

“CebuTech Talks” Experiences and Struggles in Developing Self-confidence and Public Speaking Skills

Marjorie Alviar , Sharmaine Kaye Armas , Jovy Joy Cortez , Joemar Minoza 

Article Info	Abstract
Article History	
Received: 9 April 2025	Many students face challenges in public speaking which limits them to communicate and connect effectively because of limited language proficiency, vocabulary, and mastery. Hence, this study aimed to explore students' experiences and struggles with CebuTech Talks in enhancing self-confidence and public speaking skills. A qualitative interpretative phenomenological analysis (IPA) was used to gather data through an interview guide with 20 purposively chosen participants. Thematic analysis, as outlined by Braun and Clarke (2006), was used to identify key patterns in the data. Four themes emerged from the study: CebuTech Talks as a Meaningful Platform for Building Self-Confidence and Enhancing Public Speaking Skills; Students' Struggles Stem from Mental Barriers, Cognitive Struggles, External Pressures, and Self-Consciousness; Empowering Student Growth and Confidence through Active Learning and Skill Development; and Building Self-Mastery to Overcome Public Speaking Challenges. The findings revealed that students who participated faced significant experiences and challenges in delivering speeches in front of an audience. Furthermore, CebuTech Talks served as a valuable platform to boost self-confidence and improve public speaking skills. The study recommends that CebuTech Talks continue to be offered as an opportunity for students to practice and further develop their self-confidence and public speaking skills.
Keywords	CebuTech Talks Experiences Public speaking skills Self-confidence Struggle

Introduction

Most students face challenges in their future careers due to a lack of confidence to speak publicly. This deficiency inhibits their capacity to communicate effectively and connect with audiences. Confidence is about fluency and a positive mindset to confront challenges (Indrawati, 2018). Learners of English often face difficulties in public speaking due to limited language proficiency, vocabulary, and mastery (Malmir & Shoorcheh, 2012). Speaking can be particularly challenging for many students since it requires interaction. While the other four language skills are practiced individually, speaking cannot be done effectively in isolation. Hence, students should try to find someone to converse with (Indrianty, 2016). To address these challenges, it is crucial to prioritize applicable speaking instruction tailored to learners' needs (Leong & Ahmadi, 2017), ensuring that the teaching environment and methods facilitate effective learning and skill development (Nuraini, 2016).

The emergence of CebuTech Talks at Cebu Technological University-Tuburan Campus aimed to evaluate students' public speaking abilities. CebuTech Talks is a public speaking event adapted from TED Talks. It is a performance required for students in a specific subject wherein they can deliver a speech on a particular topic and publicly share their thoughts and experiences. Thus, student experiences in participation in this course performance established different challenges and struggles in developing self-confidence and public speaking skills. It has been noted that students with an academic focus, such as those in Education courses, excelled in public speaking, while BIT students did not perform as effectively.

The research by Dincer and Yesilyurt (2017) and Tuan and Mai (2015) highlighted speaking as a challenging skill for students due to a lack of confidence in expressing themselves in English. Zarate (2022) examined factors affecting students' proficiency, including motivation and teaching techniques. Kristie (2018) discussed strategies like role-playing and group discussions to boost confidence, while Rahayu et al. (2022) and Gurler (2015) explored factors contributing to speaking anxiety. Yee et al. (2014) suggested creating a comfortable environment to alleviate fears. Kansil et al. (2022) emphasized the educators' role in nurturing confidence. A quantitative study by Tahir and Korompot (2023) found a significant link between self-confidence and public speaking abilities. Nurmala and Jimmi (2018) stressed the importance of speaking skills and integrating English into daily routines to overcome challenges like low motivation and vocabulary.

Based on the studies, there is a research gap regarding the specific impact of speech activities on academic performance, particularly in fostering self-confidence and speaking skills among students. BIT students struggled with the speech activities, whereas Education students performed exceptionally well. Existing studies primarily focus on speaking anxiety and coping strategies, as well as the influence of self-confidence on public speaking abilities. Moreover, most research in this area is international, with limited representation from local studies in the Philippines. Thus, no study has been conducted at Cebu Technological University that investigates students' experiences in public speaking that contribute to developing self-confidence within the context of CebuTech Talks.

The researchers focused on students' experiences during CebuTech Talks and struggles developing self-confidence and public speaking skills. The study aimed to provide enhancement plans to improve these experiences and contribute to UNESCO's Sustainable Development Goals, particularly quality education. The study sought to foster inclusive education and lifelong learning opportunities by addressing these challenges and with a specific focus on advancing quality education, which aimed to improve student's communication skills, recognizing that this not only enhanced their personal development but also aligned with the broader aim of promoting inclusive and equitable high-quality education.

Practical communication skills are crucial for individual empowerment, collaboration, and sustainable development within diverse communities. Therefore, developing self-confidence and refining public speaking skills are essential for fostering effective communication in professional endeavors, acting as foundational pillars that empower individuals to confidently articulate ideas, connect with others, and ultimately thrive in their professional pursuits.

Method

Design

The study employed Interpretative Phenomenological Analysis (IPA) to investigate how students perceived and understood their involvement in public speaking. IPA was a qualitative research approach focused on uncovering how individuals interpreted and gave meaning to their experiences (Bliss, 2016). This methodology was versatile and adjustable, suitable for application in diverse research settings. It enabled researchers to thoroughly explore the experiences and struggles of participants in enhancing self-confidence and public speaking skills within the context of CebuTech Talks.

This study utilized interviews as the primary method for data collection. Each participant's interview lasted approximately 30 minutes and was conducted at the convenience of the participants. The interview guide was an open-ended questionnaire crafted by the researcher. It was validated by experts, including the research adviser and a technical panel of experts. This validation process ensured that the interview guide was durable and could extract valuable insights from participants.

Participants

The research employed a purposive sampling technique to select the participants. The researcher provided selection criteria that included (1) being a bonafide student at Cebu Technological University-Tuburan Campus and (2) having taken part in the CebuTech Talks program. The researcher selected 20 students from Bachelor of Industrial Technology (BIT) courses at any level. BIT students were more focused on practical skills than academic aspects, making their experiences in public speaking valuable for the study.

Data Analysis

This study meticulously transcribed and encoded the qualitative data anticipated from interviews, ensuring precise documentation of participants' statements with their consent. Following the framework inspired by Braun & Clarke's approach (2006), the research continuously refined the initial codes derived from transcribed data to identify recurring patterns and insights. These codes formed the foundation of emerging themes, capturing the expected experiences and challenges related to self-confidence and public speaking skills within the context of CebuTech Talks. The study employed rigorous validation methods, including peer reviews and expert validation, to maintain credibility. Additionally, a visual representation illustrated the systematic progression intended during this phase.

Results and Discussion

The experiences and challenges faced by students in building self-confidence and public speaking skills during CebuTech Talks were explored through a careful process of data collection, transcription, and coding based on interview responses from participants. Several key themes emerged as highly significant.

Table 1. Research Questions and their Generated Themes

Students' Experiences and Struggles		
Sub Theme		
Themes	No.	Generated Themes
Experiences and Struggles	1	CebuTech Talks as a Meaningful Platform for Building Self-Confidence and Enhancing Public Speaking Skills
	2	Students' Struggles Stem from Mental Barriers, Cognitive Struggles, External Pressures, and Self-consciousness
Responses to improve self-confidence & public speaking skills	3	Empowering Student Growth and Confidence through Active Learning and Skill Development
	4	Building Self-Mastery to Overcome Public Speaking Challenges

The four themes that were generated are CebuTech Talks as a Meaningful Platform for Building Self-Confidence and Enhancing Public Speaking Skills; Students' Struggles Stem from Mental Barriers, Cognitive Struggles, External Pressures, and Self-consciousness; Empowering Student Growth and Confidence through Active Learning and Skill Development; and Building Self-Mastery to Overcome Public Speaking Challenges. These themes provide valuable insights into exploring students' experiences and challenges in CebuTech Talks, particularly regarding building self-confidence and improving public speaking skills.

Theme 1: CebuTech Talks as a Meaningful Platform for Building Self-confidence and Enhancing Public Speaking Skills

Most participants expressed that CebuTech Talks significantly influenced their confidence in engaging with others. They added that their involvement in this activity boosts their self-confidence and communication ability. The participants shared that these experiences enhanced their speaking skills, particularly in the context of academic presentations and reporting. Through CebuTech Talks, they were able to practice and refine their communication techniques, making them more adept and comfortable in sharing ideas in an academic setting. As emphasized in the response from Participant B:

"I have grown because now I can do things I could not before, like interviews and presentations. I used to be shy, but ever since CebuTech Talks, I have become more confident." (PBL5-7)

It is emphasized that CebuTech Talks help students gain confidence and develop new skills they previously lacked. This activity empowers students to achieve things they once thought were beyond their abilities.

On the other hand, Participant A also shared the same views on CebuTech Talks' impact on students. As

emphasized in the response from Participant A:

"Yes, it is beneficial because speaking in front of others makes a big difference. For example, when you are discussing something in class, you will not feel as shy anymore." (PAL9-10)

The participant expressed how CebuTech Talks significantly impacted practicing public speaking or engaging in discussions, like in a classroom setting, which can significantly reduce feelings of shyness. By actively participating in discussions or presenting ideas, individuals become more accustomed to expressing themselves in front of others. This, in turn, makes it easier to communicate without fear or anxiety, thus improving both personal confidence and overall communication skills.

On the other hand, Participants P and O expressed the role of CebuTech Talks in boosting self-confidence in Public Speaking. As emphasized in the response from Participant P:

"It is like a bridge that makes things easier for you, like a stepping stone to help you improve your English and boost your confidence in public speaking." (PPL12-14)

On the same note, Participant O shared a similar view:

"In my view, CebuTech Talks has successfully played its role as a bridge, helping CTU students become more comfortable with speech and public speaking." (POL16-18)

The participants conveyed that the role of CebuTech Talks has effectively served as a bridge, guiding CTU students in building their confidence and proficiency in speech and public speaking. It allows students to express themselves, articulate their ideas, and overcome the everyday anxieties of speaking in front of others.

At the same time, Participants E and S expressed that CebuTech Talks help shape students' confidence and speaking abilities for their future careers. As emphasized in the response from Participant E:

"My opinion about CebuTech Talks is that it is beneficial because it boosts your self-confidence and improves your public speaking skills, which will be useful in your future career." (PEL20-22)

On the same note, Participant S shared a similar view:

"Honestly, it is great because it helps you improve—you get trained in English, which will be useful for work in the future." (PSL25-26)

The participants reflected that CebuTech Talks offers a valuable personal and professional development platform, focusing on essential skills often crucial in career growth. One of the standout benefits is the boost in self-confidence of the participants. Engaging in discussions, presenting ideas, and interacting with an audience

allow individuals to express themselves more comfortably. This confidence can transcend the event, positively impacting academic, social, and work interactions.

Yee and Abidin (2014) supported this finding, revealing that mastering public speaking skills can benefit students. These skills help students refine their personal and social interactions, achieve academic growth, and gain significant career opportunities. These skills foster self-confidence and the ability to articulate thoughts effectively, which are essential for personal development and professional success. By learning to communicate persuasively, students also develop invaluable leadership qualities in diverse contexts.

It was also emphasized in the study of Nadiah et al. (2019) that public speaking provides students with a chance to build confidence in their speech. This confidence allows them to engage in social conversations confidently, approach others comfortably, and express themselves openly in any situation, corresponding to the participants' responses. This highlights the transformative potential of public speaking in fostering personal growth and practical communication skills among the students. By mastering these abilities, they can easily navigate diverse social settings, contributing to their overall development and success in various aspects of life.

Furthermore, Salim (2015) highlighted that students with self-confidence can overcome fears and negative thoughts, making communicating easier, particularly during oral presentations in front of the class. Confidence enhances their ability to express ideas clearly and reduces anxiety associated with public speaking. In addition, cultivating self-confidence in students can contribute to their overall academic and personal development, promoting active participation and improved interpersonal skills.

Public speaking is a powerful way to build self-confidence and enhance communication skills. When individuals regularly practice speaking in front of others, they become more comfortable expressing their ideas, leading to greater self-assurance. Over time, public speaking helps to overcome fears and anxieties associated with being in the spotlight, allowing speakers to develop poise and control in various situations. Additionally, preparing for speeches sharpens critical thinking and organizational skills while improving verbal and non-verbal communication. The feedback and experiences gained through public speaking can lead to continuous improvement, helping individuals refine their delivery and connect more effectively with audiences. Eventually, public speaking fosters personal growth and professional development, making it an invaluable tool for boosting confidence and mastering effective communication.

Engaging in public speaking is a powerful way to build self-confidence and enhance communication skills. When individuals regularly practice speaking in front of others, they become more comfortable expressing their ideas, which leads to a greater sense of self-assurance. Over time, public speaking helps to overcome fears and anxieties associated with being in the spotlight, allowing speakers to develop poise and control in various situations. Additionally, the process of preparing for speeches sharpens critical thinking and organizational skills, while also improving verbal and non-verbal communication. The feedback and experiences gained through public speaking can lead to continuous improvement, helping individuals refine their delivery and connect more effectively with audiences. Eventually, public speaking fosters both personal growth and

professional development, making it an invaluable tool for boosting confidence and mastering effective communication.

Theme 2: Students' Struggles Stem from Mental Barriers, Cognitive Struggles, External Pressures, and Self-consciousness

Another theme that surfaced is the challenges students face in their involvement with CebuTech Talks. Key struggles include mental barriers like nervousness, speaking anxiety, and stage fright, which impede their ability to perform confidently. Cognitive challenges—such as difficulty memorizing content, mental blocks, and distractions—make smooth delivery more difficult. External pressures, such as time management, topic selection, and high expectations, add to their stress. Self-consciousness and fear of judgment further intensify feelings of insecurity. These feelings make it harder for students to build the confidence needed for effective public speaking. As highlighted in the response from Participant R:

"Well... the first time I tried it, I could not finish because I was too nervous." (PRL32)

The participant has highlighted that anxiety affected the ability to complete the task, suggesting that the pressure being felt, perhaps from fear of failure or performance anxiety, became overwhelming. This nervousness may have hindered their focus, concentration, or physical ability to continue, leading them to abandon the effort before completion. This experience highlights the impact that emotional states, such as anxiety, can have on one's performance, especially in high-stress or unfamiliar situations.

On the other hand, Participant M shared that being around many people triggers nervousness, self-consciousness, and worry about being judged, leading to the fear of making mistakes. As highlighted in the response from Participant M:

"It is just that facing many people makes me nervous—I get self-conscious and worry about making mistakes, afraid of being judged." (PML35-36)

The participant shared experiencing significant anxiety when faced with large groups of people. This feeling is primarily driven by self-consciousness, with a heightened awareness of how others might perceive them. The worry of making mistakes in front of others intensifies this anxiety, leading to a fear of being judged. This fear stems from a concern that perceived flaws or errors will lead to negative evaluations by those around them. Such worries can overwhelm social interactions, creating an internal struggle that affects comfort and confidence in group settings.

In addition, Participant B felt overwhelmed by the heavy workload, heightened pressure, and the challenge of their first experience with public speaking, which intensified their stress. This combination of academic demands and unfamiliar social expectations created a significant emotional burden. As highlighted in the response from Participant B:

"It was tough, super long, and hard to memorize, plus I still had other things to do for my minor subjects... everything was happening simultaneously. Then, when I stepped on stage, I was like... I could not even say my first word right away. It took me a few seconds to get it out. I finished, but it was rushed because I was nervous, and it was my first time doing that." (PBL40-43)

Participant B reflected on a particularly challenging experience, describing the emotional and mental strain of memorizing complex material while balancing other academic responsibilities. The performance itself was affected by nervousness, which reduced clarity and caused a rushed delivery, especially given that it was the first time performing or presenting in front of an audience. Despite efforts, the combination of pressure, anxiety, and inexperience led to a less-than-ideal outcome.

In relation, this finding reflected the study of Zadorozhnyy & Lee (2023) that stated that many students experience heightened levels of stress, anxiety, and fear when faced with the prospect of speaking in front of an audience, which completely resonates with the participants' responses that highlights the common phenomenon of public speaking anxiety among students. The fear of speaking in public is not just an isolated phenomenon but a pervasive issue affecting many students. It aligns with the existing research and contributes to the broader understanding that public speaking anxiety is a universal challenge in educational settings, often hindering students' academic performance and social participation. The participants' experiences reflect this trend. They offer a real-world example of the theoretical findings and provide valuable insight into the nature of this anxiety in a student context.

Furthermore, Geria (2022) discovered that students often face challenges due to fear, concerns about others' judgment, responding to questions or comments from peers, and losing focus when they struggle to find the right words. It was also emphasized by Tsang (2020) that anxiety often increases self-consciousness and fear of criticism, prompting individuals to overthink their speech and leading to mental blocks that disrupt their fluency. These obstacles can hinder students' ability to engage in discussions and perform to the best of their abilities. As a result, students may experience anxiety that affects their overall academic performance and self-confidence.

Ismael (2022) stated that students might be capable of understanding and completing academic tasks, but they often feel overloaded. When this happens repeatedly, it can lead to cumulative academic stress, which may reduce their ability to effectively complete their educational responsibilities, firmly validating the previously mentioned conclusion. Addressing academic workload management and providing adequate support systems to help students cope is important. Without such interventions, prolonged stress could negatively impact their academic performance and overall well-being.

Individuals who experience anxiety when speaking in public typically avoid situations that require them to appear in front of others. However, when they are forced into such situations, they endure significant distress and anxiety. This anxiety often stems from concerns about being judged, making mistakes, or forgetting what to say, which can result in physiological reactions like increased heart rate, sweating, and even memory lapses

during presentations. The participants' responses in this study reflect these findings, indicating that they, too, experience similar apprehensions. This shared response suggests that public speaking anxiety is a widespread issue, impacting students' confidence, communication skills, and overall academic performance.

Theme 3: Empowering Student Growth and Confidence through Active Learning and Skill Development

Students should engage in meaningful learning experiences in fostering academic and personal development. It helps to reduce self-consciousness, allowing students to build confidence in discussions and presentations. This leads to an improvement in their speaking and articulation abilities. This theme encapsulates that education is about providing knowledge and shaping students' capabilities to empower them as confident, competent learners. As emphasized in the response from Participant P:

"Yes, because over time, you stop feeling shy or afraid as you keep doing it. It is no longer a trial since you have done it many times and started getting used to it. You gain confidence in yourself. Now, I am also less scared because I learned along the way that people around me are just fellow students, so there is no need to feel awkward." (PPL49-52)

The participant expressed that repeated exposure and practice helped overcome initial shyness or fear. As the activity was more frequent, what once felt like a daunting trial gradually became routine. Over time, comfort grew, and confidence naturally followed. The participant also mentioned that, over time, they realized the people around them were just fellow students. This realization reduced feelings of awkwardness or intimidation, which, in turn, further eased their nerves. This process of gradual familiarization allowed for more open and comfortable engagement.

Additionally, Participant T conveyed that CebuTech Talks provides students a unique platform to practice and refine their public speaking skills. Through participating, students expand their vocabulary and develop essential communication abilities that will serve them in various professional and personal situations. As emphasized in the response from Participant T:

"My thoughts about CebuTech Talks are that it is a valuable event for our university because it gives students the chance to practice public speaking, helping them improve their vocabulary, skills, and confidence." (PTL55-57)

The participant noted that the event encourages students to articulate their ideas clearly and confidently in front of an audience, which is crucial for building self-confidence and poise. CebuTech Talks fosters a supportive environment where students can receive constructive feedback, helping them identify areas for improvement and boosting their confidence in public speaking.

Moreover, Participant D imparted that CebuTech Talks has significantly enhanced their speaking abilities. With this opportunity, there is no need to seek other activities, as CebuTech Talks provides ample practice and

experience in public speaking and communication. As emphasized in the response from Participant D:

"CebuTech Talks has helped improve my speaking skills. For students who want to boost their self-confidence, it plays an important role—they do not need to look for other activities to practice their public speaking skills." (PDL60-62)

The participant conveyed that CebuTech Talks provided a supportive environment in which to practice and refine their public speaking abilities, which boosted their self-confidence. It was seen as an invaluable platform for personal growth and effective communication.

The findings of the study of Dobržinskienė (2016) indicated that enhancing speaking skills encompasses various elements, such as clarity, coherence, vocabulary, and self-confidence. Like any skill, speaking improves through consistent practice and routine. The main priority should be practice, which can help alleviate the audience's fear. Practicing reduces signs of nervousness, such as a trembling voice, sweaty palms, and flushed cheeks, which are noticeable to the audience and can increase the speaker's anxiety since they, too, are aware of these signs, explicitly confirming the finding. Regular practice improves technical aspects like pronunciation and fluency, fostering greater ease and control. Over time, this increased comfort can lead to a more natural and engaging delivery, allowing the speaker to connect better with the audience.

Yee et al. (2014) support the finding that a student can develop greater confidence in effectively persuading others of their ideas and opinions by engaging in public speaking practice. Regular public speaking practice enhances the students' confidence and strengthens their ability to structure arguments clearly and respond to audience feedback effectively. This increased self-assurance and skill set enables students to convey their ideas more persuasively and adapt their approach based on audience cues.

Djhane (2022) expressed that public speaking is a skill anyone can master through consistent practice and dedication. Similarly, Rahayu et al. (2022) emphasized that adequate presentation preparation can help address the fear of public speaking. This includes selecting an appropriate topic, thoroughly preparing, practicing regularly, and honing public speaking skills to deliver a polished performance. It highlighted that with targeted efforts and regular engagement, individuals can develop confidence and fluency, making public speaking accessible to people from all backgrounds and skill levels.

Research participants acknowledged that practice is crucial in public speaking because it builds confidence, refines skills, and enhances the speaker's ability to engage an audience effectively. When speakers rehearse, they become more comfortable with their material, which reduces anxiety and allows for smoother delivery. Through repeated practice, they can identify and correct areas that may need improvement, such as pacing, tone, body language, and clarity of expression. This refinement makes the message more transparent and more compelling to the audience. Therefore, practicing in front of others or recording oneself helps speakers become more aware of how they appear and sound, giving them insights into adjusting for a more powerful impact. As speakers become more practiced, they also develop the flexibility to handle unexpected situations or questions, enhancing

their credibility. Ultimately, practice in public speaking improves the technical aspects of the presentation and empowers the speaker to communicate with authenticity and confidence, making a lasting impression on their audience.

Theme 4: Building Self-Mastery to Overcome Public Speaking Challenges

Building self-mastery to overcome public speaking challenges involves developing confidence, control, and practical communication skills. It enables students to manage their thoughts, emotions, and behaviors in a way that promotes confidence, clarity, and presence when speaking. Public speaking often triggers anxiety, self-doubt, and a heightened fear of judgment. Self-mastery helps one develop control over these reactions and instead embrace speaking opportunities with a calm, focused mindset. As highlighted in the response from Participant M:

"You just have to believe in yourself. You need to have self-confidence. Just keep practicing because practice leads to progress." (PML67-68)

The participant noted that self-belief is essential for personal growth and success. They emphasized the importance of having self-confidence, as it enables individuals to take on challenges and stay motivated even when facing setbacks. People are likelier to persevere and push through obstacles by believing in their potential. Consistent practice was also highlighted as a key factor, as it leads to improvement over time, reinforcing that progress, not perfection, is the accurate measure of success.

On the other hand, Participant F shared the power of persistence and bravery, suggesting that facing fears can lead to personal growth and increased confidence over time. As highlighted in the response from Participant F:

"Just do not be shy in front of a crowd... face your fears... the fear is only at the beginning." (PFL71)

The participant expressed that overcoming shyness in front of a crowd can be daunting, but facing that fear directly often leads to surprising growth and confidence. It has been noted that the initial fear of speaking up or performing is typically the most challenging part, as it comes from a place of self-doubt and uncertainty. One can develop the skills and resilience needed to excel in public by pushing through discomfort.

Furthermore, Participant L imparted that public speaking requires continuous effort and refinement. The more you rehearse and refine your public speaking skills, the better you will be able to handle any situation confidently and communicate your message effectively. As highlighted in the response from Participant L:

"What I can say about public speaking is that you must keep improving. You should not just rely on having enough time to prepare—you need to keep practicing because if you wait until the last minute, you might forget things, get rattled, or even have a panic attack." (PLL74-77)

The participant conveyed that relying solely on last-minute preparation can lead to issues such as memory lapses, anxiety, or even moments of panic on stage. Practicing regularly helps build confidence, ensuring your message flows naturally, even under pressure. While ample preparation time is sufficient, consistent practice is the key to success.

Ozdemir and Papi (2021) provides support for the previously stated findings. It found that it is essential to recognize and address these negative beliefs and self-perceptions by cultivating supportive learning environments that promote positive self-beliefs, encourage a growth mindset, and help students develop new, more optimistic perspectives, which completely resonates with the participants' responses. Such environments enhance students' motivation and contribute to improved academic outcomes and emotional well-being. Also, fostering a sense of community and providing constructive feedback can empower learners to overcome self-doubt and embrace challenges.

Correspondingly, Puspitasari et al. (2024) highlight self-efficacy as essential in public speaking education. Confidence fosters trust in one's ability to deliver impactful speeches, motivating practice, refining techniques, reducing anxiety, and improving audience engagement. It was also emphasized in the study of Shokrpour et al. (2021) that positive thinking reduces student anxiety, enhances stress management, and aligns thoughts, emotions, and actions. This alignment fosters control, resilience, and confidence, making a positive mindset essential for academic and personal growth. Creating supportive environments and fostering positive self-beliefs empower students to overcome self-doubt and anxiety. Encouragement and safety promote growth while building self-efficacy in public speaking, boosting confidence and skills. Positive thinking helps manage stress and emotions, enhancing academic performance, resilience, and personal growth for success in life.

By creating environments prioritizing these elements, educators lay the foundation for holistic student development, addressing academic and emotional needs. Supportive learning environments help students feel safe and understood, encouraging them to take risks, embrace challenges, and step out of their comfort zones. These spaces cultivate a culture of growth, where mistakes are seen as learning opportunities rather than failures. By integrating strategies such as constructive feedback, fostering a sense of community, and promoting a growth mindset, educators inspire students to develop resilience and self-confidence. This empowerment leads to improved academic outcomes, such as better grades and stronger problem-solving skills. It enhances personal growth by equipping students with the emotional tools to handle stress, setbacks, and uncertainty. As a result, such environments help students develop the self-assurance and adaptability they need to thrive in their academic pursuits and beyond.

Conclusion

In conclusion, students' involvement in CebuTech Talks has played a crucial role in enhancing their self-confidence and public speaking skills. Participating in these events exposed students to real-world platforms to share their ideas, insights, and solutions to various societal issues. Moreover, engagement in CebuTech Talks benefits students academically and prepares them for their future careers. The experience enhances their critical

thinking and communication skills, essential in professional settings. By building self-confidence and mastering public speaking, students gain a competitive edge, allowing them to express ideas effectively, collaborate with diverse teams, and excel in job interviews and workplace interactions. This foundation equips them to navigate real-world challenges with poise and competence, fostering lifelong success.

This study limits on the experiences of the participants and do not include tests on the effective of CebuTech Talk as a platform. Hence, future studies may delve into quasi experimental design to test the impact of CebuTech Talk on speaking ability of students. Moreover, it is recommended that CebuTech Talks should remain an ongoing platform within the institution to help students build self-confidence and enhance their public speaking skills.

Acknowledgements

We would like to acknowledge Cebu Technological University-Tuburan Campus for the support provided in the conduct of this study.

References

Bliss, L. (2016). Phenomenological Research: Inquiry to Understand the Meanings of People's Experiences. *International Journal of Adult Vocational Education and Technology*, 7 (3), 1–14. Retrieved from <https://eric.ed.gov/?id=EJ1155631>

Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3, 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Dincer, A., & Yesilyur, S. (2017). Motivation to speak English: A self-determination theory perspective. *PASAA: Journal of Language Teaching and Learning in Thailand*, 53(1), 1–25. <https://doi.org/10.58837/CHULA.PASAA.53.1.1>

Djihane, H. (2020). *Exploring the Role of TED Talks Videos in Improving Students' Public Speaking Skills: The Case of Second Year Master English Language Students at Mohamed Lamine Debaghine Setif 2 University*. University Setif 2. Retrieved from https://www.academia.edu/44621966/Exploring_the_role_of_TED_talks_videos_in_improving_students_public_speaking_skills

Dobržinskienė, R. (2016). Public speech: A challenge for a student. Mykolo Romerio Universitetas, 16. Retrieved from <https://ojs.mruni.eu/ojs/vsrt/article/view>

Indrawati, E. (2018). Improving Self-confidence of Adolescence through Counseling Directive. *International Journal of Science and Research*, 7 (5), 373–375. Retrieved from <https://paper.researchbib.com/view/paper/299369>

Indrianty, S. (2016). Students' Anxiety in Speaking English: A Case Study in One Hotel and Tourism College in Bandung. *ELTIN Journal*, 4 (1), 1-12. Retrieved from <https://ejournal.stkippsiliwangi.ac.id/index.php/eltin/article/view/337>

Ismail, M. (2022). The Impact of the Academic Overload on Students' Well-being in Secondary Schools in

South Lebanon. *International Journal of Education, Technology and Science*, 2(2), 181–212. Retrieved from <https://ijets.org/index.php/IJETS/article/view/47>

Geria, A. (2022). Challenges faced by Students in Speaking English in Indonesia: A literature study. *Jurnal Penelitian Mahasiswa Indonesia*, 2(2), 2827–9956. Retrieved from <https://jurnal.stkipahsingaraja.ac.id>

Gurler, I. (2015). Correlation between Self-confidence and Speaking Skill of English language Teaching and English Language and Literature Preparatory Students. *Current Research in Social Sciences*, 1 (2), 14–19. Retrieved from <https://dergipark.org.tr/tr/download/article-file/49980>

Kansil, V. E., Tuna, J. R., & Liando, N. V. (2022). Analysis of the Effect of Students' Self-Confidence on Speaking Skill. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(5), 653-675. <https://doi.org/10.36582/jotell.v1i5.4209>

Kristie, L. S. (2018). Teachers' Strategies to Improve Students' Self-confidence in Speaking: A Study at Two Vocational Schools in Central Borneo. *Register Journal*, 11(2), 139-153. <https://doi.org/10.18326/rgt.v11i2.139-153>

Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34-41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>

Malmir, A., & Shoorcheh, S. (2012). An Investigation of the Impact of Teaching Critical Thinking on the Iranian EFL Learners' Speaking Skill. *Journal of Language Teaching and Research*, 3 (4), 608–617. <https://doi.org/10.4304/jltr.3.4.608-617>

Nadiah, N., Arina, & Ikhrom. (2019). The Students' Self-Confidence in Public Speaking. *ELITE JOURNAL*, 1(1), 1-12. Retrieved from <https://www.elitejournal.org/index.php/ELITE/article/view/7>

Nuraini, K. (2016). The barriers of teaching speaking English for EFL learners. *Elite. Journal of English Language, Literature, and Teaching*, 1(1), 7-14. <https://doi.org/10.32528/elite.v1i1.159>

Nurmala, D., & Jimmi, J. (2018). The Correlation Between Vocabulary Mastery and Self-esteem on Students' Speaking Skill. *Wanastra: Jurnal Bahasa Dan Sastra*, 10(1), 78–83. Retrieved from https://www.researchgate.net/publication/335405593_The_Correlation_Between_Vocabulary_Mastery_And_Self_Esteem_On_Students'_Speaking_Skill

Ozdemir, E., & Papi, M. (2021). Mindsets as sources of L2 speaking anxiety and self-confidence: The case of international teaching assistants in the U.S. *Innovation in Language Learning and Teaching*, 16(3), 234–248. <https://doi.org/10.1080/17501229.2021.1907750>

Puspitasari, D., Rosyid, O. A., Amini, A., & Fitriantoro, B. R. (2024). Revealing the Impact of Students' Anxiety and Fear during Public Speaking Performances: A Perspective from the Theory of Language Development. *Jurnal CULTURE (Culture, Language, and Literature Review)*, 11(1), 1-10. <https://doi.org/10.53873/culture.v1i1.565>

Rahayu, P., Rozimela, Y., & Jufrizal, J. (2022). Students' Public Speaking Assessment for Informative Speech. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 2447-2456. <https://doi.org/10.35445/alishlah.v14i1.1433>

Salim, A. (2015). General self-confidence and its implication on students' achievement in oral presentation. *JEELS (Journal of English Education and Linguistics Studies)*, 2(2), 34-48. <https://doi.org/10.30762/jeels.v2i2.95>

Shokrpour, N., Sheidaie, S., Amirkhani, M., Bazrafkan, L., & Modreki, A. (2021). Effect of Positive Thinking

Training on Stress, Anxiety, Depression, and Quality of Life Among Hemodialysis Patients: A Randomized Controlled Clinical Trial. *Journal of education and health promotion*, 10(1), 225. https://doi.org/10.4103/jehp.jehp_1120_20

Tahir, M., & Korompot, C. A. (2023). The Impact of Self-confidence on Students' Public Speaking Ability. *International Journal of Business English and Communication*, 1(2), 53-57. Retrieved from <https://journal.unm.ac.id.index.php/ijobec/index>

Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8-23. Retrieved from <http://www.multidisciplinaryjournals.com/ajer-vol-3-no-2-2015>

Tsang, A. (2020). The relationship between tertiary-level students' self-perceived presentation delivery and public speaking anxiety: A mixed-methods study. *Assessment & Evaluation in Higher Education*, 45(7), 1060-1072. <https://doi.org/10.1080/02602938.2020.1718601>

Yee, K. M., & Abidin, M. J. Z. (2014). The use of public speaking in motivating ESL learners to overcome speech anxiety. *International journal on studies in English language and literature (IJSELL)*, 2(11), 127-135. Retrieved from <https://www.arcjournals.org/pdfs/ijsell/v2-i11/16.pdf>

Zadorozhnyy, A., & Lee, J. S. (2023). Informal digital learning of English and willingness to communicate in a second language: Self-efficacy beliefs as a mediator. *Computer Assisted Language Learning*, 1-21. <https://doi.org/10.1080/09588221.2023.2215279>

Zarate, M. (2022). Influential factors affecting students' English proficiency. *Journal of Positive School Psychology*, 6(7). Retrieved from <https://journalppw.com/index.php/jpsp/article/view/11983>

Author Information

Marjorie Alviar

 <https://orcid.org/0009-0003-7779-3432>
Cebu Technological University
Poblacion, Tuburan, Cebu
Philippines

Sharmaine Kaye Armas

 <https://orcid.org/0009-0002-6748-7944>
Cebu Technological University
Poblacion, Tuburan, Cebu
Philippines

Jovy Joy Cortez

 <https://orcid.org/0009-0001-5506-5624>
Cebu Technological University
Poblacion, Tuburan, Cebu
Philippines

Joemar T. Minoza

 <https://orcid.org/0000-0002-6707-7593>
Cebu Technological University
Nangka, Consolacion, Cebu
Philippines
Contact e-mail: joemar.minoza@ctu.edu.ph
