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Self-Efficacy and Emotional Intelligence as Predictors of Public Speaking Anxiety in College Students

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KEYWORDS

public speaking anxiety, self-efficacy, emotional intelligence

ABSTRACT

This study involved three variables, namely self-efficacy (X1), emotional intelligence (X2), and anxiety of public speaking (Y). The research sample consists of 175 students from the class of 2017 (semester 2) at Satya Wacana Christian University (*Universitas Kristen Satya Wacana*, UKSW), representing 13 existing faculties. This study uses a quantitative method with a sampling technique employing random sampling. The data collection technique utilized is scale distribution. The variable of public speaking anxiety uses a scale from Bartholomay & Houlihan (2016), which consists of 17 items. The self-efficacy variable uses the scale of Ralf Schwarzer and his colleagues (in Zhou, 2015), which consists of 10 items, and the emotional intelligence variable uses the scale of Schutte et al. (in Jonker & Vosloo, 2008), which consists of 29 items. The results of the study prove that: 1) Self-efficacy independently can be a predictor for the emergence of public speaking anxiety in UKSW students; 2) Emotional intelligence independently cannot play a role as a predictor for the emergence of public speaking anxiety in UKSW students; and 3) Self-efficacy and emotional intelligence together can play a role as a predictor, accounting for 12.7% of the appearance of public speaking anxiety in UKSW students.

INTRODUCTION

Speaking in public, especially in front of an audience that is considered important people, is an easy thing for some people, but not for others (Amelia et al., 2022; Juwito et al., 2022). Some people feel tormented and at a loss for words when asked to do so. Such a condition is one of the manifestations of public speaking anxiety, which is an uncomfortable state experienced by a person when speaking in public, characterized by physical, physiological, and psychological reactions (Bukhori, 2016). According to Daradjat (in Bukhori, 2006), physiological or physical reactions include fingers becoming cold, heart palpitations, cold sweats, dizziness, irregular breathing, or even shortness of breath, while psychological reactions include fear, difficulty concentrating, pessimism, and restlessness.

Public speaking anxiety is an uncomfortable state that does not settle on the individual, both when imagining and when speaking in front of a crowd (Wahyuni, 2015). Anxiety about speaking in public can also be defined as an uncomfortable and unpleasant feeling that triggers a fear of speaking, giving speeches, or even just expressing opinions in public, individually or in groups, so that the message cannot be conveyed perfectly. All of these are included in psychological, physiological, and behavioral reactions in general (Kholisin, 2014). Public speaking anxiety can be experienced by everyone, including students. The three components

of the anxiety dimension according to Lang (in Craske, 1982) are: cognitive, behavioral, and physiological.

One of the competencies (Soft Competency) that students must have is the ability to speak in public. According to Monarth & Kase (in Haryanthi & Tresniasari, 2012), this ability greatly supports students to be able to carry out various student activities such as lectures, thesis exam presentations, and various organizational activities. Situations that generally cause anxiety in the context of public speaking, based on their anxiety ranking, are when speaking in meetings, meeting new people in social situations, talking to authority figures, presentation activities, job interviews, answering questions when appointed by authority figures, answering questions after presenting presentation materials, introducing yourself to certain groups, participating in group discussions, and speaking at forums with a relatively large audience capacity. According to Monarth & Kase (in Haryanthi & Tresniasari, 2012), the factors that affect individuals to experience anxiety when speaking in public are biological factors, negative thoughts, avoidant behaviors, and emotions.

Rahayu (in Wahyuni, 2015) argues that students who experience anxiety about public speaking will avoid making presentations, reducing the frequency and intensity of their involvement in public speaking transactions, so that they will avoid public speaking situations. Bandura (in Wahyuni, 2015) stated that individuals who experience anxiety show fear and avoidant behavior that often interfere with performance in their lives, as well as in academic situations.

Anxiety is affected by several factors, one of which is self-efficacy. As expressed by Utomo (in Wahyuni, 2015), his research revealed that the anxiety of public speaking is also influenced by several factors, including emotional maturity and self-efficacy. The factor of emotional maturity is characterized by not exploding emotions in front of others, assessment of critical situations, and having stable emotions, while self-efficacy is characterized by confidence in dealing with uncertain situations, confidence in achieving goals, fostering motivation, and overcoming challenges that arise.

Bandura (in Wahyuni, 2015) stated that self-efficacy is an individual's belief that they are able to do something in a certain situation successfully. This will affect how the individual feels, thinks, and behaves towards chosen decisions, the efforts to be made, and their steadfastness when facing obstacles, having a sense that the individual is able to control their social environment. Confidence in all abilities includes confidence, adaptability, cognitive capacity, intelligence, and the capacity to act in stressful situations. Bandura (in Tangkeallo, Purbojo & Sitorus, 2014) states that self-efficacy consists of three dimensions, namely level, generality, and strength. Level relates to the individual's confidence in choosing a task based on its level of difficulty and their ability. Generality is an individual's mastery of the field or task of the job. Strength is the level of strength or steadfastness of an individual towards their beliefs.

From the results of research conducted by Wahyuni (2015), it was found that there was a negative relationship between self-efficacy and public speaking anxiety. Students who have high self-efficacy have a lower level of anxiety in public speaking. For someone with high self-efficacy, a task is not seen as a threat to be avoided, but as a job to be completed. They are

interested in an activity, develop goals, and have a commitment to achieve those goals. They prevent failure, and if they do fail, quickly regain their self-efficacy.

Another thing that is also related to anxiety, according to Goleman (in Kholisin, 2014), is a person's emotional intelligence and self-control. People who have high emotional intelligence have a calm attitude in dealing with things, are not anxious, do not worry, are not easily afraid, and do not act impulsively. In line with Goleman, the Hidayanti Study (in Kholisin, 2014) found that emotional intelligence affects the effectiveness of a person's interpersonal communication. Thus, emotional intelligence makes a person more able to control their emotions and restrain themselves, be steadfast in facing difficulties, be able to adjust to their environment, be able to develop potential, and not be anxious in overcoming various disorders.

The four-dimensional model of Emotional Intelligence (EI), expressed by Salovey & Mayer (in Brackett & Salovey, 2006), includes perception of emotion, use of emotion to facilitate thinking, understanding of emotion, and management of emotion. Utami's study (in Kholisin, 2014) found that a person will feel anxious when faced with situations that are out of control, unpleasant, and do not compromise with what is desired. However, the anxiety can be controlled with high emotional intelligence. The study of Melandy and Aziza (in Kholisin, 2014) found that a person's success is not only supported by the physical aspect, but the psychic aspect also has a very important role in realizing a person's success, including emotional intelligence.

As a student, having a dedication to education, a high competitive spirit, and good communication skills such as being able to speak in public are obligations that must be fulfilled. This can also be felt by students of Satya Wacana Christian University, who are required to make presentations in almost every course, speak in forums, participate in group discussions, and carry out activities in other public spaces. However, in the process, students can often feel anxiety when speaking in public; self-efficacy and emotional intelligence may also play an important role in this process.

This research, using two independent variables, namely self-efficacy and emotional intelligence, and associating them with the dependent variable, namely anxiety of public speaking, is a study that has never been conducted using participants from Satya Wacana Christian University students. Therefore, this study aims to review the relationship between self-efficacy and emotional intelligence with public speaking anxiety in college students. The hypothesis of this study is that: 1) self-efficacy independently can play a role as a predictor for the emergence of public speaking anxiety in students; 2) Emotional intelligence independently can play a role as a predictor for the emergence of public speaking anxiety in students; and 3) Self-efficacy and emotional intelligence together can play a role as a predictor for the emergence of public speaking anxiety.

METHOD

This study uses quantitative approaches and correlational research methods to measure the magnitude and direction of the relationship between two or more variables. From the correlation technique, it will be obtained that the relationship between two or more variables expressed in numbers will be obtained, which is commonly called the correlation coefficient

(Setiasih & Setyanigrum, 2013). The correlation method was used to determine the relationship between Self-Efficacy (X1), and Emotional Intelligence (X2) with Public Speaking Anxiety (Y).

The population in this study is students of Satya Wacana Christian University, Salatiga, with the following criteria: have the status of an active UKSW student, and are students of the class of 2017 (semester 2). In this study, sampling was done using *random sampling techniques*. *Random sampling* (Hadi, 2004) is a sampling technique where each individual in the population is given an equal opportunity to be assigned to be a member of the sample.

This study uses variable measurements in the form of scales that will be distributed to participants to fill in. In this study, the instruments used are three scales, namely

1) Public Speaking Anxiety Scale: This study uses the Public Speaking Anxiety Scale (PSAS) developed by Bartholomay & Houlihan (2016). The scale was developed from three models of anxiety components, namely cognitive, behavioral, and physiological as expressed by Lang (in Bartholomay & Houlihan, 2016). PSAS has 17 items, with the following item divisions: the cognitive component consists of 8 items, the behavioral component consists of 4 items, and the physiological component consists of 5 items. PSAS had high validity with a speech anxiety component (r = 0.835-0.845). PSAS has reliability with three components revealed by Lang (1971), namely the cognitive subscale has a high internal consistency with Cronbach's alpha 0.881. The behavioral subscale has a relatively low internal consistency with Cronbach's alpha 0.747, and the physiological subscale has a high internal consistency with Cronbach's alpha 0.867. The instrument used in this study is based on the Likert scale, there are two types of statements, namely negative statements and positive statements that can be chosen by respondents. Each item is divided into 4 categories, namely very appropriate (SS), appropriate (S), non-appropriate (TS), and very inappropriate (STS).

Based on the results of the reliability test of the used try outs and the selection of items were carried out in two rounds, with a standard correlation coefficient of >0.30 (Azwar, 2012). In the first round of selection results of 17 items, 2 items were eliminated with a reliability coefficient of 0.873, then the second selection was carried out with 15 items and no more items were found with a reliability coefficient of 0.888. The value of the total correlation item moves from 0.335 to 0.675.

2) Self-Efficacy Scale: This study uses Generalized Self-Efficay Scale (GSES) developed by Ralf Schwarzer and his colleagues (Zhou, 2015). The scale consists of 10 items. The scale is also based on Three-dimensional Self-efficacy who put forward Bandura (in Tangkeallo, Purbojo & Sitorus, 2014) namely level, generality, and strength. The reliability of GSES is classified as having high internal consistency with Alphas ranges from 0.82-0.93. The validity of GSES is reviewed from the positive correlation with other measurements, namely Self-esteem (0.52), Internal control beliefs (0.40) and Optimism (0.49). The instruments used in this study are based on the scale Likert, there are two types of statements, namely negative statements and positive statements that can be chosen by respondents. Each item is divided into 4 categories, namely very appropriate (SS), appropriate (S), non-appropriate (TS), and very inappropriate (STS). Based on reliability test results try out used and item selection carried out in one round, with the standard correlation coefficient >0.30 (Azwar,

2012). In the first round, the results of the selection of 10 items were obtained and none of the items fell with a reliability coefficient of 0.801. Total correlation item value moving from 0.364 to 0.682.

3) Emotional Intelligence Scale: This study uses the Schutte Emotional Intelligence Scale (SEIS) developed by Schutte et al. (1998). This study will use items from the SEIS scale that were re-examined by Jonker & Vosloo (2008). In the SEIS scale used, it consists of 29 items representing the six SEIS dimension factors based on positive affect, emotion-others, happy emotions, emotions-own, non-verbal emotions and emotions management. The six dimensional factors are based on the dimensions of the Emotional Intelligence (EI) model, which is expressed by Salovey & Mayer (in Brackett & Salovey, 2006), namely perception of emotion, use of emotion to facilitate thinking, understanding of emotion, and management of emotion. SEIS has a reliability range of 0.70–0.85. SEIS has a moderate to high validity with the big five personality factors. The instrument used in this study is based on the Likert scale, there are two types of statements, namely negative statements and positive statements that can be chosen by respondents. Each item is divided into 4 categories, namely very appropriate (SS), appropriate (S), non-appropriate (TS), and very inappropriate (STS).

Based on the results of the reliability test *of the used try outs* and the selection of items carried out in two rounds, with a standard correlation coefficient of >0.30 (Azwar, 2012). In the first round, the results of the selection of 29 items were obtained and 3 items were eliminated with a reliability coefficient of 0.878. Furthermore, in the second round with 26 items and no items were found to be dropped with a reliability coefficient of 0.886. *The value of the total correlation item* moves from 0.333 to 0.601.

The data analysis technique used in this study is multiple regression analysis. To analyze the data using the computer program tool SPSS 16.00 *for windows*.

RESULTS AND DISCUSSION

The researcher categorized the scale used in this study to determine the height and low of the sample value.

Table 1. Descriptive Data Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self-Efficacy	175	16	36	28.30	3.650
Emotional intelligence	175	69	110	87.17	9.055
Public speaking anxiety	175	24	66	43.35	7.141
Valid N (listwise)	175				

Based on the results of the descriptive analysis, in Table 1, it can be concluded that the self-efficacy variable obtained a mean of 28.30 and a deviation standard of 3.650. The emotional intelligence variable obtained a mean of 87.17 and a standard deviation of 9.055, and the variable of public speaking anxiety with a mean value of 43.35 and a standard deviation of 7.141.

Table 2. Categorization of Self-Efficacy Scale Scores

Interval	Category	Frequency	Percentage	Mean	Standard Deviation
34<x≤40	Very High	7	4	28,30	3,650
28<x≤34	Tall	81	46,29		
22<x≤28	Keep	78	44,57		
16<x≤22	Low	8	4,57		
10≤x≤16	Very Low	1	0,57		

Based on the results of the categorization in Table 2, self-efficacy is categorized into five categories, namely the very high category with a percentage of 46.29%, the medium category with a percentage of 44.57%, the low category with a percentage of 4.57%, and the very low category with a percentage of 0.57%. Based on these results, it can be concluded that the average score of participants in the self-efficacy variable is in the high category.

Table 3. Categories Emotional Intelligence Scale Score

Interval	Category	Frequency	Percentage	Mean	Standard Deviation
98.6<x≤116	Very High	21	12	87,17	9,055
81.2<x≤98.6	Tall	114	65,14		
63.8<x≤81.2	Keep	40	22,86		
46.4<x≤63.8	Low	0	0		
29≤x≤46.4	Very Low	0	0		

Based on the results of the categorization in Table 3, emotional intelligence is categorized into five categories, namely the very high category with a percentage of 12%, the high category with a percentage of 65.14%, the medium category with a percentage of 22.86%, the low category with a percentage of 0%, and the very low category with a percentage of 0%. Based on these results, it can be concluded that the participants' mean scores on the emotional intelligence variable are in the high category.

Table 4. Categories Public Speaking Anxiety Score

Interval	Category	Frequency	Percentage	Mean	Standard Deviation
57.8<x≤68	Very High	6	3,43	43,35	7,141
47.6<x≤57.8	Tall	41	23,43		
37.4<x≤47.6	Keep	92	52,57		
27.2<x≤37.4	Low	32	18,28		
17≤x≤27.2	Very Low	4	2,29		

Based on the results of the categorization in Table 4, public speaking anxiety is categorized into five categories, namely the very high category with a percentage of 3.43%, the high category with a percentage of 23.43%, the medium category with a percentage of 52.57%, the low category with a percentage of 18.28%, and the very low category with a percentage of

2.29%. Based on these results, it can be concluded that the mean score of participants on the variable of public speaking anxiety is in the moderate category.

Assumption Test

The researcher first conducted an assumption test in the form of a normality test, a linearity test, and a multicollinearity test. After the normality test was carried out using the Kolmogrov-Smirnonov test, the results were obtained that the three variables were normally distributed, namely the self-efficacy variable with K-S-Z = 1,128 which had a significance of 0.157 (p>0.05), the emotional intelligence variable with K-S-Z = 9.96 which had a significance of 0.286 (p>0.05), the variable of public speaking anxiety with K-S-Z = 1,149 which had a significance of 0.143 (p>0.05). Next, the researcher conducted a linearity test (p>0.05). From these two relationships, the two variables of self-efficacy and emotional intelligence had a linear relationship, namely the linearity test between the variables of self-efficacy and anxiety of public speaking was obtained F difference = 0.860 and had a significance of 0.616 (p>0.05) and the linearity test between the variables of emotional intelligence and anxiety of public speaking obtained F difference = 0.719 and had a significance of 0.878 (p>0.05). The results of the multicollinearity test showed that the Variance Inflation Factor (VIF) value of the two independent variables, namely self-efficacy and emotional intelligence, showed a figure of 1.359 (VIF<10) and a tolerance value of 0.736 (tolerance>0.01). These results show that between the two free variables there is no multicollinearity.

Hypothesis Test

Table 5. Hypothesis Test

ANOVAb

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1140.949	2	570.474	12.689	.000a
	Residual	7733.085	172	44.960		
	Total	8874.034	174			

a. Predictors: (Constant), Emotional Intelligence, Self-Efficacy

b. Dependent Variable: Anxiety of public speaking

In Table 5, it shows the magnitude of the significance in the ANOVA calculation that will be used for the feasibility test of the regression model. In the results of the ANOVA test, this study resulted in an F value of 12.689 and an F table of 4.6052 (F table is smaller than F count), with a significance level of 0.000 (p<0.05), so it can be concluded that self-efficacy and emotional intelligence together can be predictors of public speaking anxiety in UKSW students.

Table 6. R Square

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.359a	.129	.118	6.705
a. Predictors: (Constant), Emotional Intelligence, Self-Efficacy				
b. Dependent Variable: Anxiety of public speaking				

The *R Square* value in the table above is 12.9 and the R value is 0.359. The figure shows that 12.9 or 12.9% of public speaking anxiety can be explained using the variables of self-efficacy and emotional intelligence. Therefore, self-efficacy and emotional intelligence played a role of 12.9% on public speaking anxiety in UKSW students, meaning that there were other variables of 87.1% that could play a role as predictors for the emergence of public speaking anxiety in addition to the variables of self-efficacy and emotional intelligence. And in the *standard part of the estimate* the value was 6.705 and this number was smaller than the standard value of public speaking anxiety deviation (7.141). This means that self-efficacy and emotional intelligence together can be predictors for public speaking anxiety. After determining the feasibility of self-efficacy and emotional intelligence in predicting public speaking anxiety, the researcher tested the regression coefficient.

Table 7. regression test

Coefficient						
		Unstandardized Coefficients		**Standardized Coefficients**		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	30.453	5.192		5.865	.000
	Self-Efficacy	.803	.162	.410	4.946	.000
	Emotional intelligence	-.113	.065	-.143	-1.721	.087
a. Dependent Variable: Anxiety of public speaking						

To test the regression coefficient, it can be seen from *the Standardized Coefficients* which shows the magnitude of the value used to measure the magnitude of the influence of the partially (independent) independent variable on the dependent variable. If the coefficient of the value of t is calculated = 4.946, t table = 1.960 (t calculated > t table), and sig = 0.00 ($p<0.05$), then it can be concluded that self-efficacy can be an independent or partial predictor of public speaking anxiety. If the coefficient of the value of t is calculated = -1.721, t table = 1.960 (t count < t table), and sig = 0.087($p>0.05$), it can be concluded that emotional intelligence cannot be an independent or partial predictor of public speaking anxiety.

Discussion

The results of the hypothesis test show that the third hypothesis proposed in this study is acceptable, namely that self-efficacy and emotional intelligence together can be predictors for the appearance of public speaking anxiety. The conclusion was taken based on the results of the calculation of multiple regression analysis and obtained a significance value of 0.000 ($p<0.05$), and the value of F calculated as 12.689 > from the F table, which is 4.6052, so it can be interpreted that independent variables (self-efficacy and emotional intelligence) together can be predictors for the emergence of dependent variables (anxiety of public speaking in UKSW students). The results of the calculation are in line with those revealed by Utomo (in Wahyuni, 2015) who revealed that anxiety is influenced by several factors, one of which is self-efficacy characterized by confidence in dealing with uncertain situations, confidence in achieving targets, fostering motivation and overcoming challenges that arise. Another factor that also affects public speaking anxiety is emotional intelligence, a study by Utami (in Kholisin, 2014) found that a person will feel anxious when faced with situations that are out of control, unpleasant, and do not compromise with what is desired. However, the anxiety can be controlled with high emotional intelligence.

The self-efficacy possessed by UKSW students is relatively high. Students who experience anxiety when interpreting negative audience emotions in this case use high emotional intelligence, and then empower high self-efficacy, then they will have an attitude of not avoiding public speaking, consider it as a challenge and not a threat and have a high commitment to public speaking well. According to Dewi, in 2012 (in Wahyuni, 2015) individuals who have high self-efficacy, feel capable and confident of success in overcoming obstacles and consider threats as a challenge that does not need to be avoided. Wahyuni (2015) stated that for a person who has high self-efficacy, tasks are not seen as a threat to be avoided, but work that must be completed. They are interested in an activity, develop goals and have a commitment to achieve those goals. Therefore, self-efficacy and emotional intelligence together can be a predictor for the onset of public speaking anxiety in UKSW students.

Through multiple regression tests, the *R Square value* was obtained as much as 12.9 or 12.9% and the R value was 0.359. This value can be interpreted as a predictor of 12.9% of public speaking anxiety in UKSW students, meaning that there are other variables of 87.1% that can play a role as predictors for the emergence of public speaking anxiety in addition to the self-efficacy variableand emotional intelligence. The value of R can be interpreted as the magnitude of the relationship between the three variables simultaneously of 0.356. And in the *standard error of the estimate* which is 6.705 and this number is smaller than the standard deviation value of public speaking anxiety which is 7.141. This means that self-efficacy and emotional intelligence can be used as predictors for public speaking anxiety. The results of the study prove that there are other factors that are more likely to be predictors of public speaking anxiety, such as the emotional maturity factor expressed by Utomo (in Wahyuni, 2015) as well as the self-control factor according to Goleman (in Kholisin, 2014).

Based on the calculation of the regression coefficient between self-efficacy and public speaking anxiety, the value of t calculated = 4.946 and t table = 1.960 (t count > t table), the significance value is 0.00 ($p<0.05$), so it can be interpreted that self-efficacy can be an independent predictor of the onset of public speaking anxiety in UKSW students. Therefore,

the first hypothesis that self-efficacy independently can play a role as a predictor for the emergence of public speaking anxiety in students of Satya Wacana Christian University is acceptable. The results of the study are also in line with the results of a study conducted by Listiyani, Machmuroch, & Hardjono, (2015) obtained the results that there is a negative and significant relationship between self-efficacy and speech anxiety in class. And in accordance with the research conducted by Wahyuni (2015), it was found that there was a negative relationship between self-efficacy and public speaking anxiety. Students who have high self-efficacy, the lower the level of anxiety in public speaking. If a person has high self-efficacy, then there will be no anxiety in him to speak in public, but he will remain focused and committed to trying to complete the task, namely speaking in public well and not showing anxiety in terms of his behavior or physiology and he does not consider it as a threat but as a job that must be completed. On the other hand, if a person has low self-efficacy, then there will be anxiety to speak in public which can be seen in terms of behavior and physiology. He also considers that public speaking is a difficult job and a threat so it must be avoided. He will also have a low commitment to be able to accomplish the task of public speaking, and is more likely to think about his shortcomings.

Meanwhile, the regression coefficient between emotional intelligence and public speaking anxiety was obtained with a value of t calculated = -1.721 and t table = 1.960 (t count < t table), and sig = 0.087 (p>0.05), then it can be concluded that emotional intelligence cannot be an independent predictor of the onset of public speaking anxiety. The second hypothesis that emotional intelligence independently can play a role as a predictor for the emergence of public speaking anxiety in UKSW students was rejected. This result is not in line with the results of a study conducted by Kholisin (2014), obtained the results that emotional intelligence has a significant effect on the anxiety of public speaking in the 64th KKN in 2015 Faculty of Da'wah and Communication UIN Walisongo Semarang.

Based on the results of the categorization of the public speaking anxiety scale, it is known that the highest percentage is 52.57%, and the average UKSW student has public speaking anxiety included in the medium category. The results of the categorization of the self-efficacy scale showed the highest percentage of 46.29%, with the average UKSW student having self-efficacy which is included in the high category. Based on the results of the categorization of the emotional intelligence scale, it is known that the highest percentage is 65.14%, with the average UKSW student having emotional intelligence included in the high category. If a person has high self-efficacy, then there will be no anxiety in him to speak in public, but he will remain focused and committed to trying to complete the task, namely speaking in public well and not showing anxiety in terms of his behavior or physiology and he does not consider it as a threat but as a job that must be completed. If a person has high emotional intelligence, he will not show anxiety when speaking in public. He will be able to manage his emotions in him to be more positive so that he can escape from negative feelings and he will remain calm and not feel depressed when speaking in public.

The category of emotional intelligence in UKSW students is relatively high and the category of anxiety in public speaking is moderate. Goleman (in Nuraini, 2013) revealed that one aspect of emotional intelligence is recognizing other people's emotions which is the ability to understand other people's feelings, thoughts and actions based on that person's point of view.

This shows that when UKSW students experience anxiety of public speaking, on average they have the ability to understand the feelings of themselves and others well, so that when speaking in public they can also interpret the emotions that the audience has well and appropriately. If they see that facial expressions and body language or in this case nonverbal messages sent by the audience are meaningless or incomprehensible and have other meanings, then it will affect the student and will likely cause anxiety about public speaking that is already in him, which will then add to the anxiety.

Public speaking anxiety is an uncomfortable state that does not settle on the individual, both when imagining and when speaking in front of a crowd (Wahyuni, 2015). Anxiety that comes suddenly, creates discomfort and causes anxiety, anxiety and annoyance. These feelings of anxiety sometimes make individuals want to run away from the problems or circumstances they are experiencing (Wahyuni, 2015). The relatively high emotional intelligence possessed by students is likely to make students become affected and feel more anxiety when speaking in public when they interpret that the audience has negative emotions towards them, which is likely to make emotional intelligence unable to be an independent predictor of the onset of public speaking anxiety.

Based on the overall results of the study, it can be concluded that the results of the study show that 1). Self-efficacy independently can be a predictor of the emergence of public speaking anxiety in UKSW students. 2). Emotional intelligence independently cannot play a role as a predictor for the emergence of public speaking anxiety in UKSW students. 3). Self-efficacy and emotional intelligence together can play a role as a predictor for the emergence of public speaking anxiety in UKSW students. This research has the advantage that the scale used has reliability that is included in the good category so that it can be used as a measuring tool in research. This study has a relatively large number of participants and can represent the entire faculty at UKSW, so that the results of the research can be generalized to UKSW students who have the same characteristics as the participants.

CONCLUSION

This study demonstrates that self-efficacy serves as a significant independent predictor of public speaking anxiety among UKSW students, while emotional intelligence alone does not show a notable effect; however, when combined, both variables account for 12.7% of the variance in public speaking anxiety, highlighting their modest but meaningful influence. The findings emphasize the crucial role of fostering self-efficacy to help reduce anxiety in public speaking situations, which is essential for students' academic and professional development. Given the importance of public speaking as a soft skill, it is vital to enhance both self-efficacy and emotional regulation abilities among students. For future research, it is suggested to include additional psychological constructs such as self-esteem, emotional maturity, or self-control to gain a deeper understanding of the factors influencing public speaking anxiety. Furthermore, employing broader sampling and mixed-method approaches could provide richer data and improve the generalizability of the results.

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