

Lived Experiences of Students' Confidence in Oral Participation

Roela Kathrena R. Embrado, Marichu P. Bermoy, Sarah Mae Y. Jala, and Joel C. Tahimic

Department of Teacher Education, UM Panabo College, Panabo City, Davao del Norte, Philippines

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ABSTRACT

This phenomenological study explored the confidence of students in oral participation in classroom activities at UM Panabo College. Specifically, it examined students' experience of confidence in oral participation, the challenges that affect their confidence in class participation, their coping mechanisms to overcome low confidence, and what they gained about the impact of confidence on their learning and classroom experiences. In-Depth Interviews (IDI) and Focus Group Discussion (FGD) were used to gather rich insights from selected participants by purposive sampling. The data were analyzed using thematic analysis to find recurring patterns and meanings in the participants' lived experiences. The findings revealed that confidence in oral participation is developed through repeated exposure, preparation, positive speaking experiences, and positive classroom interactions. However, students encountered challenges like nervousness, fear of being judged, lack of preparation, communication problems, and psychological and environmental barriers. Students used practice and rehearsal, self-reflection, simulation, positive self-talk, and emotional control strategies to deal with these problems. The findings further emphasized that confidence plays a significant role in enhancing students' participation in class, communication, and self-expression, and their overall learning experiences. The study highlights the importance of fostering supportive learning environments and implementing classroom strategies that encourage students to develop confidence and actively participate in oral classroom activities.

Keywords: Confidence, Oral Participation, Classroom Engagement, Self- Confidence, Phenomenological Inquiry

INTRODUCTION

Confidence is an important aspect of students' perceptions of their abilities, responses to challenges, and self-expression in the classroom. In the Philippine context, Bagalay et al. (2021) reported that college students experienced high levels of anxiety in oral participation, which was mostly linked to low confidence, fear of embarrassment, fear of committing mistakes, and limited communicative competence. Similarly, Grieve et al. (2021) demonstrated that observation and negative evaluation by others substantially diminished students' confidence in academic settings. Likewise, Hartono et al. (2022) reported that negative perceptions of teacher feedback increased students' worry and reduced their confidence. Therefore, understanding students' lived experiences is important for identifying factors that may promote or undermine their confidence in the classroom.

It is important to understand students' lived experiences of confidence because confidence affects their responses to challenges, expression of ideas, and participation in classroom activities. Students' confidence is informed by who they are as people and their experiences within the learning environment. Mundt and Hänze (2023) found that students' participation and behavior were affected by classroom atmosphere, teacher practices, student readiness, and academic demands. Rugambuka and Mazzuki (2023) argue that students' attitudes were influenced by their past experiences, cultural backgrounds, language barriers, and teachers' approaches.

Mundelsee and Jurkowski (2021) showed that supportive peer interaction reduced anxiety and increased participation in shy students. The findings suggest the need to explore how students gain, maintain, or lose confidence in different classroom settings. This study is intended to help educators and school administrators

identify experiences that build or erode students' confidence, thus contributing to a more inclusive and supportive learning environment.

Similarly, Sanchez et al. (2021) found that emotional barriers such as anxiety, fear of negative evaluation by the audience, and low self-esteem are effective in reducing participation in the classroom, so that students do not talk even when they have ideas. Their silence was mainly due to the fear of negative reactions from peers or teachers, which points to the significant role of perceived social risk in a student's decision to participate. Self-confidence acts as a protective factor, allowing students to move forward and engage in a situation where they may feel embarrassed.

In contrast, a high level of confidence makes oral participation easier because it helps students take academic risks and be more actively involved in class discourse. Confident students are the ones who respond first, ask questions, and participate in group discussions without worrying too much about linguistic accuracy. According to Zulkarnain and Widiati (2023), students with strong self-confidence are more willing to communicate and no longer see speaking activities as threats to their performance but as opportunities to improve. This change in attitude leads them to concentrate more on making meaning than on avoiding errors. Because of this, they end up participating more often and with greater meaning. That being said, confidence is a very significant factor in determining students' oral participation.

Previous studies have found that students with higher self-esteem are more likely to speak up, ask questions, and share their ideas than those with lower self-esteem, who often remain quiet even when they know a lot (Zulkarnain et al., 2023). These studies clearly show a link between confidence and involvement in class. However, a key gap is that most studies focus only on numerical measures of confidence and speaking performance, failing to provide a comprehensive understanding of students' actual in-class experiences.

Briones et al. (2023) conducted a qualitative investigation into the confidence levels of English major students in spoken English and the strategies they employed to enhance their confidence. However, the primary emphasis of their study was on developing English proficiency and implementing strategies. Specifically, the research did not examine how they showed their confidence across various classroom contexts, nor did it explore the impact of teachers, peers, and the classroom environment on their confidence levels.

This highlights the necessity of a phenomenological investigation into students' lived experiences of their confidence in oral participation. The present study bridges this gap by investigating participants' experiences, challenges, and perceptions of recitations, class discussions, reporting, oral presentations, and group interactions through in-depth interviews and focus group discussions. The results provide a contextual understanding of the factors that bolster or undermine student confidence.

There are frequent reports that students' oral participation in the classroom is strongly influenced by self-confidence. In Bandura's Social Cognitive Theory, self-efficacy is defined very simply as the belief in one's capability to accomplish certain tasks. This belief affects whether students decide to participate in speaking activities. Rami et al. (2024) found that students' speaking anxiety was influenced by a lack of confidence, anxiety about making errors, and shyness, which affected their speaking performance. These findings suggest that students who fear expressing themselves may refrain from speaking, thereby reducing their opportunity to enhance their communication skills.

As Zulkarnain and Widiati (2023) state, students with higher self-confidence tend to participate more actively in classroom discussions, ask questions, and express their ideas more freely. Then again, students lacking confidence often do not raise their voices in class, even when they understand the lesson. Meaning self-confidence has a greater influence on oral participation than linguistic competence alone, since students may still choose to remain silent even if they have sufficient knowledge. Furthermore, self-confidence is very important to students' task performance and classroom participation, as Moneva and Tribulano (2020) highlight. Their study suggests that learners who feel confident in their abilities are more willing to take academic risks, such as expressing themselves in front of their peers. The studies generally suggest that self-confidence plays an important role in students' active participation in oral classroom activities or their preference for remaining passive.

Sanchez et al. (2021) found that university EFL learners lack motivation due to fear of being judged by the audience, nervousness, and low self-esteem. Students may be inhibited by the fear of being judged by the audience and may hesitate or withdraw from class discussion due to nervousness. Students with low self-esteem may not believe that their contributions are valuable and, therefore, be reluctant to participate. These emotional conditions prevent students from participating in the classroom discussions, even if they have valuable ideas. Emotional stability is essential to the development of self-confidence and for promoting oral participation in academic settings. Emotionally secure students are more likely to participate, share ideas, and interact constructively with their peers and teachers.

Empirical research has consistently shown that self-confidence is strongly associated with participation in speaking. For example, students with low confidence and high anxiety are usually unwilling to participate in oral activities, as they are afraid of making mistakes and being evaluated negatively by others. These emotional barriers can reduce willingness to participate in discussions and speaking tasks (Dewaele et al., 2022). Conversely, students are more likely to engage actively in classroom interactions, despite linguistic challenges. The readiness to talk leads to more frequent speaking activities, which help them develop their communication skills and their participation in the classroom (Dewaele & Li, 2022).

Bandura's Social Cognitive Theory highlights that students' perceptions of their abilities arise from the interaction among the environment, behavior, and personal experience. The theory is grounded in a fundamental idea of self-efficacy, or the belief that one can complete a specific task. Self-efficacy could affect students' responses to challenges, their perceptions of speaking situations, and their engagement in classroom discussion (Schunk & DiBenedetto, 2020). This theory helps to explain the students' confidence or reluctance to ask questions, discuss ideas, and speak in front of their peers, as reported in this study. It also offers a framework for understanding how their affective responses, feedback, prior experiences, and observations of others influence their views.

Vygotsky's Sociocultural Theory adds a social dimension to understanding self-confidence in oral participation, noting that learning is shaped through interaction with others. According to Vygotsky (1978), cognitive and language development occur through meaningful communication with teachers and peers in a socially supportive setting. That means oral participation is one of the main ways through which students acquire language skills and build confidence. When students receive encouragement, scaffolding, and positive reinforcement from teachers and peers, they are more inclined to participate. A friendly and interactive classroom environment is helpful for students' development of confidence in communicating. In contrast, a setting marked by criticism, jokes, or a lack of support may cause students to stop speaking. From this perspective, self-confidence is not a natural attribute but a social consequence of classroom interactions, peer relationships, and teaching methods.

Kolb's Experiential Learning Theory provides a useful framework for learning that is grounded in experience and reflection, highlighting the value of understanding students' confidence in oral participation. This theory suggests that students draw on prior experiences and transfer acquired knowledge to new contexts (Kong, 2021). Oral participation involves activities such as giving oral presentations, participating in class discussions, and delivering recitations. This theory is relevant to the present study because it explains how students describe fluctuations in their confidence resulting from repeated classroom experiences.

This study aims to explore confidence in oral participation during classroom activities. Specifically, the study will explore the lived experiences of students in oral participation in class, such as recitations, class discussions, reporting, oral presentations, and group interactions. This research, with a phenomenological approach, aims to understand the students' experience when speaking in class in terms of confidence, hesitation, and willingness, as well as the factors that influence their participation.

The study is ultimately designed to generate insights that may help improve classroom engagement, teaching techniques, and student support strategies. This study is guided by four (4) research questions: (1) What are the students' experiences with confidence in oral participation? (2) What problems do students face that affect their confidence in oral participation? (3) What are the coping mechanisms students employ to handle low confidence in oral participation? (4) Insights generated by the researchers.

The current study is significant in that it helps to understand better the impact of confidence on students' willingness to engage in classroom discussion and oral activities. Oral participation is a key factor in the learning process because it allows students to express ideas, ask questions, and interact with instructional material, teachers, and classmates. However, some students are unwilling to participate because of fear of making mistakes, fear of being judged, insufficient preparation, or a lack of self-confidence. The study provides a useful understanding of personal and classroom factors that influence oral participation through exploring students' lived experiences.

The results also emphasize the need for a positive classroom climate that promotes interaction and the exchange of ideas between students. The results can assist in identifying the challenges students face in oral participation and the coping methods they use to cope with low confidence. This research is mainly for the benefit of the students, as the findings help them to understand the factors that influence confidence and the importance of oral participation to the development of communication skills and self-expression.

Greater awareness of students' experiences and difficulties in oral activities. Findings may inform the implementation of strategies that incentivize participation, such as providing positive feedback, allocating time for preparation, and cultivating a supportive classroom environment. These findings can be used by academic institutions to enhance classroom participation practices and to develop student support programs that support confidence and communication skills.

This study can serve as a reference for further research on confidence, oral participation, classroom communication, and student engagement. By considering these related factors in greater detail, this research contributes to the current body of knowledge. It can guide future research aimed at improving classroom experiences and student outcomes in these areas. The results underscore the need to develop supportive learning environments that promote participation and open communication. Future research can build on these findings through classroom observation to help better understand student participation. This method would allow researchers to better understand the factors that affect students' willingness to participate and communicate in class and could inform efforts to increase student engagement and confidence.

METHOD

Research Participants

The qualitative research examines the oral participation of college students at UM Panabo College in classroom activities. The selection of these participants was justified by their ability to provide detailed descriptions of their experiences and challenges when speaking in class. Given the aim of this study to explore confidence in oral participation, participants were expected to share specific classroom experiences in recitation, class discussion, oral presentations, reporting, and group interactions.

Materials and Instruments

The main research instruments used in this study were in-depth interviews (IDI) and focus group discussions (FGD). Semi-structured, open-ended questions were used in the IDI to elicit participants' experiences, challenges, and emotions regarding oral participation and confidence. This method enabled us to gather rich accounts of students' decisions to speak or remain silent in the classroom. All interviews were audio-recorded with participants' consent to facilitate accurate transcription of the data.

The second instrument was a Focus Group Discussion (FGD) to gather participants' shared experiences, perceptions, and insights regarding their confidence in oral participation. Group discussions facilitated the identification of common patterns, similarities, and differences among students' classroom experiences. They discussed the students' willingness to speak in the FGD, the factors that influenced their confidence, the classroom environment, peer pressure, teacher support, and the challenges faced during oral participation. The discussion was semi-structured and open-ended, allowing participants to express their thoughts freely while keeping the discussion focused on the study. With participants' consent, the FGD was audio-recorded to ensure accurate documentation and transcription of responses.

Design and Procedure

A qualitative research design was used to investigate students' experiences, perceptions, and interpretations of confidence in oral involvement. Hennink et al. (2020) explain that qualitative research offers an approach to analyzing people's knowledge and interpretations of their experiences in specific social settings. This design was chosen to permit a grounded understanding of participants' lived experiences, perceptions, and responses regarding confidence and oral participation, rather than to provide a quantitative measure of confidence. Looking at participants' stories, the study sheds light on the social, cultural, and educational factors influencing confidence and oral contributions.

In this study, the researchers employed a phenomenological approach to examine students' lived experiences of confidence in oral participation. Phenomenology is well-suited to educational research, as it enables researchers to articulate and understand complex human experiences from participants' perspectives (Alhazmi & Kaufmann, 2022). In this study, the researchers examined how students perceived and understood confidence across various contexts, including recitations, class discussions, reporting, oral presentations, and group interactions.

To gather data for this study, the researchers used both in-depth interviews (IDIs) and focus group discussions (FGDs) to obtain rich, meaningful information. The in-depth interview was conducted with ten (10) selected participants to gather detailed individual experiences, perceptions, and challenges related to confidence in oral participation. In-depth interviews were appropriate for qualitative research because they enabled the researcher to obtain detailed information about participants' subjective experiences through open-ended, conversational questioning (Rutledge & Hogg, 2020).

On the other hand, the Focus Group Discussions were conducted with seven (7) selected participants to gather shared experiences and collective insights about oral participation in class. The FGD helped the researchers identify common patterns, similarities, and differences in students' experiences regarding confidence, classroom environment, peer interaction, teacher support, and willingness to speak. Ayron et al. (2024) explained that focus groups are used to explore participants' experiences, opinions, and motivations, and that the interaction among the participants helps generate group-based perspectives. Therefore, the use of FGD is appropriate for this study because confidence in oral participation may be influenced not only by individual experiences but also by peer interaction and classroom dynamics.

Data were analyzed with thematic analysis in this study. Reflective thematic analysis is a flexible qualitative method that enables investigators to identify, analyze, and report patterns or themes within a data set (Byrne, 2021). This method is appropriate for this study because it provides a systematic approach to reviewing the IDI and FGD transcripts to identify recurring themes related to students' experiences, challenges, coping mechanisms, and opinions on self-assurance in oral participation. Thematic analysis enabled the classification of participants' responses into coherent themes representing the study's central findings.

The reliability of this study was ensured by the credibility, transferability, dependability, and confirmability criteria. To maintain credibility, semi-structured questions were used. With participants' consent, interviews and focus group discussions were audio-recorded, and responses were accurately transcribed. Detailed descriptions of participants, the research setting, and the data-gathering process were provided to support transferability, enabling future researchers to understand the study's context. Reliability was established through consistent procedures for data collection and analysis. Confirmability was established by minimizing researcher bias and using participant responses to inform the findings. Stahl and King (2020) argued that qualitative research is more trustworthy when researchers clearly outline their procedures and ensure that findings are grounded in participants' experiences.

Ethical considerations were strictly observed throughout the study. Before data collection, permission was obtained from the school, and informed consent was secured from all participants. Participants received information regarding the study's purpose, procedures, voluntary nature of participation, and their right to withdraw at any time. Personal identifiers were not disclosed in the presentation, and they have the right to

withdraw at any time. Personal identifiers were not disclosed in the presentation or discussion of findings; instead, codes and pseudonyms will be used to ensure participant confidentiality.

Furthermore, the study was conducted in accordance with Republic Act No. 10173, also known as the Data Privacy Act of 2012, to ensure that participants were treated with strict confidentiality and that data were used exclusively for academic and research purposes. Identifying information was either erased or replaced with codes to prevent participant identification. All information was securely stored and not disclosed to any unauthorized individual or organization.

RESULTS AND DISCUSSIONS

The findings illustrate students' experiences of confidence in oral participation during classroom activities, including recitations, class discussions, reporting, oral presentations, and group interactions. Additionally, the discussion identifies factors influencing students' willingness or reluctance to participate orally, including personal experiences, classroom environment, peer interactions, teacher support, and coping strategies used when encountering challenges in oral participation.

Table 1 Students' Experiences Regarding Confidence in Oral Participation

ESSENTIAL THEMES	CLUSTER THEMES
Confidence Develops Through Repeated Exposure and Experience	• Confidence improves through habitual speaking • Experience strengthens communication confidence • Familiarity with the environment builds confidence
Nervousness as a Common Barrier to Oral Participation	• Physical manifestations of nervousness • Anxiety during public speaking situations • Feelings of being overwhelmed and panic
Preparedness and Knowledge Enhance Confidence	• Confidence comes from knowing the answer • Lack of preparation increases anxiety • Confidence is connected to academic readiness
Positive Speaking Experiences Foster Self-Confidence	• Speaking is enjoyable and motivating • Sense of pride from participation • Relief and satisfaction after speaking
Social and Environmental Factors Influence Confidence	• Classroom atmosphere affects confidence • Audience presence creates pressure • Positive peer engagement encourages participation

Confidence Develops Through Repeated Exposure and Experience.

The first theme indicated that students gained more confidence in oral participation with increased practice, exposure, and familiarity with speaking situations. While initial nervousness is common, repeated participation fosters increased comfort and self-assurance.

Confidence improves through habitual speaking.

Participants indicated that confidence develops gradually and is reinforced by regular practice, experience, and know-how with classroom speaking situations. The participants' answers show that a dynamic between nervousness and self-confidence marks students' experiences of confidence in oral participation. As students engage in oral activities, they become more comfortable expressing their ideas, reducing nervousness over time. This is supported by Cong et al. (2022). Regular opportunities to speak improve students' communication skills and confidence.

Experience strengthens communication confidence.

Participants also stated that communication and public speaking skills improve with experience. As opportunities for oral participation increased, participants gradually developed greater confidence in their communication abilities. This demonstrated that the more students participate, the more they learn how to organize their thoughts, convey their ideas, and communicate effectively in classroom conversations. Active engagement enables learners to apply theoretical knowledge in practical situations, receive feedback, and achieve continuous improvement. This means that students who frequently engage in speaking activities build greater confidence in communication as experience boosts their language competence and speaking performance (Almusharraf & Bailey, 2021).

Familiarity with the environment builds confidence.

Participants also highlighted the importance of becoming familiar with the place to build confidence. They indicated that familiarity with both peers and surroundings contributed to a sense of safety and increased willingness to participate. These responses revealed that the development of confidence is based on familiarity with the classroom environment and with peers. When students are comfortable with their environment, they are less nervous and more eager to contribute orally. Supportive and familiar learning environments can positively impact learners' confidence by reducing fear and increasing participation. When students feel psychologically safe and welcomed in their learning environment, they are more likely to participate in classroom conversations (Mercer & Dörnyei, 2020).

Nervousness as a Common Barrier to Oral Participation.

The second theme revealed that students consistently described nervousness as a dominant emotional experience during oral participation. Feelings of anxiety, shakiness, stuttering, and being overwhelmed often affected their confidence when speaking in class. It demonstrates that, despite recognizing the importance of classroom participation, students continue to struggle with emotional barriers that undermine their confidence in speaking.

Physical manifestations of nervousness.

Students mentioned several physical signs of nervousness when they participated verbally in class. Anxiety was expressed both emotionally and physically, such as stuttering, shaking, and having difficulty speaking clearly, they noted. These responses indicate that many students first experience anxiety, shakiness, stuttering, and fear of making mistakes. These emotional and physiological responses have a great impact on the students' confidence and participation. As García-Monge et al. (2023) stated, speaking anxiety affects students' oral performance, as it often triggers physiological responses such as shaking, stuttering, and speech difficulties.

Anxiety during public speaking situations.

Participants also said they feel more nervous when speaking to an audience. Speaking in front of the class created tension and pressure, making participants more aware of being watched and judged, which undermined their confidence. This shows that students often feel fear in public speaking settings. Addressing this challenge necessitates a purposeful change in instructional strategies to emphasize supportive, low-stakes speaking opportunities. The presence of an audience increases pressure on students, heightening their self-

consciousness regarding performance and potential mistakes. According to Toyama and Yamazaki (2021), the most common source of classroom anxiety is speaking in front of an audience, as students fear negative judgment and social embarrassment.

Feelings of being overwhelmed and panic.

The participants' responses showed that oral participation sometimes caused panic and emotional overwhelm, especially when they were asked to speak unexpectedly. These feelings affected their ability to think clearly and respond with confidence. The responses show that oral participation can elicit strong emotions that negatively affect students' ability to speak well. Panic can interfere with focus, memory recall, and self-confidence. Emotions related to anxiety and panic have a major impact on oral communication because they hinder students' cognitive performance and their motivation to participate in classroom interactions (Yinxing Jin et al., 2020).

Preparedness and Knowledge Enhance Confidence. The third theme that emerged from the findings is that students emphasized that confidence in oral participation is strongly influenced by their level of preparation and understanding of the topic. Being knowledgeable allows them to respond more confidently, while a lack of preparation heightens nervousness.

Confidence comes from knowing the answer.

The participants explained that when they know the lesson, their confidence increases. The findings suggest preparedness decreases anxiety and promotes active engagement, whereas a lack of preparation often fosters hesitation and self-doubt. Responses showed that confidence comes from subject knowledge and thorough preparation, whereas new situations and a lack of preparation increase nervousness. As Mundt et al. (2022) suggest, students with adequate content knowledge tend to be more confident in speaking because they feel more able to answer questions and defend their ideas when interacting with the teacher and their peers.

Lack of preparation increases anxiety.

Participants also highlighted that a lack of preparation increased anxiety and nervousness. Inadequate preparation or unfamiliarity with the topic led to uncertainty and fear of making mistakes during oral participation. This suggests that the doubt stems from a lack of preparation, and students are not confident enough to speak. Unexpected questions and unfamiliar topics increase nervousness, since students believe they cannot answer correctly. According to Findikli (2023), insufficient preparation is the primary factor contributing to students' nervousness during oral communication. Therefore, providing students with effective preparation strategies is essential for enhancing their confidence and alleviating nervousness in public speaking contexts.

Confidence is connected to academic readiness.

Participants also associated confidence with academic preparedness and the ability to answer correctly. Participants' confidence was boosted when they knew the lesson content and felt they could give correct answers. The results showed that confidence is formed by academic preparation and students' perceptions of their abilities. Academic preparation, according to Apat et al. (2023), boosts students' confidence and reduces their fear of failure, thereby increasing their oral participation. Thus, it is necessary to promote academic preparation and positive self-perception so that students can engage actively and confidently in oral communication tasks.

Positive Speaking Experiences Foster Self-Confidence.

In the fourth theme, students expressed positive feelings such as enjoyment, pride, motivation, and relief, as well as nervousness, which enhanced their confidence and preparedness to speak up in class. These positive experiences encourage them to participate more frequently in future class discussions.

Speaking is enjoyable and motivating.

Participants said that speaking in class was an enjoyable experience when they felt safe and supported. This implied that oral recitation might provoke them to express themselves and to become more confident over time. Participants admitted that supportive classroom environments and positive audience engagement helped students become more comfortable when speaking. When students enjoy the participation, they express their opinions and discuss in class. These findings were supported by Bennett and Mekler (2024), who found that positive and enjoyable learning experiences improve self-motivation. Consequently, cultivating an encouraging classroom atmosphere is an effective strategy for increasing student participation and fostering long-term communication skills.

Sense of pride from participation.

Participants also expressed pride when they were able to share their ideas in class. Their responses suggested that participation gave them a sense of achievement and helped them see themselves as capable learners. This demonstrated that oral participation might provide students with a sense of satisfaction and accomplishment. Sharing knowledge and contributing ideas that matter can increase their self-esteem and boost confidence. These findings support Putwain et al.'s (2021) study, which finds that successful participation in the classroom boosts students' academic self-confidence by helping them see themselves as capable contributors to the learning process.

Relief and satisfaction after speaking.

Participants likewise described feelings of relief and satisfaction after completing speaking tasks. These positive emotions contributed to the perception that oral participation was manageable. The results indicate that the oral participation activities reduced fear and helped build confidence. Every successful speaking experience enhances learners' self-confidence and reduces their communication anxiety, leading to improved participation in classroom interactions (Zhang et al., 2020). Therefore, integrating regular, consistent opportunities for oral participation is an essential strategy for fostering student confidence and ensuring engagement in the learning process.

Social and Environmental Factors Influence Confidence.

The fifth theme highlights the role of social and environmental factors in shaping students' confidence during oral participation. The findings indicated that classroom atmosphere, audience interaction, and the broader social environment substantially affect students' willingness to participate orally.

Classroom atmosphere affects confidence.

Participants discussed how the classroom environment impacted their self-confidence. A relaxed, encouraging environment made them feel more comfortable, whereas a tense one made them more nervous. They also emphasized that the classroom environment plays an important role in building students' confidence. When the classroom is comfortable and supportive, anxiety is lessened. Positive classroom environments foster students' readiness to speak by reducing fear and establishing a sense of psychological safety (Li et al., 2022). Consequently, intentionally cultivating a supportive classroom climate is essential to encouraging active participation and developing key communication skills.

Audience presence creates pressure.

Participants also described the audience as a source of pressure during oral participation. Knowing that their classmates were listening made them more conscious of their words and performance. The responses indicated that a larger audience heightened participants' pressure and increased their self-consciousness during performance. Participants also reported a perceived need to impress classmates, which diminished their confidence in speaking. These findings align with Grieve et al. (2021), who found that students' fear of public speaking was associated with being observed and negatively evaluated by an audience. Hence, reducing

students' anxiety about audience perception is essential for developing confidence and the ability to communicate effectively.

Positive peer engagement encourages participation.

Participants further emphasized that positive peer engagement was encouraged. When classmates listened, responded, or showed support, they felt more accepted and more confident about participating. The findings indicated that positive interactions with classmates promoted more active student engagement. Over time, increased participation helps to transform nervousness into confidence, allowing students to speak up, share knowledge, and engage in active discussion. Peer support was found to positively affect students' confidence and communicative behavior (Hoferichter et al., 2022). Establishing a supportive learning environment that encourages students to contribute and develop strong communication skills is vital to fostering excellent peer interactions.

Table 2 Challenges That Undermine Students' Confidence in Their Oral Participation

ESSENTIAL THEMES	CLUSTER THEMES
Lack of Preparation and Insufficient Knowledge Undermine Confidence	• Unpreparedness reduces self-confidence • Limited knowledge causes hesitation • Difficulty understanding the topic creates uncertainty
Fear of Judgment and Negative Evaluation Hinder Participation	• Fear of being judged by others • Fear of giving incorrect answers • Pressure from peers and authority figures
Language Expression and Idea Delivery Create Communication Difficulties	• Difficulty finding appropriate words • Challenges in expressing and explaining ideas • Fear of miscommunication
Psychological and Emotional Barriers Affect Confidence	• Nervousness and fear as primary obstacles • Mental blocks and overthinking • Emotional and personal struggles affect participation
Environmental and Situational Factors Disrupt Oral Participation	• Classroom distractions affect concentration • Performance difficulties during speaking • Pressure from public attention

Lack of Preparation and Insufficient Knowledge Undermine Confidence.

The first theme demonstrated that students saw lack of preparation and lack of subject understanding as significant impediments to their confidence in oral participation. If students were new to the topic or lacked sufficient understanding, they were hesitant and uncertain when expressing their opinions.

Unpreparedness reduces self-confidence.

Participants stated that the lack of preparation made them feel unsure and apprehensive. They were less confident when speaking if they were unprepared and knew little about the subject. The study found that

uncertainty stems from a lack of preparation and knowledge, and that fear of judgment and of making mistakes prevents full engagement. Findikli (2023) argued that the students' speaking anxiety increases and their confidence decreases while they are in the classroom since they are not well prepared. Therefore, it is important to provide students with structured preparation opportunities to reduce fear and enable them to participate confidently in classroom activities.

Limited knowledge causes hesitation.

Participants also indicated that limited knowledge causes hesitancy when participating orally. This doubt about their knowledge undermined their confidence in contributing to class discussions. The findings suggested that students felt less confident when they lacked knowledge, encountered difficult questions, or were unfamiliar with the topic, which prevented them from framing their solutions with confidence. This is supported by Apat et al. (2023), who found that students with a lack of understanding tend to be hesitant and have low engagement because they are unsure whether their answers are correct.

Difficulty understanding the topic creates uncertainty.

Participants identified challenges in comprehending complex topics as a factor that diminished their confidence. Difficulty understanding questions or subject matter increased uncertainty and hindered confident participation in class discussions. Responses implied that difficult topic matter and uncertainty about accuracy created increased self-doubt and worry. Students may choose not to participate due to fear of not knowing about the topic or giving the wrong answer. Putwain et al. (2020) noted that academic ambiguity can often undermine students' confidence. If students are unsure of their understanding, they fear that they will fail.

Fear of Judgment and Negative Evaluation Hinder Participation.

The second theme revealed that many students expressed concerns about how others might perceive their responses. Fear of making mistakes, criticism, or negative judgments substantially reduced students' willingness to participate orally. Anticipation of criticism, embarrassment, or negative feedback discouraged many students from contributing to class discussions.

Fear of being judged by others.

Participants indicated that fear of judgment negatively influenced their confidence in speaking engagements. Fear of how others would respond led to greater reluctance to speak. The findings reveal that fear of judgment is a key obstacle to students' verbal participation. Many pupils fear evaluation or misinterpretation by others, thereby decreasing their willingness to participate actively. Dewaele et al. (2021) found that anxiety about poor judgment remains one of the strongest predictors of fear of speaking in class among children. Therefore, creating a nonjudgmental teaching environment is an important step in tackling students' fears and encouraging more frequent and meaningful participation.

Fear of being wrong.

Participants also expressed concern about giving incorrect answers during class discussions. This fear led them to question their responses and, in some cases, to refrain from speaking. The results revealed that pupils feared being scolded for incorrect responses, being looked down upon by their classmates, or failing to meet their teachers' expectations. Such fears heightened their uneasiness and often prohibited them from speaking confidently. These findings are consistent with Toyama and Yamazaki (2021), who found that students are reluctant to participate in classroom discussions for fear of making mistakes and of being negatively assessed by others.

Peer and authority pressure. Participants also stressed that the pressure was coming from both classmates and teachers. Oral engagement was more challenging due to strict teachers, scary circumstances, and peer responses. The findings indicated that both peer expectations and teacher behavior influence students' confidence. Anxiety may develop, and the willingness to engage in stringent school situations may decline.

According to Mercer and Dörnyei (2020), supportive teacher-student connections foster confidence, whereas scary classroom environments are associated with increased communication apprehension.

Language Expression and Idea Delivery Create Communication Difficulties.

The third theme suggested that students had difficulty expressing their ideas in spoken English. Students often developed ideas but had difficulty selecting appropriate words, organizing their ideas, and expressing their responses coherently.

Problems with finding the right words.

Participants struggled to find the relevant words during oral presentations in class. The difficulty threw them off their stride a bit because they wanted to get their ideas across effectively, yet sometimes found themselves stumbling. The results showed that people often struggled to select the appropriate words and to articulate their ideas clearly. As Zhang et al. (2020) have observed, problems with vocabulary recall and language organization might undermine students' confidence, as they worry about their ability to express themselves correctly. Therefore, targeted support for vocabulary growth and language organization is important for reducing students' anxiety and enhancing their ability to communicate ideas effectively.

Challenges in expressing and explaining ideas.

Participants also discussed that although they sometimes had ideas, they found it difficult to articulate them effectively. These findings suggest that confidence depends on both content knowledge and clarity of delivery. The findings showed that confidence in communication is not just about having ideas but also about communicating them effectively. Students' confidence drops when they are unable to express their ideas. These findings support Nguyen et al. (2023), who found that students frequently struggle with communicating due to a lack of confidence in structuring and presenting their thoughts in classroom discussions. Therefore, developing students' skills in organizing and articulating their thoughts is essential for enhancing communication confidence.

Fear of miscommunication.

Participants likewise expressed concern that their answers might be misinterpreted. This apprehension contributed to hesitation, as they desired accurate communication of their intended meaning. The findings revealed that participants hesitated to speak when they were uncertain whether their answers were correct or clearly understood. Their difficulty expressing their thoughts also reduced their confidence in participating orally. This finding is supported by Muengnakin and Narathakoon (2025), who reported that fear of using incorrect words or sentence structures discouraged students from speaking in class.

Psychological and Emotional Barriers Affect Confidence.

The fourth topic that emerged from the study data revealed that individuals had different psychological challenges that undermined their confidence, such as dread, uneasiness, overthinking, emotional struggles, and mental barriers. Often, these psychological hurdles block pupils from thinking clearly and communicating effectively.

Main hurdles include anxiousness and dread.

Participants cited uneasiness and worry as the biggest hurdles to confidence. Such feelings highlighted their involvement and led to uncertainty, disorientation, and difficulty expressing their responses. The responses showed that the participants described psychological and emotional barriers as major factors affecting their confidence. Students could know the answers to questions, but often their anxiety stops them from expressing themselves properly. According to García-Monge et al. (2023), nervousness and fear are among the most important predictors of communication anxiety. Students with high anxiety engage less and are less confident in spoken classroom activities.

Mental blocks and overthinking.

Participants also highlighted experiencing mental blocks and overthinking when speaking in front of others. Scattered or blank thoughts characterize it, impairing their ability to organize ideas and respond coherently.

The findings revealed that overthinking hinders students' ability to organize and articulate their thoughts. An excessive fear of the appropriate words or the ideal answer can lead to more hesitations and less confidence in oral participation. According to Jin et al. (2020), students who fear speaking tend to overthink and experience cognitive interference. Therefore, providing students with cognitive strategies to manage overthinking is essential for enhancing their confidence and oral participation.

Emotional and personal struggles affect participation.

Participants further emphasized that emotional and personal struggles outside the classroom can affect their confidence. Difficulty managing personal emotions increased the challenge of oral participation. This suggested that students' personal and emotional concerns outside the classroom sometimes reduced their focus and made oral participation more difficult. It can be a distraction for students and hinder their ability to participate in classroom discussions. According to Shaunessy-Dedrick et al. (2022), students' emotional well-being was strongly connected with academic participation and confidence in communicating.

Environmental and Situational Factors Disrupt Oral Participation.

The fifth theme from the study shows that students feel that external classroom circumstances negatively affect their confidence and speaking performance. These external circumstances usually increase pressure, making you more nervous and hesitant. Participants mentioned classroom distractions that often prevented them from focusing on speaking participation. Interruptions broke mental patterns and reduced confidence.

Classroom distractions affect concentration.

Participants explained that classroom distractions often interfere with their concentration during oral participation. These interruptions disrupted thought processes and diminished confidence. Responses indicated that classroom distractions, attention in public, and peer/teacher pressure were factors contributing to children's problems with oral participation. Monteiro et al. (2021) found that classroom interruptions severely impact students' concentration, communication skills, and confidence in academic pursuits.

Difficulty performing when speaking.

Participants faced difficulties such as stuttering, fast talking, and brain block. These issues heightened their awareness of their performance and, consequently, affected their confidence. Results showed that under pressure, speech problems such as stuttering and speaking too fast became more prominent, thereby impairing classroom engagement. When students stutter or speak too fast, they become more self-conscious and lose confidence in speaking in class. These results are consistent with Toyama and Yamazaki (2021), who state that speech disturbances, such as stuttering, hasty speech, and difficulty structuring thoughts, are among the usual ways of exhibiting communication concerns.

Pressure from public attention.

Participants further described feeling pressured when they became the center of attention. This heightened awareness of their words, actions, and potential errors intensified anxiety. This showed that public attention could exert pressure and instill fear during oral engagement. Students are more mindful of their performance because they know their classmates and teachers are observing them closely. Li et al. (2022) found that students' classroom speaking anxiety increases when they feel assessed by peers. All these characteristics together influence students' confidence and willingness to participate in classroom discussions.

Table 3 Coping Mechanisms Do Students Use to Deal with Low Confidence in Oral Participation

ESSENTIAL THEMES	CLUSTER THEMES
Practice and Rehearsal as Confidence-Building Strategies	● Practicing presentations and reports beforehand ● Repeating and reviewing what to say ● Self-monitoring through review
Self-Practice Through Reflection and Simulation	● Mirror practice for confidence development ● Talking to oneself as practice ● Imagining speaking situations
Positive Self-Talk and Mindset Enhancement	● Encouraging oneself through positive self-talk ● Maintaining a positive mindset ● Accepting mistakes as part of learning
Emotional Regulation and Anxiety Management	● Relaxation and breathing techniques ● Emotional preparation before speaking ● Managing nervousness through self-control
Strategic Preparation and Performance Management	● Organizing and focusing responses ● Monitoring delivery and communication ● Physical and practical preparation

Practice and Rehearsal Strategies to Build Confidence.

The first feature revealed in the study is that students often cope with low confidence by practicing and rehearsing their answers repeatedly before speaking in class. This preparation and regular exposure to their presentations enhances familiarity with the subject and builds confidence in delivery. Practice helps students become more comfortable with the required knowledge, reducing uncertainty and increasing overall readiness.

The findings suggested that the participants emphasized practice and rehearsal as essential coping mechanisms for overcoming low confidence. Practicing presentations in advance helps students become more comfortable and ease their nervousness about speaking to an audience. With these findings supported by Sato and Lam (2021), regular practice benefits learners' oral performance by improving familiarity with the topic and reducing speaking nervousness.

Repeating and reviewing what to say.

Participants employed repetition and review as preparatory strategies before speaking. These practices increased familiarity with their responses and enhanced readiness for participation. The findings demonstrated that through repeated preparation, reviewing their delivery, and rehearsing presentations, students become more familiar with their material and reduce the uncertainty associated with oral participation. According to Apat et al. (2023), preparation and rehearsal can minimize communication anxiety by enhancing students' perceived competence and readiness to participate in the classroom.

Self-monitoring through review.

Participants further described self-review of their delivery and responses as part of preparation. This approach reflected efforts to improve through increased self-awareness of speaking performance. The findings

suggested that self-monitoring allows students to analyze and improve their performance. By listening to recordings, students may discover where they need to improve and feel more confident with their speaking skills. As Zhang et al. (2020) support, self-evaluation and reflective practice enhance students' speaking performance and communication confidence. These strategies help them feel more prepared and confident when speaking in front of others.

Self-Practice Through Reflection and Simulation.

The second theme that emerged from the study was that the students reported engaging in self-directed practice by creating simulated speaking situations. They practice independently through mirrors, self-talk, and imagined scenarios to improve their confidence and communication skills.

Mirror practice for confidence development.

Participants utilized mirror practice to simulate speaking situations and build confidence in a controlled environment. This strategy enabled observation of delivery, rehearsal of responses, and enhancement of readiness for oral participation. The findings revealed that students frequently rely on individual practice methods to strengthen their confidence. Mirror practice, self-talk, and visualization techniques allow them to simulate real speaking situations in a safe environment. These findings support Pale and Kamiasi (2021), who found that mirror practice improves self-awareness and speaking confidence by providing learners with the opportunity to assess their communication skills.

Talking to oneself as practice.

Participants practiced by rehearsing aloud to themselves before speaking in class. This strategy facilitated the organization of ideas and increased comfort with their intended responses. The responses indicated that participants became more confident as they grew familiar with their classmates and the classroom environment. In contrast, unfamiliar settings initially caused nervousness. These findings support Mercer and Dörnyei (2020), who explained that a comfortable and supportive learning environment encourages students to participate more actively.

Imagining speaking situations.

Participants utilized imagination as a preparatory technique for oral participation. Visualizing the speaking scenario enhanced their mental readiness and reduced nervousness. The responses showed that visualization helps students mentally prepare for speaking situations, reducing nervousness before actually participating. According to Omar (2025), visualizing increases confidence by allowing individuals to mentally rehearse successful performance before engaging in an activity.

Positive Self-Talk and Mindset Enhancement.

The third theme that emerged from the study revealed that participants reported using positive thinking and self-encouragement to manage their fears and boost confidence. Maintaining a constructive mindset helps them overcome self-doubt and remain focused during oral participation.

Encouraging oneself through positive self-talk.

Participants emphasized the importance of encouraging themselves and maintaining a positive outlook when dealing with low confidence. The findings suggested that students actively use positive self-talk and optimistic thinking to manage low confidence. According to Fritsch et al. (2022), positive self-talk improves self-confidence by reducing worry and enhancing students' beliefs in their capacity to perform successfully.

Maintaining a positive mindset.

Participants emphasized the importance of maintaining a positive mindset during classroom speaking. Self-encouragement helped them manage fear and foster confidence. The responses showed that optimistic students

experience speaking situations as opportunities for growth rather than as sources of fear. A positive mindset helps students to deal with difficult situations with confidence and resilience. According to Rahman & Kaniadewi (2023), pupils with higher levels of positive thinking had lower levels of English-speaking anxiety. It indicates that optimism can decrease fear and discomfort during speaking activities.

Learning from mistakes.

Participants also stressed the need to embrace mistakes as part of the learning process. Sometimes mistakes were embarrassing, but also helpful for improvement and self-confidence. The results suggested that students who view mistakes as learning opportunities have lower anxiety about participation and are more inclined to voice their viewpoint. Dweck (2020) explains that a growth mindset encourages people to see failures as opportunities to progress, thereby helping them become more resilient and confident.

Emotional Regulation and Anxiety Reduction.

The fourth theme in the study highlighted students' use of various strategies to regulate their emotions and reduce uneasiness before and during oral participation. These techniques help students to keep their cool and stay on topic during their speaking events.

Relaxation and breathing techniques.

Participants employed a range of strategies to manage nervousness and maintain emotional stability before and during oral participation. The findings indicated that students address low confidence by regulating their emotional responses before and during oral participation. Techniques such as breathing exercises, calming routines, emotional preparation, and self-regulation help reduce anxiety and enhance students' ability to focus on their oral responses. Jin et al. (2021) report that breathing exercises and relaxation techniques are effective in reducing communication anxiety and improving speaking performance.

Emotional preparation before speaking.

Participants emphasized the necessity of emotional preparation before speaking. Employing calming techniques and cultivating courage enabled them to manage nervousness and maintain focus. The findings revealed that emotional readiness was a crucial factor in helping students overcome fear and participate with confidence. The participants highlighted that they intentionally control their thoughts and emotions to cope with discomfort during oral participation. Belen et al. (2026) found that preparation lowers public speaking anxiety. Consistent with this, participants identified emotional readiness as essential.

Managing nervousness through self-control.

Participants demonstrated that they use self-control to stay focused and calm throughout classroom speaking activities rather than letting anxiety take over. The results showed that the participants regulated their anxiousness by planning their ideas and controlling the pace of their speech. These tactics helped them to focus on oral participation. These results are consistent with Sun (2022), who noted that self-regulated speaking strategies enable learners to regulate their thoughts, emotions, and performance during speaking activities.

Performance Management and Strategic Preparation.

The fifth topic that emerged from the study suggests that students used purposeful tactics to organize their ideas, enhance their delivery, and prepare prior to oral participation. These strategies contribute to a higher sensation of mastery over their performance.

Organizing and focusing responses.

They explained that having a clear answer and focusing on the main idea helps them avoid confusion and communicate more effectively. The findings revealed that organizing thoughts before speaking helps students control fear and enhance the clarity of their responses. Students are more confident and less likely to feel

overwhelmed when they focus on important topics rather than trying to explain everything at once. According to Nguyen and Tong (2023), organizing ideas before speaking improves students' confidence.

Monitoring delivery and communication.

Participants revealed that they pay close attention to how they deliver their responses. They monitor their voice, pacing, facial expressions, and overall presentation to ensure effective communication. The findings showed that organizing their ideas, monitoring their delivery, and engaging in practical preparations help them maintain control over their performance and increase their confidence when speaking before an audience. This is supported by Zhang et al. (2020), who found that self-monitoring helps to create higher levels of communicative awareness and learners' confidence, as it allows them to understand their strengths and mistakes in speaking.

Physical and practical preparation.

Participants emphasized that confidence is influenced not only by mental preparation but also by physical and practical preparation before speaking. These findings indicated that participants recognize the significance of both mental and physical preparation before oral participation. The results showed that participants were aware of the importance of both mental and physical preparations before oral participation. Jin et al. (2021) noted that preparation tactics are vital for boosting communication confidence, as they can minimize uncertainty and increase students' perceived control in speaking settings.

With these coping methods, students gradually feel less anxious, more confident, and more involved in classroom speaking activities. These good effects contribute to personal growth and a more inclusive and supportive learning environment. Students who are more comfortable with self-expression are better able to interact with their peers and instructors.

Generated insights from the researchers:

Confidence is not something students are born with. It is built over time through experience, preparation, and participation. This principle might be seen in the experiences of the students in the various programs throughout the study. The findings revealed that the participants of Bachelor of Secondary Education Major in Filipino, Bachelor of Science in Psychology, Bachelor of Science in Criminology, Bachelor of Science in Business Administration, and Bachelor of Secondary Education Major in English show that students' confidence in terms of oral participation is a key aspect in learning and classroom experience. Based on the participants' experiences, they feel nervous, afraid of making mistakes, or experience difficulty or pressure when expressing their thoughts. However, participation also helps students develop confidence, improve their communication skills, and become more active learners.

Confidence is closely connected to students' preparedness and understanding of the lesson. Participants emphasized that they felt more confident whenever they were knowledgeable about the topic and had enough time to prepare. On the other hand, a lack of preparation and limited understanding often resulted in anxiety, self-doubt, and reluctance to participate. The participants noted that these experiences encouraged students to recognize that confidence is driven not only by personality but also by the effort they put into preparing for classroom activities.

The data also showed an important finding: that mistakes are an integral part of the learning process. A fear of making mistakes hinders active classroom engagement, participants said. Through experience upon experience, they learned to see failures as possibilities for progress. This change in viewpoint enhanced their readiness to talk, offer ideas, and participate in classroom debate despite flaws. The shift in mentality is indicative of the transformative power of embracing mistakes as a means of learning.

The results also emphasized the critical significance of the classroom atmosphere in students' confidence. Participants noted that helpful peers, motivating teachers, and nice classroom interactions reduced anxiety and increased willingness to engage. Students who feel respected, accepted, and free from excessive judgment are more likely to grow in confidence. "Respectful, accepting classrooms are where students feel comfortable

taking academic risks and having meaningful discussions.

The results also showed that teachers, classmates, and classroom experiences are important in developing students' confidence in oral involvement. Participants improved their ability to speak in public, manage nerves, and communicate ideas more effectively through continued exposure to recitations, discussions, presentations, and other speaking activities. Support, encouragement, and pleasant classroom interactions resulted in enhanced confidence, greater involvement in learning, and the development of communication skills relevant to both academic and real-life situations.

CONCLUDING REMARKS

The study shows that students' confidence in speaking in class strongly affects their classroom learning, communication, and overall progress in school. Participant experiences suggest that confidence influences desire to participate in class discussions, reporting exercises, recitations, oral presentations, and other classroom interactions. The results indicate that students' confidence is influenced by their previous experiences, preparation, classroom atmosphere, and their efforts to address speaking problems.

Positive classroom experiences, good preparation, and subject understanding are immensely important in increasing students' confidence. They felt more comfortable talking when they knew the substance of the presentation and had enough time to prepare. Supportive classmates, encouraging teachers, and a constructive classroom environment were found to reduce worries about criticism and mistakes, emotional obstacles, and environmental distractions, all of which are important hurdles that undermine students' confidence and engagement.

Lastly, the study indicated that students adopted different techniques to overcome low self-confidence. Therefore, students' classroom participation increased over time. Students used strategies such as preparation, rehearsal, self-practice, positive self-talk, emotional regulation, and maintaining a constructive mindset to overcome fear and build confidence in speaking settings. With improved confidence, they were more likely to provide ideas, ask questions, and participate actively in classroom learning. The study suggests that Confidence in speaking up is linked to better communication skills, higher academic achievement, and more favorable learning experiences.

IMPLICATIONS

The study suggests that confidence in oral participation is an important factor affecting students' classroom engagement, the development of communication skills, and overall learning experiences. More confidence means that you voice your thoughts more openly, participate actively in discussions, and are more willing to ask questions. Confidence in speaking orally develops slowly via repeated opportunities to speak, sufficient preparation, and pleasant learning experiences. The data also showed that characteristics such as supportive teachers, encouraging classmates, and a comfortable classroom environment influence students' speaking and participation. Confidence is important not only for classroom participation but also for communication skills, self-expression, and academic success. Confidence can be developed, too, with practice, preparation, positive thinking, and regular engagement in speaking activities.

However, the study identifies several problems that limit students' trust in oral participation despite the positive findings. Students occasionally found it difficult to fully participate in class discussions owing to fear of making mistakes, lack of preparation, inadequate knowledge, emotional issues, anxiety, and communication barriers. Participants reported higher levels of anxiety while speaking in front of an audience, when speaking about unknown topics, or when participating in threatening circumstances. The study concludes that students are more motivated when they feel encouraged, valued, and psychologically safe in the classroom—creating a safe space where everyone is encouraged to participate. Mistakes, when seen as learning opportunities, can ease students' fear and boost their confidence. Positive classroom interactions, effective teaching strategies, and meaningful opportunities for speaking further enhance students' willingness to participate orally.

The study suggested that teachers develop classroom environments that are supportive and inclusive, where

students feel safe to participate without embarrassment or judgment. Increased confidence and engagement can result from providing opportunities for constructive criticism, adequate preparation time, courteous classroom interactions, and acknowledgment of student accomplishments. Schools are urged to improve programs and learning activities that build oral communication skills, such as recitations, debates, discussions, oral presentations, and joint projects. Students are encouraged to build confidence through consistent practice, thorough preparation, reflection on their performance, and positive self-talk.

Future research may further explore confidence in oral involvement in other educational contexts, academic domains, and types of learners. Future researchers are also encouraged to observe students' confidence in oral participation, such as their readiness to answer, start conversations, ask questions, voice opinions, make eye contact, speak loudly and clearly, and respond to the teacher and classmates with minimal hesitation. The study examined students' coping with nervousness, preparing for speaking assignments, and displaying confidence in classroom engagement. These insights can inform future studies that aim to examine students' confidence levels more thoroughly and to develop valid measures of confidence in oral engagement across learning situations.

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