The Relationship Between Self-Efficacy and Oral Presentation Anxiety Among TVET Students at Politeknik Kota Bharu

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***Abstract*— Oral presentation skills are essential in Technical and Vocational Education and Training (TVET) because they contribute to employability, workplace communication, and professional confidence. However, many students experience anxiety during oral presentations, which may negatively affect their academic performance and participation. This study examined the relationship between self-efficacy and oral presentation anxiety among TVET students at Politeknik Kota Bharu. A quantitative correlational research design was employed involving 120 diploma students selected through convenience sampling. Data were collected using a structured questionnaire measuring oral presentation self-efficacy and oral presentation anxiety. Descriptive analysis revealed that the students demonstrated a high level of oral presentation self-efficacy (M = 4.11, SD = 0.58) and a moderate level of oral presentation anxiety (M = 3.08, SD = 0.51). Pearson's product-moment correlation analysis indicated a moderate negative relationship between self-efficacy and oral presentation anxiety ($r = –0.46$, $p < .001$), suggesting that students with higher self-efficacy tended to report lower levels of presentation anxiety. The findings highlight the importance of strengthening students' self-efficacy through instructional strategies such as scaffolded presentation practice, constructive feedback, peer observation, and authentic communication activities. These strategies may enhance students' confidence while being associated with lower levels of oral presentation anxiety among TVET students**

***Keywords*— self-efficacy, oral presentation anxiety, TVET education, student confidence, employability**

I. INTRODUCTION

Technical and Vocational Education and Training (TVET) plays a vital role in preparing graduates with the technical knowledge, practical competencies, and employability skills required by industry. In addition to technical expertise, employers increasingly expect graduates to demonstrate effective oral communication, particularly the ability to present ideas confidently, explain technical concepts clearly, and interact professionally with colleagues and clients. Consequently, oral presentation has become an essential component of teaching and assessment in TVET programmes, as it enables students to develop communication competence alongside technical proficiency (Balakrishnan et al., 2025).

Despite the importance of oral presentation skills, many students experience anxiety when speaking before an audience. Oral presentation anxiety is characterised by physiological, cognitive, and behavioural responses such as nervousness, increased heart rate, fear of negative evaluation, and avoidance of speaking situations. These reactions may reduce students' confidence, hinder communication effectiveness, and ultimately affect their academic performance and workplace readiness (Rahman et al., 2025; Ibrahim, 2024). As communication competence is one of the key graduate attributes emphasised in Malaysian higher education, understanding the factors that influence students' presentation anxiety is essential for improving learning outcomes.

One psychological factor consistently associated with successful oral performance is self-efficacy. According to Bandura (1997), self-efficacy refers to an individual's belief in his or her capability to organise and perform the actions required to accomplish a specific task. Students with higher levels of self-efficacy generally demonstrate greater confidence, persistence, and resilience when completing challenging academic activities. Previous studies have also reported that students with stronger self-efficacy tend to experience lower levels of speaking anxiety and perform more effectively during oral presentations (Ahmed et al., 2025; Handayani et al., 2024; Purba & Siahaan, 2023).

Although the relationship between self-efficacy and speaking anxiety has been widely investigated in English language learning and general higher education settings, empirical evidence within Malaysian TVET institutions remains limited. The learning environment in TVET differs from other higher education contexts because students are frequently required to integrate technical knowledge with oral communication during practical demonstrations, project presentations, and workplace-based assessments. Consequently, findings obtained from general university settings may not fully reflect the experiences of TVET students.

To address this gap, the present study investigates the relationship between oral presentation self-efficacy and oral presentation anxiety among diploma students at Politeknik Kota Bharu. The findings are expected to provide empirical evidence that can assist TVET educators in designing instructional strategies to strengthen students' confidence and improve oral communication competence while reducing presentation anxiety.

A. Problem Statement

Effective oral presentation skills are increasingly recognised as an important graduate competency in Malaysian TVET institutions because they support classroom learning, industrial training, and future workplace communication. Nevertheless, many TVET students continue to experience anxiety when delivering presentations despite having adequate technical knowledge. Such anxiety may negatively influence presentation performance, participation, and students' willingness to communicate during academic activities (Balakrishnan et al., 2025; Ibrahim, 2024).

Previous studies have consistently demonstrated that self-efficacy is associated with lower levels of speaking anxiety and improved presentation performance (Ahmed et al., 2025; Handayani et al., 2024; Hasibuan, 2024). However, most existing studies have been conducted among university students, English language learners, or students from non-TVET disciplines. Empirical evidence specifically examining oral presentation self-efficacy and presentation anxiety within Malaysian TVET institutions remains scarce. As TVET programmes emphasise competency-based learning and authentic workplace communication, understanding this relationship is particularly important for developing appropriate instructional interventions.

Furthermore, limited empirical evidence is available regarding the level of oral presentation self-efficacy and oral presentation anxiety among students at Politeknik Kota Bharu. Investigating these variables within this institutional context will provide useful information for lecturers and curriculum developers seeking to improve students' communication competence and employability skills.

Accordingly, this study examines the level of oral presentation self-efficacy, the level of oral presentation anxiety, and the relationship between these two variables among diploma students at Politeknik Kota Bharu.

B. Research Objectives

This study aims to examine the relationship between oral presentation self-efficacy and oral presentation anxiety among diploma students at Politeknik Kota Bharu. Specifically, the study aims to:

1. To determine the level of oral presentation self-efficacy among diploma students at Politeknik Kota Bharu.
2. To determine the level of oral presentation anxiety among diploma students at Politeknik Kota Bharu.
3. To examine the relationship between oral presentation self-efficacy and oral presentation anxiety among diploma students at Politeknik Kota Bharu.

C. Research Questions

Based on the objectives, this study seeks to answer the following questions:

1. What is the level of oral presentation self-efficacy among diploma students at Politeknik Kota Bharu?
2. What is the level of oral presentation anxiety among diploma students at Politeknik Kota Bharu?
3. Is there a significant relationship between oral presentation self-efficacy and oral presentation anxiety among diploma students at Politeknik Kota Bharu?

D. Research Hypotheses

H1: Diploma students at Politeknik Kota Bharu demonstrate a high level of oral presentation self-efficacy.
H2: Diploma students at Politeknik Kota Bharu experience a moderate level of oral presentation anxiety.
H3: There is a significant negative relationship between oral presentation self-efficacy and oral presentation anxiety among diploma students at Politeknik Kota Bharu.

II. LITERATURE REVIEW

A. Theoretical Framework

Self-efficacy pertains to a person's belief in their ability to successfully execute a particular task and is crucial for academic success and emotional management (Bandura, 1997). Bandura's theory posits that individuals with higher self-efficacy approach difficult tasks confidently, endure hardships, and effectively handle stress and anxiety. In educational settings, students demonstrating robust self-efficacy generally encounter reduced anxiety during high-pressure situations, such as giving oral presentations and engaging in public speaking (Purba & Siahaan, 2023; Ahmed et al., 2025). Recent theoretical frameworks emphasize the necessity of creating conducive learning environments that boost students' presentation self-efficacy, as this can enhance communication abilities and alleviate the apprehension linked to oral tasks (Chulan, Yahaya, & Shafie, 2025).

Oral presentation anxiety, commonly referred to as public speaking anxiety, is a widespread concern among students across various educational environments. Research indicates that students often suffer from physiological (e.g., rapid heartbeat), cognitive (e.g., fear of negative judgment), and behavioral (e.g., avoidance) responses during oral presentations (Ibrahim, 2024; Hasibuan, 2024). Investigations within Malaysian TVET and higher education settings reveal that moderate to high instances of speech anxiety prevail among students, creating obstacles to both academic achievement and future job prospects (Balakrishnan et al., 2025).

A significant amount of contemporary research points to an inverse relationship between self-efficacy and presentation anxiety. Studies have shown a notable connection between students' self-efficacy and their public speaking anxiety levels (Dwiyanti, Amin, Usman, Musdalifah, & Masthurah, 2025). Learners who possess stronger convictions in their communication skills typically face lower anxiety levels prior to and during presentations, which in turn enhances the quality of their performance and engagement (Purba & Siahaan, 2023; Handayani, et al., 2025). Within the realm of public speaking, self-efficacy has demonstrated its ability to alleviate adverse emotional responses and increase students' confidence in addressing audience inquiries and fulfilling task requirements (Hasibuan, 2024).

Although the majority of investigations concerning self-efficacy and speaking anxiety have centered on general higher education or language-learning settings, these findings provide valuable insights applicable to TVET education. For instance, studies involving medical students have established that elevated self-efficacy is a significant predictor of reduced public speaking anxiety, indicating that beliefs in one's confidence can effectively diminish anxiety across varied educational contexts (Ahmed et al., 2025). Lisnawati, Yuniawati, and Kartadireja (2019) discovered that students with higher speaking self-efficacy are likely to experience less anxiety and excel in oral presentations. Furthermore, multi-dimensional research on public speaking anxiety has illustrated the cognitive, behavioral, and physiological elements influenced by self-efficacy (Rahman et al., 2025).

Despite the established significance of self-efficacy in alleviating speaking anxiety, there is a scarcity of empirical research specifically targeting TVET students and oral presentation tasks within vocational education programs. Most previous studies have examined general undergraduate or ESL scenarios, resulting in a gap in literature regarding how self-efficacy operates within the distinct pedagogical and evaluative settings of TVET education. Filling this gap will deliver specialized insights for educators who are designing communication interventions and will assist in developing strategies that enhance both the confidence and performance of TVET students. Systematic reviews underscore the success of interventions geared toward increasing self-efficacy in public speaking contexts (Raisa Mahardika, 2025). The existing literature indicates that self-efficacy serves as a strong predictor of oral presentation performance and the reduction of anxiety; however, empirical research within TVET contexts remains sparse, highlighting the need for concentrated inquiry in this domain. This study aims to bridge this gap by examining the relationship between self-efficacy and oral presentation anxiety among TVET students, with consequences for teaching methods, assessment frameworks, and learner support initiatives.

III. METHODOLOGY

A. Research Design

This study employed a quantitative correlational research design to examine the relationship between oral presentation self-efficacy and oral presentation anxiety among diploma students at Politeknik Kota Bharu. A quantitative approach was selected because it enables variables to be measured objectively and analysed using statistical techniques. The correlational design was considered appropriate as the study aimed to determine the strength and direction of the relationship between two naturally occurring variables without manipulating them (Cohen, 1988). Since the study focused on association rather than cause-and-effect, no experimental intervention was implemented.

B. Participants

The study involved 120 diploma students from Politeknik Kota Bharu who were selected using convenience sampling. The sample size was considered adequate for correlational analysis and met the minimum recommendation for Pearson's correlation analysis in behavioural research (Cohen, 1992). Participants were recruited based on their accessibility and willingness to participate. The respondents were between 18 and 22 years old and had prior experience delivering oral presentations as part of their coursework. They represented several diploma programmes offered at the institution and were enrolled in different semesters of study, thereby providing perspectives from students with varying academic experiences. Although convenience sampling facilitated efficient data collection, it may limit the generalisability of the findings because the participants were drawn from a single institution. Therefore, the results should be interpreted within the context of Politeknik Kota Bharu.

C. Instrument

Data were collected using a structured questionnaire comprising three sections. Section A collected respondents' demographic information, including age, gender, programme of study, and semester. Section B measured oral presentation self-efficacy using nine items adapted from Bandura (1997), Wang & Sun (2024), and Ahmed et al. (2025). The items assessed students' confidence in planning, organising, delivering presentations, handling audience questions, and managing unexpected situations. Section C measured oral presentation anxiety using nine items adapted from Ibrahim (2024) and Hasibuan (2024). The items evaluated physiological, cognitive, and behavioural responses experienced before and during oral presentations. All questionnaire items were measured using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The interpretation of mean scores followed the ranges shown in Table I.

TABLE I: MEAN SCORE INTERPRETATION

Mean Score	Interpretation
1.00–2.33	Low
2.34–3.66	Moderate
3.67–5.00	High

D. Validity and Reliability

Content validity was established through a review by two senior lecturers from the English Language Unit at Politeknik Kota Bharu. The experts evaluated the questionnaire in terms of item clarity, relevance to the constructs of oral presentation self-efficacy and oral presentation anxiety, language appropriateness for TVET students, and alignment with the research objectives. Based on their feedback, minor revisions were made to improve the wording and contextual suitability of several items.

The internal consistency of the instrument was assessed using Cronbach's alpha. The oral presentation self-efficacy scale demonstrated excellent reliability ($\alpha = 0.949$), while the oral presentation anxiety scale showed acceptable reliability ($\alpha = 0.775$). Both values exceeded the recommended threshold of 0.70, indicating that the instrument possessed satisfactory internal consistency and was suitable for the main study (Field, 2018; Handayani et al., 2025).

E. Data Collection and Analysis

Ethical permission to conduct the study was obtained from the relevant authorities at Politeknik Kota Bharu before data collection commenced. Participation was entirely voluntary, and informed consent was obtained from all respondents. Participants were informed about the purpose of the study, assured that their responses would remain anonymous and confidential, and informed that the collected data would be used solely for academic research. The questionnaire was distributed online using Google Forms over a two-week period. Completed questionnaires were screened for completeness before being exported into IBM SPSS Statistics Version 27 for analysis.

Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to determine the levels of oral presentation self-efficacy and oral presentation anxiety. Pearson's Product-Moment Correlation was employed to examine the relationship between the two variables because both variables were measured on continuous scales and satisfied the assumptions required for parametric analysis. Before conducting the correlation analysis, the assumptions of normality, linearity, and the absence of significant outliers were examined. Visual inspection of histograms, normal probability plots, and scatterplots indicated that the assumptions were adequately met. Statistical significance was determined at the 0.05 level ($p < .05$) (Cohen, 1988).

IV. **FINDINGS**

A. Level of Oral Presentation Self-Efficacy

Table II presents the descriptive statistics for oral presentation self-efficacy among diploma students at Politeknik Kota Bharu. The overall mean score was 4.11 (SD = 0.58), indicating a high level of oral presentation self-efficacy according to the predetermined mean interpretation ranges. Among the nine items, "I can explain technical concepts clearly during presentations" recorded the highest mean (M = 4.31, SD = 0.66), followed by "I can organize my presentation content effectively" (M = 4.22, SD = 0.71). These findings suggest that the respondents were confident in organising and communicating technical information during presentations.

The lowest mean score was obtained for "I can maintain audience engagement throughout my presentation" (M = 3.96, SD = 0.82), followed by "I can start and conclude my presentation confidently" (M = 3.98, SD = 0.84). Although these items received comparatively lower mean scores, they still fell within the high interpretation category. Overall, the findings indicate that diploma students at Politeknik Kota Bharu possessed a high level of confidence in their oral presentation abilities. Therefore, Hypothesis 1 (H1) was supported.

TABLE II: DESCRIPTIVE STATISTICS FOR ORAL PRESENTATION SELF-EFFICACY

Items	M	SD
I can organize my presentation content effectively.	4.22	0.71
I can explain technical concepts clearly during presentations.	4.31	0.66
I can manage my time well during a presentation.	4.15	0.74
I feel confident answering questions from the audience.	4.03	0.80
I can maintain audience engagement throughout my presentation.	3.96	0.82
I can use visual aids (slides, charts) effectively.	4.08	0.77
I can start and conclude my presentation confidently.	3.98	0.84
I can handle unexpected situations or interruptions during a presentation.	4.18	0.69
I believe I can deliver a presentation successfully even under pressure.	4.12	0.72
CUMULATIVE MEAN	4.11	0.58

B. Level of Oral Presentation Anxiety

Table III presents the descriptive statistics for oral presentation anxiety. The overall mean score was 3.08 (SD = 0.51), indicating a moderate level of oral presentation anxiety. The highest mean score was recorded for "My heart beats faster when presenting in front of an audience" (M = 3.62, SD = 0.88), followed by "I feel nervous before starting a presentation" (M = 3.48, SD = 0.92). These findings suggest that physiological symptoms were among the most common forms of anxiety experienced by the respondents.

The lowest mean score was obtained for "I often feel unprepared even when I have practised" (M = 2.79, SD = 0.96), indicating that most respondents generally felt adequately prepared before presenting. Overall,

although respondents demonstrated confidence in their presentation abilities, they continued to experience a moderate degree of presentation anxiety. Thus, Hypothesis 2 (H2) was supported.

TABLE III: DESCRIPTIVE STATISTICS FOR ORAL PRESENTATION ANXIETY

Items	M	SD
I feel nervous before starting a presentation.	3.48	0.92
My heart beats faster when presenting in front of an audience.	3.62	0.88
I worry about making mistakes during my presentation.	3.05	0.83
I feel tense or anxious while presenting.	2.88	0.94
I find it difficult to concentrate on my content when anxious.	3.10	0.86
I fear being negatively evaluated by my audience.	2.97	0.90
I experience physical symptoms (e.g., sweating, shaking) during presentations.	2.91	0.87
I often feel unprepared even when I have practiced.	2.79	0.96
Presentation anxiety affects the clarity of my speech.	2.95	0.91
CUMULATIVE MEAN	3.08	0.51

C. Relationship Between Self-Efficacy and Oral Presentation Anxiety

Pearson's Product-Moment Correlation analysis was conducted to examine the relationship between oral presentation self-efficacy and oral presentation anxiety. The analysis revealed a statistically significant negative relationship between the two variables ($r = –0.46$, $p < .001$). This indicates that students with higher levels of oral presentation self-efficacy tended to report lower levels of oral presentation anxiety. Based on Cohen's (1988) interpretation of correlation coefficients, an r-value of 0.46 represents a moderate association. Therefore, Hypothesis 3 (H3) was supported, indicating a significant negative relationship between oral presentation self-efficacy and oral presentation anxiety among diploma students at Politeknik Kota Bharu.

TABLE IV: RELATIONSHIP BETWEEN SELF-EFFICACY AND ANXIETY

Variables	Self Efficacy	Anxiety
Self-efficacy	1	-0.46**
Anxiety	-0.46**	1

Note: **p < .001

D. Discussion

The present study found that diploma students at Politeknik Kota Bharu demonstrated a high level of oral presentation self-efficacy while simultaneously reporting a moderate level of oral presentation anxiety. Although these findings may appear contradictory, they are theoretically plausible. Self-efficacy reflects students' confidence in their ability to perform a task, whereas anxiety represents their emotional response when performing that task. Consequently, students may believe they possess the necessary presentation skills while still experiencing nervousness due to audience evaluation, assessment pressure, or fear of making mistakes.

The significant moderate negative correlation ($r = –0.46$) indicates that students with stronger beliefs in their presentation capabilities generally experienced lower levels of presentation anxiety. This finding supports Bandura's (1997) Self-Efficacy Theory, which proposes that individuals with stronger efficacy beliefs are better able to regulate emotional responses when facing challenging situations. Students who believe they can prepare effectively, communicate clearly, and respond confidently to audience questions are less likely to perceive oral presentations as threatening.

The findings are consistent with previous studies conducted by Ahmed et al. (2025), Handayani et al. (2025), and Purba & Siahaan (2023), all of which reported significant negative relationships between self-efficacy and speaking anxiety. The magnitude of the present correlation ($r = –0.46$) is comparable to those reported in earlier studies, suggesting that self-efficacy is an important psychological factor influencing presentation anxiety across different educational settings, including TVET.

Nevertheless, the correlation observed in this study should not be interpreted as evidence of a causal relationship. Because the study employed a quantitative correlational design, it demonstrates an association between the variables but cannot establish that increasing self-efficacy will directly reduce presentation anxiety. Other factors, such as previous presentation experience, communication competence, personality traits, lecturer support, and classroom environment, may also contribute to students' anxiety levels.

From a pedagogical perspective, the findings highlight several implications for TVET educators. Since students generally possess high confidence but continue to experience moderate anxiety, instructional strategies should focus not only on developing communication skills but also on helping students manage anxiety in authentic presentation contexts. Lecturers may incorporate scaffolded presentation activities, peer observation, constructive feedback, reflective practice, and low-stakes presentation opportunities to strengthen students' confidence while creating a supportive learning environment.

These findings contribute to the limited body of empirical evidence concerning oral presentation self-efficacy and anxiety within Malaysian TVET institutions. They provide practical guidance for curriculum developers and educators seeking to enhance students' communication competence and graduate employability through evidence-based instructional practices.

V. CONCLUSION

The present study examined the relationship between oral presentation self-efficacy and oral presentation anxiety among diploma students at Politeknik Kota Bharu. The findings revealed that the respondents demonstrated a high level of oral presentation self-efficacy ($M = 4.11$, $SD = 0.58$) while experiencing a moderate level of oral presentation anxiety ($M = 3.08$, $SD = 0.51$). Pearson's Product-Moment Correlation analysis indicated a significant negative relationship between the two variables ($r = –0.46$, $p < .001$), suggesting that students with higher self-efficacy tended to report lower levels of oral presentation anxiety.

These findings support Bandura's (1997) Self-Efficacy Theory, which proposes that stronger efficacy beliefs are associated with greater confidence in performing challenging tasks and more effective management of emotional responses. Nevertheless, because this study employed a correlational research design, the findings demonstrate an association rather than a causal relationship between self-efficacy and oral presentation anxiety.

The study has several practical implications for TVET education. Lecturers should incorporate instructional strategies that strengthen students' confidence through scaffolded presentation activities, authentic communication tasks, constructive feedback, peer observation, and reflective learning. Such approaches may enhance students' oral communication competence while being associated with lower levels of presentation anxiety. Developing these competencies is particularly important because effective communication is a key employability skill expected of TVET graduates.

A. Limitation

Several limitations should be acknowledged. First, the study employed convenience sampling, which may limit the representativeness of the sample. Second, all participants were recruited from Politeknik Kota Bharu, thereby restricting the generalisability of the findings to other Malaysian TVET institutions. Finally, the correlational design does not permit conclusions regarding causal relationships between self-efficacy and oral presentation anxiety.

B. Recommendations for Future Research

Future studies should involve participants from multiple polytechnics and other TVET institutions across Malaysia to improve the generalisability of the findings. Researchers are also encouraged to employ probability sampling techniques and larger sample sizes. In addition, longitudinal or experimental research designs could be conducted to examine whether interventions designed to strengthen oral presentation self-efficacy are associated with reductions in presentation anxiety over time. Future studies may also investigate additional factors, such as

communication competence, personality traits, lecturer support, prior presentation experience, and classroom learning environments, that may influence students' oral presentation anxiety.

DECLARATION OF GENERATIVE AI USAGE

During the preparation of this work the authors used ChatGPT and Grammarly in order to brainstorm ideas and paraphrase. The authors declare that they reviewed and edited the final output as needed and take full responsibility for the content of the published article.

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