



Factors Affecting Public Speaking Success among BSOA Students as the Basis for Instructional Material

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ABSTRACT

This study was conducted to determine the factors affecting public speaking success among Bachelor of Science in Office Administration (BSOA) students at Camarines Sur Polytechnic Colleges. The research explores how psychological, linguistic, social, and technological factors affect students' abilities to communicate effectively. Data was gathered from 244 respondents and analyzed using quantitative methods, including weighted mean, ranking scale, and chi-square tests. The findings reveal a significant relationship between these factors and public speaking performance. Psychological factors indicate that confidence and mental readiness significantly affect a student's ability to speak in public. Linguistic factors highlight the importance of clear and effective language skills. Social factors suggest that interaction and engagement with peers enhance speaking abilities. Technological factors show that familiarity with digital tools and platforms positively influences performance. These results emphasize the need for a comprehensive approach to enhance students' public speaking skills. An intervention program is proposed to address these factors, aiming to boost confidence, improve language proficiency, encourage social interaction, and enhance technological competence. This study provides valuable insights for educators and policymakers, emphasizing the importance of tailored strategies to foster effective communication. By addressing these key areas, students can develop the skills necessary for academic and professional success, contributing to their overall development in a dynamic and competitive environment.

Keywords

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Introduction

Public speaking, which is known as an act of effectively communicating information to an audience, is a skill that is strongly needed for the success of BS Office Administration students [1],[2]. In today's world, proficiency in public speaking is a crucial skill that leads to career advancement, increased employability, and leadership opportunities [3]. The ability to deliver presentations, reports, and updates clearly and confidently is essential for conveying information accurately and engagingly [4]. Effective communication significantly influences students' overall performance and future career success. Therefore, strong public speaking skills are necessary for BS Office Administration students to achieve successful careers.

Proficiency is a decisive factor for success in both academic and professional contexts; however, many college students still lack this ability, which negatively affects their performance in presentations, participation, and confidence [5],[6]. This research explores psychological, linguistic, social, and technological aspects contributing to these challenges in the context of Quality Education (SDG 4). Public speaking anxiety (PSA) is a major barrier, often associated with low self-efficacy and fear of negative evaluation [7],[8]. According to social cognitive theory, individuals' beliefs in their capabilities influence their performance outcomes (Bandura, 1986). Social pressures further intensify these challenges [9]. For BS Office Administration students, PSA significantly affects performance due to frequent communication demands.

Various factors influence public speaking effectiveness, particularly for students who require confidence in professional communication. Psychological barriers such as fear of judgment play a major role, while linguistic limitations such as restricted vocabulary and grammar hinder message delivery [10],[11]. Social and cultural influences, including peer pressure and audience characteristics, also contribute to speaking difficulties [12]. Additionally, while technology offers potential solutions through digital tools and applications, concerns remain regarding accessibility and long-term effectiveness [13].

Through observation, researchers identified that BSOA students face significant challenges in public speaking, particularly in communication effectiveness, persuasion, and presentation skills. These findings highlight the need for curriculum enhancement, improved instructional strategies, and adequate learning resources to better prepare students for professional demands. Strengthening these areas aligns with efforts to improve students' competencies and overall educational outcomes.

This research contributes directly to Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education and lifelong learning opportunities. By examining factors influencing public speaking skills among BS Office Administration students, this study supports the development of essential communication competencies. Furthermore, by

proposing evidence-based interventions, the research aims to enhance pedagogical practices, student performance, career readiness, and overall well-being, which are key elements of SDG 4.

Methods

A. Research Design

The researcher employed the descriptive method since the main objective of the research was to evaluate and figure out the elements that influence the public speaking performance of BSOA students at Camarines Sur Polytechnic Colleges for the school year 2025- 2026.

B. Respondents

The respondents of this study were composed of seventy-one 1st year, forty-one 2nd year, and one hundred and thirty-two 3rd year students who are officially enrolled in the Bachelor of Science in Office Administration for the academic year 2025-2026.

Table 1. The Respondent Distribution (n=244)

Year Level	Frequency	Rank
1st Year	71	2
2nd Year	41	3
3rd Year	132	1
Total	244	

C. Research Instrument

A survey questionnaire was the main tool for collecting data. The researchers used this method because it is expected to be an effective and efficient way of data gathering.

D. Statistical Treatment of Data

The statistical tools used in the study were the percentage technique, weighted mean, and Chi Square Test of Independence. The percentage technique was used to represent the total responses of respondents as data gathered in a profile of the respondents, while the weighted mean was used to determine the factors affecting public speaking success among BSOA students and the perceived effects on public speaking success of BSOA students. Chi-Square Test of Independence was utilized to identify whether there is a significant relationship between factors affecting public speaking success and the perceived effects in public speaking success of BSOA students on public speaking success.

Results

A. Factors Affecting Public Speaking Success along Psychological

Table 2 shows the factors affecting the public speaking success among BSOA students along psychological lines. Among eight indicators, ranked first with a weighted mean of 3.33, which is interpreted as "Agree" is "I am afraid of making mistakes or saying something foolish during public speaking" and ranked second with a weighted mean of 2.5 and 2.5" are "I often feel nervous and anxious before giving a presentation", and "I overthink my performance after public speaking events"; However, the lowest rank are ranked seventh with a weighted mean of 3.10, is "My

anxiety significantly hinders my public speaking performance”, and ranked eighth with a weighted mean of 3.08, is “I feel discouraged easily by negative feedback”

Table 2. Factors Affecting Public Speaking Success along Psychological

Indicators	Weighted Mean	Verbal Interpretation	Rank
I often feel nervous and anxious before giving a presentation.	3.29	Agree	2.5
I am afraid of making mistakes or saying something foolish during public speaking.	3.33	Agree	1
I lack confidence in my ability to speak effectively in front of an audience.	3.11	Agree	6
I worry about how the audience perceives me during public speaking.	3.24	Agree	4
My anxiety significantly hinders my public speaking performance.	3.10	Agree	7
I overthink my performance after public speaking events.	3.29	Agree	2.5
I feel discouraged easily by negative feedback.	3.08	Agree	8
I feel self-conscious about my body language during a presentation.	3.13	Agree	5
Average Weighted Mean		3.20	Agree

According to the results, one of the major causes of anxiety among students when they speak in public is the thought of being judged by others. They also worry about the quality of their performance and the way they deal with criticism. These mental and emotional factors all affect how confident and effective students are when speaking in public. To make things worse, students might feel pressure to seem smart and well-spoken in front of their classmates and teachers. It's very important to tackle these mental and emotional challenges to help BSOA students feel more supported and confident when they have to speak in public.

The result confirms the previous study of Muna [14], which is that students' self-confidence in public speaking is influenced by psychological factors. This includes the fear of making mistakes, shyness, nervousness, and anxiety.

B. Factors Affecting Public Speaking Success along Linguistic

Table 3 shows the factors affecting the public speaking success among BSOA students along linguistic lines. Among eight indicators, the highest rank is ranked first with a weighted mean of 3.30, which is interpreted as “Agree” is “I sometimes struggle to find the right words when speaking in English”; and ranked second with a weighted mean of 3.29, is “I am often concerned about making grammatical errors during public speaking”. However, the lowest rank is ranked sixth with a weighted mean of 3.13, are “I feel that my pronunciation is a barrier to effective communication”, and “Limited vocabulary affects my ability to express my ideas clearly in public speaking”, and ranked eighth with a weighted mean of 3.09, is “My listening comprehension affects my ability to respond to questions effectively”.

Based on the data, linguistic challenges significantly contribute to students' anxiety in public speaking. These problems are amongst the issues that BSOA students have repeatedly discussed,

and mainly include challenges with finding the right words, worries about making grammatical errors, and struggling with idioms.

Table 3. Factors Affecting Public Speaking Success along Linguistic

Indicators	Weighted Mean	Verbal Interpretation	Rank
I sometimes struggle to find the right words when speaking in English.	3.30	Agree	1
I am often concerned about making grammatical errors during public speaking.	3.29	Agree	2
I feel that my pronunciation is a barrier to effective communication.	3.13	Agree	6.5
Limited vocabulary affects my ability to express my ideas clearly in public speaking.	3.13	Agree	6.5
I find it difficult to organize my thoughts and ideas when speaking in English.	3.14	Agree	4.5
I struggle with using idioms and colloquialisms correctly.	3.18	Agree	3
I find it hard to adjust my language to suit different audiences.	3.14	Agree	4.5
My listening comprehension affects my ability to respond to questions effectively.	3.09	Agree	8
Average Weighted Mean		3.20 Agree	

Consequently, students may not have enough confidence and may find it difficult to express their ideas clearly. What is more, the difficulties in organizing thoughts and changing language according to different audiences may even deepen these linguistic anxieties. It is very important to solve these linguistic problems first to help BSOA students gain more confidence when speaking in public.

Moreover, the outcome of the current research is in line with the findings of Kushmanbekova et al [15] study, which underlines the significance of surpassing the fear of making mistakes and participating in real-life conversations, as well as getting acquainted with the environment and culture. Besides, the study leads to the efficient use of fluency, pronunciation, and confidence as practical strategies. That includes listening actively, practicing regularly with both native and non-native speakers, broadening vocabulary, and using language learning apps and online courses.

C. Factors Affecting Public Speaking Success along Social

Table 4 shows the factors affecting public speaking success among BSOA students, along with social factors. Among eight indicators, the highest rank is ranked first with a weighted mean of 3.29, which is interpreted as “Agree” is “I find it challenging to speak in front of a large audience”, and ranked second with a weighted mean of 3.28, which is “I feel more comfortable speaking in supportive environments”. However, the lowest rank is ranked seventh with a weighted mean of 3.16, which is “I hesitate to speak up due to fear of judgement from authority figures”, and ranked eighth with a weighted mean of 3.14, which is interpreted as “Agree” is “Peer influence significantly affects my confidence in public speaking”.

Table 4. Factors Affecting Public Speaking Success, along with Social

Indicators	Weighted Mean	Verbal Interpretation	Rank
I feel pressured to impress the audience during public speaking.	3.20	Agree	5
I am concerned about maintaining a professional image while speaking.	3.24	Agree	3
I find it challenging to speak in front of a large audience.	3.29	Agree	1
I feel more comfortable speaking in supportive environments.	3.28	Agree	2
Peer influence significantly affects my confidence in public speaking.	3.14	Agree	8
I worry about how my message is received across different age groups.	3.18	Agree	6
I hesitate to speak up due to fear of judgment from authority figures.	3.16	Agree	7
I find it difficult to engage with audience members who seem uninterested.	3.21	Agree	4
Average Weighted Mean		3.21 Agree	

It implies that one of the main things making students anxious about public speaking is social pressure. They are anxious about making a good impression on people and appearing professional, a situation that can cause them a lot of stress. Also, it is quite challenging for them to familiarize people with their speech, and if the public looks uninterested, they become discouraged. A nice environment for communication is somewhat helpful, but they are still concerned about being evaluated and what their friends think. These fears decrease their self-esteem and make their public speaking skills even weaker. Solving these problems is a very important condition for students to receive more support and encouragement.

The result confirms the previous study of Guerrero et al. [4], which states how social factors, such as cultural norms, audience expectations, and power dynamics, influence both the speaker's non-verbal behavior and the audience's interpretation of it. Cultural differences can affect the use of gestures, eye contact, and personal space during a speech. It also examines how audience expectations can shape the speaker's non-verbal choices, such as their choice of clothing or their level of formality. As well as how power dynamics influence the speaker's non-verbal behavior, such as their posture and vocal tone.

D. Factors Affecting Public Speaking Success, along with Technological

Table 5 shows the factors affecting the public speaking success among BSOA students along technological lines. Among eight indicators, the highest rank are ranked first with a weighted mean of 3.27, which is interpreted as "Agree" is "Public speaking tips from social media are beneficial to me", and ranked second with a weighted mean of 3.20, are "I believe that technology can enhance my public speaking skills", and "Online resources have significantly broadened my understanding of effective public speaking techniques". However, the lowest rank is ranked seventh with a weighted mean of 3.12, is "I rely on internet search engines to research and gather information for my speeches", and ranked eighth with a weighted mean of 3.11, is "I use online platforms to get feedback on my public speaking skills".

Table 5. Factors Affecting Public Speaking Success, along with Technological

Indicators	Weighted Mean	Verbal Interpretation	Rank
YouTube tutorials help enhance my public speaking skills.	3.14	Agree	5.5
Public speaking tips from social media are beneficial to me.	3.27	Agree	1
I effectively integrate technology into my presentation to improve clarity and engagement.	3.18	Agree	4
I have access to technology that can help me practice public speaking.	3.14	Agree	5.5
I believe that technology can enhance my public speaking skills.	3.20	Agree	2.5
Online resources have significantly broadened my understanding of effective public speaking techniques.	3.20	Agree	2.5
I rely on internet search engines to research and gather information for my speeches.	3.12	Agree	7
I use online platforms to get feedback on my public speaking skills.	3.11	Agree	8
Average Weighted Mean	3.17	Agree	

From these results, BSOA students find technology and online resources helpful for public speaking. They believe that tips from social media and using technology can improve their skills. They appreciate online resources as a means of learning effective techniques. On the other hand, they consider receiving feedback from online platforms and using search engines for research as not very helpful. The use of technology is one of the factors that influences the students' confidence and skills in public speaking. It is very important, therefore, that we concentrate on the tools and resources which will be of most help to BSOA students in order to facilitate them even more.

This is consistent with the research by Koehler et al. [16], which presents the Technological Pedagogical Content Knowledge (TPACK) framework. TPACK highlights the significance of comprehension of how technology, pedagogy, and content knowledge interact to result in effective learning experiences. By emphasizing the technological tools that students consider most helpful and by integrating them in a thoughtful manner into the curriculum, educators can facilitate the enhancement of students' public speaking skills as well as their confidence.

E. Perceived Effects in Public Speaking Success along Psychological

Table 6 shows the perceived effects of factors affecting the public speaking success among BSOA students along psychological lines. Among eight indicators, the highest rank with a weighted mean of 3.27, which is interpreted as "Very Much", is "Overthinking"; ranked second with a weighted mean of 3.24 is "Fear of making mistakes". However, the lowest rank is ranked seventh with a weighted mean of 2.99, is "Discouragement", and ranked eighth with a weighted mean of 2.97, is "Negative self-perception".

This means that when students struggle with public speaking. It's often due to their internal psychological state, with overthinking and fear of making mistakes being the most significant challenges.

Table 6. Perceived Effects in Public Speaking Success along Psychological

Indicators	Weighted Mean	Verbal Interpretation	Rank
Anxiety	3.22	Very Much	3
Fear of making mistakes	3.24	Very Much	2
Lack of confidence	3.11	Very Much	6
Negative self-perception	2.97	Very Much	8
Stress	3.19	Very Much	4.5
Overthinking	3.27	Very Much	1
Discouragement	2.99	Very Much	7
Self-consciousness	3.19	Very Much	4.5
Average Weighted Mean	3.15	Very Much	

While feelings of negative self-perception and discouragement also play a role, they are perceived as less influential compared to the weight of overthinking and fear, which heavily impact students' confidence. Therefore, addressing these mental and emotional challenges is essential to help students become more confident and comfortable public speakers.

The outcome is in line with the research of Suratin and Sribayak [17] which has shown that the characteristics of the learner's personality like self-inferiority, fear of making mistakes, lack of confidence, and also their level of proficiency which were included lack of vocabulary, grammar mistake, pronunciation issue, deficiency in writing a script, being unable to express something concisely were the biggest causes of anxiety.

F. Perceived Effects in Public Speaking Success along Linguistic

Table 7 shows the perceived effects of factors affecting the public speaking success among BSOA students along linguistic lines. Among eight indicators, the highest rank with a weighted mean of 3.14, which is interpreted as "Very Much" is "Grammatical error", and ranked second with a weighted mean of 3.07, is "Limited vocabulary". However, the lowest rank is ranked seventh with a weighted mean of 3.00, which is "Pronunciation difficulties", and ranked eighth with a weighted mean of 2.89, which is "Listening comprehension".

Table 7. Perceived Effects in Public Speaking Success along Linguistic

Indicators	Weighted Mean	Verbal Interpretation	Rank
Limited vocabulary	3.07	Very Much	2
Grammatical error	3.14	Very Much	1
Pronunciation difficulties	3.00	Very Much	7
Lack of fluency	3.05	Very Much	5
Difficulty organizing thoughts	3.06	Very Much	3.5
Use of idioms	3.06	Very Much	3.5
Adjusting language	3.02	Very Much	6
Listening comprehension	2.89	Very Much	8
Average Weighted Mean	3.04	Very Much	

This suggests that the primary hurdle students face in public speaking stems from their linguistic capabilities, where grammatical errors and a limited vocabulary emerge as the most significant impediments. Those challenges serve as the main obstacles that limit their ability to express their thoughts in a clear and confident manner. Problems with understanding spoken language and pronunciation have been identified as factors that, however, have less influence. The point is that if learners find it hard to make grammatically correct sentences and do not have enough words to share their ideas, then they are unable to use the public speaking technique effectively. Therefore, targeted interventions aimed at bolstering students' grammatical proficiency and expanding their vocabulary are crucial.

The outcome also indicates that the students faced linguistic problems in pronunciation, grammar, and vocabulary, which is in line with the research of Pravitasari and Paripurna [11]. The students in the English Education study program used such strategies as understanding the materials, memorizing new words, practicing with friends, asking their friends for their feedback, and practicing alone in front of a mirror to overcome the challenges in public speaking.

G. Perceived Effects in Public Speaking Success along Social

Table 8 shows the perceived effects of factors affecting the public speaking success among BSOA students along social lines. Among eight indicators, the highest rank with a weighted mean of 3.24 is "Fear of judgement"; ranked second with a weighted mean of 3.14 is "Audience expectations", and "Engaging uninterested audiences". However, the lowest rank is ranked seventh with a weighted mean of 2.96, is "Lack of support", and ranked eighth with a weighted mean of 2.89, is "Peer pressure".

Table 8. Perceived Effects of Public Speaking Success along Social

Indicators	Weighted Mean	Verbal Interpretation	Rank
Audience size	3.01	Very Much	6
Audience expectations	3.14	Very Much	2.5
Cultural differences	3.09	Very Much	4
Peer pressure	2.89	Very Much	8
Lack of support	2.96	Very Much	7
Age group differences	3.04	Very Much	5
Fear of judgement	3.24	Very Much	1
Engaging uninterested audiences	3.14	Very Much	2.5
Average Weighted Mean	3.06	Very Much	

This shows that one leading factor contributing to public speaking difficulties is deeply rooted in social anxieties and their interactions with the audience. Specifically, the overwhelming fear of being judged by others, the pressure of meeting audience expectations, and the challenge of keeping an audience engaged are the most significant social hurdles they face. These factors weigh heavily on students' minds, making it hard for them to speak confidently and effectively. While other social elements, like a lack of support or peer pressure, also play a role, their impact

is much less compared to the powerful influence of these core fears and expectations related to the audience.

The result confirms the previous study of Nguyen and Tong [18], which identifies the difficulties students encountered while speaking in front of many people, and it shows that the most common problems were fear of making mistakes and being observed, which wore down the students' confidence.

H. Perceived Effects in Public Speaking Success along Technological

Table 9 shows the perceived effects of factors affecting the public speaking success among BSOA students along technological lines. Among eight indicators, the highest rank is ranked first with a weighted mean of 3.20, which is interpreted as "Very Much" is "Comfort using technology", and ranked second with a weighted mean of 3.18, which is "Usefulness of artificial intelligence feedback". However, the lowest rank is ranked seventh with a weighted mean of 3.06, is "Access to technology", and ranked eighth with a weighted mean of 3.00, is "Availability of technical support".

Table 9. Perceived Effects in Public Speaking Success along with Technological

Indicators	Weighted Mean	Verbal Interpretation	Rank
Access to technology	3.06	Very Much	7
Comfort using technology	3.20	Very Much	1
Effectiveness of virtual training	3.10	Very Much	5
Usefulness of artificial intelligence feedback	3.18	Very Much	2
Availability of technical support	3.00	Very Much	8
Impact of online resources on skill development	3.11	Very Much	3.5
Reliance on internet research for speech content	3.09	Very Much	6
Use of online platforms for feedback	3.11	Very Much	3.5
Average Weighted Mean	3.11	Very Much	

The average weighted mean of the respondents, overall, is 3.11. It signifies that most of the respondents have been influenced by the comfort of using technology and the usefulness of artificial intelligence feedback. However, the lowest rank that affects their public speaking is negative self-perception and discouragement.

It implies that one of the primary variables contributing to students' success in public speaking is their comfort level and familiarity with technology, especially the use of AI feedback and online resources. This suggests that students who are at ease with technology and see value in AI-driven feedback mechanisms tend to perform better in public speaking. However, the lack of technical support and limited access to technology can hinder their progress. Essentially, the incorporation of technology is a major factor in the improvement of students' public speaking skills. Furthermore, continuous exposure to digital tools can gradually reduce anxiety and enhance students' self-regulated learning strategies.

It is in line with research in the area of technology-enhanced learning. According to Smith and Jones [19], students who used AI-powered tools to practice their speeches were able to improve their delivery effectiveness and become more confident. This finding also highlights the role of adaptive feedback systems in providing personalized guidance that supports skill development in public speaking.

I. Relationship between the Factors Affecting Public Speaking Success and the Perceived Effect of Public Speaking

The results of the statistical analysis, as presented in Table 10, reveal a significant relationship between the factors affecting public speaking success and perceived effects on public speaking success among BSOA students. Specifically, the analysis examined psychological ($r = 0.5248$, $p < 0.0000$), linguistic ($r = 0.4670$, $p < 0.0000$), social ($r = 0.5512$, $p < 0.0000$), and technological ($r = 0.6075$, $p < 0.0000$) factors, leading to the rejection of the null hypothesis for each variable. This implies that each of these factors significantly influences public speaking performance. It is worth mentioning that technological factors had the highest positive correlation, followed by social, psychological, and linguistic factors, meaning that these aspects, in general, have a determining influence on the success of public speaking in this student sample.

Table 10. Relationship between the Factors Affecting Public Speaking Success and the Perceived Effect of Public Speaking

Variables	Coefficient (rs)	P Value	Decision	Inference
Psychological	0.5248	0.0000	Reject Ho	Significant
Linguistic	0.4670	0.0000	Reject Ho	Significant
Social	0.5512	0.0000	Reject Ho	Significant
Technological	0.6075	0.0000	Reject Ho	Significant

The significant relationships between psychological, linguistic, social, and technological factors and public speaking success among BSOA students call for a holistic educational approach. The Curriculum Development should plan strategies that help students overcome the fear of communication situations, improve linguistic clarity, provide them with social support, and involve them in the use of technology. By presenting these interrelated issues, teachers will be able to prepare students more effectively for their public speaking lessons.

Rodriguez et al. [20] conducted a study on the combined effects of psychological twelve preparation, linguistic training, social support, and technology integration on public speaking performance of college students. The main point of the research is that the group of students who were given comprehensive training, covering all four factors, exhibited greatly improved public speaking skills and a significant drop in anxiety, and in contrast, the group that received training for one or two factors only. The holistic approach in the current study is consistent with the findings of this research, which emphasizes the importance of all factors for public speaking success.

J. Proposed Intervention Program to Enhance Public Speaking Skills of BSOA Students

This intervention program intends to gradually improve the public speaking of BSOA students by addressing the areas of confidence, vocabulary, grammatical accuracy, and the correct use of technology. The program, through a variety of options such as structured exercises, collaborative workshops, and digital platform integration, is committed to creating a supportive learning environment that encourages the active involvement of participants, lessens the feeling of nervousness, and enhances students' communication competence. The use of targeted strategies involving teachers, guidance counselors, and the College of Arts and Sciences faculty, this plan is aimed at elevating students' public speaking skills and equipping them with the communication challenges of the real world.

Conclusion

It is concluded in this study that fear of making mistakes and overthinking of psychological factors, limited vocabulary of linguistic factors, struggle to speak in front of a large audience of social factors, and the need to use online platforms to get feedback on public speaking of technological factors, collectively and significantly impact the public speaking abilities of BSOA students. Addressing these factors is essential for fostering confident and effective communication skills. It is concluded in this study that the perceived effects of psychological factors like overthinking and fear of making mistakes, linguistic factors such as grammatical errors and limited vocabulary, social factors like fear of judgment and audience expectations, and technological factors such as technical support and technology, strongly influence BSOA students' self-perception about their public speaking success. Knowledge of these perceived effects is essential for the creation of targeted intervention programs to boost students' confidence and competence. It is concluded in this study that a significant relationship exists between the factors that influence public speaking and the perceived effects that contribute to public speaking success among BSOA students. Technological factors exhibited the strongest positive correlation. It underlines the need for comprehensive measures that not only tackle the speaker's psychological, linguistic, and social aspects but also consider technological intervention as a facilitator in enhancing students' confidence and performance.

Conflict of Interest

The authors declare that there is no conflict of interest.

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