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Developing Human Capital through Communication Performance: The Mediating Role of Self-Efficacy in Academic Presentations

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Abstract

Communication skills, particularly effective presentation delivery, are increasingly regarded as strategic competencies in human resource development, yet students' readiness in this domain remains uneven. This study examines the effects of audience engagement, feedback orientation, and presentation anxiety on students' presentation delivery quality, with self-efficacy positioned as the central mediating mechanism. A quantitative approach was employed, using survey data from 189 Management students at a public university in Indonesia, and the data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The results demonstrate that audience engagement and feedback orientation positively affect self-efficacy and presentation delivery quality, whereas presentation anxiety negatively affects both outcomes. Moreover, self-efficacy significantly mediates the relationships between the three antecedent variables and presentation delivery quality. The findings extend Social Cognitive Theory by highlighting self-efficacy as a key psychological resource in higher-education-based human capital development. Practically, the study offers insights for lecturers and human resource development practitioners in designing interactive, feedback-oriented communication learning environments that systematically strengthen students' self-efficacy and readiness for future professional roles.

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INTRODUCTION

The Human Resource Management (HRM) perspective views human capital not merely as an accumulation of knowledge and technical skills, but also as a set of psychological and behavioral capacities that enable individuals to perform effectively and sustainably. As workplace demands increasingly emphasize professional communication, particularly the ability to deliver effective presentations, communication skills are increasingly positioned as strategic competencies in human resource development. Contemporary HRM literature recognizes communication skills as essential employability and transferable skills that determine individuals' readiness for the labor market and their long-term performance sustainability (Dessler, 2020; Torrington et al., 2020).

Torrington et al., (2020) explicitly argue that core work-related skills such as communication, self-confidence, and presentation ability are fundamental to individual performance across occupational contexts. This view aligns with (Dessler, 2020), who emphasizes that training and development functions in HRM are not limited to enhancing technical skills, but also aim to build capability, confidence, and behavioral readiness so that individuals can effectively transfer learning into actual workplace performance. Accordingly, presentation skills should no longer be regarded as supplementary competencies, but rather as an integral component of human capital development.

In higher education, students are positioned as future human resources currently undergoing human capital formation. Consequently, the development of communication and presentation skills constitutes an essential part of the strategic agenda of Human Resource Development (HRD). Nevertheless, prior studies indicate that students' presentation delivery quality continues to face substantial challenges. Brown & Welch (2022) report that although oral communication is consistently regarded as a critical skill by employers, many students lack the psychological readiness and performative capability to utilize this skill effectively. In this regard, presentation delivery quality should not be understood merely as a pedagogical outcome, but also as an early indicator of human capital quality and graduates' employability readiness (Mufidah et al., 2023; Tsang, 2020).

Previous research suggests that a complex interaction between situational and psychological factors shapes students' presentation delivery quality. One relevant situational factor is audience engagement, the extent to which audiences demonstrate attention, responsiveness, and active involvement during presentations. Audience responses serve as important stimuli that influence speakers' communication experiences. Zhang & Ardasheva (2019) This emphasizes that social responses, including verbal persuasion and audience reactions, represent key sources of self-efficacy development in public speaking contexts. This finding is reinforced by a systematic review conducted by (Lestari et al., 2021)which concludes that positive audience responses are significantly associated with lower levels of public speaking anxiety among students.

In addition to audience-related factors, feedback orientation represents another critical mechanism in the development of communication competence. From an HRM perspective, feedback orientation reflects a developmental mindset, namely an individual's readiness to receive, interpret, and utilize feedback as a source of learning and capability development. Aamir & Ikramullah (2024) demonstrate that feedback orientation plays an important role in strengthening self-efficacy and individual performance through effective performance management processes. In the context of communication learning, (Ledford & Ashby-King, 2025; Liu & Aryadoust, 2024) argue that the effectiveness of feedback does not operate directly on performance outcomes but rather through self-efficacy, a key psychological mechanism.

Conversely, presentation anxiety remains a dominant affective barrier in higher education settings. Numerous studies indicate that the majority of students aged 17–22 experience public speaking anxiety, which directly undermines self-confidence and communication performance (Dewi & Kumala, 2022; Fatah & Nafila, 2022). Then, Tsang (2020) further shows that perceptions of delivery competence account for a substantial proportion of the variance in students' public speaking anxiety. These findings underscore that presentation anxiety is not merely a temporary emotional phenomenon, but a performance inhibitor that is highly relevant to human capital development.

Within the framework of Social Cognitive Theory (SCT), situational factors such as audience engagement and feedback, as well as affective factors such as anxiety, do not directly influence performance; instead, they operate through a central cognitive mechanism, namely self-efficacy (Bandura, 1997, 2009). Bandura (2009) asserts that efficacy beliefs influence individuals' motivation, persistence, and performance attainment in challenging situations. In the HRM context, self-efficacy is also considered a component of psychological capital that contributes to an individual's readiness for performance and adaptability in the workplace (Hakim et al., 2022).

Empirical evidence from (Imaniyati & Fadhilah, 2023; Ringeisen et al., 2019) further confirms that self-efficacy is positively associated with communication quality and negatively associated with communication anxiety.

Despite extensive research on self-efficacy, feedback, anxiety, and audience-related interaction, prior studies have largely examined these factors separately or within predominantly pedagogical and psychological frameworks. Research that simultaneously integrates audience engagement, feedback orientation, and presentation anxiety with self-efficacy as a central mediating mechanism remains limited. More specifically, the integrative role of self-efficacy in connecting both supportive learning factors (audience engagement and feedback orientation) and an affective barrier (presentation anxiety) to presentation delivery quality has received limited empirical attention, particularly when students are positioned as future human resources within a human capital development framework in the Indonesian higher-education context.

This study therefore develops an integrative model that brings together situational, developmental, and affective factors to explain students' presentation delivery quality through the mediating role of self-efficacy. The model contributes incrementally to the HRM and HRD literature by connecting communication performance in higher education with human capital development, while extending the application of Social Cognitive Theory to an integrated academic presentation context.

Therefore, this study aims to analyze the effects of audience engagement, feedback orientation, and presentation anxiety on students' presentation delivery quality, with self-efficacy serving as the primary mediating variable. By positioning these relationships within a human capital development perspective, this study is expected to contribute theoretically to the development of the HRM literature grounded in higher education contexts, while also offering practical implications for lecturers and HRD practitioners in designing interactive, feedback-oriented communication learning strategies that strengthen students' self-efficacy as future workforce candidates.

Based on Social Cognitive Theory (SCT), social interaction and environmental feedback play a critical role in shaping individuals' efficacy beliefs (Bandura, 1997, 2009). In presentation contexts, audience engagement manifested through attention, responsiveness, and interaction functions as social persuasion, reinforcing speakers' confidence. Empirical studies demonstrate that supportive audience responses and peer interaction enhance presentation self-efficacy and reduce communication anxiety among students (Lestari et al., 2021; Liu & Aryadoust, 2024; Ranjbar et al., 2025). When students perceive active audience involvement, they are more likely to interpret the presentation situation as controllable, thereby strengthening their belief in their communication abilities.

H1: Audience engagement has a positive effect on students' self-efficacy.

According to Communication Competence Theory, effective communication depends not only on message content but also on adaptive interaction with the audience. Audience engagement encourages presenters to maintain focus, adjust delivery strategies, and manage verbal and nonverbal expressions more effectively. Prior studies show that audience responsiveness and peer interaction improve presentation flow, clarity, and overall delivery quality (Liu & Aryadoust, 2024; Ranjbar et al., 2025). Thus, an interactive presentation environment directly supports higher-quality delivery performance.

H2: Audience engagement positively affects the quality of presentation delivery.

Communication Apprehension Theory posits that anxiety in public speaking situations undermines confidence and perceived control. Within SCT, excessive emotional arousal, such as presentation anxiety, is a significant source of diminished self-efficacy. Empirical evidence indicates that higher levels of presentation anxiety are associated with lower communication confidence and weaker efficacy beliefs (Hutchings, 2024; Ringeisen et al., 2019; Tsang, 2020). Students who experience intense anxiety tend to doubt their ability to manage presentation demands effectively.

H3: Presentation anxiety negatively affects students' self-efficacy.

From the perspectives of Processing Efficiency Theory and Attentional Control Theory, anxiety consumes cognitive resources required for task execution, thereby reducing processing efficiency in demanding communication tasks. Studies consistently show that public speaking anxiety negatively affects verbal fluency, message organization, and nonverbal communication, leading to poorer presentation delivery (Lestari et al., 2021; Mufidah et al., 2023; Tsang, 2020). Therefore, elevated anxiety levels are expected to impair delivery quality.

H4: Presentation anxiety negatively affects presentation delivery quality.

Feedback Intervention Theory emphasizes that the impact of feedback depends on individuals' orientation toward evaluative information. Students with a positive feedback orientation are more likely to interpret feedback as a learning opportunity rather than a threat. Recent studies confirm that constructive and supportive feedback strengthens academic self-efficacy by reinforcing beliefs about personal growth and competence (Aamir & Ikramullah, 2024; Ledford & Ashby-King, 2025; Shukri & Anuar, 2025).

H5: Feedback orientation has a positive effect on students' self-efficacy.

In performance management and learning contexts, feedback serves as a mechanism for continuous improvement. Empirical findings show that students who actively utilize feedback from instructors and peers demonstrate significant improvements in presentation clarity, structure, and delivery performance (Liu & Aryadoust, 2024; Palma et al., 2025; Ranjbar et al., 2025). A positive feedback orientation enables individuals to translate evaluative input into observable performance enhancement.

H6: Feedback orientation has a positive effect on presentation delivery quality.

According to SCT, self-efficacy influences effort, persistence, and emotional regulation during task execution. In communication settings, higher self-efficacy allows presenters to manage pressure, control gestures, and adapt delivery strategies effectively. Prior studies identify self-efficacy as a key predictor of presentation competence and delivery quality (Ringeisen et al., 2019; Zhang & Ardasheva, 2019).

H7: Self-efficacy has a positive effect on presentation delivery quality.

SCT posits that environmental and affective factors influence performance primarily through cognitive mechanisms, with self-efficacy serving as a central mediator. Empirical research shows that social support, feedback, and anxiety shape performance outcomes indirectly by strengthening or weakening efficacy beliefs (Florescu et al., 2024; Lestari et al., 2021; Zhang & Ardasheva, 2019). Accordingly, self-efficacy is expected to mediate the effects of audience engagement, feedback orientation, and presentation anxiety on presentation delivery quality.

H8: Self-efficacy mediates the effect of audience engagement on presentation delivery quality.

H9: Self-efficacy mediates the effect of feedback orientation on presentation delivery quality.

H10: Self-efficacy mediates the effect of presentation anxiety on presentation delivery quality.

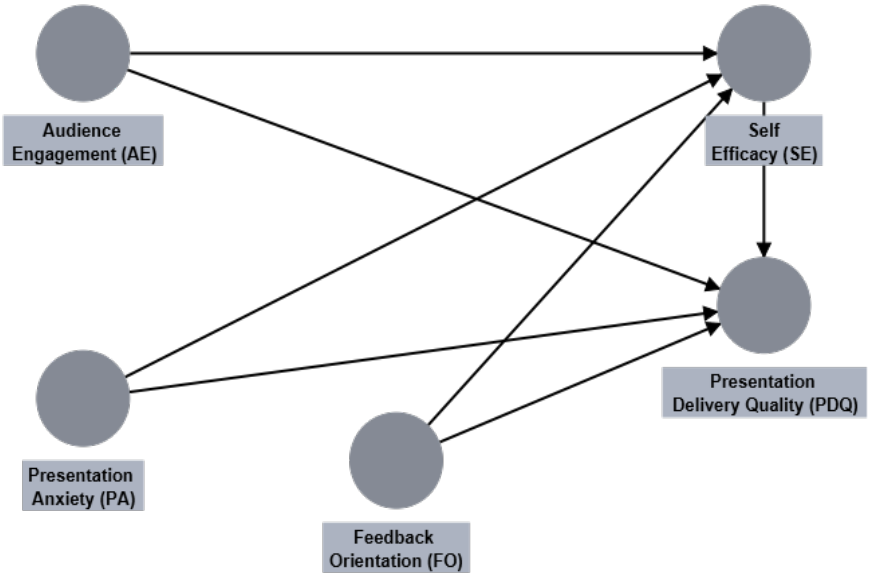


Figure 1. Research framework developed

Based on the theoretical arguments and empirical findings discussed above, this study proposes an integrated research framework that explains presentation delivery quality as the outcome of both situational and psychological factors. Audience engagement and feedback orientation represent external developmental stimuli, while presentation anxiety reflects an affective constraint that may hinder performance. These factors are assumed to influence presentation delivery quality directly and indirectly through self-efficacy as a central cognitive mechanism. The proposed research framework illustrating the hypothesized relationships among variables is presented in Figure 1.

METHOD

This study employed a quantitative explanatory research design to examine the direct and indirect relationships among audience engagement, feedback orientation, presentation anxiety, self-efficacy, and presentation delivery quality. The data were collected through an online survey administered to 189 undergraduate

students in the Management Study Program at Universitas Palangka Raya, Indonesia, enrolled in the first, third, and fifth semesters, and who had prior experience delivering academic presentations. Respondents were selected based on these criteria to ensure that they had relevant experience with the presentation context examined in this study. The respondents were students enrolled in courses taught by the researcher; however, participation in this study was entirely voluntary and did not influence students' academic evaluations, course grades, or assessment outcomes. Students were informed that their decision to participate or not participate would have no academic consequences. A purposive sampling technique was used to select respondents who met the predetermined inclusion criteria and had relevant experience with academic presentations in the courses concerned. The sample size was considered adequate for PLS-SEM analysis, as recommended by (Hair et al., 2019, 2022) for achieving stable parameter estimates and sufficient statistical power.

All constructs were measured using a five-point Likert scale, and the questionnaire was developed contextually based on Social Cognitive Theory, Communication Apprehension Theory, Communication Competence Theory, and Feedback Intervention Theory. The measurement indicators were developed and contextually adapted to reflect the characteristics of the study sample, particularly undergraduate Management students with direct experience in academic presentation activities. This contextual adaptation was intended to ensure that each indicator was relevant to the students' actual presentation experiences while maintaining the conceptual meaning of the respective constructs. Audience engagement was operationalized through interactive, responsive, collaborative, and cognitive involvement during presentations (De Grez et al., 2009; Liu & Aryadoust, 2024; Ranjbar et al., 2025). Presentation anxiety captured affective, cognitive, behavioral, and physiological dimensions of public speaking anxiety (Eysenck et al., 2007; McCroskey, 1977; Tsang, 2020). Feedback orientation was measured using indicators related to self-reflection, feedback utilization, feedback awareness, and developmental goal orientation (Dahling et al., 2015; Kluger & DeNisi, 1996; Mone, 2012). Self-efficacy reflected mastery beliefs, social confidence, task organization, emotional regulation, and adaptive coping in presentation situations (Bandura, 2009; Ringeisen et al., 2019; Zhang & Ardasheva, 2019). Presentation delivery quality encompassed verbal and nonverbal performance, vocal clarity, speech fluency, audience adaptation, and time management (De Grez et al., 2009; Palma et al., 2025; Spitzberg, 2015; Tsang, 2020).

Data analysis was conducted using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS version 4 (Ringle et al., 2022), involving a two-stage procedure: evaluation of the measurement model (outer model) to assess convergent validity, discriminant validity, and reliability, followed by evaluation of the structural model (inner model) to test path coefficients, coefficient of determination (R^2), and the mediating role of self-efficacy through bootstrapping procedures.

RESULT AND DISCUSSION

This section presents the demographic profile of the research respondents, including gender, academic semester, and enrolled courses, as shown in table 1. This description provides empirical context for interpreting the subsequent analysis results.

Table 1. Respondents' Demographic Characteristics

Characteristics	Category	Number (n = 189)	Percentage (%)
Gender	Male	71	37,6%
	Female	118	62,4%
Academic Semester	1 (one)	50	26,5%
	3 (three)	105	55,5%
	5 (five)	34	18,0%
Courses Attended	Introduction to Management	50	26,5%
	Managerial Economics	52	27,5%
	Human Resource Management	53	28,0%
	Organizational Theory	34	18,0%

Source: Primary data processed (2025)

Based on table 1, the majority of respondents were female students (62.4%), while male students accounted for 37.6%. In terms of academic level, most respondents were in the third semester (56.6%), followed

by first-semester students (26.5%) and fifth-semester students (18.0%). This composition indicates that most respondents were at the early to middle stages of their academic studies, a phase typically characterized by ongoing development of communication and presentation skills. Regarding course enrollment, respondents were evenly distributed across core management courses: Human Resource Management (28.0%), Managerial Economics (27.5%), Introduction to Management (26.5%), and Organizational Theory (18.0%). This distribution suggests that the data were collected from diverse yet relevant learning contexts related to the development of communication and presentation skills. Therefore, the respondent characteristics provide a relevant empirical context for examining presentation-related experiences among Management students at Universitas Palangka Raya.

The outer model evaluation was conducted to assess construct validity and reliability using the criteria of outer loadings greater than 0.70, Cronbach's Alpha (CA) and Composite Reliability (CR) values exceeding 0.70, and Average Variance Extracted (AVE) above 0.50 (Hair et al., 2019, 2022). During the initial PLS Algorithm estimation, three indicators (PA4, PDQ1, and SE1) exhibited outer loadings below the recommended threshold and were therefore eliminated in accordance with methodological guidelines. After re-estimation, all remaining indicators met the criteria for convergent validity and construct reliability without compromising the conceptual meaning of the constructs.

Table 2. Convergent Validity and Reliability Results

Variable	Item	Outer Loading (> 0,70)	CA (> 0,70)	CR (> 0,70)	AVE (> 0,50)	Information
Audience Engagement (AE)	AE1	0,813	0,801	0,866	0,619	Meets criteria
	AE2	0,862				Meets criteria
	AE3	0,760				Meets criteria
	AE4	0,704				Meets criteria
	AE1	0,813				Meets criteria
	AE2	0,862				Meets criteria
Feedback Orientation (FO)	FO1	0,705	0,769	0,852	0,590	Meets criteria
	FO2	0,779				Meets criteria
	FO3	0,783				Meets criteria
	FO4	0,803				Meets criteria
Presentation Anxiety (PA)	PA1	0,862	0,901	0,926	0,716	Meets criteria
	PA2	0,813				Meets criteria
	PA3	0,889				Meets criteria
	PA5	0,841				Meets criteria
	PA6	0,825				Meets criteria
Self-Efficacy (SE)	SE3	0,836	0,841	0,887	0,612	Meets criteria
	SE4	0,770				Meets criteria
	SE5	0,781				Meets criteria
	SE6	0,779				Meets criteria
Presentation Delivery Quality (PDQ)	PDQ2	0,804	0,870	0,906	0,658	Meets criteria
	PDQ3	0,779				Meets criteria
	PDQ4	0,840				Meets criteria
	PDQ5	0,798				Meets criteria
	PDQ6	0,832				Meets criteria

CA: Cronbach's alpha
CR: Composite reliability (rho_c)
AVE: Average Variance Extracted

Source: Primary data processed, output from SmartPLS (2025)

As shown in table 2, all constructs achieved CA and CR values above 0.70 and AVE values above 0.50. These results indicate that the measurement model demonstrates satisfactory convergent validity and reliability, allowing the analysis to proceed to the structural model evaluation.

Discriminant validity was assessed using the Heterotrait–Monotrait Ratio (HTMT), which is recommended in PLS-SEM for its greater sensitivity than traditional approaches (Hair et al., 2019, 2022). An HTMT value below 0.90 indicates adequate discriminant validity.

Table 3. Discriminant Validity-HTMT

Variable	AE	FO	PA	PDQ	SE
Audience Engagement (AE)					
Feedback Orientation (FO)	0,693				
Presentation Anxiety (PA)	0,180	0,172			
Presentation Delivery Quality (PDQ)	0,670	0,739	0,407		
Self-Efficacy (SE)	0,597	0,701	0,489	0,861	

Source: Primary data processed, output from SmartPLS (2025)

As shown in table 3, all HTMT values among constructs were below the recommended threshold. The highest HTMT value was observed between Presentation Delivery Quality and Self-Efficacy (0.861), which remains within acceptable limits. These findings suggest that although specific constructs are conceptually related, they are empirically distinct. Thus, discriminant validity for all constructs in the model is established.

Collinearity assessment was performed to ensure the absence of multicollinearity among exogenous constructs in the structural model. Following (Hair et al., 2019, 2022), Variance Inflation Factor (VIF) values should be below 5, and preferably below 3. As presented in Table 4, all VIF values ranged from 1.033 to 2.030. These results indicate that no multicollinearity issues were detected in the model, and the relationships among constructs can be interpreted reliably.

Table 4. Result Inner Model VIF

Variable	VIF
Audience Engagement (AE) -> Presentation Delivery Quality (PDQ)	1,609
Audience Engagement (AE) -> Self-Efficacy (SE)	1,460
Feedback Orientation (FO) -> Presentation Delivery Quality (PDQ)	1,726
Feedback Orientation (FO) -> Self-Efficacy (SE)	1,438
Presentation Anxiety (PA) -> Presentation Delivery Quality (PDQ)	1,267
Presentation Anxiety (PA) -> Self-Efficacy (SE)	1,033
Self-Efficacy (SE) -> Presentation Delivery Quality (PDQ)	2,030

Source: Primary data processed, output from SmartPLS (2025)

The coefficient of determination (R^2) was used to assess the explanatory power of the structural model. As shown in table 5, the R^2 value for Self-Efficacy was 0.507, indicating that Audience Engagement, Feedback Orientation, and Presentation Anxiety explain 50.7% of the variance in self-efficacy. Meanwhile, the R^2 value for Presentation Delivery Quality was 0.631, suggesting that 63.1% of the variance in presentation delivery quality is explained by the constructs included in the model. These values indicate that the model demonstrates moderate to strong explanatory power.

Table 5. Determination Coefficient Results (R-Square)

Variable	R-square
Presentation Delivery Quality (PDQ)	0,631
Self-Efficacy (SE)	0,507

Source: Primary data processed, output from SmartPLS (2025)

Effect size (f^2) analysis was conducted to evaluate the relative contribution of each exogenous construct to the endogenous constructs. Based on Table 6, Self-Efficacy had the strongest effect on Presentation Delivery Quality ($f^2 = 0.275$). Feedback Orientation and Presentation Anxiety showed moderate effects on Self-Efficacy,

while Audience Engagement and Feedback Orientation had small to moderate effects on Presentation Delivery Quality. These findings highlight the central role of self-efficacy in explaining students' presentation delivery quality.

Table 6. Result Effect Size

Variable	F-square
Audience Engagement (AE) -> Presentation Delivery Quality (PDQ)	0,068
Audience Engagement (AE) -> Self-Efficacy (SE)	0,102
Feedback Orientation (FO) -> Presentation Delivery Quality (PDQ)	0,080
Feedback Orientation (FO) -> Self-Efficacy (SE)	0,200
Presentation Anxiety (PA) -> Presentation Delivery Quality (PDQ)	0,026
Presentation Anxiety (PA) -> Self-Efficacy (SE)	0,227
Self-Efficacy (SE) -> Presentation Delivery Quality (PDQ)	0,275

Source: Primary data processed, output SmartPLS (2025)

Overall model fit was evaluated using SRMR, d_ULS, d_G, and NFI indicators. As presented in table 7, the SRMR value of 0.077 falls below the conservative threshold of 0.08, indicating a good model fit. The NFI value of 0.762 exceeds the minimum acceptable threshold of 0.70, suggesting adequate incremental fit.

Table 7. Model Fit

Indicator	Saturated model	Estimated model	Kriteria	Interpretation
SRMR	0,077	0,077	< 0.10 (good); < 0.08 (conservative)	The model shows a good level of fit
d_ULS	1,655	1,655	Original value lies within the bootstrap confidence interval	No significant difference between the model and the data
d_G	0,580	0,580	Original value lies within the bootstrap confidence interval	Overall model fit is acceptable
Chi-square	615,331	615,331	Sensitive to sample size	Used as additional information
NFI	0,762	0,762	≥ 0.70 (acceptable fit)	The model demonstrates adequate incremental fit

Source: Primary data processed, output SmartPLS (2025)

Furthermore, the d_ULS and d_G values fall within acceptable ranges based on bootstrap-based criteria, indicating no significant discrepancy between the model-implied and empirical correlation matrices. Overall, these results confirm that the structural model demonstrates satisfactory fit and is appropriate for hypothesis testing within the PLS-SEM framework.

Table 8 summarizes the results of direct path coefficient testing and the mediating effect of self-efficacy on presentation delivery quality. Statistical significance was determined based on t-statistics > 1.96 and p-values < 0.05.

Table 8. Results of Direct and Indirect Hypothesis Testing

	Hyphotesis	Original sample	T statistics	P values	Decision
	Direct Effect				
H1	Audience Engagement → Self-Efficacy	0,271	4,095	0,000	Accepted

	Hyphotesis	Original sample	T statistics	P values	Decision
H2	Audience Engagement → Presentation Delivery Quality	0,201	2,785	0,005	Accepted
H3	Presentation Anxiety → Self-Efficacy	-0,340	6,085	0,000	Accepted
H4	Presentation Anxiety → Presentation Delivery Quality	-0,110	2,091	0,037	Accepted
H5	Feedback Orientation → Self-Efficacy	0,377	5,751	0,000	Accepted
H6	Feedback Orientation → Presentation Delivery Quality	0,225	3,438	0,001	Accepted
H7	Self-Efficacy → Presentation Delivery Quality	0,454	5,487	0,000	Accepted
	Indirect Effect (Mediation)				
H8	Audience Engagement → Self-Efficacy → Presentation Delivery Quality	0,123	3,312	0,001	Accepted
H9	Feedback Orientation → Self-Efficacy → Presentation Delivery Quality	0,171	4,012	0,000	Accepted
H10	Presentation Anxiety → Self-Efficacy → Presentation Delivery Quality	-0,154	3,651	0,000	Accepted

Source: Primary data processed, output SmartPLS (2025)

The results of the direct effect analysis indicate that audience engagement and feedback orientation have positive and significant effects on both self-efficacy and presentation delivery quality, supporting H1, H2, H5, and H6. In contrast, presentation anxiety shows a negative and significant effect on self-efficacy and presentation delivery quality, suggesting that higher levels of presentation anxiety directly reduce students' confidence and the quality of their presentation delivery (H3 and H4 supported).

Furthermore, self-efficacy positively and significantly affects presentation delivery quality (H7 supported), confirming its role as a key psychological factor in enhancing communication performance. Regarding indirect effects, self-efficacy significantly mediates the relationships between audience engagement, feedback orientation, and presentation anxiety and presentation delivery quality (H8, H9, and H10 supported). These findings indicate that situational and affective factors influence presentation quality not only directly but also indirectly through the strengthening or weakening of students' self-efficacy.

The findings indicate that audience engagement has a positive and significant effect on students' self-efficacy, supporting H1. This result aligns with Social Cognitive Theory, which emphasizes that social environments shape efficacy beliefs through verbal persuasion and social interaction (Bandura, 1997, 2009). Active audience involvement, such as attention, responses, and interaction, provides social cues that help students evaluate their presentation abilities more positively, thereby strengthening their confidence in oral communication contexts.

Empirically, this finding is consistent with prior studies showing that social support and direct audience interaction are key sources of presentation self-efficacy (Ringeisen et al., 2019; Zhang & Ardasheva, 2019). Moreover, supportive audience responses have been shown to reduce public speaking anxiety while simultaneously enhancing self-efficacy (Lestari et al., 2021). Peer interaction and peer assessment, as forms of active audience engagement, also provide affective and motivational support that reinforces confidence during presentations (Ranjbar et al., 2025). Overall, these results confirm that audience engagement functions not merely as a situational context but as a psychosocial mechanism shaping students' perceived communicative competence.

The results demonstrate that audience engagement positively and significantly affects presentation delivery quality, supporting H2. This finding highlights that effective presentation delivery emerges from interactive communication processes rather than solely from individual speaker skills. In line with Communication Competence Theory, speakers adapt their message, delivery style, and verbal–nonverbal behavior in response to audience feedback, thereby enhancing overall communication effectiveness (Spitzberg, 2015).

Empirical evidence supports this mechanism. Liu and Aryadoust (2024) found that audience involvement and peer interaction increase presenters' focus, adaptability, and confidence, thereby improving delivery quality. Similarly, Ranjbar et al., (2025) reported that interactive audiences in collaborative presentations enhance message flow, nonverbal expression, and vocal control. Palma et al., (2025) further emphasized that social presence, both physical and virtual, strengthens eye contact, body language, and delivery coherence. Thus, audience engagement emerges as a key situational factor that directly improves the quality of presentation delivery in academic and professional skill development contexts.

The findings show that presentation anxiety negatively and significantly affects self-efficacy, supporting H3. This indicates that higher levels of anxiety during presentations reduce students' confidence in their ability to deliver content effectively. This result is consistent with Communication Apprehension Theory, which posits that anxiety undermines cognitive, affective, and behavioral functioning in communication situations (McCroskey, 1977). From a Social Cognitive Theory perspective, negative emotional arousal serves as a source of diminished self-efficacy because individuals interpret anxiety as a sign of personal inadequacy (Bandura, 1997, 2009).

This relationship is supported by prior evidence demonstrating a consistent negative association between public speaking anxiety and self-efficacy (Lestari et al., 2021). Study Tsang (2020) also reported that presentation anxiety lowers students' perceived communicative competence, while Dewi & Kumala (2022) highlighted the role of self-efficacy in regulating communication-related anxiety. Collectively, these findings confirm that presentation anxiety represents a major psychological barrier that directly weakens students' self-efficacy in academic presentation contexts.

The results further indicate that presentation anxiety has a negative and significant effect on presentation delivery quality, supporting H4. This finding confirms that public speaking anxiety directly undermines delivery performance, including verbal fluency, message organization, and nonverbal communication such as eye contact and body language. Communication Apprehension Theory explains this effect by identifying anxiety as a key inhibitor of public speaking performance (McCroskey, 1977). Additionally, Processing Efficiency Theory suggests that anxious individuals allocate cognitive resources to worry and fear of negative evaluation, thereby reducing the efficiency of message processing and delivery (Eysenck et al., 2007).

Empirical support for this mechanism is well established. Study Tsang (2020) found a significant negative relationship between public speaking anxiety and delivery competence, while (Lestari et al., 2021) reported declines in articulation, message structure, and expressive control among highly anxious students. Furthermore, instructional interventions aimed at reducing anxiety, such as drama-based and collaborative learning, have been shown to improve presentation delivery quality simultaneously (Mufidah et al., 2023). Thus, presentation anxiety clearly functions as a performance inhibitor in academic presentation settings.

The findings reveal that feedback orientation positively and significantly influences self-efficacy, supporting H5. Students who view feedback as a learning resource rather than a threat tend to develop stronger confidence in their presentation abilities. This result aligns with Feedback Intervention Theory, which emphasizes that feedback effectiveness depends on how individuals interpret and process evaluative information (Kluger & DeNisi, 1996). Within Social Cognitive Theory, constructive feedback serves as verbal persuasion that strengthens self-efficacy when internalized positively (Bandura, 1997, 2009).

Recent empirical studies reinforce this conclusion, Aamir & Ikramullah (2024) demonstrated that feedback orientation is positively associated with self-efficacy in both academic and organizational contexts. Genkova & Gassel (2024) further showed that peer and instructor feedback enhances willingness to learn by increasing self-efficacy. In higher education settings, Shukri & Anuar (2025) found that instructor feedback was a strong predictor of academic self-efficacy. These findings collectively confirm feedback orientation as a critical psychological factor shaping students' self-efficacy in presentation contexts.

The results also show that feedback orientation has a positive and significant effect on presentation delivery quality, supporting H6. This indicates that students with a positive feedback orientation are better able to translate evaluative input into concrete improvements in presentation performance. This finding is consistent with Feedback Intervention Theory and performance management perspectives, which view feedback as an effective learning mechanism when individuals are psychologically ready to act on it (Mone, 2012).

Empirical evidence supports this relationship. Prior studies have shown that students who actively use instructor and peer feedback demonstrate significant improvements in delivery quality (De Grez et al., 2009; Ranjbar et al., 2025). Study Liu & Aryadoust (2024) further reported that combined teacher–peer feedback yields the strongest gains in public speaking competence, with feedback orientation determining whether feedback leads to behavioral improvement. Aamir & Ikramullah (2024)similarly emphasized that feedback orientation bridges

performance management practices and actual performance outcomes. Thus, feedback orientation emerges as a prerequisite for sustained improvements in presentation delivery quality.

The findings confirm that self-efficacy positively and significantly affects presentation delivery quality, supporting H7. This result reinforces Social Cognitive Theory, which posits that efficacy beliefs influence effort, persistence, emotional regulation, and task execution quality (Bandura, 1997, 2009). In presentation contexts, students with higher self-efficacy are more confident, better able to manage pressure, and more effective in using verbal and nonverbal communication cues.

Consistent with previous research, self-efficacy has been identified as a primary predictor of presentation competence and oral communication performance (Ringeisen et al., 2019; Zhang & Ardasheva, 2019). Another study Ranjbar et al., (2025) further demonstrated that collaborative presentations enhance self-efficacy, thereby improving delivery quality. Evidence from organizational contexts also confirms that self-efficacy positively influences performance and mediates the impact of HR development interventions (Viardhillah & Rini, 2023). These findings underscore self-efficacy as a key determinant of presentation delivery quality across academic and professional domains.

The mediation analysis shows that self-efficacy significantly mediates the relationships between audience engagement, feedback orientation, presentation anxiety, and presentation delivery quality, supporting H8, H9, and H10. These findings confirm the central role of self-efficacy as a psychological mechanism through which situational and affective factors influence communication performance, as proposed by Social Cognitive Theory (Bandura, 1997, 2009).

Positive social interactions such as active audience engagement and constructive feedback, enhance self-efficacy through verbal persuasion and mastery-related experiences, which in turn improve presentation delivery (Ranjbar et al., 2025; Zhang & Ardasheva, 2019). Conversely, presentation anxiety undermines self-efficacy, weakening students' ability to manage attention, nonverbal cues, and verbal fluency (Lestari et al., 2021; Tsang, 2020). These results extend existing literature by empirically demonstrating that self-efficacy is not merely an accompanying variable, but a core mediating mechanism that translates environmental and emotional factors into effective presentation performance.

Integratively, the findings of this study indicate that students' presentation delivery quality, as a component of communication competence and employability skills, is shaped by the interaction among the learning environment, individual psychological conditions, and reinforcing cognitive capacities. Audience engagement and feedback orientation function as enabling factors within the human resource development (HRD) environment, whereas presentation anxiety acts as a psychological barrier that constrains communication performance. However, the effectiveness of these factors in enhancing the quality of presentation delivery largely depends on students' self-efficacy, a core psychological resource.

From a human resource development perspective, self-efficacy plays a strategic role as an internal mechanism that translates learning experiences, social interactions, and evaluative feedback into high-quality communication performance. Interactive and development-oriented learning environments not only directly influence presentation quality but also strengthen students' confidence in managing pressure, adapting to audience dynamics, and demonstrating professional communication behaviors. In contrast, unmanaged presentation anxiety undermines self-efficacy and simultaneously diminishes performance quality, thereby potentially inhibiting individuals' work readiness.

These findings extend the human resource management and development literature by emphasizing that human capital development in higher education should be understood as a strategic process that integrates interactive instructional design, constructive feedback systems, and the strengthening of psychological capital. In the context of future workforce development, presentation skills should no longer be viewed merely as academic competencies but as early indicators of performance readiness and professional capability. Accordingly, HRD interventions in higher education need to be systematically directed toward building self-efficacy so that students can effectively transfer their communication competencies into real, sustainable workplace contexts.

CONCLUSION AND RECOMMENDATION

This study investigates the determinants of students' presentation delivery quality by positioning self-efficacy as a central psychological mechanism within the perspectives of Human Resource Management (HRM) and Social Cognitive Theory. The findings demonstrate that audience engagement and feedback orientation positively influence both self-efficacy and presentation delivery quality, whereas presentation anxiety negatively

affects these outcomes. In addition to these direct relationships, self-efficacy significantly mediates the effects of audience engagement, feedback orientation, and presentation anxiety on presentation delivery quality, highlighting its pivotal role in linking environmental, affective, and performance-related factors in communication contexts.

From a theoretical standpoint, this study extends Social Cognitive Theory by evidencing that performative communication behavior is shaped not only by learning experiences and emotional conditions but also by social interaction and individuals' orientation toward feedback. Within the HRM and human capital development literature, the findings contribute by emphasizing that students' communication competence as a proxy for future workforce readiness should be understood as an integrative outcome of psychological capital and supportive learning environments, rather than as a purely technical skill.

In practice, the results have important implications for human resource development in higher education. Lecturers and academic institutions are encouraged to design interactive learning environments that foster audience engagement, cultivate constructive feedback cultures, and systematically strengthen students' self-efficacy. Such approaches are essential not only for improving academic presentation performance but also for enhancing employability skills and professional readiness among graduates.

Despite its contributions, this study is subject to several limitations, including its cross-sectional design and the focus on a single academic program, which may restrict the generalizability of the findings. Future research is recommended to employ longitudinal or experimental designs, extend the investigation across diverse institutional and disciplinary contexts, and incorporate additional psychological constructs, such as learning orientation, psychological safety, and communication competence, to develop further and refine the proposed model.

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