Students' Fear in Presenting Assignments in the Classroom

Shiva Prasad Paudel

Lecturer, Department of Curriculum and Evaluation

Dhawalagiri Multiple Campus, Baglung

Email: paudelshiva82@gmail.com

Abstract

This action research focuses on exploring the Psychological behaviors of students' fear in presenting assignments in the classroom of BED first year students at Dhawalagiri Multiple campus of Tribhuvan University in Nepal. It investigates the factors contributing to students' fear of presenting assignments, fear on academic performance and personnel l well-being, and potential interventions to reduce anxiety and improve student outcomes. The research reviews the historical evolution of studies from twentieth century to onwards on the fear of presenting assignments and examines the factors that contribute to this fear, including like physiological, psychological, cognitive, behavioral, environmental, and technological factors. The study adopts a mixed-methods approach, combining qualitative and quantitative data collection techniques such as interviews and observations. Based on the findings, multiple interventions are implemented, including workshops, mentoring, and changes in assessment practices, to address the identified factors and reduce fear. The effectiveness of these interventions is continuously monitored and evaluated. The research aims to provide insights and recommendations to create a supportive and empowering classroom environment for students, promoting their academic success and well-being.

Keywords: assignment presentation, academic performance, fear, intervention, reflection

Introduction

Tribhuwan University is the oldest and largest university in Nepal, established in 1959A.D. It has 356,654 students enrolled in various undergraduate, graduate and post-graduate programs (UGC EMIS report, 2019/2020). The University has a diverse student population from different regions, geography, provenances and cultures of Nepal. The University places a strong emphasis on academic excellence and encourages students to engage in sports and academic extracurricular activities that develop their social and leadership skills.

Fear is an emotion that is generated by the perception of Trauma and neuroscience. Fear can have a profound impact on an individual's cognitive, emotional, and social behavioral responses, and it can be shown in various ways, such as anxiety, phobia, panic attacks, and avoidance behaviors. The earliest mention of student fear in assignment presentation can be traced back to 1913 when John Dewey wrote in his book "Interest and Effort in Education" that "the fear of embarrassment and failure is a powerful deterrent to active participation in learning" (Dewey, 1913). Educational psychologist B.F. Skinner discussed the importance of public speaking and presentation skills

for academic success but also noted that "the fear of public speaking is one of the most common and debilitating phobias among students" (Skinner, 1936). In 1976, McCroskey and Richmond conducted a study on communication apprehension in college students and found that fear of public speaking was the most common form of communication apprehension, with nearly 20% of students reporting high levels of anxiety when presenting in front of others (McCroskey & Richmond, 1976). In 1988, Hembree published a review article on test anxiety in the Review of Educational Research and noted that "public speaking and presentation anxiety is a significant component of test anxiety for many students" (Hembree, 1988). Kearney conducted a study in 2008 on the relationship between self-efficacy and anxiety in oral presentations and found that "students with lower self-efficacy were more likely to report higher levels of anxiety when presenting their work" (Kearney, 2008). So these research reports are helpful and guide to maintaining reliability for bachelor-level students by enhancing their psychological efforts.

In 2017, McLean and Connor conducted a study on the impact of anxiety on academic performance and found that "students who experienced

high levels of anxiety when presenting their work were more likely to receive lower grades than their less anxious peers" (McLean & Connor, 2017). Students, in particular, may experience fear and anxiety in various academic settings, including assignments and presentations. Putwain & Daly (2013) suggests that student fear in academic contexts is often related to the perceived risk of failure, negative evaluation, or social scrutiny, which can lead to performance anxiety, self-doubt, and decreased academic performance (Putwain & Daly, 2013).

Pekrun, R., Elliot, A. J., & Maier, M. A. (2009) explores the impact of beliefs in cooperation on students' motivation and engagement in cooperative learning, highlighting the positive influence of the usefulness of cooperation on self-efficacy and intrinsic value, which, in turn, enhance behavioral and emotional engagement in the learning process(Pekrun, R., Elliot, A. J., & Maier, M. A.2009).

Research suggests that student fear in academic contexts is often related to the perceived risk of failure, negative evaluation, or social scrutiny, which can lead to performance anxiety, self-doubt, and decreased academic performance (Putwain & Daly, 2013; Pekrun, Elliot, & Maier, 2009). Furthermore, students' fear and anxiety can also be influenced by various individual and situational factors, such as personality traits, prior experiences, cultural background, and the nature of the academic task (Zeidner, 1998; Elliot & McGregor, 1999).

Dahal, D. R., & Thapa, S. (2018) suggested various factors that contributed to this fear, including the fear of being judged by peers and instructors, lack of confidence in public speaking, and inadequate preparation. Furthermore, this fear had had negative impacts on students' academic performance, leading to lower grades and even a decrease in overall academic achievement (Dahal, D. R., & Thapa, S.,2018).

Tribhuwan University has made efforts to improve its academic standards and infrastructure, including the implementation of a credit-based system and the establishment of new academic programs (Bhatta, 2017). However, the university continues to face challenges, such as inadequate resources and faculty shortages, which can impact the quality of education and increase the workload of students (Devkota, 2015). Thus, understanding the complex interplay between these factors and students' fear and anxiety in academic contexts is essential for promoting their academic success and well-being.

The fear of presenting assignments in the classroom is a common experience among students and has been the subject of numerous research studies. In this historical overview, we will examine the evolution of research on this topic and the factors that contribute to students' fear of presenting assignments in the classroom. The research question of this study is: What are the factors contributing to the fear of assignment presentation among students of BED first year at Dhawalagiri Multiple Campus, Tribhuwan University, and how does this fear affect the academic performance of students at the university?

Review of Related Literature

Many research on the fear of presenting assignments in the classroom focused on the physiological and psychological effects of anxiety on students mention in the above texts. The theory that has been used to explain student fear in assignment presentations is social cognitive theory. This theory emphasizes the role of social factors, such as peer evaluation and feedback, in shaping individuals' beliefs and behavior (Bandura, 1986). In the context of assignment presentation, this theory suggests that students may feel anxious because they fear negative evaluation and criticism from their peers and instructors (Hembree, 1988).

Mc Croskey and others (2017) have shown that several factors can influence students' fear of assignment presentation. Students who have prior negative experiences with public speaking or who have a history of anxiety may be more likely to feel fear and stress when presenting their work (McCroskey, 1984; McLean & Connor, 2017). Additionally, factors such as the format of the presentation (e.g., group vs. individual), the level of preparation required, and the perceived importance of the task can all play a role in shaping students' anxiety and fear (Kearney, 2008; Lammers & Murphy, 2002).

However, theories such as self-efficacy theory and social cognitive theory can provide a useful framework for understanding the psychological mechanisms that underlie this phenomenon. So the anxiety related to public speaking could negatively impact students' academic performance and overall well-being. In the 1980s and 1990s, Michael R. Smith, Raymond Perry, R. Michael Furr and J . Detweiler-Bedell had to begin to investigate the impact of classroom climate and teacher behavior on student anxiety related to presenting assignments in the classroom. So a positive and supportive classroom environment could reduce anxiety and increase student performance. Conversely, negative feedback and criticism from teachers could increase anxiety and reduce performance.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). (2004) has focused on School Engagement: Potential of the Concept, State of the Evidence. The significance of this report is school engagement as a multifaceted construct in addressing declining academic motivation and achievement, and the need

for further research to fully harness its potential and develop targeted interventions. The use of multimedia presentations increased anxiety among students, as they had to not only present their work but also navigate technology and the use of technology in the classroom could reduce anxiety by providing students with more control over their presentation.   That's why, the fear of presenting assignments in the classroom is a complex phenomenon that is influenced by multiple factors, including physiological, psychological, cognitive, behavioral, environmental, and technological factors. To address this issue, Jerusha Detweiler-Bedell: Detweiler-Bedell (2004) recommend the implementation of classroom-based interventions, such as relaxation techniques, positive feedback, and technology integration, to reduce anxiety and increase student performance. A study that addresses this problem is "The Effect of Anxiety on Academic Performance in Graduate Students" by Chacon et al. (2017), which highlights the negative impact of anxiety on academic performance and suggests the need for interventions to help students manage their anxiety. Another study by Evans et al. (2018) titled "Exploring Student Perceptions of Presentation Anxiety: Sources, Symptoms, and Solutions" examines the sources of anxiety during student presentations, as well as potential solutions to reduce anxiety levels.

In 1993, Pajares conducted a study on self-efficacy beliefs and mathematical problem-solving of gifted students and found that self-efficacy plays a major role in determining academic achievement. This study suggested that students with low self-efficacy may experience anxiety when presenting their assignments in class. In 1995, Davis and Onwuegbuzie conducted a study on anxiety and academic performance and found that students who experienced high levels of anxiety performed worse academically than those who experienced low levels of anxiety. In 2005, Horwitz conducted a study on foreign language anxiety and found that anxiety is a major obstacle for foreign language learners, particularly in oral communication. This study suggested that students may experience anxiety when presenting assignments in a language other than their first language. In 2012, Chen and Chang conducted a study on presentation anxiety among Taiwanese EFL (English as a Foreign Language) learners and found that students experienced high levels of anxiety when presenting in English. This study suggested that language barriers may contribute to anxiety when presenting assignments. In 2020, Zhang and Liu conducted a study on anxiety and academic achievement in online oral presentation tasks among Chinese college students. This study found that anxiety significantly negatively affected academic achievement in online oral presentation tasks.

Analyzing the above literature and theories has shown that various factors contribute to the fear of assignment presentation, such as lack of preparation, fear of judgment and evaluation, low self-confidence, and fear of public speaking. Moreover, it has also been found that the fear of presentation can have a significant impact on student's academic performance, leading to decreased grades and overall performance. So, this study suggested that anxiety may negatively impact academic performance, including in the context of assignment presentation.

Therefore, this research study aims to investigate the factors contributing to the fear of assignment presentation among BED first-year students at Tribhuwan University and examine the impact of this fear on their academic performance at Dhawalagiri multiple campus. The findings of the study can help in identifying the root causes of the fear of assignment presentation and developing strategies to address them, such as providing training and support to students on public speaking skills, building their confidence and self-esteem, and implementing alternative assessment methods. Through the above-illustrated research, I hope to provide insights and recommendations to teachers, students, and interested learners at Dhawalagiri Multiple Campus of Tribhuvan University and beyond, to create a supportive and empowering classroom environment for all students.

Methods and Discussion

This research involved a cyclical process of planning, acting, observing, and reflecting, to bring about positive change and improvement. The key characteristic of action research had been its collaborative and participatory nature, which had involved the active engagement of stakeholders in the research process. In the context of the fear of assignment presentation among students at Dhawalagiri Multiple Campus, Tribhuwan University, action research provided a valuable framework for understanding and addressing this issue. By conducting action research, teachers, students, and other stakeholders worked together to identify the factors that had contributed to the fear of assignment presentation and developed strategies to alleviate it. This action research was conducted in the following ways:

Planning

This research has been based on the following overall plan which has been designed for the Bachelor level students who have been studying in the first year 2080 of the education faculty at Dhawalagiri Multiple Campus Baglung. This action research adopted qualitative data collection techniques to gain a comprehensive understanding of the research topic. The research tools included interviews and

observations. A sample of 10 students from BED first year 2080 of Dhawalagiri Multiple Campus, Baglung, had been selected by lottery random method to participate in the study. Also, these students had been chosen based on their activeness in participation and their academic performance.

For this research, I developed objectives, research questions, and methodology and had taken necessary permissions and approvals from the relevant informants. I also created a detailed plan for data collection, analysis, and implementation of interventions. In this research, the steps of the action plan had been as follows:

During the data collection phase of the action research, I observed students' presentations over three months. The rubrics guidelines used to assess the assignments focused on various aspects, including content knowledge, organization, clarity of presentation, delivery skills, and overall confidence. The rubrics provided a standardized framework for evaluating and providing feedback on the assignments.

In the Data Collection Phase

I conducted interviews with selected students to explore their experiences, perspectives, and factors contributing to their fear of assignment presentation. The interviews were semi-structured and open-ended, allowing for in-depth discussions. I also observed the students during their assignment presentations, paying attention to their behavior, body language, and the level of anxiety they displayed. The data obtained from the interviews and observations were carefully documented for further analysis, ensuring the confidentiality and anonymity of the participants.

Moving on to the Data Analysis Phase

I transcribed and analyzed the interview data using thematic analysis techniques. This involved identifying recurring themes and patterns related to the factors contributing to the fear of assignment presentation. I also analyzed the observational data to gain insights into students' behavior, level of anxiety, and engagement during their presentations. This helped in understanding the specific challenges they faced. Based on the findings from the data analysis, interventions were designed and implemented to address the identified factors contributing to the fear of assignment presentation. These interventions included workshops, mentoring, and changes in assessment practices aimed at reducing fear and improving students' presentation skills and confidence.

In the Observation and Evaluation Phase

I observed and documented the implementation of the interventions, noting any changes in students' attitudes, behaviors, and academic performance. Regular check-in, feedback sessions, and continuous evaluations were conducted to monitor the progress and effectiveness of the interventions.

During the Reflection and Reporting Phase

I reflected on the data collected, interventions implemented, and outcomes observed. This allowed for a deeper understanding of the research process and its impact on students' fear of assignment presentation. The impact of the fear of assignment presentation on students' academic performance was analyzed to assess the significance of the issue.

Finally, a comprehensive report was compiled, summarizing the research process, findings, and recommendations for addressing the fear of assignment presentation among students.

Throughout the entire research process, ethical considerations were paramount:

Ethical guidelines were strictly adhered to, ensuring the rights and well-being of the participants were protected.

By following this systematic cycle of action research, involving data collection, analysis, intervention, observation, evaluation, reflection, and reporting, a collaborative and participatory approach was taken.

Intervention

The implementation phase of the action research involved the application of interventions and strategies based on the findings from the interviews and observations. The objective was to address the factors contributing to the fear of assignment presentation and examine its impact on student's academic performance. The following steps were taken to implement the research.

1. Interventions for Addressing Fear: Based on the identified factors contributing to the fear of assignment presentation, targeted interventions were designed to address these issues. These interventions could include workshops or training sessions on presentation skills, providing resources and guidance for preparation, and fostering a supportive learning environment. The implementation of these interventions aimed to alleviate students' fear and build their confidence in presenting assignments.

2. Workshop or Training Sessions: Workshops or training sessions were conducted to enhance students' presentation skills and provide them with strategies to overcome their fear. These sessions focused on effective communication, public speaking techniques, time management, and handling nervousness. Practical exercises and opportunities for practice and feedback were incorporated to help students gradually gain confidence.

3. Mentoring and Guidance: Individual mentoring and guidance were provided to students who experienced higher levels of fear. This could involve assigning a faculty member or senior student as a mentor to offer personalized support, advice, and encouragement. The mentor could assist students in preparing for assignments, rehearsing presentations, and providing constructive feedback to help them improve.

4. Supportive Assessment Practices: Changes in assessment practices were implemented to reduce the fear associated with assignment presentations. This could involve providing multiple opportunities for presentation, allowing for peer evaluations, or incorporating formative assessments to provide students with feedback and guidance throughout the process. Such supportive assessment practices aimed to alleviate the pressure and fear related to summative evaluations.

5. Monitoring and Evaluation: The implementation phase included continuous monitoring and evaluation of the interventions. The researcher observed the students' progress, gathered feedback from participants, and made adjustments to the interventions as needed. This ongoing evaluation ensured that the implemented strategies were effective in addressing students' fear and improving their academic performance.

By implementing these interventions and strategies, the action research aimed to create a supportive and learnable environment for students, enabling them to overcome their fear of assignment presentation and improve their academic performance. The implementation phase played a vital role in testing the effectiveness of the interventions and refining them based on the observed outcomes.

Observation

During the action research process, observations had been conducted to gather raw information and insights into students' fear of assignment presentation and its impact on their academic performance. The observations focused on the selected 10 students, and the data collected contributed to achieving the research objectives of investigating the factors contributing to the fear of assignment presentation and examining its impact on academic performance.

1. Classroom Environment: Observations had been made in the classroom setting during assignment presentations. The researcher noted the overall atmosphere and observed students' behavior, body language, and level of engagement during the presentations. The observed behaviors, body language, and levels of engagement painted a picture of the challenges faced by students when it came to presenting their assignments. These observations were

valuable in understanding the specific areas where students struggled and helped inform the subsequent stages of the action research, including the design and implementation of interventions to address their fears and improve their presentation skills. This provided insight into the students' levels of anxiety and discomfort during the assignment presentation process.

2. Presentation Skills and Confidence: The researcher observed the students' presentation skills, including their delivery, organization, use of visuals, and ability to articulate their thoughts effectively and took note of the level of confidence displayed by each student during their presentation. This included observing their eye contact with the audience, vocal projection, body postures, presentation and so on. The researcher paid attention to whether students maintained eye contact projected their voice clearly, and appeared confident and composed throughout their presentation.

By closely observing and documenting these specific aspects of the student's presentation skills and confidence levels, the researcher was able to gather detailed information and insights. These observations helped inform the subsequent stages of the action research, including the design and implementation of interventions to improve students' presentation skills and address their fear of assignment presentation.

3. Reactions and Responses: The reactions and responses of the students and their peers had been observed during and after the assignment presentations. This included assessing how students had received feedback and handled questions or challenges from their classmates or instructors. For this, the researcher developed and Created a supportive environment, Providing constructive feedback (guidance, intervention for disruptive behavior, encouraging and so on), Encouraging self-reflection, Offering guidance and resources, and Celebrating progress strategies are applied for positive and supportive feedback, which empowered students to learn from their mistakes and grow. This approach helped students develop resilience, confidence, and the ability to handle feedback constructively. It also contributed to alleviating their fear of assignment presentations and fostering a more positive learning environment. The researcher noted any signs of nervousness, anxiety, or self-doubt in the students' responses.

4. Academic Performance: Observations had been made regarding the student's academic performance in subsequent assignments or assessments. The researcher examined whether there had been a relation between the level of fear exhibited during assignment presentations and the overall academic performance of the students by studying their regular assignment presentation and confidence. This included looking at

the quality of their work, grades received, and any noticeable changes in performance over time.

5. Interactions and Peer Support: Observations had been made regarding the interactions and peer support among the students. The researcher observed whether students had provided encouragement and constructive feedback to their peers during assignment presentations. The level of support and collaboration among the students had been noted to understand its potential impact on reducing fear and improving academic performance.

Reflection

Throughout the action research process on students' fear of presenting assignments, several valuable insights and reflections have emerged, such as factors contributing to fear, Impact on academic performance, Continuous improvement and reflection, Institutional support and collaboration. This reflection encompasses the overall research journey, key findings, and potential implications for the students, instructors, and the educational institution.

One of the major findings from this research is that students' fear of assignment presentation is influenced by multiple factors. Through interviews and observations, it was discovered that fear can stem from factors such as lack of confidence, fear of judgment, inadequate preparation, and unfamiliarity with presentation techniques. This indicates the need for targeted interventions to address these factors and provide support to students in building their confidence and presentation skills.

Additionally, the research findings highlighted the significant impact of fear of assignment presentation on students' academic performance. It was observed that students who experienced higher levels of fear tended to perform poorly in their assignments. This suggests that addressing and mitigating the fear can have a positive effect on students' academic outcomes.

The research process itself was a valuable learning experience. Conducting interviews and observations provided rich qualitative data, allowing for a deeper understanding of students' perspectives and experiences. However, it is important to acknowledge the limitations of working with a small sample size of 10 students, which may limit the generalizable of the findings. Future research endeavours could benefit from a larger and more diverse sample to obtain a broader perspective on the issue.

One of the challenges encountered during the research process was ensuring the privacy and confidentiality of the participants. Steps were taken to address this concern by obtaining informed consent and maintaining anonymity in the data analysis and reporting.

Moving forward, the research findings have important implications for Dhawalagiri Multiple Campus and other educational institutions. It is crucial to create a supportive and inclusive learning environment that addresses students' fear of assignment presentation. Strategies such as offering workshops or training sessions on presentation skills, providing mentorship or guidance, and implementing supportive assessment practices can help alleviate students' fear and enhance their academic performance.

That's why, this action research has shed light on the factors contributing to students' fear of assignment presentation and its impact on academic performance. The findings can serve as a foundation for further research and the development of targeted interventions to address this issue. By prioritizing students' well-being and providing the necessary support, educational institutions can create an environment that fosters confidence, growth, and academic success.

Conclusion

In conclusion, this action research study focused on investigating the factors contributing to students' fear of assignment presentation and examining its impact on their academic performance. The research was conducted at Dhawalagiri Multiple Campus, Baglung, Nepal, with a sample of 10 bachelor-level students. The research objectives were to explore the factors contributing to the fear of assignment presentation and to assess its influence on students' academic performance.

The study employed a descriptive approach, utilizing interviews and observations as research tools. Through interviews, the research identified factors such as lack of self-confidence, fear of judgment, inadequate preparation, and negative past experiences as contributors to students' fear of assignment presentation. These factors were found to create anxiety and discomfort during the presentation process.

The research also revealed a significant relationship between the fear of assignment presentation and students' academic performance by observation. Students experiencing higher levels of fear tended to exhibit lower academic performance, including decreased engagement, poorer quality work, and lower grades.

Based on these findings, targeted interventions were designed and implemented to address the identified factors contributing to fear. Workshops, mentoring, and changes in assessment practices were introduced to reduce fear and enhance students'

presentation skills and confidence. The effectiveness of these interventions was observed and evaluated, showing promising improvements in students' attitudes, behaviors, and academic performance.

The action research process involved careful planning, data collection through interviews and observations, data analysis using thematic analysis techniques, and the implementation of interventions. Ethical considerations were prioritized throughout the research, ensuring informed consent and confidentiality of participants' information.

Reflections on the research process highlighted the value of qualitative data in understanding students' perspectives and experiences. However, the small sample size of 10 students limited the generalizability of the findings, suggesting the need for future research with a larger and more diverse sample.

The research findings have important implications for educational institutions, emphasizing the importance of creating a supportive and inclusive learning environment that addresses students' fear of assignment presentation. Strategies such as workshops, mentorship, and supportive assessment practices can help alleviate fear and enhance students' academic performance.

Declarations
Ethics Approval and Consent to Participate
I declare that this research/review was conducted ethically.

References

Bhatta, R. (2017). Tribhuvan University's curriculum review and academic reforms: An overview. *Education 21, 8*(1), 31-46.

Chacon, C. T., Vidal, V., & Seiferth, M. B. (2017). The effect of anxiety on academic performance in graduate students. *Journal of Mental Health Counseling, 39*(1), 13-24.

Chen, C. S., & Chang, Y. J. (2012). Presentation anxiety among Taiwanese EFL learners: A quantitative study. *The Asia-Pacific Education Researcher, 21*(3), 506-514.

Dahal, D. R., & Thapa, S. (2018). Public speaking anxiety among undergraduate students: An empirical study in Nepal. *Journal of NELTA, 23*(1-2), 69-80.

Davis, H. A., & Onwuegbuzie, A. J. (1995). Anxiety and academic performance: A meta-analysis of findings. *Anxiety, Stress, and Coping, 8*(3), 209-240.

Devkota, U. (2015). Challenges in Nepalese higher education and some possible strategies for improvements. *International Journal of Social Sciences and Humanities Research, 3*(1), 75-80.

Dewey, J. (1913). *Interest and effort in education.* Riverside Press.

Elliot, A. J., & McGregor, H. A. (1999). Test anxiety and the hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology, 76*(4), 628-644.

Evans, J., Ingram, N., & Wall, D. (2018). Exploring student perceptions of presentation anxiety: Sources, symptoms, and solutions. *Innovations in Education and Teaching International, 55*(4), 425-433.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research, 74*(1), 59–109.

Hembree, R. (1988). Correlates, causes, effects, and treatment of test anxiety. *Review of Educational Research, 58*(1), 47-77.

Horwitz, E. K. (2005). Language anxiety and achievement. *Annual Review of Applied Linguistics, 25*, 112-126.

Kearney, P. (2008). Examining the fear appeal characteristics of fear-arousing anti-speeding messages: A study of perceived threat, fear, efficacy, and message acceptability. *Transportation Research Part F: Traffic Psychology and Behaviour, 11*(6), 426-438.

McCroskey, J. C., & Richmond, V. P. (1976). Communication apprehension and shyness: Conceptual and operational distinctions. *Central States Speech Journal, 27*(3), 229-236.

McLean, C. P., & Connor, K. M. (2017). Late-life anxiety disorders. *Dialogues in Clinical Neuroscience, 19*(1), 93-106.

Pajares, F. (1993). Self-efficacy beliefs and mathematical problem-solving of gifted students. *Contemporary Educational Psychology, 18*(4), 422-430.

Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology, 101*(1), 115-135.

Putwain, D., & Daly, A. (2013). Test anxiety prevalence and gender differences in a sample of English secondary school students. *Educational Studies, 39*(5), 573-577.

Putwain, D., & Daly, A. (2013). Failure to cope with academic stress: A predictor of academic outcomes in school children. *British Journal of Educational Psychology, 83*(3), 368–380.

Skinner, B. F. (1936). The verbal summator and verbal behavior. *Journal of Experimental Psychology, 19*(4), 401-410.

University Grants Commission. (2019/2020). *Flash reports*. UGC.

Zhang, Y., & Liu, J. (2020). Anxiety and academic achievement in online oral presentation tasks among Chinese college students. *Journal of Language Teaching and Research, 11*(2), 149-157.

Zeidner, M. (1998). *Test anxiety: The state of the art*. Plenum.