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Affective Reflection and Its Impact on Student Performance: Insights from the 1st Student Annual Seminar

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ABSTRACT

This study investigates how affective reflection affects students' performance when they present their papers at the first student annual seminar. Students who intentionally reflected on their feelings before, during, and following academic presentations engage in affective reflection. Using a qualitative methodology, the study used reflective journals to gather data from 20 student participants. The findings demonstrate that worry and the fear of making a mistake typically govern pre-presentation thinking, which either boosts or deflates students' self-esteem. Students' real-time emotional reactions, such as anxiety or enthusiasm, affect how they interact with the audience and present their material during the presentation. Reflections after a presentation show a significant relationship between emotional release and the capacity to evaluate one's performance objectively, pinpoint strengths, and pinpoint areas in need of development. Besides, encouraging affective reflection as a component of academic preparation can significantly improve student performance by elevating emotional consciousness and self-control.

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reflective journals
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Introduction

Emotions, attitudes, and motivations are affective elements that significantly influence how well students learn. The cognitive domain is frequently prioritized over emotive components in various educational contexts [1]. However, studies have demonstrated that students' performance is significantly impacted by their reflective and emotional reactions to learning situations [2]. The idea of affective reflection, which entails students processing their feelings and attitudes toward learning events, still needs to be studied more in educational research, claims Marshall [3]. This is especially true in higher education when students' affective states are frequently overshadowed by the demands of academic achievement [4], [5], [6]. Although the significance of the emotive domain is becoming more widely acknowledged, more empirical study still needs to be done to examine the effects of affective reflection on students' performance in both cognitive and non-cognitive domains [7].

Developing more comprehensive teaching and learning strategies requires understanding the function of affective reflection. Teachers can encourage deeper involvement and improved learning outcomes by helping students reflect on their motivational and emotional states [8]-[10]. Examining affective reflection is essential for coordinating educational practices with the more general objectives of emotional and social development, as the 21st-century learning paradigm stresses student-centered and emotionally supportive learning environments [11]-[13]. This study is relevant because it tackles contemporary issues in education that are being discussed more and more in scholarly settings like the First Student Annual Seminar. These issues include student performance and well-being [1],[14].

Only some studies have specifically addressed the reflective processes connected to emotions and attitudes during learning, even though previous research has emphasized the importance of the emotive domain in education [15]-[17]. Additionally, affective reflection has received less attention in student reflection research than cognitive components like metacognition and critical thinking [18],[19]. By examining how affective reflection affects student performance, especially in a seminar situation where emotional reactions to presentations and feedback are amplified, this study aims to close this gap.

There are two primary goals for this study, i.e. to explore how affective reflection influences students' academic achievement and to determine methods that can improve affective reflection in classrooms, especially those that include seminars.

The study's findings will add to the corpus of knowledge on the subject by establishing empirical proof of affective reflection's influence on student performance. To promote more holistic student development, this research will provide educators and curriculum authors with useful insights on how to incorporate emotional reflection into teaching techniques.

Additionally, by addressing the affective aspects of learning, the study will help shape future educational policies that aim to enhance student performance and well-being.

Material and Methods

This study uses a qualitative research design with a phenomenological approach to investigate how affective reflection affects students' performance during their academic presentations at the first student annual seminar. Twenty student participants, three male and seventeen female, who participate in reflective activities before, during, and after their presentations are the subject of the study. They were chosen using purposive sampling.

The participants were 20 respondents. The majority of respondents are female, accounting for 17 individuals (85%), while males represent only 3 individuals (15%). This indicates a significant gender imbalance in the sample, with females being the dominant group. One limitation of this study is the sample size and diversity. This limited diversity constrains the generalizability of the findings, as the results may not adequately represent broader populations.

The participants' reflective journals were used to collect data at three crucial points in time: before the presentation (emotions and readiness), during the presentation (real-time emotional management), and following the presentation (performance reflections and feedback). "*What do you feel before, during, and after delivering your presentation at this first annual seminar?"* was the reflecting question.

Thematic analysis was used to examine the data from reflected journals to find recurrent themes about students' emotional experiences and the perceived influence of these emotions on their presenting performance. Understanding the data, classifying important phrases, creating themes based on trends, and confirming that the themes appropriately reflected students' reflections were all part of the analytic process. Informed agreement was obtained, participant confidentiality was maintained, and participants were free to leave the study at any moment to adhere to ethical standards.

Triangulation (comparing journal entries from various phases), member checking (having participants examine the final interpretations), and thick description (offering thorough details of students' experiences) were among the tactics used to assure the study's credibility. This approach gave detailed information about how affective reflection before, during, and following presentations affected students' performance in academic settings.

Results

A. Before the Presentation: Anxiety and Nervousness

Before their presentations, almost every participant said they felt enormously anxious and apprehensive. Many said they were afraid of making mistakes or being judged by the audience,

making them doubt their ability to perform successfully. In response to one student, "*I felt anxious, trembling, cold sweating, and afraid of making a mistake before giving a presentation*." According to another, "*I was really anxious, scared, and so on before I presented my seminar proposal because there were so many participants in this activity*." Pre-presentation anxiety is a prevalent concept that draws attention to the emotional strain that many students experience, particularly in academic environments with high stakes. Along with self-doubt, other students said, "*I was afraid that the presentation would be good or not*.



Fig. 1. Before the Presentation

One student said, "*Before the seminar, I felt anxious and worried (nervous) in my heart about whether I could present my research in front of friends and lecturers*." These strong feelings produced an atmosphere of anticipation and uncertainty. As evidenced by the comment, "*I felt nervous and anxious leading up to presenting at the seminar, but also excited to share my work*," some students were enthusiastic about the challenge despite their worries. This mix of anxiety and anticipation shows how strongly affective states shaped their expectations and preparation.

B. During the Presentation: Gradual Reduction of Nervousness

Many students said that their initial anxiety gradually subsided once they started giving presentations, enabling them to concentrate more on their performance and even begin to enjoy the process. One student, for example, stated, "*I was still nervous when I first presented my paper, but it gradually disappeared because I enjoyed presenting my paper more*." Another student agreed, saying, "*My nervousness started to decrease during the presentation, and after the presentation, I was very happy*." This transition from anxiety to enjoyment is a recurrent theme.

A few students credited this shift to their increased self-assurance and recognition that they could give their presentations effectively. One student said, for instance, "*I felt more like I could do it too after I saw my friends dare to appear in front of the stage*." "*I started to feel nervous during the presentation, but after the presentation went on, I began to feel calm and presented my ppt with a loud voice*," another person wrote. According to these thoughts, students could better control their emotions and concentrate on giving their presentations after they conquered their first dread.



Fig. 2. During Presentation

Peer support and the audience's enthusiastic reaction were also crucial in keeping students composed during their speeches. One student said, "*I enjoyed it because I had good lecturers and supportive friends who helped me present my PPT smoothly until the end*." This suggests a supportive setting helped lower nervousness, boost self-esteem, and improve the presentation experience.

C. After the Presentation: Relief and Satisfaction

All students expressed relief after finishing their presentations; many even compared it to a weight being removed from their shoulders. "*The heavy burden on my shoulders suddenly reduced a lot after I finished*," one pupil said. "*After the seminar, I felt relieved because I was able to present my proposal on time*," said another, echoing this emotion. Regardless of how well the presentation went, joy and contentment with their performance frequently accompanied this sense of relief. One student highlighted, for example, that "*I felt delighted that I dared to present my proposal, and whether it was good or not was not important*."

Several students were proud of themselves for conquering their initial nervousness and dread. "*After presenting, I felt very relieved and satisfied with this achievement*," one participant thought. After finishing the presentation, a different student emphasized the personal

development they had undergone by saying, "*I was happy and extraordinary*." This sense of relaxation and achievement shows that the students appreciated the assignment completion process just as much as the caliber of the presentation.



Fig. 3. After the Presentation

In addition, several participants reported feeling more confident about upcoming presentations. For instance, "*I feel free, and I will try to be the best for the next presentation*," said one youngster. This reflection demonstrates how they felt more equipped for upcoming possibilities after conquering the emotional difficulties of the current presentation.

D. The Impact of Affective Reflection on Performance

Students' nervousness was significantly reduced, and their overall experience was enhanced by the emotional reflection process, in which they consciously considered their feelings before, during, and following their presentations. Numerous students stated they could better manage their tension and perform well by reflecting on their feelings. One student wrote, for instance, "*I try to focus and deliver clearly during the presentation*, *and I feel content and relieved after the presentation*." "*After the presentation, whether it was good or not was important; the most important thing was that I dared to present*," was another reflection that demonstrated how emotional reflection assisted the student in gaining perspective."

Overall, the results show that students who participated in affective reflection could move from fear and anxiety to peace, relaxation, and contentment. By reflecting on their emotional states, they were able to overcome the emotional difficulties of presenting, which increased their confidence for upcoming academic endeavors. The recurring relief motif following the presentation and thoughts on satisfaction and growth emphasize how crucial emotional self-awareness is to improving students' performance.

Discussion

The study's conclusions demonstrate how affective reflection can significantly alter students' emotional experiences and academic achievement when they speak in seminars. The

students' reflections show an emotional path that starts with uneasiness and anxiety before the presentation, progresses to more confidence and tranquility throughout it, and ends with relief and satisfaction. This procedure aligns with research on affective reflection and learning environments that foster emotional support.

Students' learning experiences and performance are greatly influenced by their emotional reflections before, during, and after presentations. Reflective learning promotes better comprehension, particularly when students critically examine their own experiences, claims Laverty [2]. Students in this study were able to move from feeling overtaken by anxiety to a more confident condition by reflecting on their emotional states, which probably improved their performance and level of involvement throughout the presentations. One student reported feeling "relieved and satisfied" after finishing their presentation, demonstrating how this reflecting process decreased anxiety and promoted a sense of success.

Additionally, enhancing student involvement and results depends heavily on emotional support. Teachers' passion and positive reinforcement can considerably lessen students' emotional pain and boost their participation in emotionally supportive classrooms, according to Gaspard and Lauermann [11]. Some students in this study reported feeling less nervous during the presentations, partly because of the encouraging environment that their teachers and peers fostered. "I enjoyed it because of supportive friends and good lecturers, who helped me present my PowerPoint smoothly," one student wrote. This research emphasizes how crucial it is to provide an emotionally supportive atmosphere to lessen the negative consequences of presentation anxiety.

The benefits of self-reflection in the learning process are reflected in the students' feelings of relaxation and satisfaction after finishing their presentations. Golumbic et al. [19] contend that self-reflection fosters learning by assisting students in internalizing their experiences and deriving lessons from them. Students' affective reflections in this study helped them better comprehend their emotional states, which in turn helped them become more self-aware and evolve. Affective reflection is a valuable tool for learning and development. One student said, "*I feel free, and I will try to be the best for the next presentation*," demonstrating that reflection assisted them in mentally preparing for upcoming presentations.

Additionally, the change from anxiety before a presentation to relief after one aligns with the findings of Kuo et al. [15], who stress the importance of emotionalized learning experiences in improving students' affective outcomes. Students who participated in affective reflection in this study reported a significant emotional change that enhanced their presentation skills and promoted emotional development and a sense of success. One

participant said, "*I was thrilled and extraordinary after completing the presentation*," demonstrating how the reflective process helped students turn their feelings of dread and worry into positive ones of pride and pleasure."

Marshall [3] states contemplation is crucial for developing emotional resilience and enhancing performance. This idea is supported by the study's findings, which showed that students who thought about their feelings during the presentation felt more in control of their anxiousness and could better regulate their emotions. Acknowledging their ability to control their emotions, they were able to interact with their audience more successfully and perform with confidence, which is crucial for academic success under pressure.

Lastly, academic optimism is influenced by emotional reflection. Ofem et al. [7] contend that improved cognitive, affective, and psychomotor results result from emotional contemplation. Students in this study who actively considered their feelings demonstrated better emotional health following the presentations, which helped them feel more optimistic about their academic performance and prepare for presentations in the future. Students were relieved and emotionally satisfied after completing the reflective process, strengthening their sense of self-efficacy and inspiring them to improve.

This study confirms that improving students' emotional health and presentation skills requires adequate reflection. According to the students' reflections, before, during, and after academic presentations helped them better control their anxiety, boost their self-esteem, and undergo emotional development. According to Evetts [8], teachers can assist students in meaningful reflection that fosters academic success, emotional resilience, and personal growth by creating a supportive and emotionally responsive learning environment. In addition, Furthermore, this study supports Gaspard and Lauermann's [11] assertion that creating a classroom environment that is both pleasant and emotionally supportive is crucial. Teachers who exhibit zeal, compassion, and encouragement can greatly improve students' involvement and emotional health. By acknowledging the importance of emotions in academic success, teachers can take a more comprehensive approach to teaching that attends to students' affective needs in addition to their academic growth.

Conclusion

This study highlights the impact of affective reflection on students' emotions and presentation performance, showing that reflection helps students transition from anxiety to confidence, enhancing self-awareness, emotional regulation, and engagement. A supportive learning environment, with encouragement from teachers and peers, further reduces anxiety and boosts performance. The findings recommend integrating structured emotional reflection

activities, such as reflective journals and debriefs, into curricula for high-stakes tasks like presentations. Teachers should foster emotionally safe classrooms, promote peer support, and provide training on managing presentation anxiety. Future research should explore the effects of reflection across diverse academic and cultural settings, emphasizing its role in emotional and educational development.

Conflict of Interest

The authors declare that there is no conflict of interest.

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