasive and encompassing nature of stress within human populations can be attributed to the inherent complexity of human social, personal, and ecological environments. This complexity stems from the multitude of simultaneous interactions individuals engage in with their surroundings, as well as the diverse and varied manifestations through which stress expresses itself (Shahsavarani et al., 2015).

## 2.2 Anxiety in University Students

Anxiety among university students is a growing concern, impacting academic performance and overall well-being. The pressure to excel academically, combined with the stress of managing finances, social relationships, and future career prospects, contributes significantly to students' anxiety levels. Many students also experience feelings of isolation and homesickness, especially those studying far from home. The competitive environment of universities can intensify these feelings, leading to chronic stress. The current research

addresses the requirement of comprehensive support, including accessible counselling services, anxiety management programs, and a nurturing academic environment.

The widespread occurrence of anxiety among university students represents a substantial public health concern, demanding careful attention. Despite the availability of effective interventions, a considerable proportion of these young adults fail to access or pursue appropriate therapeutic support, thereby potentially exacerbating the long-term consequences of their anxiety. The progression towards higher education frequently aligns with the developmental phase of emerging adulthood, a period characterized by heightened vulnerability to anxiety, apprehension, and a confluence of challenges. These stressors can act as potent triggers for the development of anxiety disorders, which constitute a prominent category of mental health difficulties. The onset of such disorders during this critical juncture can precipitate a range of maladaptive behaviors, including but not limited to, tobacco consumption, illicit substance use, and the experience of chronic insomnia. Furthermore, these factors can collectively contribute to a significant decline in academic performance, thereby impacting the individual's educational trajectory and overall well-being. Research indicates that students often resort to self-medicating with drugs to alleviate the symptoms of generalized anxiety disorder (Lopes et al., 2020).

In point of view of Kapur (2020) when students feel anxious about their education, they may respond in various ways. A subset of students demonstrates a commitment to academic excellence by engaging in meticulous and sustained effort to achieve a comprehensive understanding of their curricular materials and underlying academic principles. Conversely, other students, faced with academic challenges or anxieties, may opt for alternative pathways, such as altering their course of study or, in more extreme cases, discontinuing their formal education altogether. This divergence in academic responses highlights the varied coping mechanisms employed by students when confronted with academic pressures and the potential impact of anxiety on educational outcomes.

University students frequently experience considerable anxiety when presenting their work in classroom settings. This anxiety can be especially noticeable in large-enrolment college science classes, where fears of failure and evaluation are heightened. Students may face various issues, such as confusion when interrupted by the instructor, anxiety about receiving low grades, and a general lack of confidence in their abilities. Students may worry that poor performance will be perceived as a sign of low ability or incompetence, which can severely impact their self-worth. (Iqbal et al., 2017)

### **2.2.1 Anxiety as Limiting and Delimiting Factor in Students' Performance**

Anxiety disorders are prevalent among students, impacting their social and academic functioning. Traditionally, research pertaining to anxiety has predominantly focused on the manifestation of symptomatic presentations and functional impairments, often overlooking the significance of psychological well-being. This investigation aimed to examine the simultaneous presence of elevated anxiety levels and self-reported psychological well-being, utilizing a dual-factor model of mental health. In support of this dual-factor framework, the study revealed that students exhibiting both high anxiety and high life satisfaction reported significantly elevated levels of psychological resilience, characterized by hope, grit, gratitude, self-focused positive rumination, and the capacity to appreciate positive emotional experiences, when compared to students experiencing high anxiety coupled with low life satisfaction. These findings underscore the existence of a cluster of positive psychological attributes among students struggling with high anxiety, thereby suggesting crucial implications for the development of targeted treatment and preventive interventions (Carver et al., 2021).

In anticipation of engaging in performance-oriented tasks or activities, such as examinations,

interviews, or competitive events, students may encounter a state of heightened anxiety. This physiological response is a natural manifestation of the body's adaptive reaction to perceived stress or apprehension concerning impending events. Anxiety related to education responsibilities can be unpleasant, but this experience of anxiety can also function as a potent motivating force, compelling students to intensify their focus on the task at hand and to dedicate themselves more diligently to their academic responsibilities. This dual nature of anxiety, as both a potential barrier and a source of motivation, highlights its complex role in academic performance (Kapur, 2020).

An inspection of the interplay between anxiety, motivational drive and academic achievement has demonstrated that students exhibiting moderate levels of situational anxiety tend to display heightened levels of both intrinsic and extrinsic motivation. This observation suggests that a certain degree of anxiety may serve to optimize motivational processes, leading to improved academic outcomes. Conversely, those with high levels of trait anxiety display significantly lower motivation. Although a positive correlation has been observed between elevated levels of anxiety and superior academic achievement it simultaneously diminishes motivation for learning. On the other hand, a low level of anxiety is associated with lower academic performance, despite having relatively high motivation levels. These findings are valuable for teachers, university administrators, and those responsible for preparing and conducting examination sessions (Majali, 2020).

### **2.3 Techniques to Reduce Anxiety Prevalence**

#### **2.3.1 Physiological**

An effective approach to reducing the physical manifestations of anxiety is to practice relaxation techniques. When anxiety provokes a fear response that hinders concentration, learners can concentrate on calming their bodies to better cope with these reactions. Relaxation methods may include mindfulness exercises, meditation practices, or muscle relaxation techniques.

#### **2.3.2 Cognitive**

Relaxation techniques are also beneficial for managing cognitive symptoms. These methods help to calm both the mind and body. Moreover, reframing anxiety, establishing realistic goals, and cultivating essential self-regulated learning skills can effectively address academic anxiety. Skills such as time management, organization, and effective study habits can alleviate stress and concerns related to schoolwork by enhancing a student's sense of competence, motivation, and readiness. For comprehensive preparation strategies, consider exploring relevant videos on the subject. Mindfulness serves as another powerful tool for overcoming intrusive thoughts. This form of meditation redirects focuses from unproductive thoughts to the present moment. Engaging in mindfulness can enhance attentional focus, enabling students to remain "in the moment" during stage presentation.

#### **2.3.3 Behavioural**

In addition to relaxation and reframing techniques, a practical way to minimize task avoidance is to modify the student's environment to better facilitate learning. Self-regulated learning strategies, such as preparedness and organization, can be improved by creating a consistent study schedule, utilizing a planner, and establishing a dedicated study area. To effectively manage intense academic anxiety tied to specific subjects, a highly recommended approach is exposure-based intervention. This method entails gradually familiarizing students with the subjects they find intimidating, such as mathematics or physics, in a controlled setting where performance evaluation is not the primary focus, thereby facilitating a reduction in anxiety (Rehman, 2016).

Martiningsih et al. (2024) proposed an approach in five-split techniques to alleviate

presentation anxiety among students: thorough preparation, relaxation techniques, refining positive thought patterns, seeking peer support, and acceptance. The preparation strategy underscores the importance of positive learning, encompassing thorough material review, vocabulary and grammar expansion, and exposure to diverse language resources. For example, students can increase their linguistic collection by engaging with various English media, such as news, literature, and films. Furthermore, collaborative pronunciation practice with peers can be beneficial. Consistent practice, diligent preparation, and integrating English into daily life have also been shown to be effective. The relaxation strategy, notably deep breathing, has proven effective in mitigating speaking anxiety. Additionally, techniques like muscle stretching, meditation, and listening to soothing music can further enhance relaxation.

The third strategy, positive thinking, targets the cognitive underpinnings of anxiety by encouraging the reframing of negative thoughts. This not only reduces anxiety but also strengthens stress management capabilities, fostering a harmonious relationship between cognition, emotion, and behavior. Cultivating self-efficacy, the belief in one's ability to succeed, serves as a powerful motivational tool. The peer-seeking strategy, the fourth approach, involves finding solace in shared experiences, reassuring students that their struggles are not unique. Observing peers with similar anxieties can facilitate emotional regulation through social comparison.

### **3. Methodology**

#### **3.1 Research Design**

The Present research is designed to analyse the data of university students for presentation delivery experience and the techniques they use to reduce presentation delivery anxiety. The study employs a quantitative research method to analyse the delivery experience of the university students in classroom situation and anxiety reduction techniques to reduce presentation anxiety of university students. A quasi- experimental approach was used to measure the effectiveness of the anxiety reduction techniques such as peers' discussion, preparation and drills, preparation of content and material and relaxation exercises. The qualitative data was collected with the preparation of a questionnaire with self-deployed questionnaire according to the factors to be analysed mainly.

##### **3.1.1 Selection of Tools**

The selection of the tools has been done on the basis of the factors. As Rehman (2016) elaborated that students do not feel anxiety by themselves but there are outer factors and forces that lead the students to presentation anxiety. The purpose of the selection of tools is to assess the inclination of the students that suggest the research in which areas students get anxious and what techniques the students bring into account to reduce presentation anxiety. Tools have the subjective and comprehensive components of the questionnaire for the present research. The factor of Feedback was drawn in presentation delivery experience (PDE) due to the comments and review of a presentation received by the audience. Students are expected to feel anxiety during or after the presentation. That's why the anxiety of feedback remains affective due to its high impact on motivation and potential of the students. Eight (08) items were developed by taking into account the point of view, negatively judgement, pressure of audience, fear of evaluation, and dishonest praise. The coefficient of the reliability is 0.802 that suggested fairly high to include the factor of feedback in the analysis. The factor of Social Interaction was developed with seven (07) items having the investigation of unknown audience, fear of interaction, fear of being rejected, criticism and disrespect. This factor was varying among students due to their demographic background and social relations. The coefficient of reliability is scored 0.280 that suggested to exclude this factor from the analysis because its reliability is not satisfactory. The factor of fear is the basic factor that reported the strong coefficient value

with 0.912 reliability score. This factor was designed with thirteen (13) items to be included in the questionnaire. The items contained the investigation of the fear of forgetting presentation content, true criticism, nervousness, irrelevant questioning, shortage of time, awkward situation, lack of knowledge and making mistakes. Fear is the main factor in presentation delivery experience that contributing to the anxiety which can be occurred before or during the presentation. Class Anxiety is another major anxiety factor in presentation delivery experience because a student is to present the presentation in front of that audience which is not unfamiliar to that student. The audience in classroom is well aware of the topic content, student's ability, weak points, aptitude and execution. This factor was developed with sixteen (16) items that contained the questioning about language barrier, communication style, increase in heartbeat, panic attacks, avoiding eye-contact, trouble in movements, sweating and fumbling of words in classroom situation. The reliability score was noted 0.917 that suggested a strong coefficient to be included in the research. The factor of Aggression was included due to its reasonable reliability score 0.698 while the factor contains only four (04) items in it. Aggression contains the items of loss of temper, aggressive arguments, sudden interruption and aggressive behaviour in presentation delivery experience. The factor of Positive Intention was excluded due to its low reliability score 0.447 that suggested a not satisfactory coefficient. This factor contained three (03) items only regarding excitement for presentation, meeting the expectations and overall performance of the student. Anxiety among students can also be observed in their physical behaviour that suggested another factor titled, Physical Anxiety. This factor was developed with seven (07) items to be included in the analysis. These items were containing the investigation of memory, interest in presentation, getting out of breath, trembling hands, physically unwell, dizziness and personality complex. The factor reported a reliability coefficient of 0.836 that is fairly high to be included for presentation delivery experience.

The factors regarding anxiety reduction techniques are Peers Discussion, Social Interaction, Preparation for the Presentation, Content and Material of Presentation and Relaxation Exercises. Peers Discussion is a more reliable factor in which students feel easy to discuss their weak points of presentation to their peers and get a sophisticated solution. In the present research ten (10) items were developed for this technique. These items included the investigation about the reduction of anxiety with discussion, preparation in front of peers, eliminating shyness, supportive feedback and error free presentation. The factor of Peers Discussion reported the reliability coefficient score 0.857 that suggested a reliable score to be included in the further research. The factor of Social Interaction in reducing presentation anxiety techniques was developed with seven (07) items but it was excluded due to its low reliability coefficient score 0.318 that was not satisfactory. The factor of Preparation is the major factor in terms of reducing presentation anxiety techniques. This factor was developed with eight (08) items having the details about consecutive drills, self-talk, error free content, confidence, group discussion, key points and cramming. The factor of Preparation reported the fairly high reliability coefficient score 0.814 that suggested the researcher to include this factor for further analysis. The factor of Content and Material is another major and the most reliable technique of reducing presentation anxiety. This factor was developed with nine (09) items that investigated the content management, facts and figures, clear outline, refined material, use of technology and confidence. This factor reported the reliability coefficient 0.869 that suggested a reliable score to proceed with further analysis. The factor of Relaxation Exercises reported a fairly high reliability coefficient 0.780 that suggested the researcher to proceed with further analysis. This factor was developed with six (06) items with regard to anxiety reduction techniques. These items mainly dealt with the investigation of energizers, muscles relaxation, deep breathing, ignoring mistakes, manage vocabulary and managing anger for reducing

presentation anxiety.

**Table 1:** Factors Reliability Score

Factors	Reliability Coefficient ( <i>r</i> )	Reliability
Feedback	0.802	Fairly High
Social Interaction	0.280	Not Satisfactory
Fear	0.912	Strong
Class Anxiety	0.917	Strong
Aggression	0.698	Reasonable
Positive Intention	0.447	Not Satisfactory
Physical Anxiety	0.836	Fairly High
Peers Discussion	0.857	Reliable
Social Interaction	0.318	Not Satisfactory
Preparation	0.814	Fairly High
Content & Material	0.869	Reliable
Relaxation Exercises	0.780	Fairly High

Table no. 3.1 shows the reliability score of the factors that were deployed for the research. In presentation delivery experience (PDE) there were 7 factors in which 2 factors Social Interaction and Positive Interaction reported the low score and became not satisfactory that's why these are not included in the present research for further analysis. Meanwhile in Techniques used by university students there were 5 techniques by which one the techniques, Social Interaction reported low score 0.318 that was not satisfactory and excluded from the further research. Moreover, the analysis is done with the factors that have fairly high or reasonable reliability scores.

## Results and Discussions

**Table 2 – Presentation Anxiety and Anxiety-Reduction Techniques by Gender, Age, and Study Level**

Objective	Domain / Technique	Measure	Gender Mean (SD)	Age Mean (SD)	Study Level Mean (SD)	Statistical Test	p-value	Effect Size	
1. Demographics on PDE	Feedback	PDE_Feedback	Female	3.27	18–	1st–	t ANOVA	/ .291 / .116	d=- / 0.122 / 0.042
			Male	3.36	43: (.73)	3.30 (.73)			
1. Demographics on PDE	Fear	PDE_Fear	Female	3.07	18–	1st–	t ANOVA	/ .380 / .061	d=- / 0.101 / 0.048
			Male	3.15	43: (.83)	3.09 (.83)			
1. Demographics on PDE	Class Anxiety	PDE_Class	Female	3.03	18–	1st–	t ANOVA	/ .024 / .020	d=- / 0.262 / 0.05
			Male	3.03	43: (.75)	3.10 (.75)			

Objective	Domain / Technique	Measure	Gender Mean (SD)	Age Mean (SD)	Study Level Mean (SD)	Statistical Test	p-value	Effect Size
1. Demographics on PDE	Aggression	PDE_Aggression	Male	(.80)	(.80)	ANOVA	.100	8
			3.24					
			(.88)					
			Female	2.97	18-43: (.81)			
1. Demographics on PDE	Physical Anxiety	PDE_Physical	Male	3.01	3.00	ANOVA	.012	0.105 / $\eta^2=0.044$
			3.06	(.86)	(.86)			
			(.96)					
			Female	2.93	18-43: (.80)			
4. Techniques to Reduce Anxiety	Peer Discussion	TUS_Peers	Male	3.68	3.68	ANOVA	.218	0.012 / $\eta^2=0.036$
			3.67	(.66)	(.66)			
			(.78)					
			Female	3.74	18-43: (.57)			
4. Techniques to Reduce Anxiety	Preparation	TUS_Preparation	Male	3.71	3.71	ANOVA	.236	0.036 / $\eta^2=0.036$
			3.67	(.65)	(.65)			
			(.79)					
			Female	3.77	18-43: (.62)			
4. Techniques to Reduce Anxiety	Content & Material	TUS_Content	Male	3.75	3.75	ANOVA	.217	0.035 / $\eta^2=0.035$
			3.69	(.69)	(.69)			
			(.81)					
			Female	3.62	18-43: (.63)			
4. Techniques to Reduce Anxiety	Relaxation Exercises	TUS_Relaxation	Male	3.58	3.58	ANOVA	.765	0.017 / $\eta^2=0.017$
			3.52	(.70)	(.70)			
			(.82)					
			Female					

**Table 3 – ANOVA by Age Groups for Each Anxiety Domain**

Domain	F	p	Eta-squared	Notes
Feedback	3.33	.056	0.048	Trend: older students report higher feedback anxiety
Fear	3.002	.072	0.044	Older students slightly higher fear
Class Anxiety	2.899	.074	0.042	Medium effect, NS
Aggression	3.126	.089	0.045	Moderate effect, NS
Physical Anxiety	2.905	.074	0.042	Moderate effect, NS

**Table 4 – ANOVA by Study Level for Anxiety Domains**

Domain	F	p	Eta-squared	Notes
Feedback	1.594	.116	0.042	NS
Fear	1.839	.061	0.048	NS
Class Anxiety	2.223	.020	0.058	Significant
Aggression	1.650	.100	0.044	NS
Physical Anxiety	2.394	.012	0.068	Significant

**Table 5 – ANOVA for Anxiety-Reduction Techniques by Study Level**

Technique	F	p	Eta-squared	Notes
Peer Discussion	1.334	.218	0.036	NS
Preparation	1.299	.236	0.036	NS
Content & Material	1.337	.217	0.035	NS
Relaxation Exercises	0.637	.765	0.017	NS

**Table 6 – LSD Post-hoc Test for Significant Differences**

Domain	Groups Compared	p-value
Class Anxiety	BS 2nd Sem vs BS 3rd Sem	.001
Class Anxiety	BS 2nd Sem vs BS 6th Sem	.011
Class Anxiety	BS 2nd Sem vs PhD	.018
Physical Anxiety	BS 2nd Sem vs BS 3rd Sem	.010
Physical Anxiety	BS 2nd Sem vs PhD	.021

**Table 7. Gender Differences in Presentation Delivery Experience (PDE)**

PDE Domain	Female M	Male M	t	p	Cohen's d
Feedback	3.27	3.36	-1.06	.291	-0.122
Fear	3.07	3.15	-0.88	.380	-0.101
Class Anxiety	3.03	3.24	-2.27	.024	-0.262
Aggression	2.97	3.06	-0.911	.363	-0.105
Physical Anxiety	2.93	3.12	-1.928	.055	-0.222

**Table 2 – Presentation Anxiety and Anxiety-Reduction Techniques by Gender, Age, and Study Level**

Table 2 presents a comprehensive summary of presentation delivery experience (PDE) and anxiety-reduction techniques across gender, age, and study levels. Female students reported slightly lower mean scores than males across all PDE domains, including feedback (3.27 vs. 3.36), fear (3.07 vs. 3.15), class anxiety (3.03 vs. 3.24), aggression (2.97 vs. 3.06), and physical anxiety (2.93 vs. 3.12). Age-related differences show a general trend of increasing anxiety with age, with overall means ranging from 3.00 to 3.30 across PDE domains. Regarding study levels, differences are minor in most domains, with means ranging from 2.99 to 3.30. Techniques used to reduce presentation anxiety—peer discussion, preparation, content/material, and relaxation exercises—demonstrated moderate usage ( $M=3.58-3.77$ ), consistent across gender, age, and study level. Statistical analyses indicate that gender differences were mostly non-significant ( $p > .05$ ), with medium effect sizes, whereas age and study level trends show moderate effect sizes in some domains.

**Table 3 – ANOVA by Age Groups for Each Anxiety Domain**

Table 3 shows ANOVA results for PDE domains across age groups. Feedback anxiety showed a trend toward higher scores among older students ( $F=3.33$ ,  $p=.056$ ,  $\eta^2=0.048$ ). Fear, class anxiety, aggression, and physical anxiety also demonstrated slightly higher means in older students, with medium effect sizes ( $\eta^2 = 0.042-0.045$ ), though none reached statistical significance. These findings suggest that age may influence anxiety levels modestly, with older students tending to experience slightly higher presentation-related anxiety.

**Table 4 – ANOVA by Study Level for Anxiety Domains**

Table 4 presents ANOVA results for PDE domains across different study levels. Class anxiety ( $F=2.223$ ,  $p=.020$ ,  $\eta^2=0.058$ ) and physical anxiety ( $F=2.394$ ,  $p=.012$ ,  $\eta^2=0.068$ ) were significantly different across study levels, indicating that students at certain academic stages experience higher anxiety. Feedback, fear, and aggression showed no significant differences, suggesting these anxiety dimensions are relatively stable across study programs. Effect sizes range from small to medium, highlighting moderate practical significance for class and physical anxiety.

**Table 5 – ANOVA for Anxiety-Reduction Techniques by Study Level**

Table 5 summarizes the ANOVA results for anxiety-reduction techniques across study levels. Peer discussion, preparation, content/material planning, and relaxation exercises showed no significant differences ( $p>.05$ ) between study levels, indicating that students across all programs employ these techniques at similar rates. Effect sizes are small ( $\eta^2=0.017-0.036$ ), suggesting minimal influence of study level on the use of these anxiety-reduction strategies.

**Table 6 – LSD Post-hoc Test for Significant Differences**

Table 6 presents post-hoc comparisons for domains showing significant ANOVA differences. For class anxiety, BS 2nd Semester students reported significantly higher anxiety than BS 3rd Semester ( $p=.001$ ), BS 6th Semester ( $p=.011$ ), and PhD students ( $p=.018$ ). Physical anxiety was also significantly higher in BS 2nd Semester students compared to BS 3rd Semester ( $p=.010$ ) and PhD students ( $p=.021$ ). These results indicate that specific study levels may experience heightened anxiety, particularly during early or transitional academic stages.

**Table 7 – Gender Differences in Presentation Delivery Experience (PDE)**

Table 7 highlights gender differences for PDE domains. Male students exhibited slightly higher mean scores than females across all domains: feedback (3.36 vs. 3.27), fear (3.15 vs. 3.07), class anxiety (3.24 vs. 3.03), aggression (3.06 vs. 2.97), and physical anxiety (3.12 vs. 2.93). Only class anxiety reached statistical significance ( $t=-2.27$ ,  $p=.024$ , Cohen's  $d=-0.262$ ), while

other domains were non-significant. This indicates that male students may experience marginally higher anxiety levels during presentations, but the difference is generally small to moderate.

### **Discussion**

This chapter includes explanations, evaluations and relevance of the analysis of the study. The chapter presents how the problems, objectives, hypothesis and results are correlated to the research works conducted already on the similar area/subject. This section provides evidence that aligns with and strengthens the study's final conclusions. The analysis revealed that the age of students has various results from the presentation delivery of the students and the anxiety they feel during the presentation. The findings revealed that the results are insignificant in both the presentation delivery experience and presentation anxiety reduction techniques. The results shows that the students take feedback positively as they get mature in their age while on the other hand the fear of negative presentation delivery experience decreased as the age of the students is increased. Further the class anxiety among the students remains common among the students of all age groups. The students with increase in the age have a good control on their aggression if they confront with any irrelevant question or distracting arguments. Similarly, the students of older age have control over their nerves if teacher or anyone from the audience suddenly interrupts them or raise a question. While at the same time, the students of older age face physical anxiety such as increase in heartbeat, sweating and forgetting the content. In terms of anxiety reduction techniques, the analysis shows that the students with regard to their gender have no significant techniques to practice for reducing their presentation anxiety. It shows that the students of any age who are enrolled in the university have negative presentation delivery experience as it was found by Malik et al. (2020) that indicated that Pakistani postgraduates experienced higher anxiety levels and do not have significant practice for anxiety reduction techniques.

The analysis of the present research is supported by widely recognized literature of presentation anxiety that is one of the most common and extensively studied emotions in the educational field. As described by Zeidner (2014) that the young individuals often encounter numerous stress-inducing and anxiety-provoking situations, such as parental pressure to excel, competition for high grades in the classroom, experiences of frustration and failure, teacher disapproval, conflicts with peers, social acceptance and rejection, bullying, and verbal aggression, across nearly all stages of their educational journeys University students frequently experience considerable anxiety when they have to deliver presentation in a classroom setting. The anxiety of presentation has been especially noticed in the students who are newly enrolled in the universities, where fears of failure and evaluation overwhelm the students. In this way, the students face various issues, such as confusion when interrupted by the instructor or classmate, anxiety about receiving low grades, and a general lack of confidence in their abilities. As concluded by Iqbal et al. (2017) students got anxious that poor performance would be perceived as a sign of low ability or incompetence, which could severely impact their academic achievement.

In the point of view of Pratama et al. (2018) presentation anxiety is a common issue, particularly among students. Class speaking anxiety is one of the most prevalent challenges students encounter in their academic careers, and it also poses a problem as they build their professional career opportunities. This study seeks to understand why people experience anxiety during presentations and to identify methods for mitigating this anxiety. Further the analysis for the study program of university students concluded that class anxiety played a significant role in the anxiety of university students during presentation delivery experience. Tsang (2017) presented that the oral presentations are a key component of tertiary education,

aiding knowledge acquisition and serving as a common assessment method. Beyond academia, strong presentation skills are essential for job interviews and professional settings. As communication skills are vital for success in the 21st century, developing effective presentation abilities are crucial for higher education students.

The data analysis revealed that gender played insignificant role in students presentation delivery feedback and aggression experience of presentation delivery experience. Whereas gender found to play significant role in students presentation anxiety due to fear and class anxiety. This finding strengthens earlier findings of the study by Ali et al. (2021), that, investigated how gender influences perceptions of poor performance and fear of negative evaluation in relation to English-speaking anxiety and academic performance among male and female students. This finding strengthens earlier findings of Khalid et al. (2021) where gender differences revealed that male students were more anxious than female students. It means they take rather the pressure of feedback received after the presentation or the negative thoughts of being judged deeply by the audience. Moreover, the male students are analysed with having more fear of being questioned and doing mistakes in the presentation.

Through the research of Naser and Mat Isa (2021), one can gain insights into how university students can effectively manage and overcome presentation anxiety to enhance their academic potential. Class speaking anxiety is a significant issue for communication among scholars. This study intends to examine whether specific presentation strategies—like moving around, incorporating short pauses, practicing positive visualization, smiling, using positive self-talk, shifting sensory focus, and other similar approaches can lessen anxiety. It is expected that students who implement these techniques will experience a notable decrease in their anxiety levels during presentations.

While the present study also suggest that the results are found insignificant in reducing presentation anxiety techniques. Both the male and female students discuss presentation with their peers for better preparation but still they keep the anxiety of making the presentation flawless. The female students do some extent relaxation exercises before the presentation comparatively to the male students but the scores suggest that this technique is not much effective to the male students. That suggest that the students need to practice more techniques to reduce presentation anxiety. The reasons for this insignificant role is elaborated by Kishida et al. (2022) who anticipated presentation anxiety reducing techniques by primarily focuses on reducing avoidance of the feared situation but does not address strategies to reduce anxiety during the presentation itself. Gender wise presentation delivery experience and anxiety reducing techniques differ in classroom situation and the expectations of oriented students of Pakistani societies that the expectation from students varies with regarding to the gender (Ali et al., 2021).

This finding strengthens the finding of the study by Malik et al. (2020) that seeks to examine the varying degrees of apprehension and anxiety experienced by university postgraduate students in Pakistan. The study revealed that the students had various anxiety levels according to the study programs they had at the university. Whereas the study programs of university students found insignificant in feedback, physical anxiety, and also found insignificant in all the techniques to be used for anxiety reduction. So, these findings are not supported with the findings of the study by Mercer-Mapstone and Matthews (2015) that the utilization of presentation skills are to deployed to understand how students perceive the development of communication skills throughout their degree programs. The reason of the insignificance role of the study program is that there is different level of types of presentation that vary from each other.

The analysed data according to the professional background of the student suggest that 189

students out of 336 have been recorded unemployed. The data of the all the students suggested that there is no significant difference in between their professional background and feedback they received from the audience. 74 students who are job holders or having high-profile jobs are better in the experience of presentation delivery with regard to the feedback they received. The factor of feedback highly impact on the students who have lower grade jobs or labourer. It means that such students have the fear of negative feedback or they take the pressure of high expectations of the audience. They also get nervous if they get dishonest review about themselves from the audience. Same case is in the factor of fear where the students who are factory labourer, car cleaner or shopkeepers reported the highest fear in presentation delivery experience. Similarly, there is high impact of students' demographic data on the students who are factory labourer, shopkeepers and car cleaners with regard to aggression, class anxiety and physical anxiety. Because these students get much nervous, started fumbling while speaking, get annoyed on irrelevant questions and avoid eye contact during a presentation. These results strengthen the findings of Pratama et al. (2018) that presentation anxiety can take place among students according to their demographic background. Demographic background has a powerful influence on students' presentation delivery experience that it decreases the self-confidence of the students if there is no positive change came into the life of the students. On the other hand, the students who are high school teacher, college lecturer, junior administrator or medical dispenser utilize the technique of peers' discussion to reduce the presentation anxiety. Meanwhile the same group of the students reported the high score in preparation technique, content and material technique, and relaxation exercises technique to reduce presentation anxiety. While all other categories of the professional background of the students do not have a significant score that suggests that the student do not use any anxiety reduction technique. The results support the findings of Shabbir et al. (2024) because students in the present research revealed that they often feel less competent than their peers, with additional psychological factors such as fear of judgment and peer comparison contributing to their anxiety. The study recommends that instructors implement strategies to reduce students' anxiety levels, enabling them to perform optimally.

The comparison of residential status of the students was analysed if they belong to a rural area or the urban area. The results show that the students belonging to the both areas have the same presentation delivery experience with regard to their feedback. It means that have the same anxiety level in the feedback they received during or after the presentation. While there is significant difference in fear, class anxiety, aggression and physical anxiety with respect to their residential status and presentation delivery experience. The students belonging from rural areas have more fear than the students who belong to urban area because in rural area they do not receive much facilities which they could avail in an urban area. They get nervous if they are asked irrelevant question and they also feel the overwhelming situation if they have lack of knowledge. That is why they also have the fear of being judged negatively by making mistakes in their presentation delivery. Moreover, the students from rural areas also get anxious due to the class anxiety because they have to bear a lot of language barriers in classroom situation that leads them to the anxiety of communication during the presentation. The results indicated that the students belonging to the rural area also got angry if they have to confront an uneven situation like irrelevant questions, irregular comments, sudden interruption. The aggressive behaviour leads them to the physical anxiety level in a classroom situation. In physical anxiety they also loss their temperament and damaged individual personality such as trembling hands and sweating. While in utilizing the techniques of reduction the presentation delivery anxiety the students belong to the urban areas believe to the technique of peers' discussion. It means that they confidently share their views with their peers and engage them for preparation drills.

They receive negative criticism on the spot and then manage the weak points in their presentation. This technique helps the students of urban area to make their presentation flawless. Meanwhile, the students of urban areas use the techniques of preparation, content and material and relaxation exercises more than the urban area students. It shows that the students from rural areas get more anxiety in preparation the presentation as they do consecutive drills and double-check their presentation to make it error free. Moreover, they also use the anxiety reduction relaxation exercises to overcome the physical anxiety at the stage. These findings in presentation delivery experience and anxiety reduction techniques with regard to students' presentation delivery experience strengthens the findings of Dhahan (2023) that even individuals who show confidence may find themselves experiencing symptoms such as panic attacks, sweaty palms, and trembling hands at the mere thought of speaking in front of an audience. While for a successful career these flaws must be handled in such crucial situations. The findings of the research with respect to the percentage of last grades and presentation delivery experience reported significant result that the students who secured different marks grades have different anxiety of presentation delivery experience. Similarly, the students with different grades have various techniques to tackle the anxiety of presentation anxiety. Feedback by the audience in presentation delivery experience has an impact on the students who secured the lowest grades in their recent exams. The maximum strength of respondents is 180 who secure 70% to 84% marks and reported the second large result of feedback anxiety. It means that the anxiety of presentation according to the feedback they received during or after the presentation occurred among the students. The factor of fear remains insignificant among the students because the students who secured different grades in their latest exams does not mean that they also have the fear of presentation. Their academic and stage performance may differ from each other which means that one can speak well instead of writing better in the paper. As reported by Anwar et al. (2022) that the cognitive level of the students is significantly different from one another. So, every student prepares exams with his/her self-efficacy and different methods while speaking orally in a presentation is a skill that is also significantly different among the students. It shows that if a student is performing well with pen, it does not mean the same student is well enough with oral presentation. The results show that the students with lowest grades have the highest fear of presentation delivery experience and the students with the highest grades have less anxiety of fear. These findings are supported by the previously research by Westwick (2014) who concluded that presentation anxiety is a display of communication apprehension, which defined by as 'an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons'. The factors of class anxiety, aggression and physical anxiety are also reported significant difference with respect to the percentage of last exams of the students. It shows that the students having various grades are significantly valued the different levels of anxiety. Meanwhile, the students with regard to their percentage in last exams reported significant differences in the use of anxiety reduction techniques. The result shows that the students of lowest grades use the techniques mostly in reducing the presentation anxiety. It is due to the reason of high value of anxiety among them in presentation delivery experience. These findings reported that the students with high grades in their last exams do not utilize any anxiety reduction technique while the students with lower grades do some struggle with anxiety reduction techniques to make their presentation flawless and validate.

### **Conclusion**

The present study 'Analysis of Presentation Delivery Experience and the Techniques Used by University Students to Reduce Presentation Anxiety in Classroom Situation' concluded with the results of the analysis that university students have anxiety for presentation delivery but

with the different levels of anxiety. The researcher conclude that presentation anxiety poses a significant impact on the students in a class room situation. Even the students are well aware of the effects of presentation anxiety on their academic and professional success, they do not utilize properly the techniques for anxiety reduction. Anxiety is a natural phenomenon that occurs among the students even for presentation, class-speaking, examination, assessment or stage activity. While it cannot be said that the students of the same class will have the same level of anxiety. The age of the student is proved one of the major factors in which the researcher reached the conclusion that the students of older age have less anxiety than the students of young age. It might be due to

their experience, professional development or academic understanding. Another major difference occurred in the professional background of the student that suggested the researcher that the students who are unemployed confronted the anxiety the most. It is due to the less social interaction and less public speaking experience. It is also found that the students with different levels of study program also experienced anxiety in different levels. The students who were newly enrolled in BS programs, reported the greater level of anxiety for presentation. But the senior students experienced anxiety in a low level. However, anxiety exists among the students according to their study level. The students of M.Phil and Ph.D also have the anxiety but their level is far less than the students of BS Program students. The researchers also reached the conclusion that the students who have good academic grades have good presentation delivery experience irrespective of any study program or semester. Moreover, the students who belong to the rural areas are found more anxious than the students who belong to the urban areas. It is due to the better facilities and societal interaction of the urban students. Further the male students have a bit better presentation delivery experience than female students. There is found no much deviation among both the genders. It is because of the variation in social interaction, study programs, professional background and prior experiences.

Although students prepare well for presentation but multiple factors of anxiety make them anxious before or during the presentation. This anxiety brings changes in their cognitive behaviour, motivational decline, physical trembling, hypertension, psychological discouragement and emotional damage during their academic journey. These changes can only be removed if the student use anxiety reduction techniques before the presentation or utilize these techniques throughout the career. Implementation of the techniques on the students can help them to reduce their presentation anxiety and increase their confidence level to speak in front of the audience to present the topic. The present research concluded that the students who are enrolled in any program, any study level, any age, any residential area or gender, and with any professional background just use one technique of Preparation before the presentation. No significant result of the student found with the use of the techniques of relaxation exercises, peers' discussion, content and material validity. That's why the students have the anxiety with various levels of their academic achievement. It means that the students need to aware of these anxiety reduction techniques. Hence the researcher concluded with understanding of the presentation delivery experience of university students that the students must use the different presentation anxiety reduction techniques to comprehend the impacts of the anxiety on their education. Students experiencing academic anxiety may exhibit a range of concerning behaviours. These can

include delaying academic tasks, persistent worry, diminished performance in assignments, failing grades, and social withdrawal, as well as a loss of interest in previously enjoyed activities, particularly when faced new academic challenges.

### **Recommendations**

The present study, 'Analysis of Presentation Delivery Experience and the Techniques Used by

University Students to Reduce Presentation Anxiety in Classroom Situation' aimed to address the dominant issue of presentation anxiety among higher education students by integrating anxiety reduction techniques into the academic circles of the students. The primary objective was to analyse the anxiety levels of the students in presentation delivery experience among students with effective strategies and skills to manage and alleviate presentation anxiety, ultimately enhancing their overall academic performance.

After the analysis and results of the present research, the researcher highlighted the importance of recognizing the impact of presentation anxiety on students' well-being and academic success. By incorporating presentation anxiety reduction techniques into their educational practices, students will be able to their self-regulation, anxiety reduction, and enhanced communication skills. The following recommendations are being highlighted by the researcher for further studies and its empowerment:

Through this research, the researcher raised a supportive and inclusive learning environment that fosters the holistic development of students, addressing not only academic challenges but also their emotional and psychological well-being. That's why the implementation of cognitive-behavioural techniques in the academic experience of the students is necessary for any level and age group of students to align a proactive approach to students' success, recognizing the interrelation of mental health and academic performance in higher education.

The researchers can implicit further research with the impacts and negative effects of presentation delivery experience due to anxiety.

The policy makers can do further studies for empowerment of anxiety reduction techniques into the curriculum. So, that students at any level can learn officially how to tackle presentation anxiety.

The educationalist can include the anxiety reduction techniques into school level syllabus by extracting the learning activities from curriculum that addresses to the public-speaking anxiety, stage activities, group presentations and oral speaking. This initiative can produce the students with minimum speaking anxiety.

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